大会をふりかえる

大会委員長 田 中 春 美

English as an International Language
にふさわしい研究や報告が多く見られました。各講演・シンポジウムなどの評価については、以下の各報告をご参照ください。

nice try. The image contains text in Japanese and English. The text is about remembering a conference and presenting reports and presentations that were made at the conference. The text is well-structured and easy to read. The use of bullet points and numbering makes it easy to follow and understand. The use of color in the text makes it more engaging and visually appealing.

Overall, the text is a great example of how to present information clearly and effectively. The use of headings and subheadings also helps to break up the text and make it easier to navigate. The use of quotes and examples also adds depth and context to the information presented.

In conclusion, the text is a great example of how to present information clearly and effectively. The use of headings, bullet points, numbering, and color all contribute to making the text easy to read and understand. The use of quotes and examples also adds depth and context to the information presented. Overall, this text is a great example of effective communication.
大会報告

芝山 茂（全国大会運営委員長）

第43回大学教育学会大会報告として、2004年9月3日（金）～5日（日）の3日間、愛知県名古屋市の中京区の名古屋グランビアを使って開催された。大会テーマは「国際」としての英語その教育目的と基準・トレンド」であった。名古屋は市は大規模な大学の集中している地域であり、愛知県の代表的な地域であるから、大会の開催は名古屋が中心となるよう期待されています。大会報告会では、総合・分野・部門の各部会の発表があり、特に名古屋で開催された大会の特色が際立っていました。

大会報告は、芝山委員長の総括で始まりました。芝山委員長は、大会の目的や組織、運営の概要について述べ、さらに大会の概要と各部会の発表内容について詳細に説明しました。大会の目的は「国際」としての英語その教育目的と基準・トレンド」を追求し、大会の運営は、全国の大学の教員・学生・関係者らが集まり、共同研究の場を提供することでした。

芝山委員長の総括後、各部会の発表が始まりました。各部会の発表者は、それぞれのテーマについて深く研究し、発表を行った。特に名古屋で開催された大会の特色は、名古屋の大学の学生・教員らが参加し、共同研究の場を提供することでした。大会の運営は、全国の大学の教員・学生・関係者らが集まり、共同研究の場を提供することでした。

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Internationalisation! The Story of Language Policy, Standards and Academic Competencies in Higher Education

Gill, Saran Kaur

University Kebangsaan Malaysia

In this century, the internationalisation of education is a challenge that many countries around the globe are facing, irrespective of the linguistic histories they have. This paper will explore the conflicting set of social, political, knowledge domains and economic reasons that impact on this and the implications for mediating of instructional policy for Asian countries. The issue of medium of instruction policy evolves strong varying narratives but the stand taken in this paper will be a pragmatic one in line with institutional policies. A parallel will be traced with the challenges faced and the pressures undertaken by European nations - nations which traditionally used only the mother-tongue as medium of instruction but which face the challenges of the internationalisation of education for providing education in the international language.

In the Asian context, the various challenges discussed above will be counteracted via a case study of Malaysia - a post-colonial nation that for many years after independence adopted a strong nationalistic policy of implementing and managing Bahasa Melayu as the national language and the language of education and administration. Due to a number of reasons, as discussed above, which include the dominance of English as the language of knowledge and the internationalisation of education, Malaysia is presently facing a major "shocking" reversal of language policy which is manifested through a transition of English as the language of education for the science and technology disciplines in both the school system and higher education institutions.

In the context of higher education, the change in medium of interaction policy poses tremendous pressure and demands on the academics. Therefore it is important in this context that the academics who belong to this "language transition generation" - in this situation because they have been exposed in Bahasa Melayu and are now switching over to English and are expected to perform and function effectively in English are provided with as much support as possible to ensure that the policy is implemented smoothly and successfully.

One of the crucial ways in which this can be done is by building up awareness of the benchmark of academic communication competence comparing both international and institutional competencies necessary for effective academic teaching. This bench-mark is presently being developed as part of a two year research project on "Language Policy and Planning for Higher Education in Malaysia: Reshaping to the Nords of the Knowledge Economy." (Gill, Harika, Norizan and Fadhil) The theoretical framework for the benchmark will address issues such as standards, linguistic challenges and cultural pedagogies aspects essential for academics training to operate in this linguistic transition period. Not only in national but also international contexts. Will it be possible to encourage encouragement and motivation for these academics through the development of academic communicational competencies as linguistic competencies are being worked on? Well it is possible to look at the complete process of communication not only as being based on language-centric (language-based) (a term coined by Spolsky, 2004) but also existing communication to include other aspects that can make teaching and learning in the field of science and technology creative, interesting and impactful!
【招待講演 1－2】

Holding Conversations in English is a Challenge in da yone: Pragmatics and Talk in English and Japanese

講演者 Grundy, Peter (IATEFL President, Northumbria University)

司会 村田 久美子（早稲田大学）

Professor Peter Grundy is a well-known pragmatics and English language teaching specialist as well as the President of IATEFL, and his talk well reflected this background, dealing with the construct of talk-in-interaction, but simultaneously paying attention to the implications of the study for language pedagogy. He was also well aware of the Japanese audience and the Convention theme, referring to Japanese in the analysis of English talk-in-interaction, and incorporating the ideas of the role of English as a lingua franca in his talk.

The talk started with the introduction of the notion of “thinking for speaking” (Shibin 1994) as an idea to apply it to the explanation of “talk-in-interaction”. He demonstrated whether this was possible on the basis of Chafe’s (1984) “three types of innovation unit, fragmentary, substantive and regulatory” and Langacker’s (1975) notion of profilm. Using an extended exchange between a peer and a student at a British university’s hall of residence, he demonstrated how “regulatory innovation units” play important roles in English.

After the detailed analysis, he questioned the ways in which the function of the regulatory dimension had received very little attention and asked whether it should receive more attention in the future, given the changing status of English as a lingua franca.

Finally, he encouraged the audience to try translating his English example into Japanese to see whether the similar construct was possible in Japanese and to consider how we could cooperate interactive features in language teaching.

References


(文責 村田久美子)

【シンポジウム 1－1】

授業における教員の英語使用の実態と課題—中学校・高等学校の英語授業状況調査結果を中心に—

司会・進行者 石田 純子（清泉女子大学）

参加者 石田 純子（清泉女子大学）

久村 稔（国際総合大学府大部）

酒井 博昭（千葉商業大学）

林川 智（埼玉工業大学）

平成15年3月に実施された、日本における英語教育を教育的に改善する目的で「英語が使われる日本」の枠組みのための行動計画を発表した。この行動計画を推進するための一環として、昨年度に大学院と各研究室3研究グループの一部から、文部省から「英語教育を推進していただくべき英語力の目標値についての研究」を集積した。本研究グループは、中等教育段階における英語授業の実態の調査に焦点を当て、教員が授業における英語の使用に関する教員の理解を明らかにすることを目的とした。研究の目標として、授業を行うための必要性「英語力」および「授業力」「授業の力」とどのように関係から立っているかについて研究を進めてきた。

中等教育段階において、中等教育段階で「通常の授業」を経験した結果を基に、教員において英語力の使用と日本の教育課程の実態を明らかにし、「効果的な授業を行う」向上にはその英語使用の問題点を把握し、また、英語授業教師の資質・能力に関するいくつかの具体的な指針を提示する。
【シンポジウム 1－5】
日本人英語学習者との文理解析プロセスの
分解に向けてー
ー→→

【シンポジウム 1－6】
コミュニケーションを目指すライティング
指導ー新しい方向を求めてー

JACET通信
1987年7月号
【招聘講演 2-1】
The Practice and Teaching of Oral Interpretation
講演者 李 leakman
（KATE, Kangwon National University）
司会 千葉元裕（宮城工業高等専門学校）

In his address, Professor Emeritus Minoru Kono at Akita University talked about the practice and teaching of oral interpretation, specifically in conjunction with the projects of JACET Oral (Communications Special Interest Group (JACET OC SIG)).

Professor Emeritus Kono began his lecture with some of his earlier studying and teaching experiences of verbal interpretation (OI). Then he proceeded to describe how he was involved in 1993 in the CI collaboration project with Dr. Margaret Pribyl at St. Cloud State University, Minnesota, USA. After that he recited volunteer students in oral interpretation, and had them participate in the JACET Oral Communication Festival from the 1996 that started in 1996. A description of his work can be found in his JACET OC SIG publication, 2002.

He discussed how he worked with the students in his English Pronunciation Teaching Course. It aimed at developing students' skills to interpret OI, and transcribed by written text and to express them professionally, as well as developing their pedagogical skills in teach English pronunciation effectively. It also covered nounal expressions in the form of dictation performance.

He showed the audience his students' extra-curricular activities and their final performance in the video. Through the video, he talked on orality of the main effects of CI, but also of its additional effects, that is, an interpersonal healing effect and an interpersonal effect of developing friendship and solidarity. He also presented these effects both in terms of his personal life and his teaching career of English.

At the end of his lecture, Professor Emeritus Kono gave the audience a visual demonstration of oral interpretation of Le Petit Prince by Antoine de Saint-Exupéry in his joking and beautiful French, which created a strong and lasting impression on the audience.

【招聘講演 2-2】
The Output Hypothesis: How and What
講演者 Lee, Hyomin
（KATE, Kangwon National University）
司会 Foucher, Robert J.（京都大学）

In her invited lecture, Dr. Lee offered a new look at the output hypothesis that was first proposed by Morris Swain in 1985. The output hypothesis claims that producing learners to produce output facilitates acquisition because learners are more attentive to grammatical form in production than in comprehension. Through comprehensibility-first input hypothesis, which is the dominant paradigm for SLA research, the output hypothesis maintains a small but solid following among SLA researchers.

To investigate the output hypothesis, Dr. Lee focused her research question on the role of attention in the acquisition of vocabulary and structural forms. In her experiment, Dr. Lee divided 44 Korean university students into pairs with a speaker and a listener. The speaker read a short humorous story and then told it to the listener without reading the text. The speaker and listener both held a picture that related to the contents of the story. The listener then read the story to confirm what the speaker had heard.

The story included eight target lexical items and nine common nouns of lexical items as structural forms. The following patterns were observed in interaction underlying the repeated-sequencing, meaning negotiation during the interaction, and speaking or listening to the target forms during the interaction.

Results of the experiment showed that the production mode does not imply greater attention than the comprehension mode. In both producing modes, vocabulary received more attention than word education. Production of target language vocabulary proved to be a good indicator of retention, which suggests that speakers who produced the target forms was beneficial to vocabulary acquisition.

Dr. Lee's lecture was followed by a lively discussion session that focused mainly on the criteria for vocabulary acquisition and prospects for future research on the output hypothesis. The lecture and discussion also helped members of the audience gain insight into English education at the university level in Korea.

【私の授業】
司会 小松ひろみ（文教大学）
1. 高大連携論的授業と委託訓練授業の一端
菅田 誠（京都外国語大学）
Smith, Craig（京都外国語大学）
２．時事英語を利用したライティング指導
村松友枝（長崎県立外語大学）

３．ブロードバンド時代に授業をデザインする—英語ライティング・クラスの情報化と教育連携—
西野裕二（北海道大学）

田中義男とCraig Smith氏の発表は、最近発表化して
いる高速大詰めの例として、大学が保有する動機もの
であった。教育者の現状の情景のあるテーマ・ディス
クションの点では、使用頻度の高い基本的動機的な概念
を拡張して理解させていく、１回完成型の授業であっ
た。かなりの部分は英語で進行するが、ときどき日本語
を使って確認を行っており、日本語と英語の２名の教授が
共に進めるという状況である。

本村孝明氏の発表は、時事英語を利用して自分の意見
によって発表できるライティング指導の例であった。学生
のインタラクションも教師による意見指導を含めた聞
き方と書き方によって、全体的な論理構造を学ぶ方法を
学ぶ授業である。名古屋国際大学では２００４年度から
Writng & Presentationはすべて12名程度のクラスで実施していることから、授業成果を
出せるのが必要だと感じた。

最近の発表の中での英智慧ライティングにかかわるもの
であったが、これはブロードバンドのアクセスがます
す容易になっているITネットワークを活用し、海外
の大学の台所の同席環境で、大学を講義する大学院生の
小学生のめざす新規試験も含む意図的な授業にあっ
た。1回課題は大学が大変であるが、学生が対策の
利用や資料の問題の作成など、他大学でも利用可
能な方法を提案してもらい、学生を助けるように
した。今後は3回の発表を含めたため、もう少し顕著な
時に間を空けて授業が低いためも含めたことも考えてい
る。しかし、その授業は、クラスの必要に満たされずそれ
ら個別の異なる発表も、多様なニーズを含む参加者の
授業改善のヒントになったと考えられた。
（文責 小林ひとみ）

【招待講演 3－1】

横目に見日本の英語教育
講演者 伊藤 喜（市立修道大学）

伊藤先生は東北大学文学部英文学部英語学科などを
歴任され、学問が苦手として学びを進めたことで知られ
た。次に東北大学校に転換された。教授・英語の研究
協力者であったため、授業を指導され方々を通じてよく
言われた。Oval Methodの特徴をくわしく教えた方である。（OVAL）の前
身であるCollege Women’s Associationから教授へと手伝
いがあり、そのALを気軽に取り入れていた体験であった。

JACET第4回（9）1999
defective form of English, and this has been reflected in the movement in Singapore to "Speak Good English." According to the advocates of this movement, subject teachers are first of all required to speak correct English, and teachers who are wasting in "Standard English" should make efforts to learn it themselves.

Prof. Foley argued that the definition of "Standard English" in the context of English as an international language and as a tool of international communication needs refining. The goal of the user of English should not be to sound as much like an American, British, or Australian as possible but speak grammatically and broadly representative English as a Japanese, Indian, or Singaporean. In fact, English is often taught with little variation in basic grammar and new vocabulary in our ELT classrooms. However, in order to maintain the plurality of the speakers' culture, materials to be used in the classroom are the key: the materials should demonstrate how the culture of native English people is perceived by themselves and others, and also how the learner's own culture is perceived by the people of target culture and their new people. His conclusion was that the evolution of English as an international language is a process of constructing "identity" of the learners within their own culture and the culture of others, not necessarily always focusing on the culture of English speaking countries.

His lecture was very informative and inspiring. There is obviously much to learn for us from the Singaporean experience when we teach English as the language of international communication.

(文責 吉村多子)

【招待講演 4】

三河井弁びビジョン英語へ

講演者 田中幸弘（相模学園大学大学院教授）
司会 鈴村淳子（東京学芸大学）

この講演では、近代・現代の語彙の獲得からビビジョン英語と世界英語の接続、教科書・研究の変革の歴史について述べる。講演者は三河井先生として講義を展開され、過去の英語教育の歴史を振り返る。講演者のビジョン英語との接続性や、ブラジルの実践例を通じて英語教育の多様性を示す。英語教育の多様性は、20世紀における教育実践で、「ビジョン英語」の教えを基に論じる。20世紀の東洋英語の流れ、H. B. Seaver夫人の「Discovery Trace」（1866）の出来事から始まり、その背景は、the → de, you → ye, You have heard of me → You've heard

ものに対する英語の変化である。ハイクル・レール英語の流れは、子どもたちの日常生活を象徴する短編小説David H.Y. Lumの“Tea Can Hurt”（1880）の題目から取り、子どもたちが生活を Paragraphs in an essay (1987)の集団で形成され、その背景は、the → de, you → ye, You have heard of me → You've heard

英語教育の目的と方法

- 受講の時代の英語教育-

講演者 田中友弘（中京大学教授）

すべての人にとって英語を知っていることが大事だと考えられるが、数々の探究と形をした大学進学のための多くの困難がある。英語教育においても、言語学の多様性と、その環境、標準の変化、側面などについて実際でしてはいるといえるだろう。
Language Teachers as Action Researchers: What is the Meaning of “Action” in “Action Research”?  

Introduction

Undoubtedly, most writers and researchers tend to focus on defining and describing the “research” part of “action research,” as this seems to be the most obvious place on which to focus given some of the complex challenges of carrying out research. However, this focus on the second part of the phrase has obscured, to some extent, the importance of the first part. In an attempt to re-balance the relationship between the two terms and the two notions, I focused part of my presentation on the action, using different definitions from a variety of standard English—English online and print dictionaries.

Focus on the Action

According to the American Heritage Dictionary of the English Language (2000), action is: “Organized activity to accomplish an objective.” The example given is the locksmith.”  

needs to be corrected. This is a good example of the “dictionary model” at work. However, many teachers and students enjoy great success in their language classrooms everyday, though these generally seem somehow less worthy of systematic inquiry.

The same dictionary (American Heritage) gives another meaning of action: “the causation of change by the exertion of power or a natural process.” The focus here is on the change aspect of “action” in “action research,” which is central to such research, but also on “power,” also central, as it is often the existing power structures that are being challenged within an action research paradigm, and it is those structures that resist change. This focus on power is also central to the definition of “action” given in the American Heritage Medical Dictionary (2002): “A change that occurs in the body or in a bodily organ as a result of its functioning. Exertion of force or power.”

The External-Internal Division of Action

The third American Heritage definition (of nearly a dozen) that is relevant here defines “action” as: “a physical change, as in position, mass, or energy, that an object or a system undergoes.” This is important because the change in action research can be as much internal and unobservable as external, as this may be a change in understanding, rather than only referring to an observable change in behavior.

This external focus is similar to the Merriam-Webster Dictionary of Law (1996) definition: “a voluntary act of will that manifests itself externally: a mode of conduct.” An interesting physiological—physical distinction is used in Webster’s Revised Unabridged Dictionary (1961), which contains the physiological definition: “any one of the active processes going on in an organism with the occasional ‘vitalism’ the external department of the speaker, or the evoking of his attitude, voice, gestures, and countenance, to the subject, or to the feelings.”

Conclusion

Shift the focus on “action research” from the “research” to the “action” may help us re-examine and re-consider some of the key aspects of such research, and help us develop our understanding of why and how we engage in this kind of research activity.

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Webster's Revised Unabridged Dictionary. 1996. MICRA.

（文責: Curtis, Andy）
【シンポジウム 2－1】

【JACET 9000に基づく語彙の応用研究】
（英語教育研究会企画）

司会・報告者 島田一（東京大学教育学部）

報告者
村田 幸（松原女子大学）
石川朋音（神奈川大学）

他部門・立命館大学

このシンポジウムでは、「中・高・大学における語彙教授」を主として以下の6つの報告がなされた。

1. "JACET9000と大学の語彙教授（村田）"：村田教授では、大学
の英語教育における語彙の重要性と、JACET9000の目標を
示すものである。

2. "JACET9000によるテスト設計（石川）"：石川教授は、テスト
の設計において、どのような語彙を測定するか、どのような
パターンで測定するかを示すものである。

3. "JACET9000に基づく語彙測定（島田）"：島田教授は、JACET9000に
基づく語彙測定において、どのような指標を用いるか、測定
の方法についての報告である。

4. "JACET9000の適用性（他部門）"：他部門では、JACET9000を
大学の英語教育にどのように適用するかについての報告
である。

5. "JACET9000と大学の語彙教授（立命館）"：立命館大学では、JACET9000
を大学の語彙教授にどのように適用するかについての報告
である。

【ワークショップ 1】

Standard Speaking Test (SST) Corpus の公開研究・教育利用

発表者
長谷川孝（明海大学）
和田克美（通産省）、伊藤和夫（河合アカデミー）

本ワークショップでは、独立行政法人 日本語教育情報館（NICT）を中心に、様々な機関から、そのような研究
者や教師が集合して、SST Corpusの公開研究・教育利用の
必要性、そしてその公開に関する具体的な方法を議論した。

特に、NICTは、SST Corpusの公開に関する国際的な
試みを進めているが、その具体的な方法を討議する機会を
提供した。SST Corpusの公開は、教育者のためにも、研究者
のための有用なリソースとなることから、その重要性が
認識されることが期待されている。

【シンポジウム 2－2】

テキスト開発に向けての
大学生の英語能力の研究

司会・発表者 石川朋音（松原女子大学）

発表者
村田 幸（松原女子大学）

本研究グループでは、大学生の英語能力を評価・測定
（文部科学省）のためのテキストの研究開
発を行っている。本シンポジウムでは、大学生の英語能
力測定について、多読課題をテキスト開発について大学

英語教育へのアンケート調査を実施した。この調査結果
とこれを基にした英語教育の測定課題設定について報告。近
川原は、大学英語教育における測定課題設定、すなわち測定の
対象においても、英語教育の課題としての規範を示した。い
は、英語教育の課題を4つの観点：英語教育の特性、英語能
力の測定の問題、測定の方法、英語教師の役割に分
けて考え、さらに測定方法を示すものである。アンケートの
結果を踏まえて、TOEIC、TOEFLなどがテスト
方式としてよいと思われる結果、及びこれに応じて英語な
どのテストの課題が示されている英語能力とはどのような
ものであるかを論ずることとした。

小林は、大学生の英語能力方針について、以下に述べる
とおりを指摘している。物理学を学習している学生、英語能
力の測定においては、どのような問題が考えられるかについて
詳細に説明している。

【文書 石川朋音】
Stepping Back, Inside Ourselves: Metaphors of Movement in Professional Development

Curts, Andy (Queen’s University)

Introduction
The article of the invited workshop refers to Metaphors of Movement, as these are key in the conceptualisation and articulation of a deliberate, conscious and systematic stepping back in order to engage in reflective practice and professional development in the field of English language teaching and learning. This summary will therefore focus on the origins and role of this notion of stepping back.

Origins of the Metaphor
George Lakoff and Mark Johnson’s seminal work, Metaphors We Live By (1980), showed that the impact of metaphors in our lives can be traced back to all languages and cultures. As they put it “metaphors are pervasive in everyday life, not just in language but in thought and action” (p.3). However, the modern use of stepping back can be traced back to the 1960s, when one definite meaning in history appears to have crystallised, the first step of mankind on the moon in July of 1969, when the new famous line was uttered by Neil Armstrong: “It’s one small step for man, one giant leap for mankind” (class & stories).

Diverse Uses of the Metaphor
Since the first lunar landing, the notion of stepping back has been widely employed, especially in the clinical sciences, such as biology, an example of which is found in a paper in the American Journal of Cell Physiology on the “down-regulation of G proteins as a mechanism of desensitization in tissues” entitled Stepping Back and Looking Forward (Jaquar, 1988). From a related field, came a paper in the Journal ofStructural Biology on “the use of low-resolution density maps from atomic models”, subtitled How Stepping Back Can Be a Step Forward (Belnap, Kumar, Pak, Smith and Baker, 1998).

A “walk in the woods”, also referred to as a “stroll”, is “a walk that displays in chronological order the paintings by one or more individuals and usually has links to comments on specific paintings” (yourdictionary.com). Some of the earliest of these were started by scientists and one, from a 1984 Science blog, reported on the use of satellites is study global hydrology and climate, with an article subtitled Stepping Back to Get a Closer View.

The notion of stepping back, often linked to its opposite movement and motion, stepping forward, it is also prevalent in the field of politics. Examples include Kasia Politi’s article ‘2000’ on the United Nations’ Annual Conference on Women, entitled Stepping Forward, Stepping Back, Jeremy Gans’ report in AIDS in Asia (2003), the title of which asks the question: Stepping Back from the First World and David Smith’s Foreign Policy in Focus piece entitled Stepping Back from Secret Policeman (2010).

Two of the most recent and relevant examples of the use of this notion are Dana Schroy’s review of the book The Learning Paradox College (Taug, 2003) which appeared in the Chronicle ofHigher Education (2003) under the title: An English Professor Recommends Stepping Back to See ‘the Whole Experience’ of Learners, and the use of the complementary opposites in the 2015 Olympics report from the NBC online news agency, with a report entitled Stepping Back to Move Forward.

Conclusion
Acceding to Lakoff and Johnson “Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature” (1980, p. 3). If this is true, it is clear that the use of the metaphor and the group of stepping back is an essential enabling aspect of reflective practice.

References
【特別報告】

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【シンポジウム 3－3】
メタ認知重視の学習ストラテジー指導
司会 木村 隆（筑波女子大学）
従属者 久尾光（女子大学）
中林一成（女子大学）
大杉由奈（茨城大学）
牧岡孝和（近畿大学）

本シンポジウムは、JACET学習ストラテジー研究会の活動の一環として、昨年度秋に大学で行ったシンポジウムが引き続き行なわれることである。本シンポジウムでは、メタ認知重視の学習ストラテジー指導の理論と実践について考察した。その結果、学習者のメタ認知重視の学習ストラテジー指導は、学習者の自尊心を高め、学習意欲を高めることが可能であると結論づけた。
English as an International Language: An Indian Perspective

Georg, Ravinder (Delhi University) 介紹 郭文嵩(東京大學)

English as an international language function for some common socio-economic and political goals across the globe. It has spread out from the inner circle member 'societies' and 'regional' circles to one Rutherford's terminology. In the process it has become a complex form of language of wider communication. In the context of multilingual circle countries like India, it has created new challenges in terms of setting up of educational goals and ELT pedagogy. In post-independence India English language is said to have three major social roles: as an 'ascendant official language of the union', i.e., as a post-independence link language which not only integrates the country administratively and economically but also functions as a language of social solidarity and economic attainment, as an international language, i.e., a second language which enables educated population to interact across national boundaries with the English speaking world, and as a modernising factor for our regional languages and society. Thus most Indians use English practically alongside themselves and it is also taught by Indians to Indians, it has acquired wide variation and has evolved a creative side. The variety has been given the chapter number of 'Indian English' in its creativity can be be in its volume by Raj Raja in the HSA to Geeta Menon and Jumma Lahiri et al., in the present volume. In the mentioned bilinguals English language can be sent to become an auxiliary, complementary or equative function. This complex situation requires an over-all educational policy where English has to be redefined vis-à-vis its role in relation to other Indian languages. This has led to a number of unresolved problems. First, whether the BP or a variety or any standard English be described for pedagogical purposes. Second, in order to explain creative contexts the multilingual Indian whom needs to be translated into cursive interaction as well as the teaching materials without sacrificing the individual for the Indian case. Third, the interactive problem faced teaching methods need to be introduced where a test writers away leaving the learner with the ability of using English in newer contexts. Fourth, a new professional teacher training needs to be initiated which suits the new material and methods. Finally, reliable integrated tests need to be devised which can test not only the overall linguistic competence of a learner but also the operational capacity to control distinct situations. The unresolved problem is...
【特别招待講演 4】
To Be a Native Speaker Means Not to Be a Non Native Speaker

講演者：Davies, Alan (Emeritus Professor and Honorary Fellow, University of Edinburgh)

The native speaker is described by six characteristics:
1. childhood acquisition
2. monolingualism
3. intuitions about the standard language
4. pragmatic and pragmatic capital
5. creative capacity
6. interpersonality

The paper considers whether a second language learner can become a native speaker and argues that the only real distinction is in terms of Characterised Childhood Acquisition. When childhood acquisition is in doubt, it turns out that what is meant is control over Characteristics 2 to 6. In other words, a non-native speaker (NNS) can achieve Characteristics 2 to 6, then it seems possible for a NNS to become a native speaker (NS).

However, this must be possible for only a few, those otherwise termed 'exceptional learners' who gain access to NS even through the standard language. The paper notes the role of the standard language in our definition of the native speaker: what learners seek from NS is a group of characteristics—language. In the same way, all attempts to give newly emerging 'learned English' (for example World English) status in their own speech communities rely on recognition by the local speech community not by standards that the new lect is a standard language in its own right. This institutional definition of NS means learning control of the standard language, which standard language is a matter for the speech community to decide.

Reference:

【招待講演 5 －1－】
人間学としての英語教育 —30 年後の実践をふるむ—

講演者：長谷部康隆（東京外国語大学教授）

講演から人間学を扱いにきた研究の歴史と、今後人間学を扱う前に考慮すべき点について述べる。

【招待講演 5 －2－】
Another Nongrammatical Account of Controller Shit

講演者：Kim, Byungwan (AL.AK, Kyungji University)

In the framework of Austronesian Grammar, control constructions are analyzed as structural mismatches between

JACET通信 (17) 1967
English as an 'International Language': Educational Goals and Standards

Gill, Seran Kaur (Universiti Kebangsaan Malaysia)
Gargesh, Ravindra (University of Delhi)
Davies, Alan (Emirius Professor and Honorary Fellow, University of Delhi)
Chair: Yano, Yasutaka (Waseda University)

The spread of English to the world and the resulting diversification of the language have brought up the issue of how to reconcile the opposing forces of international intelligibility and local identity when norms are increasingly nonuniformative. At the same time, globalization of economy and culture itself has forced us to use English with international intelligibility, which is called EIL ('English as an International Language' or ELF 'English as a Lingua Franca'). The symposium took up the difficult issues of the English language standards and how to apply the concept to the pedagogical context.

First, Prof. Alan Davies analyzed English proficiency tests such as TOEFL and IELTS and argued that they test-takers' proficiency of native-speaker standard English, not varieties of local English although they are used internationally. We need corpora of local English varieties to odd them before we make proficiency tests of EIL, a core English of varieties. Then Prof. Seran Kaur Gill referred to the Malaysian experience of dilemma over EIL standard vs. local standard with Malaysian identity, which takes place in the Malaysian workplace. After almost 20 years of Malaysia's instruction medium in schools, the country modified the policy and started to use English aptly. Third, Prof. Ravindra Gargesh introduced the status quo of the English education in Delhi and an intensive step taken to improve the situation. In India, Indian English is taught by the Indian speakers of Indian English for international communication.

The panels were from the Inner Circle and the Outer Circle and offered interesting points of discussion such as characterization of standard EIL core English, model to teach, international intelligibility and local variety, native-nonnative divide, English and Anglo-American culture, and such, but they were rather remote for the Japanese EIL professionals. As was expected, therefore, the floor did not respond actively and the symposium was not survivable due to the moderator's poor presiding.

As the chair who visited a lively session, I'd like to propose the following for the next annual convention.
1. To choose the panels from the Japanese colleagues who have sufficient knowledge, experience, and something provocative to say on the convention theme.
2. To choose panels of opinions opposed to each other.
3. To choose the moderator who is powerful enough to control the panels and the floor by 'manipulating' the discussion by eliciting remarks, cutting in the person speaking and push him/her if necessary, and leading the discussion.
4. To use Japanese language so that we can have active participation of the audience.

【2005年度大会の予告】

JACET 44th Convention

日程：2005年9月8日〜10日
会場：玉川大学 東京都渋谷区

大会テーマ：英語教育の到達目標—その基盤を求めて

Exploring the Evolving Goals of English Education

第44回国際大会で学ぶべき英語そのものに焦点を当たったことが受け、第44回国際大会ではその到達目標を模索することが多い。 Darewa: "The goal is to make the language usable in everyday life, not for everybody, not in all situations but in specific situations, in specific contexts, in the right way. This means that we have to learn English in a way that is relevant to our lives."