

研究区分	教員特別研究推進 教育推進
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研究テーマ	Effects of L1/L2 instructions on reading comprehension and writing production				
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<b>講演題目</b>
Language of instructions imposes qualitatively different effects on students' reading comprehension and writing production
<b>研究の目的、成果及び今後の展望</b>
<p>The goal of current project was to balance students' input comprehension and output production. For that, two groups of freshman students underwent reading and writing instructions. Reading instructions included the basics of paragraph reading, which helped students to differentiate between the main information and further details. Writing instructions focused on note-taking and outlining. Given that at the University of Shizuoka English curriculum is taught by both Japanese and English native instructors, current project focused on comparison of the effects of reading and writing instructions in English and Japanese. Study design included Pre- and Post- reading tests and writing practices as a means to compare the levels and the progress of both groups.</p> <p><b>Results</b></p> <p>1. Reading comprehension: Although the groups were the same level at the Pre-test, as a result of the Post-test the English instruction (EI) group outperformed the Japanese instructions (JI) group at the vocabulary test. The EI group also demonstrated a significant growth in the comprehension of the main information and details.</p> <p>2. Writing production: Outlines of the EI group included a significantly larger number of words, which might be interpreted as a higher writing speed of the group. However, qualitative analysis demonstrated that writings of the JI group are more structured and cohesive (which is demonstrated by the number of symbols and the layout of their writing).</p> <p><b>Discussion and Future Development</b></p> <p>Although EI group seemed to outperform JI groups at the vocabulary and reading comprehension tests, JI group demonstrated a better command of writing structure at the writing practice. Since vocabulary knowledge, reading comprehension and integrated writing production are deeply correlated (Baba, 2009), the role of each of these components and their effects on teaching outcome is yet to be explored. It might be possible that these components play more crucial role than a language of instructions. Knowing the extent to which each of the components impact students' test performance would allow to build a more balanced English curriculum.</p>