

論文の英文要旨	
論文題目	<b>The Effect of Languaging on the Grammatical Accuracy of Writing and Speaking English as a Foreign Language in Junior High School</b>
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<p>The aim of this research is to determine (1) whether “languaging” is effective for Japanese junior high school students to improve their grammatical accuracy in writing and speaking English as a foreign language; and (2) which types of languaging are the most effective when acquiring an understanding of a grammatical feature, focusing on the third-person singular “-s” (hereafter, “third-person singular”).</p> <p>This study consists of five chapters. The first chapter indicates the problems involved in learning grammar at Japanese junior high schools and states the purpose of this study. In the second chapter, the historical background that led to the emergence of languaging is described, previous studies are investigated, and the definition of languaging is explained. In addition, the methods of corrective feedback and data analysis used in empirical studies are reviewed. The third chapter examines the results of two pilot studies and provides reflections on their implications and shortcomings. In the fourth chapter, the research design of the main study and the results are presented. Finally, in the fifth chapter, the results of the main study are analyzed, along with their implications and limitations, with suggestions for further study.</p> <p>Surveys conducted by the Benesse Educational Research and Development Center (2014, 2015) reveal that students find difficulty in English grammar and writing, despite the fact that teachers spend considerable time teaching grammar in classes. This situation might be due to an overemphasis on direct grammar instruction without meaningful contexts and the lack of opportunities for students to write English compositions and receive feedback on their written product. Therefore, this study was administered with the aim of helping teachers to provide effective feedback by employing languaging, thereby improving students’ grammatical accuracy in writing and speaking.</p> <p>The participants in the main study included 53 public junior high school students, comprising two classes: 27 students in the languaging group and 26 students in the direct correction group. Before the pre-test, the students were given explicit instruction about the difference between first-person singular and third-person singular verb forms.</p>	

After four months, the students were asked to write a composition on the theme “My Family.” A speaking test on the same theme was also administered. The compositions written by the languaging group were returned with third-person singular errors underlined, whereas the other group received direct error corrections. The languaging group corrected their errors while discussing them in pairs and took notes, while the direct correction group checked the corrections individually without verbalization. Ten days later, a post-test was administered in writing and speaking on the same theme. Furthermore, third-person singular was extracted from the achievement tests which were administered one month and then eight months after the post-test, and analyzed for accuracy.

To examine the accuracy of verb forms, obligatory occasion analysis was conducted for verb types and tokens. Furthermore, the languaging group was classified into six subgroups, according to the types of languaging they used: (1) the Spoken and Written Metalinguistic explanation (MSW) group that corrected errors using both spoken and written metalinguistic explanations; (2) the Spoken Metalinguistic (MS) group that corrected errors using only spoken metalinguistic explanations; (3) the Written Metalinguistic (MW) group that corrected errors using written metalinguistic explanations; (4) the Repetition and Writing (RW) group that could not correct errors by themselves but repeated their partners’ utterances and took notes; (5) the Repetition only (R) group that only repeated their partners’ metalinguistic explanations; and (6) the Zero participation (Z) group that remained silent.

Concerning the writing test, a Wilcoxon signed-rank test indicated a significant difference between the result of the pre-test and post-test in both the languaging group and the direct correction group, whereas a Mann-Whitney U test showed no significant differences between the two groups for either the pre-test or post-test. The data from the different subgroups reflected the MSW group’s improved accuracy compared to the direct correction group. The RW group also improved accuracy, although the students could not correct their errors by themselves. On the other hand, even though the students in the MS group took the initiative in discussions with their partners while correcting errors, their accuracy did not improve significantly after languaging.

As for the speaking test, the general findings were the same as the writing test. However, the MS group produced more accurate verb forms in the post-test in speaking while they did not show significant improvement in writing. This result might be due to the fact that students only used very familiar verbs in the speaking test, whose forms were remembered as formulae, implying that they may not have fully understood the grammatical concept of the third-person singular yet. In comparison, the extra monitor time available in writing might have resulted in hypercorrection, leading to the addition

of an unnecessary be-verb. A closer analysis of the students' performance also indicated that their developmental stages of the third-person singular might be different in writing and speaking.

Overall, the results of the main study suggest that, first, languaging might have at least the same effect as teachers' direct corrections. Second, languaging might have a ripple effect, that is, even if a learner is unable to correct errors alone, they can subsequently improve their accuracy if their partner can help find solutions and offer explanations. Third, there is a possibility that languaging might deepen learners' understanding of the use of the third-person singular, and if learners become aware of the effectiveness of languaging, they may be encouraged to do it on their own, which may contribute to more autonomous learning. Fourth, the results suggest the importance of teaching the distinction between verb types rather than focusing only on third-person singular. Moreover, the results of the students' writing and speaking tests indicated the developmental stages in the acquisition of the third-person singular. In future research, the most appropriate timing to adopt languaging as feedback based on the learners' developmental stage can be explored.

There were some methodological limitations in this research that make it difficult to generalize the findings. First, this study only examined the third-person singular, and a more comprehensive range of structures is required to examine the true effects of languaging. Second, to investigate the developmental stages of the third-person singular and the efficacy of languaging for each stage, a finer analysis of learner language should be conducted. Third, there was no control group that did not receive any feedback due to pedagogical considerations. Finally, there were limited data. These limitations should be taken into consideration in investigating the effects of languaging in future studies.