between English and Japanese construal. This study, which could be regarded as an applied study of cognitive linguistics, will be a good starting point for a new approach to grammar education and also creative and effective essay writing.

M106

Sept. 1/9:00-9:25/Bld1 R305

Strategies for Inferring Word Meanings

Y. Kanazawa (Tokyo International U.)
Y. Tominaga (U. of Tokyo)

It is widely recognized that a lack of vocabulary knowledge is one of the most serious problems for second-language readers, and a number of theorists claim that vocabulary learning requires attention to both form and meaning (Ellis, 1995; Robinson, 1995). Vocabulary learning mostly occurs incidentally and some degree of conscious attention is necessary for incidental learning to take place (Schmidt, 1993). Although a variety of processing strategies are required for incidental vocabulary learning, they are not fully understood and many important questions remain unanswered. They include the efficacy of different word-guessing strategies (Huckin & Coady, 1999). The present study aims to explore these issues. The research questions for the study are as follows:

1) What strategies do second-language readers with different proficiency use when they encounter unknown vocabulary in context?
2) What condition makes them guess word meaning successfully?
3) How can L2 learners be helped to make better guesses when their vocabulary knowledge is not sufficient?

Two texts were chosen for the study: one was a Japanese well-known narrative that participants all knew and the other was an academic text that they didn’t know. They were asked to write down all unknown words and how they guessed the meaning of these words. Afterwards, they were interviewed about the strategies that they used for each unknown word. The same tasks and interviews were conducted three times with an interval of two weeks between them. It was found that depending upon the text types, different strategies were used for guessing words. Although participants all knew the content of the narrative passage, weaker students tended to fail to activate their story schema and often misidentified words because of their graphemic similarity to other words. Main findings will be presented with pedagogical implications.

M107

Sept. 1/10:00-10:25/Bld1 R304

Language Learners' Perceived Causes for Success on English Proficiency Tests: A Qualitative Study

T. Pritchard (Kyushu Sangyo U.)

Attribution Theory has been a dominant theory in Educational Psychology research for decades as one of the few motivation theories that attempts to unite conscious and unconscious motivational processes as well as the roles of cognition and affect in shaping learner motivation.
Despite providing potentially valuable insights into student achievement, studies investigating student attributions (perceived causes) and achievement in language testing are surprisingly lacking in Second Language Acquisition (SLA) research, especially in the EFL context in Japan.

This presentation summarizes the results of a small pilot study investigating individual students’ attributions for success and failure in the TOEIC Bridge test at a large, four-year Japanese tertiary institution and provides improvements in the interview process in preparation for a future longitudinal, mixed-methods study.

Seven second year students of mixed majors were interviewed in Japanese using a semi-structured questioning process. Initial questions were indirect and open-ended, designed to elicit students’ unbiased memories of previous English study. These were followed by specific questions asking why their TOEIC Bridge score had changed. The transcribed data were coded for emergent themes based on the interview questions and patterns investigated and compared using NVivo software.

Initial results indicated that listening to music and watching movies were two internal and controllable factors commonly attributed to success. Other themes were attributing success to lessons and active class participation. Effort, an internal factor, was attributed to both success and failure.

The results are discussed in terms of attribution theory and implications for the university language classroom. Limitations of the study will also be discussed along with plans for a future longitudinal, mixed-methods study.

M108 Sept. 1/15:30-15:55/Bld1 R308
Case Method in Teaching English with In Touch with the Times

In Touch with the Times を利用した対話型英語指導

M. Shishido (Juntuendo U.)

最近大学教育において対話型講義が注目されている。ケース・メソッドを利用し、学生の講義に対する姿勢を受け身「見ている人」から積極的な参加「やる人」と変える取り組みを行っている。ケース・メソッドは、実際の事例研究を重視した教授法で、米国のロー・スクールやビジネス・スクールにおいて利用されている。この手法を英語教育においても巧みに利用し、ニューズの事例に基づき、学習者が批判的な思考を養い、自らの意見を述べ、さらには基礎的な英語聴解力、読解力も合わせて養成するための教材として、初・中級の学生を対象とした In Touch with the Times を作成した。

1. ニュース映像を利用したリスニング演習

AFP-World Academic Archive のニュース映像を各課の話題への導入として利用し、学生に興味を持たせる。このレベルでは、リスニング指導はトップダウンから徐々にボトムアップへと展開するのが効果的であるという考えから、英語を聞き、理解する力を養成する。ニュース映像を見て、全体的な要旨の理解から徐々に細かな音の認識へと展開するよう工夫してある。

2. 英文読解から事例の内容を理解し、意見をまとめる

英文読解を通じて各課の事例の内容を展開させ、さまざまな意見を紹介する。このレベルでは、リーディング指導はボトムアップからトップダウンへと進展するのが効果的であるという考えに基づき、英文読解力の養成を行う。英文を単語、文法などの正確な理解から全体、要旨を理解するという展開を通して、学生自身の意見をまとめるように発展させている。

3. 自らの意見を発表する

ケース・メソッドを利用し、学生が積極的に参加する対話型講義への展開として、批判的思考に基づ