

英語教科書におけるコミュニケーションタスクの 傾向分析と第2言語習得研究からの考察

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Abstract

This study investigates what effects are seen in the pedagogical tasks presented in the current textbooks, so that English teachers can implement the tasks to meet their actual needs. This study analyzes the tasks in eight Japanese high school textbooks used for oral communication and six ESL course books, attempting to clarify what task characteristics (Kawai, Hirata, Arai, Yokoyama, & Ohba, 2002) are most commonly seen in those textbooks. In addition, the present study examines task characteristics and planning conditions in several studies (e.g., Foster & Skehan, 1996), to investigate how they were related to the language performance, i.e., fluency, accuracy, complexity and negotiation. The results indicated that most of the tasks in the Japanese high school textbooks are characterized to have one-way information distribution, operations of retrieval, and few elements, and thus have positive effects on fluency. On the other hand, the tasks in the ESL course book vary in terms of characteristics even from the beginning level, but most of them have two-way information distribution, operations of transformation, and many elements, and thus have positive effects on complexity and accuracy. The review of influential task studies suggests that it is possible for language teachers to control the following four aspects of language performance: fluency, accuracy, complexity and negotiation process, if they change characteristics of a task and/or the task planning (Yuan & Ellis, 2003).

習熟度が違うと読解方略使用と読解プロセスも違うか

- 高校生の英語読解方略使用の調査より -

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Abstract

It is an established notion in L2 research that non-proficient L2 reading performance is different from L1 reading performance, which is defined as interactive. It is also reported that differences in reading strategy use is due to language proficiency rather than to L1 and L2 distinction. However, we have no clear idea about the combination of bottom-up and top-down processing in the reading process. This study investigated whether the relationship of reading strategy use, or the combination of bottom-up and top-down processing, is different due to language proficiency in the reading process of non-proficient L2 learners by comparison with that of proficient L1 readers. A survey was conducted to measure high school students' English reading strategy use in perception, and then the relationships between each strategy use were analyzed. The results show that reading strategy use is substantially similar regardless of language proficiency. The results also imply that the reading process is similarly interactive despite the difference of language proficiency.

日本語母語話者による英単語読みの選択

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Abstract

The correspondence between English spelling and pronunciation is complicated, which makes it difficult for both native speakers and non-native English learners to develop literacy. This is especially true for Japanese beginning learners of English because they have difficulty spelling or reading English words. When native speakers read unfamiliar words, they employ grapheme-phoneme correspondences (GPC) and body-rhyme correspondences (BRC). Utilizing these methods will help learners to recognize, to pronounce and to encode English words. Coltheart and Leahy (1992) found that GPC was the strongest determinant among native speakers. Yamada (2005) replicated this experiment with Japanese university students; however, only existing words were used in this experiment, and it was not clear how the Japanese would read unknown English words. The purpose of this study is to investigate which encoding method (i.e., GPC or BRC) Japanese use when they read words they do not know. In this investigation, 105 Japanese university students were given a list of non-existing words and asked to listen to a recording that offered different ways to pronounce each word. Students were then asked to choose the alternative that best represented how they would pronounce each word. In addition, the subjects were asked which strategies they used to determine the pronunciation of the words. The results suggested that Japanese university students have a tendency to choose BRC more frequently than native speakers. These results may give us an indication of how spelling and reading rules should be taught in Japanese secondary schools.

Lexical Awareness and Retention in Two Types of Intervention Activities

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Abstract

Many SLA researchers have investigated the role of awareness in L2 learning and reported the positive effect of awareness, claiming awareness plays an important role in L2 learning (Schmidt, 1990; Schmidt, 1994; Schmidt, 1995; Schmidt & Frota, 1986; Leow, 1997; Leow, 2000). They also propose that conscious awareness is a necessary and sufficient condition for the second language learning and acquisition. To explore the effect of awareness formed on unknown words on learning, this study focuses on two types of intervention, discourse intervention and isolated sentence intervention, assured to enhance awareness, which eventually affects the retention of the words. Participants were 32 Japanese university students majoring in education. The results showed that there were some positive correlation between awareness of the target words and their retention. Furthermore, this study found the effect of the discourse intervention that leads the participants to high awareness. Consequently, these findings indicate awareness has a high possibility to facilitate even vocabulary learning, and that the discourse intervention improves learners' awareness.

Key Principles for Establishing a CALL Environment

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Abstract

The tremendous developments in technology as well as the significant pedagogical developments of language teaching provide teachers with a variety of choices to design and conduct our lessons by using computers. Because of the history of computer-assisted language learning (CALL), we are currently able to use a variety of software. What type of software we will select depends upon our pedagogical position. A CALL environment is only one type of language teaching/learning classroom. In such an environment, it is important to consider social interaction among us with computers. I here discuss how teachers and learners interact with computers in CALL environments, by using a pedagogical interaction framework from the perspective of contingency. To amplify dynamic types of interactions, it is necessary to establish a thoroughly investigated classroom for CALL. To set up a well-planned CALL classroom, I propose 5 key principles, by viewing a CALL environment as an ecology for language teaching/learning. I would like to consider the dynamic relationships between learners/teachers and all the physical objects existing in the environment. Based on the key principles, I finally illustrate my current specific design choices for a CALL environment.