The Development of English Listening Ability of Japanese High School Students: A Longitudinal Study

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CHAPTER 1

INTRODUCTION

1.1 Purpose of the Present Study

In English language education in Japan, the development of communicative abilities has been more and more stressed on. In response to the present situation in which insufficient communicative abilities in English give Japanese people disadvantages in the global society, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) formulated an action plan in 2003 to cultivate "Japanese with English Abilities." To this aim, the plan proposes the following seven specific actions: 1. improvement of English classes; 2. improving the teaching ability of English teachers and upgrading the teaching system; 3. improving motivation for learning English; 4. improvement in the evaluation system for selecting school and university applicants; 5. support for English conversation activities in elementary schools; 6. improvement of Japanese language abilities; and 7. promotion of practical research. To promote these seven actions, various measures were proposed. The cultivation of Japanese people with a good command of English has now become an urgent project at a national level.

Listening comprehension is an essential ability for communication in English, and in the new Course of Study implemented since 2002, the cultivation of listening ability, as well as speaking ability, is focused on as the goal at the junior high school level, and both are expected to be integrated with reading and writing at the high school level. English listening ability is regarded as partially independent and partially made up of other skills, rather than one unitary ability. In order to create an effective training method to improve Japanese learners' English listening ability, it is essential to know what linguistic and nonlinguistic constituents make up their English listening ability.

Therefore, the main purpose of this dissertation is the analysis of the explanatory variables of Japanese high school students' English listening ability. The results will provide basic data on how Japanese high school students develop their English listening ability, and the better understanding of the process will contribute to the improvement of English education in Japan.

At the same time the result is expected to add some new insight to the studies of

Second Language Acquisition (SLA). The relationship between English listening ability and its explanatory variables vary according to their developmental stages, from novice to advanced levels. This process may have some similarity to the concept of *interlanguage*. Interlanguage is a systematic knowledge of a second language (L2), independent of both the first language (L1) and the target language, that learners are considered to have. It is restructured at various stages of development, by replacing L1 features with L2 features in grammar, phonology and strategies, and a series of these changes from L1 towards a complete system of L2 proficiency over time is called a *restructuring continuum* (Ellis, 1994). The analysis of explanatory variables of Japanese learners' English listening performance and their diachronic changes will illustrate part of their restructuring continuum.

The full path of their development over time will be made possible only by a longitudinal study, in which the same participants are observed over a period of time. Unfortunately, there are very few longitudinal studies focusing on the development of junior or high school students studying L2 in the classrooms, probably because of the time and institutional constraints. The scrutiny of the past ten years' issues of the leading SLA journals, *Language Learning*, *Studies of Second Language Acquisition* and *Modern Language Journal*, showed that their longitudinal studies collected data from a limited number of young children or adult learners in ESL settings. Therefore, a longitudinal data from adolescent learners in EFL settings will provide informative study results for SLA.

In order to find possible component variables of English listening ability, previous studies are overviewed in the following section.

1.2 Background

1.2.1 English listening and its component variables

The process of listening comprehension is comprised of plural stages. It is regarded as two-phase (perception and comprehension) or three-phase (perception, parsing and utilization) processing. In the two-phase processing, in the perception stage sounds are input into the mental processing system, and in the comprehension stage, phonological representation is processed simultaneously in terms of vocabulary, grammar, semantics, context, and schema. By doing so, the incomplete phonological representation is compensated for by some other elements and will lead to appropriate semantic representation (Kadota & Tamai, 2004). On the other hand, in the three-phase processing following the first stage in which English sounds are perceived, in the parsing stage the sounds are analyzed making use of listeners' lexical and grammatical knowledge, and finally in the utilization stage the message is interpreted (O'Malley et al.,1989; Anderson,

1995). In either of the two models, the aural recognition of spoken language is expected to play a crucially important role in the first stage. What comes in the following stage(s) is the component skills in English, including lexical and grammatical knowledge, and reading ability. It is possible that in addition to English proficiency, Japanese proficiency and metacognitive abilities have direct or indirect influences on listening performance. In the subsequent sections, previous studies on each of the three component variables will be reviewed.

1.2.2 English listening and English proficiency

Several studies on the relationship between listening ability and component skills of Japanese learners emphasize the importance of word recognition. Nishino (1992) examined 84 university students' English listening performance and its relevance with six component skills including speech perception, vocabulary recognition and grammatical knowledge. The result of multiple regression analysis suggests that, among the six component variables, listeners' success depends largely upon their lexical knowledge relevant to the message. His listening comprehension test consisted of three short stories on social problems such as the current energy problems, and the vocabulary test questions were picked out from the listening test passages. Using the words irrelevant of listening test passage as one of the independent variables, Takashima (1998) also found by regression analysis that the accuracy of word recognition was the only predictor of English listening performance of Japanese university students.

Ellis et al. (1994) showed how interactionally modified input is useful to listeners by comparing the English listening test scores of two different groups of Japanese high school learners. One group was allowed to solve the lexical problems by the interaction with the speaker (interactionally modified input) and the other group was not allowed to do so (premodified input). The first group outscored the latter group, which suggests that lexical knowledge can facilitate listening comprehension.

This crucial importance of word recognition may derive from the difficulty of word recognition for Japanese learners whose L1 is quite different from English language in phonological representation.

Kadota & Noro (2001) attribute Japanese learners' deficiencies in listening performance to the gap between the sound that listeners expect to hear and the one they do hear. This may prevent them from comprehending English. For example, even a most basic word like "apple" may sound like an unfamiliar word to listeners who expect to hear "appuru" as the Japanese often pronounce it. This kind of failure often happens in Japanese classrooms where learners do not study spoken language first as native speakers of English do, and have few chances of communicating in English.

Besides the importance of word recognition, the effect of the reaction time of lexical retrieval on listening comprehension has been focused on recently. Yamaguchi (2001) reports the positive effect of quick lexical retrieval in listening comprehension. She gave speed-up training in lexical retrieval for her less skilled listeners. She contrasts the success with the ineffective result of the rapid decoding training in reading by Fleisher et al. (1979), and suggests the uniqueness of listening activities as its cause. In listening activities sounds disappear the instant they are uttered, while printed letters can be read over and over.

Another study focusing on listening speed is Hirai (1999). This study, based on the finding by Carver (1982) that learners' optimal reading rate and listening rate are almost the same, investigated Japanese university learners' listening and reading rates. The results show that Carver's ideas apply only to more skilled Japanese learners, and less skilled learners' listening rates were too slow to measure. She insists that slow listening rate, caused by mainly slow phonological processing as well as insufficient lexical and grammatical knowledge, may prevent progress of reading performance, because of the transfer of listening performance to reading performance. She suggests that less skilled learners be exposed to listening comprehension training at the early stage of their English learning.

In spite of the use of different sensory organs, spoken English and written English share common vocabulary and grammar. In listening comprehension, the sound directly associates with meaning, and in reading, visual information is interpreted by way of phonological processing, rather than immediately connecting with meaning (Kadota & Noro, 2001).

To sum up, the ability of word recognition with quick information processing and reading ability are considered to be two key factors in the successful listening performance of Japanese learners.

1.2.3 English listening and L1 transfer

As another major component variable of English listening ability, learners' ability in their native languages cannot be overlooked. Among the measures in the action plan for "Japanese with English Abilities" by MEXT cited earlier is the improvement of Japanese language abilities, which is regarded as "the basis of all intellectual activities." They add that, "The acquisition of English is greatly related to the students' abilities in their mother tongue, Japanese" (p.18).

L1 transfer to L2 writing and reading abilities have been studied by several researchers and a positive transfer of L1 writing performance to corresponding L2 ability has been revealed.

Raimes (1985), comparing the characteristics of written work by the unskilled L1 writers, found that both parties have a lot in common. They spent less time in planning or revising, and paid more attention to linguistic features such as grammatical and lexical correctness than to the content of their composition.

One example from the studies on Japanese EFL learners is Sasaki & Hirose (1996), in which good writers of English have higher English proficiency and also in Japanese writing ability, paying more attention to the overall organization of the text.

Concerning L1 reading proficiency's links to the corresponding L2 ability, Motooka (2001) studied Japanese EFL learners at university and junior college level. She insists that, although English proficiency, especially vocabulary, is the most important to less skilled readers, in the case of good readers, Japanese proficiency and metacognitive abilities are of more importance. It is only after the English abilities go beyond the threshold level that L1 proficiency plays a significant role to English reading performance.

Yamashita (2002) compared strategies in L1 (Japanese) and L2 (English) reading reported by four groups of different combination of reading abilities in L1 and L2. She concludes that metacognitive strategies were not affected by differences in languages (Japanese or English) or readers' abilitites in the two languages, whereas other kinds of strategies were subject to these factors.

Based on these previous studies are Snelling et al. (2002), Shoonen et al. (2003) and Stevenson et al. (2003), which are part of a longitudinal study in the Netherlands called NELSON, with an official title "Transfer of higher-order skills and processes in reading and writing in Dutch and English." They provide informative analysis results on the relationship between L1/L2 and FL (foreign language) of approximately 300 participants' reading and writing proficiency from grade 8 (ages 13-14) to grade 10 (15-16), shifting their research focus from language skills to process, and to strategies. They regard the speed of low order processing, such as lexical retrieval in writing and word recognition in reading, as a key to successful transfer of L1 to L2. As far as writing proficiency's transfer from L1 to L2 is concerned, they found that L2 writing proficiency turned out to be highly correlated with L1 writing proficiency, more than with either L2 linguistic knowledge or the accessibility of this knowledge.

Do these findings of preceding studies on L1 and L2 interplay apply to listening comprehension? Listening comprehension in L1 is different from writing and reading in L1, in that even if it is in L1, writing and reading is demanding and students learn how to write better or read better at school. However, how to listen better in L1 is rarely taught at school, because almost anyone naturally develops high listening comprehension without any formal instruction as they grow up in the miliue of their native language spoken by the people around them.

Feyten (1991) emphasizes the latent power that listening ability has on other language skills. She studied the relationship between L1 listening ability and FL language proficiency. By analyzing data from students learning Spanish and French as a foreign language in a university program, she discovered that statistically significant relationships exist between listening ability and overall FL proficiency, between listening ability and FL listening comprehension skills, and also between listening ability and FL oral proficiency skills. Her findings suggest a close relationship between listening ability and foreign language acquisition. The positive transfer of learners' L1 ability to English proficiency is also regarded as a language factor that contributes to English listening. The effect is naturally expected, especially when the native tongue has a considerable linguistic similarity to English.

Nation (2001) regards the similarity of L1 and L2 as an important facilitating factor to foreign language listening. He discusses that "Learners' ability to chunk the spoken form of a word into meaningful segments which in turn depends on L1 and L2 similarity and the learners' level of proficiency in L2" (p.41). English is regarded as a syllable-timed language with stressed rhythm, while Japanese is a mora-timed language in which the same stress and the same length are given to one mora.

In the two studies cited above, the participants' L1 (Finish and English) had a close similarity with their target languages (English and Spanish or French, respectively). In spite of the big typological difference between the English and Japanese languages, there are several studies supportive of a positive transfer of the Japanese language ability to English proficiency. Although not sufficient research has been done concerning the relationship between Japanese listening ability and its English counterpart, Yoshida et al. (1990) discovered a certain degree of interrelation between Japanese junior high school students' English listening ability and their Japanese proficiency. They insist that this interrelation is due to the comprehension ability that both English and Japanese proficiency require in common. Takefuta (1984) also regards L1 and L2 listening as the same process, which basically needs concentration and good memory in addition to language proficiency. Their ideas are supportive of the action plan by MEXT which aims to promote Japanese language abilities, regarding them as "the basis of all intellectual activities."

1.2.4 English listening and metacognitive abilities

Oxford (1990) defines "metacognitive" as beyond, beside, or with the cognitive, and "metacognitive strategies" as actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. One of the metacognitive strategies is self-monitoring. It allows listeners to monitor their own language performance, to check whether they correctly understand the meaning of the

message or whether they are concentrated or not, to guess unfamiliar words they encounter, and to correct any misinterpretations as they move ahead. A similar process occurs in reading as well. Readers also often skim or scan, making guesses about what will come next, and modifying their guessing if necessary.

Several studies reported that self-monitoring is more frequently used by effective listeners. O'Malley et al. (1989) compared the strategies used by listeners of different levels in the three stages of listening processing, perceptional processing, parsing and utilization. Their main finding was that more skilled listeners used metacognitive strategies including self-monitoring and top-down approach more frequently than less skilled listeners. The same type of difference among listeners in different developmental stages was also studied by Goh (2000), which investigated learners' awareness of problems in English listening. Based on Anderson's (1995) three-phase listening model, she categorized the problems reported by her Chinese EFL learners. She concluded that the problems reported by advanced listeners belonged to the utilizing stage, while low-level listeners often had problems perceiving English. Vandergrift (2003) studied learners of French and the different strategies used by more skilled and less skilled listeners, and found that skilled listeners used more metacognitive strategies than less skilled listeners. Less skilled listeners depended more on translation, which led to bottom-up processing, a passive approach. On the other hand, more skilled listeners employed a more dynamic interactive approach of top-down and bottom-up processing.

With this background in view, the present study attempts to reveal the explanatory variables of English listening performance based on longitudinal data from the viewpoints of English proficiency, Japanese proficiency and metacognitive abilities.

CHAPTER 2

OVERALL RESEARCH DESIGN

In this chapter, overall research design of the present study is presented.

2.1 Objective

From the findings and insight offered by the preceding studies reviewed in the previous chapter, it may be possible to think that a holistic picture of Japanese learners' listening abilities is drawn from the perspective of the relationship with the following aspects: L2 (English) ability, L1 (Japanese) ability, metacognitive abilities in L1 and L2.

The objective of the present study is to clarify the explanatory variables of English performance, and the diachronic change of the relationship between English listening performance and the component variables, and among the component themselves,

(1) focusing on the language proficiency and metacognitive abilities in L1 and L2;
(2) focusing on the individual language skills of L1 and L2;
(3) focusing on the metacognitive factors of L1 and L2;
(4) focusing on the improvement of test scores in L1 and L2.

2.2 Method

2.2.1 Participants

The participants were 71 students at a Japanese technical high school, with 39 boys and 32 girls. They were 15-16 years old at the onset of this longitudinal study. After a five-year education at this school, they are expected to work as practical engineers without going on to university. Therefore, they are not taught exam-oriented English as many Japanese high school students are, nor do most of them study English independently outside the classroom. Their main academic interest is in science and technology, and their motivation in learning English is generally low. They study English as one of the compulsory subjects at school.

Their English proficiency level was low in the first year, and according to the gradations of the STEP (The Society for Testing English Proficiency) Test, they were between the fourth and the third grades, and in the third year their level was

low-intermediate and somewhere between the pre-second and the second grades.

They had studied English as a foreign language for three years before they entered this school. In the first year of this school they had five 50-minute English classes a week, with one class for a listening lesson and four for reading. In the listening lessons, they had listening comprehension training using materials concerning young people's life in the United States, by questions and answer activities, dictations and pair activities. In the lessons for reading, they studied using high school English textbooks, reading the texts and learning vocabulary and target grammatical structures.

In the second year they had six 50-minute English classes a week, with one class for listening and five for reading. In the listening lesson, they used a listening training material for TOEIC (Test of English for International Communication), in which they listened to the same types of test questions as TOEIC, including the descriptions of photos of various scenes of people's life and short dialogues. In the lessons for reading, they studied a high school English textbook, read English stories, studied grammar and vocabulary. For further information on the participants' educational backgrounds for English including curriculum and textbooks, see Appendix B.

2.2.2 Instruments

The following tests and questionnaires were administered in the study. Appendix A provides full test questions and questionnaire items.

2.2.2.1 English listening test

As the material for this test, the *Benesse English Communication Test* was used. The participants listened to the tape and answered 40 questions in 20 minutes. The test consists of four parts, Parts A to D, and the participants, listening to the tape, chose the appropriate answers from among the multiple choices. In Part A, the participants were requested to listen to one or two English sentences to describe pictures and to choose the appropriate pictures. In Part B, the participants listened to the one-sentence questions such as "Who did you meet?" and chose the appropriate answers from multiple choices. In this part, to be successful, it was essential to catch the very first few words including interrogatives. In Part C, the participants listened to short dialogues between a Japanese student staying with an American family and his or her family members or school teachers there. Following the dialogues, a question was asked, and the participants chose the appropriate picture as an answer. Part D also offered dialogues, but they were a little longer than in Part C. This listening test checks the listeners' basic communication abilities in English and is appropriate for the participants of the present study as the beginners of English.

2.2.2.2 English tests excluding English listening test

(a) Aural word recognition test (50 questions in 15 minutes)

In this test, the participants' accurate aural processing of word recognition was tested. The participants wrote Japanese equivalents on the answer sheet as soon as they heard English words. For example, when they heard "stone," they had to write "*ishi*" in Japanese. The word selection was based on Negishi (1999), and these junior high school level words were expected to be visually familiar to the participants, even though they failed to recognize them aurally.

(b) English reading test (16 questions in 30 minutes)

The reading test of the *Benesse English Communication Test* was used. The participants read two English passages and were requested to answer comprehension questions and choose correct statements about the story. One of the passages had 219 words on the topic of snowboarding, and the other story about the deserts had 232 English words. In order to activate the readers' background knowledge, illustrations were given to each of the passages. For the first passage, a snowboarder was illustrated, for the second story a camel in the desert was illustrated, which facilitated the readers' understanding even if some of them had lexical problems about "snowboarding" or "desert."

(c) English cloze test (20 questions in 20 minutes)

A cloze test is considered to measure the participants' overall ability. The test questions are made by deleting every nth word in a passage, leaving blanks, requiring the test participants to replace the original words. In predicting the missing words, the participants make use of the abilities that underlie all their language performance, including lexis, grammatical and idiomatic knowledge, and background knowledge.

The test passage of the present study was taken from "Hello Kitty" in Taniguchi (1998), whose topic was familiar to the participants. With first two sentences unmodified, every seventh word of the passage was deleted from the passage. After a trial test the participants filled the blanks, making use of their language ability.

(d) English vocabulary test (25 questions in 15 minutes)

In this test the questions at junior high school level were chosen from Hill (1982). The participants chose one out of four words to make a plausible sentence. In order to get good marks on this test, not only lexical knowledge but appropriate interpretation of the sentence was required.

(e) English grammar test (25 questions in 15 minutes)

The multiple choice questions of this test were chosen from Hill (1982). The participants were requested to choose correct forms of verbs, pronouns, comparatives, and so forth. The author very carefully chose basic questions to check the participants'

grammatical knowledge mainly at the junior high school level.

2.2.2.3 Japanese tests

(a) Japanese listening test (16 questions in 15 minutes)

For the measurement of Japanese listening ability, the test questions were picked out from Matsumoto & Hoshino (1996), training material for the Japanese Language Proficiency Test for Foreigners. The participants listened to dialogues or short speeches in Japanese, and chose correct answers or statements from three or four multiple choices.

(b) Japanese reading test (16 questions in 15 minutes)

The questions for this test were picked out from Oniki & Saiyama (1994), training material for Japanese Language Proficiency Test for Foreigners. The test passages comprised articles and conversations in Japanese. The participants chose the correct statements or plausible conclusion of the passage or guessed the social relationship between the interlocutors. The questions mainly checked the participants' understanding of information written in the passages.

(c) Japanese cloze test (20 questions in 10 minutes)

The test passage was taken from Kurihara (1997), a Japanese textbook of junior high school. The questions were made in the same way as an English cloze test. With the first two sentences unmodified, every seventh smallest unit of the Japanese was deleted from the passage. After a trial test, the participants filled in the gaps in the passage.

2.2.2.4 Questionnaire on metacognitive abilities in listening

(a) Questionnaire on English metacognitive abilities (22 questions in 10 minutes)

The questionnaire was administered immediately after the English listening test in order to find out to what extent the listeners were aware of their listening performance. The questionnaire items were picked out from Motooka (2001), originally designed for reading, and modified for the present study. The questions asked how the listeners generally evaluated their listening performance, what strategies they used to facilitate their listening, or their awareness of what was hindering their listening, and the participants answered with a 5-point Likert scale in which a strong agreement 5 and strong disagreement was 1.

(b) Questionnaire on Japanese metacognitive abilities (22 questions in 10 minutes)

The questionnaire was again administered immediately after the Japanese listening test. The question items were almost the same as the one for English listening, except "English" was replaced by "Japanese." For example, a question item, "I couldn't keep up with the speed of English," was transformed into "I couldn't keep up with the speed of Japanese," in the Japanese version.

2.2.3 Procedure

The tests and questionnaires were administered in a classroom or multi-media room by the author during class hours within two weeks in June 2001, 2002 and 2003. The data of the students who participated in all the tests and questionnaires in all the three times were computed.

As for the questionnaire results, exploratory factor analyses were performed, and metacognitive factors of L1 and L2 listening were extracted, and the scores of each factor were computed. After that, as the basic data analysis, the scores, means and standard deviations of all the tests and factors extracted were computed. The results of these analyses will be listed in the next chapter as Preliminary Statistical Analysis of the Results.

The answers to the objective of the present study are offered from the products of multiple regression analyses and path models. Path models in which all component variables were simultaneously related to English listening performance were presented on the basis of the results of a series of multiple regression analyses with different component variables as the dependent variable. By comparing the models for the first to the third years, the diachronic change of relationship among component variables is clarified, and will be presented in Chapters 4 to 7.

There are four separate data analysis phases. We first need to know the general relationship between English listening performance and other language and metacognitive abilities. Therefore, the first procedure of multiple regression analyses were given with the English listening test scores as the dependent variable and the following four scores as independent variables: the total scores of English tests, Japanese tests, English factors, and Japanese factors. The relationship between the dependent variable and independent variables and also the reciprocal relationship within component variables and their change over time will be illustrated by path models. The products of these analyses will be presented in Chapter 4 as Study 1.

Once the general idea of the relationship between English listening performance and other abilities is clarified, as the second step, exploration will go into different specific areas. For the exploration of the relationship between English listening performance and language abilities in L1 and L2, multiple regression analyses were repeated two times. In the first procedure, the English test scores excluding English listening test were independent variables, and in the second procedure, Japanese test scores. The diachronic change of path models will strengthen the understanding of the relevance of English listening performance and particular skills in L1 and L2. The products of these analyses will be presented in Chapter 5 as Study 2.

The third step goes onto the contribution to English listening performance that metacognitive abilities in L1 and L2 make. Along with the multiple regression analysis

results, path models will show the relevance of English listening performance and its component variables in a diachronic perspective. The analysis results will be reported in Chapter 6 as Study 3.

In Studies 1 to 3, the major explanatory variables of English listening performance in each year, along with the reciprocal relationship among the component variables will be clarified. However, it is not yet known what language skills or factors in L1 and L2 caused the development of English listening performance. Therefore, the causal variables of the diachronic improvement of English listening test scores are finally focused on. This is in order to investigate which test score excluding English listening contributed to the gain of the test scores in English listening test. The analysis results will be presented in Chapter 7 as Study 4.

The overall experimental design is summarized below in Table 2.1. All the analyses were performed with a statistical package SPSS 12.0 and Amos 4.0.

Table 2.1 Overall Experimental Design

	Analyzed Items	Statistical Methods
CHAPTER 4 STUDY 1	English listening vs. Four categories of abilities: L2 proficiency, L1 proficiency, L2 metacognitive ability, L1 metacognitive ability	Multiple regression analysis Dependent variable =English listening test scores Independent variables =Total scores of L1 and L2 language tests and factors Path analysis
CHAPTER 5 STUDY 2	English listening vs. Language skills in L1and L2	Multiple regression analysis Dependent variable =English listening test scores Independent Variables =Language test scores in L1 and L2 Path analysis
CHAPTER 6 STUDY 3	English listening vs. Metacognitive factors in L1 and L2	Multiple regression analysis Dependent variable =English listening test scores Independent variables =Factor scores in L1 and L2 Path analysis

(table continues)

Table 2.1 (continued)

	Analyzed Items	Statistical Methods
CHAPTER 7 STUDY 4	The improvement of English listening vs. The improvement of language skills in L1 and L2	Multiple regression analysis Dependent variable =The gain of English listening test scores Independent variables = The gain of other test scores in L1 and L2

CHAPTER 3

PRELIMINARY STATISTICAL ANALYSIS OF THE RESULTS

In this chapter, a preliminary statistical analysis of the results is presented. Further analyses will be presented in Studies 1 to 4 in Chapters 4 to 7.

3.1 Test Results

Table 3. 1 Descriptive Statistics for English and Japanese Tests

	1st Year		2nd Year		3rd Year	
Tests	Mean	SD	Mean	SD	Mean	SD
English Listening	22.52	3.722	25.86	4.574	26.37	3.983
Aural Word Recognition	23.90	4.482	24.46	4.595	27.83	4.781
English Reading	6.75	2.334	8.03	2.443	8.41	2.676
English Cloze	8.27	2.124	9.15	2.665	9.79	2.305
English Vocabulary	12.06	2.449	14.30	2.696	15.92	2.634
English Grammar	14.03	2.613	14.70	3.535	16.34	3.308
Japanese Listening	12.94	1.681	13.90	1.513	13.96	1.247
Japanese Reading	14.31	1.582	14.52	1.205	14.39	1.488
Japanese Cloze	13.04	2.339	14.72	2.747	14.51	2.656

Table 3.1 lists the test score averages and the standard deviations for each year. Excluding Japanese reading and cloze tests, the test scores increased every year. In order to examine whether or not the score difference over time in each of the nine tests was statistically significant, repeated measures of one-way ANOVA were performed, and when appropriate post hoc tests were conducted using Tukey's multiple comparison test. The results are shown in Table 3.2.

As indicated in Table 3.2, the scores of all the tests, except those of Japanese reading test, show statistically significant increases. In the right column of the table, the years when the statistically significant changes occurred were specified by Tukey's tests.

Among English skills, listening and reading performance first developed, followed by the linguistic features such as aural word recognition and grammar. The scores of the English cloze test, regarded as the comprehensive ability of English, showed no remarkable change between any two years.

Table 3.2 Repeated Measures of ANOVA and Tukey's Test Results

Tests	*Df*	F	*P*	The Years with Significant Difference
English Listening	2	18.356	.000***	1st Year < 2nd - 3rd Years
Aural Word Recognition	2	15.013	.000***	1st - 2nd Years < 3rd Year
English Reading	2	8.693	.000***	1st Year < 2nd - 3rd Years
English Cloze	2	7.345	.001***	1st Year - 2nd - 3rd Years, 1st Year < 3rd Year
English Vocabulary	2	39.596	.000***	1st Year < 2nd Year < 3rd Year
English Grammar	2	9.925	.000***	1st - 2nd Years < 3rd Year
Japanese Listening	2	10.371	.000***	1st Year < 2nd - 3rd Years
Japanese Reading	2	.390	.677	1st Year - 2nd Year - 3rd Year
Japanese Cloze	2	8.842	.000***	1st Year < 2nd - 3rd Year

***p<0.005

The test score gain from the first to the second years, from the second to the third years, and also from the first to the third years was computed, and the average scores of gain and their standard deviations are presented in Table 3.3.

Table 3. 3 Test Score Gain Between Years

	The Score Increase					
	1st to 2nd Years		2nd to 3rd Years		1st to 3rd Years	
Tests	Mean	SD	Mean	SD	Mean	SD
English Listening	3.34	4.056	0.51	4.038	3.85	3.830
Aural Word Recognition	0.56	3.771	3.37	3.387	3.93	4.257
English Reading	1.28	2.623	0.38	2.884	1.66	2.528
English Cloze	0.89	2.447	0.63	2.196	1.52	1.743
English Vocabulary	2.24	3.235	1.62	3.133	3.86	2.994
English Grammar	0.68	3.536	1.63	3.465	2.31	3.590
Japanese Listening	0.96	1.811	0.06	1.643	1.01	2.031
Japanese Reading	0.21	1.510	-0.13	1.462	0.08	1.676
Japanese Cloze	1.68	2.033	-0.21	1.957	1.46	2.174

As for Japanese abilities, the decrease of the raw scores in the third year, although not statistically significant, shows that the Japanese language ability remained static.

3.2 Questionnaire Results

The questionnaire results are shown in Tables 3.4 and 3.5. When the participants strongly agreed with the item, they chose 5, and for strong disagreement they chose 1.

The comparison of average scores in the L1 and L2 listening questionnaires offers some informative differences. The participants' general evaluation of their successful listening performance in L1 and unsatisfactory performance in English are shown in the average scores of the first question in Tables 3.4 and 3.5. The average scores of the second question in English and Japanese listening may indicate that they tried to continue to listen to both English and Japanese even when they failed to comprehend several parts, but in listening toEnglish, more participants were occupied with the parts they missed.

An interesting finding in the third and fourth questions is that whereas the participants' English listening comprehension can be characterized by "speed" and "lexical knowledge," their L1 listening comprehension depended on "message of the whole passage."

The third question was what strategies the participants used for effective listening comprehension. In the first year English listening, the most frequent use was "14. I tried to concentrate myself in order to keep up with the speed of English," and the second choice was "10. I tried to understand the meaning of each word." These choices may indicate that the first year students tried very hard to recognize words, following the rapid stream of spoken English. In the second year, their first choice was again "concentration", but the second was "11. I tried to understand the message of the whole passage." Instead of the sound of each word, they may have begun to pay more attention to the content of the passage. Finally, in the third year, the order was reversed and "message" came first, followed by "concentration." This combination of "message and concentration" exactly matches the choices made in Japanese listening in Table 3.4. This diachronic change may suggest that the participants' L2 listening strategies came to be closer to those of L1 listening after two years of English study.

However, as seen in the frequent choices of "19. I cannot keep up with the speed of English," and "17. I don't know the meanings of words," their inability to follow the speed of spoken English and the lexical knowledge remained the biggest problems. In contrast, in listening to L1, they regarded as their biggest problem "21. I cannot understand the message of the whole passage." Therefore, by following English with quick information processing and also by overcoming lexical problems, the participants may then be able to focus on the message of the whole passage, as they do in listening to Japanese.

Table 3.4 English Listening Questionnaire Results

Question Items	Average Scores 1st Year	2nd Year	3rd Year
What do you think about your listening comprehension during the test?			
1. While listening, I understood the development of the story.	2.59	2.83	3.18
2. I kept up with the speed of English.	2.08	2.44	2.66
3. I understood what pronouns were referring to.	2.65	2.49	2.80
4. My knowledge about the topic helped me understand what was said.	2.89	3.37	3.62
5. I understood the passage as a whole.	2.54	3.23	3.37
What did you do when you failed to comprehend the passage?			
6. I kept on listening, paying no attention to the part I missed.	3.79	3.54	3.76
7. I couldn't listen to the next part, thinking of the part I missed.	3.41	3.06	3.34
8. I stopped listening to English.	2.15	1.89	2.31
What did you do in order to comprehend the passage effectively?			
9. I pronounced some words in my mind.	2.76	2.35	2.82
10. I tried to understand the meaning of each word.	3.55	3.41	3.48
11. I tried to understand the message of the whole passage.	3.52	3.72	3.77
12. I paid attention to grammatical structures.	2.72	2.62	2.70
13. I tried to remember what I knew about the topic.	2.83	2.69	3.00
14. I tried to concentrate myself in order to keep up with the speed of English.	4.13	3.89	3.73
What has prevented your listening comprehension?			
15. I can't catch the sound of individual words.	2.06	3.82	3.56
16. I can't pronounce words correctly.	2.99	2.63	3.04
17. I don't know meanings of words.	3.34	3.99	3.85
18. I cannot understand grammatical structures.	3.48	3.44	3.37
19. I cannot keep up with the speed of English.	4.44	4.17	3.82
20. I have little knowledge about the topic.	3.13	2.58	3.01
21. I cannot understand the message of the whole passage.	3.52	3.51	3.63
22. I cannot understand the structures of the whole passage.	3.62	3.41	3.56

5=strongly agree, 4=agree, 3=neither agree nor disagree, 2=disagree, 1=strongly disagree

Table 3.5 Japanese Listening Questionnaire Results

Question Items	Average Scores 1st Year	2nd Year	3rd Year
What do you think about your listening comprehension during the test?			
1. While listening, I understood the development of the story.	4.07	3.94	4.11
2. I kept up with the speed of Japanese.	4.52	4.23	4.34
3. I understood what pronouns were referring to.	4.31	3.96	4.20
4. My knowledge about the topic helped me understand what was said.	3.83	3.69	3.90
5. I understood the passage as a whole.	4.45	4.25	4.42
What did you do when you failed to comprehend the passage?			
6. I kept on listening, paying no attention to the part I missed.	3.37	3.39	3.46
7. I couldn't listen to the next part, thinking of the part I missed.	2.31	2.20	2.38
8. I stopped listening to Japanese.	1.80	1.61	2.08
What did you do in order to comprehend the passage effectively?			
9. I pronounced some words in my mind.	2.23	2.21	2.25
10. I tried to understand the meaning of each word.	3.41	2.94	2.77
11. I tried to understand the message of the whole passage.	4.39	4.00	3.85
12. I paid attention to grammatical structures.	3.38	3.06	3.42
13. I tried to remember what I know about the topic.	3.14	2.99	3.21
14. I tried to concentrate myself in order to keep up with the speed of Japanese.	3.75	3.49	3.51
What has prevented your listening comprehension?			
15. I can't catch the sound of individual words.	1.68	1.92	2.27
16. I can't pronounce words correctly.	1.76	1.83	2.07
17. I don't know meanings of words.	1.86	2.21	2.35
18. I cannot understand grammatical structures.	1.92	2.28	2.54
19. I cannot keep up with the speed of Japanese.	1.93	2.25	2.61
20. I have little knowledge about the topic.	2.30	2.23	2.54
21. I cannot understand the message of the whole passage.	1.89	2.75	2.85
22. I cannot understand the structures of the whole passage.	1.97	2.70	2.75

5=strongly agree, 4=agree, 3=neither agree nor disagree, 2=disagree, 1=strongly disagree

3.3. Factor Analysis Results

3.3.1 English factors

Exploratory factor analyses (Matsuo & Nakamura, 2002; Oshio, 2004) were conducted to extract factors from the questionnaire results of L1 and L2 listening. In the case of reverse items, the 5-point Likert scale was calculated in a diverted way. From the English questionnaire results in the first year, four factors were extracted using the maximum likelihood analysis method, followed by promax rotation. Factor (a) was named "Negative factor recognition –structure & content—", which showed the participants' awareness of the negative factors especially in terms of structures and the content of the passage. Factor (b) was the "Strategies" factor to indicate the listeners' strategy use. Factor (c), named "Negative factor recognition—vocabulary & topic" again concerns the participants' recognition of what prevented their listening comprehension especially in vocabulary and topic of the passage. Factor (d) named "Details and speed" shows the listeners' careful attention to the details of the passage in the rapid stream of spoken English. Items 1, 5, 6, 7, 9, 11, 12, 14, 15 were eliminated because of their low loadings or isolation as one factor. The Cronbach's alpha indices were .691 to .549.

As shown in Table 3.6, the results of the second year questionnaire analysis yielded five factors, accounting for 41.501 percent of variance. Five factors were extracted by the principal factor analysis method and varimax rotation. They were (a) Negative factor recognition, (b) Concentration on the content, which shows listeners' concentration on the content of the passage without focusing on individual words, (c) Strategies, (d) Details and speed, and (e) Focus on words, which shows the listeners' attempt to catch individual words in the chunk of spoken English. The Cronbach's alpha indices were .785 to .322.

In the third year, five factors accounting for 46.251 percent of variance were extracted by principal factor analysis method and varimax rotation, as shown in Table 3.7. They were Factor (a) "Understanding the outline," (b) Negative factor recognition – Vocabulary and outline –", (c) Negative factor recognition –details –", (d) "Strategies," and (e) "Focus on the outline." The Cronbach's alpha indices were .746 to .499. Question item 8 was eliminated because of its low loadings.

Table 3.6 English Metacognitive Factors in the First Year

Extraction Method: Most-likelihood Method, Rotation Method: Promax Rotation

Factor a (Negative Factor Recognition –Structure & Content—)	Loadings
*22. I cannot understand the structures of the whole passage.	.872
*21. I cannot understand the message of the whole passage.	.751
*18. I cannot understand grammatical structures.	.386

(α=.691)

Factor b (Strategies)

4. My knowledge about the topic helped me understand what was said.	.626
13. I tried to remember what I know about the topic.	.604
*8. I stopped listening to English.	.485
10. I tried to understand the meaning of each word.	.475
3. I understood what pronouns were referring to.	.388

(α=.653)

Factor c (Negative Factor Recognition—Vocabulary & Topic)

*20. I have little knowledge about the topic.	.940
*17. I don't know meanings of words.	.470
*16. I can't pronounce words correctly.	.346

(α=.549)

Factor d (Details & Speed)

*19. I cannot keep up with the speed of English.	.723
2. I kept up with the speed of English.	.627
*7. I couldn't listen to the next part, thinking of the part I missed.	.505

(α=.635)

*=reverse item

Table3.7 English Metacognitive Factors in the Second Year

Extraction Method: Principal Factor Analysis Method, Rotation Method: Varimax Rotation

Factor a (Negative Factor Recognition)	Loadings
*22. I can't understand the structure of the whole passage.	.776
*21. I can't understand the message of the whole passage.	.760
*16. I can't pronounce the word correctly.	.620
*20. I have little knowledge about the topic.	.582
*18. I don't understand grammatical structure.	.523
*15. I can't catch the sound of individual words.	.383
*17. I don't know meanings of words.	.376
*19. I can't keep up with the speed.	.373

(the proportion of variance explained=13.428%, α=.785)

Factor b (Concentration on the Content)	
14. I tried to concentrate myself in order to keep up with the speed of English.	.760
*8. I stopped listening to English.	.542
11. I tried to understand the message of the whole passage.	.515

(the proportion of cumulative variance explained=20.843%, α=.602)

Factor c (Strategies)	
My knowledge about the topic helped me understand what was said.	.602
5. I understood the passage as a whole.	.474
13. I tried to remember what I knew about the topic.	.468
12. I paid attention to grammatical structures.	.363
1. While listening, I understood the development of the story.	.360

(the proportion of cumulative variance explained=27.860%, α=.653)

Factor d (Details & Speed)	
2. I kept up with the speed of English.	.494
6. I kept on listening, paying no attention to the part I missed.	-.419
3. I understood what the pronouns referred to.	.375

(the proportion of cumulative variance explained=34.843%, α=.785)

Factor e (Focus on Words)	
9. I pronounced some words in my mind.	.648
*7. I couldn't listen to the next part, thinking of the part I missed.	-.524
10. I tried to understand the meaning of each word.	.522

(the proportion of cumulative variance explained=41.501%, α=.580)

*=reverse item

Table 3.8 English Metacognitive Factors in the Third Year

Extraction Method: Principal Factor Analysis Method, Rotation Method: Varimax Rotation

Factor a (Understanding the Outline)	Loadings
1. While listening, I understood the development of the story	.759
2. I kept up with the speed of English	.708
4. My knowledge about the topic helped me understand what was said.	.699
5. I understood the passage as a whole	.466
14. I tried to concentrate myself in order to keep up with the speed of English.	.453
3. I understood what the pronouns referred to.	.400

(the variance explained=15.979%, α=.746)

Factor b (Negative Factor Recognition—Vocabulary & Outline—)

*17. I don't know meanings of words.	.759
*19. I can't keep up with the speed.	.651
*15. I can't catch the sound of individual words.	.651
*21. I can't understand the message of the whole passage.	.393
10. I tried to understand the meaning of each word.	-.366

(the proportion of cumulative variance explained=29.498%, α=.712)

Factor c (Negative Factor Recognition—Details—)

*16. I can't pronounce the word correctly.	.710
*18. I don't understand grammatical structure.	.697
*20. I have little knowledge about the topic.	.524
*22. I can't understand the structure of the whole passage.	.441

(the proportion of cumulative variance explained=36.519%, α=.702)

Factor d (Strategies)

*7. I couldn't listen to the next part, thinking of the part I missed.	-.599
12. I paid attention to grammatical structures.	.565
13. I tried to remember what I knew about the topic.	.499
9. I pronounced some words in my mind.	.452

(the proportion of cumulative variance explained=42.034%, α=.565)

Factor e (Focus on the Outline)

6. I kept on listening, paying no attention to the part I missed.	.573
11. I tried to understand the message of the whole passage.	.563

(the proportion of cumulative variance explained=46.251%, α=.499)

*=reverse item

3.3.2 Japanese factors

Japanese factors were extracted by the principal factor analysis method, followed by varimax rotation. The first three factors wee the same in each year. The first factor common to the three times was "Negative factor recognition," the second "Understanding the outline," and the third "Strategies." This result may indicate that the participants answered in the same way across the three times of research, because they had already established efficient listening ability of L1, and were able to monitor their L1 listening performance more clearly than in English.

In the first year, in addition to the three factors described above, another factor "Speed and concentration" was extracted. The proportion of variance explained was 44.385 percent and the Cronbach's alpha indices were from .847 to .504, as shown in Table 3.8. Items 6 and 7 were eliminated because of their low loadings. With regard to the second year analysis, along with two more factors, the five factors explained 52.364 percent of variance. The Cronbach's alpha indices were between .852 and .509. In the third year, the three factors extracted explained 55.336 percent of variance and the Cronbach's alpha indices were between .834 and .805. Item 6 was excluded because of its low loadings.

Table 3. 9 Japanese Metacognitive Factors in the First Year

Extraction Method: Principal Factor Analysis Method, Rotation Method: Varimax Rotation

Factor a (Negative Factor Recognition)	Loadings
*17. I don't know meanings of words.	.777
*16. I can't pronounce the word correctly.	.747
*15. I can't catch the sound of individual words.	.609
*18. I don't understand grammatical structure.	.602
*22. I can't understand the structure of the whole passage.	.560
*21. I can't understand the message of the whole passage.	.547
*20. I have little knowledge about the topic.	.531
*19. I can't keep up with the speed.	.517

(the proportion of variance explained=21.730%, α=.847)

Factor b (Understanding the Outline)	
5. I understood the passage as a whole.	.710
3. I understood what the pronouns referred to.	.554
4. My knowledge about the topic helped me understand what was said.	.553
2. I kept up with the speed of Japanese.	.546
1. While listening, I understood the development of the story.	.488

(the proportion of cumulative variance explained=33.705%, α=.719)

Factor c (Strategies)	
10. I tried to understand the meaning of each word.	.722
9. I pronounced some words in my mind.	.547
11. I tried to understand the message of the whole passage.	.434
12. I paid attention to grammatical structures.	.402
13. I tried to remember what I knew about the topic.	.358

(the proportion of cumulative variance explained=39.331%, α=.668)

Factor d (Speed &Concentration)	
*8. I stopped listening.	.606
14. I tried to concentrate myself in order to keep up with the speed of Japanese.	.377

(the proportion of cumulative variance explained=44,385%, α=.504)

*=reverse item

Table 3.10 Japanese Metacognitive Factors in the Second Year

Extraction Method: Principal Factor Analysis Method, Rotation Method: Varimax Rotation

Factor a (Negative Factor Recognition)	Loadings
*18. I don't understand grammatical structures.	.792
*22. I can't understand the structure of the whole passage.	.735
*21. I can't understand the message of the whole passage.	729
*19. I can't keep up with the speed.	.596
*17. I don't know meanings of words.	.542
*7. I couldn't listen to the next part, thinking of the part I missed.	.396
*20. I have little knowledge about the topic.	.387

(the proportion of variance explained=13.998%, α=.852)

Factor b (Understanding the Outline)	
2. I kept up with the speed of Japanese.	.711
*8. I stopped listening.	.659
5. I understood the passage as a whole.	.637
3. I understood what the pronouns referred to.	.506
11. I tried to understand the message of the whole passage.	.400
1. While listening, I understood the development of the story.	.391

(the proportion of cumulative variance explained=26.308%, α=.782)

Factor c (Strategies)	
13. I tried to remember what I knew about the topic.	.750
12. I paid attention to grammatical structures.	.678
10. I tried to understand the meaning of each word.	.618
9. I pronounced some words in my mind.	553
4. My knowledge about the topic helped me understand what was said.	.512

(the proportion of cumulative variance explained=37.227%, α=.754)

Factor d (Focus on Sounds of Words)	
*15. I can't catch the sound of individual words.	.716
*16. I can't pronounce the word correctly.	.682

(the proportion of cumulative variance explained=47.410%, α=.798)

Factor e (Speed & Concentration)	
14. I tried to concentrate myself in order to keep up with the speed of Japanese.	.778
6. I kept on listening, paying no attention to the part I missed.	.529

(the proportion of cumulative variance explained=52.364%, α=.509)

*=reverse item

Table 3.11 Japanese Metacognitive Factors in the Third Year

Extraction Method: Principal Factor Analysis Method, Rotation Method: Varimax Rotation

Factor a (Negative Factor Recognition)	Loadings
*18. I don't understand grammatical structures.	.897
*17. I don't know meanings of words.	.885
*16. I can't pronounce the word correctly.	.828
*22. I can't understand the structure of the whole passage.	.761
*20. I have little knowledge about the topic.	.757
*15. I can't catch the sound of individual words.	.745
*19. I can't keep up with the speed.	.728
*21. I can't understand the message of the whole passage.	.727
*8. I stopped listening.	.606
*7. I couldn't listen to the next part, thinking of the part I missed	.496
9. I pronounced some words in my mind.	-.481

(the proportion of variance explained=29.417%, α=.834)

Factor b (Understanding the Outline)

2. I kept up with the speed of Japanese.	.844
3. I understood what the pronouns referred to.	.785
1. While listening, I understood the development of the story.	.748
4. My knowledge about the topic helped me understand what was said.	.652
5. I understood the passage as a whole.	.583

(the proportion of cumulative variance explained=43.093, α=.849)

Factor c (Strategies)

13. I tried to remember what I knew about the topic.	.705
11. I tried to understand the message of the whole passage.	.686
10. I tried to understand the meaning of each word.	.677
14. I tried to concentrate myself in order to keep up with the speed of Japanese.	.661
12. I paid attention to grammatical structures.	.613

(the proportion of cumulative variance explained=55.336%, α=.805)

*=reverse item

The average scores and standard deviations of Japanese factors were computed and are shown in Table 3. 12.

Table 3. 12 Descriptive Statistics for English and Japanese Factors

	1st Year		2nd Year		3rd Year	
Factors	Mean	SD	Mean	SD	Mean	SD
English Factor a	7.38	2.393	20.46	5.500	19.37	3.773
English Factor b	19.89	4.268	11.72	2.263	11.66	3.577
English Factor c	6.24	2.207	14.73	3.558	11.01	3.249
English Factor d	11.31	2.831	7.39	2.067	11.86	3.035
English Factor e	-----	-----	8.82	2.794	7.54	1.663
Japanese Factor a	32.70	5.748	25.38	6.211	39.32	9.717
Japanese Factor b	21.18	3.150	24.77	4.206	20.97	3.439
Japanese Factor c	16.55	3.949	14.89	4.464	16.76	4.149
Japanese Factor d	7.94	2.197	8.25	1.872	-----	-----
Japanese Factor e	-----	-----	6.89	2.278	-----	-----

For further analysis in Study 1, the total scores of English tests, Japanese tests, English factors and Japanese factors were calculated. Their mean scores and standard deviations were computed and are presented in Table 3.13.

Table 3. 13 Descriptive Statistics for Four Categories of Abilities

	1st Year		2nd Year		3rd Year	
Tests	Mean	SD	Mean	SD	Mean	SD
English Tests	65.00	7.907	70.65	10.669	78.28	11.192
Japanese Tests	40.30	3.666	43.14	3.547	42.86	3.822
English Factors	44.82	7.049	63.13	9.490	61.44	7.828
Japanese Factors	78.38	9.549	80.18	11.285	77.06	11.281

CHAPTER 4

STUDY 1

4.1 Research Questions

As the first stage of analysis, Study 1 aims generally to examine the relationship between English listening performance and four component variables: L1 language proficiency, L2 language proficiency, L1 metacognitive abilities and L2 metacognitive abilities. Then further exploration of its relevance to specific language skills and metacognitive factors is done. Multiple regression analyses and path models will reveal English listening's major explanatory variable and the reciprocal relationship among the four categories. In this chapter, the following research questions were addressed:

1. Which contributes most to high school students' English listening performance, English proficiency, Japanese proficiency, English metacognitive abilities or Japanese metacognitive abilities?
2. Is there any change in the strongest contributor to listening performance over time?
3. Is there any diachronic change of relationship among English listening and the four component variables listed above?

4.2 Method

In order to identify explanatory variables of the participants' English listening performance, multiple regression analyses were performed, in which the dependent variable was the scores of the English listening test and the independent variables were the following four component variables: the total scores of English tests, Japanese tests, English factors and Japanese factors. Furthermore, in order to clarify the relevance among component variables, a series of multiple regression analyses were repeated with each of the component variables as the dependent variables and the rest as independent variables. The analysis results were presented in path models. (For the information of the participants, tests and questionnaires, see Chapter 2.)

4.3 Results

4.3.1 Multiple regression analysis results

Table 4.1 shows multiple regression analysis results in the first, second and third years. For the descriptive statistics including average scores and standard deviations, see Table 3.12 in Chapter 3.

Table 4.1 Multiple Regression Analysis Results (Four Categories of Abilities)

	1st Year			2nd Year			3rd Year		
Variables	β	t	p	β	t	p	β	t	p
English Tests	.404	3.597	.001***	.414.	3.899	.000***	.414	3.808	.000***
Japanese Tests	.130	1.182	.241	.294	3.067	.003***	.223	2.025	.047*
English Factors	.201	1.908	.061+	.174	1.571	.121	.087	.802	.426
Japanese Factors	-.085	-.821	.414	-.136	-1.343	.184	.039	.371	.712
	R=.553 R2=.306			R=.648 R2= .420			R=.564 R2=.318		

+=p<0.1 *=p<0.05 ***=p<0.005

In the first year, a significant explanatory variable of English listening performance was the total scores of English tests (β = .404, p<.005), and English factors also had a tendency of significance (β = .21, p<.10). The participants' listening comprehension was mainly explained by language and meta-cognitive abilities of English, and their L1 ability had no positive contribution to it.

In the second year, however, Japanese test results served as another facilitating variable of English listening performance as well as English proficiency (β = .414, p<.005, β = .294, p<.005, respectively). This result may suggest that participants began to make use of L1 ability instead of depending only on English proficiency.

In the third year, there was no change in explanatory variables, and the same two variables of English test total scores and Japanese test total scores contributed to English listening performance with β = .414, p<.005, and β = .223, p<.05, respectively.

4.3.2 Path analysis results

The results described above are represented in the path models in Figures 4.1 to 4.3 below. In the path models, the reciprocal relationship among component variables is clarified as well as their contribution to English listening performance. The models are based on the results of a series of multiple regression analyses performed with each of the component variables as the dependent variable and the rest as independent variables.

The squares in the models refer to measured variables, the test scores, and circles represent measurement errors. One-way arrows show a direct contribution and the values

beside them are path coefficients which indicate the degree of influence. Two-way curved arrows show that two variables are correlated, and the figures are correlation coefficients. The figures over squares are the same as R squared.

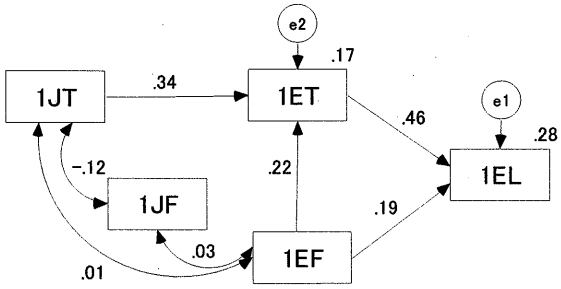
The criteria for being a good model are as follows (Oshio, 2004; Toyoda, 2003): $p \geqq .05$, GFI (Goodness of Fit Index) >.90, AGFI>.90, RMSEA (Root Mean Square Error of Approximation)<.05, CFI (Comparative Fit Index) >.90.

Judging from the fit indices listed above, the models in Figures 4.1 and 4.3 have satisfactory fit. The second year model in Figure 4.2, although its AGFI was .892 (good fit is over .90) and RMSEA was .065 (good fit is less than .05), can be considered generally acceptable.

Figure 4.1 shows the first year model for the relationship between listening performance and the four other categories of language skills and metacognitive abilities. In the first year, the dominant role played by English abilities is represented in the model. The major explanatory variable which directly influenced listening performance was the English test total score with a path coefficient .46, followed by English metacognitive factors with a path coefficient of .19. The English test total scores were positively influenced by English metacognitive factors and also by the total scores of Japanese tests, which may mean that Japanese proficiency indirectly facilitated English listening performance. There was a very low degree of interrelation between English and Japanese metacognitive factors, between Japanese metacognitive factors and Japanese proficiency, and between English metacognitive factors and Japanese proficiency with the path coefficients of .03, .01 and -.12, respectively.

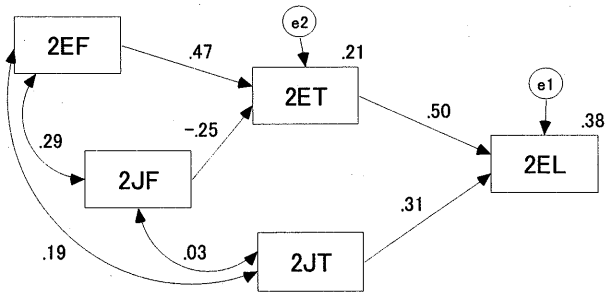
In Figure 4.2, the second year model is shown. In the second year, English test total scores again served as a determinant with a path coefficient of .50, and instead of English metacognitive factors, Japanese language test scores were an additional explanatory variable of English listening performance. English test total scores were positively influenced by English metacognitive factors. Correlated with them are Japanese metacognitive factors, which, interestingly, worked as a negative variable to obstruct English listening performance. This may mean that the participants' attitudes toward L1 listening never match those for L2 listening.

In terms of correlation among component variables, the correlation coefficient between English factors and Japanese factors was .29, which was much higher than those in the first year model, .03.



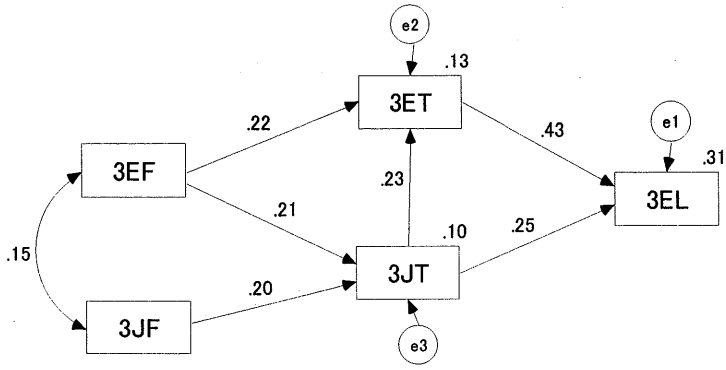
CMIN=2.444(P=.486), df=3, GFI=.987, AGFI=.933, RMSEA=.000, CFI=1.000
1EL=1st Year English Listening, 1ET=1st Year English Tests,
1JT=1st Year Japanese Tests, 1EF=1st Year English Factors, 1JF=1st Year Japanese Factors.

Figure 4.1 1st Year Path Model for English Listening and Four Categories of Abilities



CMIN=3.900(P=.272), df=3, GFI=.978, AGFI=.892. RMSEA=.065, CFI=.984
2EL=2nd Year English Listening, 2ET=2nd Year English Tests,
2JT= 2nd Year Japanese Tests, 2EF=2nd Year English Factors, 2JF=2nd Year Japanese Factors.

Figure 4.2 2nd Year Path Model for English Listening and Four Categories of Abilities



CMIN=.925(P=.819), df=3, GFI=.995, AGFI=.974, RMSEA=.000, CFI=1.000
3EL=3rd Year English Listening, 3ET=3rd Year English Tests,
3JT=3rd Year Japanese Tests, 3EF= 3rd Year English Factors, 3JF=3rd Year Japanese Factors.

Figure 4.3 3rd Year Path Model for English Listening and Four Categories of Abilities

Figure 4.3 is the third year model, in which the three-dimensional structure of component variables was completed. The same two explanatory variables as in the second year model had a direct impact on English listening performance with path coefficients of .43 and .25, respectively. Japanese proficiency, which had no influence on L2 in the second year, again positively contributed to English proficiency with a path coefficient of .25. L2 metacognitive factors contributed both to English proficiency and to Japanese proficiency, and Japanese proficiency was also positively influenced by Japanese metacognitive factors. In the second year, Japanese metacognitive abilities served as a negative factor to English proficiency. However, in the third year, negative influence from L1 to L2 did not appear. It is only in the third year that L1 proficiency was predicted by L1 factors, and L2 proficiency was predicted by L2 factors.

4.4 Summary of Findings

The answers to the three research questions listed earlier are summarized below. The first research question was which of the four categories of L1 and L2 language skills and metacognitive abilities contributed to the participants' L2 listening performance most. From the multiple regression analysis results and also path models, it can be said that the strongest contributor was English proficiency, or the total scores of English tests. The result that English proficiency is essential for English listening ability is reasonable because they were beginners of English learning and were not accustomed to listening to English.

The second question was whether or not the major explanatory variable of English listening performance changes over time. The answer was No. The total scores of English tests served as the determinant across the three times.

The third question was about the diachronic change of relationship among the four categories of abilities. Yes, their relationship developed into a complex model with variables connected more closely with each other year by year.

CHAPTER 5

STUDY 2

5.1 Research Questions

In the previous chapter, it was suggested that the major explanatory variables of the participants' English listening performance lie in English language proficiency, followed by Japanese proficiency in the second and third years. Therefore, Study 2 aims to unravel the contribution of the specific language skills in L1 and L2 to English listening performance. Furthermore, the relationship between relevant component skills will be explored. The following research questions are addressed:

1. Which language skill in L1 and L2 is the significant explanatory variable of high school students' English listening performance?
2. Does the explanatory variable of L2 listening performance change over time?
3. Is there any change in the reciprocal relationship among component skills over time?

5.2 Method

In order to identify explanatory variables of the participants' English listening performance in language skills in L1 and L2, multiple regression analyses were administered, with the score of English listening test as the dependent variable and the test scores in L1 and L2 as independent variables. Furthermore, in order to clarify the relevance among variables as well, a series of multiple regression analyses are repeated with each of the component variables as the dependent variables and the rest as independent variables. The analysis results were presented in path models. (For the information of the participants and test questions, see Chapter 2.)

5.3 Results

5.3.1 Multiple regression analysis results (English tests)

The results of the multiple regression analyses with English listening performance as the dependent variable and five other English component skills as independent variables are presented in Table 4. 1.

Table 5.1 Multiple Regression Analysis Results (English Tests)

	1st Year			2nd Year			3rd Year		
Tests	β	*t*	*p*	β	*t*	*p*	β	*t*	*p*
Aural Word Recognition	.347	3.152	.002***	.379	3.371	.001***	.288	2.121	.038*
English Reading	-.010	-.088	.930	.212	1.840	.071+	.268	2.128	.037*
English Cloze	.197	1.770	.081+	.086	.680	.499	.060	.464	.644
English Vocabulary	.111	1.029	.307	.044	.399	.691	.014	.115	.909
English Grammar	.174	1.604	.114	.074	.653	.516	.048	.405	.687
	R=.526 R^2=.276			R=.582 R^2=.339			R=.540 R^2=.291		

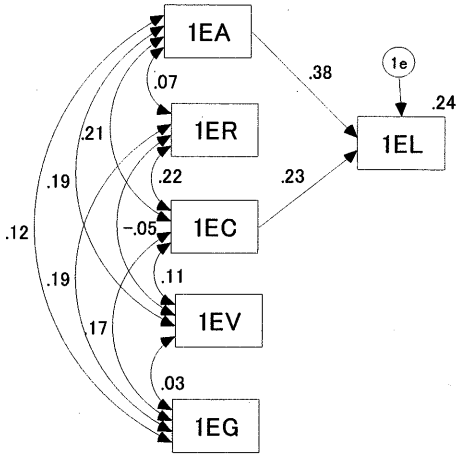
+p<0.1 *p<0.05 ***p<0.005

Remarkable is that the ability of aural word recognition had a consistently strong impact on English listening comprehension across the three times. In terms of the explanatory variables' change over time, we can find that in the first year the accuracy of aural word recognition was a major contributor to English listening ability with β = .347, p<.005, followed by the score of the English cloze test with a tendency of significance (β = .197, p<.10). In the second year, in addition to the ability of aural word recognition (β = .379, p<.005), English reading achievement tended to be significant (β = .212, p<.10). In the third year, these two variables remained the contributors to English listening ability (aural word recognition with β = .288, p<.05, English reading with β = .268, p<.05).

The R squared, coefficients of determination, indicates the percentage of variance in English listening ability accounted for. The value was .276 in the first year, and increased in the second year to .339, but dropped in the third year to .291.

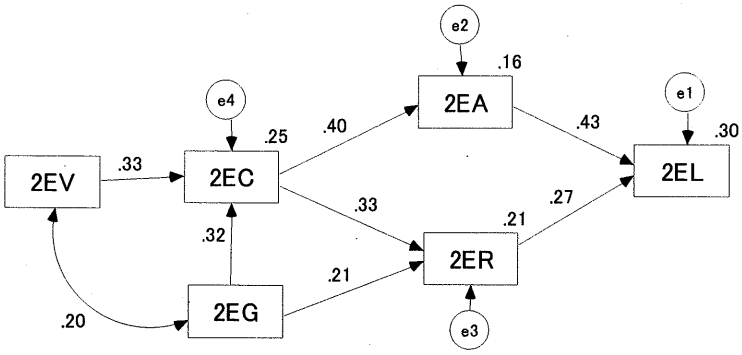
5.3.2 Path analysis results (English tests)

The results described above can be exemplified in the path models presented below in Figures 5.1 to 5.3. In the path models, the relationship among component variables is clarified as well as their contribution to English listening performance. The models are based on the results of a series of multiple regression analyses performed with each of the component skills as the dependent variable and the rest as independent variables. For basic information of the path and fitness indices, refer to Chapter 4.



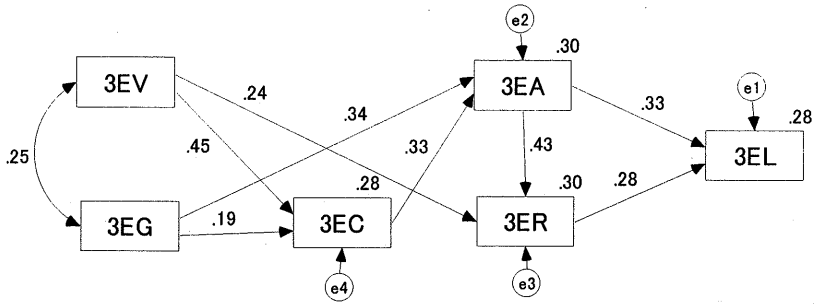
CMIN=3.829(P=.281), df=3, GFI=.983, AGFI=.878, RMSEA=.063, CFI=.962
1EL=1st Year English Listening, 1EA=1st Year Aural Recognition of English Words,
1ER=1st Year English Reading, 1EC=1st Year English Cloze,
1EV=1st Year English Vocabulary, 1EG=1st Year English Grammar

Figure 5.1 1st Year Path Model for English Listening and English Sub-Skills



CMIN=5.002(P=.660), df=7, GFI=.977, AGFI=.931, RMSEA=.000, CFI=1.000
2EL=2nd Year English Listening, 2EA=2nd Year Aural Recognition of English Words,
2ER=2nd Year English Reading, 2EC=2nd Year English Cloze,
2EV=2nd Year English Vocabulary, 2EG=2nd Year English Grammar

Figure 5.2 2nd Year Path Model for English Listening and English Sub-Skills



CMIN=2.099(P=.910), df=6, GFI=.990, AGFI=.966, RMSEA=.000, CFI=1.000
3EL=3rd Year English Listening, 3EA= 3rd Year Aural Recognition of English Words,
3ER=3rd Year English Reading, 3EC=3rd Year English Cloze,
3EV=3rd Year English Vocabulary, 3EG=3rd Year English Grammar

Figure 5.3 3rd Year Path Model for English Listening and English Sub-Skills

Figure 5.1 shows the first year model for the relationship between English listening performance and other component variables. Below the model are shown fit indices, whose values are satisfactory. In this model the isolation among component variables is emphasized. The scores of aural word recognition processing and cloze test scores were two predictors of English listening performance, with path coefficients of .38 and .23, respectively. By these two variables 24 percent of English listening performance was explained. The interrelation coefficients between component variables were generally low, from .03 between English vocabulary and English grammar, to .22 between English reading and English cloze. There was a negative interrelation between English reading and English vocabulary. It seems that in the first year, the component variables developed separately from each other, and there was little connection among them.

In Figure 5.2, the second year model of relationship between English listening performance and the other five component variables is presented. This model shows an intricate flow in which component variables isolated in the first year were closely related with each other. The abilities of aural word recognition and English reading were two major explanatory variables which directly contributed to English listening performance, with path coefficients .43 and .27, respectively. To both of them, English cloze test scores made contribution, with path coefficients of .40 and .33, respectively. Finally English cloze was in turn positively influenced by low-level linguistic knowledge of vocabulary and grammar with path coefficients of .33 and .32, respectively. English grammar knowledge also contributed to English reading performance (its path coefficient was .21). It can be said that this model consists of three dimensions of component skills.

The third year model in Figure 5.3 offers the most complicated flow. While the model was again made up of three dimensions of component variables, the relevance of variables in the same dimension got closer than that in the second year. The same two variables as in Figure 5.2, aural recognition of spoken words and English reading, directly contributed to English listening performance. Although there was no direct impact between them in the previous year, in the 3rd year, aural word recognition made a positive impact on English reading performance (the path coefficient was .43). English cloze contributed only to aural recognition of spoken words this year, and was again regressed to English vocabulary and grammar. English vocabulary contributed not only to English cloze test scores but to English reading performance, with the path coefficient .24. Further, English grammatical knowledge, which contributed only to English cloze in the previous year, came to have a positive impact on accurate aural recognition of spoken word, with the path coefficient of .34. It can be said that in the third year model, component variables got more closely linked. A reciprocal relationship developed between higher-order skills including English reading and lower-order knowledge such as

vocabulary and grammar, and also the links of written language and spoken language got stronger.

5.3.3 Multiple regression analysis results (Japanese tests)

Table 5.2 Multiple Regression Analysis Results (Japanese Tests)

	1st Year			2nd Year			3rd Year		
Tests	β	*t*	*p*	β	*t*	*p*	β	*t*	*p*
Japanese Listening	.199	1.701	.094+	.143	1.200	.234	.258	2.236	.029*
Japanese Reading	.184	1.529	.131	.179	1.509	.136	.068	.587	.559
Japanese Cloze	.079	.660	.512	.302	.606	.011*	.224	1.905	.061+
	R=.309	R^2=.096		R=393	R^2=.155		R=.398	R^2=.159	

+=p<0.1 *=p<0.05

In Table 5.2 are multiple regression analysis results with English listening performance as the dependent variable and with Japanese skills as independent variables. In the first year, Japanese listening performance had a tendency toward a significant contribution to English listening ability (β = .199, p<.10). In the second year appeared another explanatory variable, the Japanese cloze test scores, which was significant with β = .302 p<.05. In the third year, besides the tendency of significance of the score of the Japanese close test (β = .224, p<.10), Japanese listening performance was the significant contributor to the English listening performance (β =. 258, p<.05).

In terms of the values of the R squared (in the first year, .096, in the second year, .155, and in the third year, .159), the higher percentage of English listening performance could be accounted for by the Japanese language abilities according to the progression of the years. This means that English listening performance came to be more involved with the participants' L1 proficiency.

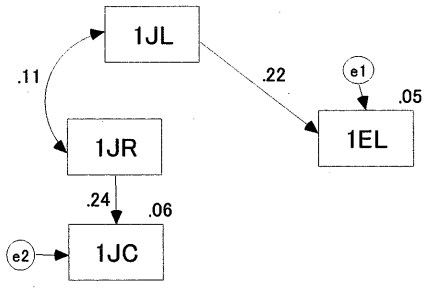
5.3.4 Path analysis results (Japanese tests)

The diachronic change of the relation between English listening performance and Japanese language variables presented in Figures 5.4 to 5.6 shows a development from a simple model to a complex one. In the first year, the only explanatory variable of English listening ability was L1 listening performance, and although L1 reading performance contributed to L1 cloze test scores, those two variables had no direct impact on English listening performance. In the second year it was only five percent of English listening performance that was explained by the participants' L1 proficiency.

In the second year, instead of L1 listening, L1 cloze test scores made some

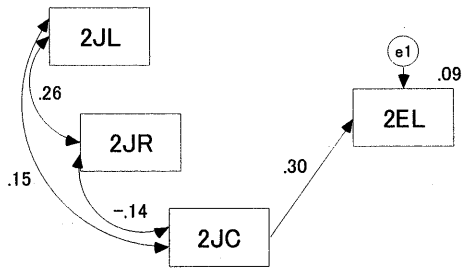
contribution to English listening performance, with the other two variables interrelated with each other. The R squared value was slightly raised to nine percent.

Finally, in the third year, unlike the preceding two models, the relationship among the variables became closer, and the value of R squared rose to 15 percent. In this stage of development, as a major explanatory variable of English listening performance, L1 listening performance again played an active role along with L1 cloze test scores. In addition, L1 cloze test scores contributed to both Japanese listening and reading scores. This type of diachronic change from simple models to complex ones were also evidenced in those for English listening and English language variables, shown in Figures 4.1 to 4.3 and also in 5.1 to 5.3.



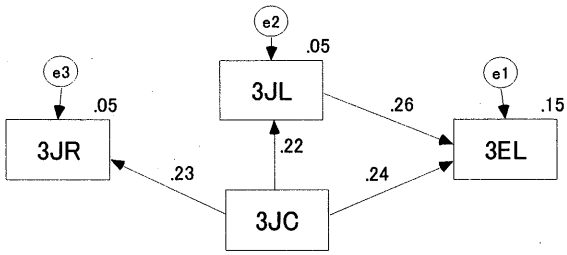
CMIN=3.520(P=.318), df=3, GFI=.976, AGFI=.920, RMSEA=.050, CFI=.914
1EL=1st Year English Listening, 1JL=1st Year Japanese Listening,
1JR=1st Year Japanese Reading, 1JC=1st Year Japanese Cloze.

Figure 5.4 1st Year Path Model for English Listening and Japanese Abilities



CMIN=5.244(P=.073), df=2, GFI=.965, AGFI=.826, RMSEA=.152, CFI=.783
2EL=2nd Year English Listening, 2JL=2nd Year Japanese Listening,
2JR=2nd Year Japanese Reading, 2JC=2nd Year Japanese Cloze.

Figure 5.5 2nd Year Path Model for English Listening and Japanese Abilities



CMIN=.872(P=.647), df=2, GFI=.994, AGFI=.969, RMSEA=.000, CFI=1.000
3EL=3rd Year English Listening, 3JL= 3rd Year Japanese Listening,
3JR=3rd Year Japanese Reading, 3JC=3rd Year Japanese Cloze.

Figure 5.6 3rd Year Path Model for English Listening and Japanese Abilities

5.4 Summary of Findings

The analyses above clarified diachronic developments in the relationship between English listening performance and its component variables in L1 and L2. The answers to the three questions raised at the beginning of this chapter are summarized below.

The first research question was which language skill in L1 and L2 explained high school students' English listening performance. The strongest predictor of English listening performance of the participants of this study was the accuracy of aural recognition of English spoken words. Although Japanese proficiency, including listening performance, also had some impact, comparing the figures of R squared, β, and path coefficients, it is clear that the ability of aurally recognizing English spoken words was a determinant.

The second research question was "Is there any change of the major explanatory component of listening performance over time?" No, the ability of aural recognition of spoken words remained the strongest determinant of English listening ability across all the three times. Still, there was some change. In the first year they depended strongly on aural recognition for comprehending the English they heard. However, some other variables including English reading performance and Japanese proficiency too have come to play a facilitating role in the second and third years.

The third question was the diachronic change of the relationship among component variables. Yes, the same type of change occurred in the relevance among component variables both in L1 and L2. In the first year, the component variables existed separately, and as the participants advanced to the second and third years, the variables were more closely knitted together.

Broadly, it might be said that the development of the English listening performance gets involved with other English component skills and also with the participants' L1 proficiency, and the reciprocal relationship between them gets closer as the learners develop their language proficiency.

CHAPTER 6

STUDY 3

6.1 Research Questions

The objective of Study 3 is to investigate in detail the contribution to the participants' English listening performance made by the metacognitive factors used in listening to L1 and L2. As seen in Table 4.1 in Chapter 4, compared to the degree of contribution made by language skills in L1 and L2, the role played by metacognitive factors in L1 and L2 was not remarkable. English factors had a tendency of significance only in the first year, and Japanese factors made no significant contribution to English listening performance in any of the three years.

However, path models in Figures 4.1 to 4.3 offered some more informative results, in which English factors proved to have a positive effect on English proficiency across the three years. They had a latent influence on English listening in the second and third years, even though they failed to directly contribute to it.

The models in Figures 4.1 to 4.3 also gave some more information about Japanese factors. Their relationship with other component variables varied from year to year. In the first year they had a negative correlation with Japanese proficiency, and in the second year they functioned as a negative factor of English proficiency, and finally they made a positive contribution to Japanese proficiency. This change may reflect the process of the development of metacognitive abilities, which sometimes look contradictory.

Therefore, it is important to focus on metacognitive factors and to know which particular factor, if any, in L1 and L2 was influential to English listening performance. The relevance among component factors will be also investigated. The following research questions are addressed:

1. Which metacognitive factor, if any, in L1 and L2 is significantly influential to the participants' English listening performance?
2. Does the significant explanatory factors in L1 and L2 change over time?
3. Is there any change in the relationship among component factors over time?

6.2 Method

In order to identify explanatory variables of the participants' English listening performance in metacognitive factors in L1 and L2, multiple regression analyses were administered, with the score of the English listening test as the dependent variable and the scores of metacognitive factors in L1 and L2 as independent variables. Furthermore, in order to clarify the relevance among factors as well, a series of multiple regression analyses are repeated with each of the component variables as the dependent variables and the rest as independent variables. The analysis results were presented in path models. (For the information of the participants and test questions, see Chapter 2.)

6.3 Results

6.3.1 Multiple regression analysis results (English factors)

The results of multiple regression analyses with the participants' English listening test scores as the dependent variable and English factors as independent variables are presented in Table 6.1. The factors' names are listed below the table.

Table 6.1 Multiple Regression Analysis Results (English Factors)

	1st Year			2nd Year			3rd Year		
Factors	β	*t*	*p*	β	*t*	*p*	β	*t*	*p*
a	.102	.805	.424	.308	.728	.008**	.258	2.063	.043*
b	.228	1.935	.057+	.183	1.688	.096+	.034	.273	.786
c	.169	1.388	.170	.078	.621	.537	.240	1.910	.061+
d	-.043	-.361	.719	.167	1.365	.177	.025	.214	.831
e	-----	-----	-----	-.217	-1.930	.058+	-.270	2.153	.035*
	R=.343	R^2=.118		R=.513	R^2=.264		R=.433	R^2=.188	

+=p<0.1 *=p<0.05 **=p<0.01

Notes: 1st Year Factor a =Negative Factor Recognition – Structure & Content –), Factor b=Strategies, Factor c= Negative Factor Recognition – Vocabulary & Topic –), Factor d= Speed & Details

2nd Year Factor a = Negative Factor Recognition, Factor b=Concentration on the Content, Factor c=Strategies, Factor d= Speed & Details, Factor e=Focus on Words

3rd Year Factor a =Understanding the Outline, Factor b=Negative Factor Recognition – Vocabulary & Outline – , Factor c= Negative Factor Recognition – Details –, Factor d=Strategies, Factor e=Focus on the Outline

In the first year, Factor (b) the "Strategies" factor had a tendency of significance to English listening (β = .228, p<.10). By using strategies such as the activation of their background knowledge and lexical knowledge, their listening was successful.

The number of significant explanatory factors increased year by year. In the

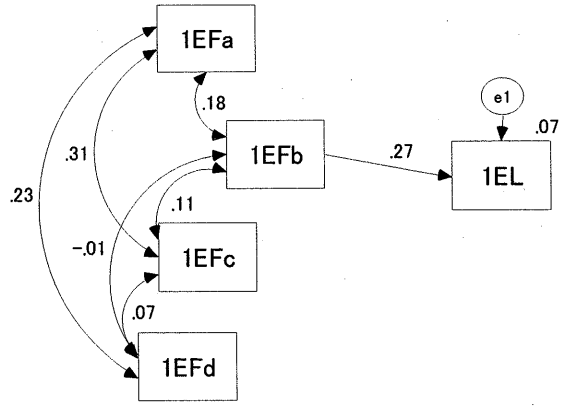
second year, there was one statistically significant factor, "Negative factor recognition (β = .308, p<.01)", which helped the listeners' awareness of what was preventing their listening comprehension. In addition, there were two factors which tended to be significant. One was "Concentration on the content" factor (β = .183, p<.10), and the other was "Focus on words" factor (β = -.217, p<.10). The listeners failed to comprehend the chunks of utterances by paying too much attention to individual words.

In the third year, two factors had significant influence on English listening performance. One was "Understanding the outline" factor (β = .258, p<.05), and the other factor was "Focus on the outline" (β = -.270, p<.05). The factor "Negative factor recognition—details –" also had a tendency to be significant (β = .240, p<0.10).

The figures of R squared increased from .118 in the first year, to .264 in the second year, but in the third year dropped to .188.

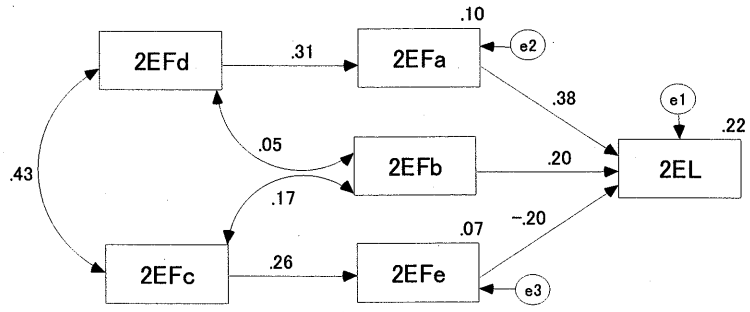
6.3.2 Path analysis results (English factors)

The path models for the relationship between English listening performance and English factors are presented in Figures 6.1 to 6.3. The figures of fit indices are satisfactory (for basic information on the path and fitness indices, refer to Chapter 4). The structures of component factors developed and formed a more complicated path models in the second and third years.



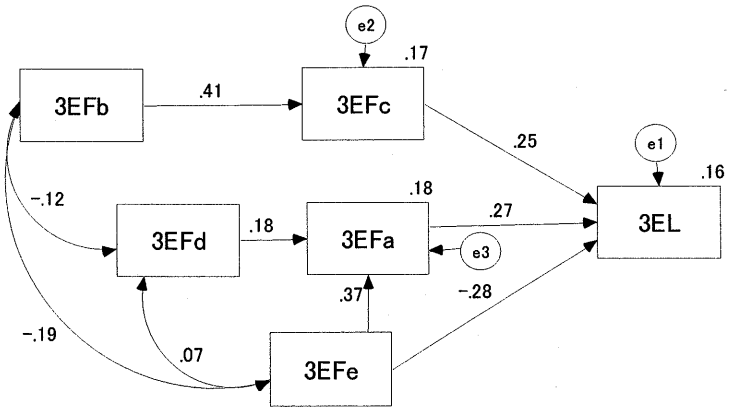
CMIN=3.623(P=.305), df=3, GFI=.980, AGFI=.901, RMSEA=.054, CFI=.949
1EL=1st Year English Listening,
1EFa=1st Year English Factor a (Negative Factor Recognition-Structure&Content-)
1EFb=1st Year English Factor b (Strategies),
1EFc=1st Year English Factor c (Negative Factor Recognition-Vocabulary &Topic),
1EFd=1st Year English Factor d (Speed & Details).

Figure 6.1 1st Year Path Model for English Listening and English Factors



CMIN=7.005(P=.428), df=7, GFI=.969, AGFI=.906, RMSEA=.003, CFI=1.000
2EL=2nd YearEnglish Listening,
2EFa=2nd Year English Factor a (Negative Factor Recognition),
2EFb=2nd Year English Factor b (Concentration on the Content),
2EFc=2nd Year English Factor c (Strategies),
2EFd=2nd Year English Factor d (Speed & Details),
2EFe=2nd Year English Factor e (Focus on Words)

Figure 6.2 2nd Year Path Model for English Listening and English Factors



CMIN=4.005(P=.676), df=6, GFI=.982, AGFI=.937, RMSEA=.000, CFI=1.000,
3EL=3rd Year English Listening,
3EFa=3rd Year English Factor a (Understanding of the Outline),
3EFb=3rd Year English Factor b (Negative Factor Recognition-Vocabulary & Outline-),
3EFc=3rd Year English Factor c (Negative Factor Recognition-Details-),
3EFd=3rd Year English Factor d (Strategies),
3EFe=3rd Year English Factor e (Focus on the Outline).

Figure 6.3 3rd Year Path Model for English Listening and English Factors

In the first year, although Factor (b) "Strategies" positively influenced English listening performance, the rest were isolated.

In the second year, however, there were three explanatory variables. Factor (a) "Negative factor recognition" and Factor (b) "Concentration on the content" positively contributed to English listening performance, while Factor (e) "Focus on words" hindered English listening by paying too much attention to individual spoken words. The other two component factors were connected with the explanatory components, making a two-dimensional model.

In the third year, again there were three significant factors: Factor (a) "Understanding of the outline," (c) "Negative factor recognition", and Factor (e) "Focus on the outline." The first two factors positively contributed to English listening, while the last one "Focus on the outline" obstructed the listening. The relationship among component factors developed and Factor (b) contributed to Factor (c), and Factor (d) and Factor (e) both contributed to Factor (a).

6.3.3 Multiple regression analysis results (Japanese factors)

The results of multiple regression analyses with the participants' English listening test scores as the dependent variable and Japanese factors as independent variables are presented in Table 6.2. The factors' names are listed below the table.

Table 6.2 Multiple Regression Analysis Results (Japanese Factors)

Japanese	1st Year			2nd Year			3rd Year		
Factors	β	*t*	*p*	β	*t*	*p*	β	*t*	*p*
a	-.192	-1.468	.147	.043	.279	.781	.176	1.351	.181
b	.192	1.375	.174	-.038	-.245	.807	-.054	-.419	.677
c	-.232	.764	.082+	-.159	-1.256	.214	.060	.476	.636
d	.046	.375	.709	-.069	-.432	.667	-----	-----	-----
e	-----	-----	-----	-.162	-1.318	.192	-----	------	-----
	R=.261	R^2=.068		R=.245	R^2=.060		R=.163	R^2=.027	

+=p<0.1

Notes:

1st Year Factor a =Negative Factor Recognition, Factor b= Understanding the Outline, Factor c=Strategies, Factor d= Concentration

2nd Year Factor a = Negative Factor Recognition, Factor b=Understanding the Outline, Factor c=Strategies, Factor d=Focus on Sounds of Words, Factor e= Concentration3rd Year Factor a = Negative Factor Recognition, Factor b=Understanding the Outline, Factor c=Strategies

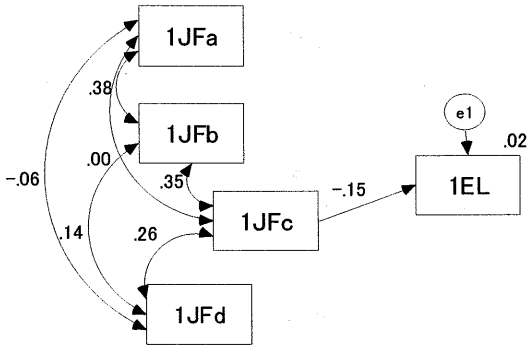
As evidenced in Chapter 4, unlike English factors, the first three Japanese factors extracted were the same: "Negative factor recognition" factor, "Understanding the outline" factor and "Strategies" factor. This result may suggest that unlike English listening, the participants had already established their strategies for listening to L1 and were clearly aware of their listening.

There were no significant factors to English listening except for the first year's "Strategies" factor (β=-.232, p<.10), which functioned as a negative factor to obstruct English listening comprehension. This means that the strategies used during L1 listening

in which their information processing is already automated are not effective in listening to L2.

The figures of R squared consistently declined from .068 in the first year, to .060 in the second year, and to .027 in the third year. This may indicate that as the participants went up to the upper grades and their language abilities developed, they were able to depend on their language skills for English listening comprehension and that their Japanese metacognitive abilities contributed less and less to English listening comprehension.

6.3.4 Path analysis results (Japanese factors)



CMIN=3.297(P=.348), df=3, GFI=.982, AGFI=.910, RMSEA=.038, CFI=.987
1EL=1st Year English Listening,
1JFa=1st Year Japanese Factor a (Negative Factor Recognition),
1JFb=1st Year Japanese Factor b (Understanding the Outline),
1JFc=1st Year Japanese Factor c (Strategies),
1JFd=1st Year Japanese Factor d (Concentration).

Figure 6.4 1st Year Path Model for English Listening and Japanese Factors

The first year path model for the relationship between English listening and Japanese factors is presented in Figure 6.4. Because there were no significant predictors of English listening among the factors of the second and third years, no path models are presented for those years. This model indicates some isolation among component factors.

All these results of statistical analyses of Japanese factors may imply that at the level of the participants of the present study, Japanese factors had little influence on their English listening performance. Some different results may come from more mature listeners including university students or adults.

6.4 Summary of Findings

The analyses in this chapter clarified a diachronic change in the relationship between English listening performance and metacognitive factors in L1 and L2. The answers to the three questions raised at the beginning of this chapter are summarized

below.

The first research question concerned which metacognitive factor in L1 and L2 was the explanatory variable of the participants' English listening performance. It is very difficult to answer this question, because significant variables among English factors varied from year to year, and no Japanese factor was a significant predictor, except for "Strategies" factor with the tendency of significance. However, the same English factor "Negative factor recognition" appeared in the second and the third years, and it can be said in the upper grades, the listeners were aware what obstacles were hindering their comprehension by monitoring their listening performance.

The second research question was "Is there any change in the major explanatory factor of listening performance over time?" As for English factors, the answer was Yes. Except for "Negative factor recognition," there appeared different contributing factors every year. However, in listening to Japanese, the same factors were extracted every year, but none of them significantly contributed to English listening performance.

The third question was whether there was any diachronic change in the reciprocal relationship among component factors. Yes, in the case of English factors, they were related to each other more closely according to the progression of the years. Concerning Japanese factors, the answer is unknown because there was no significant factor in the second and third years.

CHAPTER 7

STUDY 4

7.1 Research Questions

In the previous chapters, it was found that English proficiency, including the ability of aural recognition of spoken words and reading mainly contributed to the success of English listening performance. In addition, L1 proficiency also plays an active part in the upper grades. The next question is "Does that mean that the gain of test scores of a significant explanatory variable accounts for the gain of English listening test scores?" In this chapter, the causal variable of the gain of test scores of English listening over time is focused on. The following research questions are addressed:

1. Which language skill's score gain can be explanatory variables of the gain of the score in the English listening test?
2. Is there any difference in the explanatory variable between the listeners whose listening test scores rose sharply after two years' English learning (the upper group) and those with smaller score gain in their English listening test (the lower group)?

7.2 Method

7.2.1 Participants

To compare the causal variable of the score increase, the same seventy one participants as in Studies 1 to 3 were divided into two groups according to the median of their gain score of English listening test. Three participants with extreme values were found by statistical analyses and excluded from the groups.

The upper group = 34 participants with a gain score of 4 to 11 points.

The lower group = 34 participants with a gain score of 3 to -2 points.

7.2.2 Procedure

The score gain from the first to the third years in all the nine English and Japanese tests was computed for analysis. The multiple regression analyses were performed, with the gain score of the English listening test as the dependent variable, and that of the other five English tests as independent variables for the two groups. The same analysis

procedures were repeated with the gain of three Japanese tests as independent variables.

7.3 Results

Each group's mean score of the gain and the standard deviations in each test are presented in Table 7.1.

Table 7.1 Test Score Gain in the Upper and Lower Groups

	The Upper Group (N=34)		The Lower Group (N=34)	
Tests	Mean	SD	Mean	SD
English Listening	6.06	2.361	1.21	1.666
Aural Word Recognition	4.71	3.672	3.29	4.303
English Reading	1.53	2.326	1.85	2.798
English Cloze	1.56	1.761	1.44	1.829
English Vocabulary	3.50	2.863	4.29	3.205
English Grammar	2.88	3.591	1.79	3.715
Japanese Listening	1.00	2.202	1.06	1.999
Japanese Reading	0.06	2.117	0.09	1.190
Japanese Cloze	1.53	2.078	1.68	2.198

The upper group did not always dominate the lower group in the test score gain. The upper group outscored the lower group in aural word recognition, English cloze, and English grammar tests. In the lower group, the gain was higher than the upper group in English reading, English vocabulary and in the three Japanese tests.

The results of the multiple regression analyses are presented in Tables 7.2.

Table 7.2 Multiple Regression Analysis Results (English Test Score Gain)

	The Upper Group			The Lower Group		
English Tests	β	*t*	*p*	β	*t*	*p*
Aural Word Recognition	-.127	-.591	.559	.040	.219	.828
English Reading	.129	.631	.533	.351	1.862	.073+
English Cloze	.009	.041	.968	.022	.122	.904
English Vocabulary	-.004	-.022	.983	-.177	-.996	.328
English Grammar	-.081	-.396	.695	.268	1.413	.169
	R=.189 R^2=.036			R=.424 R^2=.180		

+p<0.1

As seen in Table 7.2, in the upper group there was no significant explanatory variable in English tests, while in the lower group, the score increase of English reading test had a tendency of significance (β = .351, p<.10). The larger gain of the English listening test scores of the upper group cannot be explained by the improvement of other English test scores, but the slight gain in the lower group tended to be attributed to the increase of the English reading test scores. As for English component variables, there was no significant variable to the listeners' larger gain in English listening, while for the listeners with smaller score gain in English listening test, the gain in English reading test was statistically significant.

Table 7.3 Multiple Regression Analysis Results (Japanese Test Score Gain)

	The Upper Group			The Lower Group		
Japanese Tests	β	*t*	*p*	β	*t*	*p*
Japanese Listening	-.088	-.517	.609	-.089	-.485	.631
Japanese Reading	.363	2.121	.042*	-.022	-.118	.906
Japanese Cloze	-.104	-.609	.547	-.033	-.182	.857
	R=.371	R^2=.138		R=.094	R^2=.009	

*p<0.05

The analysis results of the relationship between the gain of the English listening test scores and that of Japanese tests are presented in Table 7.3. In the upper group, the increase of Japanese reading test scores positively influenced the improvement of English listening test scores (β = .363, p< .05). On the other hand, in the lower group, there was no significant explanatory variable in Japanese tests.

The values of R squared in the analysis results in Tables 7.2 and 7.3 are contrastive. In the analysis of the gain of English tests in 7.2, the value was .036 in the upper group, while in the lower group it was .180. However, in the Japanese test analysis, the value was inverted, and in the upper group it was .138, while in the lower group, the value was much smaller, at .009. These results may indicate that the sharp increase of English listening test scores in the upper group was associated with the improvement of L1 reading, while in the lower group slow improvement was explained mainly by the gain of English reading.

7.4 Summary of Findings

In this chapter, the causal variables of the gain of English listening test scores were investigated. The research question was which of the component variables contributed to the gain of English listening test scores in the upper and in the lower groups.

The answer for the upper group was the gain of Japanese reading test, and for the lower group the answer was the gain of English reading. These results were in accordance with the previous findings in Studies 1 to 3, in which as the participants went up to the upper grades, their English listening performance was associated not only with English proficiency, but also with Japanese proficiency. However, further investigation is needed to more clearly interpret the relevance of the score gain of English listening test and reading test in L1 and L2.

CHAPTER 8

CONCLUSION

8.1 Overall Discussion

In this section, the findings of Studies 1 to 4 will be discussed comprehensively. The major research findings in Study 1 are summarized in Table 8.1, in which English proficiency proved consistently influential to English listening performance, and in the upper grades Japanese language proficiency was another significant contributor.

Table 8.1 Explanatory Variables of English Listening (Study 1)

	1st Year	2nd Year	3rd Year
English Proficiency	s.	s.	s.
Japanese Proficiency	n.s.	s.	s.
English Metacognitive Abilities	n.s.	n.s.	n.s.
Japanese Metacognitive Abilities	n.s.	n.s.	n.s.

s. = significant, n.s .= not significant

The specific language skills and factors contributing to English listening performance are listed in Table 8.2. The ability of aural word recognition was the consistently significant contributor to English listening performance across the three measures.

The analysis outcome of the relationship between English listening performance and four categories presented in Table 8.1 provided no significant contribution by metacognitive abilities in L1 and L2. Nevertheless, in further analysis in Study 3, a certain portion of English listening performance was accounted for by specific English factors. The figures of R squared were slightly higher than those in metacognitive factors in English (.118 in the first year, .264 in the second year, .188 in the third year) than in Japanese language skills (.096 in the first year, .155 in the second year, .159 in the third year). This result may suggest that at the moment the metacognitive factors have potential to serve as significant factors in the future, when the participants have reached a

higher level.

In the present study, there was no significant variable among Japanese factors, and little room for L1 metacognitive factors to facilitate English listening comprehension. At this novice level, the learners must have spent all their attention on cognitive efforts.

Table 8.2 Significant Explanatory Variables of English Listening (Studies 2 & 3)

	1st Year	2nd Year	3rd Year
English Skills	Aural word recognition R^2= .276	Aural word recognition R^2= .339	Aural word recognition Reading R^2= .291
Japanese Skills	---------- R^2= .096	Cloze R^2= .155	Listening R^2= .159
English Factors	--------- R^2= .118	Factor (a) Negative Factor Recognition R^2= .264	Factor (a) Negative Factor Recognition Factor (e) Focus on the Outline R^2= .188
Japanese Factors	--------- R^2= .068	---------- R^2= .060	---------- R^2= .027

Study 2 provided the result that accurate recognition of spoken words proved to serve as the greatest and most consistent determinant of English listening performance, and the contribution by English reading ability in the third year was also observed. These findings converge with those of previous studies cited in Chapter 1 (Nishino, 1992; Ellis et al., 1994; Takashima, 1998; Yamaguchi, 2001; Kadota & Noro, 2001). As stated in Chapter 1, listening comprehension is comprised of several stages. Whether in university students or high school students, regardless of age, the sound processing in the perception stage may have primary importance to Japanese listeners in an EFL setting.

In the present study, aural word recognition was of primary importance, but English vocabulary was not a significant predictor of English listening in any of the three times. The vocabulary test examined the participants' knowledge of written English rather than of spoken words. There seemed to be a deep discrepancy for the participants between recognition of spoken words and written words.

Another possible explanation of the participants' dependence on aural word recognition may be the type of English listening comprehension test used in the present study, which mainly consisted of short English sentences and short dialogues with

colloquial expressions. Different results may have appeared from the longer spoken passages such as longer lectures at school or essays on social problems as used in Nishino (1992) in which the spoken passages concerned social problems. In order to solve this question, another English listening test with longer passages was given to the participants in the third year. The result of multiple regression analyses showed that the ability of aural recognition was again the major explanatory variable, followed by Japanese cloze (for further information, see Appendix C). Therefore, it may be said that, regardless of the types of test passages, the ability of recognizing spoken utterances correctly was the major variable to explain beginners' English listening performance.

In addition to aural word recognition, in the upper grades, English reading proficiency served as a predictor of English listening performance. This result is supportive of Kadota & Noro (2001).

Study 3 showed that even though in the first year there was only a tendency of significance between L1 and L2 listening performances, in the upper grades L1 proficiency made a positive contribution to English listening performance. The result of this study was in accordance with the preceding studies cited in Chapter 1 (Raimes, 1985; Sasaki & Hirose, 1996; Yoshida et al., 1990).

In the present study, it was in the third year that plural skills including L1 listening ability turned out to explain English listening performance. It was also in the third year that the three component variables formed the most complicated path models. This may be supportive of the research results by Motooka (2001), where the learners, after going beyond the threshold level, were positively influenced by their mother tongue and by metacognitive abilities. In addition, this may be applicable to the hypotheses suggested by the Project NELSON that by enhancing the speed of low order processing in L2, a successful transfer from L1 to L2 is realized.

In the action plan of "Japanese with English abilities", among specific measures suggested for the improvement of Japanese language abilities is "raising consciousness of language" by implementing a program to experience thinking about 'language' in an integrated manner in the home and community. When language awareness is enhanced, it could be applied to L2 learning.

The outcomes of Study 3 on metacogntive abilities, unlike Yamashita (2002) and the project NELSON, in which the same metacognitive strategies are used in L1 and L2, highlight the discrepancy of the participants' metacognitive abilities in listening to L1 and L2. Their L1 listening performance was consciously monitored, but the factors were not influential to L2 listening performance. The constraints on processing that the novice learners of the present study had were so great that there was little room for metacognitive abilities including monitoring. More advanced learners could have orchestrated cognitive

and metacognitive skills for listening comprehension.

As a result of the longitudinal data collection, in the path models shown in Studies 1 to 3, the development of a reciprocal relationship among component variables over time was observed in English language skills, Japanese language skills and metacognitive factors in English. They changed from simple models in the first year with component variables separated from each other to complex models with a close reciprocal relationship. This recurrent features of closer relationship among component variables may be interpreted as dynamics which is similar to a restructuring continuum, in which the participants gradually restructured the system of their interlanguage by linking their cognitive and metacognitive abilities to move toward a complete system of L2 language proficiency. Ellis (1994) pointed out that L2 learners' interlanguage has a restructuring continuum in grammar, phonology and strategies, and it may be possible to expand the concept to the network of different language skills.

Study 4 investigated the causal variable of the gain of the English listening test scores in two different ability groups. Even though the consistent explanatory variable of the participants' English listening was the ability of aural recognition of spoken words, it proved not significant in elevating the English listening test scores. Instead, reading proficiency proved to play an active part in it, as Table 8.3 shows. Larger score gain in the upper group was accounted for by the gain of Japanese reading, and smaller gain in the lower groups was more related to the gain of English reading test. This may indicate that in order to enhance English listening comprehension, the development of reading ability in Japanese as well as in English should be regarded as an essential requirement.

Table 8.3 Causal Variables of English Listening Test Score Gain

	The Upper Group	The Lower Group
English Skills	----------	English Reading
Japanese Skills	Japanese Reading	----------

During the two-year research period of this study, the participants did not experience any special instruction to focus on certain specific language skills in L1 and L2. Therefore a further experiment should be designed to clarify whether or not these causal variables identified in Study 4 really improve English listening performance by implementing intensive training of Japanese and English reading.

8.2 Major Findings

The present study attempted to explore explanatory variables of English listening performance of Japanese high school students from the following three perspectives:

English language proficiency, Japanese proficiency and metacognitive abilities. The data were collected three times with one-year intervals by administrating the same tests in English and Japanese, and questionnaires concerning their metacognitive abilities. The statistical data analysis produced the following results:

(1) The explanatory variable of English listening performance of Japanese high school students was English proficiency, and among English sub-skills the ability of aural recognition of spoken words was a consistent determinant, and reading ability also had a positive influence in the upper grades.

(2) Japanese proficiency played an active role in enhancing English listening comprehension in the upper grades of high school.

(3) Metacognitive abilities used in listening to English are different from those used in L1 at the level of the present study's participants.

(4) The component variables of English listening performance became more closely connected with each other as the participants advanced to the upper grades.

(5) The factor to elevate the scores of English listening test was the listeners' reading ability in L1 or L2.

The result enables us to shed some light on what is Japanese high school students' English listening ability is like and how they develop it by networking both L1 and L2 abilities, and also cognitive and metacognitive abilities. Evidently the impact of the phonological and lexical ability was the strongest, but reading ability also proved to be an important contributor. English reading ability was another significant explanatory variable, and along with L1 reading ability it also contributed to the enhancement of English listening performance. This may imply that Japanese learners should be exposed to sufficient input of written English as well as spoken English according to their developmental stages.

8.3 Pedagogical Implications

The result of Studies 1 and 2 showed that all across the three measures the most important explanatory variable of English listening performance was English proficiency. Further, among specific skills, the ability of aural recognition of English words was a robust determinant. Therefore, accurate phonological recognition of basic words could be suggested as the first step of listening training in English lessons. The successful integration of phonological representation and meaning in listeners' minds will allow them to allocate more attention to the message of the spoken utterances.

At the same time, in the upper grades, together with the aural recognition of spoken words, the ability to read English is also a secondary contributor to English listening performance. Hence lesson time should be spared not only on phonological

training. As the process of listening moves from the perception stage to the parsing and utilization stages, or to the comprehension stage, listening training for learners should include the enhancement of comprehensive abilities including lexical and grammatical knowledge in English.

The results of Studies 1 and 3 revealed the positive contribution to English listening performance by Japanese proficiency. It is supportive of the effect of "improvement of Japanese language abilities" which is expected to have on English proficiency, proposed in an action plan by MEXT to cultivate "Japanese with English abilities." L1 abilities as the basis of all intellectual activities will be applied to the enhancement of English listening abilities.

8.4 Limitations and Directions for Future Research

There are a number of factors that limit the generalizability of the outcomes of the present study. First, the number of participants was small, and they were from one particular technical school in Japan and they were homogeneous in age, educational background and attitude toward English studying. In addition, the range of English proficiency was narrower than Japanese high school students as a whole. Therefore, based on the outcome of this study, a substantial replication experiment is expected to be done with learners with different proficiency level and motivation.

In addition to quantitative data gained by tests and questionnaires, qualitative data should be collected to reinforce and strengthen the statistical findings. Such qualitative data would also provide basic information about the questions of which language sub-skills contribute to the listening performance of beginners of English learning, and how the component variables develop in L2, L1 and metacognitive abilities.

There are several remaining issues to be explored. One of them is the further analysis of the role played by English and Japanese reading abilities as the causal variables of the score gain in English listening tests. It should be also studied why the ability of aural word recognition, a consistent explanatory variable of English listening performance, did not contribute to the score gain. The training of improving English and Japanese reading ability, and also aural word recognition should be done in order to see if which really contributes to the development of English listening ability.

Another issue which needs to be further studied is the possible contribution to English listening by Japanese metacognitive abilities. Although, in the present study, the participants' metacognitive abilities in L1 and L2 played a minor role in accounting for their listening comprehension, some different results are expected to appear when they advanced to more skilled listeners. The results from these further studies will provide new insight to help promote English language education in Japan.

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APPENDIX A

Test Questions and Questionnaire Items

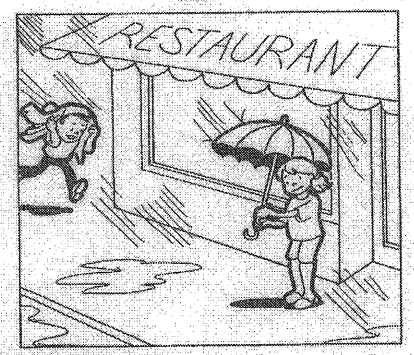
1．English Listening Comprehension Test

パートA
10問
(Questions 1-10)

このパートの問題には、イラストが１枚ずつあります。そして、そのイラストについてA～Cの3つの英文が読まれます。その中から、イラストの内容に最も合っているものをひとつ選び、解答用紙の正しい答えの文字をマークしなさい。英文はそれぞれ１回だけ読まれます。

例題

イラストを見なさい。



次のように３つの英文が聞こえてきます。

[A] It is raining, and the girl is waiting for the boy in front of the restaurant.

[B] It is beginning to rain, and the girl is waiting for the boy inside the restaurant.

[C] It is not raining now, and the girl and boy are eating their lunch in the restaurant.

正しい答えは、[A] "It is raining, and the girl is waiting for the boy in front of the restaurant." です。

パートB
10問
(Questions 11-20)

このパートでは、問題ごとにまず質問の英文が読まれ、続いてその質問に対する、A～Cの3つの英文が読まれます。その中から、質問に対する答えとして、最も適当なものをひとつ選び、解答用紙の正しい答えの文字をマークしなさい。英文はそれぞれ1回だけ読まれます。

例題

次のような英文が聞こえてきます。

Who did you meet?

さらに、次のような3つの英文が聞こえてきます。

[A] I met a friend.
[B] We met at the park.
[C] We meet every day.

正しい答えは、[A] "I met a friend." です。

パートC
10問
(Questions 21-30)

このパートでは、5つの異なる場面ごとに、それぞれ問題が2題ずつあります。
5つの各場面には、その場面の状況を説明している日本語と、その場面を表したイラストが与えられています。あなたは、その場面に登場する日本人学生になったつもりで、まず、状況説明の日本語を聞いた後、イラストを見ながら英語の短い会話文や話を聞きなさい。そして、その内容についての質問と、それに対するA～Dの4つの答えを読んで、最も適当な答えをひとつ選び、解答用紙の正しい答えの文字をマークしなさい。英文はそれぞれ1回だけ読まれます。

パートD
10問
(Questions 31-40)

このパートの問題では、まず英語の短い会話文を聞きなさい。そして、その内容についての質問と、それに対するA～Dの4つの英文を読んで、最も適当な答えをひとつ選び、解答用紙の正しい答えの文字をマークしなさい。英文は、それぞれ1回だけ読まれます。

2. Aural Recognition Test of English Words

Direction: Listen to the English words and write their translation in Japanese.

1. program	2. camp	3. science	4. race	5. bicycle
6. telephone	7. rose	8.communicate	9. British	10. pal
11. shuttle	12. Europe	13. activity	14. field	15. bookstore
16. goal	17. abroad	18.wrong	19. shy	20. classmate
21. period	22. serve	23. stone	24. umbrella	25. information
26. alphabet	27. clerk	28. manner	29. communication	30. reason
31. view	32. theater	33. cycle	34. professional	35. doll
36. traditional	37. realize	38. seed	39. ant	40. event
41. pay	42. acid	43. senior	44. government	45. carrot
46. ceremony	47. meaning	48. character	49. spot	50. vegetable

3. English Reading Test

(A) Read the following passage and answer the questions below.

Snowboarding is one of the fastest-growing sports in the world. People started snowboarding thirty years ago. It is like surfing in the sea, skiing, and skateboarding. To go snowboarding, one needs a snowboard, special shoes, a way to make the shoes stay on the snowboard, and warm clothes. A snowboard is made from pieces of wood glued together and looks like a skateboard without wheels. Some snowboards are wider and longer than others. Clothes should be warm and should be able to keep the snowboarder dry.

Snowboarders fall often and need to learn how to fall. Most injuries happen in the first two days of snowboarding. These injuries are usually to wrists or fingers and happen when the person is try to stop a fall.

The best way to start is to take lessons from a person who has become a good snowboarder. First one learns the stance, or way to stand on the snowboard. The person must choose to put either the right or left foot in front and the other foot in the back. Snowboards move the same way as the rider's body. For example, if the rider's body goes toward the right, the snowboard turns right. If the rider's body goes forward, the snowboard makes a forward turn. New snowboarders should practice the easy moves first.

1. What kind of sport is snowboarding?

[A] Only people over thirty years old can start it.

[B] You can enjoy the fastest speed in the world.

[C] It takes people thirty years to masker.

[D] It has been becoming more and more popular recently.

2. Based on this essay, what is snowboarding NOT like?

[A] Surfing

[B] Skiing

[C] Skateboarding

[D] Swimming

3. Which of these sentences about snowboarding is true?

[A] Snowboards are made from skateboards put together.

[B] Snowboarders should practice how to fall.

[C] Snowboards are the same in length.

[D] Snowboarders are usually hurt on their heads.

4. Why do snowboarders need to learn how to fall?

[A] Most injuries happen in the first two days of snowboarding.

[B] Clothes should be warm and keep the person dry.

[C] Injuries happen when the person is trying to stop a fall.

[D] Snowboarders should have strong wrists and fingers.

5. What should people do first when they start skateboarding?

[A] They should practice by themselves.

[B] They should become good snowboarders.

[C] They should learn from an experienced snowboarders.

[D] They should learn the best way.

6. In this essay, what does the word "stance" mean?

[A] The way to stand on the snowboard

[B] The way to wear special shoes to be safe

[C] The way to dress warmly

[D] Where to skateboard

7. Which of these sentences about the position of a snowboarder's feet is true?

[A] One should put both feet in the same direction.

[B] One should put the right foot in front and the left foot in the back.

[C] One should put the left foot in front and the right foot in the back.

[D] One can choose which foot to put in front and in the back.

8. What is the main topic of this story?

[A] The introduction of snowboarding

[B] The difference between snowboarding and surfing

[C] The history of snowboarding

[D] The dangers of snowboarding

(B) Read the following passage and answer the questions below.

Almost every continent has one or more very large dry areas with almost no water. These dry areas, called *deserts*, are found in both hot and cold places.

Subtropical deserts are found near the equator, the warm middle of the Earth. As the air gets warm, it takes a lot of water out of the sea. The warm, wet air rises, and other cooler, drier air moves in to take its place. As the air rises, it cools. This cool air cannot hold the water, so rain falls. The air, which is now dry and cool, moves a short way from the equator. This time the air takes water from the land, making deserts such as the Sahara in Africa.

Rain shadow deserts are found on one side of some mountain areas. Wet air rises along one side of the mountains. When the moving air begins to cool, it cannot hold the moisture, so rain falls. The air that moves over the mountains is dry, so it takes water away from the land on the other side of the mountains. Some of the deserts in Nevada and California are rain shadow deserts.

Polar deserts are very dry and cold. Such places as northern Alaska and Antarctica have temperatures that never rise above 0℃ all year long. Only cold, dry air moves in these places, so they are known as deserts also.

9. Which of these sentences is NOT true about deserts?

[A] Deserts are usually served at the end of meals.

[B] Deserts are large dry areas with almost no water.

[C] Deserts are found not only hot but also cold places.

[D] There are one or two deserts in almost every continent.

10. Based on this essay, the word "equator" in Paragraph 2 means—

[A] animal with a long neck and one or two humps on its back

[B] imaginary line around the earth at an equal distance from the North and South Poles

[C] mixture of gases surrounding the earth and breathed by all land animals and plants

[D] statement that two expressions are equal

11. Which of these sentences about the Sahara is true?

[A] The Sahara is a desert made by the air which takes water from the land.

[B] The Sahara is a desert which takes water from the land.

[C] The Sahara is making deserts in Africa.

[D] The Sahara is found on one side of some mountain areas.

12. What happens when the air gets warm?

[A] It takes no water out of the sea.

[B] It rises, and in its place cooler, drier air comes.

[C] It drops and cools.

[D] It cannot hold water.

13. Based on this essay, the word "moisture" in Paragraph 3 means-----.

[A] cool air.

[B] dry air.

[C] water.

[D] mountains.

14. Which kind of desert begins with air that takes water from the sea?

[A] Subtropical deserts

[B] Rain shadow deserts

[C] Polar deserts

[D] All three of these deserts

15. Based on this essay, which sentence about deserts is true?

[A] Rain shadow deserts are found in flat areas.

[B] The Sahara is a subtropical desert.

[C] Polar deserts are hot and dry.

[D] Deserts in California are subtropical deserts.

16. What is the main idea of this essay?

[A] Deserts are hot, dry places.

[B] Deserts are made in different ways.

[C] Moving air can't hold moisture.

[D] Deserts are getting larger and larger.

4. English Cloze Test

Fill in the blanks with appropriate words. You can use the same word repeatedly.

It is said that we are having a Kitty boom in Japan. Look around. Quite a few students and young (1) carry some Kitty goods. For example, (2) are Kitty bags, Kitty notebooks, Kitty (3), Kitty PHS, Kitty *omamori* and even (4) *shiitake*!

By the way, how much (5) you know about Kitty? Her real (6) is Kitty White. Kitty means "a (7) cat." She was named after a (8) cat in the Alice stories. She (9) born on November 1, 1975. Her (10) type is A. Kitty is as (11) as three apples and as tall (12) five apples. She is fond of (13) tennis. Her future dream is to (14) a pianist or poet. She has (15) sister, Mimmy. In Japan, Kitty (16) her friends are always at Sanrio Puroland (17) Tama City, Tokyo. Do you know (18)?

These days, almost all trends have (19) started by high school students, especially (20). In other words, girl students can create any trend. What trend will come next?

5. English Vocabulary Test

Choose the appropriate one for each sentence.

(1) I'm hungry. Do we have any [1. feed 2. feet 3. food 4. foot] in the house?

(2) I've bought some postcards. I'm going to [1. second 2. send 3. set 4. sing] them to my friends.

(3) I'm sorry, but I can't understand. I don't [1. say 2. speech 3. speak 4. steep] French.

(4) I need dark glasses because the sun is very [1. bridge 2. hot 3. fine 4. bright] today.

(5) In school, English is the [1. learn 2. subject 3. subway 4. teach] I like best.

(6) You made two mistakes in the first [1. center 2. sentence 3. servant 4. two lions] of your letter.

(7) John's asleep. Don't [1. wait 2. wake 3. week 4. work] him up.

(8) I took my exam in June, and luckily I [1. parted 2. passed 3. past 4. pushed].

(9) Claire was so happy that she was jumping for [1. giant 2. jar 3. join 4. joy].

(10) That gate isn't made of iron. It's made of [1. wood 2. wool 3. word 4. world].

(11) He's not one of our people. He's a [1. foreign 2. straighter 3. strange 4. stranger].

(12) The boys are playing hockey, and John has scored two [1. girls 2. golds 3. goats 4. goals].

(13) The driver is going as fast as he can. Just be [1. parent 2. present 3. peace 4. patient], and we'll get there in time.

(14) The first thing we did at our meeting was to choose a [1. chain man 2. chairman 3. cheerful 4. classmate].

(15) We usually eat our [1. dentist 2. dinner 3. distance 4. lunch] at about 8:00 p.m.

(16) We don't live in town. We live in the [1. continue 2. count 3. country 4. land].

(17) What do you have at the back of your house? — A small [1 art 2. hard 3. yard 4. year].

(18) Africa used to be called the Dark [1. Contest 2. Continue 3. Continent 4. Continual] because so little of it was known to Europeans.

(19) "Do you [1. agree to 2. describe 3. deny 4. allow] robbing the bank?" the judge asked the prisoner.

(20) After we'd been talking for twenty minutes, there was a short [1 pause 2. pass 3. paws 4. pious] during which nobody spoke.

(21) After winning the cup, our team came home in [1. fame 2. genius 3. success 4. triumph].

(22) George wants $1000 for his old car, but I don't think it's [1. price 2. valuable 3. value 4. worth] that.

(23) Hong Kong isn't independent. It's still a British [1. collection 2. colony 3. column 4. owner].

(24) Tom isn't rich and can't [1. affect 2. afford 3. effect 4. effort] a new car every year.

(25) Having a fever means that your [1. hot 2. temper 3. temperature 4. temptation] is too high.

6. English Grammar Test

Choose the appropriate one for each sentence.

(1) I live in Tokyo. And [1. what 2. when 3. where 4. who] do you live?

(2) Is John here? — No, he isn't here [1. just 2. still 3. till 4. yet]. We're expecting him later.

(3) I think it [1. is going to rain 2. is raining 3. rain 4. rains] tomorrow.

(4) It is difficult [1. for knowing 2. know 3. knowing 4. to know] how to advise you.

(5) They're [1. so 2. very 3. too 4. such] nice children that I'm going to give them presents.

(6) I was in Washington the whole of last week, and [1. as 2. during 3. for 4. while] I was there, it didn't rain once.

(7) John is nearly [1. and 2. as 3. same 4. so] old as I am.

(8) Dan offered me some coffee, and [1. although 2. as 3. but 4. yet] I don't really like it, I drank it to be polite.

(9) John is two years [1.more old 2. old 3. older 4. oldest] than Ben.

(10) John drives very fast. [1. Ever 2. How 3. However 4. Though] fast you go, you won't catch him.

(11) John works in that bank. — Yes, I [1. had seen 2.have seen 3. saw 4. seen] him there yesterday.

(12) Look at that strange bird! — I [1. don't 2. may not 3. mayn't 4. can't] see it. Where is it?

(13) No, Bill was second in the race. It was his brother Jim [1. was 2. what 3. which 4. that] came first.

(14) Some insects are [1. so 2. such 3. too 4. very] small that you can hardly see them.

(15) Peter won't come [1. but 2. except 3. if 4. unless] you ask him.

(16) This egg is bad. Please bring me [1. an other 2. another 3. more 4. other] one.

(17) This is the book [1. as 2. that 2. what 4. who] I was telling you about yesterday.

(18) We arrived in Tokyo two months ago. We had left New York three days [1. ago 2. before 3. last 4. past].

(19) This is the man [1. he 2. what 3. which 4. who] lent me the money.

(20) This is the place [1. what 2. when 3. where 4. which] I saw some nice fruit yesterday.

(21) When are you going to finish? — I [1. already 2. ready 3. still 4. yet] have finished.

(22) When is your birthday? — [1. Where 2. Which 3. Who 4. Why] do you want to know?

(23) You can come with us if you want, but you [1. mayn't 2. mustn't 3. needn't 4. need to] if you don't want to.

(24) Henry came early [1. for 2. in 3. on 4. to] order to get a good seat.

(25) Look! You've broken the cup. You [1. do 2. need 3. shall 4. should] be more careful.

7. Japanese Listening Comprehension Test

1. アクセントに気をつけて男の人と女の人の会話を聞いてください。２人はどんなことを話しましたか。あっているものに○をつけてください。

(Script)

Man：あれ、今日金曜日じゃない。

Woman：ううん、金曜日じゃないわよ。

Man：えーっ、金曜日じゃないの。

Woman：うん、金曜日じゃないわよ。

Man：ほんとう？

Woman：うん、金曜日は明日じゃない。

問題:　２人の会話の内容と合っているものに○をつけてください。

1. 男の人は、今日は金曜日だと言いました。

2. 男の人は、今日は金曜日ではないと言いました。

2. アクセントに気をつけて男の人と女の人の会話を聞いてください。２人はどんなことを話しましたか。あっているものに○をつけてください。

(Script)

Woman：勉強してたんじゃない。じゃましてゴメン。

Man：勉強してたんじゃない。

問題　２人の会話の内容と合っているものに○をつけてください。

1. 男の人は「勉強していた」と言いました。

2. 男の人は「勉強していなかった」と言いました。

3. 絵を見て正しいものを選びなさい。

(Script)

Woman：見て、見て、この人。

Man：どの人。どれ。

Woman：かっこいいでしょう。

Man：どの人。

Woman：ほら、トライしようとしている人。ね、追ってくる相手を振り切ってボールを右手にしっかり持って。

Man：エ、どの写真。あっ、これ。

Woman：それじゃないほうよ。

Man：ああ、こっちのほう、こいついいかな～。大勢に追っかけられているやつの方がいいけどな・・・。

Woman：.ふ～ん。

Man：ふ～んって、ははぁ～さては。

問題　ボーイフレンドの写真はどれですか。

4. 絵を見て正しいものを選びなさい。

(Script)

Woman：さぁ、着いた。京都よ。とにかくおいしいコーヒー飲みたいよ。

Man：それより、早くタクシー乗り場を見つけよう。見物してから、どっかホテルのバーで一杯。

Woman：あった。あそこよ。でも、すごい列。あんなのに並んだら、日が暮れちゃう。

Man：じゃ、観光バスに乗ろうよ。予約しなくても 30 分前に観光案内所に行けば、大丈夫だって。観光バスで市内見物しよう。

Woman：いいけど、この荷物どうする。

Man：コイン・ロッカーに預けちゃおう。

Woman：やっぱり手ブラは楽ね。この人じゃ、空いてるの探すの大変だと思ったけど。

Man：荷物なきゃ、地下鉄にするか。

Woman：でも地下鉄は時間が無駄になるわよ。見たいもの全部見られなくなるかもしれないし・・・。

Man：じゃ、やっぱり観光バスにするか。とにかく、あそこでコーヒーでも飲もう。

Woman：うん。それから、バスに乗る前に旅館に電話を入れとこうね。

Man：そうだな、そうしよう。

問題１　２人がするのは、どの順番ですか。

問題２　２人のしないことは何ですか。しないことです。

5. 絵を見て正しいものを選びなさい。

(Script)

Man：昨日の「和歌の花」と「大錦」のすもうみた。

Woman：見ればよかった。すごかったって。

Man：「送り出し」で勝ったって。

Woman：「送り出し」って相手の胸にこう頭を低くつけて、そのままダーッと押し出すやつ。

Man：ちがう、ちがう。はじめにね、「大錦」がすごい勢いで突進して・・・

Woman：突進って、前にバーッと出るの。

Man：そうそう。大錦が飛び出したのを和歌の花がヒラリと横に跳んでよけたって。

Woman：あー、それでそのまま「和歌の花」が、「大錦」の後ろに回り込んだ。

Man：そうそう、それで、そのまま勝負がついたんだって。

Woman：へぇ、さすがね。

問題　「和歌の花」はどんな形で勝ちましたか。

6. 絵を見て正しいものを選びなさい。

(Script)

Woman：すごく大きい人ね、それに引き締まって、ぜい肉が全然ないわ。

Man：そうだろう、むだなぜい肉は全然ないよ。

Woman：あなたじゃないってば、この人よ。あなたは骨と皮じゃない。

Man：悪かったね。

Woman：肩幅も広くて男らしいわ。

Man：肩から首も筋肉隆々だ。

Woman：なんといってもこの二の腕、たくましいわ。

Man：僕だってホラ、力こぶあるよ、こうすりゃ。

Woman：まぁね。

問題１　男の人と女の人は、どの写真を見ていますか。

問題２　話している男の人は、どんな体格ですか。

7. 絵を見て正しいものを選びなさい。

(Script)

Woman：お兄ちゃん、これ何。

Man：鉢植えだよ。

Woman：そんなことくらいわかるわよ。いつも水やって世話してんの、私だもん。

Man：あっ、そっか。実験。植物の「屈湿性」の実験。

Woman：「くっ・・」何？

Man：屈湿性。参考書に出てたんだ。茎と葉は、水があるほうに伸びるって。だから、逆さに吊るしたらどうなるかと思って。

Woman：ふーん、それでどうなった。

Man：参考書通りだよ。

問題　実験の結果はどうなりましたか。正しい絵はどれですか。

8. 絵を見て正しいものを選びなさい。

(Script)

Man：俺、すごいコンピュータ買ったんだけど、使い方わかんないの。教えてくれない。

Woman：ちょっと、ここんとこ、たてこんでてね・・・。

Man：お願い、頼む。

Woman：じゃ、来週でもよければ、行くわよ。

Man：あー、助かった。

Woman：で、お宅はどこ。

Man：東京線の幸福駅で降りるだろう。駅を出て、まっすぐ行くと美容院があるんだ。そこで曲がって・・・。

Woman：どっちに。

Man：美容院に沿って、曲がって、突き当りまで歩いて、右折して２つ目の角を左折して・・・。まっすぐ歩くと歩道橋があるから、その手前を右に入ったところだよ。角から２件目の左側。

Woman：わかった。

問題　オーさんの家はどこですか。

9. 絵を見て正しいものを選びなさい。

(Script)

わが国の耐久消費材、特に家庭電化製品の普及率は非常に高く、欧米先進国をはるかに上回る伸びを示しています。大量消費が可能になった理由の一つとして、技術革新による商品の生産性の向上が挙げられています。このグラフをご覧ください。カメラは 1968 年にすでに半数を上回る家庭で使われていましたが、その後の普及率は小幅な伸びを示すにとどまっています。それに対して家庭電化製品は順調な伸びを示し、特にカラーTV は著しく増え、カメラとカラーTV の普及率は逆転しました。エアコンは一時異常気象、建設ラッシュなどによって著しい伸びを示しましたが、その後は伸び悩んでいます。

問題　どのグラフを見て話していますか。

10. 正しいものを選びなさい。

(Script)

Man：映画でも見ようか。

Woman：そうね、ここに映画紹介のってるよ、何が見たい。

Man：「勝利の天使」か・・・バスケットボールの選手の話だな。

Woman：ゲームとスリルと興奮を通して人間同士の心の触れ合いをほのぼのと伝える。

Man：「ほのぼの」なんかより、もっと「スリルとサスペンス」がいいな。

Woman：じゃ、これは。連続殺人事件の真相を追う弁護士に迫る危険。「事件の真相」

Man：よくあるストーリーだね。連続殺人、平凡、新鮮味なし。

Woman：じゃ、もっと凄いやつ。「悪魔が住む町」、今年の映画で一番怖いんだって。

Man：なんか疲れそうだな。

Woman：早く決めてよ。上映時間になっちゃう。

Man：じゃ、平凡だけど、これにしようか。

Woman：何だ。新鮮味ないって言ったくせに。

問題　どの映画を見ますか。

1. バスケットボールの映画を見ます。
2. 連続殺人の映画を見ます。
3. SF 映画を見ます。
4. 悪魔の映画を見ます。

11. 正しいものを選びなさい。

(Script)

私は大手自動車メーカーの社員です。入社してからかなり長く地方の支店まわりをしましたが、その間に営業成績を上げたことが認められ、今年、本社の課長に昇進しまして、喜んで本社に戻ってきました。ところが、業務がすっかり OA 化されているんですよ。機会オンチの私には、本社に戻ってからの仕事は慣れないことばっかりで・・・。最近は、体調もよくないんです。もう一度、地方の支店の営業に戻れば、前のように働けるんじゃないかと思いますし、会社に配置転換を願い出てみようかとも思うんですが。

問題　この人の心配はどんなことですか。

1. 営業成績が上がらないことです。
2. 会社の OA 化についていけないことです。
3. 体調がよくないことです。
4. 配置転換をしてもらえないことです。

12　正しいものを選びなさい。

(Script)

Woman：方言って、おもしろい言葉があるわよねえ。

Man：うん、ぼくの田舎なんかにも、いろいろあるよ。

Woman：たとえば。

Man：たとえば・・・、「とっぽる」なんて、わかんないだろうな。

Woman：「とっぽる」。へえ、どんな意味。

Man：うん、本当は知っているのに、相手がとぼけた顔をしているときなんか、「おい、とっぽってもだめだ、顔に書いてあるぜ。」なんて言うんだ。

Woman：そういえば、「とっぽる」「とぼける」、発音も似ているわね。

問題　「とっぽる」というのは、どういう意味ですか。

1. 知っているような顔をすることです。
2. 頭がぼけて、忘れてしまうという意味です。
3. 知らないふりをするという意味です。
4. 本当のことを言ってしまうという意味です。

13. 正しいものを選びなさい。

(Script)

Woman：最近よく話題になっていますね。若者の言葉のアクセント。

Man：ええ。「ビデオ」とか「カレシ」とかいう、尻上がりの傾向ですね。

Woman：はい、先生は国語学者のお立場から、どのようにお考えでしょうか。

Man：いやあ、私自身としてはもちろん、問題がないと言うわけにはいきませんが、うちの娘なんかがいつも言っているのを聞いてますからね。

Woman：というと、許せるというお考えで。

Man：いや、許せるとか、許せないっていうんじゃないんです。娘なんか、友達と話しているときは、そりゃひどいもんですよ。でも、よく聞いてると、相手によって変えているんですね。

Woman：相手が友達以外なら、従来のアクセントで、ということですか。

Man：ええ、器用なもんですよ。まあ、こういうのは一時の現象と考えていいんじゃないですか。

問題　先生は、若者の言葉のアクセントについて、どのように考えていますか。

1. 正しいアクセントができないのは大きな問題だと考えています。
2. 若者のアクセントは一時の現象だが問題があると考えています。

3. 相手が友達以外なら、正しくなくてもいいと考えています。

4. 正しいアクセントで話さなくても大きな問題ではないと考えています。

14. 正しいものを選びなさい。

(Script)

昨年は日本の「ネットワークのスタート年」だったと言われていますね。ネットワークといえば、なんといっても「インターネット」でしょう。しかしインターネット以外に、「ネットワーク」は作れないのかと我が社は考えたわけです。昨年1年間のことを考えてみてください。あなたは一体何人の人とめぐり会いましたか。何人新しい友人ができましたか。学生時代が終わり、社会人として仕事が充実すればするほど「出会いの場」は少なくなります。趣味も考え方も育ってきた環境も、すべてちがう人に与えられる「出会いの場」は非常に少ないものです。「若い男女が恋をし、結ばれるための出会い」。その「出会いの場」「出会い方」の情報を我が社が提供させていただこうというわけです。インターネットのコンピューターの中でではなく、人と人とが直接出会うためのお手伝いをしたいという、これが我が社の目ざす新しいネットワークです。

問題　この会社はどういう会社ですか。

1. パーティ企画の会社です。

2. 結婚情報サービスの会社です。

3. インターネット上の結婚相談所です。

4. 結婚式場です。

8. Japanese Reading Test

A. Read the following passage and answer the questions below.

バルセロナの空港にて

バルセロナの空港で、私はいらいらしながら時計を見つめていた。両替所の前、もう三十分も並んでいるのに、列は遅々として進まない。

日本人の団体が三十人余りも、窓口に寄り集まっているのである。(1)なぜこんなに要領がわるいのだろう。円やらドルやらトラベラーズチェックを考えなしにばらばら出すため、そのたびに換算レートが変わって、時間を要しているようだ。おまけに、何人もが集まっておしゃべりしながらだから、なおのこと(2)もたついてしまう。

団体の後ろについた外国人旅行者やビジネスマンらも、困惑した表情でいる。やがてあまりの人数に、窓口がもうひとつ開けられたが、団体はその両方に、どっと群がった。

もうどの人の後ろに並んでいいかわからぬほど、列はむちゃくちゃになっている。(3)皆不愉快そうなまなざしを日本人に向ける。ちょうど日曜日で、市内の銀行も休み。ここで替えておかないと困るのだが。

団体旅行には、(4)それだから余計な心を配らねばならぬ(5)マナーがあるはずだ。(　6　)ケースも、何人かが代表して両替すれば簡単にすむ話である。

大勢の人間が場所を独占してしまう時には、(7)スムーズにことを運ぶための準備も必要だろうし、せめて窓口が余分に開いたら、自分たちのせいで長く待たされている他国の人にゆずるくらいの思いやりは、あってもよいのではないか。

はっきり言って団体旅行者は、その人々を前提に作られた観光施設をのぞけば、(　8　)、その地に暮らす人々の生活のペースを乱し、迷惑なものなのである。これを十分認識した上で、気を使いながら行動するのが礼儀と思う。

集団登校から始まって、修学旅行、社内旅行と、日本人は規律ある団体行動に慣れているようだが、それは(9)管理者つきのことで、管理者がいなくなれば、自分たちさえよければいいという、行儀の悪い集団に一変してしまう。

(10) どこか現在の貿易摩擦に似ていないだろうか。

(楠田枝里子『どっきりコラム』桐原書店より)

問1　(1)「なぜこんなに要領が悪いのだろう」とあるが、筆者は何を見てそう思ったのか。

1. 大勢の人が並んでいるのに、両替所の窓口が一つしか開いていないのを見て
2. 両替所で働いている人の仕事が遅いのを見て
3. 日本人が三十人も両替所の窓口に集まっているのを見て
4. 日本人が窓口の両方に群がったのを見て

問2　文中の(2)「もたついてしまう」とはどういうことか。

1. 待てなくなってしまう。
2. 進まなくなってしまう。
3. わからなくなってしまう。
4. 並べなくなってしまう。

問３　(3)「皆不愉快そうなまなざしを日本人に向ける」とあるが、なぜか。

1. 日本人が他の人を気にせず、勝手な行動をしているから
2. 日本人が両替の方法を知らないから
3. 日本人が二つ目の窓口を開けさせたから
4. 日本人が外国人だから

問４　文中の(4)「それだから」とは、何のことを指しているか。

1. 人が不愉快になるから
2. 列がむちゃくちゃになるから
3. 団体で行動するものだから
4. 旅行の仕方がわからないから

問５　この文章の中で、(5)「マナー」と同じ意味のことばはどれか。

1. 摩擦　　2. 行動　　3. 礼儀　　4. 迷惑

問６　(　６　)と(　８　)に入る適切な言葉をそれぞれ下から選びなさい。

(　６　) 1. この　　2. その　　3. あの　　4. どの

(　８　) 1. それで　　2. それだけで　　3. そればかりで　　4. それぐらいで

問７　(7)「スムーズに事を運ぶための準備」とあるが、だれが準備をするのか。

1. 両替所の人　　2. 他国の人　　3. 日本人の団体旅行客　　4. ビジネスマン

問８　(9)「管理者つきのこと」ではないものとは何を指して言っているのか。

1. 集団登校　　2. 修学旅行　　3. 社内旅行　　4. 団体旅行

問９　筆者が(10)「どこか現在の貿易摩擦に似ていないだろうか」と言っているのは、日本人の団体旅行者のどんな点のことか。

1. 集団で行動するとき要領が悪いこと
2. 集団で行動するときだれも代表者にならないこと
3. 集団で行動するとき管理者を嫌うこと
4. 集団で行動するとき自分たち以外の人のことを考えないこと

B. Read the following passage and answer the questions below.

(1) 日本語はたいてい語尾で勝負する。「・・・ではありません」となるか、「・・・であります」となるかまで、全体の否定、肯定すらわからない。それまではサスペンスの状態におかれる。それで前にも述べたが、日本人は意識していないけれども、はじめの方のことばには充分注意しなくせがある。終りのほうが大切だという気持があるからであろう。重要な部分があとの方に置かれている言語を使って生活していれば、そうなって当然かもしれない。

(外山滋比古『英語の発想・日本語の発想』日本放送出版協会より)

問　文中の「そうなって当然」とはどうなって当然だという意味か。

1. 語尾を聞くまでサスペンスの状態におかれて
2. 語尾を意識しなくなって
3. 重要な部分をあとの方に置くようになって
4. はじめの方のことばに十分注意しなくなって

(2) 親の育て方によって子どもの発達が大きな影響を受けることはたしかでしょう。たとえば、無口な両親の子どものことばは遅れがちですし、母親のしつけが十分になされていなければ、子どもの食事や排せつなどの基本的生活習慣の自立も遅れます。しかし、知能障害では、子どもの重い遅れが、親の育て方のまずさが原因だとは、とても考えられません。一方、知能障害の比較的軽い子どもでは、保育園などへ入ることによって親の育て方の不十分さは急速にカバーされて、ことばや生活習慣の能力は追いついてくるものです。

このようにみてきますと、親の育て方の間違いが原因で重い知能障害や心身障害になるということは[　　]。(安藤春彦『知能とは何か』講談社より)

問　文中の[　　]に入れるのに適切なものは次のどれか。

1. ないといえます　　2. あるといえます
3. ないとはいえません　　4. ありえないとはいえません

C. Read the following dialogues and answer the questions below.

(1)

男：牧子ちょっと、来なさい。

女：なに。

男：お前、今日の午前中、どこ行ってたんだ。

女：どこって、塾よ。日曜日だもん。

男：ほうー。塾は土曜だろ。

女：うん。日曜日の模擬試験。

男：嘘をつきなさい。見たんだぞ、お前を。また駅前の道路でスケボーやってたろ。

女：ばれたかあ。

男：何度行ったらわかるんだ。大けがしてからじゃ遅いんだぞ。まったく、あんなところで・・・。

問題　男性の女性との関係はどれですか。

1.女性の弟　　2.女性の塾の教師　　3. 女性の父親　　4．女性の上司

(2)

女：いつも、女性を観察していらっしゃるんでしょうね。

男：ええ、でも私が演じるのは現実の現代情勢ではありませんから、そこがまた難しいところで・・・。現代の女性を超えた女性といいましょうか。

女：理想の女性を演じられるわけですね。

男：ええ、ですから、ちょっとした動きの中にも女らしさを表現できればと、それが最重要の課題なんです。

女：あの、日常生活でも女らしく振舞うよう努力なさるとか・・・。

男：いいえ、そんなことはありません。野球なども、たまにはいたします。ただ、日焼けには注意しております。(笑い)

女：衣裳やかつらがたいへん重いそうですね。

男：ええ、20 キロ、30 キロになることもあるんですよ。

女：それでは、やはり力がないと無理でしょうね。

男：そういうことですね。

問　男性の職業は何ですか。

1.歌舞伎役者　2. ダンサー　　3. 画家　4. 野球選手

(3)

男：私の仕事は、水はしょっちゅうだし、特殊な薬品を使ったり、毛を染めるときなんかは強い薬を使いますからね。爪は割れやすいし、人差し指や薬指なんか皮膚の皮がむけちゃって、ツルツルですよ。

女：それに立ちっぱなしですしね。疲れるでしょう。

男：ええ、まあ。

女：私の仕事も華やかに見えるけど、プロになっても、初めのうちはほとんどバイトしなくっちゃ食べていけないんですよ。それで、私も昔、タイピストをやっていたんですよ。でも、座りっぱなしっていうのもね・・・。

男：ええ、そうらしいですね。血液の循環が悪くなって、足がむくんじゃうってね。

女：そうなんですよ。特に夏なんかクーラーで足の甲とか、ふくらはぎがぱんぱんに腫れちゃって・・・むくんだ太い足で爪先立ちしてポーズをとってもね・・・。

男：でも、先生はリズム感あるし、体も日本人離れしていて、ステージで見るとかっこいいですよ。

女：お互い、楽じゃない仕事を選んじゃったわね。

問題１　男の人の職業は何ですか。

1. 科学者　2. ギタリスト　3. 美容師　4. 看護士

問題２　女の人の職業は何ですか。

1. タイピスト　2. バレリーナ　3. 女優　4. デザイナー

9. Japanese Cloze Test

Fill in the blanks with appropriate Japanese. You can use the same word repeatedly.

病室のじいちゃんは、点滴の細い管につながれていた。
父さんと母さんは、担当の先生の話を聞くために病室を出ていった。
じいちゃんは意識が混乱しているのか、（　１　）のことがわからなかった。
「あんたんとこ（　２　）裏の川、今年はようけ、（　３　）が泳いどりますなあ。」と、手ぶりを（　４　）話しかけてくる。
じいちゃんの手は、（　５　）に光る石を拾うように、（　６　）思い出だけをすくっているのかもしれない。（　７　）はただ、うん、うん、とうなずいていた。
「あんた、（　８　）はりましたかなあ。」
わたしは首を（　９　）みせる。
「うちの孫むすめがね、県大会（　１０　）はばとびの一等賞をもろたんですわ。（　１１　）もんでっしゃろ。」
わたしのことだ。
県大会（　１２　）入賞したのは本当だけれど、一位なんかじゃ（　１３　）。三位だったんだ。
じいちゃんたら、自分が（　１４　）かもしれないってときにまで、わたしを一等賞（　１５　）なんて。本当にじいちゃんはいいかげんなこと（　１６　）を言う。
わたしは下を（　１７　）。真下を向けば、まばたき一つで（　１８　）ははらえる。一粒がバッシュに（　１９　）、ポツッ、と音をたてた。
やっと（　２０　）をあげると、「あんた」になりすまして、わたしは言った。
「その孫むすめっていう人が、わたしに教えてくれたよ。おじいさんのこと、大好きだって。」
じいちゃんはうれしそうに笑った。
じいちゃん、うそじゃないよ。わたしの何がうそでも、これだけはうそじゃないよ。
その夜は、父さんが病室に、母さんとわたしが病院のひかえ室にとまった。

10. Questionnaire on Metacognitive Abilities (For English Comprehension Test)

次の質問に５段階で答えて下さい。

強くそう思う=５　　そう思う=４　　わからない=３　　そう思わない=２　まったく思わない=１

あなたがこの英語リスニングテストの時にとった行動について答えて下さい。

１．聴きながら展開が予想できた。　５４３２１

２．英語のスピードに遅れずついていけた。　５４３２１

３．代名詞などの指している内容がよくわかった。　５４３２１

４．これまで知っていたことが英語を聴くときに役に立った。　５４３２１

５．全体として大体内容がわかった。　５４３２１

聴き取れないところがあった時、どのようにしましたか。

６．無視して聴き続けた。　５４３２１

７．わからなかったところに気を取られて、次の内容を聴き逃した。　５４３２１

８．あきらめて聴くのをやめた。　５４３２１

効果的に聴くために注意したことは

９．単語の一部を心の中で声を出して言ってみた。　５４３２１

１０．それぞれの単語の意味を理解しようとした。　５４３２１

１１．文章全体の意味を取ろうとした。　５４３２１

１２．文法的な構文に注意した。　５４３２１

１３．そのトピックについて知っていることを思いだそうとした。　５４３２１

１４．英語のスピードに遅れないよう集中しようとした。　５４３２１

あなたにとって、リスニングを難しくしていることは

１５．個々の単語の音が聴きとれないこと。　５４３２１

１６．単語の発音ができないこと。　５４３２１

１７．単語の意味がわからないこと。　５４３２１

１８．文法構造がわからないこと。　５４３２１

１９．スピードが速くてついていけないこと。　５４３２１

２０．そのトピックについてすでに知っていることが少ないこと。　５４３２１

２１．文章全体の内容を取ることができないこと。　５４３２１

２２．文章全体の構造を取ることができないこと。　５４３２１

11. Questionnaire on Metacognitive Abilities (For Japanese Comprehension Test)

次の質問に５段階で答えて下さい。

強くそう思う=５　　そう思う=４　　わからない=３　　そう思わない=２　　まったく思わない=１

あなたがこの日本語リスニングテストの時にとった行動について答えて下さい。

１．聴きながら展開が予想できた。　５４３２１

２．日本語のスピードに遅れずついていけた。　５４３２１

３．代名詞などの指している内容がよくわかった。　５４３２１

４．これまで知っていたことが英語を聴くときに役に立った。　５４３２１

５．全体として大体内容がわかった。　５４３２１

聴き取れないところがあった時、どのようにしましたか。

６．無視して聴き続けた。　５４３２１

７．わからなかったところに気を取られて、次の内容を聴き逃した。　５４３２１

８．あきらめて聴くのをやめた。　５４３２１

効果的に聴くために注意したことは

９．日本語のスピードに遅れないように集中しようとした。　５４３２１

１０．それぞれの単語の意味を理解しようとした。　５４３２１

１１．文章全体の意味を取ろうとした。　５４３２１

１２．文法的な構文に注意した。　５４３２１

１３．そのトピックについて知っていることを思いだそうとした。　５４３２１

１４．文章全体の構造に注意した。　５４３２１

あなたにとって、リスニングを難しくしていることは

１５．個々の言葉の音が聴きとれないこと。　５４３２１

１６．漢字の読み方がわからないこと。　５４３２１

１７．ことばの意味がわからないこと。　５４３２１

１８．文法構造がわからないこと。　５４３２１

１９．日本語の漢字そのもの。　５４３２１

２０．そのトピックについてすでに知っていることが少ないこと。　５４３２１

２１．文章全体の内容を取ることができないこと。　５４３２１

２２．文章全体の構造を取ることができないこと。　５４３２１

12. Retrospective Questionnaire

英語学習を振り返って

１年次、２年次、そして現在のあなたのことについて尋ねます。次の質問に対して、「はい」または「いいえ」に○をつけて下さい。どちらとも言えない場合でも、自分により近いと思うほうに必ず○をつけて下さい。

	質問項目（１年時、２年の時、そして現在について答えて下さい。）	1年の時	2年の時	現在
1	英語の授業が始まるとき、「よし、勉強しよう」という気持ちになりましたか？	はい・いいえ	はい・いいえ	はい・いいえ
2	英語の宿題が出ていなくても、家で何をすればいいのか、自分で決めることができましたか	はい・いいえ	はい・いいえ	はい・いいえ
3	決められた英語の勉強は、最後までやりとげなければ気がすまないほうでしたか？	はい・いいえ	はい・いいえ	はい・いいえ
4	自分でいろいろ工夫して英語の勉強をしましたか？	はい・いいえ	はい・いいえ	はい・いいえ
5	先生の話の中でわからないところがあれば質問しましたか？	はい・いいえ	はい・いいえ	はい・いいえ
6	夏休みなどの長期休業中には課題以外に何か英語の勉強をしましたか？	はい・いいえ	はい・いいえ	はい・いいえ
7	一人で勉強しているときに、辞書はよく使いましたか？	はい・いいえ	はい・いいえ	はい・いいえ
8	授業中、先生の話をよく聞いていましたか?	はい・いいえ	はい・いいえ	はい・いいえ
9	授業でよくわからないとことがあった時、友達にきいたり、友達と教えあったりしましたか？	はい・いいえ	はい・いいえ	はい・いいえ
10	予習をしていましたか？	はい・いいえ	はい・いいえ	はい・いいえ
11	復習をしていましたか？	はい・いいえ	はい・いいえ	はい・いいえ
12	夏休みなどの長期休業中の課題は真剣に取り組みましたか？	はい・いいえ	はい・いいえ	はい・いいえ
13	前期中間考査などの定期テストには充分試験勉強をしましたか？	はい・いいえ	はい・いいえ	はい・いいえ
14	英語の授業の「読む」活動は好きでしたか？	はい・いいえ	はい・いいえ	はい・いいえ
15	英語を「聴く」活動は好きでしたか？	はい・いいえ	はい・いいえ	はい・いいえ
16	対話の発表など、英語を「話す」活動は好きでしたか？	はい・いいえ	はい・いいえ	はい・いいえ
17	例文や対話などを英語で「書く」活動は好きでしたか？	はい・いいえ	はい・いいえ	はい・いいえ
18	英語の試験で問題を解いた後で、間違いがないかどうかを点検していましたか？	はい・いいえ	はい・いいえ	はい・いいえ
19	英語の試験の成績が悪かったとき、なぜ悪かったのかを反省していましたか？	はい・いいえ	はい・いいえ	はい・いいえ
20	自分の勉強の仕方がよいか悪いか考えてみたことがありましたか？	はい・いいえ	はい・いいえ	はい・いいえ
21	英語の勉強を「これからがんばろう」と思っていましたか？	はい・いいえ	はい・いいえ	はい・いいえ
22	将来のことも考えて、英語の資格をとろうと思いましたか？	はい・いいえ	はい・いいえ	はい・いいえ

APPENDIX B

Two-year English Education for the Participants

In the first year the students had five English lessons (one lesson is 50 minutes) a week, four of them for reading, and one class for listening. In the second year, they had six English lessons a week, five of them were for reading, and one class for listening. As shown in Table B.1, the textbooks for reading were *Sunshine English course I* and *II* (Tsuchiya et al. 2001, Kairyudo), and for the listening lesson in the first year *Listen to America LL English Course* (Oka et al., 1993, Taishukan) was used. In the second year, for the preparation for taking TOEIC the training material *Success in TOEIC Listening 400* (Bramley &Kawai, 2002, Shohakusha) was chosen.

Table B. 1 Units and Textbooks for Reading and Listening Lessons

Year	Reading Textbook	Unit	Listening Textbook	Unit
1st Year	*SUNSHIN EENGLISH COURSE I*	4	*LISTEN TO AMERICA LL ENGLISH COURSE*	1
2nd Year	*SUNSHINE ENGLISH COURSE II*	5	*SUCCESS IN TOEIC LISTENING 400*	1

The grammatical points and vocabulary of the reading textbook in the first and second years are listed in Tables B. 2 and B. 3. Each lesson consisted of a main passage, comprehension check-up questions, and grammatical explanation, followed by drill exercises. The students were expected to prepare for the lesson by reading the main passage and looking up new words in the dictionary. In the class, understanding of the outline of the story was checked by questions and answers, and grammatical points were explained. As a means of communication during the class, L1(Japanese) was mainly used. In order to promote the students' understanding of grammar and vocabulary, review tests were given after they finished reading one lesson.

Table B. 2 Grammar and Vocabulary in the 1st Year Reading Textbook

Lessons	Grammar	Vocabulary
Lesson 1 Why Greetings?	(a) Be verb + past participle (by～) (b) Relative pronouns who/which clauses (c) Adjective phrases with present participle (d) Noun clauses as objectives	greet / French / cheek / traditional<tradition / Inuit / rub / Samoa / sniff / Polynesian <Polynesia / stroke / Tibet / stick / tongue / evil / extreme (ly) / scold / prayer<pray / phrase / rare(ly) / especial(ly) / West / relative / opinion
Lesson 2 The Beginning of Writing	(a) Infinitive (b) It + be verb + for a person + to infinitive (c) Gerund (d) Relative pronouns that clause (e) Adjective phrases with past participle	the Middle East / historical <history / pictograph / Sumerian / probable (probably) / tilt / clay / curve / straight / symbol / golf / tee / design / cuneiform
Lesson 3 Nature's Way	(a) S + V + O (if/whether clause) (b) S +V (see/hear) + O + C (bare infinitive) (c) Past perfect (d) Why don't you (we) ～?	tragedy / turtle / traveler<travel / Galapagos Islands / search / Pacific / green sea turtle / hatch / surface / whether / mockingbird / appear / warn / attack / newborn / lip / mild / Los Angeles / interfere / reluctant / dozen / false / signal / shallow / toward / realize / visible / within / delight / gull / eager(ly) / ashamed / satisfy / hawk / silent(ly) / perfect / silence
Lesson 4 My Shirt Is for Church	(a) S+V+O+O (that clause) (b) Emphasis construction (c) Interrogative nouns +do you think (d) S + be verb + sure + that clause	Daniel Ken Inoue / McKinley / pretend / Hawaii / regardless <regard / recommend / honor / society / interview / council / senior / serious / banker<bank / whenever / tie / schoolwork / denim / pants / bare / disappointment <disappoint / neighborhood <neighbor / delinquent / sudden / anger / hey / trade / humiliate / blame / themselves / explanation / reject / racial / prejudice / ancestry / particular /determination<determine / elect / congressman / Senator / overcome / prove / measure
Lesson 5 Ameria Earhart	(a) Participial construction (b) Infinitive (Adjective) (c) Relative pronouns what (d) Would (habitual behavior in the past)	Ameria Earhart / explore / trap / roller /coaster / shed / encourage<courage / sort / activity<act / unusual<usual / toad / spider / apart / sled / cart / icy<ice / steer / stomach / persuade / Long Beach California / errand / truck / instructor / self / confidence / pilot / acrobatics / worse <bad / share / Charles Lindbergh / solo / Atlantic / Wales / Newfoundland / Ireland / Lindy / associate / dramatic / equator / thus / reporter<report / mirror / disappear / Lockheed Electra / navigator<navigate / Miami / India / New Guinea / destination

(table continues)

Table B. 2 (continued)

Lessons	Grammar	Vocabulary
Lesson 6 Computer and Common Sense	(a) S + be verb +C (that clause) (b) S+ be verb + C (Adjective) (c) Prepositions + Relative pronouns (d) Subjunctive past	sense / ambiguous / context / interpret / noun / verb / definition<define / addition<add / expression / individual / depend / dinnertime / arrow / recognize / major / challenge / proud / refer / alter / ability / present / seek / action<act / response / account / artificial / intelligence / research / grant / vocabulary / calculate / absorb / environment / behave / according / surrounding / aware / apply / base / total / experience / basic<base / define
Lesson 7 Don't Call Me Thomas	(a) Relative pronouns whose (b) Relative adverbs when (c) S + have/make +O + bare infinitive (d) Subjunctive past perfect	Thomas / Middleton / graceful / recent(ly) / Debbie / file / screen / confuse / transfer / personal(ly) / final(ly) / redial / connect / might<may / patient / Dr. / Gilbert / gain / respect / involve / entire / discussion<discuss / surprising(ly)<surprise / unhappy <happy / Patty / Patricia / unpleasant / Pat / Patsy / describe / similar / typical(ly)<type / grandson / Jones / Adelaide / sonny / upbringing / prevent / due / Elizabeth / lovely<love / mask / ug-ug / uh-huh / column / permission
Lesson 8 A Wonder Boy	(a) S + seem + Infinitive (b) It seems that clause (c) Relative Adverbs (c) Passive Forms of S+V(tell/ask) +O+ to do	Stevie Wonder / handicap / normal / pray / faith / healer / cure / blindness<blind / regard / disease /balance / tend /develop / band / drummer<drum / fascinate / drum / lap / toy / immediate(ly) / instrument / harmonica / Detroit / system / Braille / choir / service / porch / Horton / confident / shock / spread / rock'n'roll / blues / jazz / imitate / Ray Charles / soul / idol / attract / attitude
Lesson 9 Long Walk to Freedom—Life in Prison by Nelson Mandela	(a) S + see/hear + O + C (participle) (b) S + V + it +C + infinitive (c) With + adverbial phrases (d) Inversion	freedom<free / prison / Nelson Mandela / quarry / task / layer<lay / crush / despite / overhead / muscle / reflect / request / sunglasses / struggle / apartheid / injustice <justice / wherever / prisoner<prison / hunger<hungry / strike / protest / condition / exact(ly) / support / whatever / juicy<juice / steam / guard / combination / authority / settle / general / suit / successful<success / favor / active<act / style / refuse / untidy<tidy / bedtime / cell / slide / isolation<isolate / painful<pain / less<little / Johannesburg / trick / sacrifice / worth / unbearable<bear / belief<believe / survive

(table continues)

Table B. 2 (continued)

Lessons	Grammar	Vocabulary
Lesson10 A Mysterious Sense of Direction	(a) It+be verb+that clause (b) S+V(get/seem) +C (past participle) (c) Participial construction (d) Inanimate subjects	compass / Gustav Kramer / conduct / experiment / starling / outdoor / migrate / restless<rest / beneath / track / movement<move / northeast / view /suggest / determine / Franz Sauer / suspect / warbler / songbird / laboratory / approach / flutter / nearby / planetarium / pattern / ceiling / imaginary<imagine / conclude / researcher <research / radar / transmitter <transmit / clue / method / frost / contact / lens / homing pigeon / directly / release / certainty / sensitive<sense / magnetic field / attach / magnet / sunny <sun / bother / remove / regain<gain / migration<migrate / affair / apparent(ly)
Reading 3 A Young A-Bomb Victim		A-bomb / victim / atomic / war / suffer / cause / expose / leukemia / misery / photo / wound / injure / narrow / teen / white blood cell / remain / opportunity / brave / worker / engage / nausea / violent / terrible / joint / fiancée / deer / display / overdose / pill / buck / doe

In the second year, the topics of the reading materials were more related to the global society, focusing on environmental problems, racial and cultural issues. In order to understand fully, the students needed topic-relevant background knowledge as well as lexical and grammatical knowledge.

Table B. 3 Grammar and Vocabulary in the 2nd Year Reading Textbook

Lessons	Grammar	Vocabulary
Lesson 1 Foreign Students Struggle	(a) S + V + O + O (who/how clause) (b) Sequences of tense (c) The + comparative ~, the + comparative (d) Fractions	struggle / survey / reply / impression / claim / critical / quality / price / commuter / estate / rent / being / culture / join / leisure / campus / mix / unless / familiar<family / social / cultural <culture / exchange<change / community / desire / open-minded / internationalization <international
Lesson 2 What My Father Taught Me	(a) Independent participial construction (b)There + be verb + S + present participle (c) Perfect progressive (d)The way + S + V	Richard Feyman / tile / various / vertical(ly) / highchair / domino / complicate / mathematics / relationship <relation / throat / thrush / opposite / Spencer / Italian<Italy / peck / feather / yeah / mess / straighten / lice<louse / wagon / dad / roll / principle / physics / tendency / inertia / forward / friction / relation / sideways / sidewalk / educate / pressure <press/

(table continues)

Table B. 3 (continued)

Lessons	Grammar	Vocabulary
Lesson 3 You Will All Laugh, Please!	(a) S + V + O + O (if/whether clause) (b) As if + subjunctive mood (c) I wish + subjunctive mood (d) Apposition	University / interpreter<interpret / amusing / translate / instant(ly) / honorable / lecturer<lecture / captain / coast / unfamiliar / port / fisherman / board / Hodges / owner<own / editor<edit / reader<read / flood / unfortunate(ly) / Greenbridge / destroy / Edwards / crash / driver<drive / argument <argue / arouse<arise / gather / willing / witness / court / concerning / lawyer<law /
Lesson 4 Dreams Fill Everyone's Nights	(a)Passive forms of S+V+O+C (bare Infinitive) (b) Concessive clause (c)Auxiliary verbs+passive forms (d)Auxiliary verbs + perfect forms	anxiety / fear / meaningful / represent / symbolize / Hawaiian / symbolism / chase / universal / interpretation / inferiority / complex / inferior / below / amaze / least / lower / failure / avoid / escape / aggressive / characteristic / image / powerful / Robert Louis Stevenson / Jekyll / Hyde / Elias Howe / sew / capture / spear / tip / upon / thread / needle / fully / creativity / insight / weave / creative / current / although / arise / subject / technique / incubation / compose / sum / asleep / unimportant / wide-awake / incubate / rate
Lesson 5 Jesse Owens The Neglected Olympic Hero	(a) Relative pronouns (nonrestrictive use) (b) Relative adverbs (nonrestrictive use) (c) Participial construction with perfect forms	Jessie Owens / neglect / Olympic / hero / James Cleveland / Danville / Alabama / Ohio / schoolteacher / championship< champion / athlete / performance / stair / lessen<less / tub / withdraw / event / result / dash / hurdle / achieve / memorable<memory / spectator / Leni Eiefenstahl / filmmaker / Adolph Hetler / Nazi / doctrine / Aryan / supremacy / medal / meter / relay / compete / Luz Long / victory / stadium / congratulate / loser<lose / politics / winner<win / president / recognition<recognize / contract / janitor / career / amateur / runner<run / honest / alive<live / golden<gold / award / presidential <president / Ford / legacy / Carter / cancer / ignore / statement<state / issue / tyranny / poverty<poor / bigotry / moral / old-fashioned / value / honesty <honest / discrimination <discriminate / inner / courage

(table continues)

Table B. 3 (continued)

Lessons	Grammar	Vocabulary
Lesson 6 Disappearing Amazon Forests	(a) There + be verb + S + past participle (b) S+V+O+C (past participle) (c) Parenthetical clauses of relative pronouns (d) Be + to infinitive	Amazon / Amazonian / Indian<India / tribe / paradise / basin / million / smallpox / influenza / malaria / mainly<main / Brazilian / government / area / northeastern<northeast / timber / huge / stock / hardwood / mineral / cattlemen<cattleman / ranch / Xingu / national / force / circumstance / security / northern<north / chief / Megkronotis / Raoni / virgin / burn / settler<settle / warrior<war / hunt / developer<develop / desert / polar / region / civilize / concern / firstly<first / ecosystem / soil / fertility / provide / shelter / secondly<second / tribal<tribe / thirdly<third / scarce / resource / fourthly<fourth / vast / knowledge<know / medicine / examine / thorough(ly) / Thailand / crop / Myanmar / rid / modern
Lesson 7 Reading Facial Expressions	(a) Omission (b) S + V + it + C + that clause (c) Euphemism	facial<face / emotion / frown / doubt / concentrate / companion / Charles Darwin / century / list / missionary / faraway / innate / pleasure<please / eyebrow / greatly<great / sulky / uniformity / respond / socially<social / attention / equally<equal / dot / readily / contrast / bond / unlikely<likely / survival<survive / communicate / agreement<agree / sadness<sad / disgust / Paul Ekman / photograph / Chile / Argentina / Fore / distinguish / nationality<national / videotape / pose / accurate(ly) / appropriate / evidence / film / surgery / dislike<like / horror / nation / physiological
Lesson 8 The Summer of Cecily	Relative Pronoun (Review) (1) Restrictive use (2) Nonrestrictive use (3)Preposition+relative pronoun (4)Omission of relative pronoun	Cecily / pup / wool / blanket / prepare / formula / mixture / cream / oil / abandon / frustration<frustrate / rubber / nipple / replace<place / sponge / barely<bare / squeeze / steady / stream / greedily / sneeze / snort / rapid(ly) / taste / salty / equip / totally<total / unfounded<found / harbor / series / distress / whoop / seal / twice / progress / dare / tight / circle / timid(ly) / cling / admire / flipper / wing / perform / belly / dive / somersault / glide / widen<wide / dizzy / float / laid<lay / chest / comfortably<comfortable / separation<separate / wean / knee / foster / pebble / shiny / pop / sandwich / bite / buoy

(table continues)

Table B. 3 (continued)

Lessons	Grammar	Vocabulary
Reading 3 Do You Think I'm Crabby?		crabby / Schroeder / Lucy / crabbiness / Socrates / rule / whistle / guess / offend / exit / hmm / clipboard / Charlie / Snoopy / equipment<equip / fastball / scale / zero / standard / average / exceptional<exception / strict / deal / trait / observe / forceful / objectionable / excellent / abstention / none / physical / appearance / stun / intoxicating / page / note / cooperation / Pelt / pause / awareness<aware / dent / audience/ Linus / jab / jaw / flat /decent / busily / satisfaction <satisfy / everybody / supercrab / miserable / selfish / deserve / planet / wah

The topics and targets in the listening textbook for the first year students *Listen to America LL English Course* are presented in Table B.4.

Table B. 4 Topics and Targets of the 1st Year Listening Textbook

Lesson	Topics	Targets
1	Interview in America	(1) To know about American high school students (2) Vowels (ex. track – truck)
2	Introducing the Zoo	(1) To know basic colors in English (2) Vowels (ex. cold – called)
3	Animal Words	(1) Task-based listening activities (2) Consonants (ex. sing – thing)
4	Listen to the News	(1) To get accustomed to listening to English TV news (2) Consonants (ex. play – pray)
5	A Teenage Couple	(1) To learn about young couples in the United States (2) Linking (ex. far away, a pair of shoes)
6	On a Date	(1) To know about an American couple's date (2) Linking (ex. ran away, not at all)
7	School Life	(1) To learn about school equipment in English (2) Assimilation (ex. don't you, this year)
8	Slumber Party	(1) To know about a slumber party (2) Assimilation (ex. meet you, would you)
9	Who Is Your Hero?	(1) To know about American high school students' life (2) Deletion (ex. hot dog, black coffee)

Each lesson of the book offers two educational targets to the listeners. One is to get familiar with American culture, especially young people's lifestyle (a variety of topics), and the other is to improve their English listening ability and by focusing on some traits of English phonology. In each lesson of the textbook a variety of activities such as True or False quizzes, dictations and fill-in-the-blank questions were prepared. Through those activities, the listeners consolidated their listening comprehension of the main story.

Table B. 5 Questions and Directions of the 2nd Year Listening Textbook

Part	Questions	Directions
Part I Drill 1～10	Photo description	Listen to three statements and choose the appropriate sentence as a description of a photo in the test book.
Part II Drill 1～10	Dialogues	Listen to a sentence and choose the appropriate sentence as a response.
Part III Drill 1～10	Short conversations	Listen to a dialogue and choose the answer to the question concerning the dialogue between two people.
Part IV Drill 1～10	Longer passages	Listen to a longer passage and choose the answer to the question concerning the passage.

The listening textbook for the second year, *Success in TOEIC listening 400*, was a training material for TOEIC. As presented in Table B.5, it focused on the four major patterns of the test questions: photo descriptions, dialogues, short conversations and longer passages. The procedure of listening classes was monotonous, with students spending most of the class time just listening and choosing the appropriate answers, with few chances of output.

APPENDIX C

A Replication Analysis

1. Objective

The objective of this analysis is to find out whether different language skills in L1 and L2 serve as explanatory variables of the participants' English listening ability in a different type of listening test from the one used in the main part of this dissertation.

2. Method

The subjects were the same 71 high school students that participated in the main study. The listening test material used in this analysis was Section 3 of *Assessment of Communicative English* by Kirihara Shoten. The test passages were much longer than those used in the main part of the study. The topic includes a person's schedule of the week, a report on numbers of visitors to two theme parks and the meeting of a volunteer group, and the listeners had to listen carefully to the end to answer the questions correctly.

The analysis procedure was the same as in Study 3. Multiple regression analyses were performed with the scores of the listening test as the dependent variable and with the scores of five other English tests and three Japanese tests used in the main study as independent variables.

3. Results

The average scores and standard deviations of the listening test are shown in Table C.1 below. For the descriptive statistics of the other English and Japanese tests, see Chapter 3.

Table C.1 Descriptive Statistics for the Listening Test

	Max	Mean	SD
Listening Test	25	16.93	3.378

Tables C.2 and C.3 shows the result of the multiple regression analyses.

Table C.2 Multiple Regression Analysis Results (English Tests)

	3rd Year		
Tests	β	*t*	*p*
Aural Word Recognition	.347	2.429	.018*
English Reading	.096	.727	.470
English Cloze	-.065	-.475	.636
English Vocabulary	.091	.698	.488
English Grammar	.099	.792	.431
	R=.464	R^2=.215	*p<0.05

As seen in Table C.2, the statistically significant explanatory variable of the listening test performance was the ability of aural word recognition (β =.347, p<.05).

Table C.3 Multiple Regression Analysis Results (Japanese Tests)

	3rd Year		
Tests	β	*t*	*p*
Japanese Listening	.190	1.604	.113
Japanese Reading	.080	.675	.502
Japanese Cloze	.209	1.738	.087+
	R=.340	R^2=.116	+p<0.10

Among the Japanese skills, the scores of Japanese cloze tended to be significant (β =.209, p<.10).

APPENDIX D

Follow-up Study

1. Introduction

In this section, in order to complement the quantitative data analysis of language tests and questionnaire on metacognitive abilities in Studies 1 to 4, supplementary and qualitative data were collected from a follow-up study to explore further explanatory variables of English listening performance of Japanese high school students. The first half, Part I, deals with the data of a retrospective questionnaire to ask the participants how they studied English as schoolwork during the two-year research period, and in Part II, representative participants were interviewed individually about their exposure to English outside school, their evaluation of L1 proficiency, and their future goals.

2. Part I Retrospctive Questionnaire Data Analysis

2.1 Research Questions

The following research questions were addressed:

1. Did (do) the participants study English hard as a school subject at school and at home?
2. Is there any diachronic change in the participants' attitudes and strategies in learning English according to the progression of the year?
3. Is there any difference in attitudes and strategies between the different ability listeners, comparing them with different ability readers?

2.2 Method

2.2.1 Participants

The participants were the same seventy one high school students who had participated in the Studies 1 to 4. In this study, they were divided into four groups according to their scores of English listening and reading tests.

Listening upper group = 35 students with a score of 27 to 37 in English listening test.
Listening lower group = 36 students with a score of 17 to 26 in English listening test.
Reading upper group = 32 students with a score of 9 to 15 in English reading test.
Reading lower group = 39 students with a score of 2 to 8 in English reading test.

2.2.2 A questionnaire

The questionnaire on Japanese students' self-education ability by Mori et al. (2002) was modified for this study. The questions addressed the following characteristics: English study consciousness, initiative in studying English, English study strategies, interest in studying English, self-evaluation in studying English and self-realization in studying English.

2.2.3 Procedure

The scores for English listening and reading tests were calculated and the participants were divided into upper and lower groups according to the median.

A retrospective questionnaire was conducted after the tests to find out how the students experienced English education at school and how aware they were of their English learning. The students answered the questionnaire with Yes or No, reflecting their study over the past two years and at present.

As a first step in analysis, the retrospective questionnaire answers were analyzed with Cochran's Q test to examine differences among binary data in three years, and where appropriate, McNemar tests were applied to identify the years with significant differences. Statistical significance was set at $p<.05$.

Secondly, in order to find the significant differences in their binary data over time within four sub-groups, Q tests were performed in the same way as in the whole group.

Finally, differences in the binary data over time between the upper and the lower group of listening and reading test scores were examined with Fisher's exact tests, and where appropriate, adjusted residuals were examined to show the attitudinal characteristics of each group. It is expected differently skilled learners had different attitudes toward English learning. These analyses were performed using the statistical package SPSS 12.0J.

2.3 Results and Discussion

2.3.1 Test results

Table D. 1 Average Scores of English Listening and Reading Tests

Tests	Max.	Average Scores				
			Listening		Reading	
		All (N=71)	Upper (N=35)	Lower (N=36)	Upper (N=32)	Lower (N=39)
English Listening Test	40	26.37	29.57	23.26	---	---
English Reading Test	16	8.41	---	---	10.75	6.49

Table D. 1 shows the full marks of the tests and average scores for all participants and each of the four groups.

2.3.2 The analysis results of Q tests on the whole group and on the sub-groups

Table D. 2 shows the affirmation rates for each question in the whole group and also in each of the sub-groups.

Table D. 2 Analysis Results of the Retrospective Questionnaire

Questions	Affirmation Rate (%) All (N=71)	Listening Upper (N=35)	Listening Lower (N=36)	Reading Upper (N=32)	Reading Lower (N=39)
English Study Consciousness					
1. Did (Do) you feel "Yes, I'm ready to study," when English lessons began (begin)?	62>35<**66**	**63**>26<**63**	61-44-69	**63**>34<59	62>36<**72**
2. Did (Do) you know what you should do for the English lessons even though no homework was (is) assigned?	42-45<58	43-49-57	42-42-58	41-47-56	44-44-59
3. Were (Are) you determined to complete the assignment you are supposed to do?	45-34-37	43-29-40	47-39-33	41-25-34	49-41-38
Initiative in studying English					
4. Did (Do) you try to find ways to improve your English ability?	44-39-46	40-40-40	47-39-53	38-34-34	49-44-56
5. Did you ask your teachers when you have any question during English lessons?	37-34-38	43-40-49	31-28-28	41-41-44	33-28-33
6. Did (Do) you study English on your own during holidays except the homework assigned by the teachers?	8-11-7	9-11-6	8-11-8	9-16-6	8-8-8
English study strategies					
7. Did (Do) you use your dictionaries when studying English on your own?	87-86-89	91-91-91	83-81-86	88-88-88	87-85-90
8. Did (Do) you listen to your teachers' explanation carefully?	90>76<**94**	89-74<**97**	92-78-92	91-88-94	90>67<**95**
9. Did (Do) you ask your classmates or help each other when you have some problems studying English?	76-73-76	77-69-71	75-78-81	72-78-72	79-69-79
10. Did (Do) you do preparatory study for the English lessons?	65>46<65	69-49-71	61-44-58	63-56-63	**67**>38<**67**
11. Did (Do) you review what you had (have) learned?	10-10-10	6-3-6	14-17-14	3-3-6	15-15-13
12. Did (Do) you do holiday homework?	75-79-85	77-83-89	72-75-81	78-81-91	72-77-79
13. Did (Do) you study hard enough for term exams?	**77-65**>45	**74-69**>43	81-61-47	**72-72**>44	82>59-46

(table continues)

Table D. 2 (continued)

Questions	Affirmation Rate (%) All (N=71)	Listening Upper (N=35)	Listening Lower (N=36)	Reading Upper (N=32)	Reading Lower (N=39)
Interest in studying English					
14. Were (Are) you interested in reading English?	44-46-52	40-40-49	47-53-56	59-56-63	31-38-44
15. Were (Are) you interested in listening to English?	56-56-62	54-51-63	58-61-61	63-69-69	51-46-56
16. Were (Are) you interested in speaking English?	31-31<**44**	29-31-43	33-31-44	38-38-44	26-26<**44**
17. Were (Are) you interested in writing English?	38-35-34	43-40-40	33-31-28	38-38-34	38-38-33
Self-evaluation in studying English					
18. Did (Do) you check your answers carefully when you had (have) finished solving the test questions?	79-72-77	80-74-77	78-69-78	75-72-75	82-72-79
19. Did (Do) you reflect what was wrong with your study when your exam scores were (are) not satisfactory?	63-61-69	57-63-66	69-58-72	66-63-63	62-59<**74**
20. Did (Do) you think about whether your style of studying English is appropriate or not?	58-61-66	54-66-63	61-56-69	41-47-53	72-72-77
Self-realization in studying English					
21. Did (Do) you feel "Yes, I'll study English harder" ?	70-73<**82**	71-74-86	69-72-78	63-69-81	77-77-82
22. Were (Are) you interested in acquiring English proficiency qualifications to help your future success?	65-66<**79**	63-71-80	67-61-78	66-69-78	64-64-79

The signs of inequality show statistically significant differences, and the bold letters show the highest percentage. For example, 62>35<**66** means that in the first year 62%, in the second year, 35%, and in the third year, 66%of the participants answered Yes to the question, and there were statistically significant differences between the first and second years, and also between the second and the third years.

In the results of the whole group, several questions show sharp drops in affirmation rates in the second year. One might suppose that following the stressful first year at technical school, the students' motivation for English learning must have disappeared, while in the third year they again become aware of their needs for development in English. Each characteristic is discussed in detail below.

(1) English study consciousness

Results indicate that they do not have strong consciousness of studying English. Less than 50% of the participants knew (know) what to study at home or were (are) determined to complete the homework given by the teachers.

(2) Initiative in studying English

The students seem to have difficulty with independent study. Less than 50% of participants tried to study English on their own. Only 10% studied English beyond

required homework.

(3) English study methods

More than 70% of the participants answered Yes to Questions 7, 8, 9, and 12. This suggests that they have generally studied diligently. They frequently studied (study) English on their own with the aid of English dictionaries and their classmates. However, there are two things that should not be overlooked. One is that few participants reviewed (review) what they had (have) learned, although many of them did (do) preparatory study for English lessons. The other thing is that in the third year, less than 50% of the students study hard enough for term exams. This may partly illustrate their lack of motivation but may also derive from the unique curriculum of the participants' technical school. Unlike high school students who are going on to university, our third year students begin studying their discipline-specific subjects as well as general education. In discipline-specific education, a major part of their learning comprises laboratory experiments and workshops. They spent more time on practical research and writing experimental reports than studying general educational subjects for paper tests.

(4) Interest in studying English

Only in listening activities did more than 50% of the participants express an interested. Their second favorite was reading activities. It is generally held that speaking is the skills Japanese high school students are most interested in. But in this questionnaire, this was not the case. This may be due to the fact that in the first and second years, their speaking activities were limited to practice target expressions in pairs, and they had no chance to talk freely with native speakers. However, in the third year, they have an English conversation class once a week with a foreign teacher. This could lead to the increase in interest in the third year.

(5) Self-evaluation in studying English

The participants are paying close attention to their test performances. Even though they do not go on to university, their successful promotion to the next grade depends on their test scores.

(6) Self-realization in studying English

As they went up the grades, more and more participants were aware that they should make more effort in studying English. This may illustrate their strong motivation to studying English, and at the same time, their awareness of their insufficient efforts.

2.3.3 Q test results in different ability groups for listening and reading

Table D.2 also shows the changes of affirmation rates over time in each sub-group. In the upper group for listening, there were three questions with significant differences in affirmation rates: 1, 8, 13. In Question 1 "Did (Do) you think "Yes, I'm ready to study,"

when the lessons began (begin)?", the affirmation rates dropped sharply in the second year by 37 points, and in the third year this returned to the same level as the first year. Also in Question 8, "Did you listen to your teachers' explanation carefully?", the rate dropped in the second year and rose in the third year. In Question 13 "Did (Do) you study hard enough for term exams?", there was a sharp drop in the third year.

In the lower group for listening, however, there was no question whose answers showed significant difference over time, which means their affirmation rates stayed on the same level across all questions.

The comparison of the upper and lower groups for listening may suggest that the better listeners more easily change their attitude toward English learning.

In the upper group for reading, there were only two questions with a tendency of significantly different affirmation rates over time, Questions 1 and 13. As in the whole group, the students in this group lost the readiness for English lessons in the second year (Question 1). They did not study hard enough for term-exams in the third year (Question 13).

In the lower group for reading, there were six questions whose answers had significant differences or tendency of significant differences, Questions 1, 8, 10, 13, 16, 19. In most of these, the participants' affirmation rates dropped in the second year and rose in the third year. In addition to the readiness for English lessons (Question 1), they lost concentration in English lessons (Question 8) and did not prepare for the English lessons at home (Question 10) in the second year. In Question 13, their answers showed that their inadequate study for term exams began in the second year, which is earlier than for the upper group.

Contrary to the case for listening, less skilled readers more easily change their attitudes towards English learning than more skilled readers.

2.3.4 Comparison between the upper and lower groups in English listening test

Tables D. 3 and D. 4 list questions and the years in which significantly different affirmation rates were found between the upper and lower groups as results of Fisher's exact tests.

Table D. 3 Fisher's Exact Test Results (English Listening Test)

Question No. — Year	Adjusted Residual		
	Listening Upper Group	Listening Lower Group	*p*
Question 5-3rd Year Do you ask your teachers when you have any question during English lessons?	1.8	-1.8	.090+

+=$p<.10$

Table D. 4 Fisher's Exact Test Results (English Reading Test)

Question No. — Year	Adjusted Residual		
	Reading Upper Group	Reading Lower Group	*p*
Question 4-3rd year Do you try to find your own ways to improve your English ability?	-1.9	1.9	.094+
Question 8-2nd year Did you listen to your teachers' explanation carefully?	2.0	-2.0	.053+
Question 14-1st year Were you interested in reading English?	2.4	-2.4	.018*
Question 15-2nd year Were you interested in listening to English?	1.9	-1.9	.092+
Question 20-1st year	-2.6	2.6	.015*
Question 20-2nd year	-2.1	2.1	.050+
Question 20-3rd year Did (Do) you think about whether your style of studying English is appropriate or not?	-2.1	2.1	.045*

+=$p<.10$, *= $p<.05$

The values of Fisher's exact tests in Table D.3 show that the participants in the upper group for listening had a positive tendency to ask teachers questions, while those in the lower group were often silent, even if they had questions. There was no other item to show significant difference between the upper and lower groups.

In Table D. 4, the comparison between the upper and lower groups for reading offers more differences. The less skilled readers try to find their own way to improve their English ability (Question 4 in the third year), and every year they wondered if their learning style was appropriate or not, although this was not true for more skilled readers. On the other hand, more skilled readers concentrated on teachers' explanations, and were the more interested in reading and listening activities than the less skilled readers. One can say that more skilled readers have the higher concentration and interest in English.

2.4 Summary of Findings

From the analyses of the retrospective questionnaire, the following were revealed as the answers to the research questions. The answer to the first research question to ask if the participants of the present study studied English hard at home and at school differs from year to year, because they tended to lose motivation for English learning in the

second year, and this also answers the second research question. This sharp loss of motivation prevented their constant study of English and led to little progress, and immediate measures for this phenomenon should be taken.

As for the different types of listeners' attitudinal changes towards English learning that the third research question asked, not enough information was obtained from Fisher's exact tests. Although the comparison of differently skilled readers showed that more skilled readers had higher concentration and interest in studying English, while less skilled readers were at a loss how to study English, the results of the retrospective questionnaire failed to reveal much on what differently skilled listeners studied in the past two years and at present. Therefore, in order to get further information to deepen the understanding of the differences of more skilled and less skilled listeners, an interview was conducted.

3. Part II Interview Data Analysis

3.1 Research Questions

This interview study was intended to expand the results of the earlier questionnaire study and get a clearer image of differently skilled listeners. The research question in this part is whether there is any difference between less skilled listeners and more skilled listeners in several aspects beyond English as schoolwork such as:

1. their exposure to English outside schoolwork
2. their L1 proficiency, and
3. their future goal in which English is useful.

3.2 Method

3.2.1 Participants

Although it would have been desirable to interview all the participants who had participated in the earlier studies, time constraints limited the interview to a representative sample of students. The participants were 20 students; ten were from the upper group and ten were from the lower group in English listening test scores.

3.2.2 Interview questions

In seeking further information to describe good listeners of English, the questions asked were concerned with aspects beyond their English lessons. The questions asked in the interviews were as follows:

(a) Was (Is) there any chance for you to be exposed to English outside school? If so what do you do?

(b) Do you think your Japanese proficiency is high enough?

(c) Do you have any specific future goal related with English use?

3.2.3 Procedure

The interviews were tape-recorded, and each interview took approximately ten minutes.

3.3 Results and Discussion

Table D. 5 shows the results of interviews and the sign ✔ indicates the interviewee answered affirmatively to the question.

Table D. 5 Interview Results

	(a) Exposure to English outside classrooms					(b) Japanese	(c) Future
Interviewees	R	V	L	C	M	Proficiency	Goals
More Skilled Listeners							
A					✔		
B	✔	✔			✔	✔	✔
C	✔				✔	✔	✔
D					✔		
E	✔				✔		✔
F	✔	✔	✔	✔			✔
G					✔	✔	
H	✔					✔	
I					✔	✔	✔
J				✔		✔	
Less Skilled Listeners							
K					✔	✔	
L					✔		
M							
N			✔		✔	✔	
O						✔	
P						✔	
Q					✔	✔	
R						✔	✔
S					✔		
T							

R=Reading, V=Vocabulary, L=Listening, C=Conversation, M=Music& Movies

The capital letter R in the top row of the table means they read English, V means they learn vocabulary, L means they practice listening to English, C means they practice English conversation, and finally M means that they watch movies and listen to music in English.

The answers to each question will be discussed individually, based upon Table D. 5 and also from the interview transcriptions. The transcriptions were originally in Japanese and translated into English by the author.

(a) Exposure to English outside classrooms

From Table D. 5, we can see that most of the interviewees, regardless of the groups, often listen to English songs, especially rap music or hip-hop. They often refer to liner notes to read the English lyrics and feel that music helped them get used to English rhythm. The major difference between the groups lies in the result that five students in the upper group claim to read English outside of classrooms. Student B, for example, said that what she read just for fun contributed to her progress in English. She stated:

> I studied English very hard when I took the 2nd grade test of STEP test, though I failed. At home I usually prepare for English lessons and reviewed what I have learned. I often listen to English songs. I always listen to Hyde and his songs are English. I come across interesting expressions in his lyrics and ...yesterday I found a grammatical usage we have recently learned in the English class. While studying other subjects, I listen to his songs. I don't feel it is study of English. I bought a very small book titled *English Newspaper A Minute A Day*, but I've read only part of it. I thought the book is thin enough for me to manage. In fact I went to the bookstore to buy a book for TOEIC test but it was too expensive, and I chose the other book instead. I am easily attracted by the title "One minute." I don't think I'm good at memorizing vocabulary. I like reading. You know I have Harry Potter's book written in English. I read Japanese books, too. Now I'm reading two Japanese novels. Besides I like video games and playing the games, I sometimes learn new words. By seeing the actions that result from the words I choose, I understand their meanings. Without studying English as a subject, I learn English.

She independently exposed herself to English outside school by reading English books and listening to English songs, and sometimes playing video games using English as a communication tool. She was aware that they were helpful to her progress. Student F talked about her private English conversation lesson:

> I've attended a private English conversation lesson for six years. At the teacher's house we talk in English. We don't study grammar at all. It's not study. We read American newspaper articles and learn about American culture. It's a lot of fun. In every lesson we read English articles and my eyes have already got used to reading

English. When we read English in class at school, we usually translate English into Japanese from behind, don't we? At the private lesson, I understand the English sentences from the beginning, according to the word order. I can guess the phrase behind a noun must be the modifier of the noun. I don't change the word order to understand the sentence. Without knowing, I've come to understand the outline of the story even if there is an unfamiliar word.

She clearly pointed out how inefficient a grammar-translation type of reading lesson at school was for her. Instead she improved her reading ability by reading a lot of newspaper articles outside school. In contrast, Student O, a less skilled listener, emphasized her study of English as a school subject, saying that:

I've been interested in English since junior high. I understand grammar but I'm not good at listening to English. In English conversation lesson we are often told to listen to the CD attached to the textbook to become familiar with English, but I never do. I'm not good at her dictation quizzes. I cannot catch the word which would be visually familiar. I don't like listening activities. I like studying vocabulary and grammar. I don't listen to English songs or watch movies in English. I'm not thinking of studying abroad. I have studied English very hard as a school subject.

This less skilled listener stated that she was interested in studying vocabulary and grammar as written English than listening to spoken English even though she had chances to, and her English study is usually relevant to schoolwork. It may be possible to say that more students in the upper group have chosen to be exposed to written English, as well as spoken English, in a variety of settings according to their own interest.

(b) Japanese proficiency

As shown in Table D. 5, to the question about their L1 proficiency, six participants in each group answered yes. Although the other four in the upper group evaluated their L1 proficiency as "average" or "standard level," three participants in the lower group expressed a strongly negative evaluation on their Japanese language proficiency. For example, Student S stated:

I'm not good at Japanese language. My parents say my Japanese grammar is bad and that I don't have enough comprehension in Japanese. My Japanese test scores are always bad and they say my Japanese proficiency is low. They say I'm talking without thinking what I am talking about and what I say makes no sense. I'm not good at something like speeches. When we have to write a report, my friends write a lot, but I write just one line, even on the same topic. I cannot explain with words. Japanese is very important. Even in mathematics the problems are presented in statements and we need Japanese language proficiency. At junior high school too, I was told my Japanese proficiency isn't good enough, and that's mainly because I'm not

listening to other people carefully. I think I am listening.

He complained that he was always criticized for his insufficient L1 proficiency in all of four skills of reading, writing, listening and speaking, and he regarded L1 proficiency as important to improve his grades in all the subjects, including mathematics. Student T, another less skilled listener, confessed her problems in Japanese reading ability:

> I'm a slow reader. I'm thinking in my brain while reading, and it takes time. When I read a book, whether it is a comic book or a novel, and I start reading with my friend, when my friend has finished, I have read only half of it. Yes, even if it is a comic book. I read the sentences and look at pictures and think about them in my mind. I put them into visual image in my mind as if it were TV. Whatever I read, I experience that process in my brain. That's why I'm slow.

As the reason for her slow reading, she explained how she converted the written information into visual information in her brain before she interpreted the content. Student L also emphasized her problems in reading classical Japanese:

> I seldom read books. Only after I read over and over again, do I understand, especially if it is a book only with statements, with no pictures. When we read some classical novels like *Maihime* in Japanese class, I didn't understand it at all. We will have a test on it soon, so I read it repeatedly and, I finally understood it.

(C) Future Goals related to English use

Five students in the upper group listed their goals related to English learning: the plan to stay in San Francisco for three weeks, the professional goals to be a United Nations official, a volunteer worker in developing countries, or an interpreter of English and Japanese. In the lower group, one less skilled listener Student R talked about his interest in volunteer activities in Mozambique:

> I went to *NOVA*, a commercial English Conversation School in Omuta, but the fee was so expensive that I just attended a free trial course. I want to learn to speak English because I'm going to be engaged in volunteer activities in the future. At present I belong to a volunteer group, which supports Mozambique in the south of Africa. It is an independent country, but there are civil conflicts happening there, and people have guns. We have a project to exchange their guns with bicycles from Japan. The group is an NGO in Kurume with about 30 members. I have to learn to speak English and there are many fluent speakers of English around me.

He had a specific goal to work as a volunteer in Mozambique in which his English ability was essential to communicate with local people. However, other students in the lower group were only vaguely interested in life or work overseas, and they answered "Someday I'd like to go abroad," or "If I could speak English well, I would like to go." Their weak interest seems to come from their few chances to use English in an EFL context in Japan,

as Student M stated:

> I'm interested in speaking English and last year I bought a book on English daily conversation with a CD. I had intended to listen to the CD during the spring vacation, but I didn't. I'm going to do it next spring. But even if I did it, there would be no real chance to talk with foreigners in English. I have no opportunity to use what I have learned, and without urgent needs I don't feel motivated to start studying. I'm wondering what I should do with it. I have no specific goal. I bought the book long ago but it is left unused at home.

She insisted that she was interested in English conversation, but that her motivation easily weakened because she had no urgent necessity of communication in English in her daily life. She pointed out the disadvantages of English learning in an EFL setting.

3.4 Summary of Findings

These interview reports above suggest that skilled listeners tended to have more chances to be exposed to written English as well as to spoken English outside school. This may have led to larger lexical and grammatical knowledge, which facilitated their listening comprehension. Several of them also had specific goals or dreams to boost their English learning. Less skilled listeners, however, were less likely to be interested in reading English outside of classroom, and most of them had no urgent needs for English use. The lower Japanese proficiency that three of them were aware of may be of some negative influence on their progress in English listening ability.

4. Overall Discussion

In spite of the informative results of the questionnaire data analysis in Part I of this section, it failed to clarify what kind of Japanese high students, who are not returnees or have no experience of studying abroad, can be more skilled listeners in an EFL setting. Some hardworking students were not so successful in listening to English as they were in reading English. The question what differentiates more skilled listeners and less skilled listeners remained a mystery within the scope of English as schoolwork.

However, there were some suggestive findings in the interview reports in Part II. One was that better listeners had more chances of enjoy reading English not as schoolwork but just out of their own interest. It was written English, rather than spoken English, that more skilled listeners were more exposed to than less skilled listeners were, and this result verifies the conclusion of the main part of the dissertation.

This may imply that it is not effective enough to make the students spend all day in the language laboratory with headset on their ears. Of course the importance of aural recognition ability of English cannot be overlooked as evidenced in Studies 2 in Chapter 5, but it might be also very useful for them to read English extensively. This may suggest an important educational implication for the latest trend of English education in Japan in which more and more emphasis is placed upon aural and oral activities, paying less attention to written language.

Another suggestion from the interview data was that some of the less skilled listeners had problems in their L1 proficiency, especially in L1 reading ability. They confessed they had problems in processing written information in L1 quickly and efficiently. Reading abilities in L1 and L2 also proved in Study 4 in Chapter 7 to be the key factors in elevating the listening test scores from the first to the third years. Regardless of L1 or L2, reading ability may be closely related to human's language proficiency as a whole. In Action Plan for "Japanese with English Ability" (2003) referred to in earlier chapters, some specific measures for the improvement of Japanese language abilities, including "promotion of reading activities for children" are proposed. These measures are expected to contribute to the development of Japanese students' English proficiency, as well as Japanese proficiency.

Finally, the difference between skilled listeners and less skilled listeners lies in the specific goals for the future that more of the better listeners had, and in which fluency in English would facilitate their success. These goals had motivated them to study English harder. As seen in the interview with Student S, it is difficult for Japanese students to keep interested in communicative abilities in English when they have few opportunities to actually use what they have learned in classrooms. More opportunities of oversea studies or cultural exchange with local foreign people in English will promote their motivation in communication in English.

In conclusion, combined with more frequent opportunities to communicate with English speaking people, and also with the development of L1 ability, further exposure to written English as well as spoken English should be promoted for Japanese high school students' development of English listening ability.