

論 文 審 査 の 要 旨

博士の専攻分野の名称	博 士 （ 学 術 ）	氏名	Gavin Brooks
学位授与の要件	学位規則第4条第①・2項該当		
論 文 題 目			
Bridging the Vocabulary Gap for English as an Additional Language Learners			
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〔論文審査の要旨〕			
<p>This thesis investigates the vocabulary knowledge of English as an Additional Language (EAL) learners studying at international schools in Japan. The goal of the thesis is to provide these learners with the support that they need to be successful in the classroom. The thesis investigated two different but connected strands of research: an investigation of the vocabulary knowledge that EAL learners currently possess and an examination of the vocabulary that these learners require to be successful in the classroom. In the final part of the thesis, to bridge the gap that exists between the vocabulary that EAL learners know and the vocabulary they need to succeed academically, the thesis discusses the development of the International School Academic Vocabulary Lists (IS-AVL), a set of domain-specific word lists designed specifically to support EAL learners in the classroom.</p> <p>The first two experimental chapters consider measuring EAL learners' vocabulary knowledge and determine how this influences their ability to succeed in the classroom. This investigation shows that vocabulary is the single biggest predictor of EAL learners' ability to understand the content of written texts. Second, the vocabulary knowledge of EAL learners was examined along with the coverage this vocabulary knowledge would give the EAL learners over the texts.</p> <p>The second two experimental chapters present the compilation of a representative corpus of textbooks (the International School Corpus of Academic Texts, IS-CAT) and the development of a set of domain-specific word lists from this corpus that can be used in the classroom. Chapter 5 adopts traditional techniques, then chapter 6 uses more modern techniques to create the new set of IS-AVL.</p>			

Chapter 6 shows that these updated word lists provide greater coverage than the initial IS-AVL word lists. They also provide good coverage over the various sub-corpora of the IS-CAT, a parallel corpus, and a corpus of non-academic texts. The thesis shows that these word lists have the potential to provide a valuable tool that can support EAL learners in the classroom.

The hope is that the insights from this dissertation, and the word lists compiled, provide additional tools that can help teachers to support their learners in the classroom, making it easier for EAL learners to get the educational experience that they deserve. The thesis is the first of its kind to consider EAL learner vocabulary lists. The thesis builds on hitherto untested aspects of learner knowledge. The examiners highly evaluated the novel approach and quality of the writing.

Published papers connected to the thesis include one peer-reviewed journal article, and one accepted (in press) book publication (Routledge). The experimental findings reported in the thesis have received significant praise from lead researchers in the vocabulary field.

As a result of the above examination, the author of this thesis is found to be fully qualified to be awarded the degree of "Doctor of Philosophy".

備考 要旨は, 1,500 字以内とする。