

Speaking through Reading in Class The Way of ICT

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Abstract

This paper shows how effectively the system of speaking through reading in class works under the process for making a web reading program. The control group (n= 170) in 2014 shows 9.5 points better than the uncontrolled group (n= 178) in 2012 on the TOEIC (Test Of English for International Communication) scores.

Generally speaking, English is not necessary for university students to live in Japan. For examples, there are 8 general TV stations in Japan for almost 24 hours a day, but if you want to hear English, just only news programs for total 2 hours a day for English speakers. Of course, there are CNN and BBC as the cable stations for English speakers, but these TV stations are not essential for Japanese university students. Japanese universities and colleges have been under pressure from the Japanese market, to force their students to master English, because the society needs the Japanese with enough English abilities. The market in Japan has been shrinking because of declining of population. As this result of economic downturn, the sales of domestic industrial products have been reducing for last several years. Then the characteristics required for the young workers are changing. Until recently, people who did their duty by just following the orders had been well accepted. But now, the companies are craving for the young talents with more international, more active and more creative senses, because the companies have to widen their market all over the world. Under the circumstances, it is very hard to motivate Japanese students to master English before going into the society. Their motivations to learn English are too various, and it is very hard for English instructors in Japan to select the English teaching materials. Therefore, the TOEIC is so helpful and useful for them, in order to unify their students' motivation and motivate the students to master English.

It is so lucky for the control group in the college to make their score higher than ever, because they are well-motivated to learn English and cultivated to learn English by themselves. The students are stimulated with the paper material to read aloud in English for each other. There are information gaps between two students on the reading material, and both students read aloud the materials for each other, in order to solve one reading question. Based on this English class, the English material will almost appear on the web, because the class is so successful. Please take a glance at the web material on this paper. This research has been supported with the "Grant-in-Aid for Scientific Research" (KAKENHI) (21520626) of "Japan Society for the Promotion of Science" (JSPS).

1. Introduction

To solve unique problems among Japanese learners, the new reading material has been developed to help the Japanese learners practice extensive and intensive reading through interlanguage between English and Japanese and enjoy independently reading in English with their satisfaction.

To measure your English skills, there is the standardized test, TOEIC, the Test of English for International Communication, which has been socially approved as the best evidence of your English skills in Japanese society for the last decade. When you are graduating from a university and tries to get a job, company officers at job interviews definitely ask you how much score you have got on the test. In the situation, a publisher, Newton, was so satisfied with the TOEIC results of a certain English class and the theories of second language acquisition under the program, and has tried to publish a new reading program on the web for Japanese learners.

Japanese learners have been in the special circumstances to learn English. There is no need to get information in English in their daily lives, even though they are in socially high position. Moreover the Japanese has developed the unique language notation methods and its syntax system different from European languages. Therefore, it is hard for the Japanese to even guess the meaning in English text, so it is critical for them that interlanguage between English and Japanese seldom happens. The literacy rate of the Japanese is one of the highest in the world, so if you use the reading material that is inappropriate for their academic development, they are bored in class.



2. TOEIC Results at National Institute of Technology, Nara College

Comparing the scores (out of the full score 990) of the TOEIC at National Institute of Technology, Nara College (NITNC) in 4 years, it was special in the school year, 2013. These best scores have resulted in the changed content in class. The average annual score difference is the best. In fact, the average score difference on the Reading Part is not so good, but the minimum score difference is the best and the average score difference on the Listening Part is also the best.

A-1	2014Grade5			2013Grade4			Differences		
n=170	Listening	Reading	Total	Listening	Reading	Total	Listening	Reading	Total
Max	475	460	935	495	430	925	145	205	265
Min	100	60	180	90	60	165	-120	-85	-155
Average	218.8	160.1	378.9	203.9	136.7	340.7	14.9	23.4	38.3
Standard Deviation	63.9	67.6	120.4	53.5	49.0	93.5	50.6	45.2	78.0

B	2013Grade5			2012Grade4			Differences		
n=182	Listening	Reading	Total	Listening	Reading	Total	Listening	Reading	Total
Max	480	470	950	470	465	935	150	190	250
Min	85	65	170	85	5	165	-130	-130	-150
Average	210.1	154.1	364.2	203.1	126.5	329.6	7.0	27.6	34.6
Standard Deviation	65.6	67.0	124.9	56.8	56.8	104.2	48.3	44.3	75.0

C	2012Grade5			2011Grade4			Differences		
n=178	Listening	Reading	Total	Listening	Reading	Total	Listening	Reading	Total
Max	360	400	745	365	290	655	205	170	275
Min	75	50	145	110	65	180	-95	-115	-145
Average	212.4	146.7	359.1	200.4	129.9	330.3	12.0	16.8	28.8
Standard Deviation	60.0	60.4	110.9	48.4	40.5	80.0	45.1	41.7	70.5

A-2	2011Grade5			2010Grade4			Differences		
n=178	Listening	Reading	Total	Listening	Reading	Total	Listening	Reading	Total
Max	480	435	915	445	365	810	165	170	240
Min	110	70	190	75	75	170	-100	-100	-175
Average	222.3	159.9	382.3	213.8	134.7	348.4	8.6	25.3	33.8
Standard Deviation	60.9	57.8	111.4	55.0	42.3	88.7	46.4	43.5	71.5

Figure 1. Scores of Grade 5 and 4 Students at NITNC

D-1	2014Grade5			2013Grade4			Differences		
n=118 (69.4%)	Listening	Reading	Total	Listening	Reading	Total	Listening	Reading	Total
Max	475	460	935	495	430	925	145	205	265
Min	115	65	225	90	60	165	-80	-35	5
Average	239.8	180.1	419.9	203.2	140.6	343.8	36.6	39.6	76.1
Standard Deviation	58.0	69.0	114.9	58.0	54.1	102.9	40.1	42.0	58.1

E	2013Grade5			2012Grade4			Differences		
n=122 (67.0%)	Listening	Reading	Total	Listening	Reading	Total	Listening	Reading	Total
Max	480	470	950	470	465	935	150	190	250
Min	90	80	180	85	5	165	-55	-30	5
Average	229.0	168.6	397.5	200.5	124.7	325.2	28.5	43.9	72.4
Standard Deviation	61.7	67.7	121.7	60.4	57.0	107.3	39.3	41.1	59.0

F	2012Grade5			2011Grade4			Differences		
n=116 (65.2%)	Listening	Reading	Total	Listening	Reading	Total	Listening	Reading	Total
Max	360	400	745	365	290	655	205	170	275
Min	130	50	210	110	65	180	-50	-40	5
Average	233.6	165.5	399.1	201.4	131.6	333.0	32.2	33.8	66.0
Standard Deviation	50.2	62.1	102.0	48.2	41.6	80.1	38.8	39.1	55.7

D-2	2011Grade5			2010Grade4			Differences		
n=114 (64.0%)	Listening	Reading	Total	Listening	Reading	Total	Listening	Reading	Total
Max	480	435	915	445	365	810	165	170	240
Min	115	80	215	75	80	170	-75	-35	5
Average	244.1	176.1	420.1	214.7	133.8	348.5	29.4	42.3	71.7
Standard Deviation	57.1	58.6	108.2	58.4	43.4	93.5	37.9	39.3	53.5

Figure 2. Scores of Grade 5 and 4 Students at NITNC who took 5 points or more

NITNC holds the test in April when the new college year starts. Therefore, the scores show the differences between the pretests and posttests for a year. Your social success in Japan has been entrusted with this test. So it is easy for instructors to unify the learners' motivation and cultivate their will to master English.

On "Figure 1," this is the result of students who took both the pretests and the posttests. The learners in Grade 4 are 17 years old, and ones in Grade 5 are 18 years old. Comparing with 4 results in continuous 4 years, the results of A-1 and A-2 on "Figure 1" are very stable to raise the learners' scores, and the average score differences are between 33.8 and 38.3 points. On the other hand, the result of B or C looks unstable, and the average score differences are between 28.8 and 34.6 points. The college has the learners take the test every year. Some learners sleep on the desks as soon as even the listening comprehension part starts. These scores are also including their scores. "Figure 2" shows the learner's scores whose differences are 5 or more scores than the pretest. D-1 shows the result of 118 learners out of 170 on A-1 on "Figure 1." Although they seem to take the tests seriously, the score differences of D-1 and D-2 are more stable than that of E or F. The average score differences on D-1 and D-2 show remarkably better ones than E or F. Moreover, A-1 and D-1 shows the best scores of them, because the content of the class in 2013 are different from the other classes. In class, about 40 students are separated into 2 groups in class; Group A and B. A reading material with about 300 words is separated into 2 parts; Reading A and B. Group A has Reading A part, and Group B has Reading B part with a question. Each member in Group A finds a partner in Group B. Each student checks words and phrases with a dictionary and how to pronounce them, before reading aloud each other. Both answer the question on their own answer sheet individually. After collecting their answer sheets, the students exchange the reading material, and check the unknown words and phrases. The material is read again together in class with the instructor's explanation. The procedure on the second reading material is followed vice versa. Group A has Reading B part with the question and Group B has Reading A part.

3. Uniqueness of Japanese language

It is obvious intensive and extensive readings are like the two wheels of a cart to develop the students' reading skill, but it is difficult for the Japanese to develop their English reading skill. It is easy for the facilitators to control to have the students read in English intensively in lecture setting, while it is not appropriate for each student's learning speed. On the other hand, as these "Figure 1 and 2" show that their English ability has been too limited to read appropriate academic materials in English. It is so



hard for them to extensively read in English by themselves, because Japanese language is too far away from European languages.

The Japanese utilize these 4 methods on “Figure 3” in a same sentence. The syntax has been developed in very unique way. Subjects are the first word, objects are the second, and the third is a verb in a sentence. These two nouns control the verb. They convey images and meanings. For example, when a flight attendant asks you the main dish on an airplane. “Which do you like, chicken or beef?” It happens among Japanese people to answer in English “I am chicken.” Nouns are so strong in Japanese cognition. Therefore, it is very difficult for the Japanese learners to extensively read in English and even guess what the text means. It is very hard that even interlanguage happens between English and Japanese languages.

English	Romanized Japanese	Kan-ji (Chinese Characters)	Hiragana	Katakana
love	ai	愛	あい	アイ

Figure 3. Japanese Language Four Notation Methods

4. Obstacles for the Japanese to hear and read in English in their daily life

Japan is one of the best literacy rate countries in the world. The literacy rate is 99 percent among the people who are 15 years or older [5]. There is no need to read in English, in order to get current information from not only Japan, but also all over the world. 46,999,468 copies, including tabloids, are published per day in Japan. The population in Japan is about 127,136,000 [10]. The population among the people who are 15 years or older is about 110,806,000 (87.2% of the total population). It means 42.4 % of the people read a newspaper every day. There are five national newspaper companies, which totally publish 24,778,670 copies per day (53.7% out of 46,999,468 copies). Comparing the copies per 1000 people in the Group of Eight, it is so obvious Japan is the most on “Figure 6” [7].









Countries	Copies per 1000 adults	Countries	Copies per 1000 adults
 Canada	208.3	 Japan	431.8
 France	177.8	 Russia	75.3
 Germany	254.5	 United Kingdom	247.2
 Italy	109.0	 United States	183.8

Figure 4. Copies per 1000 adults in the Group of Eight

There are 8 public TV stations in Tokyo area. Comparing among 8 stations, “Figure 5” shows how many hours you could hear in English in a week. However, all the programs are dubbed in Japanese on the main channel. If you want to watch the TV programs in English, you have to choose the second sound channel.

TV Stations	Minutes in English per Week	TV Stations	Minutes in English per Week
NHK (Nihon Hoso Kyokai, National Broadcasting Association)	390 minutes	Tokyo Broadcasting System Television (TBS)	0 minute
NHK Educational TV	125 minutes	TV Tokyo	1050 minutes
Nihon TV	0 minute	Fuji TV	0 minute
TV Asahi	0 minute	Tokyo MX	360 minutes

Figure 5. Minutes in English per Week on TV stations



Ministry of Internal Affairs and Communications (MIC) researches the proportion of the users to the population, and claims Internet users in Japan are 96,100,000 (75.6% out of 127,136,000) in 2011. 62.6% of 41,900 Japanese people have computers at home, but 39.3% computers are not at home. 52.1% of the Japanese are Mobile users. 16.2% of the people use Smart Phones [8]. There is enough information in Japan that satisfies the customers. So, you have to set yourself into special circumstances, if you want to learn English in Japan.

5. To solve the problem

A publisher, Newton, has approved to develop a new reading material on the web, because the company was satisfied with the TOEIC data at NITNC and the theories of second language acquisition under the program in class. It is producing a new reading web material to practice from extensive to intensive reading through interlanguage. Before being able to extensively read in English for proper stages of their intellectual development, the Japanese adult learners must be exposed with interlanguage reading materials between English and Japanese as the first step to acquire the target language.

An extensive reading session starts on "Figure 6." In 60 seconds, the learners read and answer the question. On "Interlanguage Reading and Shadowing Session," even though you have unknown words and phrases on a text, you just put the cursor on the word, and you could see the meaning in Japanese on it. You listen to each sentence after you click. Then you should read it with audio in English. After you choose the answer, "Interpretation of Wrong and Correct Answer" explains with audio in Japanese why you made a mistake on the question. You could learn not only the meaning of the words and phrases, but also synonyms, antonyms and grammars. Moreover, when you put the cursor on some words, "i" (a green arrow on No.5, "Figure 6") comes up on the word and you could see more information when you click it as "The Deep" and "The Deeper." At last, after you answer three comprehension quizzes, you will see the pass mark in red on your log. If you want to read extensively, you could just read it, answer the questions and finish the session fast. When you want to read intensively, you could take your time on the session and enjoy it with some tricks.

<p>1. Extensive Reading and Question</p>	<p>2. Interlanguage Reading and Shadowing Session</p>
<p>3. Interpretation of Wrong and Correct Answer</p>	<p>4. Intensive Reading Session</p>
<p>5. The Deep (More Explanation)</p>	<p>6. Comprehension Quizzes</p>

The image shows a screenshot of a web-based language learning interface. At the top, there is a header for the 'International Conference ICT FOR LANGUAGE LEARNING 7th Edition'. Below the header, the interface is divided into two main sections. The left section, titled 'STEP 問題3/4', contains a reading passage about fog and highways. A search box highlights the word 'highways' with its Japanese definition and a 'To the Deeper' link. The right section, titled 'STEP 問題4/4', contains a quiz with three questions: 'How many people lose their lives on highway in the area every year?', 'What is the difference between U.S. system and Japanese system in definition of "Highway"?', and 'The word "dangerously" is closest in meaning to:'. The interface includes navigation buttons like 'Enter', '次', and 'へ'.

Figure 6. Web Reading Material from Extensive to Intensive Reading

It is too difficult to deal with the learner's learning speed in class, but, on the web material, it could be possible. Moreover, to stimulate learners' motivation, when you open more "i" you could get more "Coins." The number of your coins also might be used as your evaluation in class. Thus, the TOEIC results are necessary as facilitators to convince, move and satisfy the company to develop this new web reading material. It is emphasized that extensive and intensive readings through interlanguage session are obvious to make the Japanese adult learners help read in English and enjoy it with intellectual contents. Moreover, it is expected from the analysis of their TOEIC scores at NITNC that their listening skills must be improved with audio on every sentence when the facilitators instruct the Japanese learners to read aloud along with the audio on this program.

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