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研究課題名(和文) Examining learner variables in L2 listening comprehension: Towards a model of the L2 listening construct.

研究課題名(英文) Examining learner variables in L2 listening comprehension: Towards a model of the L2 listening construct.

研究代表者

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交付決定額(研究期間全体)：(直接経費) 1,200,000円

研究成果の概要(和文) : In the Spring semester of 2018, the data collection began for the six second language variables suggested to influence listening which were identified. This data was collected from four classes of 2nd-year tertiary students in six sessions over 15 weeks. The total number of participants was 39.

研究成果の概要(英文) : In the Spring semester, the data collection began for the six L2 variables identified - L2 listening (IELTS and TOEIC), L2 vocabulary (Listening Vocabulary Levels Test), metacognition of listening (MALQ), audio discrimination ability (Pimsleur LAB), working memory (AWMA), and listening anxiety (FLLAS). This data was collected from 4 classes of 2nd-year tertiary students in six sessions over 15 weeks. The total number of participants was 39. All participants completed a related ethics procedure and agreed to volunteer to be part of the study. The data collected so far was scanned and also entered into a spreadsheet for each participant. Further data collection is scheduled.

研究分野：Second language listening

キーワード：listening second language variable

### 1. 研究開始当初の背景

Listening comprehension plays a major part in language acquisition. While L2 listening pedagogy-related studies are growing in number, there remains little knowledge about the various variables which influence L2 listening ability. As such, L2 listening scholars have now very recently begun to hypothesize about, and empirically explore, a range of learner variables that contribute to the development of L2 listening ability using correlational analysis, as well as propose a model of the L2 listening construct utilizing path analysis (essentially a regression procedure where the predicted pattern of causal relationships is illustrated as arrows from causes to effects) through Structural Equation Modeling (SEM).

Initial findings from the first related study to date (see Vandergrift & Baker, in press) have illustrated the positive relationship of a set of variables on L2 listening ability and have provided the basis for a provisional model of the L2 listening construct. Nonetheless, to enhance understanding of the relationship of different variables to L2 listening comprehension and increase the robustness of any proposed model, learners of different ages, nationalities, L1s, and learning contexts need to be investigated. Moreover, a more precise discernment of the learner variables involved in L2 listening comprehension across different contexts can potentially help to explain some of the common difficulties faced by L2 learners and, thereby, inform listening instruction and potential remediation.

Research that focuses on examining different learner variables which shape L2 listening in order to construct a model of L2 listening using correlational and path analysis is highly innovative. In the one study thus far by Vandergrift and Baker (in press), the researchers used correlational analysis to show the positive and significant relationship of L1 listening ability, L1 vocabulary knowledge, L2 vocabulary knowledge, auditory discrimination ability, metacognitive awareness of listening and working memory capacity on the L2 listening ability of high school learners of French. In addition, using a path analysis through SEM (using EQS), a model of the L2 listening construct illustrating causal relationships between the variables was proposed by the authors.

### 2. 研究の目的

The purpose of this research project was by the researcher (Principal Investigator and applicant) is to consider these learner variables and apply the same principals of data collection and analysis as Vandergrift and Baker (Research Collaborators) to an adult context - Japanese tertiary-level EFL learners - for the first time.

### 3. 研究の方法

The research method was as follows. This initial phase of the study mainly involved researching and reading relevant literature and data collection instrument preparation. An extensive review of the

literature was firstly carried out. Publications considering the variables which effect L2 listening comprehension. The data collection was completed for the six L2 variables identified - L2 listening (IELTS and TOEIC), L2 vocabulary (Listening Vocabulary Levels Test), metacognition of listening (MALQ), audio discrimination ability (Pimsleur LAB), working memory (AWMA), and listening anxiety (FLLAS). This data was collected from 4 classes of 2nd-year tertiary students in six sessions over 15 weeks. The total number of participants was 39. All participants completed a related ethics procedure and agreed to volunteer to be part of the study. The data collected so far was scanned and also entered into a spreadsheet for each participant.

#### 4. 研究成果

As further data collection is necessary with at least around another 20 participants in order to carry out a path analysis to develop a provisional model of the L2 listening construct illustrating causal relationships between the variables, it is not currently possible to report and substantial findings.

Further data collection will take place in 2018-2019 to complete the project which was delayed by the untimely death of a key research collaborator early on in the project.

#### 5. 主な発表論文等

(研究代表者、研究分担者及び連携研究者には下線)

[雑誌論文] (計 件)

[学会発表] (計 件)

[図書] (計 件)

[産業財産権]

○出願状況 (計 件)

名称 :

発明者 :

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種類 :

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名称 :

発明者 :

権利者 :

種類 :

番号 :

取得年月日 :

国内外の別 :

[その他]  
ホームページ等

6. 研究組織

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