

ENGLISH ABSTRACTS

The Learning Effects of a Reading-while-Listening Function of Multi-media Materials

Yoko Suzuki

For advanced level learners of Japanese, a reading support system with an electronic dictionary and a reading-while-listening function, which provides an audio version of the texts, has been developed. The dictionary provides both the English and Chinese translations as well as the pronunciation of Chinese characters along with relevant examples. The audio version is read by specialists at a fairly slow speed, which allows learners to listen to the recording freely. Furthermore, the system allows the learners to automatically save on a floppy disk the amount of hours they have studied, as well as the words which they have looked up and conditions of use (learning logs). A printed manual with learning strategies and word explanations is included for the use of the program. Words which learners looked up while reading can be left in form of a text file, while their hard copy can be printed out.

In the present research, experimental studies show that by using these materials and by reading and listening simultaneously to what is being read, the dictation results among learners have improved. The results of learning logs also illustrate that learners tend to read the material just before the day of the test. This shows the need for us to support the learners in order to make them better readers of Japanese, who will be motivated to read autonomously according to their own needs.

Keywords: multi-media material, reading, listening, reading-while-listening, reading support system

**English Speakers' Use and Acquisition of *Mono* and *Koto*
as Seen in Oral Proficiency Interview Data**

Yukari Tsubone

When we produce sentences in Japanese, the pseudo-nouns *mono* and *koto* are used frequently, and because they have various uses, it is not easy to acquire them.

In this study I investigated English speakers' use and acquisition of *mono* and *koto*, using the OPI (oral proficiency interview) data. By using OPI data, the use in natural circumstances can be examined. Based on the result, I investigated the acquisition order of *mono* and *koto*. In addition, the results were compared with the Korean speakers' results by Tsubone(2002).

As a result of my study, with regard to *mono*, the frequency of use and the number of kinds of usage constantly increase from intermediate level. On the other hand, with regard to *koto*, the frequency of use and the number of kinds of usage increase at the intermediate and advanced levels, though further expansion of the kinds can not be seen from the advanced level to the superior level. From the increase in the number of correct uses, I suggest that acquisition of syntactically necessary functions such as substitution word or nominalizer starts at intermediate level, and acquisition of usages with a generalized referent or which show special nuance begins at advanced and superior levels. The acquisition order of *mono* and *koto* proposed from this study based on the rate of correct use at each level is ①*mono* (a substitution word), *koto* (a substitution word)→②-*ta koto ga aru*→③noun + *no koto*→④*to iu-koto* (generalization), *to iu-koto* (content).

In comparing these results with the Korean speakers' results, it was found that Korean speakers start to use *mono* and *koto* at an earlier level than English speakers. Though English speakers' use expands remarkably a little later, after that Korean speakers' progress becomes greater than English speakers again. Some differences were seen in the acquisition order between English speakers and Korean speakers.