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研究領域	Humanities & Social Sciences, English Linguistics, Media Studies, Extensive Reading	
研究テーマ※	Media Literacy, Benefits of Story-Centric Language Teaching and Extensive Reading	
概要※ (概ね1000字以内) (写真・グラフ等自由)	<p>【研究の背景・目的・内容】</p> <p>Media Literacy: Media Literacy is a 21st century approach to education. It provides a framework to <i>access, analyze, evaluate, create</i> and <i>participate</i> with messages in a variety of forms — from print to video to the Internet. Media literacy builds an <i>understanding</i> of the role of media in society as well as essential skills of <i>inquiry</i> and <i>self-expression</i> necessary for citizens of a democracy. Because Japanese university students live in a media-saturated environment that affects both their personal and professional lives, it is essential that Media Literacy become an integral part of their English as a foreign language education.</p> <p>Story-Centric Language Teaching & Extensive Reading: Language teachers often struggle to inspire Japanese university student interest. To solve this problem, a "story frame" is needed for engaging learners. More than just using stories, the story frame helps teachers plan lessons and guide learning. The best way to achieve this is through extensive reading (ER). Studies have shown that ER is one of the most effective ways to improve students' reading, listening, and writing skills, as well as grow their vocabulary.</p> <p>【応用例、研究の展望】</p> <p>Media Literacy: Ongoing research in finding accessible and practical materials that increase Japanese university students' media literacy, while at the same time improve their English through content-based instruction.</p> <p>Extensive Reading: Ongoing research in measuring the benefits of implementing an extensive reading program in English as a foreign language instruction to Japanese university students.</p>	

【研究方法の特色】

Media Literacy: Using and evaluating the effectiveness of different teaching methods and materials used to teach Media Studies 1 & 2 at Japan Women's University. These include TED-Talks, filmed interviews with key figures in the media industry (e.g. Mark Zuckerberg, Bill Gates, Google founders Larry Page & Sergey Brin); films critical of social media, such as *The Social Network*, *The Social Dilemma*, *The Social Ones*, etc. Student's engagement with and ability to complete assignments based on these Media Literacy materials will be evaluated and used to improve the quality of instruction in Media Studies 1 & 2 at Japan Women's University.

Extensive Reading: Students in my Presentation English and Active English classes are required to join an extensive reading website, ReadOasis.com, and read a minimum of 300,000 words by the end of the second semester. Their English proficiency will be evaluated before and after completing this requirement and feedback from students will be used to both evaluate and improve the use of ER in EFL instruction.

本研究関連
特許・論文等

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共同研究・外部機関
との連携への期待