

効果的な外国語語彙指導のための工夫と実践

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宮城SLAセミナー(2024年2月10日@宮城教育大学)

- 英単語を学ぶことはなぜ大切なのか？
- 学習指導要領では...
 - ✓ 小学校600語～700語
 - ✓ 中学校1600語～1800語
 - ✓ 高校1800語～2500語
 - 合計：約4500語～5000語
- 研究結果によると...
 - ✓ 読解：少なくとも5000語、理想は8000語～9000語
 - ✓ 聴解：少なくとも3000語～4000語
- 英語嫌いを生み出す原因？
 - ✓ 英語を使っている時に単語力のなさを痛感する
 - ✓ 先生からのフィードバック頻度ランキング上位

1. What? - どの単語からまず教えたらよいのか？
2. How to teach? - どうやって単語を教えたらよいのか？
3. 単語指導における誤解3点
 - 単語はどんどん教えよう？
 - 単語クイズは「とりあえず翻訳テスト」？
 - 単語をやれば英語はできる？

1. どの単語から教えたらよいのか？

What to teach

- 5000語～9000語の単語を教えないといけない。
- どの単語から教えるべきか？
- 皆さんはどんな基準で「教えるべき単語」を決めていますか？



- 「頻度」(word frequency)の重要性
- 英語で使われる単語を使われる頻度順に並べたときのトップ3は何でしょうか？

Word Type	Rank	Frequency	Cumulative coverage
THE	1	7401	5.59
OF	2	4543	9.02
A	3	3725	11.83
AND	4	3415	14.41
TO	5	3258	16.87
HE	6	3129	19.24
I	7	2743	21.31
HIS	8	2190	22.96
IN	9	2162	24.59
WAS	10	1813	25.96
THAT	11	1575	27.15
HAD	12	1518	28.30
IT	13	1456	29.40
WITH	14	1324	30.40
AS	15	1092	31.22
YOU	16	1058	32.02
ON	17	1031	32.80

Lexical Coverage of High Frequency and Mid Frequency Word Families

Source	Text type	1- 1,000	1,001- 2,000	2,001- 3,000	3,001- 9,000
Webb & Macalister (2013)	Graded readers	91.06	5.67	1.79	1.18
Webb & Macalister (2013)	Written text	82.43	7.33	3.15	5.07
Webb & Paribakht (2015)	CanTEST reading passages	74.69	11.33	4.30	6.37
Webb & Rodgers (2009a)	Television	89.10	4.42	1.93	3.23
Tegge (2019)	Songs	89.70	4.22	1.95	2.96
Dang & Webb (2014)	Academic speech	87.54	5.40	1.76	3.55
Webb & Paribakht (2015)	CanTEST listening passages	81.09	8.74	3.13	4.89

- 高頻度1000語と2000語だけで英語使用の9割近くを占めている
- 教育的示唆：高頻度語を優先的に教える必要がある。
- 教員は高頻度語(重要単語)を判断する力があるか？(やってみましょう！)

- 以下の単語は頻度順に1000語レベル、2001-3000語レベル、4001-5000語レベル、6001-7000語レベル、8001-9000語レベルからなっています。それぞれ振り分けてみましょう。

abate

adore

almost

abyss

affable

ambiance

accept

age

ample

achieve

airline

anoint

adamant

allergy

appropriate

Word frequencies in Nation's (2012) British National Corpus/Corpus of Contemporary American English lists

1-1000	2001-3000	4001-5000	6001-7000	8001-9000
accept	achieve	adore	abate	abyss
age	appropriate	allergy	adamant	affable
almost	airline	ample	ambiance	anoint

- 高頻度語を優先して教える必要がある。
- 低頻度語を教えたくなりがちだが、高頻度語（例：1000語～3000語）の指導に時間を割くことが大切。
- 頻度情報を活用したツールは？

- Paul Nation's resources <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources>

School of Linguistics and Applied Language Studies
Te Kura Tātari Reo

Resources and publications

- Paul Nation's resources
- Paul Nation's publications
- Graded readers
- Language teaching videos
- Picture Vocabulary Size Test
- Speed reading and listening fluency
- Vocabulary analysis programs
- Vocabulary Bibliography Database
- Vocabulary lists
- Vocabulary tests
- Word parts

School of Linguistics and Applied Language Studies > Resources and publications > Paul Nation's resources

Paul Nation's resources

See Emeritus Professor Paul Nation's academic publications and access his resources on language learning and language teaching.

These resources may be used under the terms of the [Creative Commons Attribution-ShareAlike 4.0](#) license or the [GNU General Public License Version 2 or 3](#), as appropriate to the resource.

<p>Paul Nation's publications</p> <p>Download publications from Paul Nation, including What do you need to know to learn a foreign language?</p>	<p>Graded readers</p> <p>Read the mid-frequency readers including classic fiction and non-fiction adapted and graded for readers with various English vocabulary sizes.</p>
<p>Language teaching videos</p> <p>Watch free videos of practical teaching activities for teaching English as a foreign language.</p>	<p>Picture Vocabulary Size Test</p> <p>Measure the receptive vocabulary size of non-native and preliteracy-native speakers using images and text with the 20,000 version or 6,000 version of the test.</p>
<p>Speed reading and listening fluency (Sonia Millett)</p> <p>Download speed reading courses and listening exercises for improving reading speed and listening fluency.</p>	<p>Vocabulary analysis programs</p> <p>Access Range, VocabProfile, and AntWordProfiler to analyse the vocabulary load of text. Range includes the BNC/COCA word family lists.</p>

Vocabulary lists

Download survival vocabulary lists, as well as the headwords of the BNC/COCA lists and GSL, and a table matching CEFR levels to vocabulary size and word parts.

The BNC/COCA headword lists

The BNC/COCA headword lists contain the headwords from the 25,000 BNC/COCA word family with the Range program. The first 2,000 or 3,000 words of the BNC/COCA lists are an alternative General Service List. Find out more [about the BNC/COCA headword lists](#).

- PDF 148.6KB [About the BNC/COCA headword lists](#)
- PDF 223.3KB [1st 1000 BNC/COCA headwords](#)
- PDF 224.6KB [2nd 1000 BNC/COCA headwords](#)
- PDF 225.7KB [3rd 1000 BNC/COCA headwords](#)
- PDF 225.7KB [4th 1000 BNC/COCA headwords](#)
- PDF 225.8KB [5th 1000 BNC/COCA headwords](#)
- PDF 226.0KB [6th 1000 BNC/COCA headwords](#)
- PDF 228.3KB [7th 1000 BNC/COCA headwords](#)
- PDF 226.3KB [8th 1000 BNC/COCA headwords](#)
- PDF 226.6KB [9th 1000 BNC/COCA headwords](#)
- PDF 227.0KB [10th 1000 BNC/COCA headwords](#)
- FILE 37.7KB [Headwords of the first 10,000 words](#)

Headwords of the First 10,000 Words – 2nd 1000

ACCENT	APARTMENT	AWAKE	BITE
ACCESS	APPEAL	AWKWARD	BITTER
ACCIDENT	APPLE	BACKGROUND	BLAME
ACCORDING	APPLY	BACON	BLANK
ACCOUNT	APPOINT	BAKE	BLANKET
ACCUSE	APPRECIATE	BALANCE	BLEED
ACE	APPROACH	BANANA	BLESS
ACTIVE	APRIL	BAND	BLIND
ADAPT	ARGUE	BANG	BLOCK
ADMIRE	ARMY	BARE	BLONDE
ADULT	ARREST	BARK	BLOOM
ADVANCE	ARTICLE	BASIS	BOIL
ADVANTAGE	ASIDE	BASKET	BOMB
ADVENTURE	ASLEEP	BAT	BOND
ADVICE	ASSIST	BATTERY	BOOM
ADVISE	ASSOCIATE	BATTLE	BOOT
AFFAIR	ASSUME	BAY	BORROW
AFFECT	ASSURE	BEAN	BOSS
AGENT	ATMOSPHERE	BEE	BOUNCE
AID	ATTACH	BEEF	BOW
ALARM	ATTACK	BEER	BOWL
ALCOHOL	ATTEMPT	BEG	BRAIN
ALIVE	ATTEND	BELL	BRAKE
ALTER	ATTENTION	BELONG	BRANCH
ALTOGETHER	ATTITUDE	BEIT	BRAND

VocabProfilers

Plan, study, monitor L1/L2 vocab development pre-school to university

VP-Kids

Grades 0-4

VP-Classic

Original LFP with AWL, **Grade 9-university**

» + OR replace AWL with MSVL for school subjects, **Gr. 5-9**

VP-Compleat

Grade 9-PhD Current development version

CLASSIC | **BNC-20** | **FAMS/LEMS** | **BNC-COCA-25 k/c** | **BN-COCA-CORE-4**

NGSL-3000 | **BNL** | **NFL-7** | **FR-25**

PLUS modifiable output (SEPT 2021)

VP-Phrases 2021 new

» **Grade 9-university** Collocations, transitions, frequent idioms

VP-Coca

Averaged single-word index as used in **Crossley, Cobb 2013**

Vocabulary Profilers match text words to the divisions of a frequency list. Most profilers are based on Laufer, Nation's 'Classic' Lexical Frequency Profiler (LFP). VP is used for many **research** and teaching purposes, like **rough-tuning texts to learners** via same-list based **Tests**.

VP-RELATED on Lextutor

VP-Clozes
Classic, BNC-Coca
"c" or "k"

VP-Concs
Lines sort by
average VP Level

MorphoLex
Profile texts by
affix level

Text_Lex_Compare
Output exports to
VP

Group Lex
exports to VP

See also :

Brezina and
Gablasova's
Parser enabled
NGSL-2500
profiler

Spanish/German at
NCELP (UK)
(Centre for
Excellence in
Lang. Pedagogy

Sample output

Integral text: buck did not read the newspapers or he would have known that trouble was **brewing** not only for himself but for every **tide** water dog strong of **muscle** and with **warm** long **hair** from **puget** sound to **san diego**

Breakdown

1k types: [families 27 : types 29 : tokens 31] and_[1] buck_[1] but_[1] did_[1] dog_[1] every_[1] for_[2] from_[1] have_[1] he_[1] himself_[1] known_[1] long_[1] newspapers_[1] not_[2] of_[1] only_[1] or_[1] read_[1] sound_[1] strong_[1] that_[1] the_[1] to_[1] trouble_[1] was_[1] water_[1] with_[1] would_[1]

2k types: [3:3:3] **hair_[1] tide_[1] warm_[1]**

OFF types: [?:5:5] **brewing_[1] diego_[1] muscle_[1] puget_[1] san_[1]**

These profilers do not parse texts for POS (part of speech). To parse any text, check the Stanford online parser [here](#)

Is there a COCA profiler by k-levels? Sort of, [here](#)

Compleat Web VP v.2.6 Million-word VPs

Profile texts with *9* list frames in *2* langs. and *2* grain-sizes at *1* interface

Units: Note that BNL, Coca-Core, CEFR, & Classic AWL are not *full* 1000-family lists (see [?] details); & that NGSL, BNC-25k, and French are (F)lemmas not Families

Related

How to make list framework comparisons? Last Demo [From here](#)
 Does lex frequency predict text complexity? Check [these](#)
 Check VP-sorted concordances, easiest contexts first [here](#)

NEW! Morpholex integration @ k-level



FRAMEWORKS

<input checked="" type="radio"/> BNC-COCA 1-25k Paul Nation	[?] Lists
> <input type="radio"/> BNC-COCA NFL7 (v.2) Cobb & Laufer	[?] Lists
> <input type="radio"/> BNC-COCA 1-25 C ("c-series," 100 heads)	[?] Lists
<input type="radio"/> CLASSIC (GSL/AWL) Nation & Averil Coxhead	[?] Lists
BNC <input type="radio"/> Fams 20k <input type="radio"/> (f)Lems 25k <input type="radio"/> (f)Lems 50c	[?] K C
<input type="radio"/> BNC-COCA Core-4 (Dee Gardner)	[?] Lists
NGSL + <input type="radio"/> NAWL OR + <input type="radio"/> TOEIC OR + <input type="radio"/> BIZ C. Browne	[?] Lists
<input type="radio"/> IZ - English (New curriculum 2022)	Lists
<input type="radio"/> BNL (Steve Neufeld)	[?] Lists
FRENCH	[?] Lists
(f)LEMS <input type="radio"/> 1-25k FAMS <input type="radio"/> NFL-0 <input type="radio"/> 2 <input type="radio"/> 5 <input type="radio"/> 7	

*** Frameworks can be modified at output for most texts

Input mode A Type or paste text up to 100,000 words into window (VP WILL LIMIT WINDOW INPUT TO \approx 35,000 WORDS/=200,000 chars.), choose options, and click **yellow** *Submit_window* button

Title: Untitled Eng+Ed Cognates (Lists) Sentence Count Bar Chart Count Index Basic

Demos: Lit (1) (2) | Graded (1) (2) | Novel Science (1) (2) | News NYT WP Rex Speech Adults Kids | Legal | GSL+AWL 1K 2K AWL | FRENCH News Novel Comment Select Count

→ WORDS TO HOLD @ 1k (Type/DbI-click)
 E.g., missed by algorithms →

PROPER NOUN HANDLING ?
 Off-list mid-sentence caps...

Class as offlist *
 Class as 1k/1c *
 Eliminate *

COMPOUNDS HANDLING ?
 When Off word is 2 wds...

Class as offlist *
 Break apart *

SUBMIT_window

RECAT

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NEW! MorphoLex integration @ k-level



→
F
R
A
M
E
W
O
R
K
S
→

<input checked="" type="radio"/> BNC-COCA 1-25k Paul Nation	[?]	Lists
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FRENCH		
(f)LEMS <input type="radio"/> 1-25k FAMS <input type="radio"/> NFL-0 <input type="radio"/> 2 <input type="radio"/> 5 <input type="radio"/> 7	[?]	Lists

*** Frameworks can be modified at output for most texts

Input mode A Type or paste text up to 100,000 words into window (VP WILL LIMIT WINDOW INPUT TO ≈ 35,000 WORDS/≈200,000 chars.), choose options, and click **yellow** *Submit_window* button

Title: Eng+Fr! Cognates (Lists) Sentence Count Bar Chart Count Index Basic

There's always someone who wants to get at the juicy details we'd rather keep hidden. Yet at every moment, untold volumes of private information are zipping along internet cables and optical fibers. That information's privacy relies on encryption, a way to mathematically scramble data to prevent any snoops from deciphering it — even with the help of powerful computers.

But the mathematical basis of these techniques is under threat from a foe that has, until recently, seemed hypothetical: quantum computers.

In the 1990s, scientists realized that these computers could exploit the weird physics of the minuscule realm of atoms and electrons to perform certain types of calculations out of reach for

Demos: [Lit \(1\) \(2\)](#) | [Graded \(1\) \(2\)](#) | [Novel Science \(1\) \(2\)](#) | [News NYT WP Rex Speech Adults Kids](#) | [Legal](#) | [GSL+AWL 1k 2k AWL](#) | [FRENCH News Novel Comment](#)

→ WORDS TO HOLD @ 1k (Type/Dbf-click)

E.g., missed by algorithms →

R
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PROPER NOUN HANDLING

Off-list mid-sentence caps...

Class as offlist *

Class as 1k/1c *

Eliminate *


COMPOUNDS HANDLING

When Off word is 2 wds...

Class as offlist *

Break apart *

SUBMIT_window

Freq. Level	Families (%)	Types (%)	Tokens (%)
K-1 :	90 (63.8)	95 (63.33)	168 (72.7)
K-2 :	22 (15.6)	24 (16.00)	26 (11.3)
K-3 :	11 (7.8)	11 (7.33)	12 (5.2)
K-4 :	5 (3.5)	5 (3.33)	5 (2.2)
K-5 :	3 (2.1)	3 (2.00)	7 (3.0)
K-6 :	3 (2.1)	3 (2.00)	3 (1.3)
Coverage 95			
K-7 :	2 (1.4)	2 (1.33)	2 (0.9)
K-8 :			
K-9 :			
K-10 :	5 (3.5)	6 (4.00)	7 (3.0)

Coverage 98

there-1 always-1 someone-1 who-1 wants-1 to-1 get-1 at-1 the-1 juicy-2 details-2 we-1 would-1 rather-1 keep-1 hidden-1 yet-1 at-1 every-1 moment-1 untold-1 volumes-3 of-1 private-2 information-1 are-1 zipping-5 along-1 internet-1 cables-2 and-1 optical-4 fibers-3 that-1 information-1 privacy-2 relies-2 on-1 encryption-10 a-1 way-1 to-1 mathematically-2 scramble-4 data-3 to-1 prevent-2 any-1 snoops-10 from-1 deciphering-7 it-1 even-1 with-1 the-1 help-1 of-1 powerful-1 computers-1 but-1 the-1 mathematical-2 basis-2 of-1 these-1 techniques-3 is-1 under-1 threat-2 from-1 a-1 foe-6 that-1 has-1 until-1 recently-1 seemed-1 hypothetical-6 quantum-5 computers-1 in-1 the-1 number-1 scientists-1 realized-1 that-1 these-1 computers-1 could-1 exploit-3 the-1 weird-2 physics-4 of-1 the-1 minuscule-10 realm-4 of-1 atoms-3 and-1 electrons-4 to-1 perform-2 certain-1 types-1 of-1 calculations-2 out-1 of-1 reach-1 for-1 standard-2 computers-1 that-1 means-1 that-1 once-1 the-1 quantum-5 machines-1 are-1 powerful-1 enough-1 they-1 could-1 crack-2 the-1 mathematical-2 padlocks-10 on-1 encrypted-10 data-3 laying-1 bare-2 the-1 world-1 secrets-2 today-1 quantum-5 computers-1 are-1 far-1 too-1 puny-10 to-1 defeat-3 current-2 security-1 measures-2 but-1 with-1 more-1 powerful-1 quantum-5 machines-1 being-1 regularly-2 rolled-1 out-1 by-1 the-1 likes-1 of-1 ibm-1 and-1 google-1 scientists-1 governments-1 and-1 others-1 are-1 beginning-1 to-1 take-1 action-1 experts-3 are-1 spreading-2 the-1 word-1 that-1 it-1 is-1 time-1 to-1 prepare-1 for-1 a-1 mile-1 stone-1 some-1 are-1 calling-1 y number-1 that-1 the-1 year-1 that-1 quantum-5 computers-1 will-1 gain-2 the-1 ability-1 to-1 crack-2 the-1 encoding-6 schemes-3 that-1 keep-1 electronic-3 communications-3 secure-1 if-1 that-1 encryption-10 is-1 ever-1 broken-1 says-1 mathematician-2 michele-1 mosca-1 it-1 would-1 be-1 a-1 systemic-7 catastrophe-5

- 中田達也教授(立教大学)個人website参照
- <http://howtoeigo.net/blog/page/2/>

「語彙プロファイラー」で学習すべき英単語を見つける方法：Compleat Lexical Tutorの使い方

2020年8月13日
ソフトウェア, 研究, 英語学習
法

「語彙プロファイラー」で学習すべき英単語を見つける方法：Compleat Lexical Tutorの使い方

英単語を学ぶ上では、重要な単語を、様々な活動でバランスよく学習することが欠かせません。それでは、どのようにすれば「重要な単語」を特定できるのでしょうか？

ある単語が重要であるかどうかを判断する際に役立つ基準の1つとして、その単語の出現頻度 (frequency) 挙げられます。わかりやすくいえば、会話や書籍で頻繁に使用される単語は、たまにしか出てこないマイナーな単語よりも優先して学ぶに値する、ということです。

単語の出現頻度に関して重要なことは、ごく少数の単語があらゆるテキストの大部分を占め、それ以外の大多数の単語は、ほとんどまれにしか出現しないということです。これは「Zipfの法則」と呼ばれます (Zipfの法則に関しては、[こちらのYouTubeビデオ](#)の解説がわかりやすく、お勧めです)。

2. どうやって単語を教えたらいいのか？

How to teach

- 単語はどのように教えると効果的でしょうか？
- 効果的に覚えるために英語を教える上で工夫していることはありますか？（あるいはこれから教える人はどんな工夫をしますか？）



- 単語を効果的に記憶定着させるための方法は様々ありますが。。。 (中田教授著書を参考にしてください)
- 「効果的に」の解釈？
- 語彙を教える上でのマクロレベルでの原則？



• Nation's Four Strands

1. **Meaning-focused input**
 - 多読、多聴など
2. **Meaning-focused output**
 - 作文、メール、自己紹介など
3. **Language-focused learning**
 - 単語帳、単語カードなど
4. **Fluency development**
 - タスクの繰り返し、速読

Question: 現在教えている授業(あるいは全体の指導プログラム)あるいはこれまで受けてきた授業の構成について、4つの要素にどの程度時間が割かれていましたか？(例: MFI 20%, MFO 20% LFL 50% FD 10%)



The Four Strands

Paul Nation

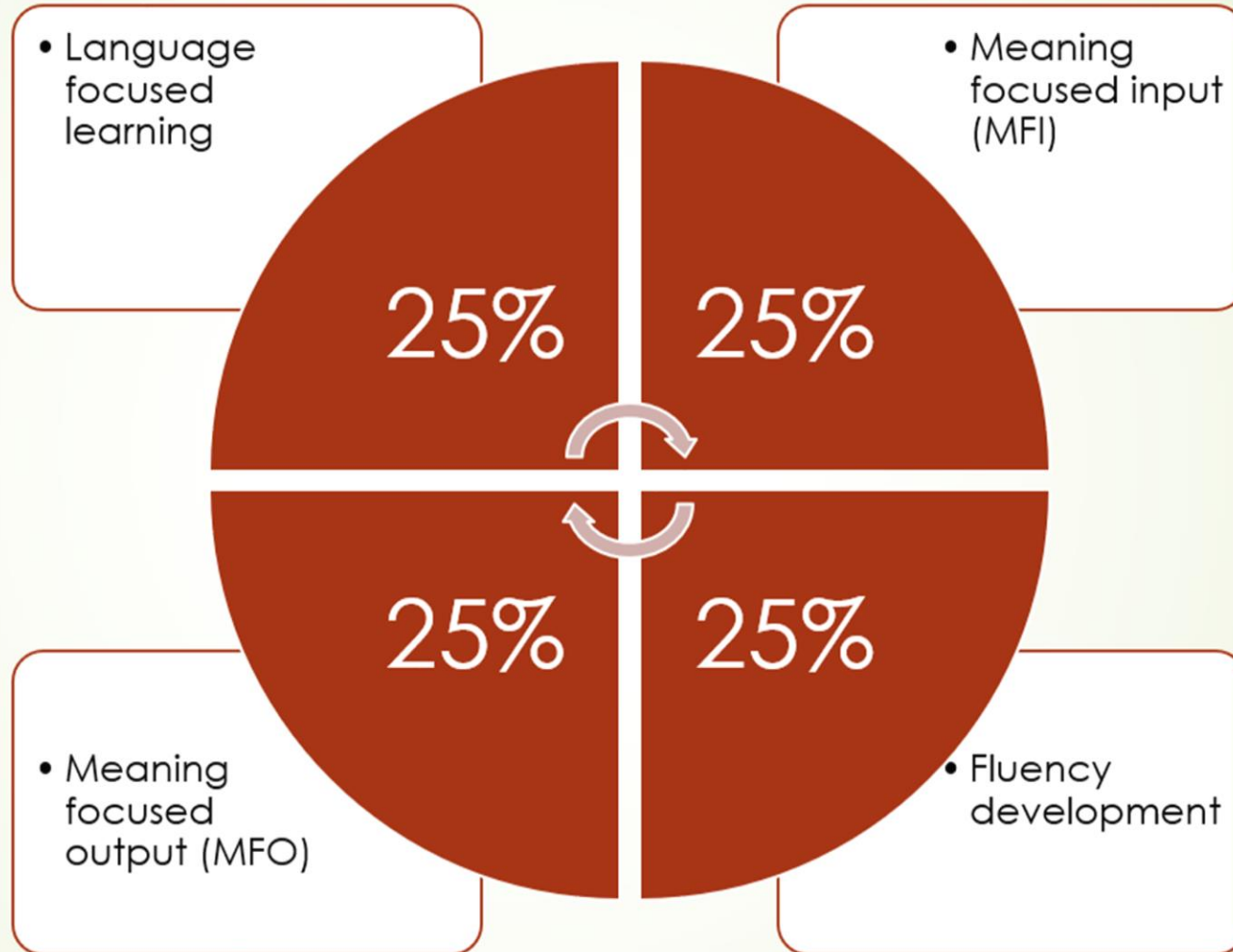
Victoria University of Wellington, Wellington, New Zealand

The activities in a language course can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. In a well designed course there should be an even balance of these strands with roughly equal amounts of time given to each strand. The research evidence for the strands draws on the input hypothesis and learning from extensive reading, the output hypothesis, research on form-focused instruction, and the development of speaking and reading fluency. The paper concludes with 10 principles based largely on the four strands. The strands framework and the principles provide a basis for managing innovation in language courses.

doi: 10.2167/illt039.0

Keywords: four strands, curriculum, input, output, fluency

Nation's four strands

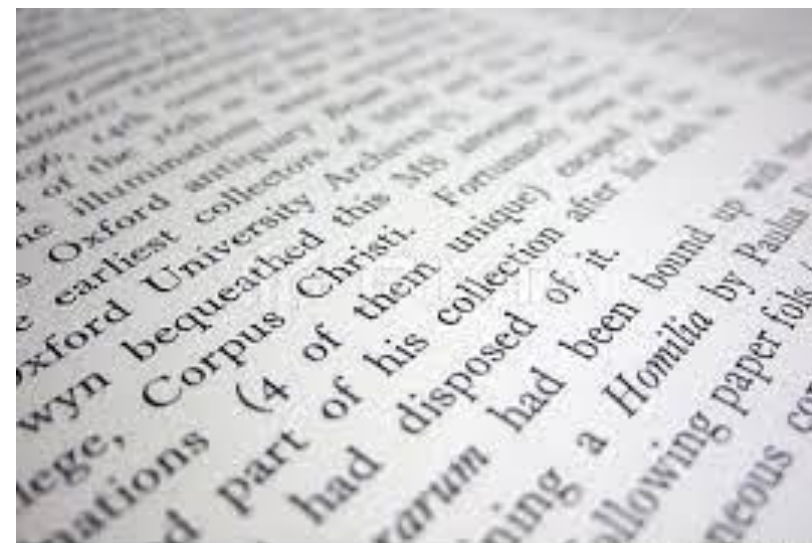


- 4つのバランスをとるために教材の難易度を調整することが大切。

例: 英文(リーディング教材)

- Meaning-focused input(多読): 95%~98%は知っている単語で構成。
- Meaning-focused output(読解=>要約活動): 98%は知っている単語で構成。
- Language-focused learning(精読): 80%程度は知っている単語で構成。
- Fluency development(速読): 99%~100%は知っている単語で構成。

=>どうやって「知っている単語」を調整した教材を作成する？



教材作成(例:読解テキスト)

- まず学習者の現状の単語力を測定する必要がある。
- Vocabulary Levels Test (VLT) (e.g., Schmitt et al., 2001; Webb et al., 2017)

教材作成(例:読解テキスト)

- (1)学習者の現状の単語力を測定する必要がある。
- Vocabulary Levels Test (VLT) (e.g., Schmitt et al., 2001; Webb et al., 2017)
- Updated Vocabulary Levels Test (Webb et al., 2017)
 - 合計5つのセクションから構成 (各30問、150点満点)
 - (1) 1K level, (2) 2K level, (3) 3K level, (4) 4K level, (5) 5K level
 - それぞれのレベルを十分に習得しているかを評価することができる
 - 目安:86%~90%の正答率
 - 例:Aさん:1K (28点), 2K (26点), 3K(18点), 4K(15点), 5K(10点)

93%

87%

60%

50%

33%

★Aさんは、1Kレベルは確実にマスターしている。2Kもある程度大丈夫。3K以降は不十分。

- (2) 目的に合った適切な教材を選択・作成する。
- 例: 多読 (meaning-focused input) => 最低でも95%の単語は既知語である必要あり
- テキストを見つけてくる。
- Aさんは1Kと2Kレベルの単語は知っているはず。
- 分析: このテキスト内にどの程度Aさんの知っている単語(1Kと2K)があるか?

Study uncovers social cost of using AI in conversations

By [Tom Fleischman, Cornell Chronicle](#)

April 4, 2023

People have more efficient conversations, use more positive language and perceive each other more positively when using an artificial intelligence-enabled chat tool, a group of Cornell researchers has found.


Postdoctoral researcher Jess Hohenstein, M.S. '16, M.S. '19, Ph.D. '20, is lead author of "[Artificial Intelligence in Communication Impacts Language and Social Relationships](#)," published April 4 in Scientific Reports.

Co-authors include [Malte Jung](#), associate professor of information science in the Cornell Ann S. Bowers College of Computing and Information Science (Cornell Bowers CIS), and [Rene Kizilcec](#), assistant professor of information science (Cornell Bowers CIS).

Generative AI is used to impact all aspects of societal communication and

- 語彙プロフィール分析
- 結果
 - ✓ 1Kと2Kだけで83.9%構成
 - ✓ 95%に届かない
- 結論
 - ✓ Aさんにとってこのテキストを多読目的で使うには適していない。
 - ✓ 精読 (language-focused learning) 目的であれば使える。

➤ どうする？


Freq. Level	Families (%)	Types (%)	Tokens (%)	Cumul. token (%)
K-1 :	152 (58.2)	181 (58.77)	492 (69.5)	69.5
K-2 :	46 (17.6)	55 (17.86)	102 (14.4)	83.9
K-3 :	49 (18.8)	58 (18.83)	94 (13.3)	97.2
Coverage 95 				
K-4 :	4 (1.5)	4 (1.30)	5 (0.7)	97.9
Coverage 98				
K-5 :	6 (2.3)	6 (1.95)	6 (0.8)	98.7
K-6 :	1 (0.4)	1 (0.32)	1 (0.1)	98.8
K-7 :				
K-8 :				
K-9 :				
K-10 :	1 (0.4)	1 (0.32)	1 (0.1)	98.9
K-11 :				
K-12 :	1 (0.4)	1 (0.32)	2 (0.3)	99.2
K-13 :	1 (0.4)	1 (0.32)	5 (0.7)	99.9

- (3) 適切ではない教材に対する対応策
 1. 別のテキストを探す(あるいは作成する)
 2. 脚注(gloss)をつける(例:K4などの難しい単語の訳を付ける)
 3. 難しい単語を簡単な単語に置き換える => **Chat GPT?**
 4. 事前に難しい単語を教える(K3などなるべく高頻度単語)

詳しくは以下の参考文献を参照。

Webb, S., & Nation, P. (2008). Evaluating the vocabulary load of written text.
[Open Access]

- Chat-GPT
- *Replace difficult words with easy and simple words in the following text without changing the meaning of the text:*

Freq. Level	Families (%)	Types (%)	Tokens (%)	Cumul. token (%)
K-1 :	167 (63.0)	203 (64.04)	515 (<u>72.9</u>)	72.9
K-2 :	44 (16.6)	52 (16.40)	96 (<u>13.6</u>)	86.5
K-3 :	41 (15.5)	48 (15.14)	77 (<u>10.9</u>)	97.4
Coverage 95 				
K-4 :	3 (1.1)	3 (0.95)	3 (<u>0.4</u>)	97.8
Coverage 98				
K-5 :	5 (1.9)	5 (1.58)	5 (<u>0.7</u>)	98.5
K-6 :	1 (0.4)	1 (0.32)	1 (<u>0.1</u>)	98.6
K-7 :				
K-8 :	1 (0.4)	1 (0.32)	1 (<u>0.1</u>)	98.7
K-9 :				
K-10 :	1 (0.4)	1 (0.32)	1 (<u>0.1</u>)	98.8
K-11 :				
K-12 :	1 (0.4)	1 (0.32)	1 (<u>0.1</u>)	98.9
K-13 :	1 (0.4)	1 (0.32)	5 (<u>0.7</u>)	99.6

- その他語彙指導のための教材作成に関しては以下の文献を参照してください。
- Uchihara, T., & Webb, S. (2022). Materials for teaching vocabulary. In J. Norton & H. Buchanan (Eds.), *The Routledge Handbook of materials development for language teaching* (pp. 202–217). Routledge.

- 4つのstrandsの中でfluency developmentが最も軽視されている(Nation, 2022)
- どんなfluency development活動ができるのか(例:速読、10 min writingなど)
- 実践例を一つ挙げます。

- 4/3/2 task (Arevart & Nation, 1991)
- 時間制限付きタスクの繰り返し活動
- 3回違うパートナーと組んで一つのお題に対して英語で伝える(4 min => 3 min => 2 min)
- 流暢性が向上することが報告されている

Warm-Up Activity: 3/2/1 task

Before we start, you need..

1. 2 or 3 sheets of paper OR memo (e.g., Microsoft word)
2. Pens or pencils

◆ 3/2/1 speaking task

EXAMPLE TASK

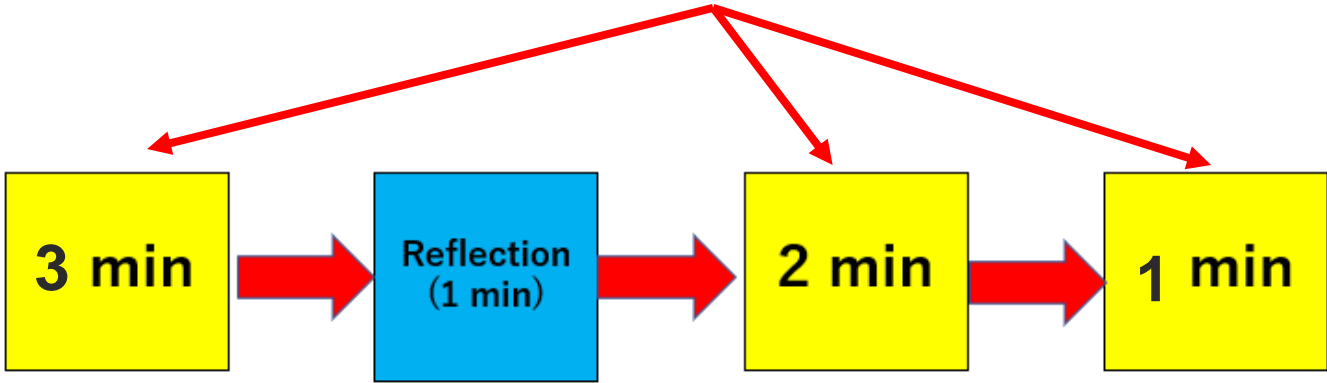
Topic: Tell me about your last summer vacation.

Guiding Questions

- Where did you go?
 - Who did you go with?
 - How did you go?
 - Did you enjoy it?
 - Why or why not?
-
- Prepare for 3 minutes (take notes of keywords)
 - Speak for 3 minutes (30 seconds for now...)

Speaker (yourself)

Speaking about the same topic three times with different listeners



Listener A



Listener B



Listener C

3/2/1 speaking training task (1)

1. Prepare for your speech (3 min)
 - Take notes of keywords on a sheet of paper
 - But don't write sentences
2. Stand up and find a partner
3. Decide who goes first (Jancken?)
4. **1st speaker starts speaking (3 min)**
-----Switch roles-----
6. **2nd speaker starts speaking (3 min)**
7. Finished! (You can stay where you are)

3/2/1 speaking training task (2)

1. Prepare for your speech (3 min)
 - Take notes of keywords on a sheet of paper
 - But don't write sentences
2. Stand up and find a partner
3. Decide who goes first (Jancken?)
4. **1st speaker starts speaking (2 min)**
-----Switch roles-----
6. **2nd speaker starts speaking (2 min)**
7. Finished! (You can stay where you are)

3/2/1 speaking training task (3)

1. Prepare for your speech (3 min)
 - Take notes of keywords on a sheet of paper
 - But don't write sentences
2. Stand up and find a partner
3. Decide who goes first (Jancken?)
4. **1st speaker starts speaking (1 min)**
-----Switch roles-----
6. **2nd speaker starts speaking (1 min)**
7. Finished! (You can stay where you are)

While you are listening ...

★ Take notes of speakers' names & some key information

★ Later, you will be asked to post:

(1) Who you listened to (Name)

(2) Key information in a few sentences

★ => This will count toward your participation

Listener task (321 task) ☆ 📁 ☁

ファイル 編集 表示 挿入 表示形式 データ ツール 拡張機能 ヘルプ

🔍 100% | ¥ % .0 .00 123 | デフォ... | - 10 + | B I 🔒 A 🗑

C6 | fx He read Harry Potter in English. He wanted to improve reading skills

	A	B	C	D
1	Example			
2				
3	Your name	Takumi Uchihara		
4				
5	Speaker	Name	Memo (one or two sentences)	
6	Speaker 1	Yuki Tohoku	He read Harry Potter in English. He wanted to improve reading skills.	
7	Speaker 2	Satomi Sendai	She read One Piece. She said ...	



321 task (listener task)

投稿予定: 明日 14:40

期限なし

Take notes of your speakers' names and write down key information in a few sentences.



Listener Task (321 task)

質問を編集

3 minute speech (1st Round)

- Tell me about when you laughed most in your life.
- 1 What did you laugh about?
- 2 When was it?
- 3 Where was it?
- 4 What were the circumstances?
- 5 Why was it funny?

- 3 minute preparation
- Take notes of keywords (don't write sentences)
- Speak for 2 minutes (1st round)

Reflection time (1 min)

- Check the keywords you noted previously and prepare for the next 2 min talk

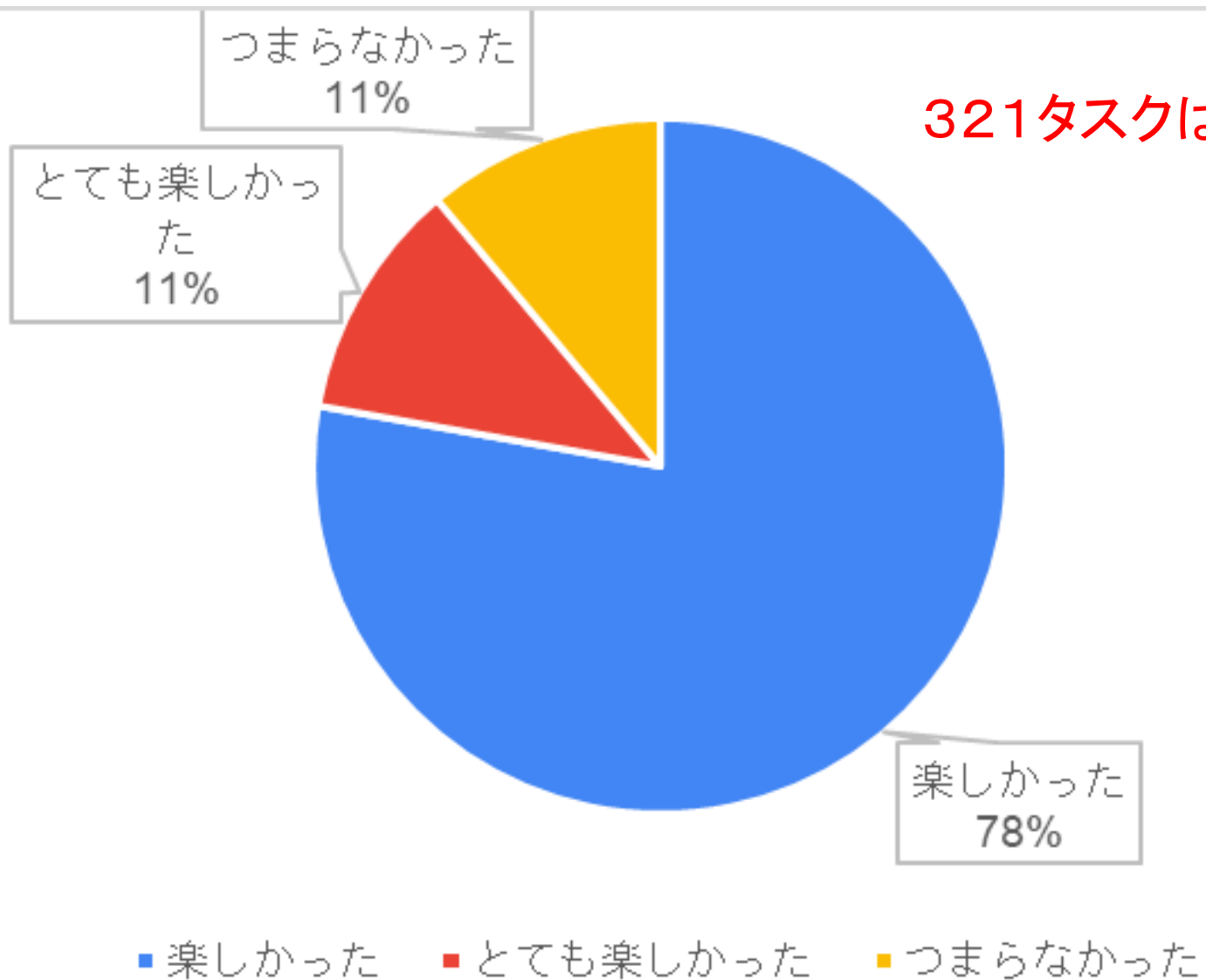
2 minute speech (2nd Round)

- Tell me about when you laughed most in your life.
- 1 What did you laugh about?
- 2 When was it?
- 3 Where was it?
- 4 What were the circumstances?
- 5 Why was it funny?

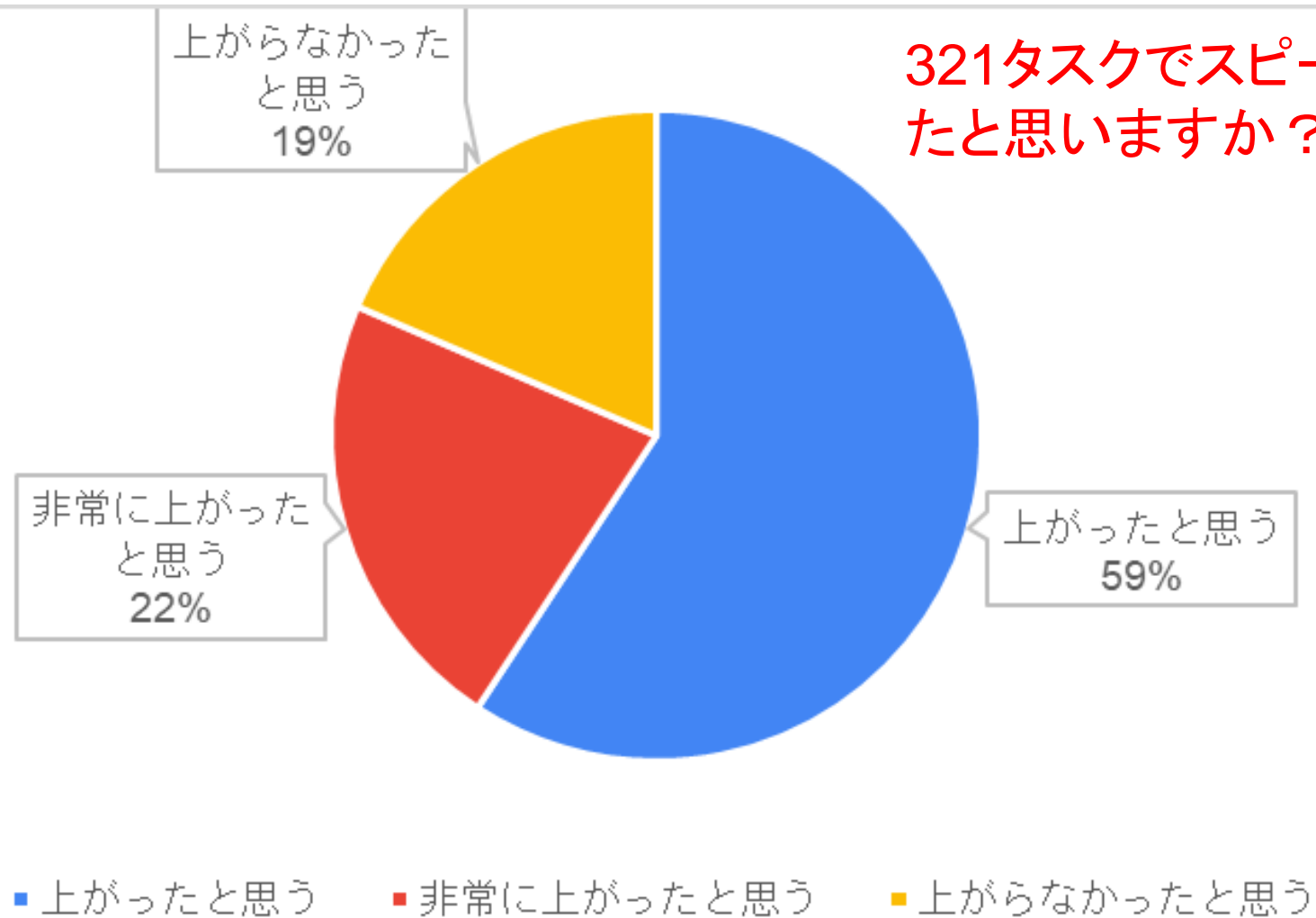
1 minute speech (3rd Round)

- Tell me about when you laughed most in your life.
- 1 What did you laugh about?
- 2 When was it?
- 3 Where was it?
- 4 What were the circumstances?
- 5 Why was it funny?

321タスクは楽しかったですか？



321タスクでスピーキング力が上がったと思いますか？



3. 単語指導における誤解3点

1. 「単語はどんどん教えよう？」

- 「教える」とは？
- 狭義の意味では。
- 広義の意味では。
 - ストラテジー(方略)指導
 - 自立した学習者になるために

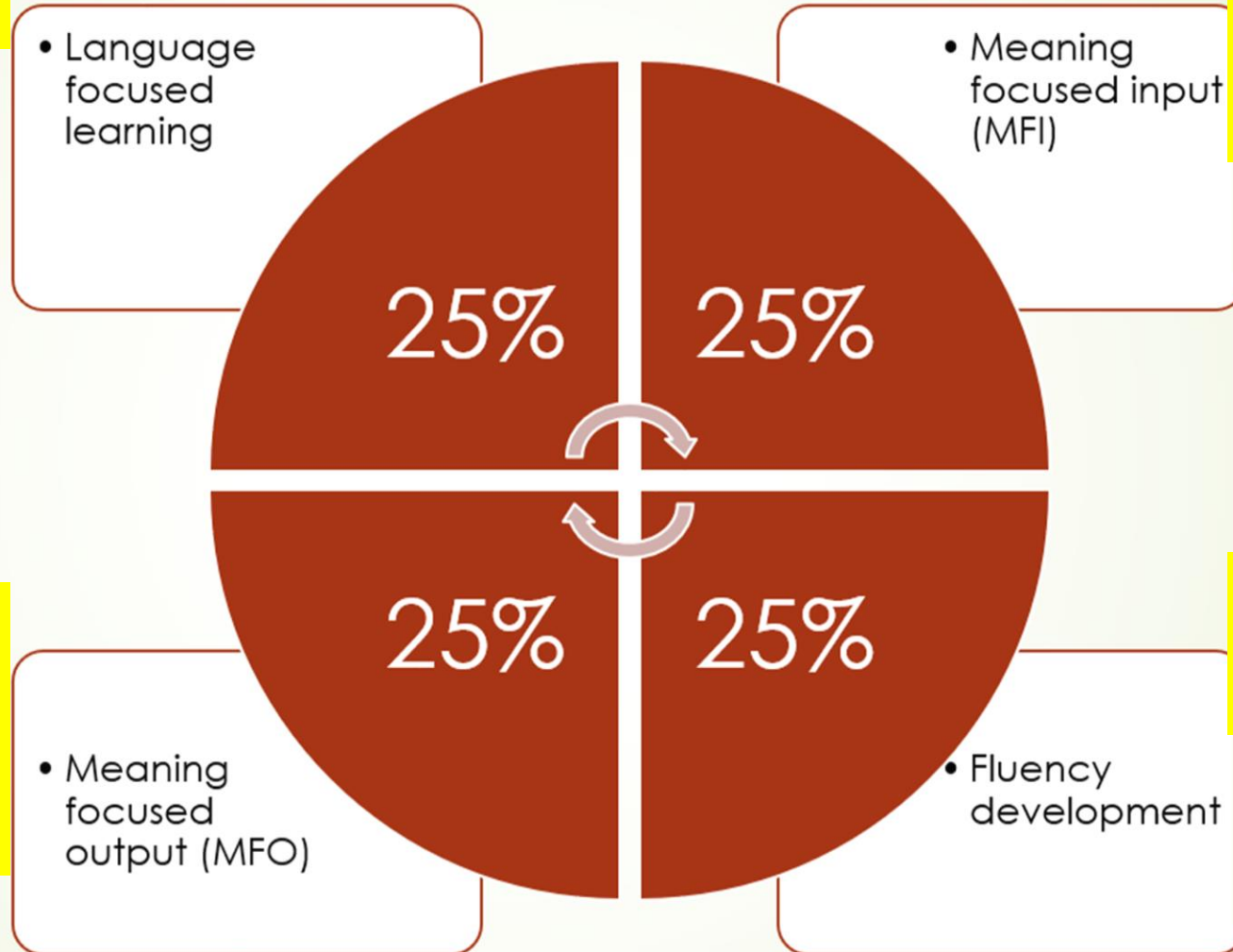
先生はみんな教えすぎなんだよ～

単語学習のほとんどが授業外で起きるものなんだよね

～



Nation's four strands



・単語学習の優先度を指導。
・単語カードの学習プランを指導+feedback。

・graded readersを与えてどのようなペースで読んでいくのか指導+feedback。
・授業外での動画視聴を促進するために授業内で導入。

・難しい単語を使うことよりも簡単な単語を伝えるように使うことの重要性を指導。
・日記をつけてもらいfeedbackを与える。

・宿題で一度読んだテキストの速読をしてもらいスピードを記録。

2. 「単語クイズはとりあえず翻訳テスト？」

- 授業で単語クイズを実施するときにとりあえず翻訳タスクや選択式にしがち。
- 翻訳 : apply =>
- 選択式 : apply => a. 探す b. 訂正する c. 適応させる d. 妥協する
- テストの波及効果 (washback effect)
 - 例 : テストの形式によって学習者の授業外の勉強の仕方が変わる
- Uchihara, T. (2023). How does the test modality of weekly quizzes influence learning the spoken forms of second language vocabulary? TESOL Quarterly, 57(2), 595–617.

- 例えば
- I () () a job, but I could not get it. (応募する)
- => コロケーションへの意識が向く (apply for)
- I really () your support. a. thank b. appreciate c. am grateful to
- => 語法 (grammatical function) への意識が向く (appreciate + 事柄)

3. 「単語をやれば英語はできる？」

- 「単語をやる」＝「単語帳で単語を覚える」？
- 単語を徹底的に練習して覚えても使えるようになるかは不明 (Fukkink et al., 2005)

Trial View: 146-1 : 146-1: Trial: 4

IP Time: 00000245 ms / Trial Time: 00000245 ms

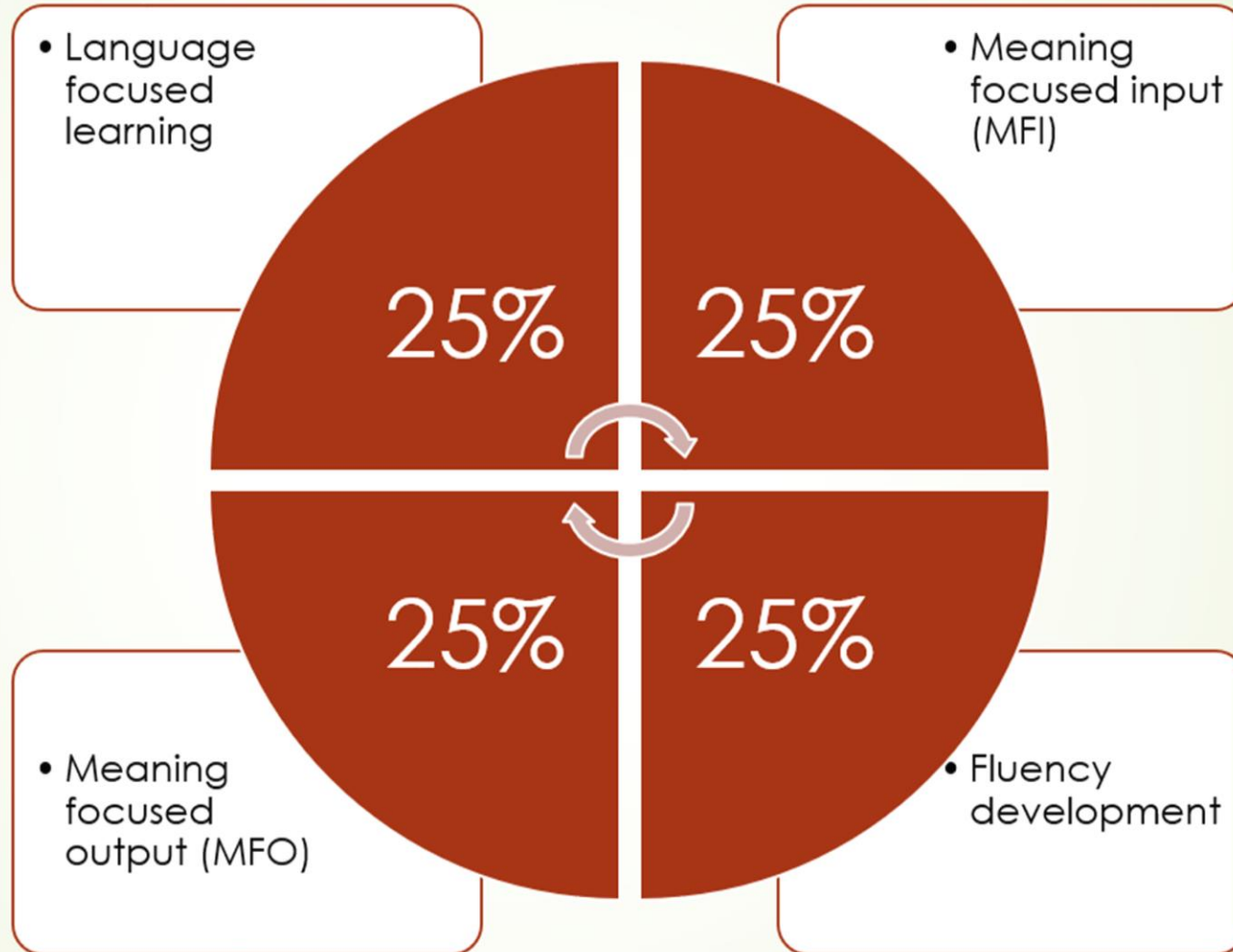
Perhaps there is an important reason for our reaction to color, however. Research suggests that over the years, we have learned to recognize various colors as a warning. If a primitive man cut his hand and saw his blood, the red color truly represented danger - it told him to do something about it or he could die. Similarly, he would not eat meat if it was blue or green - something tells us that green or blue meat is bad.

Speed: 100 % 577.00,578.00

3. 「単語をやれば英語はできる？」

- 狭義：単語力＝記憶 (e.g., meaning, collocation, grammatical function)
- 広義：単語力＝記憶＋使い方 (e.g., 処理効率)
- 「使い方」を学ぶには「使う」(reading, listening, speaking, writing)。様々な状況で単語に出逢う必要がある。

Nation's four strands



ご清聴ありがとうございました。