

令和3年度 函館英語英文学会研究発表会  
14:30-14:55, Saturday, 13th Nov, 2021

# 多読&多聴の効果と普段の英語授業

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**Hello! How are you today?**

**Can you indicate how well you are between 1 and 10 (10 as very well)? Thank you!**



Students choose an option

## Q. 多読多聴活動をさせていますか？

- A. 多読をさせている
- B. 多聴をさせている
- C. 多読も多聴も両方させている
- D. どちらもさせていない

右側で選択し、タップ or クリックして下さい



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# Results

- 総接触量 (Reading & Listening の総単語数) と従属変数 (TOEIC Bridge のスコア) との相関はどのクラスでも観察されず
- その他の独立変数 (テキストレベル、1回の平均接触量、WPM、読んだ&聴いた後に出るクイズのスコア) と従属変数の間にも相関は見られず
- 2月に比べて7月に総合スコアが有意に上がったのは1クラス
- 2月に比べて7月にリーディングスコアが有意に上がったのは1クラス
- 2月に比べて7月にリスニングスコアが有意に上がったのはクラスはなし
- Class B と Class C の 2月と7月のTOEIC Bridge のスコアに有意差がなかったため、同一グループとみなしてみるものの、相関はみられず

# Previous Research

Nishizawa, H., Yoshioka, T., & Fukada, M. (2010). The impact of a 4-year extensive reading program. In A. M. Stoke (Ed.), *JALT 2009 Conference Proceedings*. Tokyo: JALT

- Oxford Reading Tree, Cambridge English Readers, Oxford Bookworms, Macmillan Readers などの、図書館の蔵書を利用した、トヨタ高等専門学校での4年に渡る多読活動(毎週1回45分の授業時間内多読)の結果、最低30万語以上の累積読書量と TOEIC Score(平均435以上) の間に強い相関を認めた (Nishizawa, Yoshioka, & Fukada, 2010)。3年後には50%の学生45万単語、75%が30万単語を、4年後には50%が69万単語以上、そして、30万単語以上を読んだ学生の割合は84%になったと報告している。

# Previous Research

Imura, M. (2021). Course design using an online extensive reading system: In-class activities for enhancing motivation. *Memoirs of Osaka Institute of Technology*, Vol. 65, No. 2, 137-145.

- 大学の前期の約4ヶ月間で、非英語専攻の (TOEIC 130~500) 学生を対象とし、授業内多読活動、Xreading (<https://xreading.com/login/index.php>) (有料) を使用し5万単語を読む (リーディングテキストを聴く)、インターネットリソースを利用した読み聞かせなどを実施した。Pearson 社のプログレステストを Pre & Post-Tests として、伸びを確認したが、有意な差は見られなかった。5万語程度のインプットでは、英語能力の質的变化をもたらすには不十分である。しかしながら、多読に対する好意的な反応や、多読のモチベーションアップにつながる活動、多読・多聴学習活動の中でとくに英語の力に繋がる活動などの発見があった」、と報告している(Imura, 2021)。

# Method: Purpose of the Current Study

- そもそも英語への接触量の少ない函館大学の学生の、接触量を増やす
- 接触量を増やした結果、TOEIC Bridge の結果や、英語の学習行動に影響があるかを探る

# Method: Participants

- Class A ( $N = 8$ ): Feb ( $M = 68.4$ ,  $SD = 14.3$ ) (Thu 1)  
英語スピーキングⅢ(中高の英語の教員免許取得のための必修科目)を履修する、英語・国際コースの2年生
- Class B ( $N = 5$ ): Feb ( $M = 50.6$ ,  $SD = 11.22$ ) (Tue 2)  
英語実践 (TOEIC Bridge) を履修する、企業経営&市場創造コースの非英語系の2年生
- Class C ( $N = 9$ ): Feb ( $M = 52.4$ ,  $SD = 7.45$ ) (Mon 3)  
英語スピーキング入門を履修する、企業経営&市場創造コースの非英語系の2年生
- ★ 最終的な人数は、2月と7月に TOEIC Bridge を受け、多読多聴の目標単語数とクイズの%が60%を超えた、そして、クイズの%は60%を超えているが、異常なWPM で多読多聴活動した学生を除いた人数。元々の履修者数は、Class A ( $N = 12$ ), Class B ( $N = 36$ ), Class C ( $N = 40$ )。



# Method: Materials

- ノートルダム清心女子大学の Dr. Rob Waring と明治学院大学の Dr. Charles Browne が作成した、Extensive Reading Central (<https://www.er-central.com/#>) という無料で使える多読多聴サイト

The screenshot displays the Extensive Reading Central website interface. At the top, there is a navigation bar with the logo, a language dropdown set to 'English', and fields for 'Username' and 'Password' with a 'Login' button. Below the navigation bar, there are links for 'Register as a Student, or Teacher / Institution, or Contributor | How to Register? | Forgot Password'.

The main content area is divided into two columns: 'STUDENT' and 'TEACHER'.

**STUDENT Section:**

- Welcome to Extensive Reading Central. Learn words, Read and Listen in English for FREE!**
- Read:** Includes a screenshot of a reading interface with a red arrow pointing to the 'Read' button. Features:
  - ✓ 1000's of easy texts
  - ✓ 20 Levels
  - ✓ Speed reading practice
- Learn Words:** Includes a screenshot of the 'Learn Words' interface. Features:
  - ✓ Word Learning Games
  - ✓ Make your own wordlists
  - ✓ Smart word cards

**TEACHER Section:**

- Listen:** Includes a screenshot of the 'Listen' interface with a red arrow pointing to the 'Listen' button. Features:
  - ✓ Over 1000 texts
  - ✓ Read and Listen
  - ✓ Comprehension check
- Text Helper:** Includes a screenshot of the 'Text Helper' interface. Features:
  - ✓ Help you understand any webpage
  - ✓ Find and learn words you don't know
  - ✓ Makes reading webpages easy

**Right Side Panel:**

- ER-Central guide:** Includes a screenshot of the 'ER-Central guide' video player.
- Word Learner:** Includes a screenshot of the 'Word Learner' interface. Features:
  - ✓ Learn Words quickly using modern scientific methods
  - ✓ Learn Words set by your teacher
  - ✓ Use the Dictionary to find words and save them to learn later
  - ✓ Create your own wordlists
  - ✓ Create tests to check your learning
  - ✓ Learn in English, Japanese, Thai and Korean
- Buttons for 'ANDROID APP ON Google play' and 'Available on the iPhone App Store'.

**Bottom Panel:**

Globalization Partners  
Top Int'l Compliance Issues [OPEN]

Globalization Partners  
Top Int'l Compliance Issues [OPEN]

# Method: Materials

- 教員サイトで各クラスの学生のID & Passwordをアップロードし、クラスを作成

Languages: English

Welcome UltimateM29. Logout

Institution Home Bulk Registration Legacy Download Data Settings Help

HOME » INSTITUTION HOME

## UltimateM29

Create, present, share & print your user flow diagrams with the new Overflow app. [VISIT SITE](#)

Welcome to the UltimateM29 Learner Management System. Create a class and upload the students, give them their ID and later download their data. You can also assign students to classes from the All Students list. Students can also register themselves after they have created their own account, logged in and put the class code in their personal Settings.

*This account is the ONLY login account for the institution so please manage all the institution's classes from here. You might want to tell others the login credentials for security purposes. You can add contacts in settings as a backup email address in case you lose the login credentials.*

Institution Name:- UltimateM29 [Bulk Upload](#) [Add Class](#) [Settings](#)

Show: 10 entries Search:

Class Name	Start Date	End Date	Class Code	Number Of Students
All Students				243
Mon3EngSpeakinga	12-Apr-21	26-Jul-21	Mon-4-2021	40
Mon3EngSpeakingb	27-Sep-21	24-Jan-22	Mon-9-2021-2	39
Mon4EngSpeakingI	12-Apr-21	26-Jul-21	Mon-4-2021-2	13
Mon4EngSpeakingII	27-Sep-21	24-Jan-22	Mon-9-2021	12
Thu1EngSpeakingIII	15-Apr-21	29-Jul-21	Thu-4-2021	16
Thu1EngSpeakingIV	30-Sep-21	27-Jan-22	Thu-9-2021	14
Trial	10-Mar-21	01-Apr-21	Tr-3-2021	1
Tue2Bridge	13-Apr-21	27-Jul-21	Tue-4-2021-2	35
Tue3BridgeIb21	21-Sep-21	25-Jan-22	Tue-9-2021-2	17
Wed1EngSpeakingV	14-Apr-21	28-Jul-21	Wed-4-2021	17

Showing 1 to 10 of 12 entries [Previous](#) [1](#) [2](#) [Next](#)

Globalization Partners  
Top Int'l Compliance Issues [OPEN](#)

# Method: Materials

- クラスを選択すると、多読多聴の進捗状況の概要、各学生の取り組みを確認できる

Class Window X

The data here show all the student's work between the start and end dates of this class only. If you want to see all the data from when the students registered up to now, look at the All Students list.

Class Name:- Thu1EngSpeakingIV  
Class Code :- Thu-9-2021  
Class Duration:- 30-Sep-2021 to 27-Jan-2022

[Extend Class](#) [Add Students](#) [Delete Class](#)

Show  entries Search:

<input type="checkbox"/>	Username		Student Name			Reading			Listening			Words					
	Username	Registered by	Family	Given	School Id	Last login	Number of logins	Total time logged on	# texts	Av. Test score	# words read	# texts	Av. Test score	# words read	Total in MyWord	In progress	Completed %
<input type="checkbox"/>						02-Nov-21	7		16	100.00	10309	25	100.00	9910	100	0	
<input type="checkbox"/>							0		0		0	0		0	100	0	
<input type="checkbox"/>						02-Nov-21	9		12	100.00	9594	33	100.00	10688	100	0	
<input type="checkbox"/>						02-Nov-21	20		16	94.12	10203	35	100.00	10131	100	0	
<input type="checkbox"/>						03-Nov-21	5		15	78.95	9862	19	100.00	9415	100	100	0.00
<input type="checkbox"/>						05-Nov-21	41		17	89.47	10202	26	96.30	8877	100	0	
<input type="checkbox"/>							0		0		0	0		0	100	0	
<input type="checkbox"/>						02-Nov-21	11		17	100.00	8945	28	100.00	9909	100	0	
<input type="checkbox"/>						01-Nov-21	18		18	90.00	11597	28	96.55	9582	100	0	
<input type="checkbox"/>						03-Nov-21	7		12	100.00	13025	22	100.00	8604	100	0	
<input type="checkbox"/>						04-Nov-21	27		34	100.00	19093	53	100.00	17778	100	0	
<input type="checkbox"/>						04-Nov-21	23		17	100.00	18574	26	96.30	9130	100	0	
<input type="checkbox"/>						02-Nov-21	13		15	93.75	9819	34	100.00	11252	100	0	
<input type="checkbox"/>						02-Nov-21	14		29	93.55	15077	36	100.00	15502	100	100	0.00

Showing 1 to 14 of 14 entries [Previous](#) [1](#) [Next](#)

[Download Summary data](#) [Download all Reading data](#) [Download all Listening data](#)

Notes :-  
\*Download summary data :- showing the data as seen in the class window with totals and averages

# Method: Materials

- 各学生のIDを選択すると、その学生の取り組みの詳細を確認できる

Students Window

The Cheating Function. Students who read too quickly will see that text highlighted in red, or pink. You decide if this is a problem

Download Reading

## Reading

Show 10 entries

Search:

Text Name	Text Level	Reading Date	Length	%completed	Words read	Time taken	Reading speed (words per minute)	Quiz score in %	Cheated ?
A Dog and Cat Love Story	6.0	02-Oct-21	525	100 %	525	00:07:51	67	66.67 %	ok
Getting Up, Moving Forward	7.0	05-Oct-21	531	100 %	531	00:05:39	95	66.67 %	ok
Going to College	6.0	11-Oct-21	614	100 %	614	00:07:09	87	100.00 %	ok
Hong Kong	7.0	04-Oct-21	542	100 %	542	00:04:07	135	100.00 %	ok
King Mongkut of Thailand	8.0	13-Oct-21	539	100 %	539	00:10:01	55	75.00 %	ok
Life Here is Different	7.0	03-Oct-21	398	100 %	398	00:07:13	58	66.67 %	ok
Mental health	7.0	11-Oct-21	523	100 %	523	00:05:47	86	100.00 %	ok
Mobile Phones: Are they Really Saying Goodbye	9.0	16-Oct-21	773	100 %	773	00:09:22	83	66.67 %	ok
Moving On	7.0	08-Oct-21	823	100 %	823	00:11:45	71	66.67 %	ok
My Little Dog Doug	5.0	07-Oct-21	428	100 %	428	00:02:45	159	66.67 %	ok

Showing 1 to 10 of 17 entries

Previous 1 2 Next

Download Listening

## Listening

Show 10 entries

Search:

Text Name	Text Level	Listening Date	Length	%completed	Words read	Time taken	Reading speed (words per minute)	Quiz score in %	Cheated ?
Australia	8.0	13-Oct-21	317	100 %	317	00:03:47	85	80.00 %	ok
Dogs	9.0	11-Oct-21	414	100 %	414	00:05:05	84	80.00 %	ok
Farm Life	8.0	05-Oct-21	462	100 %	462	00:03:01	154	60.00 %	ok
Favorite Actor	8.0	11-Oct-21	337	100 %	337	00:03:15	104		ok
Food	8.0	21-Oct-21	289	100 %	289	00:03:35	86	75.00 %	ok
Food and Health	8.0	08-Oct-21	406	100 %	406	00:03:22	122	100.00 %	ok
France	8.0	19-Oct-21	445	100 %	445	00:03:42	125	100.00 %	ok
Global Warming	9.0	20-Oct-21	327	100 %	327	00:03:15	108	80.00 %	ok
Globalization	8.0	07-Oct-21	171	100 %	171	00:02:30	71		ok
Going Home	7.0	11-Oct-21	248	100 %	248	00:03:03	92	100.00 %	ok

Showing 1 to 10 of 26 entries

Previous 1 2 3 Next

## Words

Number of words in MyWords	Number not started	Number in box1	Number in box2	Number in box3	Number in box4	Number in box5	Number in box6
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# Method: Materials

CEFR Levels は Uchida, S. & M. Negishi. (2018). Assigning CEFR-J levels to English texts based on textual features. In Y. Tono, & H. Isahara (Eds.), *Proceedings of the 4th Asia Pacific Corpus Linguistics Conference (APCLC 2018)*, pp. 463-467. <https://cvla.langedu.jp/> で計測

- 学生は以下のように、多読と多聴それぞれのテキストレベルを選択

Find My Reading Level:  
(Just hover over the scale, there are no more than 10 levels to choose from.)


My Current Level: 7

Elementary			Intermediate			Upper Int.			Advanced			Near Native			Native
301-400	401-600	601-800	801-1000	1001-1250	1251-1500	1501-1800	1801-2100	2101-2400	2401-3000	3001-3600	3601-4500	4501-6000	6001-8000	8001-12000	12001-18000 and above
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Native

Many students of English worry about a lack of progress in their language learning. Research has shown that one effective way to enhance your English ability and to be able to differentiate yourself from other learners is to try to deliberately devote yourself to reading a considerable number of long texts on themes you enjoy on a daily basis. This can sometimes be challenging if the texts are too hard for you, but by evaluating the difficulty of texts to find ones at your fluent reading level you will find it much easier to do. Most learners have a limited vocabulary but reading can extend your knowledge and give you new insights to partial knowledge.

Choose this level

Find My Listening Level:

Click  to hear a text. If you can understand it easily, go to the next level up. If it's hard, go to the next level down. Choose the highest level that you can listen to easily. Then select choose this level

My Current Level: 6

Elementary			Intermediate			Upper Int.			Advanced			Near Native			Native
301-400	401-600	601-800	801-1000	1001-1250	1251-1500	1501-1800	1801-2100	2101-2400	2401-3000	3001-3600	3601-4500	4501-6000	6001-8000	8001-12000	12001-18000 and above
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Native

Choose this level

# Method: Materials

- 多読のテキストを選択すると、ストップウォッチが読みの時間を計測。読み終わったら FINISHED をクリックする。

[Home](#) [Return to Reading Library](#) [Return to Reading Bookmarks](#) [Return to My Speedy Texts](#)

 Total hours reading: 0 hours 0 minutes 16 seconds

Select a word and right click to learn it.



## Say YES to English Reading

- By Diane

There are many different reasons why you must say yes to reading English. And there are many different reasons why one must learn the right ways to read and understand the language as well. You see, many great things will come your way if you know how to read English. This is why it is very important that you are able to train yourself in reading English. It is best that you train yourself as you get older as well. The more English words you know will mean that you will get to understand it better as well. Here are a few reasons why you must say YES to reading English.

Say YES to English reading because it is a need that everyone must be able to understand. In

Say YES to English reading because you will need it in learning science. You see, there are many different kinds of science that you can study and you will need English to be good at that. If you want to be a doctor, then you will need to read English. If you want to be an astronaut then it is also what you will need. That is how important it is to learn English both in reading and writing. This way you can give yourself a good life, as you choose science as your work.

Say YES to English reading can bring you many, many good things. It can make you a better person and it can give you the life that you want too. This is why it is very important that you learn the right ways to reading English. This way, you can give yourself a pat in the back as you can be sure that your tomorrow will be a good one if you say YES to reading English and train yourself to doing really good at doing so. What are you waiting for? Say YES to English reading now.

 [FINISHED](#)





# Method: Materials


- Take a Quiz を選択し、Quiz を解く。解く時間も計測。

### Rating


To help us understand your reading, please rate this text.

I hated it  I liked it


The story was hard to understand  The story was easy to understand

It was hard to read  It was easy to read

Thank You.

 [Take a Quiz](#) [No Quiz](#)

### Quiz

You have 3 minutes to answer the questions. Check (✓) the correct answers. You can only take this test ONE time.  **00:00:05**

1. The story is about

- a. why you must learn English reading.
- b. why you must not learn English reading.
- c. why it is not important to learn how to read English.

2. The "WEB" that the story is pertaining to is the

- a. spider's web
- b. World Wide Web
- c. what web?

3. What should you say in reading English?

- a. No
- b. Yes
- c. Maybe

[Submit](#)

# Procedure

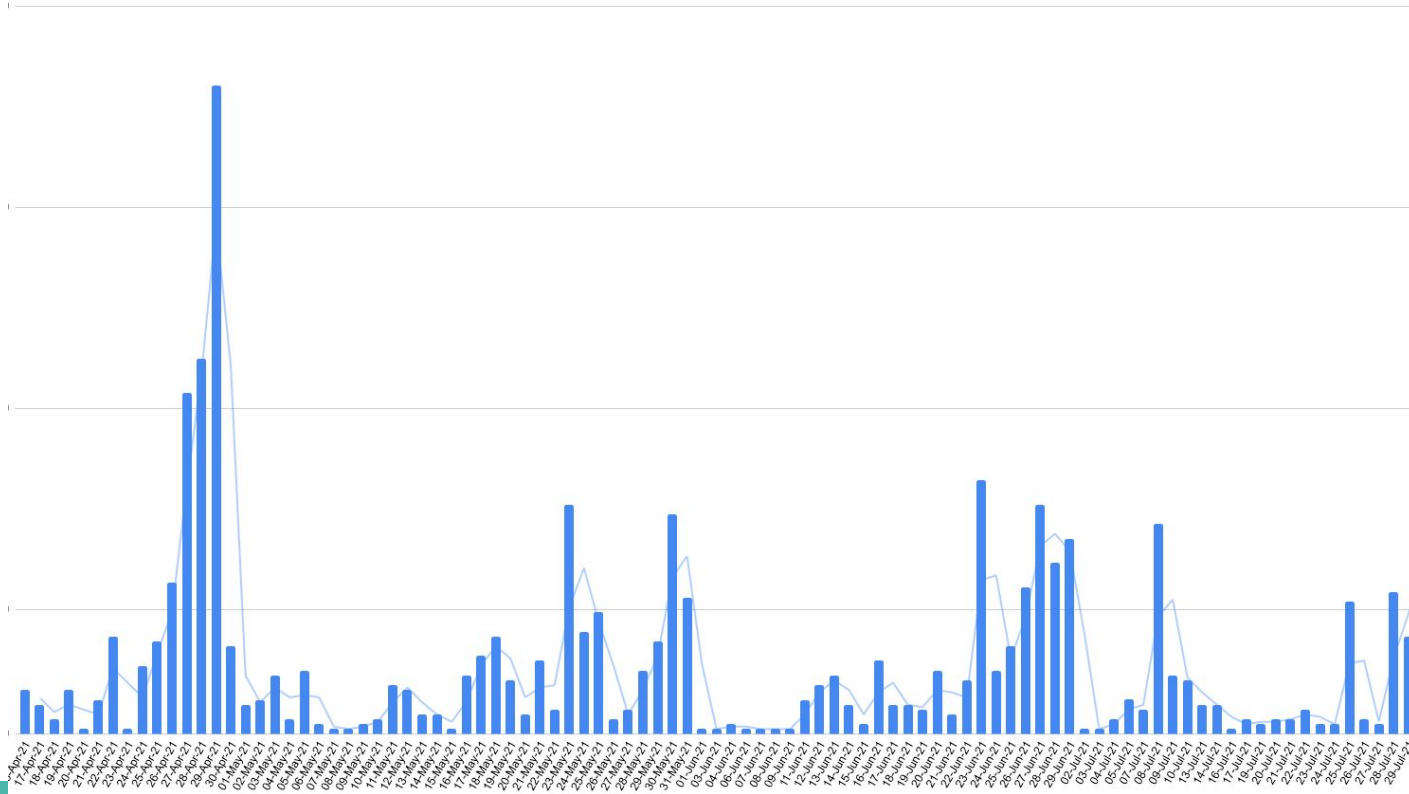
- ❖ 前期の始めの時間に、Extensive Reading Central の ID & Password、使い方、4~7月の月目標(多読多聴の単語数)を提示、クイズは必ず60%以上を超えること、つまり、なるべくじっくり読む&聴くように指導
- ❖ 月目標をしっかりと超えるよう、4~7月の月末に Google Forms にて合計単語数と平均の Quiz % を入力し、提出させた
- ❖ TOEIC Bridge を2月9日と7月20日に受験
- ❖ 多読多聴と授業内外の活動に関するアンケートを実施



# Results: Reading & Listening Dates (Class A)

Listening Dates (Thu 1)

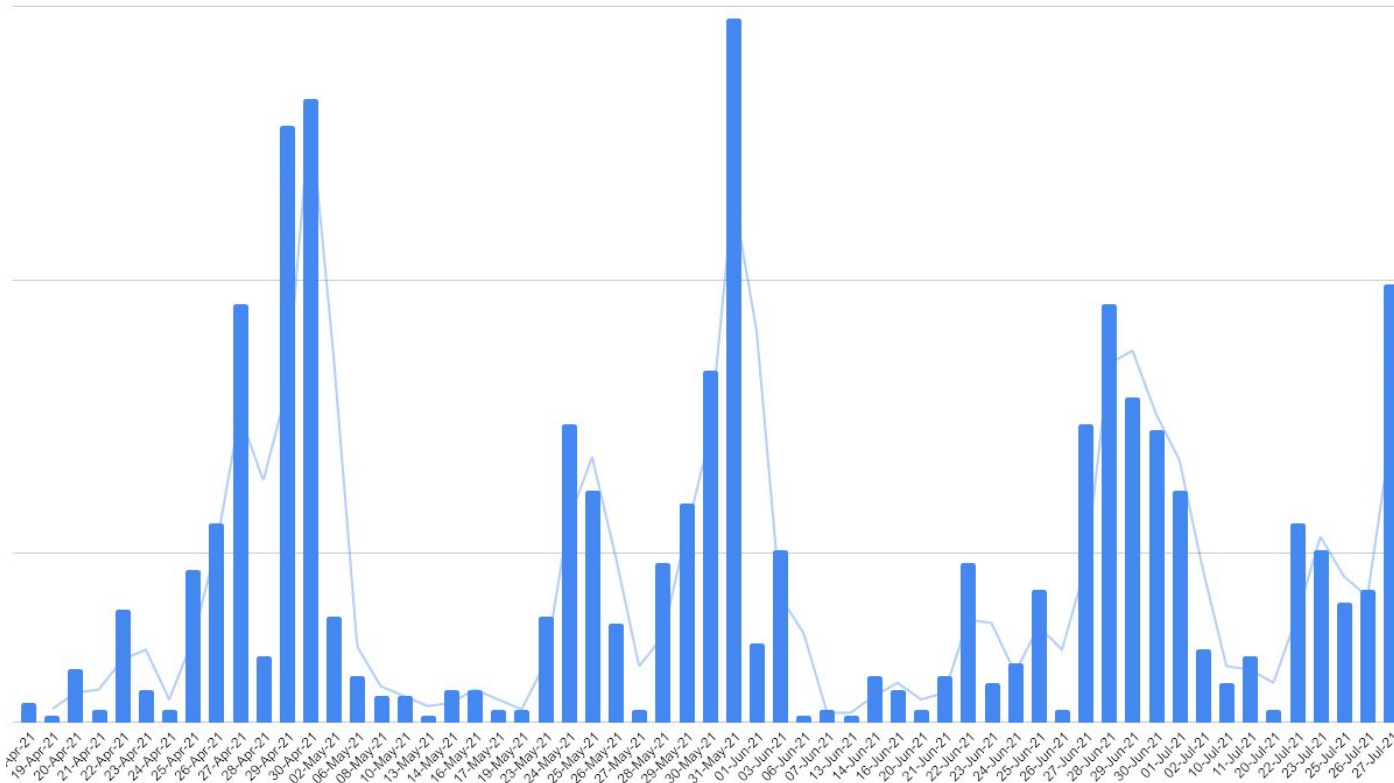
■ Listening Dates    — Trend line for Listening Dates



# Results: Reading & Listening Dates (Class B)

Listening Dates (Tue 2)

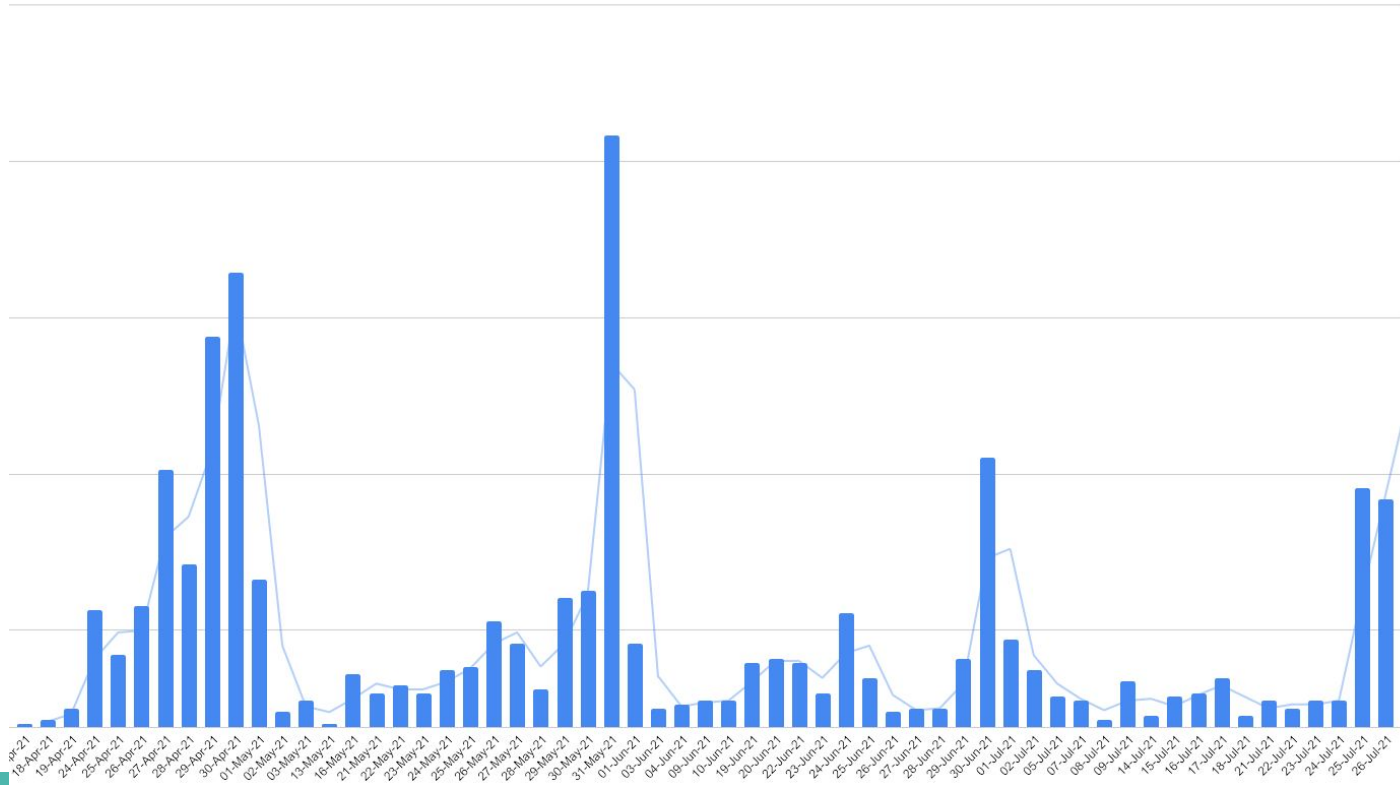
■ Listening Date    — Trend line for Listening Date



# Results: Reading & Listening Dates (Class C)

Listening Dates (Mon 3)

■ Listening Date    — Trend line for Listening Date



# Results

**Table 1**  
*Descriptive Statistics for Study Variables*

Class	Reading					Listening					
	Average Text Level in Reading	Average Length in Reading	Total Words Read	Reading Speed (WPM)	Quiz Score in %	Average Text Level in Listening	Average Length in Listening	Total Words Listened to	Listening Speed (WPM)	Quiz Score in %	Total Words Exposed to
A (N = 8) (July: 70.6; Feb: 68.4)	7.29 (1.01) <i>Max:</i> 9.21 <i>Min:</i> 6.43	824 (282) <i>Max:</i> 1375 <i>Min:</i> 501	41,406 (2,728) <i>Max:</i> 48,127 <i>Min:</i> 40,204	191 (82.1) <i>Max:</i> 267 <i>Min:</i> 55.2	83.2 (8.02) <i>Max:</i> 94.5 <i>Min:</i> 73.5	8.00 (1.29) <i>Max:</i> 10.2 <i>Min:</i> 6.62	347 (19.7) <i>Max:</i> 381 <i>Min:</i> 316	40,732 (671) <i>Max:</i> 41,929 <i>Min:</i> 40,122	174 (57.1) <i>Max:</i> 250 <i>Min:</i> 70.1	80.5 (8.35) <i>Max:</i> 93.3 <i>Min:</i> 70.3	82,138 (2,604) <i>Max:</i> 88,372 <i>Min:</i> 80,533
B (N = 5) (July: 54.0; Feb: 50.6)	7.27 (1.07) <i>Max:</i> 8.83 <i>Min:</i> 6.35	1,061 (610) <i>Max:</i> 1,990 <i>Min:</i> 541	22,270 (3,037) <i>Max:</i> 27,203 <i>Min:</i> 19,354	192 (87.4) <i>Max:</i> 298 <i>Min:</i> 106	79.0 (6.39) <i>Max:</i> 84.8 <i>Min:</i> 69.4	8.36 (1.44) <i>Max:</i> 9.89 <i>Min:</i> 6.79	418 (88.4) <i>Max:</i> 546 <i>Min:</i> 324	20,054 (144) <i>Max:</i> 20,237 <i>Min:</i> 19,852	151 (23.0) <i>Max:</i> 172 <i>Min:</i> 112	75.7 (11.5) <i>Max:</i> 88.8 <i>Min:</i> 62.7	42,324 (3,015) <i>Max:</i> 47,232 <i>Min:</i> 39,371
C (N = 9) (July: 54.6; Feb: 52.4)	6.87 (1.13) <i>Max:</i> 8.83 <i>Min:</i> 5.97	756 (463) <i>Max:</i> 1,990 <i>Min:</i> 541	20,303 (677) <i>Max:</i> 21,888 <i>Min:</i> 19,354	177 (58.2) <i>Max:</i> 290 <i>Min:</i> 106	81.8 (6.40) <i>Max:</i> 90.2 <i>Min:</i> 69.6	7.73 (1.54) <i>Max:</i> 9.89 <i>Min:</i> 6.25	365 (80.0) <i>Max:</i> 546 <i>Min:</i> 295	20,100 (114) <i>Max:</i> 20,292 <i>Min:</i> 19,940	148 (37.9) <i>Max:</i> 226 <i>Min:</i> 112	81.2 (4.52) <i>Max:</i> 88.8 <i>Min:</i> 75.2	40,403 (726) <i>Max:</i> 42,125 <i>Min:</i> 39,371

*Note.* Standard deviations are presented in parentheses. Scores of TOEIC Bridge in two time periods are shown under each class name. WPM: Words per minute.

# Detailed Results

- 総接触量 (Reading & Listening の総単語数) と従属変数 (7月のTOEIC Bridge のスコア) との相関はどのクラスでも観察されず
  - Class A ( $N = 8$ ) - TOEIC Bridge ( $M = 70.6$ ,  $SD = 10.0$ ) \* Exposure (Total = 82,138 words) =  $r = .005$ ,  $p = .990$  (Thu 1)
  - Class B ( $N = 5$ ) - TOEIC Bridge ( $M = 54.0$ ,  $SD = 9.92$ ) \* Exposure (Total = 42,324 words) =  $r = -.190$ ,  $p = .760$  (Tue 2)
  - Class C ( $N = 9$ ) - TOEIC Bridge ( $M = 54.6$ ,  $SD = 8.32$ ) \* Exposure (Total = 40,403 words) =  $r = .065$ ,  $p = .867$  (Mon 3)
- その他の独立変数 (テキストレベル、1回の平均接触量、WPM、読んだ&聴いた後に出るクイズのスコア) と従属変数の間にも相関は見られず
- 2月に比べて7月に総合スコアが有意に上がったのは1クラス
  - Class A ( $N = 8$ ) - July ( $M = 70.6$ ,  $SD = 10.0$ ) = Feb ( $M = 68.4$ ,  $SD = 14.3$ ) (Thu 1),  $t(7) = .853$ ,  $p = .211$
  - Class B ( $N = 5$ ) - July ( $M = 54.0$ ,  $SD = 9.92$ ) > Feb ( $M = 50.6$ ,  $SD = 11.22$ ) (Tue 2),  $t(4) = 2.64$ ,  $p < .05$ , Cohen's  $d = 1.18$
  - Class C ( $N = 9$ ) - July ( $M = 54.6$ ,  $SD = 8.32$ ) = Feb ( $M = 52.4$ ,  $SD = 7.45$ ) (Mon 3),  $t(8) = 1.90$ ,  $p = .094$
- 2月に比べて7月にリーディングスコアが有意に上がったのは1クラス
  - Class A ( $N = 8$ ) - July ( $M = 39.6$ ,  $SD = 6.21$ ) = Feb ( $M = 38.1$ ,  $SD = 7.99$ ) (Thu 1),  $t(7) = .877$ ,  $p = .205$
  - Class B ( $N = 5$ ) - July ( $M = 31.2$ ,  $SD = 5.26$ ) > Feb ( $M = 26.6$ ,  $SD = 6.95$ ) (Tue 2),  $t(4) = 3.06$ ,  $p < .05$ , Cohen's  $d = 1.37$
  - Class C ( $N = 9$ ) - July ( $M = 29.4$ ,  $SD = 5.70$ ) = Feb ( $M = 28.4$ ,  $SD = 3.84$ ) (Mon 3),  $t(8) = .894$ ,  $p = .397$

# Detailed Results

- 2月に比べて7月にリスニングスコアが有意に上がったのはクラスはなし  
Class A ( $N = 8$ ) - July ( $M = 31.0$ ,  $SD = 5.18$ ) = Feb ( $M = 30.3$ ,  $SD = 7.19$ ) (Thu 1),  $t(7) = .369$ ,  $p = .723$   
Class B ( $N = 5$ ) - July ( $M = 22.8$ ,  $SD = 5.22$ ) = Feb ( $M = 24.0$ ,  $SD = 5.00$ ) (Tue 2),  $t(4) = -1.50$ ,  $p = .208$   
Class C ( $N = 9$ ) - July ( $M = 25.1$ ,  $SD = 4.88$ ) = Feb ( $M = 24.0$ ,  $SD = 3.91$ ) (Mon 3),  $t(8) = .778$ ,  $p = .459$
- Class B と Class C の 2月と7月のTOEIC Bridge のスコアに有意差がなかったため (July:  $t(12) = -.112$ ,  $p = .913$ ; Feb:  $t(12) = -.372$ ,  $p = .716$ )、同一グループとみなしてみるものの、相関はみられず ( $r = -.103$ ,  $p = .726$ )

# Detailed Results

- Google Forms にて7件法による7つの質問のアンケートを実施

(今回統計分析にかけた  $N=22$  の内、回答があった学生の結果のみを提示)

- 多読多聴活動に対する参加学生の評価

## 多読多聴活動をやった意味があったと思いますか？

★ Class A ( $N=7$ ): 5.43/7 (77.6%)

★ 微妙

★ 単純に読むスピードが上がった 気がするのと、分からない単語が出たときに調べて、分からない単語を一度は目にできることや、知ってる単語を再確認できること

★ 英語に触れる時間が多くなった

★ 前よりも英文を速く読めるようになった

★ TOEIC Bridgeの点数が上がった

★ 理解力が上がった

★ 読む力と聞く力が身についた

★ Class B ( $N=2$ ): 5.0/7 (71.4%)

★ どちらも思いません

★ 英文を読んでいる時に、自分の知らない単語を調べることで、自然と英文解読力が身につくから

★ Class C ( $N=6$ ): 4.7/7 (66.7%)

★ どちらも思いません

★ リスニングに関しては 聞くだけでも力になると思ったため

★ なし

★ たくさんの英語に触れることで、勉強意識が高まった

★ 聞く機会ができたから

★ 自分で意味を調べることで、かなり理解できたと思う

# Detailed Results

□ 多読多聴の活動が学生の英語学習行動に与えた影響

多読多聴活動を始めてから、自身の英語学習行動に変化はありましたか？

(教科書や課題以外で英語に触れた、例:映画、Podcasts、洋楽、オンラインで英会話をする、など)

★ Class A (N = 7): 5.43/7 (77.6%)

★ わからない

★ 音楽はいつもよく聞いているが、英語の曲をよく聞くようになった 気がする

★ 以前なら洋楽を音だけで聞いていたが、最近は文字としても見るようになった ってきた

★ 洋楽を聴く時、以前よりも 聴き取れることが多くなった

★ 以前よりも洋楽を聴いたり、オンラインでの英会話に参加する機会が増えたりした

★ 勉強しない日がなくなった

★ 洋楽を聞くようになった

★ Class B (N = 2): 4.5/7 (65.3%)

★ 特にありませんでした

★ 英語の会話動画を字幕付きで観るようになった

★ Class C (N = 6): 4.0/7 (57.1%)

★ 特にありませんでした

★ 特になし

★ おわれるようになった

★ モチベーション向上につながらなかった

★ 特に変わりません

★ 海外の映画を見るようになった



# Discussion

- ❖ 2月と7月の TOEIC Bridge をしっかり受けた学生、そして、多読多聴を期限内に誠実に取り組んだ(つまり、きちんと読み&聴きをした、ただ単語数を稼ぐために活動をしたであろう学生を除く)学生に絞った結果、有効なデータ数が減少したことにより、有意な統計量が観察されなかった可能性
- ❖ 先行研究にある通り、TOEIC(平均435以上)などのスコアに明確な関係が認められるほどの接触量(30万単語以上を**閾値**とする)に触れていないことの影響もある
- ❖ 外れ値(700 以上 ( $N = 2$ ), 800 以上 ( $N = 1$ ), 900以上 ( $N = 2$ ))を除いた、昨年度(2020年12月)の TOEIC IP ( $N = 95$ ) の平均値は 296 ( $SD = 89.4$ ) なため、今年度前期の学生が、多読多聴の効果を得るほどの**英語力の土台**がなかった、とも考えられる
- ❖ 取り組み始めるのが月末(月目標の期限のギリギリ)の学生があまりに多いため、負担になり過ぎないように学生と話し合いながら、週目標、2週間に一度の目標設定などをしていきたい
- ❖ 今年度の2年生は前期に8万単語に触れ、後期も8万単語に触れることを課しており、12月に TOEIC IP、1月中旬に TOEIC Bridge を受けるため、閾値の約半分であるが、16万単語触れた後の各スコアとの関係を探る
- ❖ Imura (2021) で設定されているように、WPM の上限を500 以下などにすべきであった
- ❖ 多読多聴活動の恩恵を受けるために必要な個人差(ワーキングメモリ、言語適性など)を考慮し、今後の研究に繋げる
- ❖ 元々の学習意欲を高める施策を考え、実行する

# How I teach now



## The Internet Resources: *Make the Most of Them!*

Updated on 8th May, 2021

	Name of the website	URL	How useful
1	コチャマ	<a href="https://kochama.online/open">https://kochama.online/open</a>	英語で検索すると、現在85のチャットルームがあり、初学者、英語教師、留学関係に関する話題に関して、日本人に限らず世界中のLINE使用者がチャットをしています（音声チャットは不可）。通常のグループLINEのように、参加者のアイコンをクリックして友だち追加する機能はないので、安全にコミュニケーションを楽しめます。個人で自由にチャットルームを開設することも可能です。
2	Randall's ESL Cyber Listening Lab - For ESL/EFL Students -	<a href="https://www.esl-lab.com/">https://www.esl-lab.com/</a>	General Level, Academic Level, の英語を Easy, Medium, Difficult, の3レベルで聴き、様々な練習問題を提供しています。
3	Perfect English Grammar	<a href="https://www.perfect-english-grammar.com/">https://www.perfect-english-grammar.com/</a>	私の Cambridge の同級生のイギリス人の方が作ったサイトで、英文法の説明、ウェブ上で解ける練習問題や PDF を無料で提供しています。英文法を英語で復習したい人にお勧めです！
4	ESLPod.com's Guide to the TOEFL Test Podcast	<a href="http://www.espod.com/toefl/scripts/scripts.html">http://www.espod.com/toefl/scripts/scripts.html</a>	TOEFLを受ける学習者を対象とした、より学術的な内容です。
5	Daily ESL: Conversation Starters for English Students	<a href="https://www.dailysel.com/">https://www.dailysel.com/</a>	日常的な話題を会話形式でテキストと音声で提供しています。また、考えさせられる内容が豊富です。
6	使える英会話音声付ダイア ログ集	<a href="http://eigoden.co.jp/tsukaeru/">http://eigoden.co.jp/tsukaeru/</a>	英文、和文、音声、重要語句、がついており、場面も内容も豊富です。
7	Meet Up	<a href="https://www.meetup.com/">https://www.meetup.com/</a>	キーワードで “Japanese” or “English” で検索すると、無料のオンラインの言語交換、会話のミーティングなどを探すことができます。自分で部屋を作ることも！
8	SpeechAce	<a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>	子音、母音、短い文、長い文の発音を聴き、録音し、その発音の評価をしてくれる、さらに、どの音素が正しく発音されていないかも表示してくれる、発音評価のサイトです。自学自習にも、授業でも使えます！
9	BBC Learning English - Pronunciation	<a href="http://www.bbc.co.uk/learningenglish/english/features/pronunciation">http://www.bbc.co.uk/learningenglish/english/features/pronunciation</a>	イギリス英語の発音を学ぶならここ！
10	Business English Pod	<a href="https://www.businessenglishpod.com/">https://www.businessenglishpod.com/</a>	ビジネス英語とはよく言いますが、ビジネスマンでなくとも役に立つ、また充実した内容を提供しています。
11	IELTS Exam Preparation	<a href="https://www.ielts-exam.net/">https://www.ielts-exam.net/</a>	IELTS の試験対策問題が13 (IELTS Practice Tests) あり、全てのセクションの練習をすることができます。
12	The Internet Grammar of English	<a href="http://www.ucl.ac.uk/internet-grammar/home.htm">http://www.ucl.ac.uk/internet-grammar/home.htm</a>	世界的に有名な University College London が作ったサイトです。このサイトは前以て文法の知識がなくとも取り組める内容になっています。
13	Zap Reader	<a href="http://www.zapreader.com/reader/">http://www.zapreader.com/reader/</a>	英語を速く読めるようになりたい方は、速度設定のできるこのサイトで速読練習を（黙読&音読両方で！）しましょう。

# How I teach now ( $N = 21$ )

- *Pear Deck* on iPad
- *Quizlet* for homework and classroom activities
- *Flashcards* to practice POS and sentence patterns
- *Kahoot!* to give games and exercises on language objectives (e.g., main idea, scanning, skimming, transition words, etc.)
- *Google Classroom* to manage classes (e.g., announcements, homework, questionnaire, etc.)
- *Google Forms Quiz* to give mini tests and homework (comprehension quiz)
- *Apple Classroom* to send links to Google Forms Quiz and open apps on students' iPads
- *BBC Radio Cambridgeshire* in class
- *Can you read this? Generator*: to have students experience the fact that the human mind does not read every letter by itself, but the word *as a whole*

# How I teach now ( $N = 21$ )

- ***Google Slides***: for making and delivering presentations
- ***Google Docs***: for writing a CV
- ***Sounds of Speech: English***: to present a short video clip of a woman saying vowels and consonants
- ***Notes (iPad OS)***: to check pronunciation using the Speech-to-Text function
- ***SpeechAce***: to indicate diagnostic assessments of students' pronunciation
- ***Zapreader***: to present words one by one at a designated speed for silent & oral reading
- ***Text to Speech***: to have students listen to the reading text in various kinds of Englishes at different speeds
- ***Marquee Generator***: to let students experience “skimming”
- ***VLC***: to play audios at different speeds without obvious pitch change
- ***Click School Classroom Seating Planner Generator v2 ALPHA***. ©2017.
- ***Wheelofnames.com***
- ***Random Team Generator***: to randomly pair or group students

# How I teach now

- すべてのクラスでiPadを使用
- 1年生:全英語で教えている英語スピーキングでは、前期の1回目は1分間の写真描写のプレゼン2回目は教科書から選んだトピックに関する3分間のプレゼンを **Google Slides** を使用し英語で行っている。
- 2 & 3年生:全英語で英語スピーキングでは、前期後期とも15分間のプレゼン。必ず、図書館から最低でも3冊借り、先行研究やインターネットや論文などからのデータを、引用文献とともに示すことを評価の一部としている。
- プレゼンの間、他の学生は **Google Forms** で Peer Evaluation を行う。
- 教養ゼミ(応用言語学)(1年生対象)も全て英語で行い、学生は各章のレジюмеを英語で作成し、英語で発表、英語でディスカッションを行った。適宜、Pear Deck, Kahoot!, Quizlet, Purdue OWL を使った。学期末には、英語教育に関する4つの質問 (e.g., *What issues do you think we need to solve in current English language education in Japan?*) への回答を1,000単語以上で書かせた。良い回答は共著として函館大学論究へ掲載した。

# How I teach now

## 0.1. Google Forms Quiz を使用した、教科書 Impact Issues の内容理解問題の課題

Impact Issues 1 - Unit 3: Understand the Situation Mon 3 Fall 2021

Questions Responses 23 Settings Total points: 4

Section 3 of 6

Section title (optional)

Description (optional)

1. Samuel's mom took away his phone.\*

True

False

After section 3 Continue to next section

Section 4 of 6

Section title (optional)

Description (optional)

2. Samuel's mother is worried about his health.\*

FORMLIMITER

Limit Type **1**

date and time

Stop accepting form responses

when a due date is set on

11/11/2021 9:00 PM

Message when submissions are closed

This form is no longer accepting responses, and has been set to automatically close by epuu.miura29@gmail.com.

Email form owner when submissions are closed

Save and enable Disable

CLOUDLAB

提出期限を設定する

英語学習への動機付けが上がった授業内外の活動はどれですか？(複数選択可)

得票数: 12/56 (21.4%)

No. 7/10

# How I teach now

## 0.2. Quizlet を使用した、教科書 Impact Issues の語彙&品詞問題

The screenshot shows a Quizlet class interface. At the top, the class name is 'Wed 1 (2nd, '21): English Speaking VI'. Below the name are tabs for 'Sets', 'Members', and 'Progress'. A 'SORT' dropdown is set to 'Latest'. The main content area lists sets created in October and September 2021. Each set entry includes the number of terms, the teacher's name (Takayuki\_Miura), the class name, and the set title. The right sidebar shows the 'INVITATION LINK' (https://quizlet.com/joi) and 'CLASS DETAILS' (Hakodate University, Hakodate-shi, 8 sets, 18 members).

**Wed 1 (2nd, '21): English Speaking VI**

Sets Members Progress

SORT Latest Filter

INVITATION LINK  
<https://quizlet.com/joi> Copy

CLASS DETAILS  
Hakodate University, Hakodate-shi  
8 sets  
18 members

IN OCTOBER 2021

- 10 terms Takayuki\_Miura TEACHER Wed 1 (2nd, '21): English Speaking VI  
**Impact Issues 3 - Unit 8 (TM) POS**
- 10 terms Takayuki\_Miura TEACHER Wed 1 (2nd, '21): English Speaking VI  
**Impact Issues 3 - Unit 8 (TM) Definitions**

IN SEPTEMBER 2021

- 10 terms Takayuki\_Miura TEACHER Wed 1 (2nd, '21): English Speaking VI  
**Impact Issues 3 - Unit 7 (TM) POS**
- 11 terms Takayuki\_Miura TEACHER Wed 1 (2nd, '21): English Speaking VI  
**Impact Issues 3 - Unit 7 (TM) Definitions**
- 19 terms Takayuki\_Miura TEACHER Wed 1 (2nd, '21): English Speaking VI  
**Sentence Patterns Review 12.0 (N = 19) (xn)**
- 30 terms Takayuki\_Miura TEACHER Wed 1 (2nd, '21): English Speaking VI  
**10. TM\_Guessing POS (N = 30) (TOEIC Vocabulary 801-850)**
- 9 terms Takayuki\_Miura TEACHER Wed 1 (2nd, '21): English Speaking VI  
**Impact Issues 3 - Unit 6 (TM) POS**
- 9 terms Takayuki\_Miura TEACHER Wed 1 (2nd, '21): English Speaking VI  
**Impact Issues 3 - Unit 6 (TM) Definitions**

# How I teach now

## 1. *Google Forms Quiz* を使用した語彙テスト(7 mins)&文法プリントのチェックと出席確認

Vocabulary Mini Test (Definitions and POSs) Unit 2

(not shared) [Switch accounts](#)

\*Required

Questions: POSs

Choose the most appropriate POS for the following words in the brackets [ ].

I prefer to buy [stuff] in sales. \* 1 point

Choose

- adverb
- uncountable noun
- transitive verb
- countable noun
- adjective

shoplifting]. \* 1 point

ng to tell me the truth?' 'Not [exactly].' \* 1 point

英語学習への動機付け  
が上がった授業内外の  
活動はどれですか？(複  
数選択可)

得票数: 23/56 (41.1%)

No. 3!



# How I teach now

## 2. *SpeechAce* を使用した発音練習

The screenshot shows the SpeechAce app interface. At the top, there is a dark navigation bar with the SpeechAce logo, 'HOME', the user name 'TAKAYUKI MIURA', and a green leaf icon with the number '97'. The main content area is white and displays '1 of 13' in the top left and 'Quit' in the top right. The word 'Policeman' is centered, with a play button icon to its left. Below the word are two circular icons: a play button and a microphone. A progress bar is shown below the icons, with 'LATEST: 94.0%' and '1<sup>ST</sup>: 94.0%' labels. The bar is filled with a blue gradient and a cross-hatch pattern. At the bottom, a green banner contains a circular badge with '94%', the text 'You got it!', and 'Select the underlined word(s) for additional feedback.' A 'Continue' button is located in the bottom right corner of the banner.

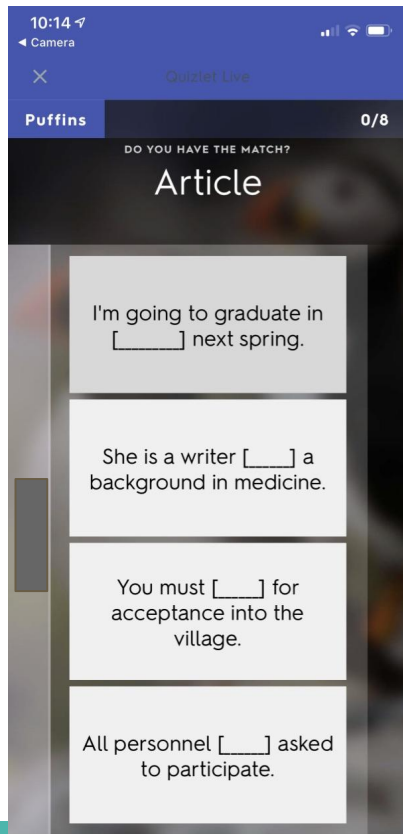
英語学習への動機付け  
が上がった授業内外の  
活動はどれですか？(複  
数選択可)

得票数: 15/56 (26.8%)

No. 6/10

# How I teach now

## 3. Quizlet.live で品詞、Flashcards by NKO で文型を速く正確に選ぶペア&グループワーク



英語学習への動機付け  
が上がった授業内外の  
活動はどれですか？(複  
数選択可)

得票数: 31/56 (55.4%)

**No. 1/10!**

SOVS	OVS	VS
She sings and dances.		
I wrote my friend a letter.		
SVO	SVOC	SVOO

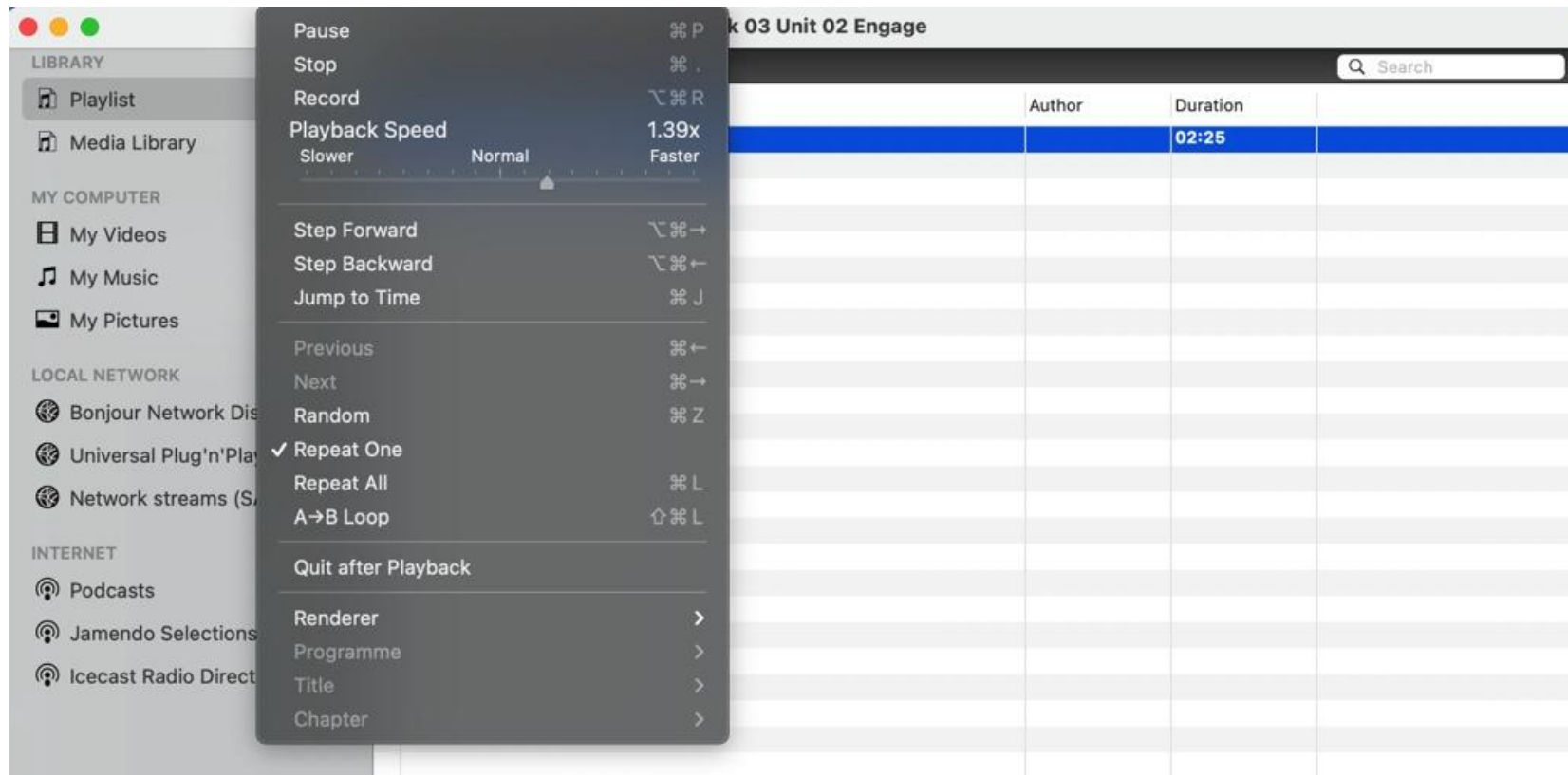
英語学習への動機付け  
が上がった授業内外の  
活動はどれですか？(複  
数選択可)

得票数: 18/56 (32.1%)

No. 4/10

# How I teach now

## 4. Keynote の Move を利用した速読活動 or VLC による速度調整を伴うシャドーイング



# How I teach now

英語学習への動機付けが上がった授業内外の活動はどれですか？(複数選択可)

得票数: 7/56 (12.5%) No. 8/10

## 5. 教科書 *Impact Issues* 内のトピックに即した意見交換

The image displays ten individual presentation slides, each representing a student's response to a survey question. Each slide contains a worksheet with the following text:

**GET READY: Work with a partner. Ask and answer these questions.**  
**Write your partner's name:** \_\_\_\_\_

1. Do you want to be a parent?  
(What does your partner say?)  
\_\_\_\_\_

Yes  
\_\_\_\_\_

2. If you couldn't have children, what would you do?  
(What does your partner say?)  
\_\_\_\_\_

Students, draw anywhere on this slide.

The responses are as follows:

- Slide 1: Partner's name: Yuta. Answer 1: Yes. Answer 2: Yes.
- Slide 2: Partner's name: Ken. Answer 1: Yes. Answer 2: He will give up.
- Slide 3: Partner's name: shogo. Answer 1: yes. Answer 2: nothing.
- Slide 4: Partner's name: Ben. Answer 1: Yes. Answer 2: Having children is n
- Slide 5: Partner's name: Kana. Answer 1: Yes. Answer 2: talk with his partner
- Slide 6: Partner's name: Riku. Answer 1: Yes. Answer 2: go on a trip abroad.
- Slide 7: Partner's name: Hanako. Answer 1: Yes. Answer 2: go on a trip abroad.
- Slide 8: Partner's name: Mizuki. Answer 1: yes. Answer 2: Yes.
- Slide 9: Partner's name: Kotaro. Answer 1: No I hate children. Answer 2: Yes.

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# Question Board: Write or type any questions!



Students, draw anywhere on this slide!