assess their own performance, progress, and effectiveness. Additionally, students are given the knowledge with which to constructively analyze the speech of models as well as that of classmates. It should be noted that, as always, improvements in performance alone are sufficient to address confidence issues and result in a much greater willingness to use and interact in English. These positive changes can be seen in as little time as the span of a single semester. Nowadays, there is an increasing need for students to develop public speaking skills for both professional and academic purposes and presentation courses are a commonly included in university English programs. This framework aims to contribute to the collective knowledge and pedagogy available to ELT practitioners.

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Research paper

Student Usage and Reaction to the ‘Lex’ Vocabulary Game Application

Nagao, Akiko (Ritsumeikan University)
Rose, Oliver (Kwansei Gakuin University)

In this presentation we will discuss research that we have carried out on a vocabulary learning online/mobile game called Lex, which was designed by Oliver Rose. Various kinds of studies were done with students to gauge the effectiveness of the game in terms of both motivation and knowledge transfer. Quantitative data from students’ usage in CALL labs and from mobile phones will be presented, along with qualitative data from student surveys expressing their opinions and feelings about playing the game. About‘Lex’: My goal in designing the Lex app was to aid the review of vocabulary in a more appealing way than flashcards and the other limited types of digital vocabulary-learning activities available. The game uses vocabulary imported via API from the flashcard website Quizlet, which means that the users’ teacher or the users themselves can upload vocabulary to be practiced. The format also allows for various possibilities of hint given for the target word, such as L1 translation, cloze sentence, L2 definition and more. Rose designed the game itself to be cognitively engaging, with a design that requires a deeper level of processing and production than the more common passive multiple-choice format vocabulary learning activities. The Lex game screen shows a field of letters within which the answer to a given question or clue (e.g. cloze sentence/English definition/L1 translation) can be spelled out. Lex also employs various other game design mechanisms to hold the users’ attention, including nested goals with clear feedback at each stage, game aesthetics which are colorful and musical, rewards of points for speed and accuracy, and interactive flow utilizing the mobile touch-screen functionality. Importantly, in order to be a genuine learning activity rather than merely entertaining, the app includes progress tracking, review and reference capabilities.

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Research paper

Requirements for Internship in Singapore:
Perspectives from Sense of Purpose, Pre-study, and CEFR-J

Sakabe, Toshiyuki (Hokkaido Institute of Technology)
Naito, Hisashi (Hokkai-Gakuen University)
Shibata, Akiko (Sapporo Otani University)
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Development of human resources is one of the key problems for a lot of small and medium sized companies in Japan in the era of globalization. To explore possibilities of fostering human resources in university education, we brought four university students to small sized companies in Singapore for internship for two weeks, based on the results of our preliminary study in 2011. After providing assignments for two months to improve their listening and speaking skills and to expand their knowledge on industries where they received training, we observed their performance at their workplace and their communication skills for two weeks, analyzed their
reports submitted everyday, and interviewed their supervisors. It turned out that those who were highly motivated and studied very well in advance showed substantial progress during the short internship. Those successful students have been keeping their motivation for pursuing their goals to work overseas after their return. On the other hand, those who did not study well had a lot of difficulty in making communication with local staff members and left negative comments on their daily reports. Even though all the participants assessed their language skills as being higher after completion of the program, nobody could reach the level B2.1 in CERF-J scale. It seemed the level A1.3 to A2.1 in this scale would be at least required at the beginning of the program for successful internship in Singapore. If we further enhance the internship program, we need 1) to elaborate the measurement of students’ sense of purpose for this program, 2) to find out valid use of CERF-J for this program, and finally 3) to refine the pre-internship learning program for the improvement of language skills and knowledge on business fields.

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Publisher presentation

**Improve Your English through Reading “Boy-Tales of Childhood” by Roald Dahl**

ダール『少年』で楽しむ英語  
＜松栄社企画＞

森永 弘司（同志社大学）

近年大学の英語教育の現場では、TOEICの得点を延ばすことを目標としたカリキュラムや専門に特化したESP（English for Specific Purposes）プログラムが主流になり、文学教科は教室から次第に姿を消しつつある。しかしながら小説を授業で読みたいという学生のニーズはかなり高い。発表者が関西地区の共学大2校と女子大1校の学生を対象におこなったアンケート調査の中での読みたい教科に関する設問で、理系の参加者459名の55%、文系の参加者235名の67%、女子大の参加者205名の81%の参加者が小説を読みたいと考えていることが判明した。共学の私大では雑誌の記事に次いで、女子大では一番人気の高い教材である。文学教科の衰退の主因は実用的な英語力を伸長させるうえで効果が少ないことであると考えられているが、学生の小説を読みたいという希望は高いといえるので、小説を読解に読解力や文法力の強化を図るテキストの開発が望まれる。今回企画したリーディング教材「ダール『少年』で楽しむ英語」は、ロアルド・ダールの比較的平易でかつ興味深いエピソードで構成される「少年」を読解しながら読解に必要となる文法力と文章を正確に読解する習慣の習得を目指したものである。テキストは全体で15章から構成され、各々の章の冒頭で読解に必要となるパーソニング（それぞれの単語が果たしている文中での文法的役割や語と語の関係に焦点をあてて文構造の分析をおこなう方法）について簡単な説明をおこなっている。次に「少年」からの抜粋を掲載し、最後に語注を行った。続く設問としてMatching Words and Phrases, Comprehension Questions, Translating into English, Discussionsの4種類の問題を作成した。またパーソニングの手法に読解力の低い先生に本書を効果的に使用していただくための手引きを教授用資料書に掲載する予定である。特に入門的な文学教材を使用してみたい、精解の手法としてのパーソニングに関心をお持ちの先生にこのテキストを手にとっていただければと考えている。

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Research paper

**Exploring Corpus-based and Cognitive Linguistic Approaches: Vocabulary Retention and Recall in Speaking**

Kokubu, Yuho (Ochanomizu University)

Many researchers and teachers have stressed the role of vocabulary teaching and learning as one of the integral components of second/foreign language acquisition. However, few studies have attempted to determine how EFL learners’ actual strategy use contributes to their vocabulary knowledge. The purpose of this study is to identify how the use of a corpus-based and cognitive linguistic approach in the learning of high-frequency verbs and their formulaic sequences leads to vocabulary retention and recall on speaking tasks. Before,