

研究区分	教員特別研究推進 教育推進
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研究テーマ	Outlining as a method to bridge students' input comprehension and output performance				
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講演題目	The Effects of Reading and Listening Inputs for Writing Output in Intermediate Level Learners
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研究の目的、成果及び今後の展望

**Background and Aim**

The study focused on the effects of using an outline as a scaffolding tool to bridge students' input comprehension and output production skills. Outlining helps to bridge output and input in the following way: 1. Comprehending input of an information source, 2. Producing output of the new information in form of an outline, 3. Input comprehension in form of subsequent review and revision of the outline, 4. Producing output production in the form of a summary (written or oral ) based on the outline. My previous projects have demonstrated that outlining enhances students' reading comprehension (Arshavskaia, 2021) and writing fluency (Arshavskaia, 2022). However, it was unclear whether these effects would also apply to listening comprehension. Therefore, the current project focused on comparing the effects of outlining activities on students' written output, depending on the type of input (reading or listening).

**Methods**

Two groups of sophomore science major students participated in the project. Both groups were at B1 CEFR level and followed the same English curriculum, which included one TOEIC-type class and one communication-type class per week. The class design was the same for both groups, involving: 1. Outlining an information source, 2. Summarizing the information source in written form, where one group focused on reading scientific articles, while the other group concentrated on listening to semi-formal speeches. Pre- and post- tests were conducted to measure the students' reading and listening comprehension, as well as their writing output.

**Results**

As a results, both groups showed progress in writing output, but there was no significant difference in the levels of reading and listening comprehension. Importantly, this observation was consistent across both pre- and post- tests. This outcome can be explained by the overly difficult testing materials (vocabulary C1, grammar B2 level). The listening materials were provided by the textbook used in class, while the reading comprehension tasks were designed by the researcher to match the textbook tasks' difficulty level. However, these tasks proved too challenging for the participants, potentially impacting the experiment' s results. Future research should replicate the experiment with testing materials more appropriate to the participants' level.