Integrated Dictionary Usage During Online ER

Jackie Talken – Kyorin University

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科研費
KAKENHI

Extensive reading is…

- reading at the right level
- reading with comprehension
- reading a lot
- reading independently
- reading silently

Nation, I. S. P., & Waring, R. (2019). *Teaching extensive reading in another language*. Routledge.

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English (en) Fake Student

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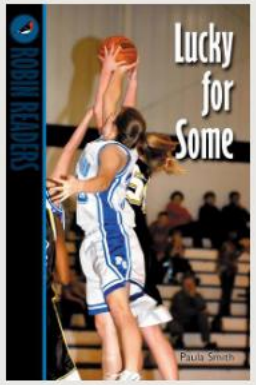

Lucky for Some

Checked Out:	2022-08-4 6:41 PM	**Instructor(s):**	Jackie Talken
Words Read:	422 of 6,010	**Class:**	Jackie's Fake Class
Status:	Active (Incomplete, Pending)	**Assignment:**	Fake Assignment
Last Accessed:	Aug 4, 2022	**Due Date:**	2023-03-31
Reading Time:	00:11:40	**Quiz Score:**	N/A

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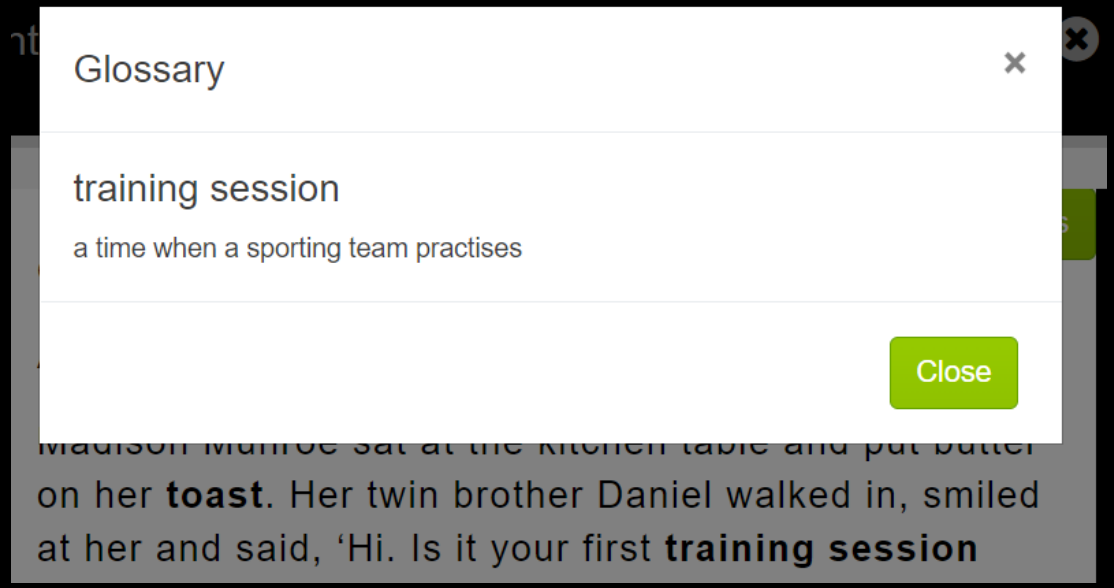
My Status

Extensive reading is…

- reading at the right level
- reading with comprehension with minimal dictionary usage
- reading a lot
- reading independently
- reading silently

Nation, I. S. P., & Waring, R. (2019). *Teaching extensive reading in another language*. Routledge.

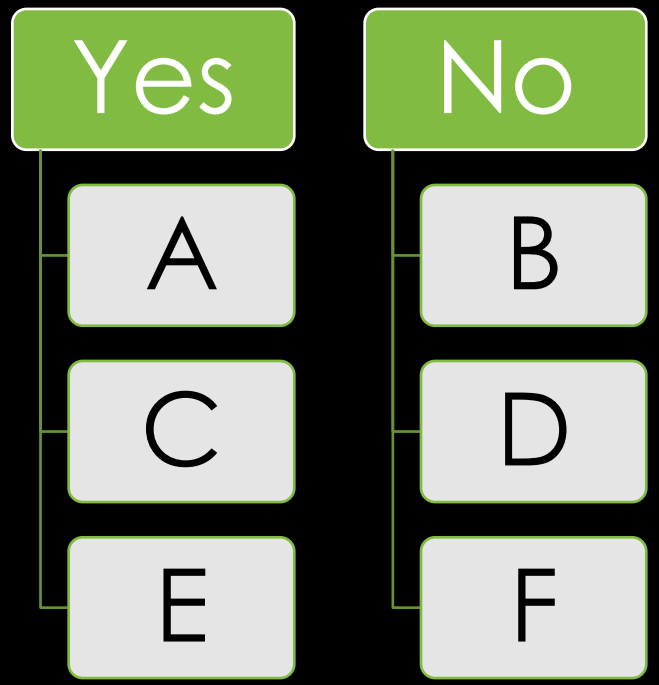
So, if there's easy access to a dictionary…



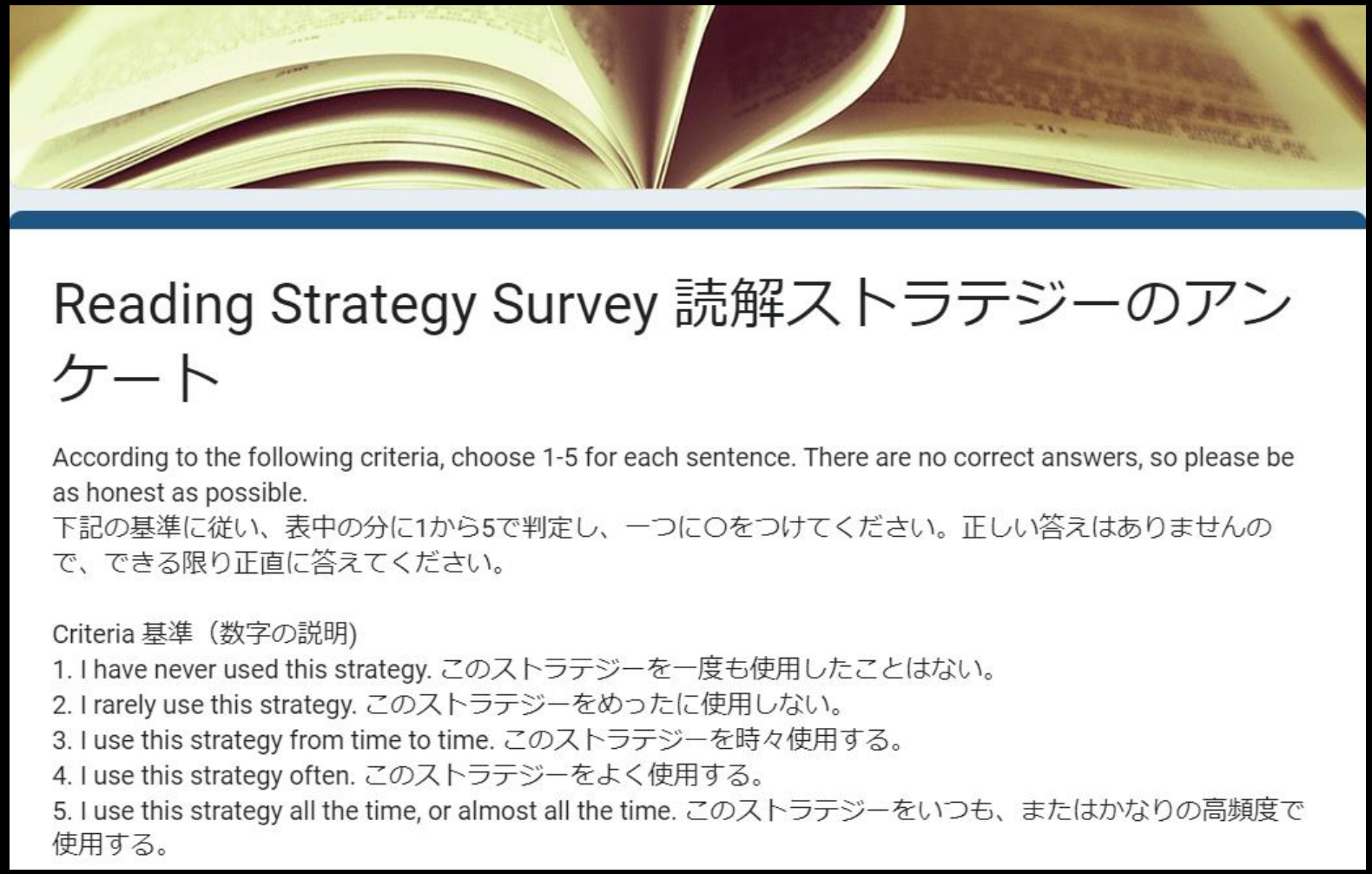
- Does it affect reading confidence and enjoyment?
- Do learners use different reading strategies?
- Is ability to guess from context affected?

Participants

- 6 classes of 1st year English majors
- 3 treatment & 3 control groups
- Treatment = Xreading dictionary access



What strategies do learners use?



Reading Strategy Survey 読解ストラテジーのアンケート

According to the following criteria, choose 1-5 for each sentence. There are no correct answers, so please be as honest as possible.
下記の基準に従い、表中の分に1から5で判定し、一つに〇をつけてください。正しい答えはありませんので、できる限り正直に答えてください。

Criteria 基準（数字の説明)
1. I have never used this strategy. このストラテジーを一度も使用したことはない。
2. I rarely use this strategy. このストラテジーをめったに使用しない。
3. I use this strategy from time to time. このストラテジーを時々使用する。
4. I use this strategy often. このストラテジーをよく使用する。
5. I use this strategy all the time, or almost all the time. このストラテジーをいつも、またはかなりの高頻度で使用する。

Magee, G. A. (2018). Metacognitive reading strategy use and reading comprehension in English of first-year students at a Japanese university. *Journal of Faculty and Staff Development in Higher Education 16*(1), 13-16.

2022

Top Reading Strategies	Pre	Post
I underline or circle information.	4.11	
I use tables, figures, and pictures.	4.08	
When the text is difficult, I pay closer attention.	4.02	
I guess meanings of unknown words or phrases.	3.99	
I use context clues.	3.94	

Note: Post-test data (unintentionally) from treatment groups only.

2023

Top Reading Strategies	Pre	Post
I guess meanings of unknown words or phrases.	4.13	
I read slowly and carefully.	3.98	
I use context clues.	3.94	
I try to find relationships among ideas.	3.94	
I use tables, figures, and pictures.	3.92	

2024

Top Reading Strategies	Pre	Post
I guess meanings of unknown words or phrases.	4.08	
I try to guess what the text is about.	3.99	
I use features like bold face and italics.	3.94	
I use context clues.	3.93	
I try to find relationships among ideas.	3.91	

Can learners guess from context?

Parts of Speech

not a real word ☺

The fish used to be cheap, but it is very **gloch** now.

noun verb adjective adverb

Contextual Clues

The fish used to be cheap, but it is very **gloch** now.

fish
cheap
now

Meaning

The fish used to be cheap, but it is very **gloch** now.

fast
rich
expensive

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141.

Interpreting Scores → GCT

	Parts of Speech	Contextual Clues	Meaning
High	16-20	16-20	16-20
Relatively high	13-15	11-15	11-15
Relatively low	10-12	6-10	6-10
Low	0-9	0-5	0-5

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141.

GCT Results 2022 (Pre)

	Parts of Speech	Contextual Clues	Meaning
High	16-20 F	16-20	16-20
Relatively high	13-15 D, E	11-15	11-15 F
Relatively low	10-12 A, B	6-10 A, B, C, D, E, F	6-10 A, B, C, D, E
Low	0-9 C	0-5	0-5

n = 80

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141.

GCT Results 2022 (Post)

	Parts of Speech	Contextual Clues	Meaning
High	16-20 E, F	16-20	16-20
Relatively high	13-15 B, C, D	11-15 F	11-15 E, F
Relatively low	10-12 A	6-10 A, C, D, E	6-10 A, B, C, D
Low	0-9	0-5 B	0-5

n = 80

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141.

GCT Results 2022 (Pre - Post)

Within Subjects Effects					
	Sum of Squares	df	Mean Square	F	p
Time	2,456.1	3.836	640.287	70.163	< .001
Time * Class	323.3	19.180	16.854	1.847	.018

[a] Mauchly's test of sphericity indicates that the assumption of sphericity is violated (p < .05). Greenhouse-Geisser sphericity correction used.

*Note: No significant differences in meaningful comparisons for Time * Class.*

GCT Results 2022 (Pre - Post)

Post Hoc Comparisons - Time						
	Mean Difference	SE	df	t	Cohen's d	p_{holm}
Word Parts Pre → Post	-1.131	0.329	74	-3.436	-0.379	.005**
Context Pre → Post	-0.084	0.374	74	-0.224	-0.028	.823
Meaning Pre → Post	-1.145	0.416	74	-2.751	-0.384	.030*

* p < .05, ** p < .01, *** p < .001

GCT Results 2023 (Pre)

	Parts of Speech	Contextual Clues	Meaning
High	16-20 A (n=1)	16-20	16-20
Relatively high	13-15 C, D, E, F	11-15	11-15
Relatively low	10-12 B	6-10 A, B, C, D, E, F	6-10 A, B, C, D, E, F
Low	0-9	0-5	0-5

n = 75

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141.

GCT Results 2023 (Post)

	Parts of Speech	Contextual Clues	Meaning
High	16-20 A (n=1), E, F	16-20	16-20
Relatively high	13-15 B, C, D	11-15	11-15 F
Relatively low	10-12	6-10 A, B, C, D, E, F	6-10 A, B, C, D, E
Low	0-9	0-5	0-5

n = 75

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141.

GCT Results 2023 (Pre - Post)

Within Subjects Effects					
	Sum of Squares	df	Mean Square	F	p
Time	1,294.4	3.936	328.838	36.088	< .001
Time * Class	115.5	19.682	5.867	0.644	.875

[a] Mauchly's test of sphericity indicates that the assumption of sphericity is violated ($p < .05$). Greenhouse-Geisser sphericity correction used.

Note: No significant differences in meaningful comparisons for Time.

GCT Results 2024 (Pre)

	Parts of Speech	Contextual Clues	Meaning
High	16-20 F	16-20	16-20
Relatively high	13-15 B, E	11-15 F	11-15 F
Relatively low	10-12 C, D	6-10 A, B, C, D, E	6-10 A, B, C, D, E
Low	0-9 A	0-5	0-5

n = 85

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141.

GCT Results 2024 (Post)

	Parts of Speech	Contextual Clues	Meaning
High	16-20 F	16-20	16-20
Relatively high	13-15 C, D, E	11-15	11-15 F
Relatively low	10-12 A, B	6-10 A, B, C, D, E, F	6-10 A, B, C, D, E
Low	0-9	0-5	0-5

n = 85

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141.

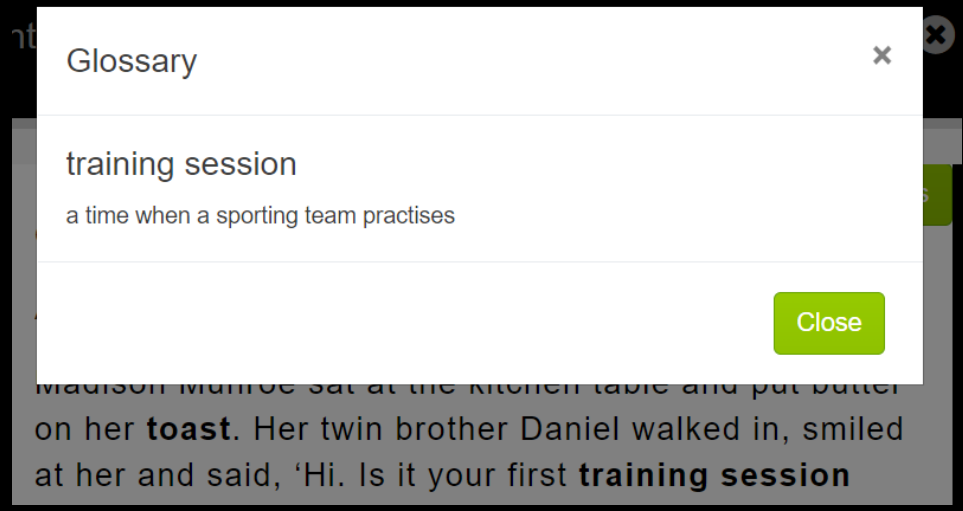
GCT Results 2024 (Pre - Post)

Within Subjects Effects					
	Sum of Squares	df	Mean Square	F	p
Time	2,232.6	3.478	641.872	66.271	< .001
Time * Class	362.1	17.391	20.820	2.150	.005

[a] Mauchly's test of sphericity indicates that the assumption of sphericity is violated ($p < .05$). Greenhouse-Geisser sphericity correction used.

Note: No significant differences in meaningful comparisons for either interaction.

So, if there's easy access to a dictionary…



- Do learners use different reading strategies?
  - Still rely on context clues and guess meaning.
- Is ability to guess from context affected?
  - No significant differences between treatment & control.

Next Steps

- Gather learner experiences of ER with dictionary access, especially reading confidence and enjoyment
- Incorporate guessing from context training

The fish used to be cheap, but it is very **gloch** now.

(1) noun (2) verb (3) adjective (4) adverb

References

Magee, G. A. (2018). Metacognitive reading strategy use and reading comprehension in English of first-year students at a Japanese university. *Journal of faculty and staff development in higher education 16*(1), 13-16. https://researchmap.jp/7000015011/published_papers/22010583?lang=en

Nation, I. S. P., & Waring, R. (2019). *Teaching extensive reading in another language*. Routledge. https://doi.org/10.4324/9780367809256

Sasao, Y., & Webb, S. (2018). The guessing from context test. *ITL - International journal of applied linguistics* 169(1), 115-141. https://doi.org/10.1075/itl.00009.sas

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https://kaken.nii.ac.jp/en/grant/KAKENHI-PROJECT-22K00821/

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