

Investigating the Implicit Language Learning of Japanese Adult EFL Learners

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Abstract

Japanese are some of the most enthusiastic and unsuccessful learners of English. Most Japanese learners study English more than six years in school, and still struggle with communicating effectively in English. Some authors suggest that Japanese culture influences this phenomenon, and others report that Japanese students learn English only to pass exams. Implicit learning (extensive reading and listening, etc.) has been largely overlooked in English education in Japan for many years, while English is taught and learned explicitly using Japanese learners' L1. In this study, implicit language learning will be explored related to intensity and duration, especially with adult English learners, who, through implicit methods, have acquired English successfully (with success defined not based on language proficiency level, but rather as the ability to understand and use English without help from learners' L1). The theoretical framework of this research is the complex dynamic theory, which views language acquisition as a complex, self-organized, open and adaptive system.

Key words: implicit language learning, complex dynamic system, adult learners, qualitative research, extensive reading, shadowing, watching without subtitles

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Introduction

In the field of language teaching methods and approaches, we are currently in what is known as the post-methodology era. In other words, all the methodologies were established, and teachers and learners should choose various theories or methodologies in order to fit the needs and purposes of the stakeholders (Brown, 2007; Richards & Rodgers, 2014). Briefly looking at the history of language teaching, the grammar-translation method was the first method appeared in school. Although the grammar-translation method cannot be considered an evidence-based theory (Richards & Rodgers, 2014), it is still a standard method of English classroom teaching in Japan. Subsequently, many approaches and methods have been developed based on the theories of second language acquisition. For example, Oral/Situational, Audiolingual, Communicative Language Teaching, Content and Language Integrated Learning and so on (Brown, 2007). Furthermore, alternative approaches, such as Total Physical Response, the Silent Way, Community Language Learning or Suggestopedia were coined; however, unsuccessful to gain support from teachers and learners widely enough to remain in mainstream language education. According to Richards et al. (2014, p. 259), only the Natural Approach attracted general interest up until now.

Second language acquisition (SLA) theories have also experienced rise and fall. Theories of language, which constitute the base of approaches and methods, can be categorized as models of cognitive, structural, functional, interactional, sociocultural, genre and lexical (Richards & Rodgers, 2014). For example, the structure model, which views language as “a system of structurally related elements for the coding of meaning” (Richards & Rodgers, 2014, p. 23) regarded as the basis of the Audiolingual Method. Likewise, the sociocultural model, which views “language as a communicative activity in which the social context is central” (Richards & Rodgers, 2014, p. 24), can be the foundation of Task-Based Language Teaching or Cooperative Language Learning. In addition, Richards & Rogers (2014) claim that the language learning theories also affect language teaching approaches and methods. Likewise, Brown (2007) names language learning theories as principles that

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can be categorized as cognitive, socioaffective, and linguistic. At the level of approach, teachers and learners may couple those language theories and language learning theories (or principles) in many ways to fit the purpose or context of learning. Kramersch (Kramersch, 2002), offers yet another way of describing language learning theories by using the metaphors of learner-as-computer and learner-as-apprentice in that information processing and sociocultural phenomena are different in research traditions.

Although the interaction between language acquisition and language socialization has been rare, another metaphor had arisen earlier that offers greater potential for understanding language learning. The 'ecological' metaphor of 'complex dynamic system (CDS)', appeared in the natural sciences in the 1960s (Kramersch, 2002; Larsen-Freeman, 1997, 2006; Ellis, 2007; The "Five Graces Group" et al., 2009). The CDS framework "captures dynamic interaction between language users and the environment as between parts of a living organism, seems to offer a new way of bringing together frames from various disciplines to illustrate the complex relationship under investigation" (Kramersch, 2002).

The success of SLA is hard to define because the results vary according to individual differences (Dörnyei, 2009; Segalowitz, 2010). On the other hand, in a majority of cases, success in the acquisition of L1 seems universal. Many reasons could be considered, however, a simple difference exists between L1 acquisition and L2 acquisition. (Segalowitz, 2010) L1 acquisition depends on so-called implicit learning, whereas L2 acquisition depends on both implicit and explicit learning (R. Ellis, 2005; Hulstijn, 2005). Even though it is impractical to make rigidly fixed definitions of these two concepts, explicit learning can be loosely defined as learning with the aid of L1 and specific explanation of grammar, while implicit learning occurs without the help of L1 or explicit grammar learning. For instance, explicit language learning can include intensive reading, studying grammar, translation, using the dictionary and memorizing vocabulary. In contrast, implicit language learning can include extensive exposure through listening and reading, and casual communication by oral and by texts.

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Considering that the many learners are struggling with explicit language learning, implicit language learning might have some clues to solve this problem.

Extensive reading (ER) is one of the fluency developing activities and also known as implicit vocabulary learning strategy among English teachers (Nation, 2008). However, in the Japanese context, ER is called ‘tadoku (多読)’ and the concept of extensive exposure to language skills has expanded to extensive listening (多聴) in many cases. This phenomena occurred because of the change in obtaining materials, development of information and communication technology, and mobile devices such as smart phones. Compared to books, audio recordings were relatively expensive and difficult to obtain when ER started to spread among Japanese learners back in around 2000. Nevertheless, because of the rapid growth of the Internet, and the development of digital devices and services, ER became to include extensive listening, watching, writing and speaking as well. In that sense, some ‘tadoku (ER)’ learners can be said that they are learning English by implicit learning. Thus, the researcher would like to call these learners as the implicit language learners (ILLs).

In Japan, schools that provide ER programs have been increasing in number (Tanaka & Stapleton, 2007). As mentioned above, those programs include extensive listening in some cases. Accordingly, papers on extensive reading (some cases including extensive listening as well) exist large in volume. On the other hand, research on implicit language learning as a whole is still limited in number and variety. Some researchers investigated on English learners utilizing implicit learning, however, those surveys are investigating narrow aspects of implicit learning. For example, the survey on the effect of implicit grammar teaching in classroom, and the research on acquisition of explicit and implicit grammatical knowledge of the English plural morpheme were conducted by Japanese researchers (Yamato, 2001; Kusanagi and Yamashita, 2013).

In this paper, the author explores those ILLs based on the complex dynamic system (CDS) theory, which views the language acquisition as complex, self-organized, open and adaptive system. First, in a review of the literature related to this topic, the author looks back the history of SLA theories and methodologies briefly. Then, the complex dynamic

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system theory and SLA study are discussed, including the methodology to explore ILLs based on CDS framework, together with the context of this study, English education in Japan. Foreign language education in Japan, especially English education, is discussed, from the past to recent, both public and personal. Following the literature review, the author discusses about the research methods and procedures, analysis of collected data and the result of the research is discussed. Finally, the implication of findings to the language education in classroom and ideas for further investigation is discussed.

Literature Review

Before investigating implicit language learners (ILLs), the author explores briefly the history of SLA methodologies and approaches, along with the complex dynamic systems theory that is the framework of this study. Then, as the environment of this research, L2 learning of Japanese context is discussed, focusing on language education in educational institutions, materials, teachers, methodologies, new trends, extensive reading and adult language learners. Lastly, the strategies such as shadowing, reading while listening (RWL) that are commonly utilized by ILLs are illustrated.

SLA methodologies and approaches

'Nature' and 'nurture'. The role of science is to explain the fundamental rules underlying nature, therefore, the form of cause and effect linkages have taken as the most valued explanation (Larsen-Freeman, 1997). In the history of language acquisition theories, which have also contributed to the second language acquisition theories, researchers have been trying to find cause and effect linkages in different ways. The biggest dispute among language acquisition theories might be the argument between 'nature' and 'nurture'. As Bates (1999) described in *On the Nature and Nurture of Language*, the idea of "nativism" goes back to Plato and Kant, and in modern times the theory is strongly related to the linguist Noam Chomsky. Chomsky (1988) claims that Universal Grammar is innate; thus, human beings can develop language in the same manner that other parts of the body grow.

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The second position is known as “behaviorism” related to the psychologist Skinner. According to the behaviorists’ point of view, language is one of the skills learned by behaving or acting.

Tomasello & Call (1997) combined two perspectives as that:

Something innate in the human brain that makes language possible, but that ‘something’ may not be a special-purpose, domain-specific device that evolved for language and language alone. Instead, language may be something that we do with a large and complex brain that evolved to serve the many complex goals of human society and culture (as cited in Bates, 1999).

Bates (1999) claimed the problem of ‘nature’ and ‘nurture’ settled in the middle or mixture of ‘nature’ and ‘nurture’, instead, the problem of “nature of nature” emerged. Nature of nature is that the dispute between the advocates of language is the product of innate abilities (nature) or an inborn language device. Concluded that “Language is a new machine that Nature built out of old parts (Bates, 1999).”

Complex dynamic system theory. Scientists, traditionally, have divided phenomenon into pieces and investigated relationships of components mainly based on the framework of cause and effect. On the other hand, complex dynamic system (CDS) theory, which was created in the fields of biology and mathematics, looks at phenomena in holistic way. In 1997, Larsen-Freeman (1997) introduced ‘chaos/complexity theory’, which is the another name of CDS, as an explanatory framework of second language acquisition. Features of CDS are “dynamic, complex, nonlinear, chaotic, unpredictable, sensitive to initial conditions, open, self-organizing, feedback sensitive, and adaptive” (Larsen-Freeman, 1997).

Based on CDS theory, researchers should detect the system’s attractor states as starting point. An attractor state is unique ultimate condition that a system reaches while repeating its life cycle. In other words, the attractor state illustrates the ultimate condition of a system. For example, a lemon tree grows up from a seed while changing its figure from a sprout to a tree. Overtime, the tree will bloom, and then yellow almond shape fruits will bear among its green leaves. Now the tree is obvious a lemon tree. No matter how much it grow,

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the tree remains as a lemon tree. It will never grow into a cherry tree. In this case, 'lemon trees that bear yellow fruits' can be said to be the attractor state of a lemon tree. Similarly, language acquisition holds the features of a complex dynamic system. For instance, a word of a certain language that a learner acquired, can be said like sprout of the language. It still holds its' features of the language like morpheme or phoneme of specific language. Gradually more language would be acquired, and then the acquired language would grow likewise. Thus, CDS theory is applicable for investigating language acquisition (N. C. Ellis, 2007; Larsen-Freeman, 1997; Larsen-Freeman & Cameron, 2008; The "Five Graces Group" et al., 2009).

Implicit and explicit language learning. Learning often occurs through explicit instruction in many situations and subjects. According to Rebuschat (2015) human behaviors, for instance, language comprehension and production, music cognition, intuitive decision making, and social interaction are considered to be dependent on implicit knowledge. The process of unconscious acquisition of implicit knowledge is called implicit learning. In contrast, acquiring conscious (explicit) knowledge is refer to implicit learning. In the field of language education, a language teacher would teach students vocabulary, grammar, and how to write in the target language, or how to adjust student's speech according to the context. Students learn those knowledge consciously, thus, L2 learning is usually conducted by explicit language teaching in classrooms. On the contrary, L1 is acquired through implicit learning. Nobody has learned his or her L1 by language teachers before entering schools, but by being immersed in the L1 and by experiencing communication through the L1 with others in the community (Segalowitz, 2010). Explicit language learning includes explicit grammar and vocabulary teaching and learning, translation, memorizing a role-play, or engage in grammar drills. Whereas implicit language learning includes extensive reading and listening, casual conversation and writing. Learners learn language while they are using their L2 knowledge to do something what s/he wants to do. Here leaners' intension is not learning language but doing something using L2. For example,

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reading books or watching movies for pleasure, to obtain information or widening their expertise and so on. Many teachers recommend to do both explicit and implicit learning, however, implicit learning seems like degraded in classrooms. On the other hand, language teachers and learners also convinced that if they want to be fluent in L2, studying in the countries or areas in which the target language is spoken widely is significant (Wood, 2007).

Language is deeply related to the cognitive system. According to Imai (2013), word choice can affect the memory or impression of an event or experience. Furthermore, when a person recognize a color, the part of the brain, which is usually activated when the person processes language (Imai, 2013). Looking at the acquisition of L1, no failure occurs unless the learner has some sort of learning disabilities (Segalowitz, 2010).

Research methods on SLA. As for research methods, three distinctive ways can be considered: quantitative, qualitative and mixed method (Dörnyei, 2007; Krave & Brinkmann, 2009; Maxwell, 2005; Seidman, 2013). The quantitative method is the research that deal with numerical data. Statistics are often used to analyze those numerical data. The qualitative method focuses on the descriptive data that allows researchers and participants to explore and experience; as well as enhances subjective understanding about their experiences (Seidman, 2013).

To investigate a complex dynamic system, standardized research methods have not yet established. However, some researchers have attempted to develop methods suitable for this task. Social Network Analysis (SNA) is one suggestion from Mercer (2015) that looks at the relationships and dynamics among people and/or variables. Retrospective Qualitative Modeling (RQM), which coined by Dörnyei, is another research method utilized by some researchers (Chan, Dörnyei, & Henry, 2015). Simply state, SNA is more suitable to focus on group dynamics, whereas, RQM focuses more on the trajectory of variables.

English education in Japan

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English as a subject of study. English is a subject of entrance examination of the majority of the high schools and universities in Japan. Scores of the Test of English for International communication (TOEIC) scores are often required as criteria for entry sheets or performance review within companies. Thus, Japanese learners ‘study’ English to gain high scores rather than trying to ‘use’ English as a communication tool. According to Hinenoya & Gatbonton (2000), Japanese learners of English have been acknowledged as unsuccessful EFL learners by scholars and foreign language educators (Hinenoya & Gatbonton, 2000). The average TOEIC scores of Japanese test-takers remains the 40th out of 48 countries in 2013 (Educational Testing Service, 2014). In addition, according to the survey report *Heisei 26 nenndo eigoryoku chosa kekka (koukou 3 nennsei) no gaiyou (shousai ban) [Survey report of English proficiency of Japanese high school third graders nationwide in 2014]* (Ministry of Education, Culture, Sports, Science and Technology, 2015) that investigated third year students of public high schools nationwide revealed that the plan “*Eigo ga tsukaeru nihonjin no ikusei o tameno koudou keikaku [Action plan to cultivate Japanese who can use English]*” (Ministry of Education, Culture, Sports, Science and Technology, 2003) found that the plan was unsuccessful. The survey was the first nationwide test to assess English proficiency regarding the four skills of English, which means ‘reading’ ‘listening’ ‘speaking’ and ‘writing’. The subjects of this study were students who were taught English based on the former guideline for teaching foreign language in Japanese public high schools. (MEXT is planning to conduct the successive survey to the students who have been taught based on the latest guidelines.) Surprisingly, within this survey test, 30,000 out of 70,000 students scored 0 point for the question, which asked to write the answer in 50 words. MEXT is promoting communicative English education, which is aiming to raise citizens with English proficiency enough to accommodate to up-coming global era. ‘Nearly bilingual’ or ‘bilingual’ have been an ideal goal for Japanese English learners in MEXT’s plans (Ministry of Education, Culture, Sports, Science and Technology, 2003, 2013). According to new guideline, for example, high school English teachers are required to teach English by English.

Brief history of public foreign language education in Japan. When looking back at the higher education in Meiji era, many subjects were conducted in foreign languages because the teachers from Western countries taught Japanese students in their native languages like English, German and French (Erikawa, 2008; Ministry of Education, Culture, Sports, Science and Technology, n.d.). At that time, foreign languages were taught mainly by direct method and extensive reading. Among those students who were educated by foreign teachers, well-known authors who wrote books in English include, Inazo Nitobe (agricultural economist, author of *Bushido: The soul of Japan* (1900), educator, diplomat and politician) and Kakuzo Okakura the author of *The book of tea* (1906). On the other hand, the mass education after World War II required establishing another way of teaching English. Standard way of teaching English, which means that widely spread procedures in Japanese classrooms ever since, based on explicit teaching : choral reading of passages in the textbook, explicit grammar teaching using their L1, translation, memorization of vocabulary, and practice dialogues with prepared skit became common teaching and learning strategies in Japanese classrooms (Erikawa, 2008).

Materials of foreign language education at secondary schools. Most of the Japanese people start foreign language learning from junior high school. Thus, exploring the foreign language education at secondary school might reveal significant reason why Japanese language learners are unsuccessful. Tono (2011) investigated English textbooks that are used at secondary schools in Asian countries by utilizing corpus analysis. The investigation revealed that textbooks being used in Japan have two weaknesses. One is that, Japanese textbooks only cover a small number of the most frequently used vocabulary. For example, Japanese high school English textbooks covered 77.98% of the words in frequency rank 1-1000 of British National Corpus (BNC). The rate is the lowest compared to other countries' textbooks: Korea (89.81%), Taiwan (96.71%) and China (84.16%). In addition, for the vocabulary rank of BNC top 1001-2000, Japanese high school textbooks only cover 45.54%

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whereas other three countries' textbooks cover 52.72–87.02%. Learning high frequency words are very important because BNC top 2000-3000 words cover 90% or higher of daily used language (Nation, 2008). That means that if students learned all the words provided in their textbooks, they still might be unable to understand less than 70% of authentic English. A second weakness is the quantity of English to which Japanese students are exposed to during public education. Total text size of junior high school textbooks is very different. Textbooks in Korea are three times larger compared to Japanese textbooks. The largest size is textbooks in China. Textbooks of junior high schools in China contain about 62,000 words in total; on the other hand, there are only 11,000 words in Japanese textbooks (Tono, 2011). As a result, quantity and quality are inadequate in Japanese English textbooks, and this leads to unsuccessful English education in Japan in a sense.

English proficiency level of secondary school English teachers. Teachers can be considered as the most influential variable in education. The nationwide survey on English teachers in Japan by the Teacher Education Research Group (Teacher Education Research Group, 2002; Yokoi, 2012) revealed that a large amount of English teachers of high schools and junior high schools have relatively low proficiency level in English. Surprisingly, almost half of the teachers (51.0%, n=673) holding 2nd grade of STEP test, and 34.1% (n=1278) of teachers never tried to take English proficiency tests of any kind. The criteria of the 2nd grade STEP test is “English proficiency equivalent to high school graduates”. Adding up the pre-1st holders (intermediate university student level), 78% of the teachers can be regarded as intermediate level or lower. According to the report, only 6 % of the teachers scored TOEIC 730 or higher. Teachers might be too busy to take such tests, on the other hand, in many schools, students are asked to take proficiency tests like STEP test or TOEIC test (Eigo-ryoku no hyouka oyobi nyuusi ni okeru gaibusiken katuyou ni kansuru shouiiinkai [Subcommittee on utilization of external test in the assessment and entrance examination of English proficiency, 2014). Looking at those circumstances, many English teachers seem inadequate to be models of English users that reflect the education plan of the MEXT.

Teaching methodologies in Japanese classroom. Guidelines for secondary education published by MEXT are a kind of curriculum that schoolteachers must follow. Textbooks include all the vocabulary and grammar required to teach based on these guidelines by MEXT. These textbooks cover less than 70% of most frequently used English vocabulary. In addition, grammatical items are crammed into one school year, despite, many scholars and researchers claim that mastering grammar takes a long time (Batstone & Ellis, 2009; R. Ellis, 2006; Klapper & Rees, 2003). Teachers may have knowledge about teaching English as a second language, but many of them just follow guidelines provided by the textbook publishers which contains detailed instructions of how to teach each lesson. Moreover, many Japanese students believe that mastering English is equal to being able to translate English into Japanese, or vice versa. Japanese students tend to believe that translation is equivalent to mastering foreign language, because the teachers teach based on grammar-translation method in educational institutions.

Extensive reading

An extensive reading is regarded as the one of the fluency developing activity and known as effective to developing vocabulary (Nation, 2008; Nation, I. S. P., 2009b). Moreover, extensive reading aims to let learners read in L2 and liking it. According to Day & Bamford (2007), the first teacher who applied extensive reading approach to the second language learning classroom and selected *extensive* as to convey the meaning of plentiful reading was Palmer. Extensive reading for Harold Palmer was that reading “rapidly” and “book after book” (Day & Bamford, 2007). Intensive reading was also another invention by Palmer, that meant to “take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains”. For him, both extensive and intensive reading were important.

For developing reading fluency by extensive reading, development of sight vocabulary, general vocabulary knowledge and different knowledge are expected and

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observed. To develop sight vocabulary, reader should encounter the same word repeatedly and become familiar with the word, then automatically recognize it. Contrast to the Krashen's comprehensible input, for automaticity training, an ideal material is "i minus 1" that means the learner's current knowledge *minus 1* vocabulary (Day & Bamford, 2007).

The Input Hypothesis of "i + 1" coined by Krashen is theoretical foundation of principle for selecting suitable book for the learner (Krashen, S., 1985). The number of research investigating the effects of extensive reading are revealing positive gain from ER (Mason & Krashen, 1997; Nishizawa, Yoshioka, & Fukada, 2010; Yamashita, 2008).

Extensive reading in Japan. Extensive reading was an ordinary way of learning foreign languages for Japanese learners in Meiji era. As posted on the MEXT's web page, "in the early Meiji era was a knowledge of foreign languages. Up until the time of the proclamation of the Education System Order, practically every course offered in the Southern and Eastern Colleges was based on English, French or German texts. English was especially important" (Ministry of Education, Culture, Sports, Science and Technology, n.d.).

Around 2000, extensive reading came back to language learning in Japan. Sakai argued to read easy books extensively (Sakai, 1996), and advocated the Three Principles of Tadoku (多読 = reading extensively): "Don't consult with dictionary" "Skip the words you don't know" and "Throw the book you think you don't like to continue reading". Later, Sakai proposed to read one million words as a milestone (Sakai, 2002). Together with these Three Principles of Tadoku, reading one million words supported by the SSS (Start with Simple Stories) English Study Group and the Japan Extensive Reading Association (JERA), a Japanese version of extensive reading became popular among English learners (Furukawa, 2010). Ito (2003), who was the editor in chief of the *Japan Times* (English newspaper), also published a book advocating extensive reading and listening to easy materials like junior high school textbook. These books targeted mainly adult learners, who were struggling with English after years of learning. Thus, ER spread mainly among adult learners in Japan.

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Extensive reading in Japanese classroom. Application of ER as a learning strategy first spread among adult EFL learners as mentioned above; however, implementation of the methodology of extensive reading as a strategy to improve students proficiency level at schools first appeared in 1989 by Kanatani et al. at high school (Kanatani, Osada, Kimura, & Minai, 1991). This empirical application at high school with 60 participants and 148 titles of graded readers (GR) for four weeks had some positive effects on students' attitude and test scores. Nevertheless, ER has not infiltrated into Japanese school system wide enough to become an ordinary strategy for learning English until now. Later, by the effort of the JERA, enthusiastic adult learners, and a certain number of teachers, some schools started to introduce ER as one of their main English programs (Nishizawa et al., 2010; Atsuko Takase, 2007; Tanaka & Stapleton, 2007). According to the flexibility of the curriculum, ER increased across colleges and universities as supplemental courses or experimental application (Takase, 2012).

Learning strategies of implicit language learning

Extensive Listening. Listening is “the least understood and most overlooked of the four skills (L, S, R and W) in the language classroom” and also “we often take the importance of listening for granted” (Nation, I. S. P., 2009a). Thus extensive listening (EL) is also rather ignored compared to extensive reading. For this evidence, there were little descriptions about extensive listening in language teaching textbooks while extensive reading is discussed in volume (H. D. Brown, 2007; Nation, 2008; Nation, I. S. P., 2009a; Richards & Rodgers, 2014). However, in Japan, extensive listening became as a set of extensive reading while some guide books including extensive listening together with extensive reading (*Tadoku · tacho saishin guide [The latest extensive reading and listening guide]*, 2008; Takase, 2010).

Reading while listening. As the books attached CD including audio recordings became popular in the field of education, many picture books started to attach CDs, which were sold separately before. Brown et al. studied students' incidental vocabulary learning by grouping

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students for three divided by the type of input, 1) reading, 2) reading while listening, 3) listening without text, and compared the result. From all types of input, new words were learned but there was a certain difference for the retention of the newly learned vocabulary (R. Brown, Waring, & Donkaewbua, 2008). Not only among ILLs, RWL is popular among the educational institutes where they have materials with CDs or where CALL systems are equipped.

Shadowing. Shadowing was the one of the training methods of interpreters, then spread among language learners. This activity is named because the learner copies the aural input while following the audio recordings like a shadow. There are some varieties, however, the most simple way of shadowing is that the learner uses headphones or earphones to listen to the audio recording and imitates it orally as much as possible. This activity has been spread almost like a set of ER/EL among learners. The effect of shadowing seemed remarkable in the pronunciation, however, shadowing has positive effect on many aspects of language learning (Da-Un Chung, 2010; Kadota, 2007). For instance, Da-Un Chung claimed there were positive improvement in listening and speaking ability among middle school students in Korea. Three classes of 116 first grade students of middle school in Korea participated in the survey. Divided into shadowing only group (SO), listening only group (LO) and listening plus shadowing group (LS), participants took diagnostic test and post-test, and the experiment was conducted three times a week for six weeks. Analysis to the effect of listening and speaking, an analysis of covariance (ANCOVA) was employed. The mean scores of post-test showed significant differences; the scores of LO group was lower than other two groups (SO 16.7, LO 15.0 and LS 16.7). For the effect of shadowing to speaking ability could not detect by the post-scores, however, the 82.4% of participants felt that shadowing was effective for English speaking to the post-survey.

Kadota (2007) explains the positive effect of shadowing to listening and speaking ability from the neuroscience point of view. Shadowing activates and enhances the process of decoding, using phonological loop and working memory. Further the shadowing enhances the

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automaticity of language processing and rewrites the speech knowledge database in human brain. Also shadowing has the meaning of physical training of pronouncing English language.

Reading aloud. Shadowing resembles to reading aloud since this strategy also require learners to pronounce English passages, but reading aloud is conducted without scaffolding of aural input. Reading aloud can be choir reading in classroom teaching that teacher reads the passages and the students read aloud afterwards. However, there is a time lag between the teacher/learner and the students/follower, so shadowing and reading aloud are similar but different. Reading aloud is also a common strategy in many situations when it comes to the L1 learning including at home and at schools. As Nation (2009b) suggested, reading aloud has not been popular in classrooms, however, it can be used as developing fluency and assessment tool to diagnosing problems of word recognition (Nation, I. S. P., 2009b). Kadota (2007) explains that reading aloud can be related to automatizing decoding process of written text and advocates that the six steps to the automatization of decoding process as follows: 1) reinforcement of letter-sound connections, 2) speed-up of oral reading, 3) improvement of rehearsal, 4) automatization of phonological coding, 5) automatization of word recognition, and 6) automatization of decoding process.

Adult language learners

The Critical Period Hypothesis. CPH is that there is the critical period that human brain is genetically programmed to acquire language and is often linked to the innatist point of view (Lightbown, P. M. & Spada, N., 2013). The hypothesis is supported by observational and empirical studies such as Newport (1990) and her colleagues investigated deaf users acquisition of sign language, found that there was a difference in grammatical features of between Late signers and Early signers. Late signers began learning American Sign Language (ASL) after 12 years old. Another studies are studying internationally adopted

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children by Paradis, Genesee and Crago (2011) concluded that cognitive and linguistic outcomes were generally very positive (as cited in Lightbown & Spada, 2013).

CPH argues that developmental changes in the brain affect the nature of language acquisition and adult language learners may be based on the more general abilities, which is same as learning other kind of skills. Mostly the end of critical period is somewhere around puberty. Or some argues that there might be multiple critical period, and others claim that critical period might be earlier than puberty.

Learning environment. Lightbown & Spada (2013) argue that significant differences between adult and child environment for language acquisition. Regarding to quantity of time and opportunity to hear and use the target language, and environment with feedback and affective filters. In most of the cases, children have more time and opportunities, and are in the environment of receiving positive feedback and of lower affective filters compared to adult language learners (Lightbown & Spada, 2013).

Research Questions

The advocators of implicit language learning claim that even adult ILL's can acquire second language through implicit learning, which means that by extensive input and output in a relaxing manner like children learn their own language (L1). Furthermore, applying implicit language learning changes perspectives of learners on English as the tools to 'utilize' from the subject of 'learning'. If the adult learners can acquire the second language by implicit learning, what strategies and materials can be observed as the trajectories of language learning? Are there any specific patterns of language acquisition using implicit language learning? With the purpose of respond to the lack of current knowledge about implicit language learning in the literature review, the following research questions were formulated:

1. How have the strategies and the study materials changed (or not), over time, until an ILL reached the attractor state?

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2. How has the self-evaluated proficiency of an ILL changed, before and after, he or she applied implicit language learning?

3. Is there any change in ILL's perspectives on learning English?

Research Purpose

Implicit learning seems to be degraded or ignored in language education in Japan, while L2 is taught and learned explicitly in many cases. In addition, the effect of implicit learning has been considered difficult to recognize because the learning or acquisition occur unconsciously by implicit learning. In this study, the researcher expected to reveal some aspects of implicit language learning within the framework of complex dynamic system by focusing on the trajectories of language acquisition, changes of perspectives on learning language and self-evaluated proficiency of learners' who are engaged in implicit language learning intensively and longitudinally. Implicit language learners (ILLs) who have avoided to utilize explicit learning strategies while conducting implicit language learning seem like salient subjects to explore implicit language learning, because the affect from explicit language learning can be expected to be smallest for those learners. Thus, this research investigated and collected data from adult ILLs who can avoid explicit language learning as much as possible.

Significance of the Study

Many articles investigating explicit learning such as grammar teaching (Azar, 2007; R. Ellis, 1998, 2006; Klapper & Rees, 2003; VanPatten, 1993) or vocabulary (Chanel, 1981; Charteris-Black, 2000; Jianzhong, 2003; Johns, 1994; Richards, 1976) exist, whereas studies about implicit language learning are still limited in number and variety (Hulstijn, 2005; Kittleson, Aguilar, Tokerud, Plante, & Asbjornsen, 2010; Yamato, 2001). Some studies are exploring explicit and implicit language learning by comparing or contrasting (N. C. Ellis, 2005; R. Ellis, 2005; Hulstijn, 2005; Leow & Sanz, 2010; Scott, 1990). While, qualitative studies that explores implicit language learners are minimum in number. In addition, the

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framework of complex dynamic system theory is relatively new in the field of language acquisition study. This holistic view point of CDS is expected to add new understanding of language learning (Larsen-Freeman, 1997). Thus, revealing some aspects of implicit language learning by utilizing CDS framework might contribute to add unique insight of second language acquisition from different point of view. Moreover, this research is expected to provide meaningful suggestions and insights, especially for learners struggling with explicit language learning in vain, about language learning and teaching.

Methodology

As suggested by preceding qualitative researches of this area, the researcher collected the data related to the research questions holistically (Dörnyei & Ushioda, 2009; Krave & Brinkmann, 2009; Larsen-Freeman, 1997; Larsen-Freeman & Cameron, 2008). This research applied the method Chan developed based on the Retrospective qualitative modelling that was created by Dörnyei (Chan, Dörnyei, & Henry, 2015). In order to investigate complex system like language acquisition, the researcher should examine the change rather than predict the result (Larsen-Freeman & Cameron, 2008). Thus, the procedures are reversed from traditional research; this study started from identifying the attractor state, which is regarded as an extreme pattern of a system. According to Hiver (2015), “all categorical patterns that L2 learners can settle into (when casing one or more L2 learner as the dynamic system), they can be considered as attractor states”. In this case, ILLs who became to use English in a relaxed mode like when they read/speak/listen to/write in L2, and who became to feel English as their own language can be regarded as an attractor state of second language learning as a complex dynamic system (CDS). The researcher would not draw a border line by a certain proficiency level or test scores, rather sufficient proficiency level to accomplish what the learners want to do in English without scaffolding by L1. In other words, those learners gained automaticity or fluency when they use English (Segalowitz, 2010; Wood, 2007). To examine a CDS, collecting causal conditions (Chan et al., 2015) or variables related to the subject as much as possible is necessary. However, collecting all the

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data related to a CDS is almost impossible. Instead, the researcher narrowed down the range of data collection to a feasible size: data related to the research questions. In this case, related variables refer to applied learning strategies, materials, quantity and quality of exposure to English, the learning environment and perspectives on learning English.

First, the researcher started the survey from identifying the attractor states of ILLs with cooperation with some specialists who are longitudinal practitioners and supporters of 'tadoku (extensive reading)'. The expected attractor states include ILLs with some specific characteristics which are common among language learners (e.g., motivation, learning style or learning strategies) (Dörnyei, 2009). The researcher defined the attractor state of Japanese adult ILLs as those learners, who became comfortable with English, and who are using English as their own language; regardless of specific language proficiency levels or abilities, but rather without help from L1. In addition, two sub categories were found during the discussion. Avid reader type and avid listener type. These types are depending on the learner's preference for the language input, and extreme tendency. For example, avid reader type learner read a lot, not only English books for extensive reading, but also Japanese books. The potential for a mixed type was discussed; however, it has not been specified yet. Setting the specific criteria to define mixed type was difficult to articulate. More detailed categorization might be possible, but the main focus of this study is not categorize ILLs rather investigate their unique trajectories. Thus, the researcher invited the ILLs who fit for the sample of attractor state to participate in this survey. The researcher did not inquire into the proficiency level of the participants because most of them had not taken any kind of English test.

To secure the validity, the researcher triangulated the data by collecting learners' interviews, learning records, and can-do list questionnaires. To answer the research questions, the investigation was focused on the changes in learning strategies and materials, self-evaluated proficiency and perspective on learning English. To exploring the trajectories of ILLs, the semi-structured interviews were conducted and analyzed, together with their

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learning records. In order to collect interview data, three sessions were planned and conducted.

Participants

The researcher approached five candidates who seemed like presenting the attractor state for this study, and four of them agreed to participate. All four participants are longitudinal implicit language learners (ILLs). They are personal acquaintances of the researcher who is also can be categorized as an ILL herself. The researcher met them in the community of ‘tadoku’ practitioners online, and has known each other for several years. They are one male and three females, aged 30s to 50s. One is a house keeper, two are office workers and the fourth one is a part-time English teacher. To protect participants’ privacy, synonymous names were chosen randomly by the researcher.

Table 1

Participants’ gender, years of practicing extensive reading and listening, word count of reading

	Masaru	Yoko	Junko	Tomomi
gender	male	female	female	female
ER history	4 years	13 years	10 years	12 years
Word count	1.5 million~	20 million~	8 million~	20 million~

Note. Word count indicates that how many words each participant had read until they handed the researcher their learning records. Numbers are presented above are consisting of word counts of reading materials and some are very roughly counted. In addition, for Masaru and Junko, they already stopped keeping reading records with word count lately. Words included in the videos and listening materials were ignored because of the difficulty of collecting the data.

All of the participants are connected through multiple sources of social media like Twitter, Facebook, and/or online Forum.

Procedures

The first step was that the researcher approached to some specialists, those who are longitudinal practitioners and supporters of 'tadoku' and ask cooperation to identify the attractor state of ILLs. The researcher and specialists had agreed that the attractor state of ILLs as 'a user of English'. The candidates of participants were picked up among adult ILLs who could be regarded as users of English, and (1) who are avoiding to utilize explicit language learning strategies as much as possible, (2) who have any kind of recorded learning history (e.g., reading record, study journal and etc.), (3) who can engage one-to-one interviews with the researcher (face-to-face or via Skype), and (4) who have applied an implicit learning approach after their graduation from formal education. For the participants of this study, the informed consent for participation were signed and collected, a copied sheet was provided to the participant (Appendix A to D). The candidates of participants were asked by the researcher (1) to join three interviews with the researcher in order to investigate their history of learning English by implicit language learning (one session will take 90 minutes), (2) to provide their learning records, (3) to answer can-do list based on CERF-J (Appendix E and F), and (4) to read and check the transcribed recording data of interviews.

Qualitative research is the research method to explore the experience holistically from the subjective point of view (Holliday, 2007; Krave & Brinkmann, 2009; Marshall & Rossman, 2010; Maxwell, 2005; Seidman, 2013). At the first interview, the researcher asked questions focused on participant's history of language learning. The purpose of this interview was that establishes the context of the experience the researcher was trying to understand (Dörnyei, 2007; Seidman, 2013). At the same time, the can-do list based on Japanese version of CERF was conducted to utilize as a tool to look back the ILL's self-evaluated proficiency before applying implicit language learning (MacIntyre & Serroul, 2015). This session took 60 to 90 minutes for each participant. For qualitative research, interviews are designed as semi-constructed (Holliday, 2007; Krave & Brinkmann, 2009; Marshall & Rossman, 2010; Maxwell, 2005). The researcher asked some questions prepared in advance (Appendix D), and

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additional questions were emerged from the conversation with interviewees. The interviews were digitally recorded and transcribed, then researcher read through several times while listening to the recording for the validity of the data. In addition, the archives of learning, like reading journal or records, which were handed to the researcher by the participants if anything could not be transferred digitally.

The second interviews took place within about a week after the first interviews to keep the tension and coherence between interviews (Seidman, 2013). This time, the focus of the interview was to reveal the details of learner's experience as much as possible. The researcher used the participant's learning record as a map to explore the learner's experience of implicit language learning. Participants were asked questions about the strategies, materials, events and perspectives on English (Appendix I). The second interviews were digitally recorded, transcribed and double checked by the researcher.

The third interviews were conducted within a week of the second interview. This time, the focus of the interviews were reflecting on the meaning of the experience as a whole, which means that the researcher encouraged the participants to reflect the experience of the implicit learning by themselves (Appendix I). Together with those questions, a can-do list (Appendix G and H) was provided as a tool to reveal self-evaluated English proficiency at that time. The third interviews were also digitally recorded, transcribed and double checked by the researcher.

Analysis

To secure the reliability, recorded interviews were transcribed and double checked by the researcher. The interviewees examined the excerpts which are quoted in the paper, for whether the excerpts were properly represented what he or she meant in the interviews. The transcribed data was analyzed based on the qualitative analysis framework SCAT (Step Coding and Theorization) (Otani, 2008). First, the researcher excerpted noteworthy words or phrases in the transcribed interviews which were conducted in Japanese, and put the

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excerpts into the columns next to the raw data. Those excerpts specifically reflected the learners' own experiences, perspectives, strategies and materials. Second, the researcher paraphrased those excerpts while translating them into English and put them in to a 3rd column. In addition, the researcher identified emerging themes and concepts from the 3rd column in considerations of the context and then put them into a 4th column. When the researcher found some questions or further tasks, that information was put into a 5th column. Combining all the emerged themes and constructs in the 4th column, a storyline for each learner was written by the researcher. Moreover, theories are offered by weaving themes and concepts from the storyline.

The results of self-proficiency questionnaires, the can-do list based on CERF-J, were presented in graphs/tables. These questionnaires were used to investigate the trajectories of self-evaluated proficiency change, the results of before and after applying implicit learning of English. Moreover, the lists were used as a tool to elicit learners' own evaluation about their English proficiency as much detail as possible during the first and the third interviews.

The researcher examined learning records submitted by the participants, such as reading and listening archives, notes, blog posts, comments on bulletin boards system carefully. At the second interviews, questions that emerged during the close examination of the records were asked by the researcher. The focus of the questions were relationships between learning strategies, materials, perspectives, motivations and events of implicit learning experiences.

Results

In this chapter, results from the survey of exploring language learning and acquisition of ILLs will be presented. First, trajectories of language learning will be discussed in the form of storylines generated from SCAT analysis. These storylines are including the answers of research question one and three; changes in learning strategies and materials, and changes in perceptions on learning English. From those storylines, theoretical findings will emerged and also be presented accordingly. Second, learning strategies and

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materials will be compared among four learners based on the learning records submitted to the researcher and together with answers from ILLs during the interviews. Finally, results from questionnaires about self-evaluated English proficiency questionnaires will be presented. This part will be the answers to the research question number two; changes in self-evaluated proficiency of before and after applying implicit language learning.

Trajectories of language learning of adult ILLs and theoretical findings

The storylines presented here were developed from the transcribed interview data analysed by utilizing the SCAT framework. In a storyline of each participant contains all data of three interviews were combined into one. The researcher weaved themes and constructs emerged from the excerpts from transcribed interviews and background information collected by the researcher. As Otani (2008) suggested, theoretical findings were also generated from a storyline. These theoretical findings will be presented after each participant's storyline.

Storyline of Masaru. In his school days, he had a neutral impression about English. All the teachers had similar teaching style and gave no impact on him. Only scores and grades had meaning for him. He believed reading passages aloud was an effective strategy for learning English, so he used this strategy to prepare for tests. At the same time, he had covert admiration to being active globally.

As for his personal characteristics, Masaru has good non-verbal communication skill, a sense of responsibility, and contextual guessing from visual, aural, and/or situational cues. These characteristics had the effect of lowering affective filters when he experienced authentic English and casual peer-to-peer conversation during travel abroad.

The covert passion to learn English encouraged him to gather information about learning strategies or materials. Even though Masaru had tried to study by himself, the effort had never been successful. He was seeking for advice and place to get materials, and using the Internet to gain information from online communities such as bulletin board

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systems and forum for 'tadoku' learners. Unlike ordinary Japanese language learners, he used to ignore dictionaries most of the times when he learn foreign language.

In the novice phase, Masaru was seriously seeking the results of the method of extensive reading and joined the extensive reading course of the NPO Tadoku Supporters. At same time, the place provided him suitable and enjoyable materials. He was following instructions by the supporters, such as the Three Principles of Tadoku seriously. Moreover, he was keeping precise learning record, and assessing the method. Admitted that he had a different perspective on learning English at that time, compare to the present perception. To consolidate basic lexical items and structures, he read easy and controlled materials like graded readers (GR) and levelled readers (LR). Especially, he read books from the Oxford Reading Tree series (stage 1 to 8) repeatedly using the strategy of reading while listening (RWL).

Phase transfer occurred when he watched TV serial drama without subtitles. After watching children's shows 20-30 hours, Masaru had already been used to be immersed in English. By practicing extensive reading and listening, he noticed that prosody was conveying messages as same as words and phrases. Regardless of the level of English, he could enjoy what he really wanted to watch, and involved in the world of the show. Scaffolding by audio could free Masaru from the concept of level of English. Difficult but engaging materials changed his standard of proficiency level of 'difficult'. Interesting materials were important factor to continue self-study as a daily routine. According to Masaru, selecting materials based on curiosity and intuitive was much important than considering the level of materials. His improvement of English proficiency seemed very rapid, looking from other learners' point of view, but he believes that everybody can acquire English like him.

All four skills were included in his daily learning from the novice phase. Practice of speaking English was started from answering simple and/or closed questions and casual conversation. Chitchat group using Skype created the opportunity to practice speaking. Speaking English require courage, and when he spoke, he noticed the gap between Japanese

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and English. The power that came from his role as a leader in chitchat group, as well as peer-to-peer conversation, strengthened his courage to speak. According to the experience of Skype chitchat group, conversation in three is the easiest if it worked well; he also used Twitter to practice writing.

Masaru believed that internalized input transfers to output, so he used shadowing to change his English into British accent. Encountering with a Japanese student with British accent stimulated his intrinsic motivation to change his accent.

After reading 1.5 million words and two years of practice, phase transition occurred. When he became confident in the method and strategies, reasons for keeping learning record for assessment became useless. Masaru started to follow his own preferences and stopped keeping it. Moreover, gained enough confidence to be free from affective filters and extrinsic motivation, Masaru started following his curiosity, became free from learning strategies and English proficiency level of materials.

In expert phase, Masaru admitted that his 'tadoku' became not for ER; ER did not for learning English anymore. Mobile digital devices and the Internet allowed him to use English daily and casually. Watching YouTube or other videos on mobile devices became one of the most preferable way to enjoy English.

Masaru found his specific objectives of learning English when he found the Massive Open Online Courses (MOOCs) that provide educational contents for free. This raised his intrinsic motivation greatly. He followed curiosity and started to participate in the MOOCs. Masaru chose feasible courses like Kahn Academy, which is a platform for online courses from elementary school level at the beginning. As a learner and a user of English, Masaru chose to utilize the preferred strategy of watching videos. Masaru started from doing by feasible amount of materials and comfortable level courses. Finally he completed a course provided by the edX related to his profession.

Now Masaru is using English daily. He ordinarily interacts with friends using Twitter or other SNS platforms where learners exchange information and feelings casually and in real time. Since English became like Japanese in his mind, his perception on English

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proficiency changed accordingly. That encouraged him to challenge something that seemed difficult before.

Theoretical findings from storyline of Masaru.

- Good non-verbal communication skill, a sense of responsibility, and contextual guessing from visual, aural, and/or situational cues can decrease affective filters.
- In novice phase, a learner tend to seek the results seriously.
- Following instructions seriously and assessing the method can be a feature of novice phase.
- To consolidate basic lexical items and structures of L2, a learner prefer to read easy and controlled materials such as GR and LR.
- Using RWL, a learner can read the books higher than his/her proficiency level.
- Perception to L2 level might change when s/he watched and enjoyed videos without subtitles.
- Noticing that prosody conveying messages as same as words and phrases helps to watch without subtitles.
- Scaffolding by audio might free the learner from perspective of level.
- Interesting materials are important to continue self-study.
- Conducting activities contains four skills of language from novice phase might accelerate language acquisition.
- Information and communication technology (ICT) and digital devices create opportunity to practice speaking casually.
- Conversation in three people is the easiest.
- Shadowing might be able to change pronunciation or accent of learner.
- Gained enough confidence to lower the affective filters and eliminate the affect from extrinsic motivation, learner would start to follow own passion/curiosity, and become to use preferred strategies and ignore proficiency level of materials.

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- Mobile devices and the Internet can provide a learner of opportunity to use English daily and casually.
- Finding specific objectives of learning L2 can raise learner's intrinsic motivation.
- Once L2 started to exist in the learner's mind independent from L1, perspective and attitude to proficiency level would change.
- Changed perspective and attitude would encourage the learner to challenge something using L2 that seemed difficult before.

Storyline of Yurie. Her impression of English was good and fascinating. Basic grammar was understandable, and her test scores were good accordingly. During her junior high school days Yurie joined a club that studied foreign languages. However, entering a high school with a reputation for entrance exam preparation, English classes turned into an unsatisfying, and English became a difficult subject for her. To prepare for entrance exams, she entered a cram school. The teacher of cram school forced her to study unsuitable materials for her English proficiency level. However, the scores were very important, she should study very hard. She felt strong sense of failure at that time. Even though her grades and test scores of tests were not good, Yurie kept admiration to read original books written in English someday.

Her job required her to obtain some knowledge of English vocabulary, Yurie was motivated to learn English. Since having enough free time, she started to study English by herself. Yurie kept a covert passion for reading English books. Unconsciously, Yurie recycled learning strategies in school days even though it was unsuccessful. She started from studying basic grammar for junior high school students. However, this attempt turned out to be unsuccessful because explicit knowledge of English learned by grammar drills did not transfer to comprehension skill of texts. Nevertheless, her passion for reading original books did not vanish. Next, she tried to read a short story written for adult readers with dictionary. Again, her explicit knowledge of English from dictionary did not transfer to comprehension, and she could not finish the book.

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One day, at a bookstore, Yurie found the book that introduced tadoku (extensive reading). She peeked into it and read an easy short story included in the book. Yurie could finish reading whole story in English, and could experience the pleasure of reading and started ER by herself.

In the novice phase, Yurie tried hard to follow instructions of ER guidebooks such as the Three Principles of Tadoku and keeping record of reading. She carefully chose reading materials from easy books, however, obtaining very easy English books from ordinary bookstores was difficult. She bought many books from online bookstores or borrowed books from the library nearby. Picture books in the library were difficult to read through sometimes; instead, she preferred levelled readers (LR) for young children of native English speakers.

In addition to reading, Yurie tried to practice shadowing sometimes because audio CD was attached to picture books. In the novice phase, she mainly read easy books extensively. However, at a certain point, she recognized improvement of listening skill. The experience changed her perspective on reading and learning in English. ER was a time consuming activity, but keeping a record of books was fun for her. Thus, Yurie has been keeping the reading record for satisfaction. The online community was an important place to get information about books. Bookstores also played an important role as a place of getting information about books.

Yurie would read thin books or short stories to obtain a sense of satisfaction and increase motivation when reading stamina was not enough to read thick, difficult books. She started RWL with books including different languages like French and Swedish. Without scaffolding by audio, she would stop reading where a word or names from foreign languages other than English. From long time experience of ER, reading English became a daily habit for her.

Yurie had a belief that output must happen by a large amount of input. After reading one million words, she gained the confidence to try new skill—speaking and writing. Unfortunately, lack of opportunity at that time, she could not try to practice speaking. Three

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years of ER, the anniversary of 8 million words, she posted her resolution to the bulletin board system of the Tadoku learners that she would try to speak and write in English.

Curiosity-driven actions emerged especially from implicit language learner phase. After some more years past, development of the information and communication technology created the opportunity to communicate in English. She joined a periodic practice of chitchat group in English using Skype. Her curiosity and passion to speak in English exceeded fear of making mistakes. Peer-to-peer conversation in the community of ILLs that allowed participants to use both Japanese and English lowered affective filter when speaking in English. Moreover, still feeling lack of confidence in grammar, Yurie overcame the fear of making mistakes and started speaking in English.

When watching enjoyable TV program, poor comprehension of language did not affect her pleasure of watching in English. It is because that images helped understanding the story of the show. Yurie reported that if she had not experienced ER, she could not enjoy watching videos without subtitles. Realized that real conversation could be messy both in Japanese and English in many cases, and might not be always grammatically correct like what she'd studied at school as a subject. She noticed her own improvement in English when she tried to express herself in English, because she could speak spontaneously without interference of Japanese. Yurie started to post some essays on her book review blog to express herself in English. This activity was purely from her intrinsic motivation.

Sometimes implicit knowledge emerged in her mind when she spoke in English. She felt that implicit knowledge of language grows gradually, so without the opportunity to assess, accumulating implicit knowledge was difficult to notice. Output like speaking and writing could be an opportunity to assess one's own improvement, she thinks. Sharing information and power of community are important to accelerate intrinsic motivation as well.

Judging from speaking spontaneously without interference of Japanese, and success of communication in English during a recent trip to Europe, Yurie reported that her English was acquired not learned. She could fulfil her goal and objective of learning English—reading original books written in English. By reading extensively, she became to understand

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language and culture deep enough to make friend with English and English speaking people in the end.

Theoretical findings from storyline of Yurie.

- Unconsciously, learner would recycle familiar learning strategy even though it was unsuccessful.
- Explicit knowledge of L2 learned by grammar drills did not transfer to reading comprehension skill.
- Explicit knowledge of vocabulary from dictionary did not transfer to reading comprehension.
- Experiencing the pleasure of reading motivated the learner to continue reading.
- LR for young children were easy to read and enjoyable.
- Shadowing was conducted because it was fun to copy the rhythm and melody of the narrator.
- In novice phase, the learner tried to read easy and understandable books extensively.
- Input from extensive reading might transfer to or improve listening comprehension skill.
- Keeping reading record is fun and satisfying activity.
- Online community was important to get information about books.
- Learner can read short stories to obtain sense of completion and increase motivation when reading stamina is not enough to read long and/or difficult book.
- RWL can be a scaffolding to read a book contains unfamiliar names/places/passages from another foreign language such as French or Swedish.
- After reading one million words, the learner gain confidence to practice new skill.
- Curiosity-driven actions will emerge especially from the implicit language learner phase.

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- Periodic opportunity of peer-to-peer conversation lowered the affective filter and encouraged the learner to overcome fear of making mistakes.
- Difficulty of language spoken in a TV program would not spoil the enjoyment of the implicit language learner.
- Without experiencing ER, it might be difficult to watching TV shows without subtitles.
- Improvement will be noticed when the learner try to output using L2.
- Implicit knowledge would emerge in the ILL's mind when s/he speaks in L2.
- Accumulated implicit knowledge is difficult to notice without an opportunity of assessment.
- Sharing information is important factor to increase motivation.
- ILL might have acquired English rather than learning.
- Understanding cultural aspects of the language will enhance comprehension.

Storyline of Junko. Junko had no specific memory of teaching and learning at junior high school. However, she remembered explicit grammar teaching with difficult grammar terms in high school. Junko had weak extrinsic motivation like social expectation as an office worker, also had extrinsic motivation at her work place. A regrettable experience during a business trip stimulated her intrinsic motivation. She was feeling the necessity to communicate better with her cousins, and it stimulated intrinsic motivation. Curiosity about going abroad became intrinsic motivation, so she started a regimen of self-study which unfortunately turned out to be unsuccessful.

In the novice phase, Junko joined a book club to get materials and information. She reported that she has the personal characteristics of being good at contextual guessing. She preferred scaffolding by audio when reading. Junko was seeking advice to overcome obstacles to progress, and joined some places where supporters might be, but could not get sufficient support from anywhere. She enjoyed reading but limited range of the books written in suitable English level for her. While reading extensively, she could not enjoy material beyond

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her level. Junko also claimed that contextual guessing was difficult when the material was too short (in her opinion, stories under 3,000 words).

Reading while listening (RWL) changed her perspective on English because the performance of narrator enhanced her comprehension of written texts. She also reported that RWL led her to conduct extensive watching (EW). Likewise, she regarded ER as the foundation of EW.

Rewarding experiences happened sometimes, and those experiences stimulated her intrinsic motivation. For example, Junko could enjoy watching English films without subtitles, when she played it for a child of her friend. It was an animated film for children but her excitement was enormous. She also noticed her improvement of English when she was reading while listening. At first, it was difficult to find the passage where the narrator was reading, and once she put the book down, she could not find where to start again. However, from a certain point, she was able to find where she should start reading again.

Also, sharing information of books and reporting her own learning with other learners in online community also stimulated her intrinsic motivation to continue implicit learning. After five million words of reading, Junko stopped keeping her records on notebook, instead she continues to keep tracking her learning by reporting on twitter in Japanese, where she can get some comments from other learners and discuss the materials and strategies.

Junko reported that, after interval of several months, she noticed improvement of reading comprehension. She felt that this phenomenon was similar to the acquisition of technical skills at her job. She also argued that input by ER did not transfer into output.

Cultural knowledge by reading children's books extensively enhanced listening comprehension. Online video services such as streaming digital video services and YouTube enabled her to conduct extensive watching.

At the third interview, Junko reported that she is ignoring proficiency level when she reads or watches in English. Following curiosity is more important than considering proficiency level of materials these days. In her mind, distinction between Japanese and

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English does not exist, Junko informed. Recently, she finally convinced her own preference to audio and image than texts, so she is engaging EW mainly. She also reported that in her mind, the borderlines between reading, listening and watching are vague; so is the borderline between Japanese and English. She is good at using digital devices, for instance, she adjusts listening speed when she uses IC recorder, and switching multiple dictionaries or other features of devices such as Kindle.

Theoretical findings from storyline of Junko.

- Being good at contextual guessing, the learner preferred to RWL.
- RWL changed the learner's perspective on L2 because performance of narrator enhanced comprehension of written text.
- Rewarding experiences might occur abruptly.
- Sharing information about books stimulated intrinsic motivation.
- Community of learners stimulated the learner's motivation to continue learning.
- Similar to the acquisition of other technical skills, interval might enhance acquisition of language.
- Input by ER did not transfer to output.
- Cultural knowledge learned by reading children's books enhanced listening comprehension.

Storylines of Tomomi. Tomomi's encounter with English started back in her elementary school days. At first, she joined an English classroom in her neighbourhood and learned English for the sake of entertainment, memorizing Japanese words and English words in pairs like a game. This might have stimulated her curiosity, but when she tried to join another English classroom, she met with the resistance of an arrogant teacher because she had not mastered phonemic symbols. In junior high school days, she was an average student. English teachers used the typical teaching style, so she did not have any particular memory of learning English. Extrinsic motivation came from her mother when she

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encouraged Tomomi to try a correspondence English course, but this self-study attempt was unsuccessful. In high school days, her private tutor who was very oppressive and strict forced her to study English. However, this type of extrinsic motivation made her a reluctant student. As a college student, she had covert passion to study English and experience going abroad but was uninterested in English as a subject. She entered an English conversation school to prepare to study abroad. Tomomi experienced studying abroad and authentic English for two months in Canada where she engaged in peer-to-peer conversation and English classes in a language school. After that, she assumed that she was satisfied with this brief experiencing of going abroad. Since she was in an environment without English in Japan, she totally forgot about it. After several years, the boom of Harry Potter came to Japan and reading Harry Potter became her new objective to learn English. This was strong intrinsic motivation for self-study, and she bought some volumes and finished reading them using the dictionary. However, lacking confidence in reading comprehension, searched some way to improve her reading comprehension skill.

In novice phase, Tomomi kept high intrinsic motivation, while setting her goal of reading one million words, which was the milestone for tadoku at that time. Moreover, she set Harry Potter, her favourite book, as a reward for finishing one million words of reading. Now she reported that she feels like looking at other person's record, she read books after books as though assessing own proficiency level. Still in novice phase, she was following most of the instructions and the three principles of tadoku. She was so engaged in materials, unconsciously using silent reading and skipping to read faster, and reached the first milestone as soon as possible. In this phase, she also reported the importance of information about materials, because sharing information by other learner's also stimulated her curiosity.

As an avid reader, bookstores were the place to examine the materials and got information as well as obtained materials. One day, after reading three million words, Tomomi peeked into a book for young adult. She noticed that she could enjoy the book. The story was fascinating, moreover, she was fascinated by the fact that she could read

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paperback. Tomomi engaged in reading the series of seven books (280,000 words in total) during one month. In these days, she was very good at skipping and ignoring unfamiliar words. According to her report, she was using different reading strategies from this point. Tomomi also commented that the longer the material, she could use skimming and contextual guessing, and it became easier to comprehend.

When she started reading while listening (RWL), Tomomi could not understand the contents of what she was listening and reading. At that time, without comprehension, she just followed the sound and texts, aurally and visually. Nevertheless, compared to the extensive listening (EL) without written text, which she tried for a while before applying ER, she noticed improvement of listening skill during RWL. Gradually, her listening comprehension improved. Improved listening skills changed her learning strategy from RWL to EL, free from the scaffolding of texts, and she was happy with that because she can enjoy books very easily.

The community of learners, both in online and offline, was always an important factor of learning environment for her.

These days, Tomomi watches videos casually without subtitles, because, her listening skill has improved enough to be free from scaffolding by texts. Tomomi follows her own feeling or curiosity when choosing materials or strategies, by eliminating extrinsic motivation such as three principles of tadoku or other learners' strategies. Thus, she went back to her preferred strategy and what she really wanted to do: reading enjoyable books. Recently, she is unsatisfied with the term 'tadoku', because, for her, reading English books is not ER but just reading books in English.

After longitudinal ER and RWL, and experiencing watching without subtitles, she obtained different perspectives on learning English. Her perspectives on proficiency level and ability changed. Her attitude toward English also changed. Being brave enough to challenge on her way, curiosity is the first factor when she choose something to do in English. For instance, when gathering information, she goes back and forth in Japanese and English whichever the information she could obtain. There is no distinction between English and

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Japanese. However, these changes made her difficult to solve problems of tests. The flexibility of her English knowledge impedes to choose one right answer. Tomomi reported that Japanese interferences do not exist when she is speaking in English spontaneously. Moreover, English seemed to grow as her own language, because she noticed that she understood English automatically.

Recently Tomomi started teaching at cram school as a part-time job that requires her to teach English explicitly to prepare students for entrance exams. She became sensitive to grammatical errors, then fears of making mistakes emerged. Unfortunately, explicit grammar knowledge is hindering her ability to engage in and enjoy the peer-to-peer English communication in which she once passionately participated. According to her opinion about implicit learning, it seems better to start from EW or EL. Moreover, to lower the affective filter of learners, starting from an enjoyable, small amount and comprehensible materials are important. Acquisition requires time and quantity of input, she reported. Revealing her happiness to meet this approach and what she had gained from these experiences, Tomomi emphasized that she wants everybody to experience this easiness of ILLs are enjoying, when they acquire and use English. She also mentioned that implicit language learning would be accepted widely if there were a way to assess the effect using numbers.

Theoretical findings from storyline of Tomomi.

- Frequent consultation to dictionary might increase anxiety rather enhance reading comprehension.
- In novice phase, setting a numerical goal and reward might increase motivation.
- When engaged in reading, the learner unconsciously uses silent reading and skipping to read faster.
- Sharing information about materials is important, because it can stimulate other learner's curiosity.
- At first, the learner would not understand the contents while conducting RWL, but gradually listening skill would improve.

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- Only EL would not improve listening skill.
- Improved listening skill would change learning strategy from RWL to EL.
- In the user phase, after reaching to a certain level of proficiency, the ILL starts to do what really wants to do and ignores other learning strategies or activities.
- To be sensitive to grammatical errors might develop fear of making mistakes.

Comparing reading materials and strategies of ILLs

From learners' reading record, the researcher will present the type of books, word count and period to achieve one million words. This is simply because of the time constrain. However, a CDS is sensitive to initial conditions, thus investigating reading materials of their initial condition might valuable. Both Yurie and Tomomi, who are recognized as avid readers, reached one million words within very short period of time (Table 2). Yurie took only four months and Tomomi took six months until they finished reading one million words.

Table 2.

Reading materials until one million words of reading.

	PicB	PicB(L)	LR	LR(L)	CHLD	CHLD(L)	YA(L)	GR	GR(L)	y.
Masaru	00.98	00.00	11.08	18.47	08.79	16.42	06.66	19.01	18.59	0.9
Yurie	06.02	00.00	14.86	00.00	24.71	00.00	00.00	54.41	00.00	0.3
Junko	05.62	00.10	16.07	00.74	15.89	00.56	00.00	49.75	11.28	4.0*
Tomomi	00.00	00.00	04.18	00.00	03.49	00.00	00.00	92.32	00.00	0.5
SUM	12.62	00.10	46.19	19.21	52.88	16.98	06.66	212.49	29.87	

Note. PicB = picture book, LR = levelled reader, CHLD = children's chapter book, YA = young adult book, GR = graded reader. (L) = reading while listening. y = year; indicating the total period which the learners reached to the milestone of one million words. Numbers were figured; $f(x) = \text{word count}/\text{total} (\%)$. Total word counts for each participants are slightly different because those numbers are actual word count by each participant when their reading records surpassed the milestone of one million words. *including three years of blank period.

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Looking at the types of materials, GR were the most extensively read by ILLs in novice phase when examine the word count. However, if you look at the number of books read by the ILLs, LR surpass GR, because of the words contained in a book. For example, some of the early books of LR contains only a couple of words, whereas, GR contains 500-600 words even for the beginners.

Learning strategies and ILLs

Exploring storylines and reading records sheds light on unique aspects of learning trajectories of ILLs. The researcher calculated the percentage of words read by each ILL by using learning strategy of reading-while-listening (RWL). At the beginning of the Japanese version of ER movement, when Yurie and Tomomi started extensive reading, ER wasn't expanded to include extensive listening. Moreover, listening materials like CDs, mp3 and podcast were difficult to obtain for the learners at that time. Nevertheless, Junko, regarded as avid listener, was using RWL from the novice phase (Table 3). In addition, during her four years of interval, she watched movies sometimes. Masaru admitted his preference of reading books with technique of RWL; more than half of the books, including *One and only Ivan* (Applegate, 2015) and *kira kira* (Kadohata, 2008), were read accompanied with audio recordings (Table 3).

Table 3.

Percentages of RWL to the total reading words.

	RWL/Total
Masaru	60.14
Yurie	00.00
Junko	12.67
Tomomi	00.00

Note. Summed all the number of RWL in the Table 2, indicating the percentage of RWL to the total word count read by the learners.

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Table 4.

Learning strategies and ILLs.

	Reading	Listening	Watching	Speaking	Writing	Dictionary
Masaru	YA/CHLD/Pic Bk/LR/GR	RWL	w/o subtitles	◎	Twitter, blog	
Yurie	Novels/YA/CHL D/Pic Bk/LR/GR	RWL/EL	w/o subtitles	◎	Twitter, blog	
Junko	YA/Pic Bk/ CHLD/LR/GR	RWL	w/o subtitles L1 subtitles			○ (L1)
Tomomi	Novels/YA/CHL D/Pic Bk/LR/GR	EL	w/o subtitles	△	Twitter	△

Note. Table shows that the learner's usage of leaning strategies and reading materials.

Dictionary is indicating the usage of dictionary. ◎=Frequently/regularly, ○=Ordinary,

△=Sometimes

Only Junko had not had any opportunity to speak and writing in English. While Masaru and Yurie do not use dictionary, Junko uses dictionaries (types of dictionaries are both EE and EJ). She casually uses pop-up dictionary of digital devices such as Kindle or smart phone while reading books on them, but not frequently. Only Junko reported to prefer to watch television programs or movies with Japanese subtitles when she watches them through streaming service provided by Japanese company (Appendix L, 24).

Self-evaluated proficiency

The researcher utilized the questionnaires developed from Japanese version of CERF (Tono, 2012), as a tool to elicited learners self-evaluation and perspectives about their own English proficiency level as much as possible during interviews (Appendix E-H). The questions included in the both two questionnaires are the same so that the result can be compared. The researcher recognised that the self-evaluated proficiency, especially the answers of before starting implicit language learning might be inaccurate. However, the purpose of this questionnaire was to give the ILLs the opportunity to consider and notice their improvement of English proficiency by answering can-do type questionnaire.

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According to the results, all the participants had improved English proficiency to some extent (Table 5). Comparing scores among participants might have not much meaning; however, significant increase in numbers can be seen when looking at intra-personal differences, before and after of experiencing implicit language learning. For example, Masaru and Yurie doubled the scores of the first results.

Table 5.

Results of self-evaluated English proficiency questionnaires

Name	Before	After
Masaru	198	382
Yurie	168	374
Junko	172	312
Tomomi	278	367

Note. The numbers indicate accumulated scores of each participant's result of the can-do list questionnaires; before and after applying implicit language learning (Appendix E-H).

Looking at the individual results of ILLs, some interesting points can be seen. First, Masaru's results were as follows:

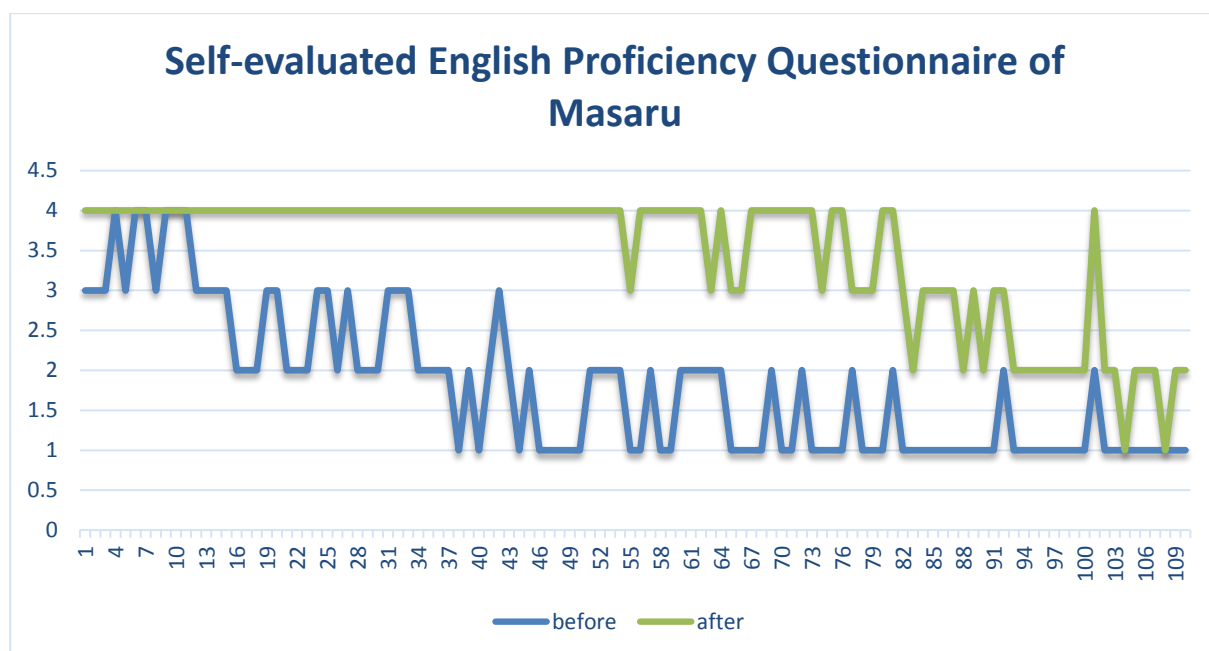


Figure 1.

Masaru seemed to improve his English proficiency greatly during four years of implicit language learning. According to the result of two can-do questionnaires, his total scores became nearly double. However, he admitted his opinion about this questionnaire survey, as follows:

“...I think the standard for the answers has been changed from the first time and the second time. Indeed, my perspectives on English have changed already. Maybe...if the actual capability was same, and I might not check four at that time, I can say ‘yes’ now. Before starting ER, I would answer ‘yes’ when I was sure 100%, but now only 60%, then I can say that I can do it. 「(中略) …こことここで判断の基準が、こっち(第一回)とこっち(第二回)で、違ってるような気がするな。やっぱりな。自分の物差しが変わっちゃってるからね。なんとなく。この頃の基準でいけば4にはならいかもしれないことも、今なら4で言えちゃうもんね。100点じゃないとできる、って言えないけど、こっちは60点ぐらいでもできるって言えちゃったりね。」 (Appendix J, 72).”

One of the unique point is that his score of before implicit learning of Q101 (Figure 1). Apparently, the score of this question is higher than other participants.

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Yurie was the learner whose score increased more than double. At the first time, her total score was 168; however, she checked 374 point for the second time. According to the result, she is almost perfectly capable to speak, listen, write and communicate around intermediate level. She also scored four for the Q101, and her highest mark were Q106 and Q107, there she checked three (Figure 2, Appendix H) . Q106 is asking whether enable to understand any type of fast native speed conversation, and Q107 is asking whether enable to comprehend any type of complex written texts.

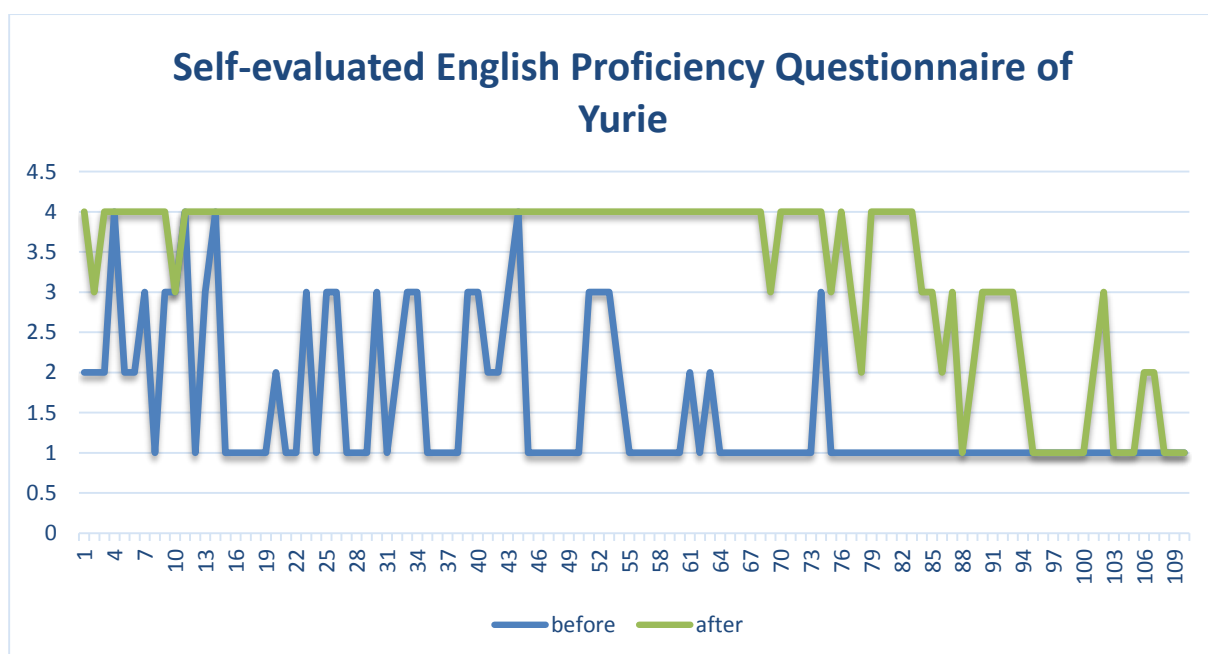


Figure 2.

Figure 3 illustrating Junko's result, her graphs shape unique pattern compared to other three members. She also answered relatively high point to the Q101, Q106, and Q107. All of them can be categorized as receptive ability, which related to comprehension (Figure 3).

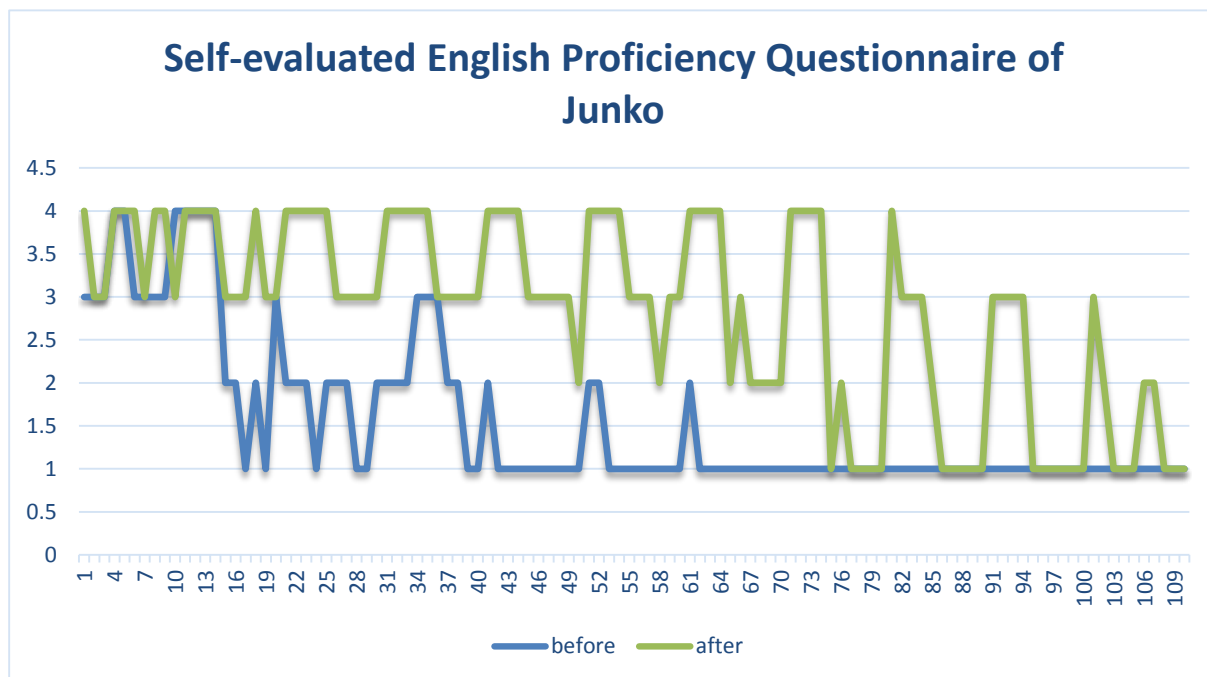


Figure 3.

Finally, results of Tomomi, shapes resembling pattern to ‘after implicit learning’ of Masaru’s graph (Figure 1). She marked the highest scores for the ‘before implicit learning’ questionnaire. These scores might not be reflecting their actual proficiency, however, Tomomi could be regarded as the highest in proficiency before starting implicit language learning (Figure 4).

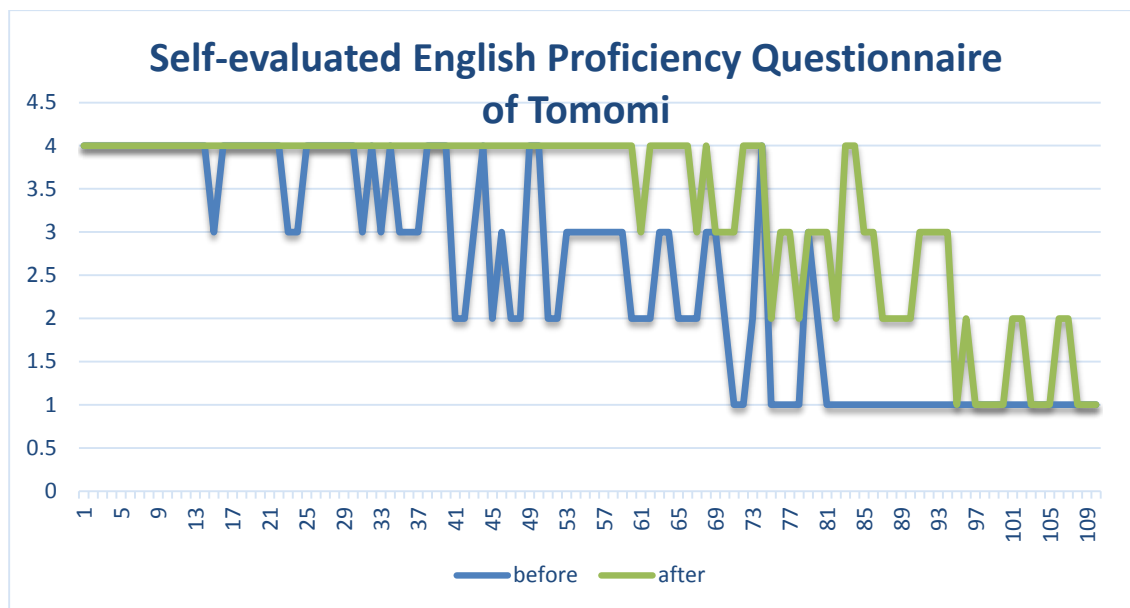


Figure 4.

Discussion

Children are very successful implicit language learners: they invariably acquire their native language through communication and without the help of any explicit instruction. By contrast, adult learners' ability to acquire language purely implicitly is in many respects limited: as N. Ellis points out, 'empirical analyses of learners in "grammar-free" communicative natural, or immersion L2 and FL programmes demonstrated significant shortcomings in the accuracy of their language' (2007, p.20) (Scheffler, 2011).

This survey is reflecting my own experiences as a language learner, especially, as an implicit language learner. Before starting this approach, I was a freelance translator in the field of business and education. At that time, I was always consulting with multiple dictionaries and other sources such as websites and books. Translating English into Japanese was almost like a habit for me at that time; every time I heard English, even though when I was watching movies for refreshment, I automatically translated actors'

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passages, and at the same time, comparing my translation with Japanese subtitles. However, when I had to speak or write on my own, I became uncomfortable and almost panicked because I could not translate my thoughts into 'right' English. In those days, English was always existed with Japanese mental lexicon, or existed as explicit knowledge about English language in my mind. Moreover, I always felt some sort of anxiety and difficulty when I faced authentic English. The most frustrating thing was that there were some sentences I could not understand the meaning, even though all the words and grammar which consist of them were familiar.

About five years ago, I was searching for an easy and enjoyable way to learn English that enable learners start from zero; for my twin daughters who could not attend school. In Japan, English classes begin at junior high school, but my daughters became absent from school right after they entered public junior high school in the district. As a mother, I did not want them to teach English. Instead, I was searching for another way to make them to study English, or at least something to decrease their anxiety to the some extent. I met '多聴多読 (EL/ER)'. I thought it must be easier if I tried this approach and had some insights and evidence before let them start. As books piled-up, I shared some very easy books by reading aloud to them. Then I started to watch American TV shows and movies in English with Japanese subtitles on the TV set in the living room. Naturally, children were involved in the ER and EW (before that, my children always watched in Japanese dubbed version). From time to time, I experienced shocking moments of witnessing my daughters' improvement; singing an English song in perfect pronunciation without looking at lyrics, asking me the meaning of passage (which was not translated in the subtitles) while watching American TV show together, or passed the 3rd grade of STEP test with minimum preparation of seven days (don't forget, they seldom attended English classes at school). On the contrary, it was hard to notice my own improvement. However, changes occurred gradually and firmly, and end up with writing this thesis after five years of practicing implicit language learning.

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The first research question was to examine the changes in strategies and materials of ILLs reached the attractor state. By exploring the trajectories of four participants, some common features and theoretical findings related to learning strategies and materials were identified by the researcher. Moreover, the storylines also revealed changes of perspectives on learning English to some extent; the third question of changes in ILL's perspective on learning English will be answered.

Novice phase, implicit learner phase, and user phase. First of all, three phases were identified over the course of ILLs reach to the attractor state. I would like to call them as 'novice phase', 'implicit language learner phase' and 'user phase'. Basically, these three phases are continuum if the learner did not stop learning. Along with these three phases, phase transition and learning circle were identified.

Three phases of implicit language learning

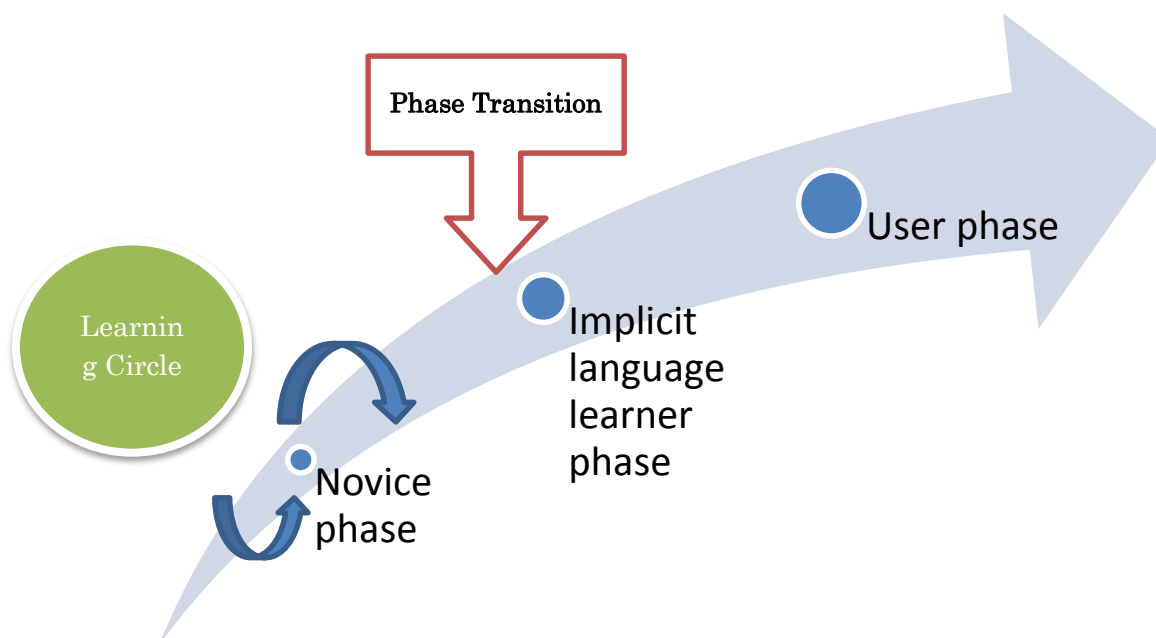


Figure 5.

In novice phase, learners try hard to follow instructions despite of their preference of strategies different in some cases. For instance, Masaru and Junko read GR and LR

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extensively, but, they do not usually read storybooks or novels even in their L1 (Appendix J, 43; Appendix L, 37). In novice phase, I started to read books from stage 2 of Oxford Reading Tree series. For me, these books were too easy to enjoy, but my daughters found those books interesting so I decided to continue. I forced myself to read very easy books to assess the result of this approach, so as taking reading record, using worksheet on computer.

Comparing my experience and interview data of ILLs, the reason why the ILLs in the novice phase have such characteristics is that the ILLs are assessing the approach by following the principles and instructions as much as possible, and keeping learning record enthusiastically, to predict or to examine the results of the approach by themselves. In other words, this phase can be said as trial phase, because ILLs are still holding some uncertainty about this approach and results of their effort.

Phase transition is one of the significant features of CDS and this is the critical point of L2 development and acquisition by using the approach of implicit language learning. Phase transition occurs gradually under the surface but it emerges on the surface unpredictable in timing. This is also the moment of emergence of new perspective on learning in the learner and will affect to the transformation of whole system to the next state. In the trajectory of ILLs, phase transition occurs between novice phase and implicit language learner phase and one possible identifier is 'watching without subtitles'. I think this interpretation of transition phase might be controversial, because enjoying authentic (or nearly authentic) English videos or television programs without subtitles is considered as an activity for advanced level learners. Reasons why the 'watching without subtitles' can be an identifier of phase transition is that to be an implicit language learner is more likely to be a bilingual child. All the implicit language learning strategies—ER, EL, EW, RWL, shadowing, reading aloud, casual conversation and writing—are the same for ordinary language activity in the real world. In novice phase, the learner is training themselves to receive L2 as it is and react L2 stimuli without interferences of L1.

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In the implicit learner phase, ILLs become free from assessing the approach or seeking results from what they were doing by using English. Rather they simply enjoy the activity and materials that they choose based on their own curiosity or preferences. ILLs in this phase are engaging what they are doing. Proficiency level of materials will be gradually ignored. Theoretically, or scientifically, teachers and academics think it is important to provide learners materials equal to their proficiency level or slightly difficult one. Increase proficiency level of materials step by step is ideal for selecting extensive reading materials. Most of ILLs would agree with Krashen's Input Hypothesis "I + 1". However, in the light of CDS, language acquisition must be a non-linear. If the learner could enjoy and engage into the material, the level of the material would not be considered. At the same time, the experience of watching difficult and authentic English video without scaffolding by subtitles can give the learner some sort of confidence and lead them to be free from any type of extrinsic motivation or 'learning'. Rather they will choose what they want to according to their intrinsic motivation, like curiosity, passion or preferences.

Finally, ILLs reach to the user phase. As the name indicates, learner in this phase can be said as a 'user' of English rather than a 'learner' of English. Since the implicit language learner phase and the user phase are continuum, ILLs sometimes would not notice their improvement or changes by themselves. Masaru reported that "I don't think that I would never dispose of my Japanese, so does the English language. [日本語を使わなくなるようなことはないし、それが英語もそうになってきたってだけのことであって。] (Appendix J, 68)". And Junko admitted that "(I) don't care either I can understand or not, but using English to get some information ... [わかるわからないは別として、日本語と区別なく情報を仕入れるために英語を使うとか...] (Appendix L, 38)".

'Watching without subtitles'. The prior research, that investigated extensive watching concluded that watching with subtitles leads to greater incidental vocabulary learning vocabulary learning than watching without subtitles (Neuman & Koskinen, 1992;

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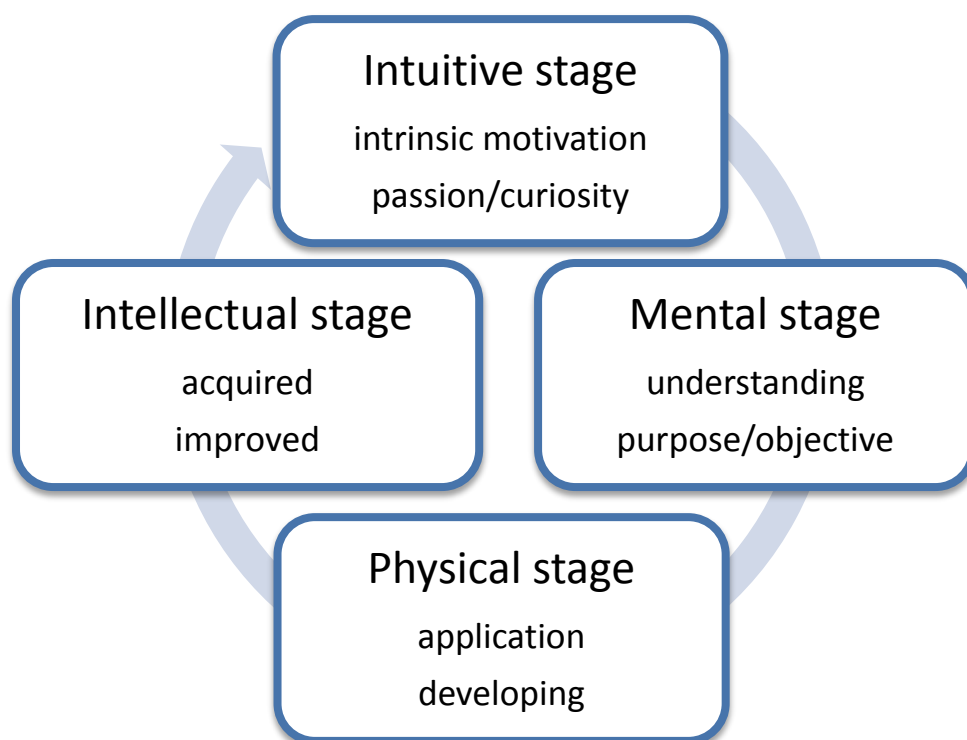
Pavakanun & D'Ydewalle, 1992). According to Vanderplank (2010), young bilingual children watched television without subtitles little learned if there were not conscious attention and direction. Watching seasons of TV program increase the opportunity of incidental vocabulary learning (Rodgers & Webb, 2011), however, all the research shows the benefits of watching with subtitles.

Nevertheless, from the trajectories of ILLs, watching without subtitles seems to be an identifier of phase transition to become an implicit language learner. I'm not saying that if the learner conduct watching without subtitles can change their phase. Rather, the learner reached the phase transition can enjoy watching without subtitles. CDS is unpredictable in nature. However, if the learner continued to be exposed to the target language and to be comfortable without L1, inevitably reach to this stage.

I'm not sure about why 'watching without subtitles' can be an identifier for a phase transition, but I imagine that, for a language learner, watching without subtitles might be similar to experiencing abroad in real life. In addition, the learners can experience simulation of real-world, or imaginary world, from safe place like their rooms or wherever they feel comfortable. Moreover, images, sounds, tone of voice, facial expressions or gestures of characters can be scaffoldings that enhance learner's comprehension.

Curiosity over proficiency level. In the novice phase, ILLs are carefully selecting materials suitable for their proficiency level. Gradually, ILLs ignore to check English proficiency level of materials, rather they incline to select materials by their own preferences or interests. Successful ILLs are simply selecting enjoyable materials for them.

Learning circle. Investigating the trajectories of ILLs from the CDS point of view, circular dynamics of learning was identified (Figure 6). These four steps of self-organizing circular dynamics starting from intuitive stage, and moving on to mental stage, physical stage, and intellectual stage.

Learning Circle: from the Trajectories of ILLs*Figure 6.*

For the intuitive stage, learner should have intrinsic motivation. In other words, passion, curiosity or some other intuitive sense of eagerness. Next stage is the mental stage, where the learner understand what is her/his purpose or objective drawn from the intuitive stage. Here the learner would have clear understanding or objective of learning; and how to achieve. The third step is the physical stage. This is the application or developing stage, where the learner conduct activities in physically. The last step is the intellectual stage that the learner improved or acquired new skill set or ability. This stage affect to the next step, the intuitive stage 2.0. Likewise, learning circle moves round and round, changing its direction toward the attractor state of the system.

Interdependence of *now* and *future* from the perspectives of CDS framework, this is the subtle and significant findings from these trajectories. It is similar to cause and effect, however, this interdependence of now and future, or in this case, goal and starting point, occurs simultaneously. In other words, the successful system is always coherent from the

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beginning to the end. This feature of the CDS approach reminds me of the Buddhist concept of dependent origination; the point of view that sees all life forms influencing one another and inseparably connected. Buddhism also teaches the oneness of life and environment. A living being and environment exist in a relationship of “two (in phenomena) but not two (in essence) (Garrison, Hickman, & Ikeda, 2014).”

If you look at the storylines of four learners, with this learning circle in your mind, you can see more clearly about the self-organizational feature of the system. Looking at the trajectory of Yurie, in the intuitive stage, Yurie had a passion to read original books written in English. Next, she encountered with ‘tadoku’ then understood that if she wanted to read English books, she should start reading English books. She noticed that there were many books she could read. Then, Yurie moved on to the physical stage, and actually read an easy and enjoyable book. Her implicit knowledge of English improved by reading a book. Then she moved on to the first stage, and repeated four steps again and again until her intellectual stage and the intuitive stage will become exactly the same, or intellectual stage will be affected the intuitive stage and the system itself will change. For instance, when she reached to the one million words, she wanted to speak in English (emergence of speaking skill).

Self-evaluated proficiency

The second research question was asking how the self-evaluated proficiency has changed, before and after the application of implicit language learning. Since the researcher could not conduct pre- and post- tests for the participants, self-evaluated proficiency questionnaire was the only option for the researcher to obtain the participants’ information related to their proficiency. Some might say self-evaluation is not valid because the learner can cheat and no one can identify it. Self-assessment and peer-assessment, both are regarded as quite subjective, however, from the view point of autonomy, self-assessment is the primary foundation (Brown & Abeywickrama, 2010). In addition, the purpose of conducting self-evaluated proficiency questionnaires at the first and the third interviews were to elicit

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the participants' perspectives on learning English and relationship between strategies and materials.

According to the result of questionnaire survey, question number 101 of the can-do list is asking "(I can) understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programs and films without too much effort (Appendix H)." For this question, Masaru and Yurie checked full mark, but other two participants also checked high marks even though other questions were scored the lowest around this area. This seems that because of EWL without subtitles, all of them are quite capable of listening and contextual guessing.

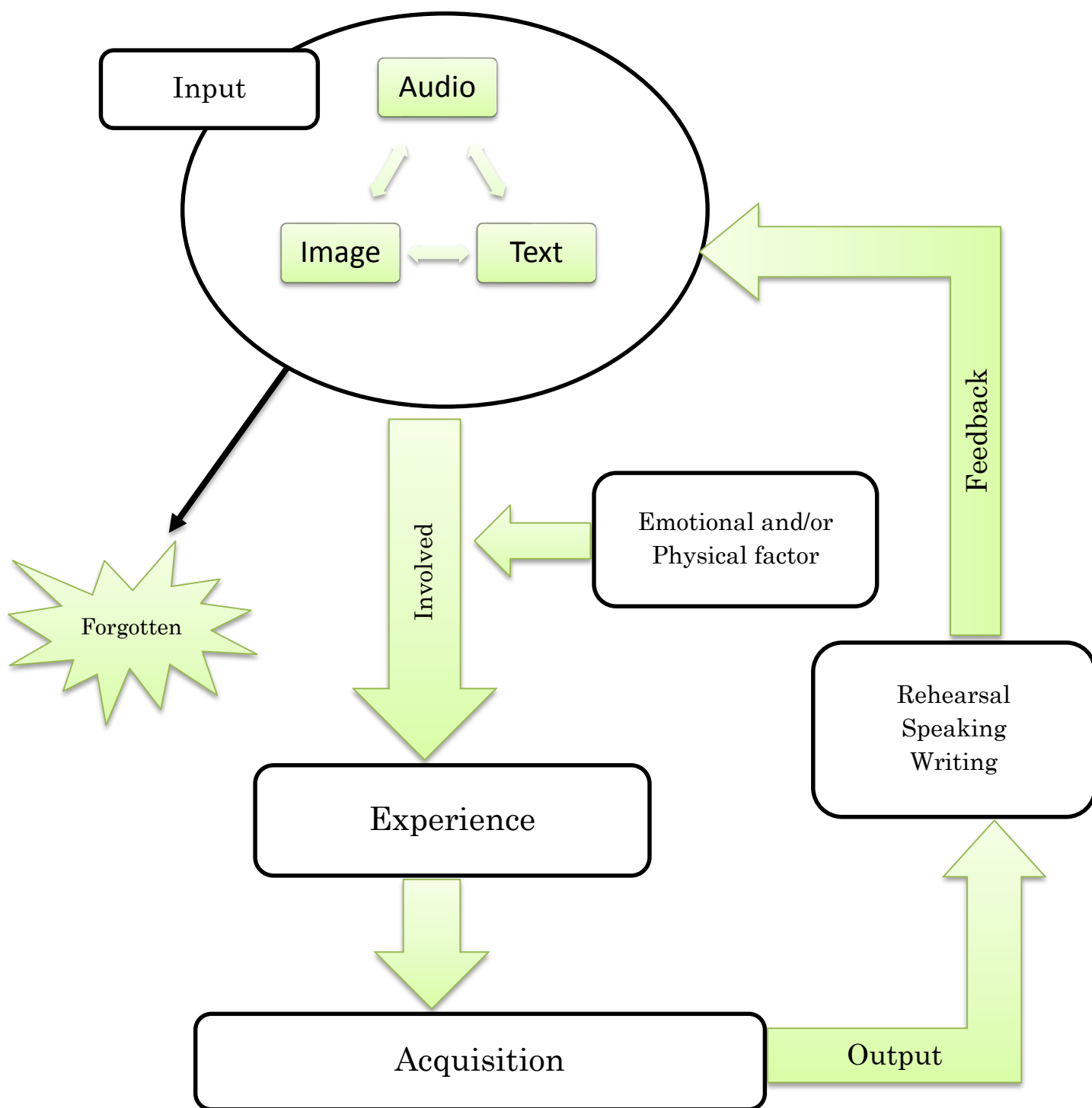
The participants noticed their improvement after conducting the questionnaires twice and comparing the results were interesting and fascinating moment for the researcher. Most of the participants admitted that they were bad at English at the first time survey and some of them kept saying that they were still no good at English, after the longitudinal implicit language learning (Appendix K, 66). Comparing the results of two surveys, all the participants were surprised to see their improvement (Appendix M, 56). What they concluded was that for the implicit language learning, language develops unconsciously and slowly, so it might be difficult to notice own improvement. Moreover, the largest differences were their perspectives on language proficiency and ability of English. "The biggest difference is that I think I can do if I really have to do it (Appendix M, 56, 58)". These statements can be the answer to the third question of the research; Is there any change in ILL's perspectives on learning English?

Furthermore, the survey resulted to develop the Language Acquisition Model from the Language Learning Trajectories of ILLs. This model illustrates the simplified pattern of language acquisition by implicit language learning by analysing the trajectories of ILLs as a whole. Input from materials will turn into an experience if it's attached to emotional and/or physical factor of the learner. This experience goes into brain and will be acquired by the learner. Acquired input will be tested by output (rehearsing, speaking and writing), especially, output which received feedback from others reinforce this particular lexical item

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by turning into input and repeat the path to the acquisition again. This is the model for acquiring L2 without using L1.

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Language Acquisition Model from Language Learning Trajectories of ILLs*Figure 7.*

Note. Arrows indicate agents which reinforce, accelerate, and inter-related variables.

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Choosing 'right' materials. Text and audio scaffolding each other. So as the images and texts, like picture books. For the picture books with CD, there are texts, audio and image so three of them scaffolding each other and convey meaning. In that sense, picture book with CD is the easiest materials for the learner as well as videos. It is interesting that if the learner's comprehension improved enough, those scaffoldings become annoying sometimes. Thus, in the latter phase of implicit learners prefer listening without text rather than RWL.

Other common theoretical findings. All the participants agreed with the importance of the learning community. Successful ILLs are always sharing many kind of information among other ILLs by variety of methods. As the development of the Internet and mobile devices, most of them are collecting information online. Also, the books related to ER and magazines are sources of information about books, videos, television programs, movies, smart phone applications, useful websites and learning strategies. Above all, book reviews are the main contents that every ILL mentioned in the interviews.

Preference to the listening activities is another common feature of the ILLs. Learning strategies that are commonly used by ILLs are RWL and other sound including activities like watching videos via YouTube or streaming services. These days, many of the books, especially GR, well known from ILLs are available with audio recordings. The most famous and easiest among those books are the Oxford Reading Tree series with CD packs. This is the series for language textbook for elementary school children who learn to read for the first time in United Kingdom. Also some picture books with CD are popular, such as Dr. Seuss.

Using digital contents or devices also enable ILLs to use English daily. Especially, Skype can connect learners in distance and made them opportunity to conduct peer-to-peer conversation in English.

Implications

Even though these findings are from longitudinal ILLs, there might be some implications to classroom English education. These are as follows:

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- *Conversation in three might be easier than in pair.* Pair work is common in language classroom these days, but three might be easier sometimes.
- *Classroom or school library can provide materials and be a place to get information and materials.*
- *Entertaining authentic levelled readers could be the best to develop authentic English.* If the goal is to obtain authentic English, it is better to start with ‘authentic’ materials for young children.
- *Teacher as a mentor.* There are some mentors in the learning community who are very good resource for the information about books or other materials. Not only teachers but classmates could be a mentor in classroom.
- *Importance of including four skills.* Masaru’s rapid language growth during relatively short period of time might be suggesting that importance of balanced use of four skills of language from the beginning, because only Masaru included activities related to four skills within a year.

Conclusion

This survey was conducted to investigate adult learners who have longitudinal experiences of extensive reading and other learning strategies referred to implicit language learning. Thus, the researcher called those learners, who are calling themselves as ‘tadokist’, as implicit language learners (ILLs) more holistically. The survey investigated trajectories of individual language learning of ILLs, focusing on strategies and materials. Self-evaluated English proficiency questionnaire were also conducted to explore proficiency of ILLs. This can-do list type questionnaires were also tools for investigating more specific images of ILLs before they applied the implicit language learning approach, since pre- and post-test of the participants were unavailable for them. Three semi-structured interviews were conducted to explore ILLs’ trajectories together with their learning records provided to the researcher. Transcribed interviews were analysed by utilizing the framework of SCAT, which generated storylines and theoretical findings of implicit language learning. Materials that the learners

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had read by the time of the first milestone of one million words were explored and compared. From trajectories of ILLs, the researcher identified three phases, which were considered as novice phase, implicit language learner phase and user phase along with learning circle and language acquisition model.

Implicit language leaning is difficult to identify what is going on in the learners, however, language learning is regarded as one of the CDS and according to the findings of this study, it is sensitive to the initial condition of the learning circle. If the learner eliminates L1 from L2 learning as the ILLs of this study, the system self-organizes to the attractor state ‘user of English with minimum interference of L1’.

These findings are still imperfect in many way and future study will be needed. Especially, investigating participants under empirical environment might be necessary to establish more generalized theoretical findings for implicit language learning. Furthermore, the researcher would like to conduct more cross-disciplinary study including cognitive linguistics, psychology and neurology.

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psychology, neuroscience, cognitive linguistic and more.

Appendix

A: Explanation Letter for Participation (English)

Implicit Language Learning: A Qualitative Research on Adult EFL Learners in Japan

Explanation for Research

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Purpose of the Study: The purpose of this research is to investigate the Japanese adult language learners who use implicit learning approach to improve their English ability.

Significance of the Research Project

1. Findings from this research may reveal some aspects of implicit language learning by adult learners that is the least investigated field in second language acquisition.
2. Close and holistic research on the implicit language learning by adult learners in Japanese context could lead to some benefits for second language learners and teachers as well.

Procedures: Participants will be asked to join in series of interviews with the researcher in order to investigate their perspective, motivation, history of learning English by extensive reading / listening, and casual conversation in order to investigate implicit language learning as holistic as possible. The can-do list based on CEFR-J will be utilized as a tool to evaluate English proficiency by himself or herself, before and after introducing implicit learning. Further support for the interview data, individual archives of reading / listening will be collected and investigated.

Duration: The data collection will take place during 2015 between October and November. One session of the interviews is estimated for 90 minutes including the can-do list (approximately 15 minutes).

Rationale for Selection of the Participants: The research is about learners who became to use

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English as their own language because of longitudinal implicit learning.

Any Anticipated Risks, Physical or Mental Impact and Pain: There is no risk, physical or mental impact and pain regarding to this investigation.

Statement of Confidentiality: All information obtained in this study will be kept strictly confidential and anonymous. The data will be stored and secured in a locked/password protected computer under the researcher. In the event of publication or presentation resulting from the research, no personally identifiable information will be shared.

Voluntary Participation: Participant's decision to be in this research is voluntary. Participants can stop at any time without any penalty. Participants do not have to answer any questions they do not want to answer. If participants would like to receive a copy of the result of this research, please feel free to contact Tokiko Hori.

If you permit to collect data by observing classes at this site and take part in this study according to the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

_____	_____	_____
Person in Charge Name	Signature	Date
_____	_____	_____
Researcher Name	Signature	Date

B: Explanation Letter for Participation (Japanese)

成人英語学習者における暗示的学習に関する研究

調査内容および調査協力説明書

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この研究の目的は、主に暗示的学習（多聴・多読など）を使って英語を学んでいる成人学習者の調査をすることである。

研究の意義：

1. 第二言語習得に関する研究の中でも、成人学習者による暗示的学習、とりわけ日本人学習者に関する質的研究は見かけられない。今回の調査により、少しでも暗示的学習に関する研究が進めば幸いである。
2. 日本における成人学習者による暗示的学習を質的に深く掘り下げ、かつ包括的に研究することにより、英語を教える側と学習者側の双方に、何らかの示唆を与えられることが期待される。

調査手順：参加者は、英語学習に対する見方・モチベーション、多読多聴の具体的な方法や教材などについて調査者によるインタビューを受けていただきます。暗示的学習を始める前と後の英語力を振り返るためのツールとして、CEFR-J を基に作成された CAN-DO リストにお答えいただきます。また、本調査をより包括的なものとするため同時に収集される補助資料には、個人の多読多聴の記録も含まれます。

調査にかかる時間：2015年10月より11月まで、全部で3回のインタビューが行われます。インタビューにかかる時間は1回90分を予定しております（CAN-DO リストへの回答15分を含む）。その他の調査資料として、多読・多聴に関する（可能な限り詳細な）記録の提出をお願いいたします。

調査対象者に選ばれた理由：本調査は、成人の英語学習者の中でも、特に暗示的学習を長期間行った結果、英語を自らの言葉として日常的に使用するに至った学習者を対象にしており、その条件に当てはまると認められたため。

予測されるリスク・危険・不快な状態：参加者には、いかなるリスク・危険・不快な状態も伴いません。

個人データの取り扱いについて：この調査のためにご提供いただいた情報は、調査者以外の第三者に対して厳重に管理されることをお約束いたします。すべてのデータは、調査者管理の下にパスワードを用いたPCおよびファイルに保存され、研究終了後に破棄されます。この調査に基づく研究成果の報告では、協力者の個人情報情報は削除され、匿名性が厳守されます。

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研究への参加について：本調査への参加は自由意志に基づくもので、参加を拒否しても影響は全くありません。また、参加者は、いつでもこの同意を取り下げ、この研究への参加を中止することができます。もし、質問に答えたくない場合には、参加者には質問に答えない権利があります。本調査に関する資料が必要な場合は、堀登起子までご連絡ください。

以上の条件で、今回の調査に協力することに同意される場合は、下記および別紙同意書に署名をお願いいたします。なお、参加者には、この説明書の写しが渡されます。

お名前	日付
調査者	日付

C: Informed Consent Form for Participation

Study Title : Investigating Implicit Language Learning of Adult EFL Learners in Japan

I received a written explanation by (principle investigator) Tokiko Hori. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

Please select the items (✓) which you received explanation and understood.

1. Research outline

- Objectives of the study, research design and procedures
- Possibility of releasing the study results
- Types of data, data collection methods, data collection period and approximate time
- Rationale for selection of the participants
- Any anticipated risks, physical or mental impact and pain
- Potential benefits of the research to the participants or society

2. Protecting personal information

- Methods of storing and managing, and destroying personal information

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3. Participation in research

- Participation in this research is voluntary
- You will not be disadvantaged by choosing not to participate in the research
- You will be able to withdraw from the research anytime without being disadvantaged
- You will receive a copy of the explanatory form and consent form

4. Contact information

Tokiko Hori

Soka University Faculty of Letters, International Language Education; TESOL

1-236, Tangi-cho, Hachioji City, Tokyo

090-6798-5620 e14m3201@soka-u.jp

2015/ /

Participant Signature _____

D: Informed consent for participation (Japanese)

研究参加への同意書

研究課題名：成人英語学習者における暗示的学習に関する研究

私は、堀登起子が実施する研究について、説明書を用いて説明を受け、研究計画の意義・目的・方法や、個人情報の保護方法などについて十分理解しましたので、この研究に参加することに同意します。

説明を受けて理解した項目（□にご自分で✓印を入れてください。）

——1. この研究について

- 研究の意義、目的、方法など
- 研究成果の公表の可能性
- 収集するデータの種類、収集方法、期間、所要時間など
- 対象者に選ばれた理由
- 予測されるリスク、危険、または不快な状態
- 研究に参加することにより予測される対象者にとって、また社会にとっての利益

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2. 個人データの取り扱いについて

- 個人情報の保管・管理方法、廃棄について

3. 研究への参加について

- 研究への参加は任意であること
- 参加に同意しない場合もいかなる不利益を受けないこと
- 同意はいつでも不利益を受けずに撤回できること
- 参加者は説明書と同意書の写しを得ること

4. この研究に関する問い合わせ先

創価大学 文学研究科 国際言語教育専攻 英語教育専修 堀登起子
〒192-8577 東京都八王子市丹木町1-236
電話 090-6798-5620 e14m3201@soka-u.jp

2015年 月 日

参加者署名 _____

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E: Self-evaluated English Proficiency Survey (1)		
	This is the questionnaire survey utilizing can-do list based on the English proficiency criteria (CERF-J). The purpose of this survey is to evaluate your English proficiency, not to assess your proficiency level. When answering questions, please chose the most suitable one as much as possible.	
	Please circle the number, which is the most suitable to illustrate your English proficiency before you started implicit learning.	
		1 . Strongly disagree 2 . Disagree 3 . Agree 4 . Strongly agree
No.	Question	
1	I can catch everyday, familiar words, provided they are delivered clearly and slowly.	1 2 3 4
2	I can recognize the letters of the English alphabet, when they are pronounced.	1 2 3 4
3	I can recognize words in a picture book that are already familiar through oral activities.	1 2 3 4
4	I can recognize upper- and lowercase letters printed in block type.	1 2 3 4
5	I can express my wishes and make requests in areas of immediate need such as " Help! "and " I want ~ ", using basic phrases. I can express what I want by pointing at it, if necessary.	1 2 3 4
6	I can use common, formulaic, daily and seasonal greetings, and respond to those greetings.	1 2 3 4
7	I can convey very limited information about myself (e.g. name and age), using simple words and basic phrases.	1 2 3 4
8	I can give a simple explanation about an object while showing it to others using basic words, phrases and formulaic expressions, provided I can prepare my speech in advance.	1 2 3 4
9	I can write upper and lower-case letters and words in block letters.	1 2 3 4
10	I can write down words provided they are pronounced letter by letter. I can copy what is written.	1 2 3 4
11	I can understand short, simple instructions such as "Stand up." "Sit down." "Stop." etc., provided they are delivered face-to face, slowly and clearly.	1 2 3 4

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12	I can catch key information necessary for everyday life such as numbers, prices, dates, days of the week, provided they are delivered slowly and clearly.	1 2 3 4
13	I can read and understand very short, simple, directions used in everyday life such as "No parking", "No food or drink" etc.	1 2 3 4
14	I can understand a fast-food restaurant menu that has pictures or photos, and choose the food and drink in the menu.	1 2 3 4
15	I can ask and answer questions about times, dates, and places, using familiar, formulaic expressions.	1 2 3 4
16	I can ask and answer about personal topics (e.g. family, daily routines, hobby), using mostly familiar expressions and some basic sentences (although these are not necessarily accurate).	1 2 3 4
17	I can convey personal information (e.g. about my family and hobbies), using basic phrases and formulaic expressions.	1 2 3 4
18	I can convey simple information (e.g. times, dates, places), using basic phrases and formulaic expressions.	1 2 3 4
19	I can fill in forms with such items as name, address, and occupation.	1 2 3 4
20	I can write short phrases and sentences giving basic information about myself (e.g. name, address, family) with the use of a dictionary.	1 2 3 4
21	I can understand short conversations about familiar topics (e.g. hobbies, sports, club activities), provided they are delivered in slow and clear speech.	1 2 3 4
22	I can catch concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	1 2 3 4
23	I can understand very short, simple, everyday texts, such as simple posters and invitation cards.	1 2 3 4
24	I can understand very short reports of recent events such as text messages from friends' or relatives', describing travel memories, etc.	1 2 3 4
25	I can respond simply in basic, everyday interactions such as talking about what I can/cannot do or describing color, using a limited repertoire of expressions.	1 2 3 4
26	I can exchange simple opinions about very familiar topics such as likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, provided that people speak clearly.	1 2 3 4
27	I can express simple opinions related to limited, familiar topics, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	1 2 3 4
28	I can give simple descriptions e.g. of everyday object, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	1 2 3 4

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29	I can write short texts about matters of personal relevance (e.g. likes and dislikes, family, and school life), using simple words and basic expressions.	1 2 3 4
30	I can write message cards (e.g. birthday cards) and short memos about events of personal relevance, using simple words and basic expressions.	1 2 3 4
31	I can understand phrases and expressions related to matters of immediate relevance to me or my family, school, neighborhood etc., provided they are delivered slowly and clearly.	1 2 3 4
32	I can understand instructions and explanations necessary for simple transactions (e.g. shopping and eating out), provided they are delivered slowly and clearly.	1 2 3 4
33	I can understand texts of personal interest (e.g. articles about sports, music, travel, etc.) written with simple words supported by illustrations and pictures.	1 2 3 4
34	I can understand short narratives with illustrations and pictures written in simple words.	1 2 3 4
35	I can ask and answer simple questions about familiar topics such as hobbies, club activities, provided people speak clearly.	1 2 3 4
36	I can make, accept and decline offers, using simple words and a limited range of expressions.	1 2 3 4
37	I can express simple opinions about a limited range of familiar topics in a series of sentences, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	1 2 3 4
38	I can describe simple facts related to everyday life with a series of sentences, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	1 2 3 4
39	I can write short texts about my experiences with the use of a dictionary.	1 2 3 4
40	I can write a series of sentences about my hobbies and likes and dislikes, using simple words and basic expressions.	1 2 3 4
41	I can understand short, simple announcements e.g. on public transport or in stations or airports, provided they are delivered slowly and clearly.	1 2 3 4
42	I can understand the main points of straightforward factual messages (e.g. a school assignment, a travel itinerary), provided speech is clearly articulated in a familiar accent.	1 2 3 4
43	I can understand explanatory texts describing people, places, everyday life, and culture, etc., written in simple words.	1 2 3 4
44	I can understand short narratives and biographies written in simple words.	1 2 3 4
45	I can give simple directions from place to place, using basic expressions such as "turn right" and "go straight" along with sequencers such as first, then, and next.	1 2 3 4

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46	I can get across basic information and exchange simple opinions, using pictures or objects to help me.	1 2 3 4
47	I can introduce myself including my hobbies and abilities, using a series of simple phrases and sentences.	1 2 3 4
48	I can give a brief talk about familiar topics (e.g. my school and my neighborhood) supported by visual aids such as photos, pictures, and maps, using a series of simple phrases and sentences.	1 2 3 4
49	I can write invitations, personal letters, memos, and messages, in simple English, provided they are about routine, personal matters.	1 2 3 4
50	I can write texts of some length (e.g. diary entries, explanations of photos and events) in simple English, using basic, concrete vocabulary and simple phrases and sentences, linking sentences with simple connectives like and , but , and because .	
51	I can understand and follow a series of instructions for sports, cooking, etc. Provided they are delivered slowly and clearly.	1 2 3 4
52	I can understand instructions about procedures (e.g. cooking, handicrafts), with visual aids, provided they are delivered in slow and clear speech involving rephrasing and repetition.	1 2 3 4
53	I can find the information I need, from practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple English.	1 2 3 4
54	I can understand the main points of texts dealing with everyday topics (e.g. life, hobbies, sports) and obtain the information I need.	
55	I can exchange opinions and feelings, express agreement and disagreement, and compare things and people using simple English.	1 2 3 4
56	I can interact in predictable everyday situations (e.g., a post office, a station, a shop), using a wide range of words and expressions.	1 2 3 4
57	I can make a short speech on topics directly related to my everyday life (e.g. myself, my school, my neighborhood) with the use of visual aids such as photos, pictures, and maps, using a series of simple words and phrases and sentences.	1 2 3 4
58	I can give an opinion, or explain a plan of action concisely giving some reasons, using a series of simple words and phrases and sentences.	1 2 3 4
59	I can write a simple description about events of my immediate environment, hobby, places, and work, provided they are in the field of my personal experience and of my immediate need.	1 2 3 4
60	I can write my impressions and opinions briefly about what I have listened to and read (e.g. explanations about lifestyles and culture, stories), using basic everyday vocabulary and expressions.	1 2 3 4

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61	I can understand the gist of explanations of cultural practices and customs that are unfamiliar to me, provided they are delivered in slow and clear speech involving rephrasing and repetition.	1 2 3 4
62	I can understand the main points of extended discussions around me, provided speech is clearly articulated and in a familiar accent.	1 2 3 4
63	I can understand the main points of English newspaper and magazine articles adapted for educational purposes.	1 2 3 4
64	I can understand clearly written instructions (e.g. for playing games, for filling in a form, for assembling things).	1 2 3 4
65	I can express opinions and exchange information about familiar topics (e.g. school, hobbies, hopes for the future), using a wide range of simple English.	1 2 3 4
66	I can maintain a social conversation about concrete topics of personal interest, using a wide range of simple English.	1 2 3 4
67	I can talk in some detail about my experiences, hopes and dreams, expanding on what I say by joining together words, phrases and expressions I can readily use to make longer contributions.	1 2 3 4
68	I can talk about familiar topics and other topics of personal interest, without causing confusion to the listeners, provided I can prepare my ideas in advance and use brief notes to help me.	1 2 3 4
69	I can write a description of substantial length about events taking place in my immediate environment (e.g. school, workplace, local area), using familiar vocabulary and grammar.	1 2 3 4
70	I can write coherent instructions telling people how to do things, with vocabulary and grammar of immediate relevance.	1 2 3 4
71	I can understand the majority of the concrete information content of recorded or broadcast audio material on topics of personal interest spoken at normal speed.	1 2 3 4
72	I can understand the main points of short radio news items about familiar topics if they are delivered in a clear, familiar accent.	1 2 3 4
73	I can search the internet or reference books, and obtain school- or workrelated information, paying attention to its structure. Given the occasional use of a dictionary, I can understand it, relating it to any accompanying figures or tables.	1 2 3 4
74	I can understand the plot of longer narratives written in plain English.	1 2 3 4
75	I can explain in detail and with confidence a problem which has arisen in places such as hospitals or city halls. I can get the right treatment by providing relevant, detailed information.	1 2 3 4
76	I can explain with confidence a problem which has arisen in familiar places such as a station or a shop (e.g. purchasing the wrong ticket) and obtain the right product or	1 2 3 4

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	service by requesting politely and expressing gratitude (assuming that the provider of the service is cooperative).	
77	I can give an outline or list the main points of a short story or a short newspaper article with some fluency, adding my own feelings and ideas.	1 2 3 4
78	I can give a reasonably smooth presentation about social situations of personal interest, adding my own opinions, and I can take a series of follow up questions from the audience, responding in a way that they can understand.	1 2 3 4
79	I can report the outline or basic content of newspaper articles and movies, expressing my own opinions, using nontechnical vocabulary and less complicated sentence structures.	1 2 3 4
80	I can write narratives (e.g. travel diaries, personal histories, personal anecdotes) in several paragraphs, following the order of events. I can write personal letters which report recent events in some detail.	1 2 3 4
81	I can understand the main points of a conversation between native speakers in television programs and in films, provided they are delivered at normal speed and in standard English.	1 2 3 4
82	I can follow extended speech and complex lines of argument provided the topic is reasonably familiar.	1 2 3 4
83	I can read texts dealing with topics of general interest, such as current affairs, without consulting a dictionary, and can compare differences and similarities between multiple points of view.	1 2 3 4
84	I can understand in detail specifications, instruction manuals, or reports written for my own field of work, provided I can reread difficult sections.	1 2 3 4
85	I can discuss the main points of news stories I have read about in the newspapers/ on the internet or watched on TV, provided the topic is reasonably familiar to me.	1 2 3 4
86	I can discuss abstract topics, provided they are within my terms of knowledge, my interests, and my experience, although I sometimes cannot contribute to discussions between native speakers.	1 2 3 4
87	I can give a prepared presentation with reasonable fluency, stating reasons for agreement or disagreement or alternative proposals, and can answer a series of questions.	1 2 3 4
88	I can develop an argument clearly in a debate by providing evidence, provided the topic is of personal interest.	1 2 3 4
89	I can write business documents (e.g. email, fax, business letters), conveying degrees of emotion, in a style appropriate to the purpose, provided they are in my professional field.	1 2 3 4

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90	I can write reasonably coherent essays and reports using a wide range of vocabulary and complex sentence structures, synthesizing information and arguments from a number of sources, provided I know something about the topics.	1 2 3 4
91	I can follow a variety of conversations between native speakers, in television programs and in films, which make no linguistic adjustments for non-native speakers.	1 2 3 4
92	I can understand the speaker's point of view about topics of current common interest and in specialized fields, provided it is delivered at a natural speed and articulated in standard English.	1 2 3 4
93	I can scan through rather complex texts e.g. articles and reports, and can identify key passages. I can adapt my reading speed and style, and read accurately, when I decide closer study is worthwhile.	1 2 3 4
94	I can extract necessary information and the points of the argument from articles and reference materials in my specialized field without consulting a dictionary.	1 2 3 4
95	I can actively engage in conversations on a wide range of topics from the general to more specialized cultural and academic fields and express my ideas accurately and fluently.	1 2 3 4
96	I can exchange opinions about magazine articles using a wide range of colloquial expressions.	1 2 3 4
97	I can give a fluent presentation, focusing on both the main points and related details. I can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	1 2 3 4
98	I can clarify my viewpoints, and maintain conversation in debates on social issues and current affairs, integrating sub-themes or related cases.	1 2 3 4
99	I can write clear, detailed reports and articles which contain complicated contents, considering cause/effect and hypothetical situations, provided they are in my specialized field and of personal concern.	1 2 3 4
100	I can write clear, coherent essays and reports with a wide repertoire of vocabulary and complex sentence structures, emphasizing important points, integrating subthemes, and constructing a chain of argument, as long as I do not need to express subtle nuances of feelings and experience.	1 2 3 4
101	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs and films without too much effort.	1 2 3 4
102	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	1 2 3 4

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103	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	1 2 3 4
104	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	1 2 3 4
105	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	1 2 3 4
106	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	1 2 3 4
107	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.	1 2 3 4
108	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	1 2 3 4
109	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	1 2 3 4
110	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.	1 2 3 4

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F: Self-evaluated English Proficiency Survey (1) (Japanese)

自己評価による英語習熟度調査（1）

この調査は、英語到達度指標（CERF-J）を基にした CAN-DO リストを用いて、英語習熟度を測るためのアンケート調査です。これはテストではありませんので、「正解」も「不正解」もありません。調査結果は、研究目的のために使用されますので、できるだけ正確にお答えいただきますようお願いいたします。

以下の設問について、暗示的学習（多読・多聴など）を始める前のご自分に一番よく当てはまる数字を○で囲んでください。

1. 全く当てはまらない
2. あまり当てはまらない
3. 大体当てはまる
4. いつも当てはまる

No.	設問	
1	ゆっくりはっきりと話されれば、日常の身近な単語を聞きとることができる。	1 2 3 4
2	英語の文字が発音されるのを聞いて、どの文字かわかる。	1 2 3 4
3	口頭活動で既に慣れ親しんだ絵本の中の単語を見つけることができる。	1 2 3 4
4	ブロック体で書かれた大文字・小文字がわかる。	1 2 3 4
5	基礎的な語句を使って、「助けて！」や「～が欲しい」などの自分の要求を伝えることができる。また、必要があれば、欲しいものを指さしながら自分の意思を伝えることができる。	1 2 3 4
6	決まり文句を使って、日常の挨拶や季節の挨拶をしたり、そうした挨拶に答えたりすることができる。	1 2 3 4
7	簡単な語や基礎的な句を用いて、自分の名前、年齢など、ごく限られた情報を伝えることができる。	1 2 3 4
8	前もって話すことを用意した上で、基礎的な語句、決まり文句を用いて、人前で実物などを見せながらその物を説明することができる。	1 2 3 4
9	アルファベットの大文字・小文字、単語のつづりをブロック体で書くことができる。	1 2 3 4
10	単語のつづりを1文字ずつ発音されれば、聞いてそのとおり書くことができる。また書いてあるものを写すことができる。	1 2 3 4
11	自分に向かってゆっくりはっきりと話されれば、「座れ」「立て」「止まれ」などの簡単な指示を理解できる。	1 2 3 4

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12	日常生活に必要な、重要な情報（数字・値段・日付など）をゆっくりはっきりと話されれば、聞き取ることができる。	1 2 3 4
13	「駐車禁止」「禁煙」など、日常生活で使われる短い簡単な指示を読んで理解できる。	1 2 3 4
14	ファストフードやレストランの、絵や写真がついたメニューを理解し、選ぶことができる。	1 2 3 4
15	なじみのある決まり文句を使って、時間・日にち・場所について質問したり、質問に答えたりできる。	1 2 3 4
16	家族、日課、趣味などの個人的なトピックについて、（必ずしも正確ではないが）なじみのある表現や基礎的な文を使って、質問したり、質問に答えたりすることができる。	1 2 3 4
17	基礎的な語句、決まり文句を用いて、自分のことについて、家族や趣味などの限られた情報を伝えることができる。	1 2 3 4
18	基礎的な語句、決まり文句を用いて、簡単な情報（時間や日時、場所など）を伝えることができる。	1 2 3 4
19	住所・氏名・職業などの項目がある表を埋めることができる。	1 2 3 4
20	自分について基本的な情報（名前、住所、家族など）を辞書を使えば、短い句または文で書くことができる。	1 2 3 4
21	ゆっくりはっきりと話されれば、趣味やスポーツ、クラブ活動など身近なトピックに関する短い話を、理解することができる。	1 2 3 4
22	ゆっくりはっきりと話されれば、日常生活の身近なトピックについての話を、場所や時間などの具体的な情報を聞き取ることができる。	1 2 3 4
23	簡単なポスターや招待状などの、日常生活で使われるとても短い文を読んで、理解することができる。	1 2 3 4
24	身近な人からの、短いメールに書かれた近況報告などを理解することができる。	1 2 3 4
25	基本的な語や言い回しを使って、日常のやりとり（何ができかできないかや色についてなど）において、単純に応答することができる。	1 2 3 4
26	はっきり話されれば、限られたレポーターを使って、スポーツや食べ物の好き嫌いなどのとてもなじみのあるトピックに関して、簡単な意見交換をすることができる。	1 2 3 4
27	前もって話すことを用意した上で、限られた身近なトピックについて、簡単な語句や単純な構文を使って、簡単な意見を言うことができる。	1 2 3 4
28	前もって話すことを用意した上で、日常生活の物事を、簡単な語や基礎的な句を限られた構文を用い、簡単に描写することができる。	1 2 3 4
29	簡単な語や基礎的な表現を用いて、身近なこと（好き嫌い、家族、学校生活など）について短い文章を書くことができる。	1 2 3 4

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30	簡単な語や基礎的な表現を用いて、メッセージカード（誕生日カードなど）や身近な事柄についての短いメモなどを書ける。	1 2 3 4
31	ゆっくりはっきりと話されれば、自分自身や自分の家族・学校・地域など、身の回りのことについて話された内容を理解できる。	1 2 3 4
32	ゆっくりはっきりと話されれば、買い物や外食などで必要な指示や説明を理解することができる。	1 2 3 4
33	簡単な英語で書かれた、スポーツ・音楽・旅行など、個人的に興味のあるトピックに関する文章を、イラストや写真を参考にしながら理解することができる。	1 2 3 4
34	簡単な英語で書かれた、挿絵のある短い物語を理解することができる。	1 2 3 4
35	はっきりと 話されれば、趣味や家族のことなどなじみのあるトピックに関して、簡単な会話をすることができる。	1 2 3 4
36	基本的な語や言い回しを使って、人を誘ったり、誘いを受けたり、断ったりすることができる。	1 2 3 4
37	前もって話すことを用意した上で、限られた身近なトピックについて、簡単な語や基礎的な 句を限られた構文に用い、複数の文で意見を言うことができる。	1 2 3 4
38	前もって話すことを用意した上で、日常生活に関する 簡単な事実を、簡単な語や基礎的な句を限られた構文を用い、複数の文で説明できる。	1 2 3 4
39	自分の経験について、辞書を用いて、短い文章を書くことができる。	1 2 3 4
40	趣味や好き嫌いについて複数の文を用いて、簡単な語や基礎的な表現を使って書くことができる。	1 2 3 4
41	ゆっくりはっきりと放送されれば、公共の場所での短いアナウンスを理解することができる。	1 2 3 4
42	はっきりと、なじみのある発音で話されれば、買い物の内容、旅行の日程など、具体的な話の要点を理解することができる。	1 2 3 4
43	簡単な英語を使って書かれた人物描写、場所の説明、日常生活や文化の紹介などを理解することができる。	1 2 3 4
44	簡単な英語を使って書かれた短い物語や伝記などを理解することができる。	1 2 3 4
45	順序を表す表現である first, then, next などのつなぎ言葉や「右に曲がって」や「まっすぐ行って」などの基本的な表現を使って、簡単な道案内をすることができる。	1 2 3 4
46	補助となる絵や物を用いて、基本的な情報を伝えることができる。また、簡単な意見交換をすることができる。	1 2 3 4
47	一連の簡単な語句や文を使って、自分の趣味や特技に触れながら自己紹介をすることができる。	1 2 3 4

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48	写真や絵、地図などを利用しながら、簡単な語句や文を使って、自分の毎日の生活に直接関連のあるトピック（自分のこと、仕事のこと、地域のことなど）について、短いスピーチをすることができる。	1	2	3	4
49	日常的・個人的な内容であれば、招待状、私的な手紙、メモ、メッセージなどを簡単な英語で書くことができる。	1	2	3	4
50	文と文を and, but, because などをつなげるような書き方であれば、簡単な英語で、日記や写真、事物の説明文などのまとまりのある文章を書くことができる。	1	2	3	4
51	スポーツ・料理などの場面で、ゆっくりはっきりと指示されれば、指示どおりに行動することができる。	1	2	3	4
52	写真・実物・動画などの助けがあれば、料理や工作などの指示をゆっくりはっきりと話されれば、聞いて理解することができる。	1	2	3	4
53	簡単な英語で表現されていれば、ガイドブックやレシピなど、実用的で具体的な内容から、必要な情報を探することができる。	1	2	3	4
54	生活・趣味・スポーツなど日常的なトピックの文章の要点を理解したり、必要な情報を取り出したりすることができる。	1	2	3	4
55	簡単な英語で、意見や気持ちをやりとりしたり、賛成や反対などの自分の意見を伝えたり、物や人を較べたりすることができる。	1	2	3	4
56	予測できる日常的な状況（郵便局・駅・店など）であれば、さまざまな語や表現を用いてやり取りができる。	1	2	3	4
57	写真や絵、地図などを利用しながら、簡単な句や文を使って、身近なトピック（仕事や地域など）について短い話をすることができる。	1	2	3	4
58	一連の簡単な語句や文を使って、意見や行動計画を、理由を挙げて短く述べることができる。	1	2	3	4
59	身の回りの出来事や趣味、場所、仕事などについて、個人的経験や自分に直接必要のある範囲の事柄であれば、簡単な描写ができる。	1	2	3	4
60	聞いたり読んだりした内容（生活や文化の紹介などの説明や物語）であれば、基本的な語彙や表現を用いて、感想や意見などを短く書くことができる。	1	2	3	4
61	ゆっくりはっきりと話されれば、外国の行事や習慣などに関する大まかな説明を、理解することができる。	1	2	3	4
62	自分の周りで話されている、少し長めの議論でも、はっきりとなじみのある発音で話されていれば、要点を理解することができる。	1	2	3	4
63	学習を目的として書かれた新聞や雑誌の記事の要点を理解することができる。	1	2	3	4
64	ゲームのやり方、申込書の書き方、ものの組み立て方など、簡潔に書かれた手順を理解することができる。	1	2	3	4
65	身近なトピック（仕事・趣味・将来の希望）について、簡単な英語を幅広く使って意見を表明し、情報を交換することができる。	1	2	3	4
66	個人的に関心のある具体的なトピックについて、簡単な英語を多様に用いて、社会的な会話を続けることができる。	1	2	3	4

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67	使える語句や表現を繋いで、自分の経験や夢、希望を順序だて、話しを広げながら、ある程度詳しく語ることができる。	1 2 3 4
68	自分の考えを事前に準備して、メモの助けがあれば、聞き手を混乱させないように、馴染みのあるトピックや自分に関心のある事柄について語ることができる。	1 2 3 4
69	自分に直接関わりのある学校、職場、地域などでの出来事を、身近な状況で使われる語彙・文法を用いて、ある程度まとまりのあるかたちで、描写することができる。	1 2 3 4
70	身近な状況で使われる語彙・文法を用い、筋道を立てて、作業の手順などを示す説明文を書くことができる。	1 2 3 4
71	自然な速さの録音や放送（天気予報やコマーシャルなど）を聞いて、自分に関心のある具体的な情報は大体理解することができる。	1 2 3 4
72	はっきりとなじみのある発音で話されれば、身近なトピックの短いラジオニュースなどを聞いて、要点を理解することができる。	1 2 3 4
73	インターネットや参考図書などを調べて、文章の構成を意識しながら、勉強や仕事などに関係のある情報を手に入れることができ、必要であれば、辞書を使って、図表などと比較しながら理解することができる。	1 2 3 4
74	簡単な英語で書かれた、長めの物語のあらすじを理解することができる。	1 2 3 4
75	病院や市役所といった場所において、詳細にまた自信を持って、問題を説明することができる。関連する詳細な情報を提供して、その結果として正しい処置やサービスを受けることができる。	1 2 3 4
76	駅や店などの一般的な場所で、間違った切符の購入などといった問題を、自信を持って詳しく説明することができる。相手が協力的であれば、丁寧に依頼したり、お礼を言って、正しいものやサービスを受けることができる。	1 2 3 4
77	短い読み物か短い新聞記事であれば、ある程度流暢に、自分の感想や考えを加えながら、あらすじや要点を順序だてて口頭で伝えることができる。	1 2 3 4
78	自分の関心事であれば、社会の状況について、自分の意見を加えてある程度すらすらと発表し、聴衆から質問があれば相手に理解できるように答えることができる。	1 2 3 4
79	新聞記事や映画などについて、専門的でない語彙や複雑でない文を用いて、自分の意見を含めて、あらすじををまとめたり、基本的な内容を報告したりすることができる。	1 2 3 4
80	物事の順序に従って、旅行記や自分史、身近なエピソードなどの物語文を、いくつかの段落で書くことができる。また、近況を詳しく伝える個人的な手紙を書くことができる。	1 2 3 4
81	自然な速さの標準的な英語で話されていれば、テレビ番組や映画でのネイティブスピーカー同士の会話の要点を理解することができる。	1 2 3 4
82	トピックが身近であれば、長い話や複雑な議論の流れを理解することができる。	1 2 3 4
83	現代の問題など一般的に関心の高いトピックを扱った文章を、辞書を使わずに読み、複数の視点の相違点や共通点を比較しながら読むことができる。	1 2 3 4

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84	難しい部分を読み返すことができれば、自分の専門分野の報告書・仕様書・操作マニュアルなどを、詳細に理解することができる。	1	2	3	4
85	ある程度なじみのあるトピックならば、新聞・インターネットで読んだり、テレビで見たニュースの要点について議論することができる。	1	2	3	4
86	ネイティブスピーカー同士の議論に加われないこともあるが、自分が学んだトピックや自分の興味や経験の範囲内なら、抽象的なトピックであっても、議論できる。	1	2	3	4
87	ある視点に賛成または反対の理由や代替案などをあげて、事前に用意されたプレゼンテーションを聴衆の前で流暢に行うことができ、質問にもある程度流暢に対応ができる。	1	2	3	4
88	ディベートなどで、そのトピックが関心のある分野のものであれば、論拠を並べ自分の主張を明確に述べることができる。	1	2	3	4
89	自分の専門分野であれば、メールやファックス、ビジネス・レターなどのビジネス文書を、感情の度合いをある程度含め、かつ用途に合った適切な文体で、書くことができる。	1	2	3	4
90	そのトピックについて何か自分が知っていれば、多くの情報源から統合して情報や議論を整理しながら、それに対する自分の考えの根拠を示しつつ、ある程度のまとまりのあるエッセイやレポートなどを、幅広い語彙や複雑な文構造をある程度使って、書くことができる。	1	2	3	4
91	非ネイティブスピーカーへの配慮がなされていなくても、ネイティブスピーカー同士の多様な会話の流れ（テレビ、映画など）についていくことができる。	1	2	3	4
92	自然な速さで標準的な発音の英語で話されていれば、現代社会や専門分野のトピックについて、話し手の意図を理解することができる。	1	2	3	4
93	記事やレポートなど、やや複雑な文章を一読し、文章の重要度を判断できる。精読する必要があると判断した場合、読む速さや読み方を変えて、正確に読むことができる。	1	2	3	4
94	自分の専門分野の論文や資料から、辞書を使わずに、必要な情報や論点を読み取ることができる。	1	2	3	4
95	一般的な分野から、文化、学術などの、専門的な分野まで、幅広いトピックの会話に積極的に参加し、自分の考えを正確かつ流暢に表現することができる。	1	2	3	4
96	幅広い慣用表現を使って、雑誌記事に対して意見を交換することができる。	1	2	3	4
97	要点とそれに関連する詳細の両方に焦点を当てながら、流暢にプレゼンテーションができ、また、あらかじめ用意されたテキストから自然にはなれて、聴衆が興味のある点に対応してプレゼンテーションの内容を調整しながら、かなり流暢に容易に話ができる。	1	2	3	4
98	ディベートなどで、社会問題や時事問題に関して、補助的観点や関連事例を詳細に加えながら、自分の視点を明確に展開して、話を続けることができる。	1	2	3	4

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99	自分の専門分野や関心のある事柄であれば、複雑な内容を含む報告書や論文などを、原因や結果、仮定的な状況も考慮しつつ、明瞭かつ詳細な文章で書くことができる。	1	2	3	4
100	感情や体験の微妙なニュアンスを表現するのであれば、重要点や補足事項の詳細を適切に強調しながら、筋道だった議論を展開しつつ、明瞭でまとまりのあるエッセイやレポートなどを、幅広い語彙や複雑な文構造を用いて、書くことができる。	1	2	3	4
101	まとまりのない長い話も理解できる。また、特に努力をしなくても、テレビ番組や映画を理解することができる。	1	2	3	4
102	長い複雑な事実に基づく文章や、文学作品などを、文体の違いを認識しながら理解できる。自分の専門以外の記事や説明書なども理解できる。	1	2	3	4
103	言葉をことさら探さずに流暢に自然に自己表現ができる。社会上、仕事上の目的に合った言葉遣いが、意のままに効果的にできる。自分の考えや意見を正確に表現でき、自分の発言を他の話し手の発言にうまくあわせることができる。	1	2	3	4
104	複雑なトピックを、派生的問題にも立ち入って詳しく論ずることができ、一定の観点を展開しながら、適切な結論でまとめ上げることができる。	1	2	3	4
105	いくつかの視点を示して、明瞭な構成で、かなり詳細に自己表現ができる。自分が重要だと思う点を強調しながら、手紙やエッセイ、レポートで複雑な主題について書くことができる。読者を念頭に置いて、適切な文体を選択できる。	1	2	3	4
106	ネイティブスピーカーの早いスピードの話でも、話し方の癖になれる余裕があれば、どんな種類の話し言葉も、すんなりと理解することができる。	1	2	3	4
107	抽象的でわかりにくい文章、専門書や雑誌なども含め、あらゆる形式で書かれた英文を簡単に読むことができる。	1	2	3	4
108	どんな会話や議論でも無理なくこなすことができ、慣用表現、口語体表現をよく知っている。自分を流暢に表現し、細かい意味のニュアンスを正確に伝えることができる。表現上の困難に出会っても、周りの人に気づかれないように修正し、うまく繕うことができる。	1	2	3	4
109	状況にあった文体で、はっきりと流暢に記述・論述ができる。効果的な論理構成によって聞き手に重要点を把握させ、記憶にとどめさせることができる。	1	2	3	4
110	明瞭で流暢な文章を適切な文体で書くことができる。効果的な論理構造で事情を説明し、その重要点を聞き手に気づかせ、記憶にとどめさせることができる。	1	2	3	4

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G: Self-evaluated English Proficiency Survey (2)

This is the questionnaire survey utilizing can-do list based on the English proficiency criteria (CERF-J). The purpose of this survey is to evaluate your English proficiency, not to assess your proficiency level. When answering questions, please chose the most suitable one as much as possible.

Please circle the number, which is the most suitable to illustrate your English proficiency now.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

No.	Question	
1	I can catch everyday, familiar words, provided they are delivered clearly and slowly.	1 2 3 4
2	I can recognize the letters of the English alphabet, when they are pronounced.	1 2 3 4
3	I can recognize words in a picture book that are already familiar through oral activities.	1 2 3 4
4	I can recognize upper- and lowercase letters printed in block type.	1 2 3 4
5	I can express my wishes and make requests in areas of immediate need such as " Help! "and " I want ~ ", using basic phrases. I can express what I want by pointing at it, if necessary.	1 2 3 4
6	I can use common, formulaic, daily and seasonal greetings, and respond to those greetings.	1 2 3 4
7	I can convey very limited information about myself (e.g. name and age), using simple words and basic phrases.	1 2 3 4
8	I can give a simple explanation about an object while showing it to others using basic words, phrases and formulaic expressions, provided I can prepare my speech in advance.	1 2 3 4
9	I can write upper and lower-case letters and words in block letters.	1 2 3 4
10	I can write down words provided they are pronounced letter by letter. I can copy what is written.	1 2 3 4
11	I can understand short, simple instructions such as "Stand up." "Sit down." "Stop." etc., provided they are delivered face-to face, slowly and clearly.	1 2 3 4
12	I can catch key information necessary for everyday life such as numbers, prices, dates, days of the week, provided they are delivered slowly and clearly.	1 2 3 4

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13	I can read and understand very short, simple, directions used in everyday life such as "No parking", "No food or drink" etc.	1 2 3 4
14	I can understand a fast-food restaurant menu that has pictures or photos, and choose the food and drink in the menu.	1 2 3 4
15	I can ask and answer questions about times, dates, and places, using familiar, formulaic expressions.	1 2 3 4
16	I can ask and answer about personal topics (e.g. family, daily routines, hobby), using mostly familiar expressions and some basic sentences (although these are not necessarily accurate).	1 2 3 4
17	I can convey personal information (e.g. about my family and hobbies), using basic phrases and formulaic expressions.	1 2 3 4
18	I can convey simple information (e.g. times, dates, places), using basic phrases and formulaic expressions.	1 2 3 4
19	I can fill in forms with such items as name, address, and occupation.	1 2 3 4
20	I can write short phrases and sentences giving basic information about myself (e.g. name, address, family) with the use of a dictionary.	1 2 3 4
21	I can understand short conversations about familiar topics (e.g. hobbies, sports, club activities), provided they are delivered in slow and clear speech.	1 2 3 4
22	I can catch concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	1 2 3 4
23	I can understand very short, simple, everyday texts, such as simple posters and invitation cards.	1 2 3 4
24	I can understand very short reports of recent events such as text messages from friends' or relatives', describing travel memories, etc.	1 2 3 4
25	I can respond simply in basic, everyday interactions such as talking about what I can/cannot do or describing color, using a limited repertoire of expressions.	1 2 3 4
26	I can exchange simple opinions about very familiar topics such as likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, provided that people speak clearly.	1 2 3 4
27	I can express simple opinions related to limited, familiar topics, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	1 2 3 4
28	I can give simple descriptions e.g. of everyday object, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	1 2 3 4
29	I can write short texts about matters of personal relevance (e.g. likes and dislikes, family, and school life), using simple words and basic expressions.	1 2 3 4

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30	I can write message cards (e.g. birthday cards) and short memos about events of personal relevance, using simple words and basic expressions.	1 2 3 4
31	I can understand phrases and expressions related to matters of immediate relevance to me or my family, school, neighborhood etc., provided they are delivered slowly and clearly.	1 2 3 4
32	I can understand instructions and explanations necessary for simple transactions (e.g. shopping and eating out), provided they are delivered slowly and clearly.	1 2 3 4
33	I can understand texts of personal interest (e.g. articles about sports, music, travel, etc.) written with simple words supported by illustrations and pictures.	1 2 3 4
34	I can understand short narratives with illustrations and pictures written in simple words.	1 2 3 4
35	I can ask and answer simple questions about familiar topics such as hobbies, club activities, provided people speak clearly.	1 2 3 4
36	I can make, accept and decline offers, using simple words and a limited range of expressions.	1 2 3 4
37	I can express simple opinions about a limited range of familiar topics in a series of sentences, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	1 2 3 4
38	I can describe simple facts related to everyday life with a series of sentences, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	1 2 3 4
39	I can write short texts about my experiences with the use of a dictionary.	1 2 3 4
40	I can write a series of sentences about my hobbies and likes and dislikes, using simple words and basic expressions.	1 2 3 4
41	I can understand short, simple announcements e.g. on public transport or in stations or airports, provided they are delivered slowly and clearly.	1 2 3 4
42	I can understand the main points of straightforward factual messages (e.g. a school assignment, a travel itinerary), provided speech is clearly articulated in a familiar accent.	1 2 3 4
43	I can understand explanatory texts describing people, places, everyday life, and culture, etc., written in simple words.	1 2 3 4
44	I can understand short narratives and biographies written in simple words.	1 2 3 4
45	I can give simple directions from place to place, using basic expressions such as "turn right" and "go straight" along with sequencers such as first, then, and next.	1 2 3 4
46	I can get across basic information and exchange simple opinions, using pictures or objects to help me.	1 2 3 4

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47	I can introduce myself including my hobbies and abilities, using a series of simple phrases and sentences.	1 2 3 4
48	I can give a brief talk about familiar topics (e.g. my school and my neighborhood) supported by visual aids such as photos, pictures, and maps, using a series of simple phrases and sentences.	1 2 3 4
49	I can write invitations, personal letters, memos, and messages, in simple English, provided they are about routine, personal matters.	1 2 3 4
50	I can write texts of some length (e.g. diary entries, explanations of photos and events) in simple English, using basic, concrete vocabulary and simple phrases and sentences, linking sentences with simple connectives like and , but , and because .	
51	I can understand and follow a series of instructions for sports, cooking, etc. Provided they are delivered slowly and clearly.	1 2 3 4
52	I can understand instructions about procedures (e.g. cooking, handicrafts), with visual aids, provided they are delivered in slow and clear speech involving rephrasing and repetition.	1 2 3 4
53	I can find the information I need, from practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple English.	1 2 3 4
54	I can understand the main points of texts dealing with everyday topics (e.g. life, hobbies, sports) and obtain the information I need.	
55	I can exchange opinions and feelings, express agreement and disagreement, and compare things and people using simple English.	1 2 3 4
56	I can interact in predictable everyday situations (e.g., a post office, a station, a shop), using a wide range of words and expressions.	1 2 3 4
57	I can make a short speech on topics directly related to my everyday life (e.g. myself, my school, my neighborhood) with the use of visual aids such as photos, pictures, and maps, using a series of simple words and phrases and sentences.	1 2 3 4
58	I can give an opinion, or explain a plan of action concisely giving some reasons, using a series of simple words and phrases and sentences.	1 2 3 4
59	I can write a simple description about events of my immediate environment, hobby, places, and work, provided they are in the field of my personal experience and of my immediate need.	1 2 3 4
60	I can write my impressions and opinions briefly about what I have listened to and read (e.g. explanations about lifestyles and culture, stories), using basic everyday vocabulary and expressions.	1 2 3 4
61	I can understand the gist of explanations of cultural practices and customs that are unfamiliar to me, provided they are delivered in slow and clear speech involving rephrasing and repetition.	1 2 3 4

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62	I can understand the main points of extended discussions around me, provided speech is clearly articulated and in a familiar accent.	1 2 3 4
63	I can understand the main points of English newspaper and magazine articles adapted for educational purposes.	1 2 3 4
64	I can understand clearly written instructions (e.g. for playing games, for filling in a form, for assembling things).	1 2 3 4
65	I can express opinions and exchange information about familiar topics (e.g. school, hobbies, hopes for the future), using a wide range of simple English.	1 2 3 4
66	I can maintain a social conversation about concrete topics of personal interest, using a wide range of simple English.	1 2 3 4
67	I can talk in some detail about my experiences, hopes and dreams, expanding on what I say by joining together words, phrases and expressions I can readily use to make longer contributions.	1 2 3 4
68	I can talk about familiar topics and other topics of personal interest, without causing confusion to the listeners, provided I can prepare my ideas in advance and use brief notes to help me.	1 2 3 4
69	I can write a description of substantial length about events taking place in my immediate environment (e.g. school, workplace, local area), using familiar vocabulary and grammar.	1 2 3 4
70	I can write coherent instructions telling people how to do things, with vocabulary and grammar of immediate relevance.	1 2 3 4
71	I can understand the majority of the concrete information content of recorded or broadcast audio material on topics of personal interest spoken at normal speed.	1 2 3 4
72	I can understand the main points of short radio news items about familiar topics if they are delivered in a clear, familiar accent.	1 2 3 4
73	I can search the internet or reference books, and obtain school- or workrelated information, paying attention to its structure. Given the occasional use of a dictionary, I can understand it, relating it to any accompanying figures or tables.	1 2 3 4
74	I can understand the plot of longer narratives written in plain English.	1 2 3 4
75	I can explain in detail and with confidence a problem which has arisen in places such as hospitals or city halls. I can get the right treatment by providing relevant, detailed information.	1 2 3 4
76	I can explain with confidence a problem which has arisen in familiar places such as a station or a shop (e.g. purchasing the wrong ticket) and obtain the right product or service by requesting politely and expressing gratitude (assuming that the provider of the service is cooperative).	1 2 3 4
77	I can give an outline or list the main points of a short story or a short newspaper article with some fluency, adding my own feelings and ideas.	1 2 3 4

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78	I can give a reasonably smooth presentation about social situations of personal interest, adding my own opinions, and I can take a series of follow up questions from the audience, responding in a way that they can understand.	1 2 3 4
79	I can report the outline or basic content of newspaper articles and movies, expressing my own opinions, using nontechnical vocabulary and less complicated sentence structures.	1 2 3 4
80	I can write narratives (e.g. travel diaries, personal histories, personal anecdotes) in several paragraphs, following the order of events. I can write personal letters which report recent events in some detail.	1 2 3 4
81	I can understand the main points of a conversation between native speakers in television programs and in films, provided they are delivered at normal speed and in standard English.	1 2 3 4
82	I can follow extended speech and complex lines of argument provided the topic is reasonably familiar.	1 2 3 4
83	I can read texts dealing with topics of general interest, such as current affairs, without consulting a dictionary, and can compare differences and similarities between multiple points of view.	1 2 3 4
84	I can understand in detail specifications, instruction manuals, or reports written for my own field of work, provided I can reread difficult sections.	1 2 3 4
85	I can discuss the main points of news stories I have read about in the newspapers/ on the internet or watched on TV, provided the topic is reasonably familiar to me.	1 2 3 4
86	I can discuss abstract topics, provided they are within my terms of knowledge, my interests, and my experience, although I sometimes cannot contribute to discussions between native speakers.	1 2 3 4
87	I can give a prepared presentation with reasonable fluency, stating reasons for agreement or disagreement or alternative proposals, and can answer a series of questions.	1 2 3 4
88	I can develop an argument clearly in a debate by providing evidence, provided the topic is of personal interest.	1 2 3 4
89	I can write business documents (e.g. email, fax, business letters), conveying degrees of emotion, in a style appropriate to the purpose, provided they are in my professional field.	1 2 3 4
90	I can write reasonably coherent essays and reports using a wide range of vocabulary and complex sentence structures, synthesizing information and arguments from a number of sources, provided I know something about the topics.	1 2 3 4
91	I can follow a variety of conversations between native speakers, in television programs and in films, which make no linguistic adjustments for non-native speakers.	1 2 3 4

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92	I can understand the speaker's point of view about topics of current common interest and in specialized fields, provided it is delivered at a natural speed and articulated in standard English.	1 2 3 4
93	I can scan through rather complex texts e.g. articles and reports, and can identify key passages. I can adapt my reading speed and style, and read accurately, when I decide closer study is worthwhile.	1 2 3 4
94	I can extract necessary information and the points of the argument from articles and reference materials in my specialized field without consulting a dictionary.	1 2 3 4
95	I can actively engage in conversations on a wide range of topics from the general to more specialized cultural and academic fields and express my ideas accurately and fluently.	1 2 3 4
96	I can exchange opinions about magazine articles using a wide range of colloquial expressions.	1 2 3 4
97	I can give a fluent presentation, focusing on both the main points and related details. I can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	1 2 3 4
98	I can clarify my viewpoints, and maintain conversation in debates on social issues and current affairs, integrating sub-themes or related cases.	1 2 3 4
99	I can write clear, detailed reports and articles which contain complicated contents, considering cause/effect and hypothetical situations, provided they are in my specialized field and of personal concern.	1 2 3 4
100	I can write clear, coherent essays and reports with a wide repertoire of vocabulary and complex sentence structures, emphasizing important points, integrating subthemes, and constructing a chain of argument, as long as I do not need to express subtle nuances of feelings and experience.	1 2 3 4
101	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs and films without too much effort.	1 2 3 4
102	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	1 2 3 4
103	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	1 2 3 4
104	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	1 2 3 4

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105	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	1	2	3	4
106	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	1	2	3	4
107	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.	1	2	3	4
108	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	1	2	3	4
109	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	1	2	3	4
110	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.	1	2	3	4

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H: Self-evaluated English Proficiency Survey (2) (Japanese)

自己評価による英語習熟度調査（2）

この調査は、英語到達度指標（CERF-J）を基にした CAN-DO リストを用いて、英語習熟度を測るためのアンケート調査です。これはテストではありませんので、「正解」も「不正解」もありません。調査結果は、研究目的のために使用されますので、できるだけ正確にお答えいただきますようお願いいたします。

以下の設問について、現在のご自分に一番よく当てはまる数字を○で囲んでください。

1. 全く当てはまらない
2. あまり当てはまらない
3. 大体当てはまる
4. いつも当てはまる

No.	設問	
1	ゆっくりはっきりと話されれば、日常の身近な単語を聞きとることができる。	1 2 3 4
2	英語の文字が発音されるのを聞いて、どの文字かわかる。	1 2 3 4
3	口頭活動で既に慣れ親しんだ絵本の中の単語を見つけることができる。	1 2 3 4
4	ブロック体で書かれた大文字・小文字がわかる。	1 2 3 4
5	基礎的な語句を使って、「助けて！」や「～が欲しい」などの自分の要求を伝えることができる。また、必要があれば、欲しいものを指さしながら自分の意思を伝えることができる。	1 2 3 4
6	決まり文句を使って、日常の挨拶や季節の挨拶をしたり、そうした挨拶に答えたりすることができる。	1 2 3 4
7	簡単な語や基礎的な句を用いて、自分の名前、年齢など、ごく限られた情報を伝えることができる。	1 2 3 4
8	前もって話すことを用意した上で、基礎的な語句、決まり文句を用いて、人前で実物などを見せながらその物を説明することができる。	1 2 3 4
9	アルファベットの大文字・小文字、単語のつづりをブロック体で書くことができる。	1 2 3 4
10	単語のつづりを1文字ずつ発音されれば、聞いてそのとおり書くことができる。また書いてあるものを写すことができる。	1 2 3 4
11	自分に向かってゆっくりはっきりと話されれば、「座れ」「立て」「止まれ」などの簡単な指示を理解できる。	1 2 3 4

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12	日常生活に必要な、重要な情報（数字・値段・日付など）をゆっくりはっきりと話されれば、聞き取ることができる。	1 2 3 4
13	「駐車禁止」「禁煙」など、日常生活で使われる短い簡単な指示を読んで理解できる。	1 2 3 4
14	ファストフードやレストランの、絵や写真がついたメニューを理解し、選ぶことができる。	1 2 3 4
15	なじみのある決まり文句を使って、時間・日にち・場所について質問したり、質問に答えたりできる。	1 2 3 4
16	家族、日課、趣味などの個人的なトピックについて、（必ずしも正確ではないが）なじみのある表現や基礎的な文を使って、質問したり、質問に答えたりすることができる。	1 2 3 4
17	基礎的な語句、決まり文句を用いて、自分のことについて、家族や趣味などの限られた情報を伝えることができる。	1 2 3 4
18	基礎的な語句、決まり文句を用いて、簡単な情報（時間や日時、場所など）を伝えることができる。	1 2 3 4
19	住所・氏名・職業などの項目がある表を埋めることができる。	1 2 3 4
20	自分について基本的な情報（名前、住所、家族など）を辞書を使えば、短い句または文で書くことができる。	1 2 3 4
21	ゆっくりはっきりと話されれば、趣味やスポーツ、クラブ活動など身近なトピックに関する短い話を、理解することができる。	1 2 3 4
22	ゆっくりはっきりと話されれば、日常生活の身近なトピックについての話を、場所や時間などの具体的な情報を聞き取ることができる。	1 2 3 4
23	簡単なポスターや招待状などの、日常生活で使われるとても短い文を読んで、理解することができる。	1 2 3 4
24	身近な人からの、短いメールに書かれた近況報告などを理解することができる。	1 2 3 4
25	基本的な語や言い回しを使って、日常のやりとり（何ができかできないかや色についてなど）において、単純に応答することができる。	1 2 3 4
26	はっきり話されれば、限られたレポーターを使って、スポーツや食べ物の好き嫌いなどのとてもなじみのあるトピックに関して、簡単な意見交換をすることができる。	1 2 3 4
27	前もって話すことを用意した上で、限られた身近なトピックについて、簡単な語句や単純な構文を使って、簡単な意見を言うことができる。	1 2 3 4
28	前もって話すことを用意した上で、日常生活の物事を、簡単な語や基礎的な句を限られた構文を用い、簡単に描写することができる。	1 2 3 4
29	簡単な語や基礎的な表現を用いて、身近なこと（好き嫌い、家族、学校生活など）について短い文章を書くことができる。	1 2 3 4

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30	簡単な語や基礎的な表現を用いて、メッセージカード（誕生日カードなど）や身近な事柄についての短いメモなどを書ける。	1 2 3 4
31	ゆっくりはっきりと話されれば、自分自身や自分の家族・学校・地域など、身の回りのことについて話された内容を理解できる。	1 2 3 4
32	ゆっくりはっきりと話されれば、買い物や外食などで必要な指示や説明を理解することができる。	1 2 3 4
33	簡単な英語で書かれた、スポーツ・音楽・旅行など、個人的に興味のあるトピックに関する文章を、イラストや写真を参考にしながら理解することができる。	1 2 3 4
34	簡単な英語で書かれた、挿絵のある短い物語を理解することができる。	1 2 3 4
35	はっきりと 話されれば、趣味や家族のことなどなじみのあるトピックに関して、簡単な会話をすることができる。	1 2 3 4
36	基本的な語や言い回しを使って、人を誘ったり、誘いを受けたり、断ったりすることができる。	1 2 3 4
37	前もって話すことを用意した上で、限られた身近なトピックについて、簡単な語や基礎的な 句を限られた構文に用い、複数の文で意見を言うことができる。	1 2 3 4
38	前もって話すことを用意した上で、日常生活に関する 簡単な事実を、簡単な語や基礎的な句を限られた構文を用い、複数の文で説明できる。	1 2 3 4
39	自分の経験について、辞書を用いて、短い文章を書くことができる。	1 2 3 4
40	趣味や好き嫌いについて複数の文を用いて、簡単な語や基礎的な表現を使って書くことができる。	1 2 3 4
41	ゆっくりはっきりと放送されれば、公共の場所での短いアナウンスを理解することができる。	1 2 3 4
42	はっきりと、なじみのある発音で話されれば、買い物の内容、旅行の日程など、具体的な話の要点を理解することができる。	1 2 3 4
43	簡単な英語を使って書かれた人物描写、場所の説明、日常生活や文化の紹介などを理解することができる。	1 2 3 4
44	簡単な英語を使って書かれた短い物語や伝記などを理解することができる。	1 2 3 4
45	順序を表す表現である first, then, next などのつなぎ言葉や「右に曲がって」や「まっすぐ行って」などの基本的な表現を使って、簡単な道案内をすることができる。	1 2 3 4
46	補助となる絵や物を用いて、基本的な情報を伝えることができる。また、簡単な意見交換をすることができる。	1 2 3 4
47	一連の簡単な語句や文を使って、自分の趣味や特技に触れながら自己紹介をすることができる。	1 2 3 4

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48	写真や絵、地図などを利用しながら、簡単な語句や文を使って、自分の毎日の生活に直接関連のあるトピック（自分のこと、仕事のこと、地域のことなど）について、短いスピーチをすることができる。	1	2	3	4
49	日常的・個人的な内容であれば、招待状、私的な手紙、メモ、メッセージなどを簡単な英語で書くことができる。	1	2	3	4
50	文と文を and, but, because などをつなげるような書き方であれば、簡単な英語で、日記や写真、事物の説明文などのまとまりのある文章を書くことができる。	1	2	3	4
51	スポーツ・料理などの場面で、ゆっくりはっきりと指示されれば、指示どおりに行動することができる。	1	2	3	4
52	写真・実物・動画などの助けがあれば、料理や工作などの指示をゆっくりはっきりと話されれば、聞いて理解することができる。	1	2	3	4
53	簡単な英語で表現されていれば、ガイドブックやレシピなど、実用的で具体的な内容から、必要な情報を探することができる。	1	2	3	4
54	生活・趣味・スポーツなど日常的なトピックの文章の要点を理解したり、必要な情報を取り出したりすることができる。	1	2	3	4
55	簡単な英語で、意見や気持ちをやりとりしたり、賛成や反対などの自分の意見を伝えたり、物や人を較べたりすることができる。	1	2	3	4
56	予測できる日常的な状況（郵便局・駅・店など）であれば、さまざまな語や表現を用いてやり取りができる。	1	2	3	4
57	写真や絵、地図などを利用しながら、簡単な句や文を使って、身近なトピック（仕事や地域など）について短い話をすることができる。	1	2	3	4
58	一連の簡単な語句や文を使って、意見や行動計画を、理由を挙げて短く述べることができる。	1	2	3	4
59	身の回りの出来事や趣味、場所、仕事などについて、個人的経験や自分に直接必要のある範囲の事柄であれば、簡単な描写ができる。	1	2	3	4
60	聞いたり読んだりした内容（生活や文化の紹介などの説明や物語）であれば、基礎的な語彙や表現を用いて、感想や意見などを短く書くことができる。	1	2	3	4
61	ゆっくりはっきりと話されれば、外国の行事や習慣などに関する大まかな説明を、理解することができる。	1	2	3	4
62	自分の周りで話されている、少し長めの議論でも、はっきりとなじみのある発音で話されていれば、要点を理解することができる。	1	2	3	4
63	学習を目的として書かれた新聞や雑誌の記事の要点を理解することができる。	1	2	3	4
64	ゲームのやり方、申込書の書き方、ものの組み立て方など、簡潔に書かれた手順を理解することができる。	1	2	3	4
65	身近なトピック（仕事・趣味・将来の希望）について、簡単な英語を幅広く使って意見を表明し、情報を交換することができる。	1	2	3	4
66	個人的に関心のある具体的なトピックについて、簡単な英語を多様に用いて、社会的な会話を続けることができる。	1	2	3	4

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67	使える語句や表現を繋いで、自分の経験や夢、希望を順序だてて、話しを広げながら、ある程度詳しく語ることができる。	1	2	3	4
68	自分の考えを事前に準備して、メモの助けがあれば、聞き手を混乱させないように、馴染みのあるトピックや自分に関心のある事柄について語ることができる。	1	2	3	4
69	自分に直接関わりのある学校、職場、地域などでの出来事を、身近な状況で使われる語彙・文法を用いて、ある程度まとまりのあるかたちで、描写することができる。	1	2	3	4
70	身近な状況で使われる語彙・文法を用い、筋道を立てて、作業の手順などを示す説明文を書くことができる。	1	2	3	4
71	自然な速さの録音や放送（天気予報やコマーシャルなど）を聞いて、自分に関心のある具体的な情報は大体理解することができる。	1	2	3	4
72	はっきりとなじみのある発音で話されれば、身近なトピックの短いラジオニュースなどを聞いて、要点を理解することができる。	1	2	3	4
73	インターネットや参考図書などを調べて、文章の構成を意識しながら、勉強や仕事などに関係のある情報を手に入れることができ、必要であれば、辞書を使って、図表などと比較しながら理解することができる。	1	2	3	4
74	簡単な英語で書かれた、長めの物語のあらすじを理解することができる。	1	2	3	4
75	病院や市役所といった場所において、詳細にまた自信を持って、問題を説明することができる。関連する詳細な情報を提供して、その結果として正しい処置やサービスを受けることができる。	1	2	3	4
76	駅や店などの一般的な場所で、間違った切符の購入などといった問題を、自信を持って詳しく説明することができる。相手が協力的であれば、丁寧に依頼したり、お礼を言って、正しいものやサービスを受けることができる。	1	2	3	4
77	短い読み物か短い新聞記事であれば、ある程度流暢に、自分の感想や考えを加えながら、あらすじや要点を順序だてて口頭で伝えることができる。	1	2	3	4
78	自分の関心事であれば、社会の状況について、自分の意見を加えてある程度すらすらと発表し、聴衆から質問があれば相手に理解できるように答えることができる。	1	2	3	4
79	新聞記事や映画などについて、専門的でない語彙や複雑でない文を用いて、自分の意見を含めて、あらすじををまとめたり、基本的な内容を報告したりすることができる。	1	2	3	4
80	物事の順序に従って、旅行記や自分史、身近なエピソードなどの物語文を、いくつかの段落で書くことができる。また、近況を詳しく伝える個人的な手紙を書くことができる。	1	2	3	4
81	自然な速さの標準的な英語で話されていれば、テレビ番組や映画でのネイティブスピーカー同士の会話の要点を理解することができる。	1	2	3	4
82	トピックが身近であれば、長い話や複雑な議論の流れを理解することができる。	1	2	3	4
83	現代の問題など一般的に関心の高いトピックを扱った文章を、辞書を使わずに読み、複数の視点の相違点や共通点を比較しながら読むことができる。	1	2	3	4

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84	難しい部分を読み返すことができれば、自分の専門分野の報告書・仕様書・操作マニュアルなどを、詳細に理解することができる。	1	2	3	4
85	ある程度なじみのあるトピックならば、新聞・インターネットで読んだり、テレビで見たニュースの要点について議論することができる。	1	2	3	4
86	ネイティブスピーカー同士の議論に加われないこともあるが、自分が学んだトピックや自分の興味や経験の範囲内なら、抽象的なトピックであっても、議論できる。	1	2	3	4
87	ある視点に賛成または反対の理由や代替案などをあげて、事前に用意されたプレゼンテーションを聴衆の前で流暢に行うことができ、質問にもある程度流暢に対応ができる。	1	2	3	4
88	ディベートなどで、そのトピックが関心のある分野のものであれば、論拠を並べ自分の主張を明確に述べることができる。	1	2	3	4
89	自分の専門分野であれば、メールやファックス、ビジネス・レターなどのビジネス文書を、感情の度合いをある程度含め、かつ用途に合った適切な文体で、書くことができる。	1	2	3	4
90	そのトピックについて何か自分が知っていれば、多くの情報源から統合して情報や議論を整理しながら、それに対する自分の考えの根拠を示しつつ、ある程度のまとまりのあるエッセイやレポートなどを、幅広い語彙や複雑な文構造をある程度使って、書くことができる。	1	2	3	4
91	非ネイティブスピーカーへの配慮がなされていなくても、ネイティブスピーカー同士の多様な会話の流れ（テレビ、映画など）についていくことができる。	1	2	3	4
92	自然な速さで標準的な発音の英語で話されていれば、現代社会や専門分野のトピックについて、話し手の意図を理解することができる。	1	2	3	4
93	記事やレポートなど、やや複雑な文章を一読し、文章の重要度を判断できる。精読する必要があると判断した場合、読む速さや読み方を変えて、正確に読むことができる。	1	2	3	4
94	自分の専門分野の論文や資料から、辞書を使わずに、必要な情報や論点を読み取ることができる。	1	2	3	4
95	一般的な分野から、文化、学術などの、専門的な分野まで、幅広いトピックの会話に積極的に参加し、自分の考えを正確かつ流暢に表現することができる。	1	2	3	4
96	幅広い慣用表現を使って、雑誌記事に対して意見を交換することができる。	1	2	3	4
97	要点とそれに関連する詳細の両方に焦点を当てながら、流暢にプレゼンテーションができ、また、あらかじめ用意されたテキストから自然にはなれて、聴衆が興味のある点に対応してプレゼンテーションの内容を調整しながら、かなり流暢に容易に話ができる。	1	2	3	4
98	ディベートなどで、社会問題や時事問題に関して、補助的観点や関連事例を詳細に加えながら、自分の視点を明確に展開して、話を続けることができる。	1	2	3	4

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99	自分の専門分野や関心のある事柄であれば、複雑な内容を含む報告書や論文などを、原因や結果、仮定的な状況も考慮しつつ、明瞭かつ詳細な文章で書くことができる。	1	2	3	4
100	感情や体験の微妙なニュアンスを表現するのであれば、重要点や補足事項の詳細を適切に強調しながら、筋道だった議論を展開しつつ、明瞭でまとまりのあるエッセイやレポートなどを、幅広い語彙や複雑な文構造を用いて、書くことができる。	1	2	3	4
101	まとまりのない長い話も理解できる。また、特に努力をしなくても、テレビ番組や映画を理解することができる。	1	2	3	4
102	長い複雑な事実に基づく文章や、文学作品などを、文体の違いを認識しながら理解できる。自分の専門以外の記事や説明書なども理解できる。	1	2	3	4
103	言葉をことさら探さずに流暢に自然に自己表現ができる。社会上、仕事上の目的に合った言葉遣いが、意のままに効果的にできる。自分の考えや意見を正確に表現でき、自分の発言を他の話し手の発言にうまくあわせることができる。	1	2	3	4
104	複雑なトピックを、派生的問題にも立ち入って詳しく論ずることができ、一定の観点を展開しながら、適切な結論でまとめ上げることができる。	1	2	3	4
105	いくつかの視点を示して、明瞭な構成で、かなり詳細に自己表現ができる。自分が重要だと思う点を強調しながら、手紙やエッセイ、レポートで複雑な主題について書くことができる。読者を念頭に置いて、適切な文体を選択できる。	1	2	3	4
106	ネイティブスピーカーの早いスピードの話でも、話し方の癖になれる余裕があれば、どんな種類の話し言葉も、すんなりと理解することができる。	1	2	3	4
107	抽象的でわかりにくい文章、専門書や雑誌なども含め、あらゆる形式で書かれた英文を簡単に読むことができる。	1	2	3	4
108	どんな会話や議論でも無理なくこなすことができ、慣用表現、口語体表現をよく知っている。自分を流暢に表現し、細かい意味のニュアンスを正確に伝えることができる。表現上の困難に出会っても、周りの人に気づかれないように修正し、うまく繕うことができる。	1	2	3	4
109	状況にあった文体で、はっきりと流暢に記述・論述ができる。効果的な論理構成によって聞き手に重要点を把握させ、記憶にとどめさせることができる。	1	2	3	4
110	明瞭で流暢な文章を適切な文体で書くことができる。効果的な論理構造で事情を説明し、その重要点を読み手に気づかせ、記憶にとどめさせることができる。	1	2	3	4

revised by Tokiko Hori 2015/10/13

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I: Interview Questions for Learners**Interview #1****Asking about history of language learning:**

1. When did you started learning English (Dörnyei, Henry, & MacIntyre, 2014; Seidman, 2013)?
2. Where did you learn English (Dörnyei et al., 2014; Seidman, 2013)?
3. What was your experience with learning English at that time (Chan, Dörnyei, & Henry, 2015; Seidman, 2013)?
4. What was your objectives to learn English (Chan et al., 2015; Seidman, 2013)?
5. (Based on the Self-Evaluated English Proficiency Survey #1) What do you think about your English proficiency level before you started to apply 'tadoku' as your way of learning (Tono, 2012)?

Interview #2**Revealing the details of language learning:*****Reading:***

1. What kind of reading strategies (e.g. read-aloud, listening while reading, silent reading etc.) have you utilized when you were reading (Nation, I. S. P., 2009b)?
2. Did you consult with dictionary when you encounter the word you did not understand while reading? What kind of dictionary (Furukawa, 2010)?
3. Were there any book, which you had stopped reading before finishing it? And what was the reason (if any) (Furukawa, 2010)?
4. What kind of materials did you read? Picture books or graded readers (Bamford & Day, 1997; Furukawa, 2010; Ito, 2003; Mason & Krashen, 1997; Nation, 2008; Nation, I. S. P., 2009b)?

Listening:

1. What kind of listening strategies (e.g. listening while reading, without script, listen repeatedly etc.) have you utilized when you listen to English (Ito, 2003; Nation, I. S. P., 2009a)?
2. Did you consult with dictionary when you encounter the word you did not understand (Furukawa, 2010)?

Speaking:

1. When did you started to speak in English? Was there anything to encourage to do so (Nation, I. S. P., 2009a)?
2. With whom have you communicate with using English? With native speakers or non-native speaker of English (Nation, I. S. P., 2009a)?
3. When you spoke in English, did you translate from Japanese to English in your mind (Ito, 2003)?

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Writing:

1. When did you started to write in English? In what way? With whom? With native speakers or non-native speaker of English (Ito, 2003; Nation, I. S. P., 2009b)?
2. Did you consult with dictionary when you were writing in English (Ito, 2003; Nation, I. S. P., 2009b)?
3. When you write in English, did you translate from Japanese to English in your mind (Ito, 2003)?

Interview #3**Asking about reflection on the meaning of implicit language learning:**

1. What do you think about ‘tadoku approach (implicit learning)’ as a whole (Dörnyei, 2007; Seidman, 2013)?
2. Was there any specific moment, which you remember as a turning point or milestone (Furukawa, 2010)?
3. What motivated you to continue learning English by using this approach (Dörnyei & Ushioda, 2009)?
4. (Based on the Self-Evaluated English Proficiency Survey #2) What do you think about your English proficiency level at this moment (Tono, 2012)?

Japanese Translation by the Author**インタビュー 第1回**

英語学習履歴に関する質問:

1. 英語はいつ習い始めましたか (Dörnyei et al., 2014; Seidman, 2013)?
2. どこで習いましたか (Dörnyei et al., 2014; Seidman, 2013)?
3. その頃の体験はどのようなものでしたか (Chan et al., 2015; Seidman, 2013)?
4. 英語を学ぶ目的は何でしたか (Chan et al., 2015; Seidman, 2013)?
5. (CAN-DO リストによる英語習熟度調査 (1) に基づいて) ‘tadoku’ を始める前のご自分の英語力について、どう思われますか (Tono, 2012)?

インタビュー 第2回

学習に関する詳細について:

リーディング:

1. 英語を読むときは、どのような方法で読みましたか (例: 音読、聞き読み、黙読など) (Nation, I. S. P., 2009b)?

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2. 読んでいてわからない単語に出会ったとき、辞書は引きましたか？どのようなタイプの辞書ですか (Furukawa, 2010)?
3. 読んでいる途中で投げだした本はありましたか？そして、(もしあったのであれば) それはなぜですか (Furukawa, 2010)?
4. どのような本を読みましたか？絵本もしくは、学習用レベル別読み物ですか (Bamford & Day, 1997; Furukawa, 2010; Ito, 2003; Mason & Krashen, 1997; Nation, 2008; Nation, I. S. P., 2009b)?

リスニング:

1. 英語を聞く時、どのような方法を用いましたか (例: 聞き読み、スクリプトなし、繰り返し聞いたなど) (Ito, 2003; Nation, I. S. P., 2009a)?
2. 聞いていてわからない単語に出会ったとき、辞書は引きましたか？どのようなタイプの辞書ですか (Furukawa, 2010)?

スピーキング:

1. 英語を話すようになったのはいつ頃からですか？何かきっかけはありましたか (Nation, I. S. P., 2009a)?
2. 英語を使って話す相手はどのような人たちですか。ネイティブスピーカーですか、それともネイティブスピーカーではない人とですか (Nation, I. S. P., 2009a)?
3. 英語を話すとき、頭の中で、日本語から翻訳しましたか (Ito, 2003)?

ライティング:

1. 英語を話すようになったのはいつ頃からですか？どのような手段で、誰とですか？相手はネイティブスピーカーですか、それともネイティブスピーカーではない人とですか (Ito, 2003; Nation, I. S. P., 2009b)?
2. 英語を書く時、辞書は引きましたか？(もし使ったのであれば) どのようなタイプの辞書ですか (Ito, 2003; Nation, I. S. P., 2009b)?
3. 英語を書くとき、頭の中で、日本語から翻訳しましたか (Ito, 2003)?

インタビュー 第3回**暗示的学習 (tadoku) に対する考えについて:**

1. 'tadoku (暗示的学習)' を全体として、どう思われますか (Dörnyei, 2007; Seidman, 2013)?
2. 何か特に印象的だったことや、ターニングポイント的な出来事はありましたか (Furukawa, 2010)?
3. この方法で英語学習を続けてこられた動機は何ですか (Dörnyei & Ushioda, 2009)?
4. (CAN-DO リストによる英語習熟度調査 (2) に基づいて) 現在のご自分の英語力についてどう思われますか (Tono, 2012)?

		SCAI Analysis of Interview: Masaru					
No	Speaker	*Speaker M = Masaru. Speaker R = Researcher	<1> Noteworthy words or phrases from the text	<2> paraphrases of <1>	<3> concepts from out of the text that account for <2>	<4> themes, constructs in considerations of context	<5> questions & tasks
1	M	えー 少なくとも、すごく苦手なことも、すごく得意だということも、という。記憶…両方の記憶がないということ、普通だったんだと、嫌しなかったと思うから、どちらかと言えば、好きだったでしょうね。そういう風に答えるってことは、たぶん、うん、嫌いではなかったと思う。だから、好きだった。	普通 どちらかと言えば、好き たぶん 両方の記憶がない	no specific memory, neutral attitude	feeling, attitude	no impact, neutral impression about English	
2	M	あの、よく、他の人たちは、学校ですごくいろんなことを教えられた、というんだけど、僕はその…嫌々教えられたという記憶ってあんまりなくて、普通の先生 記憶に残らない	嫌々教えられたという記憶ってあんまりなくて普通の先生 記憶に残らない	ordinary teacher, no specific memory	teaching method	similar teaching style of all teachers	
3	M	高校…でも、教科としてあって、それ以外で、どうのっていうのはやってないはずです。うん、やってないです。高校に入ったら、「わっかんね〜」と思うことはあったかもしれない。あったらうね、たぶん、あったと思います。きっと、でもきつと、気にもしなかった。だから要するに、わかんないけど、その成績にすごく足を引かれてるほど悪くなかったと思う。成績しが、視点がない	教科 「わっかんね〜」と思うことはあったかも きつと、でもきつと、気にもしなかった その成績にすごく足を引かれてるほど悪くなかった 成績しが、視点がない	one of the subjects, scores and grades were only concern	extrinsic motivation	only scores and grades had meaning	
4	R	なるほどね… そっか。じゃあ、勉強しているのは、高校の時も、中学と同じで、英語をやっているのは、教科だから？					
5	M	教科だから、受験勉強は…思ってた以上に、要するに、その…でも、受験勉強がやりたくなくて、そのね、英語の勉強っていうのは中学校からずっとそうだったんだけど、10回ぐらい教科書を読むんです。音読するんです。そうすると、定期テストは大抵悪くない点数が取れる。すごく長くない点数で、悪くない点数がとれる。で、高校もたぶんそれで、乗り切ってた感じ。	教科だから 10回ぐらい教科書を読む 音読する 定期テストは大抵悪くない点数	compulsory subject, read-aloud ten times, avoided to prepare for entrance exam	motivation, minimum effort, strategy	reading-aloud passages, effective strategy, preparing for tests	
6	R	英語でなんか、英語にまつわる体験とかも、ない。特に？					
7	M	えっとね… たぶん、英語に対するあこがれみたいなのはなくなっちゃったと思う。ん〜 だから、なんだろうな。だから、英語に対する憧れだね！憧れだと思う。(よく日本人が)抱いている(しゃべれら)カッコいいよな、という、そういう程度だと思います。	英語に対するあこがれ なんとなんなくなっちゃった	admiration for English, probability, speaking English is cool	intrinsic motivation, curiosity	admiration to being active globally	
8	M	で〜！えっとねー 大学二年生の時だから、十九、二十歳ぐらいの時、ニューヨークに友達と、えーと、二人で行って、僕の友達は、英語全然できなかったで、僕がある程度、対応していたんだけど…なんか、旅そのものも、何とかなってまね。英語がどうかって、あんまり記憶にないけれど、宿をとるか、トイレどこ、とかその程度のことばなんどかしてたと。たぶん。	大学二年生の時 ニューヨークに友達と 友達は、英語全然できなかった 僕がある程度、対応していた	college student, managed to communicate in English, travel abroad, sense of responsibility	experiencing abroad, communication skill	non-verbal communication skill, experience of authentic English, sense of responsibility	
9	M	やらない…絶対やらない、あーさつだけ、まず、そう。ヨーロッパだと、英語が、英語そのものはある程度通じる。泊まる時だったら、three nightsとか、もっとカタカナだったかな(笑)！リーナートとって手を使いながらやって、オウガオウガ、みたいなことで済んでたんじゃないかな。あ、って感じがします。	ヨーロッパ 英語そのものはある程度通じる 手を使いながらやって	gestures, non-verbal communication, confident in communication using English	communication skill, low affective filter, strategy, confidence	peer-to-peer conversation, non-verbal communication skill, guessing, low affective filter, casual conversation	
10	R	自発的に英語をやり始めようと思ったきっかけとか、なんかは(ありますか)あの、多読の前に何か、大学卒業後…から、なんかありますか					
11	M	たぶん、ないと思う。記憶に残らないから…たとは、わかんないけど…英検何級の単語帳を買ってみよう、とかって買ったけどはあったかもしれないけど、そう、身に聞いてみよう、とかってあるかもれない。でも、少なくとも三ヶ月とか半年とかいう単位で何かをやり続けてたことではないと思う。思う、じゃなくても、一度もない、です。覚えてないから。	記憶に残らないから 単語帳を買ってみよう、とかって三ヶ月とか半年とかいう単位で何かをやり続けてたことではない	no specific memory, no continuous effort, tried to study English every now and then	self study, attitude	unsuccessful self study, covert passion to learn English	
12	R	覚えてない、なるほどね〜 そして、でも、多読を始めちゃったんですよね。なぜ？ なぜっていうか、なんで？					
13	M	そういう質問がよくあって、で、いろいろ考えたことがあって…で、多読のことをいつ知ったかって言うことはもう覚えてない、で、やろうと思ったときに、英語をやろうと思ったときに多読を知ったということではないに、は、はっきりしています。ま、そういう憧れがあるから、いろいろどこでちょっとみたらやめて…とかっていうことをやっているうちに、多読っていうものがあるってことだけは知ってたんだと思う。それで、なんかのタイミグで、その…NPOの講座が始まるってことを知って、そこから入ったんだと思う。多読を、何か目的があったとか、その時にもすごく英語をやりた、という気持ちが高まっていたかとかじゃなくて、なんとなんとかタイミグ的にひしと合っちゃったっていう感じ。	多読っていうものがあるってことだけは知ってた 憧れ いろいろどこでちょっとみたらやめて NPOの講座が始まるってことを知って タイミグ	gathered information about learning English, admiration, every now and then, in many ways, tadoku course of NPO	attitude, information, self study, support, materials	covert passion to learn English, seeking for advice, place to get material, unsuccessful self study	
14	R	ビジネス用のとかいろいろなところで、(中略)英語学習についての情報って、確かに溢れてるから、あと、多読多読マガジンとかもすでに、あの頃はもう創刊もされてたし、なんかどっかで、じゃ、多読っていうものがあるんだ〜っていう情報を拾って					
15	M	試したり…試したり〜はしてないかな〜ないだろうな〜 こう、やってる人の掲示板を見てみたりとかは、たぶんしたんだろう…というのは、NPOの講座が始まる2.3か月前に、僕、多読始めてるんです。自分で、図書館に行くと、え、たぶん、GRを借りて、読み始めた。で、なんとなんとかそんなことをしている時に、開講するってことがわかって行ってみたっていうことですね。たぶん。	掲示板を見てみたり NPOの講座が始まる2.3か月前 図書館に行って GRを借りて	bulletin board system, library, graded readers, borrowing	internet, community, environment, material, novice phase	using internet daily, online community like bbs/forum, trial	
16	M	(多読多読の経過を記録した資料を見ながら)結構まじめにやってんじゃん。	何十万語達成 結構まじめにやってんじゃん	counted words of reading, serious about mastering English, at beginning	novice phase, method, phase transition, perspective	seriously seeking the results of the method, different perspective on learning English	
17	M	うん、三ヶ月で、多読始めてんだ。ははは(笑) 字幕つけたことないです。ない、基本的にない。たまには試したりとかあったかもしれないけど、基本的にはない。	三ヶ月 多読始め 字幕つけたことない	after three months, watching without any subtitles	extensive watching (EW), novice phase, strategy	watching without subtitles, immerse in English, free from level	In three months, how many words/hours?
18	R	フォーラムを見たら、フォーラムにも結構細かく、Graded Readersをなんか何万語…十万語とか、読みました〜みたいなの					
19	M	ふ〜ん、ほら、僕も、ふつ〜の、なんか普通のお勉強モードを持った人だったんじゃん、言ってあげて！みんなに〜ほんとに、僕の才能だ、みたいな言い方されるけど	普通 お勉強モード 言ってあげて！みんなに〜僕の才能だ、みたいな言い方される	ordinary English learner, studying English, regarded as talented language learner from other learners	novice phase, belief, attitude, improvement	serious at beginning, rapid improvement looking from other learners' point of view, everybody can achieve	
20	R	(中略)最初は…そうそうPeppa PigとかCharlie and Lolaとかその辺の					
21	M	これ覚えてるよ。たぶん2.30時間いさなりDownton Abbeyみたら、イグンじゃんって思ってた(笑)あはは(笑)それで、1年後か2年後かに、またDownton Abbeyの1話を観たんです。そしたら話って、伏線だらけなわけ。もう、2回目観るときは、どうなるか知ってるから、それを全部拾えるんだけど、一回目の時は全然拾えてないから、よくこれ面白いて思ってたなあ。って思ってた。	2.30時間 いさなりDownton Abbey イグンじゃん 話って、伏線だらけなわけ。もう、2回目観るときは、どうなるか知ってるから、それを全部拾えるんだけど、一回目の時は全然拾えてないから、よくこれ面白いて思ってたなあ。って思ってた。	after 20-30 hours of watching children's shows, authentic and difficult TV show, he's not sure how he could enjoy the show	strategy, material, curiosity, preference	after watching children's shows 20-30 hours, regardless of level, enjoyed what he really wanted to watch, absorbed in the world of the show	
22	R	記録が…ここまでは、細かい全部の記録が止まっているのが2013年12月だから、1年半くらい？1年半までは、これだけ一生懸命つけてた、と、しかし、止まった。					

Appendix J

23	M	面倒くさくなったんだよね。あと、まあ、多読ってこんな感じねってわかったんじゃないかな。これで、できるようになるんだって。	面倒くさくなった。多読ってこんな感じねってわかった。これで、できるようになる	keeping record, annoying, got used to tadoku, got confidence about results	method, strategy, results, keeping records	confident in the method and strategies, no reason for keeping record for assessment anymore	
24	M	スピーキングが入ってないけど、どこ辺から？スピーキングとカライティングって、どのあたりから始まったか、自分で覚える？					
25	M	(前略) 講座の読書相談に英語が混じったところ、スピーキングの始めじゃないかな。だから、講座が始まって三ヶ月とか、長くて半年？以内には、日本語英語交じりの、先生とのあれ(読書相談)は始まっているはず。	講座の読書相談に英語が混じった。スピーキングの始め。日本語英語交じりの	started to practice speaking, closed questions by supporter, L1 and L2 mixed conversation	speaking, low affective filter	speaking started from answering simple and/or closed questions, casual conversation	
26	R	で、ライティングっていうのはツイッター？					
27	M	ツイッターが最初、僕の記憶では、多読を始めて、一年以内には、話す書く読む聴く、全部始まってるはず。だから、ツイッターも…あ、でもこれ遅れないよな、でもツイッターもフォーラムに	ライティング。ツイッターが最初。多読を始めて、一年以内。話す書く読む聴く、全部始まってる	writing, started from tweeting, relatively short period of time, started to use four skills of language	strategy, four skills, novice phase	using twitter to practice writing, four skills are included in daily learning from novice phase	
28	R	なんか、最初の方、英語でちよびちよびつづやいてたのを覚える。最初、ちょっとした一言から始まった記憶が。					
29	M	そうそうそう。僕もそんな記憶です。ほんと一言っていうか、一語二語で始めた気がする。…どうだろう。	一語二語で始めた	started tweeting from one or two words	strategy, output, low affective filter	twitter, audience, real (time) feeling,	
30	R	5回とかもしてるのは、これは、一気に5回？					
31	M	ううん。何周もしてるんだと思う。ほら、だから、1周2周3周とかしてんじゃない？ たぶん、そう、で、やっぱりこの辺の(ORT)をたくさん読みたかったんだと思う。僕の記憶では、8周覚えがあるんだよね。	何周もしてる。この辺の(ORT)をたくさん読みたかった。記憶では、8周	repeatedly having read ORT series, wanted to read easy children's books as much as possible	strategy, material, preference, novice phase	consolidate basic lexical items and structures by ORT repeatedly	
32	M	マクミラン好きだった。最初の頃は、音源が結構楽しくて、効果音とか入ってて、で、けっこう、こういうラインナップでしよう？なんていうか、リライト茶の、だから、なんていうか、男子の心をくすぐったんじゃないですか？(笑) 難しいのを読んでるんだっていう(笑)(講座に入ってから)音源があるやつで、やり始めたんだと思う。最初から選んでたと思います。なぜ、GRとあれ(ORT)は選んで、なんでGRを混ぜてたかという音源があるからですよ。だからマクミランは好きで読んでたけど、他のはあまり読んでないしとないかな…	マクミラン好きだった。音源が結構楽しくて。効果音とか入って。リライト茶。難しいのを読んでるんだ。男子の心をくすぐった。(講座に入ってから)音源があるやつで。GRとあれ(ORT)は選んで。音源があるから。他のはあまり読んでない。	preferred and enjoyed, audio recordings with sound effect, retold, pride, sense of reading difficult book, NPO has materials with audio, preference for listening while reading (LWR)	material, audio, place, environment	listening while reading (LWR), the place which can provide suitable and enjoyable materials	
33	R	Marvin Redpostを読んだんだね。これさあ、半年後ぐらいにMarvinを読んだんだね。ほら、2012年12月だよ。早くない？キリン読みでもなさげ？ほら、で、コンスタントに…					
34	M	面白かった。半年でMarvin読んでるって早いのか？うだったら、たぶん…あのね、僕、長い時間、長いのを読むのができないと思う。で、たぶん、こんだけ読んでるってことは、面白かったって言うのと、もう一つは、読まなきゃいけないって思ってたんじゃない？こういうモードだから、頑張ってたんだと思う。たぶんね、これは僕、通勤の関係もあるかな。僕、毎日2時間、通勤時間があって、比較的暇いとかない人なんです。だから、その2時間大抵多読してたから、そういう意味では、レイアウトがバラバラ見てる時間が、全部読む時間だったんだと思う。	面白かった。半年でMarvin読んでる。多読したら長いのを読むのができない。面白かったって言うのと。もう一つは、読まなきゃいけないって思ってた。頑張ってたんだと思う。通勤。毎日2時間。2時間大抵多読してた。	six months, interesting book, cannot read long stories now, reading was interesting, he believed that he needed to read extensively, seriously tried to read books, commuting hours, two hours everyday	materials, novice phase, environment, learner phase	importance of interesting materials to continue self study, daily routine	
35	R	ちょっと高いなあっていうか、ずいぶん頑張ってるな〜って思われるレベルに、あの、あつという間に行ってるのは、こう、音源があるからかな？					
36	M	うーん…これ、13年8月でしょ、字幕なし多読っていつ始めてたんだっけ。3ヶ月で始めてんだから…12年9月でしょ、で、さっきのMarvin Redpostがどこだった。13年の8月という記録だから、これをやるのに比べれば、聞き読みなんて、なんてことないってことだと思う。実際そう思ってたはず。	字幕なし多読。これをやるのに比べれば、聞き読みなんて、なんてことない	watching without subtitles, very difficult compared to listening-while-reading	standard, authentic, EW, LWR, learner phase	change in standard of difficult, phase transfer	
37	R	三ヶ月(笑)子供用のを観て、それはそれで楽しかったんだけど、やっぱり、つまんな(かった？)					
38	M	いや、そんなことない。Downton Abbeyがものすごく魅力的だったの、僕には、お屋敷のあの感じが。で、これいけるかな？と書いていたら、なんだ、いけんじゃん、って思ったんだよね。	Downton Abbeyがものすごく魅力的だった。これいけるかな？なんだ、いけんじゃん、って思った	Downton Abbey was so attractive, gained confidence	material, authentic, confidence, learner phase, curiosity, level	engaging difficult materials give confidence, curiosity over level	
39	M	Gossip Girlはなー、セリーナっていう子が出てくるんだけど、その子がすごく可愛かったんです。ローマは、建築がたぶん映ってるし、Up Stairs Down Stairsも、Downton Abbeyみたいなものです。コスチュームドラマです。これは子供用の(笑)要するに、コスチュームドラマが好きだったし、あと、イギリスのあの雰囲気が好きなんだよな。それだけ、です。わかるわけじゃない、(記録を見ながら)60Tってなんだ？…Game of Thronesだ。めっちゃ面白かった。(笑)めっちゃ面白かった！\$3まで観てるんですけど、記録は、そうだねー。う、\$5まで出てから、\$4までは観てます。	その子がすごく可愛かった。コスチュームドラマが好きだった。イギリスのあの雰囲気が好き。Game of Thronesめっちゃ面白かった	specific reasons watching TV shows, fascinating	materials, level of English	engaging materials, English level of material is unimportant	
40	M	音があるから、GRって音があるから、音源があるから、いくらでもいける。自力読みじゃないから。	GRって音があるから。音源があるから、いくらでもいける。自力読みじゃない	LWR, can read difficult materials with audio	LWR, audio, prosody	prosody conveying message, scaffolding by audio	listening is regarded as most difficult skill to teach in classroom
41	R	詳細なやつ(=記録)は、2013年のどこかで切れてる、という、それが、何で切れたかは…そもそも面倒くさくなった？…なんだろう？					
42	M	150万語ぐらいで止まってるんじゃないかって、僕ねーこの辺あたりからね、生涯150万語とかって言い出したんだよね。つまり、あんまり読まねーぞ宣言したって言うか、多読の方が面白かったし、読むのが割と苦手なんだって言うことに、なんだんだんだん自覚して来たんだと思う。最初一所懸命読んでたけど…	150万語。あんまり読まねーぞ宣言をした。多読の方が面白かったし、読むのが割と苦手なんだって。なんだんだんだん自覚して来た	1.5 million words of reading, stopped ER, extensive watching, noticed preferences of learning strategy	quantity, preference, learner phase	1.5 million words, started to follow own preferences	
43	M	僕、物語を読む習慣は全然ないです。日本語でも、専門書は読むか、調べ物したりってすることはあるけど、(小説とか?)小説は読まない。ほとんど読まない。	物語を読む習慣は全然ない	no a reader	strategy	reading storybooks because of extensive reading	
44	R	だから、英語も、ある程度までは、こう…なんだろう、お勉強モードだったころは、読まなきゃいけないんだって思ってたのだから？					
45	M	んー、たぶん、なんかその…無理してたんだと…無理って言ったらなんだけど、頑張っていたと思う。	無理してたんだと…頑張っていた	forced himself to read extensively	novice phase, strategy	seriously following instructions, assessing the method	
46	R	同じ読むんだら、ここでオンライン、ほら大学始まったから、こっちの方が面白くなっちゃったのかな〜って、ちょっと予想するんですけど、オンライン大学だったら、自分の学びたい、やりたいことが…					

21	B	だから、買ってたんですよ。最初は図書館に、絵本があったんですけど、どこになるのかわからなくて、あるの気がつかななくて、で、その頃、多読の図書、多読用のシールの貼った書籍が、本屋さんに並んでいた時期があったんですよ。その、多読10万語の本が出た頃、本屋さんにいったら、I can readとかその辺のがあったんですよ。で、絵本から始めれば、いいかなーと思って、知っていたのが、Harryのシリーズの	多読用のシールの貼った書籍が、本屋さんに並んでいた時期 絵本から始めれば、いいかなー	there were some books for 'tadoku' at bookstore, started from picture books	information, environment, place, materials	bookstore as a place of getting information, LR
22	B	わかんなくても面白かったんですよ、たぶん、その頃、要するに、全然読めないと思ってたものが、多少わかってー(読める、ということ)基準が違う。(笑)	わかんなくても面白かった 全然読めないと思ってたものが、多少わかってー (読める、ということ)の基準が違う	excited, enjoyed reading even if she could not understand completely, different standard	perspective	changed perspective on reading in English
23	H	最初っから、ていうか、あつという間に、語数的には、7000とか8000とか…どんどん読んでるんですけど…(笑)				
24	B	あ〜！その頃ね、今よりは暇だったんですよ、たぶん、で、面白いので、結構、語数たまるのも面白くてやってたんですよ、最初の頃はね。	暇だった 面白い 語数たまるのも面白い 最初の頃	plenty of free time, fun activity, accumulating word count, at beginning	novice phase, time, keeping record, motivation	time consuming, keeping record for satisfaction
25	H	この辺は、最初から、掲示板とかでやり取りしてたんですか？				
26	B	この辺は、そうですね、掲示板を…あたしはあんまり投稿しなかったけど、読んだりとか、はしてんだ。(他の方の感想とか)見ながら、あ、こういうのもあるんだな、とか楽しそうだな、とか、多読読んでみようかな、とか、掲示板だよりってことが結構ありました。そこから(情報)を仕入れてたので…	掲示板 読んだり 掲示板だより そこから(情報)を仕入れてた	bbs, information about books and how to do tadoku(ER)	community, information	online community, place to getting information, information about books
27	H	Bさんの傾向としては、面白いと思うのは、結構難しいのもガンガン読んで、間に、やさしいのもひよひよひよいって入ってくるって感じですか？				
28	B	なんかねー疲れてくるんですよ、難しいので、それか、ちょっと忙しくなると、長いものを読んで、一冊を終わらせるという満足感？っていうか、一冊読み終えた感に間に合ってたかもしれない。たまにずっと長いものを読んでと疲れてきて、で、短いを入れたらどうか。	疲れてくる 難しいので (やさしい本は)一冊を読み終えた感 長いものを読んで疲れてきて	getting tired of reading long stories, short stories for sense of completion	reading stamina, motivation	reading stamina is not enough to read difficult books, short stories for getting satisfaction and motivate
29	H	何で聞き読みができた、とかがありますか？				
30	B	あのねー、ジェインエアです。だからだいご後だと思おう、ジェインエアは、フランス語が混じってるんですよ、あれ、文章見てもわからないので、音聞いてなんとかわかる感じで、フランス語の部分は音で引強ってもらったみたいなの、けっこう、選んでたんですよ。あと、ラソンの…あの、スウェーデンの(日本語で「ラコン外」の女)あれは、その、スウェーデンの人の名前とか土地の名前とか、読んだけどとつかえるので、それで聞き読みをしてたんです。	ジェインエアは、フランス語が混じってる フランス語の部分は音で引強ってもらった ラソンのスウェーデンの人の名前とか土地の名前とか 聞き読み	part of the book included French, audio recording helped to read, LWR, Swedish names and places	different phonemic system, LWR, audio	included different language, scaffolding by audio, LWR
31	H	例えば、一日に1万語くらいは読んでる感じなんですか？				
32	B	その頃は一生懸命やってたんですよー	(一日一万語くらい) その頃は一生懸命やってた	enthusiastic, forced to read extensively	novice phase, instructions	novice phase, tried hard to follow instructions
33	H	3年ちょっとくらいで、1000万語超えてますね。(笑)すごい、これ、どっから読んでないと、ていか、これは(生活の一部)になってるんですか？				
34	B	読まないし、気持ち悪いとまではいかないけど、なんか習慣で読んでる、みたいな。(笑)	なんか習慣で読んでる	reading habitually	user phase	reading English became daily habit
35	H	そしてスピーキングとか発信する方は、どうですか？				
36	B	発信は、もっと後 もともとが、できない、と思ってた 話すのなんて、ぜんぜん無理無理！ うーんとたまなきゃ出ないだろうってかと思ってた	発信 そんなに早く始めてない もう話すのなんて、ぜんぜん無理無理！ うーんとたまなきゃ出ないだろう	started to output after long time experience of ER, strong fear to speak, believed that output require a lot of input	period, output, belief, fear to making mistakes	long time experience of ER, output must happen by large amount of input
37	B	それに、そういう機会がない、途中からなんかね、すっごくしゃべりたくなつたというのは、100万語前からあるんですよ、なんかね、あーしゃべりたいなあと思う時期はあって、でも、しゃべる機会がなくて、もしかしらしゃべれるかもしれない、とか思いつつながら、そういう時期もあったんですけど、そういう機会がなくて、アウトプットは全然、本当にならなかったです。	そういう機会がない すっごくしゃべりたくなつた 100万語前から アウトプットは全然、本当にならなかった	lack of opportunity to speak, after reading 1 million words, wanted to speak	quantity, confidence, courage, curiosity	reading one million words, gained confidence to try new skill, lack of opportunity to speak, curiosity over fear
38	H	報告の中に、そろそろアウトプットもしなければ、みたいな、のがありました、掲示板の書き込みで(中略)…800万語と3周年記念報告のあたりに、(中略)skypeおしゃべり会が、きっかけ？しゃべるのはそれがきっかけ？				
39	B	今のskypeおしゃべり会の前に、さかい先生が、北陸地区おしゃべり会っていうのを、その時に誘われて、土曜日にやってたんですよ。(中略)2年ほど続いたんですよ、で、それがなくなって、今の土曜おしゃべり会、それがきっかけですかね。	skypeおしゃべり会 誘われて 2年ほど続いた きっかけ	Skype chitchat groups, invited, 2 years, opportunity to speak in English	ICT, opportunity, time, quantity	ICT, create opportunity to communicate in English, 3 years, 8 million words
40	B	アウトプットはね、最初はねー、さかい先生とやってくるころは、なんか思うようにしゃべれないなーとか、思ってたんですよ、やっぱりね、しんどいってると…それなりに、出るようになってくるなあって、…で、この間、ちよっとロンドンに行くってきいんです、私と夫と行ったんですけど、夫は全然喋れないので、ほとんど自由行動なので、なんかあった時には全部、私が対応して、わからないことは聞いて、みたいな、それぐらいの、アウトプットは通じて、あ、コミュニケーションとれるんだなーみたいな、それぐらいの、程度から。(笑)	(最初は)なんか思うようにしゃべれないなーとか、思ってた しゃべってると…それなりに、出るようになってくる ロンドンに行くってきい コミュニケーションとれるんだなー	difficult at first, continued speaking, gradually easier to speak, could communicate with English speakers in London and Paris,	communication, time, community	periodic practice, peer-to-peer conversation in the community, success in communication in English
41	H	でもたぶん、思ったより、話すことに躊躇がなくなってる？というか、				
42	B	ああ、そうそう、垣根が取れた、というか、あの、プレッシャー？心理的なプレッシャーがなくなったというか、きとすと、そういうおしゃべり会を通して、しゃべってたので、そういう躊躇はなくて、なんか、あの、自然に、わからないことをきいたりとか、私がしなきゃ誰もしない、んですけど。	垣根が取れた 心理的なプレッシャーがなくなった	free from affective filter, free from psychological pressure, continuously practiced speaking in English, talked spontaneously	affective filter, psychological pressure, practice, L1 filter	reduced affective filter, free from fear of making mistakes, continuous practice, speak spontaneously without L1 filter
43	H	(英語で)しゃべる時って、一旦、日本語はイメージしますか？				
44	B	日本語ですか？…あのねー、ちよっと難しいことをしゃべろうと思うと、多少はありますね、そのーそうじゃない時は、自然に出てくるままにしゃべるんですけど、でも、自然に出てくるままにしゃべると、全然文法がめちゃくちゃなので…(笑)	ちよっと難しいことをしゃべろうと思うと、多少はあります 自然に出てくるままにしゃべると、全然文法がめちゃくちゃ	think Japanese first when trying to speak difficult thing, speaking spontaneously, grammatically messy	grammar, gap between L1 and L2, L1 filter	unconfidence in grammar, noticing gap between L1 and L2, speak spontaneously without L1 filter

45	H	あと、書く方なのですが、ブログをちょっと拝見させていただきましたが、英語で結構書かれていますよね。					
46	B	あー、英語でね、書きたい時期がものすごくあったんです。書きたくて書いてたんですね。書かなくちゃーじゃなくて、書きたくて書いてたんですね。	英語で書きたい時期が 書きたくて書いてた	wanted to write in English, English posts on her own blog	place, motivation,	blog to express herself in English, intrinsic motivation	
47	H	書きたくなつたのって、どのくらいの時から？しゃべるより後ですか？					
48	B	しゃべるより前です。しゃべるのって、私、日本語でもあまり得意じゃないんです。人前でしゃべるのとかって、すごい苦手で、まあ、そういうのもあったと思うんですけど、書く方がどっちかっていうと、ほら先に、いろいろ書かされるじゃないですか。一対一でやりとりじゃなくて、自分の思いをまとめてから書くので、それで先にしゃべりたかったと思うんですけどね。たぶん。		しゃべるのって、私、日本語でもあまり得意じゃない書の方がどっちかっていうと 先に、いろいろ書かされる	not good at speaking even in Japanese, better in writing, prefer to prepare before hand	personal characteristics, fear of making mistakes, low affective filter, writing	same personal characteristics in L1 and L2, writing, lower affective filter
49	H	映像は、じゃ最近というのは、どこくらいですか？					
50	B	一番最初のきっかけが、シャーロックなんですよ。シャーロックは…三年程前かな。シャーロック、最初に聞いたのは、おしゃべり会をした時に、ある人が、イギリスの知り合いが、このドラマ面白く見るとか、これを観たら面白く見るとか、聞いて、じゃあUKから取り寄せるからDVDを買ったんですよ。それが最初で、観たらすごく面白くて、何にもわかんないんだけど(笑)	シャーロック おしゃべり会をした時に、ある人が 観たらすごく面白くて、何にもわかんないんだけど(笑)	met favorite TV show, didn't understand English, very interesting	enjoyable, comprehension	comprehension of language does not affect, enjoyable material,	
51	B	まあでも、映像自体は面白かったんで、で、すごい面白くてがーと観て、いきなり難しいのに行っちゃったんですけど…(笑)でもなんか、それがよくなったっていうか、そこがなんかきっかけだったんで。	映像自体は面白かった すごい面白くてがーと観て それがよくなった	images of the show were entertaining, fascinating, used to watch	images, watching without subtitles, pleasure, materials	scaffolding by images, authentic English, watching for pleasure	
52	H	今、多読全般について、どう思われますか？					
53	B	私は、これはいいと思って始めたので、多読を。本を読むのが楽しかったって言うのもあるし、前は、英語、どれだけ一生懸命ドリルやってみたりラジオをやってみたりしてみても、英語とお友達になれなかったんですけど、それが、本を読んでもそれは話す人も、なんかあるじゃないですか、なんかちょっと…言葉が違つと、文化が違つと、いつのもあるんですけど、本を読むように、あの、なんか文化的なことでも多少はわかってくるし、それに日常生活的なお話しとか、「あー一緒なんだ」とか、子供たちの学校の様子とか、男の子なんか言葉が通じないとか、多分、自然と仲良くなれた、みたいな、垣根がとれた？で、全然、わけのわからない代物じゃなくて、聞いたらわかるし、読んでもわかる、言葉として英語を勉強してよりかは、もっと仲良く、言葉として英語を勉強してよりかは、もっと仲良く…さっきも言った、ように。	本を読むのが楽しかった 言葉が違つと、文化が違つ 「あー一緒なんだ」とか、子供たちの学校の様子とか、男の子なんか言葉が通じないとか、多分、自然と仲良くなれた、みたいな、垣根がとれた？で、全然、わけのわからない代物じゃなくて、聞いたらわかるし、読んでもわかる 言葉として英語を勉強してよりかは、もっと仲良く	reading books was interesting, knowing different language means knowing different culture, resonate common things, got along with English than before	reading, intrinsic motivation, culture, understanding of people	fulfilled her goal and objective of learning English, deeper understanding of language and culture, English and English speaking people became her friend	
54	H	ここまで続けてこられた秘訣、っていうか、何が一番の秘訣だろう？					
55	B	仲間関係ありますね。ずっと、北陸で、金沢は全然いなかったんですけど、もう、誰かとお話したくて、で、あの娘、名古屋…さもそうですけど、毎月名古屋に人たちがたくさんいらっしゃって、(中略)オファがあった時に行つて、いろんな人に来て刺激をもらって、さい先生とかにもお会いして、そういう仲間がいたっていうのも、ありますね。	仲間 掲示板だより オファがあった時に行つて、いろんな人に来て刺激をもらって	bbs, participated in off-line meetings, meeting other learners, stimulated	community, information	importance of community, sharing information and feelings accelerate intrinsic motivation	
56	H	Bさんの場合は、多分、例えは観るからはいったりしたら、続いたかな？					
57	B	今だったら、読んでて垣根が取れたので、わかんなくても観れるんです。多少聞かなくてとるところとか映像をつなぎ合わせて想像しながら、というところがあるので、嫌にならずに見れるんですけど、それだから始まったらどうだったか、ってのはわからない。簡単な、子供向けのからなら、あるかもしれないけど、ドラマとかだったら見れなかったかもしれないです。	読んでて垣根が取れた わかんなくても観れる 想像しながら 簡単な、子供向けのからなら、あるかもしれない	after ER, can guess meaning, used to skip difficult part, maybe can enjoy children's shows	ER, watching without subtitles, affective filter	without ER difficult to watch videos without subtitles	
58	H	特に印象的だった何かエピソードとか覚えてることはあるか？					
59	B	最近、多少聞かなくてとるところとか映像をつなぎ合わせて想像しながらなんですけど、やっぱりしゃべって、あの一なんかな。言いたいことが、自分が言った言葉が、なんか違つと、と思う時があって、「この単語じゃない」って思う時があって、なんかあったよな？って思う時があって、それで探しているよ、「これだ！」って思う時があるんですけど、でも、そんな…で、えーとね、で、やっぱりそっちの方がびびりたくなる？言いたかったことがびびりたくなる、っていうことはあるかな。	自分が言った言葉が、なんか違つと、と思う時があって なんかあったよな？って思う、それで探しているよ、「これだ！」って思う時がある	noticed gap between output and message, searched in mind, found suitable expression	implicit knowledge, emergence of language	sometimes implicit knowledge of English emerges in her mind when she speaks	
60	H	自分でもその違いは、感じられますよね。					
61	B	あ、その辺は、そうですね。読んでるだけの時だったら、そんなに感じられなかったと思うんですけど、やっぱりアウトプットしたら、その辺はやっぱり音と違つと。	読んでるだけの時だったら、そんなに感じられなかった アウトプットしたら、その辺はやっぱり音と違つ	noticed difference when she tried to speak or write in English	improvement, output	opportunity to test, noticing improvement when trying to output	
62	H	今はどうですか、間違えたりとか、わからないとか、そういうことについては、					
63	B	間違えることは、全然気にならなくなつたんですけど、間違えても、まあ、通じるな、というのが、そんな変な自信が。(笑)	間違えることは、全然気にならなくなつた	not worry to make mistakes	fear of making mistakes	overcoming fear of making mistakes	
64	B	私、テープ起こしの仕事をしてるんですけど、大学の先生とか、全然日本語めっちゃちゃんなんです。なんか、そんなの聞いてると、全然日本語でも話しかめちゃちゃんなんだから、そんなに気にしなくていいの、かも、とか思つたやつ。あとな、テレビドラマとか映画とか観たすと、皆そんなきちんとしゃべってないじゃないですか。これOKかな。と、あの、小説とかでも、会話部分なんて、私たち勉強で習ってきたような、きちんとした英語じゃないですかね。それでOKなんだと思うと、なんかそれでいいかな、と、多少、単語連ねてもOKかな、と、この間、イギリスで結構それを通じてきたから。(笑)	日本語でも話しかめちゃちゃん テレビドラマとか映画とか観たすと、皆そんなきちんとしゃべってない 会話部分なんて、私たち勉強で習ってきたような、きちんとした英語じゃない イギリスで結構それを通じてきたから。(笑)	in Japanese also, messy authentic conversation, not like what learned in school or studied in textbooks, experienced in UK	L1, L2, English as subject, authentic English	realized that authentic conversation is messy in L1 and L2, not like what she'd studied as a subject	
65	H	あんまり、これだけ、特にこのアンケートの回答であるものすごく変わつてるんですけど、たぶんご本人はあんまり、そんなに私できるよになつてない、という気持ちで、					
66	B	そうですね。あんまり変わらない、みたいな感じで、12年も前からそんなに進歩してない、みたいな気持ちになつて、ただ、あの一、ちょっとづつの変化なので、実感できないのかな？	そんなに進歩してない、みたいな気持ち ちよつとづつの変化なので、実感できない	not improved yet, after many years, very small progress everyday	improvement, implicit knowledge	lack of opportunity to assess own improvement, accumulating implicit knowledge is difficult to notice	
67	B	わたしだから、本が好きっていうのがあって、レビューとかみると、読みたくて読むのがなくなるので、仲間が読んで、あれ面白かったよとか、これ面白かったよ、とかなつたら、全部読みたい！とかなるので、それがずっと読んで、みたいな。	本が好き レビュー 読みたくて読むのがなくなる 仲間 それがずっと読んで	love books, information from other learners, stimulated her curiosity, motivated	avid reader, curiosity, information	power of community, importance of sharing information, curiosity-driven	
68	BB	簡単で絵がたくさんあるものを読んでるうちにぼんやりとながら言葉の持つイメージが育つていくんです。それが増えていくとだんだん難しいものも読めるようになっていくんですけど、英語が英語のまま、イメージとして体にしみこんでいく感じ、単語一つ一つに縛られなくなりました。こういうふう感じようになつたのは300万語くらい読んでからなのですが、なんと表現していいの。言葉で表現するのは難しいですね。	簡単で絵がたくさんあるもの ぼんやりと 文や言葉の持つイメージが育つていく 英語のまま、イメージとして体にしみこんでいく感じ、単語一つ一つに縛られなくなりました。こういうふう感じようになつたのは300万語くらい読んでからなのですが、なんと表現していいの。言葉で表現するのは難しいですね。	start reading easy picture books, vague image of word grow into clear, not bounded to specific words, English infiltrate into body, after 3 million words of reading	scaffolding by images, implicit knowledge, acquisition	scaffolding by images, implicit knowledge grows gradually, English is acquired not learned	
No	Speaker	Text	<D> Noteworthy words or phrases from the text	<2> paraphrases of <1>	<3> concepts from out of the text that account for <2>	<4> themes, constructs in considerations of context	<5> questions & tasks

<p>Storyline</p>	<p>In her impression about English good and fascinating. Basic grammar was understandable and scores were good accordingly. Yurie joined to a club that learn foreign languages in junior high school days. However, entered to the high school with the reputation of preparation for entrance exams. English classes turned into unsatisfied, very difficult subject. To prepare for entrance exams, cram school teacher gave her unsuitable materials for her English proficiency level. Since, scores were important, she studied harder to overcome the sense of failure. Even though, the grades and scores were not good, Yurie had admiration to read original books written in English someday.</p> <p>Required knowledge of English vocabulary at work. Yurie was motivated to learn English. Since she had enough free time, she started to study English holding covert passion to read English books. Recycling learning strategies in school days unconsciously, she started from studying basic grammar for junior high school students. However, this attempt was unsuccessful because explicit knowledge of English by grammar drill did not transfer to comprehension skill, thus Yurie could not read English books. Nevertheless, her passion to read original books never dies. next, she tried to read short story using dictionary. Again, her explicit knowledge of English from dictionary did not transfer to comprehension skill, and she could not finish the book. One day, at a bookstore, Yurie met the book introducing 'tadoku' (ER). She peeked into it and read the short easy story included there. She could read the whole story in English for the first time in her life. She experienced pleasure reading.</p> <p>In novice phase, Yurie tried hard to follow instructions of ER guidebook, read from easy books extensively, however, getting very easy English books from ordinary bookstores was difficult. She bought many books from online bookstore or borrowed from the library nearby. Picture books in the library were too difficult sometimes, she preferred levelled readers (LR) for young children of native English speakers. In addition to reading, Yurie tried shadowing sometimes because audio recording CD attached to picture books. At a certain point, she recognized improvement in listening skill. In novice phase, she mainly read easy books extensively, however, transfer to listening skill seemed happen. These experiences changed perspective on reading and learning in English. ER is time consuming activity, but keeping record of books was fun for her. Thus Yurie continues keeping reading record for satisfaction. Online community is important place to get information about books. Bookstores also play an important role as a place of getting information about books.</p> <p>Yurie reads thin books or short stories to obtain a sense of satisfaction and increase motivation, when reading stamina is not enough to read thick difficult books. She started LWR with books included different language like French and Swedish. Without scaffolding by audio, she stucked where a word or names came from foreign languages other than English and proceeded reading. From long time experience of ER, reading English became daily habit. Yurie had a belief that output must happen by large amount of input. After reading one million words, she gained confidence to try new skill—speaking and writing. Unfortunately, lack of opportunity at that time, she could not try speaking. Three years of ER, the anniversary of 8 million words, she posted her resolution to the bbs of Tadoku learners. Curiosity-driven actions emerged especially from learner phase. After some more years past, development of ICT created the opportunity to communicate in English. She joined periodic practice of chichat group in English. Her curiosity over fear. Peer-to-peer conversation in the community and continuous practice reduced affective filter. Noticing gap between L1 and L2, unconfidence in grammar, Yurie became free from fear of making mistakes, because she realized that authentic conversation is messy both in L1 and L2, not like what she'd studied English as a subject at school. Noticing improvement when trying to output, she speaks English spontaneously without L1 filter. She started to post some English essays on her book review blog to express herself in English. This activity was purely from her intrinsic motivation. When watching enjoyable materials, imperfect comprehension of language does not affect her pleasure of watching authentic English videos because of scaffolding by images. Yurie reported that without ER difficult to watch videos without subtitles. Sometimes implicit knowledge of English emerges in her mind when she speaks. She feels that implicit knowledge grows gradually, so without opportunity to test, accumulating implicit knowledge is difficult to notice. Output like speaking and writing can be opportunity to assess own improvement, she thinks. Sharing information and power of community are important to accelerate intrinsic motivation as well.</p> <p>Speaking spontaneously without L1 filter, fulfilled her goal and objective of learning English. success in communication in English during recent trip to Europe. Yurie report that her English is acquired not learned. By reading extensively, she became to understand language and culture deep enough to make friend with English and English speaking people in the end.</p>
<p>Theory writing</p>	<p>See the body of the paper</p>
<p>SCAT(Steps for Coding and Theorization)</p>	
<p style="text-align: right;">Downloaded from SCAI WEB site scatform-eng.xls http://www.educa.nagoya-u.ac.jp/~otan/scat/scatform-eng.xls</p>	

		SCAT Analysis of Interview: Masaru					
		*Speaker O = Junko, Speaker H = Researcher					
No	Speaker	Text	<1> Noteworthy words or phrases from the text	<2> paraphrases of <1>	<3> concepts from out of the text that account for <2>	<4> themes, constructs in considerations of context	<5> questions & tasks
1	J	私ねー、全然記憶がないんですけど、いや、授業の記憶は、日本語で先生が、授業と関係のないことしゃべってる記憶はあるんですけど…。(中略) 授業の内容は、何にも覚えてなくて。	先生の雑談は覚えてる 授業の内容は、何にも覚えてなくて	forgot about English lessons other than chitchatting of teachers	no memory	no specific memory about teaching and learning	
2	J	たぶん、あの、勉強の仕方もたぶんへたくそだったんだと思うんですけど、とにかく試験前に、試験の範囲を、結構ひたすらまとめる、教科書をノートにまとめる、みたいな試験勉強みたいな感じにして、あのねー教習の方が、まだ嫌いなだった理由がわかるんですけど、一、英語が、やっぱり中学と一緒で、何ができなかったか、という記憶がないんですけど、ただ、大人になって、あのー多読始めてから、どっちかっていうと多読始めてからなんですけど、日本語で書いてある本とかを読んだりすると、又法用語が全く分からない、から…あの、それが何を指	勉強の仕方もたぶんへたくそだった (英語の) 何ができなかったか、という記憶がない 文法用語が全く分からない	forgot about specifically what was so difficult, grammar terms doesn't remember	explicit grammar teaching	explicit grammar teaching with difficult grammar terms	
3	H	でも、なんで多読、というか、英語を…再開したのは？					
4	J	なんとなく、時代も変わって来て、英語はできた方がいいかな、みたいな言われてたりとかして、あのーよくいるパターンで、4月分だけNHKの、を貰う、とか、そういうパターンは、何回かあって、	時代も変わって来て、英語はできた方がいい 4月分だけNHKの、を貰う、とか	expectation from society changed, English could be an advantage, started radio English programs several times	extrinsic motivation, self-study	extrinsic motivation like social expectation, unsuccessful self-study	
5	J	仕事で、(中略) 中国出張に行かされる羽目になり、あ、その前の会社で、すでに中国とのやりとりが多かった会社の時に、中国とか香港から電話がかかってくる、英語でかかってくるが多かったりして、(中略) 取るのたまーに英語だったり、英語で来た方がいいよ、というのあったんだ。	香港から電話 英語でかかってくるが多かった たまーに英語だったり 英語で来た方がいいよ、というのあったんだ。	at work, call from Hong Kong, sometimes in English, better to be proficient in English	place, environment, opportunity, intrinsic motivation, extrinsic motivation	extrinsic motivation, intrinsic motivation, at work	
6	J	転職して、中国出張に行かされた時に、(中略) 一人で行った時に、会社からたくさん荷物を持たされてたんですけど、たぶん私が成田(空港)で(中略) 変なことを言ったんだと思うんですけど、荷物が下りてこなかったんですよ、会社の荷物が、ところが、英語ができないから、すっごい困って、中国語なんてもちろんできない。(中略) すーこい大変な思いをして、やっぱり英語できなきゃまずいんだ、って思った。	中国出張 一人で行った時に (会社の) 荷物が下りてこなかった	the first overseas business trip by herself, trouble at Chinese airport, strongly ashamed	regrettable experience, intrinsic motivation	regrettable experience at business trip stimulated intrinsic motivation	
7	J	あと、アメリカに住んでる親戚がいるんですけど、(中略) 大人になって、その二人が(中略) 日本に来るようになったんですよ、向こうが二人そろって日本に来て、三人で会ったときに、二人が英語で話してますよ、聞かせたくないことを、例えば、此処の支払いをどうしようとか、私にわからせたくないことを英語でしゃべったりするのね、それが悔しくて～！	アメリカに住んでる親戚がいる (いとこと) 三人で会ったときに、二人が英語で話す 聞かせたくないことを	relatives in the US, cousins talking in English while meeting with her, feeling regretful	intrinsic motivation	necessity to communicate better with cousins stimulated intrinsic motivation	
8	H	そう、嫌ですよな。急に英語に、それまで日本語で、基本的に日本語でしゃべってるんですけどね。					
9	J	(いとこの二人に) 一度聞いたことがあって、勉強するなら何語がいいと思う？って、聞いたことがあって、スペイン語とかフランス語とかその辺…。(中略) 英語が通じなかった国はないから、やっぱり英語でしょ、と言われたのもあって、で、決定打が、その出張ですよ。	英語が通じなかった国はないから、やっぱり英語でしょ	cousins told that English is the most widely spoken language in the world	curiosity, intrinsic motivation	curiosity to abroad became intrinsic motivation	
10	J	多読始めた時に、YLの基準が、自分の簡単難しい、と合わなかったんですよ、YLがやさしい、と書いてあっても難しい、と感じたり、たぶん、学校英語をやった人にとってなんですよな。さ、もうスカラとか、外国の子供向けのレベルのを見ると、その方がすごい感覚的に合うんですよ。	YLの基準が、自分の、簡単難しい、と合わなかった	YL, standards of each levels did not match her own standard	YL, SSS	unsatisfied with system of YL by SSS	
11	H	最初はひとりやって、掲示板？					
12	J	初期に、掲示板で何度か質問とかした記憶がある、ブッククラブへ参加、って書いてあるから、SEGじゃないかな、11月にはSEGに行ってますね。	初期 掲示板で何度か質問 ブッククラブへ参加	at beginning, participated to bbs and book club	novice phase, place, materials, information	novice phase, joined book club to get materials and information	
13	J	今になっての振り返りなんで当時実際そうかわからないけど、私、多読が向いてたのは、わからないところがそんなに気にならない人だったからだと思う、というか、わかるところだけを賢いで推測するのが得意だったという言い方もできるかもしれないけど。	わからないところがそんなに気にならない人 わかるところだけを賢いで推測するのが得意	good at skipping and guessing	personal characteristics, contextual guessing	has personal characteristics of good at contextual guessing	
14	H	最初から音読してました？					
15	J	音読っていうか、最初から音源のあるものを求めていた、脳内音読で、単語の読みないところまで止まっちゃう、っていうのが最初すごいあったので、できるだけ止まらないで済むためには、CD付の方がいいな、というのがあって、SEGで借りられるのはCD付のをまずレベルの簡単なを探して、SEGに行ってる時には、会社帰りによるので、誰かと交流したりとかなかった。	最初から音源のあるものを求めていた 脳内音読 できるだけ止まらないで済むため	wanted to read books with audio recordings from the beginning, because audio help reading out loud in the head	audio, silent reading, preference	preferred scaffolding by audio when reading	
16	H	サポートとかはなく？					
17	J	YL3の壁、があって助言が欲しかったんですけど…古典の要約版として安いとつい買っちゃ、OBWとMMRはかなり最初の方に相当読んで、でも、テキストの子供向け低学年向けから先に行けなかったのが悔みだった。	YL3の壁、があって助言が欲しかった 低学年向けから先に行けなかったのが悔み	barrier of YL3, needed advice to overcome	seeking for advice, obstacles	seeking for advice to overcome obstacles to progress	
18	H	それは、絵本でもなんでも読んでみたら面白かった？					
19	J	ハードカバーの絵本は難しくて、でもLRは面白くて、かなり読みましたね、I Can Readとか、それでも、最後の落ちがわからないとかありましたけど、だから1000語とかだと、わかんない単語があるともう最後がわかんないんですよ、3000語くらいまではそれがあったかな。	LR かなり読みました 1000語とかだと、わかんない単語があるともう最後がわかんない	LR, interesting but too short to understand by guessing unknown words	contextual guessing	contextual guessing is difficult when the material is too short	
20	H	(わからない単語は) 日本語でチェックします？					
21	J	その時によって、読んでいる本のレベルによって、英英を基本入れてるんですけど、英英で調べて出てこなかったりとか、辞書3つくらい適当に、英辞郎だったり、調べた時で辞書を変えたりして、	読んでいる本のレベルによって (辞書を変える)	switching dictionaries according to the level of book	dictionary	switching use of multiple dictionaries	
22	O	これ(OBWのAnne of Green Gables)で音源がすごく楽しいと思ったの、sobという単語は知らなかったんですけど、音源がsobしてるの、それで音源から推測できるものもあって、知らない単語でも「あ、sobってこういうことなのかって」って場でわかるっていう面白さもあり、なので、基本、音源のあるものを	音源がすごく楽しい sobという単語は知らなかったんですけど、音源がsobしてる 知らない単語の場でわかる	enjoyable audio of GR, performance of narrator helped understanding unknown words	scaffolding by audio	prosody and performance of narrator scaffold comprehension	

23	H	(多視聴について) 最初は字幕付きですか?					
24	J	日本ので観るときは、基本字幕を付けてます。日本語の字幕を付けて、(中略)画面観て、表情とかを観てる方が入ってくる情報が多いと思うんです。字で、英語の字を追って音を聞いてるより、ドラマとしては、日本語の字幕だったら余裕をもってみられるんですよ。だけど、英語の字幕にしちゃうと英語だけがみえてないから、だったらいいか。(中略)をつけないのはYouTubeとか海外のところがいいか。(DVDを)ダイレクトに向こうから買ってるから、最初の転機がデジタル化で、Huluとかで多視聴に移行してしまっした。	日本語の字幕 表情とかを観てる方が入ってくる情報が多い (字幕)をつけないのはYouTubeとか(DVDを)ダイレクトに向こうから買ってる Huluとかで多視聴に移行	L1 subtitles, YouTube, Hulu, DVD	extensive watching	streaming services, YouTube make extensive watching possible	
25	J	中断が多いですね。私、(中略)80万語くらいで中断。ここでの中断で、再開した時の読んだ一冊目が、One Doodleっていうジョーリアン・アポドニウスが書いた児童書、結構レベルが高いんですよ。(中略)熟成しなかったで、読んでみたら読めなかった。もともと自分の仕事は技術職なんですよ。職人系、で、熟成があるっていうのは、自分の仕事で体験で自覚があったんですよ。「すごいできない」と思ってたことが、しばらくしてから思うことをやると、すごい簡単に出来たりするのね。この間まであんまり出来なかったのは何だったんだろう、とそう思うくらいでさ。これを読んだ時に、中断している間に熟成した、と思ったの、「なんだ～多読も熟成するじゃ～ん」と思ったの、英語って言うのも技術なんだ、っていうのが…要はスキル、という実感が自分の仕事体験とそごつなげた感じがして、全然読みたくなかったらほっといても大丈夫	中断が多い 80万語くらいで中断 これ(One Doodle)を読んだ時に、中断している間に熟成した、と思ったの、英語って言うのも技術なんだ、っていうのが…要はスキル、という実感が自分の仕事体験とそごつなげた感じがして、全然読みたくなかったらほっといても大丈夫	Intervals, frequently, 800,000 words, noticed mature	intervals, improvement, acquisition	after intervals, noticed improvement, similar to acquisition of technical skills	
26	H	それ(スカイプおしゃべり会に参加したの)は、しゃべる方もよろうという感じ?					
27	J	それよりも、何となく交流が楽しかった感じ?で、本の情報、別に英語ではしゃべってなかったから、本の話題、本の情報とかで、つられてとか。	交流が楽しかった 英語ではしゃべってなかった本の話題、本の情報	exchange with other learners, no English, book reviews	community, information, sharing	sharing information of books in learners' community, intrinsic motivation	
28	J	500万語超えたくらいでも書くのはいいや、と思ったけど、ツイッターでつぶやいてたりして、(中略)ここからは、ハリポッターとか、500を超えたくらいから、話題の長めの本が、音源付きなら読めるようになります。多読も、音源がないものをそのまゝ読む気は全くない。	500万語超えたくらいでも書くのはいいや 話題の長めの本が、音源付きなら読めるようになります。	5 million words, stopped keeping records, LWR	strategy, quantity, LWR	after 5 million words, stopped keeping records,	
29	J	英語で、よく聞き読みをして、変化を感じた一つは、迷子になった時に、音から読んでいる場所にとどけるようになった時。最初の頃は、乗り換えの時に音だけ先に進んでしまったりするんですけど、そうするともうどこを読んでいるかわかんなくなっちゃって、それがいつの間にか、音で、字を拾えるようになった。とか、ある程度、勘で戻って、この辺を読んだはず、というのを本で探せるようになったとか。	聞き読み 変化を感じた 音で、字を拾えるようになった	listening while reading, noticed improvement, could find where to read when she lost by listening	LWR, improvement	noticing improvement when listening while reading, easy to find where she was reading	
30	J	もう一個思い出したのは、音源、早すぎてついていけない、というのがある、最初に買ったがジェットというのは、フォイスレコーダー、細かく減速できるので、多読も一番よく使ってるのは、フォイスレコーダーかも。	音源、早すぎてついていけない、フォイスレコーダー 細かく減速できる 一番よく使ってる	frequently changing speed slower	device, strategy	adjusting listening speed, using IC recorder	
31	H	多読自体、今、どういふ風に考えられていますか?					
32	J	これ(インタビュー)をむしろ、やり始めから考え始めたことなんですけど、多読十年とかやって、もともと学校英語のインプット量と比べてはるかに少ないって言うのもあると思うんですけど、結果として、アウトプットにはまるでもつなげてない、やっぱりインプットはインプットでしかない。	アウトプットにはまるでもつなげてない	ER did not turned into output	input, output, ER	Input by ER did not transferred into output	
33	J	ただ多読をしたから多視聴につながったと思う、多視聴をするときに、子供向けの本をかかぬ冊数読んでも思うんですよ、それによって、英語圏の大人の本のドラマとか映画とかに出てくるその人たちの持っている共通の話題のベースがわかる。ところが多読も、英語がわかることプラスアルファで理解できる部分、たとえば理解できるとか、そういうことについてもすごい役に立ってるので。	多視聴につながった 子供向けの本 共通の話題のベースがわかる 例えが理解できる	extensive watching and listening, children's books, cultural knowledge	EWL, material, culture	ER as foundation of EWL, cultural knowledge enhance comprehension	
34	J	英語に対する抵抗がなくなること、やっぱりある程度、英語がわかるようになってということ、自分の場合は特に、聞き読みが多かったせいで、ただ読むだけじゃなくて、耳から入ってる量が多かったせいで、リスニングにもつながったと思う。ただ、自分が楽しめるレベルになったのは、多視聴を始めてからなのは、確か。	英語に対する抵抗 聞き読み リスニングにもつながった 自分が楽しめるレベル 多視聴を始めてから	English became familiar, LWR led to listening skill, own preference	perspective, EWL, material, level	LWR changed perspective on English, led to EWL, enjoyable material level	
35	H	聞き読みをしてるんですけど、まだその時は、多読したいに、自由な感じじゃなかった。レベルとか考えて?					
36	J	本自体は、読んでて楽しい本はいっぱいあったし、聞き読みでこないだ話したけど、GRのPrincess Diaryで音だけですごい面白かったというのはあっても、自分が読みたい本が読めるわけじゃない、読めるレベルで探してるのが読めてるだけ。	すごい面白かった 自分が読みたい本が読めるわけじゃない 読めるレベルで探してる	very interesting, not reading what she really wanted to read, chose within the suitable level	material, level, preference	enjoyed reading but only within the suitable level	
37	J	あと、もともと日本語の読書をする方じゃなかったんですよ。あの、ノンフィクションとかの面白そうの本とか結構読んでたんですけど、ある程度、多読の情報があったから、面白い本がピックアップされてるでしょ?この本は面白い、という情報がある、好みの違いはあっても、あんまりはるかに当たらないって言うのが、多読が読書として続いた理由の一つでもあると思う。だからそこはコミュニティの力、というか、情報量が、	読書をする方じゃなかった ノンフィクション 情報あんまりはるかに当たらない 続いた理由 コミュニティの力	did not a reader, non-fiction, information of books, power of community	community, information, sharing	sharing information of books in learners' community, intrinsic motivation	
38	J	自分の生活の中で、英語を、実際に、日本語と区別なく、わかるわからないは別として、日本語と区別なく情報を仕入れるために英語を使うとか、テレビやドラマを楽しむためとか、英語だけの放送を見て楽しむっていう、自分の見たいものを見るっていうレベルになったのは、やっぱり多視聴になってからで、でも、多読のベースがあったからできた。	わかるわからないは別 日本語と区別なく 自分が見たいものを見る 多読のベースがあったからできた	watching whatever wanted to watch, doesn't care can/cannot, foundation of ER	ER, L1, L2, curiosity, proficiency	ignoring proficiency level, curiosity over proficiency level, no distinction between L1 and L2	
39	H	自分の印象的だった出来事とか。					
40	J	最初、読んだだけなのに、聞こえ方が変わったって言うのが、それが最初になかったら、読んでなかったと思うんですよ。え、読んでるだけで、聞こえ方が変わるの?という驚き一つ。あと、本がある程度読んで面白かった。次の記憶というのは、Monsters Inc.は、まるで英語が読めないはずの人が、あれを見てわかつた。わかつたと言ったと語弊があるが、楽しめちゃった。英語だけで楽しめちゃった。	読んでるだけ 聞こえ方が変わった 読んでなかった 驚き まるで英語が読めないはずの人が 英語だけで楽しめちゃった	just reading, changed listening skill, surprised, not good at English, enjoyed watching only in English	reward, intrinsic motivation, listening skill, watching	rewarding experience happened sometimes and stimulated intrinsic motivation, could enjoy watching English film without subtitles	
41	J	あと、英語で聞けるものが、日本語で読んだつもりだったものが英語だったとか、映像で観たと思ってたものが、字で見たものが、自分の中で映像化して、映像として覚えてた、ということもあった。いつも映像化してはるわけじゃないけど、音と映像より気がする。字を読むのは、それほど好きじゃないんだと思う。	日本語で読んだつもりだったものが英語だったとか、映像で観たと思ってたものが、字で見たものが、自分の中で映像化して、映像として覚えてた、ということもあった。いつも映像化してはるわけじゃないけど、音と映像より気がする。字を読むのは、それほど好きじゃない	she complicated L1 and L2, reading, watching, not like reading	L1, L2, reading, watching, listening, imaging	vague borderline of reading, listening and watching, prefer audio and image than texts, border of L1 and L2 is vague	
No	Speaker	Text	<1> Noteworthy words or phrases from the text	<2> paraphrases of <1>	<3> concepts from out of the text that account for <2>	<4> themes, constructs in considerations of context	<5> questions & tasks

Storyline	<p>No specific memory about teaching and learning at junior high school. However, explicit grammar teaching with difficult grammar terms in high school she remembered. Junko had weak extrinsic motivation like social expectation as an office worker, also had extrinsic motivation at work place. Regrettable experience at business trip stimulated her intrinsic motivation. She was feeling necessity to communicate better with cousins and it stimulated intrinsic motivation. Curiosity to abroad became intrinsic motivation so she started self-study which revealed to be unsuccessful.</p> <p>In novice phase, Junko joined book club to get materials and information. She reported that she has personal characteristics of good at contextual guessing, preferred scaffolding by audio when reading.</p> <p>Junko was seeking for advice to overcome obstacles to progress, and joined some places where supporters might be, but could not get sufficient support. She enjoyed reading but only within the suitable level with her proficiency. While reading extensively, she could not enjoyed material beyond her level. Junko also claims that contextual guessing is difficult when the material is too short (in her opinion, stories under 3,000 words). Listening-while-reading (LWR) changed perspective on English, because prosody and performance of narrator scaffolded her comprehension of texts. She reported that LWR led her to conduct extensive watching/listening (EWL). Likewise, ER is regarded as foundation of EWL. Cultural knowledge by reading children's books extensively enhances listening comprehension. Online video services such as streaming digital video services and YouTube make her conduct extensive watching possible.</p> <p>Rewarding experiences happened sometimes and those experiences stimulated her intrinsic motivation. For example, Junko could enjoy watching English film without subtitles, when she played it for a child of her friend. In was an animated film for children but her excitement was enormous. She also noticed her improvement of English when she was listening while reading. At first, it was difficult to find the passage where the narrator was reading, once she put the book down. She could not find it and lost. However, now she can find easily where she should start reading. She is good at using devices, for instance, she adjusts listening speed, using IC recorder, and switching multiple dictionaries or other features of Kindle devices and etc. In addition, sharing information of books in learners' community also stimulated her intrinsic motivation to continue implicit learning.</p> <p>Five million words of reading, Junko stopped keeping records on hard copy but continue to keep by reporting about her progress on tweeter in Japanese, where she can get some comment from other learners and discuss about the materials and strategies.</p> <p>Junko reported that she noticed improvement of reading comprehension, after intervals of several month. She felt that this phenomena is similar to acquisition of technical skills at her job. She also argued that input by ER did not transferred into output. However, she report that she is now ignoring proficiency level when she read or watch in English. Curiosity over proficiency level. In her mind, no distinction between L1 and L2. These days, she finally convinced her own preference to audio and image than texts, so engaging EWL mainly. She also reported that in her mind, borderline of reading, listening and watching are vague. So as borderline of L1 and L2 are in her mind.</p>
Theory writing	See the body of the paper

SCAT(Steps for Coding and Theorization)

Downloaded form from SCAT WEB site scatform-eng.xls
<http://www.educa.nagoya-u.ac.jp/~otani/scat/scatform-eng.xls>

		SCAT Analysis of Interview: Masaru					
		*Speaker T = Tomomi. Speaker H = Researcher					
No	Speaker	Text	<1> Noteworthy words or phrases from the text	<2> paraphrases of <1>	<3> concepts from out of the text that account for <2>	<4> themes, constructs in considerations of context	<5> questions & tasks
1	T	一番最初は、たぶん小学校一年生、近所に英語をやってる先生がいまして、で、あの、小学生を集めて、英語教室みたいなのをやっていたらしく、そこに行っていた記憶があるんです、ちょっとだけ。なんか単語を覚えて、こう、例えば「りんご！」と言ったら「apple」とか答えて、あ、その頃はまだ「アップル！」って、「アップル！」って「アップル！」って答えるみたいな、そういうゲーム、みたいな感じ	小学校一年生 近所 英語教室みたいな 単語を覚えて、こう、例えば「りんご！」と言ったら「apple」とか答えて、ゲームみたい	as a child, learning English meant word games, small English school in neighborhood	pairing L1 and L2 words, entertainment	pairing L1 and L2 vocabulary, English learning as entertainment	
2	T	で、その後、すぐに行っていたのは、ボンと飛んで、高学年になってからだとおもうんですけど、今度はちゃんとした塾みたいな、個人なんですけど、塾みたいなところに行って、そしてらもう、いきなり発音記号とかやあって、(笑)いで、もうすでに、発音記号が全部入ったところに、私が入って、入ったために、もうこの子は無理ですと、笑われ、その、体験授業で断られて、(笑)い	高学年になってから 塾みたいな いきなり発音記号とか 体験授業で断られ	high school, very difficult, strict private tutor, scared to be beaten, unhappy	curiosity, arrogant teacher	curiosity, denied by an arrogant teacher	
3	H	授業とかはどうでした？中学時代の、英語の、授業って、何か覚えてますか？楽しかったとか、先生が、とか。					
4	T	先生が、Wの発音をウウーってやる先生で、ウフってやるんで、顔が面白くしてよかったですっていうのを覚えてるんですけど、あとは…全然覚えてないです。あんまり、すぐ楽しかった記憶も、ないし、ただ嫌いでは、なかったです。ずっと、まあまあできた、すごい得意だったわけでもなく、	Wの発音をウウーってやる先生 顔が面白くしてよかったです 嫌いでは、なかった すごい得意だったわけでもなく	no specific memory about teaching method or strategies, not bad	teaching style, memory	average student, ordinary teaching style	
5	T	中学生の時は、なんか、進研ゼミみたいな、あとなんか母が、英語をやらせたかったんだと思いますけど、通信教材みたいなので、聞くやつあるじゃないですか、音はテープで、で、こう聞いて、真似して、録音して送る、みたいなのをやって、本当に最初のうちは、面白くてやっていたんですけど、そのうち飽きちゃってやらなくなっちゃった。	母が 通信教材 聞いて、真似して、録音して送る そのうち飽きちゃってやらなくなっちゃった	correspondence course, audio tapes, record the pronunciation, mother, got bored and quit	extrinsic motivation, self-study	extrinsic motivation of her mother, unsuccessful self-study	
6	T	高校は、難しくて、はい、すごーく難しくて(笑)い、全然ついていけなくなっちゃったんですけど、家庭教師の、全然できなくなっちゃったんで、家庭教師がついたんですけど、家庭教師の先生が、すごーくいい感じの先生で、で、聞くと、聞くと、こう、ぼーんぼーんって頭叩かれる、(笑)いなんか、怖いから一生懸命勉強はしていたんですけど、楽しくはなかった。	高校は、難しくて、全然ついていけなくなっちゃった 家庭教師の先生が、すごーくいい感じの先生で、で、聞くと、聞くと、こう、ぼーんぼーんって頭叩かれる、(笑)いなんか、怖いから一生懸命勉強はしていたんですけど、楽しくはなかった	high school, very difficult, strict private tutor, scared to be beaten, unhappy	extrinsic motivation, reluctant student, oppressive teacher	oppressive teacher forced to study, extrinsic motivation, reluctant student	
7	H	そうすると、受験頑張って英語勉強して、大学では、どうでしたか？					
8	T	英語には全然興味なくて、興味ないって言うか、英会話には興味はあったんですけど、時代的にも、なんか留学とか、興味あったし、だから、かっこいい感じいいかっこしいで、自分の勉強のためとかって理由、でもだって、英語話せたら、	英語には全然興味なくて 英会話には興味はあった 時代的にも、留学とか、興味あった かっこいい	no interest in 'Eigo', interested in English conversation and studying abroad	covert passion, English as subject vs English conversation	covert passion to English and abroad, uninterested in English as a subject, English conversation school	
9	H	留学もされましたよね？確か。					
10	T	当分、全然喋れなかったかと思うんですけど、若さで…私割と、その場に溶け込むのは早かったかと思うんですけど、ホームステイ先が、ちょうど同じくらいの年頃の子どもばかりだったので、その子たちと、母親飲みに入れてましたね、その子たちの友達とかと一緒にいたので、ワイワイガヤガヤ、嫌でも、とにかくしゃべらなさいいけない、なんかその時は、コミュニケーションしている気分にはなかった、でも、全然喋ってなかったと聞く。(笑)い	その場に溶け込むのは早かった 嫌でも、とにかくしゃべらなさいいけない その時は、コミュニケーションしている気分にはなかった	must speak in English, casual conversation with English speaking friends around same age, home staying	experience abroad, low affective filter, authentic English, environment	studied abroad, experienced authentic English, low affective filter peer-to-peer conversation	
11	H	3年の時に2ヶ月行って、で、戻ってきました。もどってからも、英語喋ってて言うか、いろいろされたり？					
12	T	面白いほどやらなくなっちゃったんです。燃え尽きたわけじゃないけど、機会が…たぶんね、チャンスがなくなっちゃったんだと思うんですよ。	面白いほどやらなくなっちゃった チャンスがなくなっちゃった	completely stopped learning English, no opportunity	experiencing abroad, environment	satisfied with experiencing abroad, environment without English	
13	H	多読にたどり着く前に、なんかまた英語復活、どこかでされたんですか？それとも多読が復活のきっかけだったんですか？					
14	T	その次が、ハリポッターで、ハリポッターの日本語版に最初はまって、4巻まで読んだところで、なくなっちゃったんですよ。翻訳がね、で、それであら5巻が出てくるじゃないですか、原書で、で、読みたいからって買ったんですよ、で、買って聞いてびっくりしました。1巻にも、えって読むのに、5巻で、で、読みたい一心で、読みましたよ、三か月くらいかけて、それが、多読の前、の英語。	ハリポッター 原書 読みたいからって買った 聞いてびっくり 読みたい一心で、読みました 三か月くらいかけて	Harry Potter, original, bought 5th volume, eager to read, for three months	intrinsic motivation, new objective, self-study, Harry Potter	reading Harry Potter became new objective to learn English, strong intrinsic motivation for self-study	
15	H	なるほど～、ハリポッターが原書で読みたい、という気持ちの時に、何かいい方法はないかな、という時に多読に出会った？って感じ？					
16	T	いえ、原書で読んで、何とかが最後まで、読んだんだけど、(中略)最後の方で、すごいジョウキングなこと起こる、んじやないですか、ある人が死んじゃうんですけど、死んだのかどうかかわらなくて、で、自分だからちゃんと理解できるかどうかどうしても、いつもわかんなくて、これじゃだめだ、って思ったんですよ。あやふやじゃダメだって、で、多読に出会ったんですよ。もっとなんかなくて、これじゃだめだ、って思ったときに、出会ったのが多読	何とかが最後まで、読んだ ちゃんと理解できてるか どうかがどうしても、いつもわかんなくて 多読に出会った もっとなんかなくて、これじゃだめだ、って思ったときに、出会ったのが多読	did not confident about own comprehension, met ER, expecting to improve English comprehension	reading comprehension, ER, curiosity, intrinsic motivation	reading comprehension, curiosity as intrinsic motivation, lack of confidence in reading comprehension	
17	T	その頃には、今の感覚とは全然違ってどの程度まで読めるの、私？みたいな感じで、読めるならどどんと読んで、どどんとどどんと手あたり次第…聞いたものを、(ハリポタ)読んだから、多読するようになるから、100万語とか読んだら、ハリポタをと思って、だからちょっと急いだ気持ちもあつたかも知れない、ただ無理はしなかったです。ただただ楽しかった。	今の感覚とは全然違ってどの程度まで読めるの、私？みたいな感じで、読めるならどどんと読んで、どどんとどどんと手あたり次第…聞いたものを、(ハリポタ)読んだから、多読するようになるから、100万語とか読んだら、ハリポタをと思って、だからちょっと急いだ気持ちもあつたかも知れない 無理はしなかった ただただ楽しかった	wanted to know how far she could go, setting goal of one million words, reading Harry Potter as reward, hurried to read the goal, enjoyed reading	intrinsic motivation, quantitative goal, reward, assessing, novice phase	novice phase, intrinsic motivation, goal of reading one million words, reward of reading favorite book, assessing own proficiency	
18	T	3月27日に初めて、6月3日には100冊とか、すごいですね。すごいですねって、自分のことじゃないみたいな感じですけど、(笑) そう、なんか別人の記録を見るよう…	すごいですねって、自分のことじゃない なんか別人の記録を見るよう…	great progress, feeling like not own achievement	clear distinction between NOW and THEN	feeling like looking at other person's record	
19	H	あつという間に、5か月ぐらいで183とか、読んですかね、最初、こう、どどんと読んでいる時って、あの多読、いわゆる三原則を守ってる感じですか？					
20	T	全然辞書とか使ってたし、飛ばし読みもして、つまんなかったらやめる、はしてなかった、なんだ一この話、とか思っても、意外と最後まで読んじゃうってことはあつたかな、その頃は、た、投げるほど語数がなかったっていうのも、買ったのもったいない。	辞書とか使ってたし 飛ばし読み つまんなかったらやめる、はしてなかった 買ったので 買ったのもったいない	not using dictionary, skipping difficult part, didn't quit reading, motional	novice phase, following instructions	following most of the instruction, novice phase	
21	H	でも、半年過ぎで100万語達成してるんですよ、(中略)決めていたハリポタが(笑)登場します。(中略)1巻読んだら、すぐに2巻にいらてるんですよ、どどんだけの勢いかと、びっくりしたんですけど、これ、間が5日開くくらいじゃないですけど、夢中で読んだ？					

Storyline	<p>Her encounter with English started from back in elementary school days. At first, she joined English classroom in neighborhood and learned English as entertainment. Memorizing Japanese word and English word in pair, like a game. This might stimulated curiosity, Tomomi tried to join another English classroom, but denied by an arrogant teacher, because she did not master phonemic symbols. In junior school days, she was an average student. English teachers used ordinary teaching style, so she did not have specific memory about learning English. Extrinsic motivation from her mother, Tomomi tried correspondence English course but this self-study attempt was unsuccessful. In high school days, privated tutor who was very oppressive and strict, forced her to study English. However, this type of extrinsic motivation made her a reluctant student. As a college student, she had covert passion to English and experience abroad, but uninterested in English as a subject. She entered English conversation school to prepare studying abroad. Tomomi experienced studying abroad and authentic English for two months in Canada. In there, she engaged in peer-to-peer conversation and English classes in language school. After that she assumed that she was satisfied with experiencing abroad, in environment without English, totally forgot about English. After several years, the boom of Harry Potter came to Japan and reading Harry Potter became her new objective to learn English. This was strong intrinsic motivation for self-study and she bought some volumes and finished reading them using dictionary. However, lack of confidence in reading comprehension, searched some way to improve her reading comprehension skill.</p> <p>In novice phase, Tomomi kept strong intrinsic motivation, while setting her goal of reading as one million words, which was the milestone for 'tadoku' at that time. Moreover, she set Harry Potter, her favorite book, as a reward of finishin one million words reading. Now she reported that she feels like looking at other person's record, she read books after books as though assessing own proficiency level. Still in novice phase, she was following most of the instruction and principles of 'tadoku'. She was so engaged in materials, unconsciously using silent reading and skipping to read faster and reach to the reward as soon as possible. In this phase, she reported importance of information about materials, because sharing information also stimulates other learner's curiosity.</p> <p>As an avid reader, bookstores are the place to examine the materials, and get information as well as get materials. One day, Tomomi peeked into a book for young adult, after reading three million words, she noticed that she could enjoy the book. The sotry was fascinating, further fascinated the fact that she could read paper backs. She engaged in reading the serreis of seven books (280,000 words in total) during almost in a month. In these days, she was very good at skipping and ignoring unfamiliar words. As she reporting that she was using different reading strategy from now, but she also commented that longer the material, she can use skipping and contextual guessing, and easier to comprehend during a short period of time.</p> <p>When she started listening while reading (LWR), she could not understand the contents of what she is listening and reading, without comprehension, just followed the sound and texts, aurally and visually. Nevertheless, compared to the only listening extensively (EL), which she tried for a while, she noticed improvement of listening skill this time. Gradually, her listening comprehension improved. Improved listening skill changed her strategy from LWR to EL, free from scaffolding of texts, and she was happy with that. The community of learners, both in online and offline, is important factor of learning environment.</p> <p>Tomomi watches videos casually without subtitles. When listening and watching engaging material, now her listening skill has improved enough to be free from scaffolding by texts. Following her own feeling when choosing materials or strategies, by eliminating extrinsic motivation such as princiles or other learners' strategies. Back to preferable strategy, what she really wants to do-reading enjoyable books. Recently, she is unsatisfied with the term 'tadoku', because for her, reading English books is not ER but just reading books in English.</p> <p>After longitudinal ER and LWR, and experiencing watching without subtitles, she had gotten different perspective on learning English. Perspective changed perspectives on proficiency level and capability. Her attitude changed. Brave enough to challenge, curiosity first. As for information gathering, no distinction between L1 and L2, she goes back and forth in Japanese and English whichever the information she could obtain. However, these changes made her difficult to solve problems of tests. Flexibility of her English knowledge impedes to choose one 'right' answer. Tomomi reported L1 filter does not exist, when speaking spontaneously in English. Moreover, L2 is growing as her own language, because she noticed that she is understanding L2 automatically.</p> <p>Recently Tomomi strated teaching students as a part-time job, which requires her to teach explicitly to prepare students for entrance exams. She became sensitive to grammatical errors, and fear to make mistakes emerged. Unfortunately, explicit grammar knowledge is hindering her to engage and enjoy communication in English that she once was passionately participated in. According to her opinion, regarding to implicit learning, it seems better to start from EWL. Moreover, to lower the affective filter of learners, starting from enjoyable, small amount, and easy to comprehend materials is important. Acquisition requires time and quantity of input. Revealing her happiness to meet this method and what she had gained from the experience, Tomomi emphasized the how easy to use English rather than to study it. She also mentioned that implicit learning would be accepted widely if there was a way to assess the effect using numbers.</p>
Theory writing	See the body of the paper

SOAT(Steps for Coding and Theorization)