

なりきり  
**English!**

東京大学  
THE UNIVERSITY OF TOKYO

**The development and evaluation of mobile language learning application for listening comprehension in English**  
**: Towards a successful design of mobile language learning application**

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**Research Background1**  
**~ Mobile use in Japan**

**Mobile Penetration Rate: 85.3%**  
(White Paper Information and Communication in Japan, 2006)

- “Learning Whenever and Wherever”
  - In Particular, for working people (Economic Planning Agency, 2000)
- Wide range use in Educational setting  
(Roschelle, 2003; Price et al, 2004)

**Useful Learning Device for Busy Working People**

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**Research Background2**  
**~ Why we focus on “listening”**

- Listening plays an important role in communication in our daily life (Vandergrift, 1999)**
- Positive effect on other three skills (Dunkel, 1991; Rubin, 1994; Field, 1998)**
- Positive communication with background knowledge (Long, 1989; Rost, 1990)**

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**Research Background3**  
**- Listening Teaching Method**

**Listening:**  
Process which constructs meaning from voice with context, background knowledge, and language

**Top-down, and bottom-up**  
(Rost, 2001; Nunan,2002; Yokoyama,2005)

**Listening Strategies**  
(O'Malley et al, 1985; Mendelsohn,1994; Rost, 2001)

**Necessary for the instructional design for busy working people**

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**Research Background4**  
**~ Authenticity**

**Fostering Practical English skills with Learners' Background Knowledge**

- Background knowledge = Facilitating comprehensive communication (Anderson et al, 1988)
- Effect of Authentic Materials following daily life (e.g., Sakuma, 1996; Porter et al, 1981; Murano, 2006)
- Authentic Material + Fostering Listening Strategies (Field, 1988; Thompson et al, 1996)

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**English!** Learning Material for working people

**learner's contextual story**  
- Learners may listen in near future (ESBP)-

**Based on Listening Learning Theory**

**M-learning for working people**

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## W-ZERO3: Learning in unoccupied time

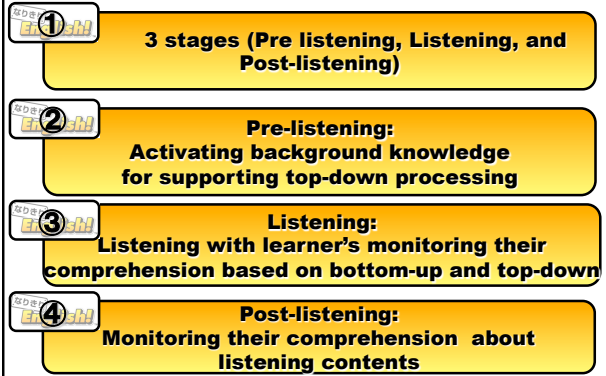
- Telecommunication facility
- PDA-like
- 640×480
- Touch Panel



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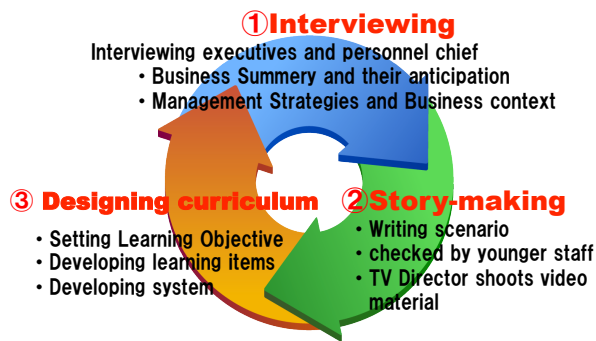
## Listening Learning Process



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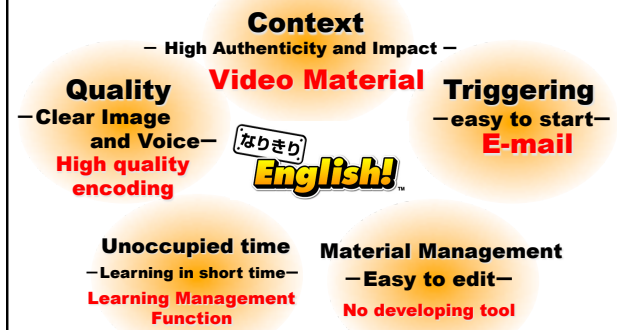
## Development Process



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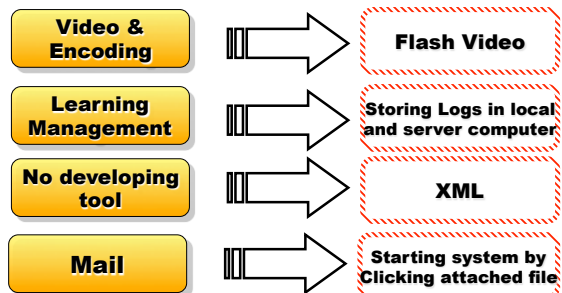
## System requirement



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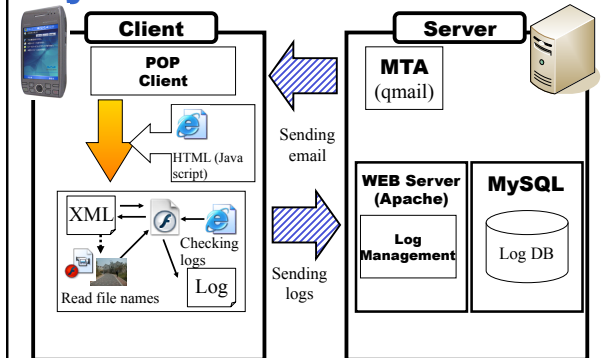
## System Development



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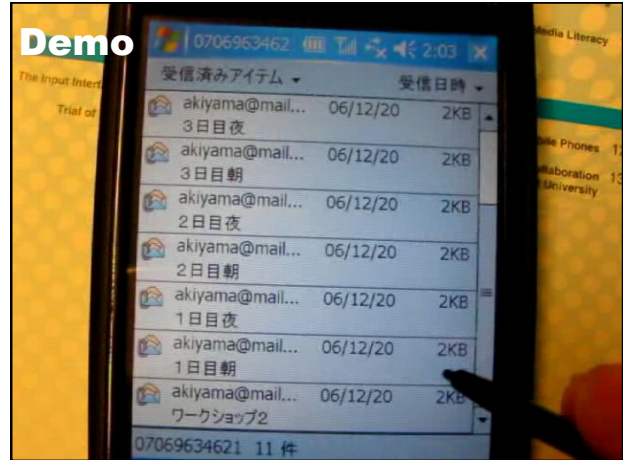
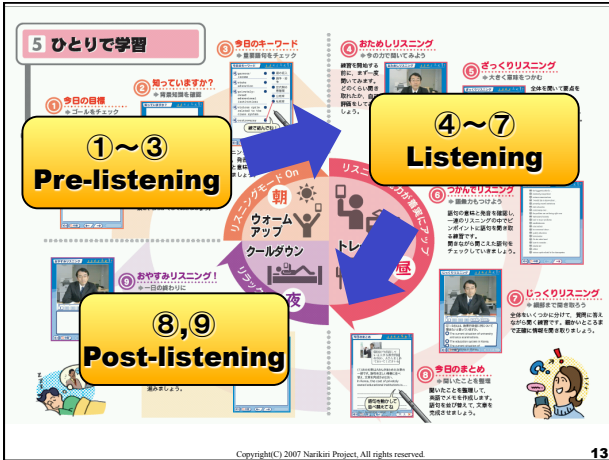
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## System



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### Others

- **Reviewing Mode(Compulsory)**
  - System makes low-score learners review contents
  - They can go sorting questions step if they gain high score
- **Review**
  - After learning once, learners can review as they want

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### Material Structure and Learning Strategies

●: Main Strategy  
○: Sub Strategy

	Material Structure	Top-down	Bottom-up	Monitoring
Pre	① Learning Objective	●		
	② Background Knowledge	●		
	③ Keywords	●	○	
Listening	④ Trying to listening			●
	⑤ Listening to Key points	●	○	○
	⑥ Listening to Vocabularies		●	○
	⑦ Listening to detail points	●	●	○
Post	⑧ Sorting Questions			●
	⑨ Listening with script			●

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### Learning Flow – Morning


MTA sends email to learner at 7 a.m.

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### Learning flow – commuting time and other

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## Learning flow - night



**⑨ Listening with script**  
**Allowing learners to hide script**

Because we do not have entrance examinations from elementary school to high school, university entrance examinations are extremely competitive.

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## Evaluation viewpoints

**Learning outside or inside**

**Effect on learning performance**

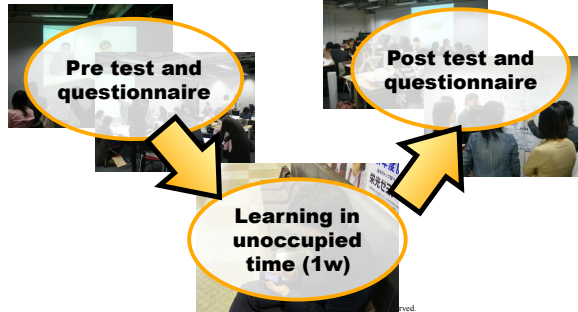
**Effect of contextual material**

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## Method

**Participants: 23 working people for Education company(Collected data is 20)**



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## Content

**Story: Dispatch to Korea for educational research**

- 1: "Interviewing education bureaucrat(Part 1, Part 2)"
- 2: "Interviewing parents"
- 3: "Interviewing teachers"

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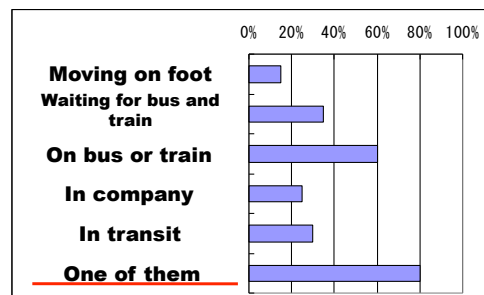
## Mobile Use

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## "Did you use this system outside?"

- Merit for mobile: "Learning anywhere and anytime"



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## Learner's skill improvement

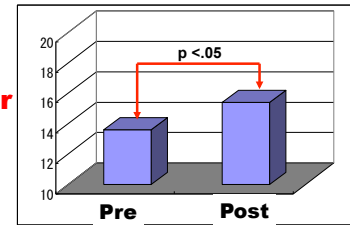
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## Were their skill improved?(1)

- **Contextualized Test**

- **Significantly Improving their listening skill**



Wilcoxon sign-ranked test  
( $Z = 1.98, p < 0.05$ )

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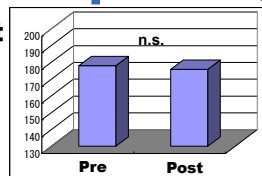
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## Were their skill improved?(2)

- **Standardized test**

- **Key points(upper figure)**

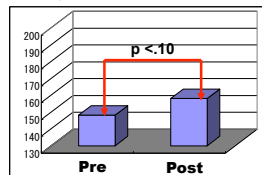
- **No change between pre and post tests**



$Z = 0.31, n.s.$

- **Detail information(bottom figure)**

- **Tendency to improve their skill after self-learning**



$Z = 1.92, p < 0.1$

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## Effect of Contextualized story

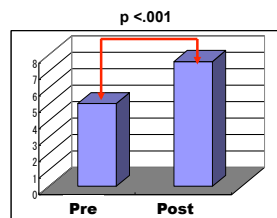
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## Does contextualized story have an effect on its improvement?

### Question "Write your company's business in English"

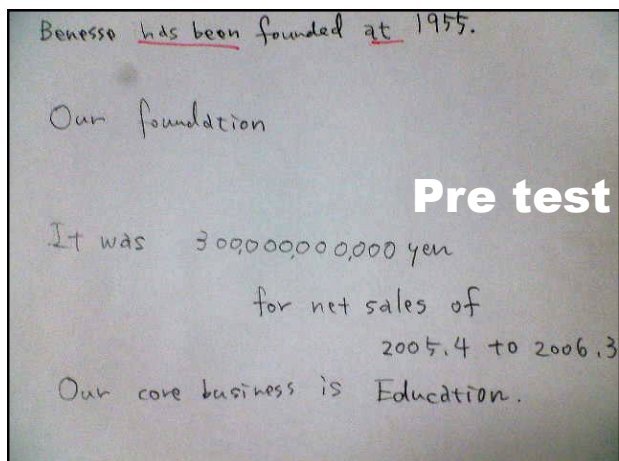
- **Appropriate use of vocabulary and expression, accuracy, and comprehensiveness**
- **Significantly improving their description skill**
- **Background knowledge**



$Z = 3.436, p < 0.001$

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Benesse corporation was founded in 1955.  
 We expanded our business by creating pre  
 April  
 As of 2006, the capital fund of our business  
 was 13.6 billion yen.

## Post test

From April 2005, to March 2006, the total net sales  
 of a group was 333.7 billion yen.

Our business has four different fields,  
 education, language, life, and welfare.

## Conclusion

- **Mobile use:**
  - Learning outside
- **Effect of this system on improvement:**
  - A bit effective on listening skill improvement after only a week
- **Effect of contextualized material:**
  - Improvement of description skill
  - Knowledge and vocabularies about their business

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**なりきり English!**

**High authentic material + Mobile system for working people**

- 1: Conducting **long term** investigation (for three weeks)
- 2: Examining the effect of contextualized material from the viewpoint of **"transfer"**

Bangkok Eastern Coil center

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## Additional Project

**英語deキャリアアップ**

英語deキャリアアップは東京大学とベッセが共同で研究・開発した、新しい学習で働く人にとり、学習時間・場所・方法・教材を自由に選べるビジネス英語の学習システムです。

Top トップページ Story 最新情報 価格と申し込み 利用支援 メニュー How-To お問い合わせ Help

英語deキャリアアップを聞いてみる!

「英語deキャリアアップ」は、作業場で動かしやすさのためにカスタマイズされたモバイル英語リスニング教材です。忙しい社会人が、通勤時間などのスキで時間を活用して、効果よく、仕事で使える英語を学べるよう構成されています。

英語deキャリアアップは、iPod対応とする携帯型音楽端末で聞くことができます。ポッドキャストもご利用が可能です。

<https://blog.benesse.ne.jp/berd/blog/eigodecareerup/>

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**No. 1 for 8 weeks!!**

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**なりきり English!**

**Thank you for your attention**

**masanori-y@iii.u-tokyo.ac.jp**

**URL: <http://beatiii.jp/e/index.html>**

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## Interview


- **Q “Where did you learn?”**
    - Library in company or lunch time
    - Commuting time
    - At home
  - **Q “How did you feel about the function which start this system by mail?”**
    - I felt that I have to complete this course
    - I wanted to change the sending time as I wanted
  - **Usability**
    - Button's reaction time was slow. So, I tapped buttons many time.
    - Sometimes, this system froze
    - Small characters
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### ① Learning Objective

**今日の目標**

<1. 今日の目標>  
 今日の浅沼さんとChungさんの話では、韓国の、私的教育産業と学校教育のあいだのせめぎ合いや、それによってもたらされる問題が取り上げられます。

これら問題を理解し説明できるようになります。

  
 保健行政官との闘い (2)  
 第1回の英語検定

• **Displaying Today's learning objective**

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### ② Confirming background knowledge

**知っていますか?**

<教育費の割合>  
 Q1. 正解は(2)の7.8%です。次のグラフは、諸外国の家計に占める教育費の割合を示したものです。韓国の教育費の割合が非常に高いことがわかります。

国	割合
韓国	7.83%
日本	3.26%
アメリカ	1.06%
フィンランド	0.18%

• **Activating Previous Knowledge**

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### ③ Learning Keywords

**今日のキーワード**

音声を読み、緑で結び終わったら、チェックを押そう!


controversy over ...	●	～せめぐる 論争・紛争
privately-owned institutions	●	私教育
state education	●	公教育
vicious cycle related to the class system	●	社会階級に関連した悪循環
low income families	●	低所得家庭

• **Learning important idioms and vocabularies**

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### ④ Trying to Listen

**おためしリスニング**



• 準備ができたなら再生ボタンを押してスタートします。  
 • 聞き終わったら、次の画面に進んでください。

• **Listening to skit, without hints**

- **Self evaluation of the present level**

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## ⑤ Listening to Key Points

ざっくりリスニング

韓国で受験がもっとも厳しいのは、いつですか。  
 韓国では、塾などの私教育を行う機関の状況はどうですか。  
 韓国では、私教育と公教育の間どのような問題がありますか。

- Learning to listen to important points
- “True or False” type questions after listening

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## ⑥ Listening to vocabularies

つかんでリスニング

日本語 accommodation  
 日本語 just like...  
 日本語 dormitory  
 English 禁じる

- When learners listen to words or idioms, they check boxes

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## ⑦ Listening to detail points

じっくりリスニング

Q1. 先生さんは、教育行政官に何について聞きたいとまっていますか。  
 Current educational problems in Korea.  
 The education system in Korea.  
 The current situation of university entrance examinations.

- Practice to listen to detail information such as sales volume

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## ⑧ Sorting Questions

今日のまとめ

韓国が今直面している大きな教育問題は何か。Aさんまとめておいてくださいな

(1) 次の文章はAさんがまとめた文章の一部です。語句を正しい順番に並べ替え、文章を完成させなさい。(不要な単語は下に残してください)  
 In Korea, the cost of privately owned educational institutions is.....

burden a the parents on  
 not small becoming big

- Questions about skit summary
- Sorting word in the right order

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## ⑨ Listening with script

おやすみリスニング

Because we do not have entrance examinations from elementary school to high school, university entrance examinations are extremely competitive.

- Learners can listen to skit with script

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Effect on Affective side

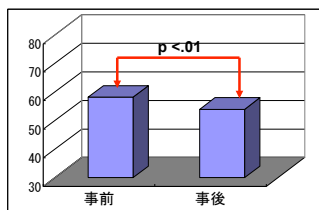
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## Language Anxiety (Horwitz et al, 1988)

- 18 items concerned with listening skill were selected
  - Analyzing the median of total score of each learner
  - Lessing language anxiety after 1 week **significantly**



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## Context

①

Supervisor give order to you to go to Korea for research

②

Setting situation:  
You take a business travel with senior staff for taking meeting report

③

Purpose: investigating the features of Korean education

④

Reporting the result of research

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