

M058

Sept. 2/10:30-15:00/Bld1 F1 Lnge

**Effects of Technical Vocabulary Knowledge on  
Academic Writing: A Research Article Translation Task**

**D. Dalsky (Kyoto U.)**

The past few decades have seen research on vocabulary learning and teaching flourish in the literature of applied linguistics, and much has been learned about the role of vocabulary knowledge in writing. Little is known, however, about what type of vocabulary knowledge affects what kind of writing. The present paper reports an experimental study that investigated the effects of Japanese university students' knowledge of subject-specific vocabulary, or so-called technical vocabulary, on a Japanese-English translation of a research article abstract from the journal *Nature*. The participants of the study were 87 first-year students at a research university in Japan. The purposes of this study were to test the hypothesis that providing technical vocabulary has a positive effect on L2 academic writing and, if a positive effect exists, to uncover the linguistic, strategic, and psychological reasons for this effect. Results of quantitative and qualitative analyses revealed positive effects of technical vocabulary knowledge on L2 learners' written output in terms of word count, teacher assessment, students' comments of attitudes towards writing, use of vocabulary, and sentence structure. In the process of writing, technical vocabulary knowledge may determine the sentence structure and lead to easier sentence construction; further, it may motivate students to write. Although the translation task might have boosted perception of difficulty for vocabulary, the results suggest that a lack of vocabulary can be a serious obstacle to progress with university students' L2 writing, indicating the necessity for the university to support vocabulary learning.

M059

Sept. 2/9:00-10:25/Bld1 R303

**Development of Japan Standards -- Based on CEFR  
「ジャパン・スタンダード」の開発—CEFRの日本への適用**

**H. Oka (Mejiro U.)****M. Kawanari (Meikai U.)****A. Yoshida (Japan Women's U. High School)**

CEFR（ヨーロッパ共通参照枠）が、グローバルで汎用性の高い言語教育指針として、世界の言語教育に大きな影響力をもつものとして注目を浴びている。日本においても、外国語教育での学習スタンダードの策定に、CEFRの基軸を取り入れた研究があちこちで行われている。

われわれは、平成 22 年度から科学研究費補助金基盤研究（B）「外国語コミュニケーション能力育成のための日本型 CEFR の開発と妥当性の検証」（代表：明海大学・川成美香）のもと、「ジャパン・スタンダード」（Japan Standards for Foreign Language Proficiency—based on CEFR：略称 JS）を開発すべく、研究を進めている。このシンポジウムでは、JS の策定をめざしたわれわれの研究方法を検討し、現在までの成果を議論したい。

JS は、もともと CEFR がかかえる問題点、つまり普遍性を強調するがために 6 つのレベル分けがだまか過ぎる点と、ディスクリプターの記述が抽象的過ぎる点を克服するものとして提唱された。その結果、JS ではフィンランドを参考にして細分化し、A1 を 3 つに分けるなど計 12 のレベルを設定した。現場での使い勝手の悪さを解消するために、ディスクリプターによる能力記述文とともに、そ

れが表す具体的な言語材料（語彙、文法構造、表現）を明示した。

このような基本的な考え方のもと、JS は日本の教育制度への適合および日本文化のもつ特異性にも配慮しながら、CEFR の日本への適用を指向するものである。このシンポジウムでは、JS 開発の基本的理念（岡）と具体的な枠組みとプロセス（川成）を紹介し、現場での検証作業や活用（吉田）について論ずる。とくに、現在進めている検証作業（現場での試用とソーティング作業）で得られた結果に焦点を当て、フロアとのディスカッションを通して、このプロジェクトをよりよいものに持っていきたい。

M060

Sept. 1/15:00-15:25/Bld1 R305

### **The Effects of Multiple Exposures to Listening Tasks and the Factors Affecting Test Performance**

**Y. Gunshima (Kurume U. ; Part-time Lecturer)**

Beginning foreign language learners exhibit many listening problems. In order to help them to listen, effective support appropriate to the nature of the task and the learner's developmental stage should be provided. Although previous research shows that repeated listening improves listeners' understanding, the extent of its effectiveness may not be easily established due to different question types and testing methods. Since those variables affect listening test performance, the results should be carefully examined.

Addressing these issues, the current study aims to discover three areas: (1) whether multiple exposures to a listening passage improve the understanding of local questions, (2) to what extent short answer and multiple choice formats differ in resulting test scores, and (3) to what extent test-takers know the words or phrases tested in both listening and reading contexts.

In this study, 84 first-year Japanese university students took a listening test with local questions under a short-answer format three times. After the third listening, an immediate multiple choice test using the stem-equivalent questions with 4 answer options was conducted. Finally, the same questions as the listening test were given in a reading format.

As a result, listening comprehension significantly increased through multiple listening. However, the listening score with the short-answer format was not closely correlated to the stem-equivalent multiple choice score. Furthermore, there was a marked difference in comprehension between the listening and reading conditions. Thus, the data indicated that most of the participants cannot recognize the words extracting from the continuous speech stream and understand them under time constraints despite the fact that they understand them in reading. Implications for assessing listening comprehension are further discussed.

M061

Aug. 31/11:30-11:55/Bld2 R401

### **Genre Interest and Reading Recall in Graded Readers**

**J. Eidswick (Kwansei Gakuin U.)**

Little research has been conducted that investigates the influence of the motivation variable of interest on second language (L2) reading recall. This study examined interest and recall in the context of lengthy narrative texts that have been simplified for ease of understanding by L2