

論文の英文要旨	
論文題目	Linguistic Variation in Japanese EFL Learners' Spoken and Written Language
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This thesis investigates linguistic variation in Japanese EFL learners' spoken and written language, with the aim of offering pedagogical suggestions for English language teaching at the secondary level under the new courses of study, which were formally released by the Ministry of Education, Culture, Sports, Science and Technology in 2008 and 2009. The new courses of study for junior and senior high school emphasize the development of communicative abilities in listening, speaking, reading, and writing, and stress the integrated instruction of four skills. This thesis attempts to reveal interlanguage variability between Japanese secondary school students' spoken vs. written production with the hope of contributing to the integrated teaching of speaking and writing.

In order to pursue the theme mentioned above, the following four aims were set: (1) To compile Japanese secondary school students' spoken and written corpora, (2) To understand interlanguage variability combining multiple approaches employed in second language

acquisition (SLA) research, (3) To reveal linguistic variation across different production modes and proficiency levels, (4) To propose an integrated approach to teaching speaking and writing.

In order to fulfill these aims, spoken and written production data on three topics (A: Rice or bread?, B: Countries (or regions in Japan) you would like to visit in the future, C: Impressive school events) were collected from Japanese secondary school students ranging from the third year in junior high school to the third year in senior high school, and spoken and written corpora comprising 324 students' data were compiled. Using the JSSLSW (Japanese secondary school learners' spoken and written) corpora and employing multiple approaches in the area of SLA research, various types of analyses were conducted to reveal linguistic variation across different production modes and proficiency levels.

This thesis consists of eleven chapters. Chapter 1 introduces the theme and aims of this thesis, and explains the rationale for conducting the present research.

Chapter 2 reviews previous studies in order to clarify the position of this thesis. First, previous studies related to interlanguage variability are reviewed, and the factors on which the present research focuses are clarified: different production modes (spoken/written) and English proficiency levels. Based on these foci, studies related to linguistic variation in early SLA studies and recent learner corpus-based studies, as well as comparative analyses of Japanese EFL learners and native English speakers' spoken vs. written language are reviewed. Through the review of literature, the following problems in the previous studies were identified: many learner language variation studies were largely quantitative and superficial form-oriented analyses, and there are a lack of studies using a large amount of paired speaking and writing data on the same topic from the same learners. As a result, this thesis took a mixed methods approach which combined both quantitative and qualitative research methods, using the JSSLSW corpora including a larger amount of paired data than previous

studies, with the aim of providing more depth and breadth to the investigation of interlanguage variability.

Chapter 3 explains the method of data collection and the compilation of the JSSLSW corpora. Chapters 4 to 8 present various analyses of interlanguage variability using the learner corpora, applying a mixed methods approach.

Chapter 4 presents analyses of productive vocabulary use across different production modes and proficiency levels in terms of tokens (the total number of words) and key words which characterized spoken or written text. As proficiency levels, three EIKEN grades (Grades 3, Pre-2 and 2) were employed. The results of statistical analyses of tokens showed that production mode and proficiency level both had statistically significant effects, as well as the interaction between them. Six key words were extracted from a comparison between spoken vs. written data: two words, *#F#* (fillers) and *I* characterized the spoken data, and four words, *for*, *that*, *was*, *it*, characterized the written data.

Chapter 5 presents an investigation of variability in linguistic features observed in spoken vs. written production by testing the statistical difference in the frequency of ten features and twelve subcategories which were selected based on previous studies. Of the ten linguistic features examined, eight features showed statistically significant differences between the different modes. Following this quantitative analysis, the characteristic use of some linguistic features such as conjunctions (*but* and *because*), *I*, articles, and verb morphology was described by closely examining the concordance lines.

Chapter 6 presents an investigation of variability in article use taking into account different production modes and learners' English proficiency levels. Variability in articles across different production modes and proficiency levels were examined by combining several methods; suppliance in obligatory context method (SOC), target-like-use method (TLU), form-function analysis, and multi-factor analysis. Detailed investigations revealed

the variable use of the English article system by Japanese secondary school students.

Chapter 7 presents an investigation of variation in Japanese EFL learners' verb use in spoken and written narratives, focusing on past tense use, from two perspectives; lexical aspect (i.e. aspect hypothesis) and discourse structure (i.e. discourse hypothesis). After these two separate analyses, further analysis was conducted by combining the aspect and discourse analyses. The results supported both the aspect and discourse hypotheses, and suggested that lexical aspect and discourse structure had an interacting effect on past tense marking.

Chapter 8 compares the same individuals' spoken vs. written production from the perspectives of article use and past tense use, using paired data purposefully selected from the same individuals' spoken and written production. Based on the findings from comparative analyses, four stages of article acquisition and four stages of development of past tense use are proposed.

Chapter 9 offers a general discussion of issues of Japanese EFL learners' linguistic variation based on the results obtained from the analyses conducted using the spoken and written corpora. The chapter provides a summary of the findings obtained from Chapters 4 to 8, and illustrates the usefulness of the corpora compiled for the current research, the JSSLSW corpora, and the validity of employing a mixed methods approach. The chapter also discusses some of the limitations of the present research, suggesting possible directions for future studies.

Chapter 10 offers some pedagogical implications for an integrated approach to teaching speaking and writing, taking into account linguistic variation between different production modes by Japanese EFL learners. First, the fundamental principles of how speaking and writing activities can be integrated are clarified. It is suggested that speaking and writing activities should be implemented in an order based on claims made by sociocultural theory.

Subsequently, focusing on some linguistic features which exhibited variable use in the different modes, some sample tasks are introduced to realize the proposed speaking-writing task sequences in English instruction for secondary school students.

Finally, Chapter 11 gives a brief summary of the entire thesis and concludes with the suggested contribution this thesis has made to future SLA research and English education at the secondary level in Japan under the new courses of study.