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## 本文概要

**Abstract**

From 1999 to 2006, the students from Shandong province ranked first in the east coast of China for the college entrance examination. The examination-oriented education system plays a vital role in Chinese education system now and the application of multimedia technology of English teaching is increasingly common in China. This thesis explores an effective ELT method and draws attention to the newly emerging essence of theoretical research in interactional sociolinguistics field — Gumperz's contextualization theory. Gumperz's contextualization theory is the core of interactional sociolinguistics. It suggests that human communicative activities are dynamic interactive process, and that the study of human communicative activities should be connected with society, lay stress on culture, and be rooted in context. Multimedia technology of language teaching can effectively improve the reform and development at Chinese high schools. With the rapid development of modern educational technology in 21st century, the application of multimedia classrooms is increasingly common in China. For the teaching purpose, I combine the application of contextualization theory and multimedia interactive activities. We have proposed the hypothesis based on the theoretical study: if I applying Gumperz's contextualization theory to multimedia interaction activities, it will paly positive role in improving the students' listening and speaking competence and test scores. The hypothesis in practical teaching experiment aims to explore two questions: First, whether the application of Gumperz's contextualization theory to ELT is helpful in improving students' language competence and motivates the learners or not? Second, what are the teaching implications we can get for improving students' competence if this approach is feasible in ELT? To prove the two hypotheses, a teaching experiment and class practice will be carried out in Laizhou No.1 Middle School in Shandong province of China for twenty days by comparative method between controlled and experimental classes. After the text, the questionnaire was designed to test acceptance level about the application, the situation of improving level about sociolinguistic competence, the mental attitude to learning and the study motivation among the students.

Finally, on the basis of analyzing and comparing the pretest, posttest and the result of the questionnaire we can come to conclusion that the result can have a positive effect.

**Key Words:** Contextualization theory; ELT method; Interactional sociolinguistics; Multimedia interaction activities; Social context; Sociolinguistic competence