Day 1, 13:30-15:00, Room 4

Workshop

Drama Workshop "The Little Prince": Understanding Cross-Cultural Issues

Shiozawa, Yasuko (Bunkyo Univ.)
Kusanagi, Yuka (Tsurumi Univ.)
Saito, Aiko (Setsunan Univ.)

The facilitators have conducted a series of drama workshops to develop communication skills using literary works.   In this workshop, the participants will experience some drama techniques to tap into cross-cultural issues involved in "The Little Prince", a well-known fable written by Saint-Exupery.   In the story, the prince is from a small planet named B612 barely recognized among specialists because of the appearance of the person who found it.   The prince explores the universe, visiting a number of planets, where he encounters queer adults: a king who requires obedience, a conceited man who wants nothing from the prince but flattery and a drunkard who drinks a lot to forget he is ashamed of drinking, etc. With the help of applied drama teacher Ohashi Yosuke, the authors and their students have devised some tasks, or drama activities, to expand or deepen the issues.   For instance, in relation to the recognition of B612, the participants will line up from 0% to 100% based on how much they judge people by their appearance and then explain the reason. In another task relating to the drunkard, the participants will be asked what they want to forget and then act out how they forget it.   Toward the end of the story, how to "tame" the fox is a key issue.   The participants will express how to get to know each other, realizing the necessity of opening up their mind and body in order to "tame".   As is briefly discussed above, "The Little Prince" abounds in key concepts to approach cross-cultural understanding.   By acting out what you think and do, you may notice your own hidden prejudice.   To wrap up the workshop, the participants will discuss the efficacy of this type of educational teaching approach.   They will also share their own ideas inspired by the workshop.

Surface Engagement and Deep Resistance: a Complex View of Learner Motivation

Miyafusa, Sumiko (Toyo Gakuen Univ.)
Fritz, Robinson (Nagasaki Univ.)

This presentation presents the findings of an on-going Ministry of Education-funded research project which examines negative student attitudes towards foreign language learning (FLL). Existing research tends to focus on language learners to be either "motivated" or "demotivated", with negative attitudes often being treated as a sign of learning failure. The presentation will argue, however, that learner motivation is not binary, but psychologically complex, and that psychological resistance to the psychological stresses of language learning are a normal part of the learning process. The project conceptualizes motivation along the dual axis of engagement (approach motivation) and resistance (avoid motivation), and highlights how learners can experience both engagement and resistance at the same time. These mixed-states are seen in learners who say they want to learn (engagement), but do not want to practice or do (resistance).

The presentation will first introduce the Linguaculture Motivation Profiler (LMP), a quantitative instrument created by the presenters to measure attitudes of students toward FLL. The 45 items of the LMP have been designed to capture students' inner feelings toward FLL in terms of engagement, resistance and mixed-states. The study findings from data collected from over 1500 Japanese university students will be shared, and significant insights into learners' mixed-states of motivation - surface engagement and deep resistance will be highlighted. As well as introducing the LMP and the theoretical background, pedagogical implications to promote language learning and self-efficacy will be pointed out. Participants will be invited to try the LMP in their own teaching contexts as it is free due to a Japanese Ministry of Education grant (no. 22K00714).

Day 1, 13:30-13:55, Room 6

Research paper

Effects of Personality Traits and Affective Factors of Japanese University Students on English Prosodic Features: Acoustic and Physiological Analyses

Nakamura, Hiroko (Tottori Univ. of Environmental Studies)
Saeki, Namie (Doshisha Women's Col. of Liberal Arts)
Nomura, Kazuhiro (Konan Univ.)

This study aims to explore the effects of personality traits and affective factors in L1 and L2 on prosodic features of English produced by Japanese university students, based on physiological and acoustic analyses. Two research questions were posed: 1. Are personality traits and affective factors of Japanese students related to a physiological factor? 2. Do personality traits and affective factors of Japanese students affect the acoustic correlates of prosodic features? The participants were 54 university students and they were divided into three groups according to proficiency in speaking. Three questionnaires: Trait Shyness Scale (TSS), the Personal Report of Communication Apprehension (PRCA) and the Foreign Language Classroom Anxiety (FLCAS) were utilized along with VERSANT speaking scores. The procedure was as follows: A participant was asked to 1) wear a smart watch to measure heart rate 2) start narrating an English text, 3) start narrating a Japanese version of the text, 4) start narrating the same English text, and 5) complete the questionnaires. Comparative analyses were conducted between the first and second English narrations. The target sentence was "Who are you?" extracted from the English passage. The major findings include: 1) personality traits and affective factors in L1 were linked to heart rate when narrating an English text 2) personality traits and affective factors in L1 were linked to the fo range and fo maximum. 3) Participants with higher levels of shyness and L1 communication apprehension showed higher heart rate and fo maximum both in the first and the second narrations than those with lower levels of shyness and L1 communication apprehension 4) Participants with a lower speaking proficiency tended to speak within a smaller fo range. These results suggest the effects of personality traits and affective factors on prosodic features along with the heart rate.

Research paper

The Relationship of Growth Mindset, L2 Self-Efficacy, and L2 Learning Outcomes

Apple, Matthew (Ritsumeikan Univ.)
Falout, Joseph (Nihon Univ.)

The term mindsets, referring to beliefs about the nature of knowledge, has been around for quite some time (Dweck et al., 1995). Learners with a fixed mindset believe people are born with the gift of learning languages or not, which can negatively affect their learning processes. Learners with a growth mindset, however, believe that anyone can learn, for example, a second language (L2) and improve their abilities through effort (Mercer, 2012; Mercer & Ryan, 2010). However, little is known about the mindsets of Japanese university students majoring in the fields of science, technology, engineering, and mathematics (STEM), who find it difficult to stay motivated to learn an L2.
In this study, the presenters sought to uncover links between fixed and growth mindsets and aspects of L2 learning motivation of Japanese university students. They investigated the mindsets of STEM students (n = 303) compared to humanities students (n = 339), across a wide range of majors and English ability levels. As part of a larger short-term longitudinal study, a questionnaire with 20 Likert-scale items, measuring the psychological variables Fixed Mindsets, Growth Mindsets, Persistence, L2 Self-Efficacy, and Motivated L2 Learning Behavior, and several open response questions was implemented at the beginning and end of the fall 2022 semester. Results from the first implementation will be presented. The data were first subjected to an ANOVA and revealed that STEM students had significantly lower L2 Self-Efficacy and less growth mindset than the humanities students. After correlational analysis demonstrated moderately strong correlations among all the variables, a follow-up multiple regression analysis showed that both L2 Self-Efficacy and growth mindset predicted TOEIC scores. Based on these findings, the presenters will discuss pedagogical implications, including the use of motivational strategies to help STEM students gain self-efficacy and build a stronger growth mindset.

Day 1, 13:30-13:55, Room 8

Case study / Action research

The Use of the L2 Quizlet Study Set With Instructional Scaffolding

Sato, Tomoe (Yokohama City Univ.)

The purpose of this study, conducted in the fall term 2022, was to scrutinize the effect of Quizlet on increasing L2 vocabulary quiz scores when the appropriate study sets with instructional scaffolding was given. There are plenty of previous studies which suggest the effectiveness of the Quizlet for vocabulary study. By providing the Quizlet study sets including simple L2 definitions and matching images, a rather optimistic score increase was expected, even with learners who were not keen on English language learning. A total of 159 students (six classes) were divided into two groups; the experimental group with the Quizlet link and a control group with the PDF vocabulary list. All students studied 30 items of vocabulary and were quizzed 20 questions each week for ten weeks. Data were collected using the 40-point vocabulary quizzes on the first week of the term prior to handing out study materials, and on the 12th week following 10-week vocabulary study. In addition, questionnaires were given to identify the students' vocabulary study habits. The average of the initial and the final quiz scores were analyzed and discussed quantitatively, and the survey results were evaluated to see the validity of the study. The survey indicated that 90.2% of the students in the experimental group used Quizlet. The results revealed that the average score of the experimental group increased 7.3 points compared to 5.3 points in the control group. The interesting finding was that the average score and score increase of the first-year students, which occupied 73% of the experimental group, were higher than the whole experimental group population. From the results, this study concluded that the instructor facilitating Quizlet was a practical tool for vocabulary learning. Future research and recommendations are discussed to summarize this study.

Research paper

Thinking and Writing like a Scientist: Affirmation of Student Identities Through Functional Approaches to Academic Literacies for Emergent Multilinguals

Kim, Won (Univ. of British Columbia)

Scholars argue that cultivating the habits of scholarly minds is important for students in higher education and particularly for international students who tend to arrive in classrooms with low affirmed identities with low self-esteem (Kimberley & Thursby, 2020) often seen as marginalized and deficient from deficit model perspectives (Gallagher et al., 2020). In achieving such an educational goal , it is fundamental to recognize the Pedagogical impact of creating linguistically-responsive instructional spaces engaging students with identity-affirming interactions positioning students as emergent disciplinary-literate multilinguals (Arey, 2011; Lucas et al., 2008) using language as a functional social semiotic system appropriated as meaning-making resources(Halliday & Matthiessen, 2004). Nonetheless, there seems a dearth of empirically-grounded evidence capturing the voices of students as to whether and how linguistically-responsive functional approaches to academic literacies may actually contribute to students' identities as emergent legitimate participants in consuming, constructing, and representing disciplinary knowledge. The present classroom-based study aims to explore whether and how identities of international students in a first year content-and-language-integrated program in science in a Canadian university might be nurtured as competent and confident writers in an academic literacy course guided by genre-based approaches and systemic functional linguistics (SFL). This research study is conceived of as a qualitative inquiry involving data generated from interviews with focal students across threeclasses, their written works and journals, and classroom interaction. Informed by the empirically-grounded insights drawing on SFL (Liardet, 2015) and discourse analytic perspectives (Talmy, 2011; Wortham & Reyes, 2015), this paper discusses how SFL-informed pedagogy may foster identities of students as empowered apprentice scholars/writers who can appropriately engage with disciplinary practices.

Research paper

The Language Learning Strategy of Students Specializing in Sports

Oi, Yoko (Komazawa Univ.)

The present study analyzed the use of language learning strategy of 307 students specializing in sports at a physical education college using Oxford's (1990) 50-item Strategy Inventory for Language Learning (SILL). The investigation also examined differences in language learning strategies between genders (174 males and 133 females) and types of sports (116 individual and 191 team). The relationship between types of sports and strategies was examined using analysis of variance (ANOVA). Results were significant for all participants and those who specialized in team sports. The Pearson correlation coefficient was calculated to investigate the effect of types of sports and language learning strategies. The results indicated moderate correlations ($p = .000$) between types of sports and specific learning strategy statements, namely, cognitive and affective strategies (B20: looking for partners; D: taking responsibility), for all participants. Strategies were analyzed using a t test based on high-frequency language learning strategies (4 or above on a 5-point scale). The most frequent were cognitive strategy 15: initiating conversations in English; affective strategy 43: keeping a private diary or journal in English; and cognitive strategy 17: writing personal notes in English, though the rank orders differed according to genders and types of sports. Male students tended to use memory strategy 6: physically act out, while the latter tended to use compensation strategy 26: making up new words. Team sports students tended to use cognitive strategies, while individual sports students tended to use metacognitive strategies.

Research paper

Quality Over Quantity: Unlocking Key Factors in Improvement at Note-taking While Listening to Academic Lectures at a Japanese University

Sakurai, Shizuka (Tohoku Univ.)
Spring, Ryan (Tohoku Univ.)

Note-taking while listening to lectures involves juggling advanced language skills for EFL learners including comprehending information about an academic topic and writing down key points under a time constraint. However, it is a vital skill for taking English-medium classes or studying abroad. The purpose of the present study is to investigate the effect of EFL note-taking instruction and practice by university students (n=173) and what factors (i.e., lecture length, comprehension, starting listening proficiency, and note-taking ability) influenced improvement. The participants learned strategies of how to listen to lectures and take notes in English from the first week of the semester. They received instructions on signal words and phrases, how to select key points, and the use of abbreviations and symbols. They listened to eight lectures on different academic topics and took notes in English in the classroom. After each lecture, they took a 10-question multiple choice comprehension check of the lecture and also submitted a picture of their notes via Google Forms. There were two types of lectures based on length: 4 shorter lectures (approximately 3 minutes) and 4 longer lectures (approximately 6 minutes). The first lecture was also repeated at the end of the semester, and this data was used as pre- and post-test measurements. After checking the correlation between the pre-post delta scores and various aspects of students' notes and comprehension tests, we found that note quality is a more important predictor of listening proficiency than note length, correlating not only to TOEFL-ITP® scores, but also improvement, decreased feelings of difficulty, and change in the amount of notes taken. Furthermore, it is a significant predictor of TOEFL scores when combined with other measures of skills in a multiple regression model. Therefore, we believe that improving at note-taking while listening is a quality over quantity problem.

Research paper

To What Extent Do Japanese EFL Learners Prefer Online or In-Person Classes?

Isobe, Yasuyo (Chitose Institute of Science and Technology)

This study explored to what extent Japanese EFL learners prefer online or in-person English classes. A total of 23 Japanese EFL learners participated in six English lessons (three online and three in-person sessions) that aimed to enhance their speaking skills. As warm-up activities, they first learned differences in pronunciation between English and Japanese and practiced the pronunciation with peers. Then, they received instruction regarding speech acts and practiced them with peers through role-playing tasks. The participants in the in-person classes did "live" role-plays. For the online classes, the participants recorded their utterances and uploaded them online for the role-play tasks. To control the effects of order, one group (13 participants) took the online classes first and then took the in-person classes, whereas the other group (10 participants) did vice versa. After the sixth session, all participants answered questionnaires that included both quantitative and qualitative questions. Regardless of the order, the participants showed strong preferences for in-person classes over the online classes. Some reasons for favoring the in-person classes were 1) ease to ask questions to peers and to the instructor, 2) effects of non-verbal communication, and 3) contiguous motivation by peers. That is, the participants in the in-person classes felt more secure having peers around, because they could easily ask each other questions. Moreover, they were encouraged to speak if the peers around them kept speaking. However, the answers revealed certain preferences for the online classes. Since the participants turned off their microphones during the instruction, they were able to imitate the model pronunciation and the example sentences without worrying about others. Also, they were able to play the recorded utterances until they fully understood them without asking their peers for repetition. Thus, the participants' answers indicated that online classes can offer certain advantages.

Case study / Action research

Practical Report on Collaborative Online International Learning in High Schools

Usukura, Ayano (Chuo Univ.)

In recent years, to cope with the outbreak of the pandemic, many easily accessible online communication systems have been developed for distance learning. The Student Meet Internationally through Language Education (SMILE) project took advantage of Zoom, an online communication platform, to realize collaborative online learning between a Japanese high school in Tokyo and a high school in Bangkok, Thailand. Twenty Japanese students and 16 Thai students took part in the project and met online four times in total between November 2022 and February 2023. Each session was 20 minutes long and consisted of students making presentations and having discussions on specific topics. The topics were chosen to match students' proficiency levels and familiarity with subject material, and included talking about themselves and their country's culture. The Japanese students also took on the challenge of making slideshow presentations about a science project that they had worked on at school. Although there were some difficulties such as unreliable internet connections and student absences, students proactively overcame these obstacles and seem to have gained a sense of accomplishment through their interactions online. This presentation will report on the preparations and method of implementation of four collaborative online lessons, as well as share students' feedback and practices during the lessons.

Research paper

Reconsidering Assessment of Competences for the Globalized World: Predictive Validity of Japanese Entrance Exams

Miyazaki, Kei (Tokai Univ.)
Matsumoto, Kahoko (Tokai Univ.)
Tsuchihira, Taiko (Seitoku Univ.)

Currently, many Japanese higher education institutions incorporate external tests such as TOEFL® and IELTS® into the admissions process as well as proficiency assessment after entry in order to foster more internationalized human resources. However, there has not been clear evidence that the incorporation of external tests has contributed to the consistency with the training process for nurturing global human resources throughout tertiary education. The aim of the study is to investigate the use of external tests for university entrance and after-entry assessment purposes and if it is helpful for the applicants to become global resources during and after their university life. The presenters will discuss the predictive validity of the external tests that are currently used in Japanese universities. Based on the definition of predictive validity as the relationship between a particular test and a criterion to which we wish to predict test takers' likelihood of future success (Fulcher & Davidson, 2007), the presenters examined how university 3rd and 4th year students and graduates perceive the external test and the extent to which they feel the preparation for the external test was effective in helping them acquire the competences required of global human resources. Their responses showed that their external test scores were not necessarily consistent with the competences required in the real society and also suggested that the language abilities needed for the globalized world is difficult to measure through standardized tests. It is probable that the language abilities necessary for the globalized world are not competencies that can be made uniform or standardized across the globe. Based on our findings, we have reconsidered the test constructs for measuring abilities of global skills. Taking the required competences of global human resources into consideration, the presenters will share our analysis of the current external tests used in Japan.

Case study / Action research

Peer Assessment Using Google Forms

Matsuno, Sumie (Aichi Sangyo Univ. Col.)

The communication class consisted of 24 students. Its objective was to improve communication proficiency and learn academic speaking skills. At the end of semester, they gave a presentation for about 7 minutes. After each presentation, the peers accessed Google forms using their smart phones. I gave 2 minutes for filling in the evaluation forms. The form consisted of 6 categories and free comments. Six categories were Eye contact/No script, Voice (volume/ inflection), Clarity (pronunciation / fluency), Visuals, Content, and Organization. Each student's URL and QR cord were printed in one paper and given to the students beforehand. When all the presentations were finished, the students answered the questionnaire about their feeling of evaluating peers using google forms. The questionnaire included five categories. The first one was whether it was very good, good, fair, bad, very bad. The second and third ones were to mark its good and bad points among eight items, such as seeing the results using graphs as a good-point example, bad connection of wi-fi as a bad-point example, respectively. They also answered which they preferred: google forms or traditional paper type evaluations. Finally, they gave free comments. The results indicated that 100% of the students preferred using google forms evaluation to using traditional paper one. In addition, their satisfaction was strongly correlated to using a smartphone and having no printed papers. In this presentation, I will explain how I conducted peer assessment online and present their questionnaire results in detail.

Case study / Action research

More Steps Towards an English Major

Robson, Graham George (Toyo Univ.)

In the face of globalization, a declining university-age enrolment, and a need for differentiation among its competitors, this presentation addresses the ongoing efforts of one faculty of tourism at a mid-level university in Tokyo to work towards offering a four-year content related degree in English to its students. However, this is much easier said than done and a number of barriers exist to obstruct such a project. Barriers have come in the form of resistance to change among present teachers, and a worry that an English major would merely increase their existing workload. However, arguably the biggest barrier has been encouraging those teachers to teach their specialist subjects in English, even in the current curriculum, which has a limited number of non language-based courses available in English. The presenter as the main driver of the English major goal, has made some small but positive steps, which involved, firstly, having teachers think about how they might go about teaching their classes in English through a presentation given for Faculty Development (FD). This presentation initially received positive feedback from faculty teachers. Continuing the momentum, the presenter will further report on data obtained through interviews showing how participating Japanese teachers (n=3) prepared for, carried out and reflected on one short online lunchtime lesson each. This event, consisting of willing teachers and voluntary students (named "Meet the Teachers"), was held in the 2022 autumn semester and was designed to highlight the teachers' area of expertise in English. The ultimate goal was to show teachers how possible it would be to teach their subjects in English. This presentation is holistic in nature and may be of interest to teachers who are contemplating increasing the number of content-based English classes available in their curriculum through collaboration with their Japanese colleagues.

Day 1, 14:00-14:25, Room 10

Research paper

Narratives of Five Japanese Female EFL Tenured Academics: How Does Gender Affect Their Teaching, Research, and Leadership?

Yoshihara, Reiko (Nihon Univ.)

This paper discusses how gender influences the teaching, research, and leadership of female English as a Foreign Language (EFL) tenure-track faculty in Japanese universities. Regarding tenured faculty members in Japanese universities, women remain underrepresented. According to the annual survey conducted by the Ministry of Education, Culture, Sports, Science, and Technology in Japan, in 2021 women accounted for 26 percent of tenure-track faculty members at the tertiary level, and only 13 percent of Japanese university presidents were women; only 15 percent of vice presidents were women. Given these circumstances, how are tenure-track female EFL faculty in Japanese universities coping, and how do their gender subjective positions affect their teaching, research, and administrative work? The persistent gender imbalances in the teaching profession, combined with imbalances in university leadership in Japanese academia, might influence their professional performances. With these issues in mind, I interviewed five female EFL tenure-track academics in Japanese universities. I employed feminist narrative research methods, including autoethnographic narratives. Drawing on post-structural feminist theory of identity, I examined how gender identity affects these female EFL university teachers' professional performances. The findings showed that the gendered subjective positions somewhat influenced their teaching practices but had no impact on their research. Other factors including the students and teaching contexts that they were teaching had a greater impact on their teaching and research. On the other hand, the gender imbalances in the profession, together with a pervasive perception of language teachers as having second-class status among other faculty members, affected their administrative performances. The five women academics coped in male-dominant universities by using their strengths and gendered speech acts in administrative work. Their narratives help us understand that while gender identity did not always affect their professional performances, gender was a key factor that influenced their career development.

Day 1, 14:00-14:25, Room 11

Case study / Action research

Pecha Kucha for EFL Learners: Help or Hinderance

Tsai, Kuei-Ju (National Univ. of Kaohsiung)

Oral presentation skills are widely accepted as key to academic and professional success. Despite the general consensus, in Taiwan very little has been done to develop students' oral presentation skills in school curriculum throughout formal education. It is not uncommon to see Taiwanese undergraduates give unsatisfactory oral presentations; the plight is even worse if done in English. The reasons for such poor presentation performance may be partly attributed to students' lower English speaking proficiency, but also due to the lack of proper training.

This paper reports on a study looking into the effects of overt instruction of oral presentation skills on Taiwanese EFL undergraduate students' 1) English presentation performance and 2) overall English speaking proficiency. In the study, two groups of students (N=42) received the same overt instruction of oral presentation skills (guided by the principles by van Ginkel, 2015), but they were required to present with varying formats. The treatment group presented with the PechaKucha format (20 slides*20 seconds), while the control group was only given a general time limit (400 seconds). Measurements were taken before and after the pedagogical intervention, including a pre-treatment presentation and a speaking pretest, a post-treatment presentation and a speaking post-test. In general, findings showed that the overt instruction did enhance students' overall presentation performance, regardless of the format. While the two groups did not differ significantly on overall presentation performance, they exhibited differences in certain criteria including content, organization, and body language. The PechaKucha group outperformed their counterpart on the organization of their speech, but scored significantly lower on the content information. A closer look into the presentations of the PK group revealed that some students may have resorted to a circumvention strategy to work around the PechaKucha constraints on the number of slides and time limit.

Day 1, 14:30-14:55, Room 5

Case study / Action research

KIKAN Education Seminar in English: Faculty Collaboration on a Course Combining English Education With Raising Students' Educational Awareness

Wolanski, Bartosz (Kyushu Univ.)

Kyushu university's KIKAN Education Seminar was launched as a part of the KIKAN Education curriculum that is intended especially for new undergraduate students. The basic idea behind this course is asking students to think about their plans for university education, discuss them with their peers, and finally present their conclusions and insights in front of the whole class. It is a compulsory course that has to be taken by all new students, but volunteers can apply to take one of the KIKAN Seminar classes offered in English instead of Japanese. The application takes the form of a short essay in which the applicants explain their motivations for joining the course. Unsurprisingly, overwhelmingly the motivation is to improve one's English language ability. As such, the English classes of the KIKAN Seminar course add an element of EFL learning on top of the original goals of conscious reflection on one's studies (past and future), brushing up communication skills, and connecting with students from other majors. The focus of this presentation will be on those of the English Kikan Seminar classes that employ adapted elements of Narrative Identity (Dan P. McAdams) as a framework guiding reflective student assignments. This formula is a collaboration between Kyushu university faculty involved in EFL and those with a background in other education-related fields, including philosophy of education. The presentation will introduce the profiles of participating students, explain how the course progresses through the semester while presenting examples of class assignments, and finally discuss the results of student surveys regarding satisfaction with the course and its perceived educational value. The presentation will also bring up the potential challenges of this type of course and propose ways of responding to them.

Research paper

A Conversation Analysis of Unplanned Vocabulary Explanations in EFL Classrooms

Bhatta, Baikuntha (Dokkyo Univ.)

This research examines methods teachers deploy in selecting and explaining potentially difficult and unplanned vocabulary items in English as a Foreign Language classrooms with video-recorded naturally occurring classroom interaction. Teachers draw student attention to vocabulary item utilizing a variety of strategies such as, writing the vocabulary on the blackboard, calling their attention verbally uttering, and non-verbally by producing the target word with long pause before and after them. However, the importance of attention drawing and its impact in language learning has not gained abundant interest from researchers. Hence, this research aims to seek answers to: (a) what vocabulary items teachers choose to initiate explanation upon, (b) how do they draw student attention to the selected vocabulary, (c) how does the explanation influence the subsequent interaction, (d) how does the explanation contribute to learning, and (e) how does the nature of explanation differ depending on different educational contexts. The findings of this research offer practical implications to teacher training programs by highlighting the methods teachers use in choosing and explaining vocabulary items. Also, by scrutinizing the participants' collaborated interaction in vocabulary learning, this study contributes to better understanding of language learning which would help future research focusing second language acquisition.

Research paper

Measuring Listening Comprehension of Native and Non-Native English with a Reproduced High-Stakes Listening Test

Kawashima, Tomoyuki (Gunma Univ.)

English is spoken more frequently with non-native speakers (NNS) than with native speakers (NSs) in Japan (ALC, 2020). As a result, listening comprehension of NNS English is critical for communicating with non-native English-speaking interactants. However, the investigation of its comprehensibility is restricted, as evidenced by Kang, Thomson, and Moran (2020) and Ockey and French (2016). Some teachers are afraid that exposure to NNS English may overwhelm their students because of anticipated greater difficulty in listening comprehension. The present study explored this claim using a sound experimental methodology. Over seven months, 59 college students with lower-intermediate proficiency answered 50 multiple-choice listening questions twice. The questions were selected from prior National Center Tests for university Admissions listening tests based on the correct answer rate of each test item. Two types of audio were produced. One was the actual recording used in the Center Test, while the other was the reproduced recording made by ten NNSs. These NNSs spoke internationally intelligible English with a distinctive L1 accent. Participants listened to NNS English on the first test and NS English seven months later. Each test had a maximum possible score of 50. A paired-sample t-test revealed that participants found listening comprehension of NNS English significantly more difficult (M = 26.63, SD = 6.54, t(58) = –10.616, p < .001, r = .81) than listening comprehension of NS English (M = 33.08, SD = 7.76). Meanwhile, the correct answer rate for eight questions was higher in NNS English than in NS English. In four questions, the NNS English comprehension outperformed the NS English comprehension by more than 10%, with the highest disparity being 20.3%. These findings suggest that not all NNS English is more difficult than NS English and that the factors that might reduce NNS English comprehensibility to non-native ears should be further researched.

Day 1, 14:30-14:55, Room 8

Research paper

Counterbalancing Traditional Pedagogy and AI Viability in University English Academic Courses: Does AI Make Students Artificially Intelligent?

Matsuo, Scot (Ritsumeikan Univ.)
PRABATH, KANDUBODA (Ritsumeikan Univ.)

This study discusses students' English language academic writing courses focusing on Japanese university context. In general, fostering English academic writing skills in oneself requires different skills. Previous studies suggest these skills include language skills, logical thinking skills, and formatting skills among many others. Moreover, it is well known that achieving a high proficiency of academic writing requires continued dedication in studying and practice in application. With the rapid development of AI technology, the limited support students could have access to earlier for academic tasks has now become unlimited. Presumably that may hinder acquiring stabilized academic writing knowledge. Learners' reliance on internet sources and AI may lead to a reluctance to acquire skills through guided instructions and leave students with nothing at the end of the course work. There are two questions this study tries to answer. First, how students assess the traditional way of English academic writing courses. Second, what are the effects of utilizing AI technology in academic writing courses. To gather data for the first question, we conducted an online questionnaire to confirm students' assessment on two pedagogical approaches: language-based instructions and skill-based instructions. Towards the second question, the study also examined how students utilize AI technology in their English academic writing / skills courses. While students identify the traditional courses are still beneficial in improving individual skills there is a high demand on the usage of AI technology in academic writing due to its high compatibility with students' requirements. Undoubtably, AI technology will play a crucial part in future academic writing courses helping students with their assignments. The question remains if we, as teachers, can mitigate our students becoming artificially intelligent in the due course.

A Survey of Project-Based English Learning Using MOOCs:　A Study of Self-Efficacy, Intrinsic Motivation and the Willingness to Communicate (WTC)

MOOC を活用した課題解決型英語学習に関する調査—自己効力感，内発的動機付け，WTC 研究—

Abe, Yumiko (Hiroshima Institute of Technology)
Kobayashi, Wakako (Nihon Univ.)

本研究では，関東の大学の英語中級レベル学習者(TOEIC450～500 点)　81 名の日本人大学生とマレーシア人大学生 30 名を実験参加者とし，MOOC（大規模公開オンライン講座）を反転学習の教材として授業で使用し，ZOOM によるビデオ通話を使った教室内活動（ディスカッション）を連動させた実践を行い，1）コミュニケーション意欲（WTC），2）自己効力感，3）動機付け，4）課題解決能力，5）英語自己効力感の 5 つの要因について，その関係性について検討した．

まず，課題解決型（PBL）英語教育の学習プロセス，1）問題の提示，2）グループ学習，3）自己学習，4）グループディスカッション, 5）海外連携の英語プレゼンテーションの各ステップにより実践し，SDGs をテーマにした MOOC の講義を反転学習として活用し，海外校と連携して，二国間の学生がグループ討論を一定期間行い，PBL を実践させた．要因間の関係性を検証するため，マレーシアの大学生と日本人大学生に対して，　受講者意識の調査を行い，t 検定と相関分析を用い，データ分析を行った．　Kim（2004）は、自己効力感は直接的に、動機付けは間接的に WTC へと影響を与えると指摘している。　課題を解決する上で，　コミュニケーション能力が重要であることから、英語学習において，課題解決能力と英語自己効力感, WTC との間で関係があるという仮説を立てた。

実験前後で各尺度の評定平均値を比較したところ、問題解決志向、学習の自己効力感、WTC、動機づけの 4 つの尺度では実験前後での変化はみられなかったものの、英語の自己効力感は、実験後に高まることがわかった。各尺度間の相関関係を調べたところ、問題解決志向、学習の自己効力感、英語の自己効力感、WTC、動機づけは相互に高める効果があり、とくに学習の自己効力感が高いと英語の自己効力感が高まることが示唆された。

Day 1, 14:30-14:55, Room 10

Research paper

Exploring Language Teacher Identity and Agency in the Narratives of a Japanese High School English Teacher

Saito, Takaharu (Ryutsu Keizai Univ.)

This study examines through narrative inquiry how a Japanese secondary school English teacher constructed and negotiated her identity in relation to her agency across time and space.

The study relied on a phenomenological case study approach that explored the teacher's lived experience.   Data were generated through a series of three in-depth phenomenological interviews, each with a specific purpose: focused life history, contemporary experiences, and reflection on the meaning.   Positioning analysis was employed in order to understand how her identity positions supported or limited her ability to act in her narratives.   Drawing on the post-structural theories on teacher identity and agency, the study reveals her identity struggles across time and space, from majoring in law as a college student to becoming an English teacher actively engaging in the execution of CLIL lessons at a public secondary school, and shows she utilized her multiple identities in order to broaden her students' future possibilities.   It reveals that her identity construction interacted with her agency, which was both individual and collective: individual in her love for learning and teaching English, her teaching philosophy, her action for implementing CLIL at a public school for students with educational difficulties, and collective in her interaction with her students and the available support networks.   It also reveals that her agentic action was context-dependent and shaped by her linguistic, educational, and teaching experiences.   In addition, it illustrates her identity construction and agency were multifaceted and context-dependent, in complex ways, displaying the inter-related social context of the micro (her teaching practices), meso (the school environment), and macro (broader societal contexts, such as ideologies, societal norms, and economic values) levels.

Case study / Action research

Developing Metacognitive Strategies to Speech Fluency Through a Read-Aloud Activity

Lin, Ivy Chuhui (Sapporo Gakuin Univ.)

Speech fluency is a goal for many language learners and an ability that is assessed as part of L2 speaking competence. However, due to the multifaceted mechanisms involved in the development of fluency, it is often neglected in L2 classrooms (Tavakoli & Wright, 2020, p.85).   Levelt's speech production model (1999) hypothesized three stages associated with speech production: conceptualization, formulation, and articulation. Read-aloud practices contribute to the articulation stage of speech production. With the lack of practice, the processing of the formulated information can be slow and ineffective (Kormos, 2006). Metacognitive strategy (MS) refers to the ability to manage and control one's use of learning strategies (Oxford, 2011). Language learners with better MS are correlated with successful language learning experiences (Lai, 2009). Lin and Nakamichi (2019) found that L2 learners with low language proficiency levels used significantly less MS compared to those with high proficiency. MS can be developed through planning, monitoring, and self-evaluation of learning (Blakey & Spence, 1990). This exploratory research aimed to understand the development of speech fluency specifically during the stage of articulation by examining EFLs' uses of metacognitive strategies in a read-aloud task. 21 EFL learners with proficiency levels between CEFR A1 to A2 participated in a 12-week read-aloud activity. Before the activity, the participants were instructed and given examples of metacognitive strategies. Each week, the participants read aloud two to three pages from an English novel in pairs. Then, they reflected on their own read-aloud practice by evaluating their performances. Based on their written reflections, the instructor provided feedback and demonstrated examples of successful metacognitive reflections in class. The learners' written reflection was coded and analyzed. The data revealed that learners experienced the most difficulties in sentence chunking and intonation. A self-reported questionnaire showed an increase in learners' self-efficacy in their speech fluency.

Day 1, 16:30-18:00, Room 4

Workshop

Enhancing English Learning Through Interpretation Exercises
通訳技能訓練を通した英語学習の強化

Sonda, Nozomu (Yamaguchi Univ.)

In the second language acquisition paradigm, translation is usually regarded as a hindrance to smooth acquisition. However, the present author considers that it can be very useful to second/foreign language learning if it is used wisely. For example, quick response and lagging exercises can be powerful tools for vocabulary reinforcement. In the former, a learner gives corresponding equivalence to given words or phrases in less than a second. In the latter, the same task is done except that timing is delayed by one vocabulary item; that is, when a learner hears a given word or phrase, she or he has to give the answer to the previous word/phrase. Thus, learners must exercise their concentration, retention and brain organization skills. Secondly, there is sight translation, where one translates a text while looking at it at the same time. This skill requires an ability to read rapidly, to identify the basic structure of sentences, to analyze texts and break them down into translation units. Thirdly, consecutive translation, where one has to listen to a speech, take notes, and then translate it after a speech is paused/completed. Here, note-taking skills are indispensable, identifying key concepts and words/phrases. Then, retention has to be exercised when one reconstructs the speech in the target language using the notes. Finally, simultaneous translation requires the lagging exercise skill mentioned above as well as a type of shadowing skills. One has to translate the utterances made just a few seconds earlier while listening to the current utterances and retaining them for the next translation unit. Cognitively speaking, this is a highly complex and advanced skill. In this workshop, the author will demonstrate these exercises, have participants try them, and discuss their implications to college English classrooms.

Research paper

An Investigation of the Relationship Between English Pronunciation and Motivation in Case of Japanese EFL Learners

Nishiyama, Kohei (Graduate school of Meiji Univ.)

This study is to explore relationships between pronunciation levels and motivation, targeting Japanese university students. Even though beginning English learners need to learn pronunciation, it is neglected, compared with vocabulary and grammar learning. However, pronunciation is significant to some extent for smooth communication. It has not been found how the Ought-to L2 self which was proposed by Dörnyei (2005) in L2 Motivational Self System (L2MSS) affects pronunciation. Therefore, in this study, relationships between pronunciation of minimal pairs which are important in enunciation and motivation and relationships between prosody and motivation are investigated using L2MSS (the Ideal L2 self and the Ought-to L2 self). The author hypothesized those who are engaged in pronunciation and who have experienced their pronunciation was not understood when they talked with native speakers are motivated to improve their pronunciation levels. In this study, as a questionnaire, Google form was used to explore motivation, bio-data, experience of studying abroad and learning English, and a voice recorder was used to record participants' pronunciation (segments and suprasegmentals). 30 Japanese participants answered questions in Google form and read aloud 10 English sentences which have minimal pairs of /s/-/θ/ and /z/-/dz/ and 2 short paragraphs to record utterances. Two raters listened to participants' pronunciation and analyzed based on IELTS Band Score for segments and CEFR for suprasegmentals after rater training. As a result, students who had high Ideal L2 self discriminated /s/ from /θ/ and pronounced with more suitable prosody. In contrast, the Ought-to L2 self did not affect anything in pronunciation at all, and discrimination of /z/-/dz/ was not related with either kind of motivation. In conclusion, only the Ideal L2 self affects pronunciation, and distinguishing /z-/dz/ was hard for most participants probably since the rule of distinguishing these phonemes is different from that of Japanese.

Day 1, 16:30-16:55, Room 6

Research paper

Helping Students Speak to the World

Willey, Ian (Kagawa Univ.)

The decreasing number of Japanese university students interested in studying abroad has received much attention in the Japanese media. A lack of interest in international issues among Japan's youth could isolate Japan from the rest of the world. In a previous study using the International Posture (IP) scale developed by Yashima (2009), we found that Japanese university students are weakest in the IP category of having something to communicate; they have difficulty formulating and expressing opinions. In this study, we attempted to increase the IP of university students by engaging students in exercises aimed to help them express their opinions in English. Participants included students representing diverse majors (n=169) enrolled in nine first- and second-year general education English courses at one national university in Japan. Pre-course and post-course surveys using Yashima's (2009) IP scale were conducted in each course, divided into intervention and control groups (five and four classes, respectively). Students in the intervention group took part in weekly writing and speaking activities, using Moodle, in which they shared their opinions about international issues; students in the control group did not engage in these activities. Additional information gathered in the surveys included extroversion tendencies and experiences using English in secondary education. Completed surveys were compared statistically using t-tests and simple regression analysis. Although some significant gains were observed in IP scores of intervention as compared to control groups, these gains were not consistent across all groups. However, it was found that experiences using English outside of the classroom in volunteer or club activities, etc., strongly correlated with higher IP. These findings suggest that boosting the IP scores of Japanese university students through regular in-class activities may be difficult. Finding ways to help students use English outside of the classroom is likely more beneficial.

Day 1, 16:30-16:55, Room 7

Case study / Action research

Teaching Academic English Through International Relations: Finding out What Works

Wash, Ian (Univ. of Tokyo)

This case study presentation explains the challenges of developing a content-integrated approach to teaching international relations as part of the English curriculum at a public university in Japan. It begins with a brief overview of the theoretical approach followed by the historical context of the course to outline how it evolved over several phases. The core focus is the most recent iteration of the course which included 11 students, consisting of five international students. Of the remaining six Japanese students, two studied at international high schools outside of Japan. English proficiency levels ranged from CEFR B2 to C1 with the more proficient users of English forming the majority. The course objective was to introduce a range of theories, issues and debates in the field of international relations. Student preparation for each lesson involved doing core readings, watching a recorded lecture, taking notes, writing a lecture summary and conducting background research on a question related to the lecture. Classroom activities consisted mostly of speaking activities and included fluency building tasks, reflections on the lecture content and discussions to share and compare answers to questions. Towards the end of the course, students worked in pairs or small groups to prepare and deliver a short analytical presentation on a topic related to the theme of poverty and international development. In addition to my own observations and reflections, this case study also draws on data collected from a course evaluation survey to offer valuable student insights. It is hoped that this presentation will be of use to others teaching academic English through international relations or other social science subjects at higher education institutions.

Utilizing Technology for Self and Peer Assessment of Speaking

Wilkins, Simon (Tokai Univ.)

Research has highlighted the need for strategies in providing higher quality feedback to students and getting students to develop less reliance on teachers for their learning. It has been argued that students themselves have an essential role to play in shouldering the responsibility for assessment, in order to make learning goals explicit and to encourage self-reflection on their learning. This presentation describes the different stages of an action research project that explored the use of interactive videos to provide students with opportunities for peer and self-assessment, utilizing H5P software on the Moodle LMS platform. 30 university students with a wide range of proficiency levels, studying English as a compulsory part of the whole-school curriculum, took part in this cycle of action research. The students video-recorded a conversation between themselves and a partner and uploaded it to a secure Moodle-based website. The teacher trained students to add interactions to the video with H5P software to create an interactive video that displayed students' self and peer feedback on the conversation. Students could embed pop-up text, questions, audio files and assessment grades into the video providing feedback on their own, and their partner's, spoken English. Each student could then view the interactive video and interact with their partner's feedback. For example, if one of the students noticed the use of an incorrect verb tense during their recorded conversation, they could add a pop-up text on the video highlighting the error. In another example, audio files could be added to ask or offer advice on pronunciation errors to be listened to and/or answered by the partner. Students wrote their reflections on this video process and these comments were triangulated with assessment scores, to produce meaningful findings for the upcoming cycles of research.

Japanese and International Students' Perception of Language and Classroom Performance in English-Taught Program

Shibata, Miki (Hiroshima Univ.)
Ishii, Riho (Hiroshima Univ.)

Focusing on an English-taught program (ETP) at a Japanese national university, this study investigates whether domestic and international students differ in terms of motivation for enrollment, self-rated language proficiency, classroom performance, and Japanese use in an English Medium of Instruction (EMI) classroom. Globalization has promoted international competitiveness in higher education worldwide, with the recruitment of international students as one key strategy. MEXT has strived to increase EMI courses and ETPs through well-funded programs such as the Global 30 in 2008 and the Top Global university Project (TGUP) in 2014. In addition to international student recruitment, implementing EMI aims at improving domestic students' English proficiency to cultivate Global Human Resources at the tertiary level. Such dual purposes have resulted in coexistence of domestic and international students in EMI contexts. Despite that challenges which Japanese lecturers and students face have been reported, few studies have been conducted with international students to investigate their difficulties in EMI classes. The present study addresses this gap while comparing domestic and international students. Students enrolled in the EPT were invited to respond to the online survey. A total of 116 responses were returned, with 92 Japanese and 24 international students. The descriptive statistics revealed distinctive differences between the two groups. In terms of motivation, mandatory study abroad attracted domestic students, whereas completing a degree in English only brought in international students. Regarding self-rated language proficiency and classroom performance, domestic students rated themselves lower than their international counterparts. Both groups reported that EMI lecturers sometimes use Japanese to help domestic students understand the course content. However, international students claimed that it was not beneficial for those who had little Japanese knowledge. We will discuss the findings considering how English education at the tertiary level can contribute to English-medium education while promoting multilingualism in EMI classes.

Research paper

Japanese University Students' Beliefs About Language Learning and Their English Proficiency: How Are They Related?

Iwanaka, Takahiro (Yamaguchi Prefectural Univ.)

This study was designed to determine how Japanese university students' beliefs about language learning on their English proficiency. Beliefs about language learning are defined as "Language learners' preconceived ideas or notions on a variety of issues related to second or foreign language learning." Beliefs about language learning are thought to influence learners' preferred learning strategies and ultimately have a significant impact on their English language proficiency. Beliefs about language learning can be broadly divided into "analytical" and "experiential" learning beliefs. Activities such as translating the target language into an L1, solving grammar problems, making flashcards to learn vocabulary, and oral reading fall into the analytical learning strategies. Activities such as watching YouTube and movies, listening to Western music, and using English for negotiation of meaning fall into the experiential learning strategies. The presenter surveyed a total of 110 college undergraduates to determine the relationship between language learning beliefs and English proficiency. A 24-item questionnaire was employed to assess their experiential language learning beliefs and confidence. The participants were divided into three groups based on their responses to the questionnaire: High Experiential Beliefs and Confidence (HEBC), Medium Experiential Beliefs and Confidence (MEBC), and Low Experiential Beliefs and Confidence (LEBC) Groups. TOEIC® and CASEC were used to measure the English proficiency of the participants. They took TOEIC® or CASEC twice with an interval of several months. The following results were obtained from the analysis of the collected data: 1) the participants in the HEBC Group are likely to have higher English proficiency, and 2) the TOEIC® and CASEC scores of the participants in the HEBC group improved significantly while those of the participants in the LEBC Group improved only slightly.

Case study / Action research

Modifying Dictogloss for Less Proficient Students

Koizumi, Yusa (Meiji Gakuin Univ.)

Dictogloss is a collaborative writing task in which students listen to a short text, write down words they hear, and jointly reconstruct the text using their notes. Dictogloss has numerous benefits for L2 learners. It directs their attention to form and activates their grammatical knowledge. It also helps them share their linguistic resources and use them to produce accurate and meaningful text. However, dictogloss requires listening, note-taking, and metalinguistic discussion skills, posing challenges to less proficient learners. In this presentation, I report how I implemented dictogloss in a required English course at a Japanese university. The class consisted of 24 first-year students with CEFR A2 to B1-level proficiency. Although they could complete simple tasks in English, their output was often fragmented, indicating their need to practice stringing words into grammatical sentences.

I implemented dictogloss four times during the second semester, gradually reducing the amount of support. Each time, I selected a talk from the course textbook, and students listened to it and answered multiple-choice questions for homework. The first and second implementations followed this procedure:

Step 1: Students listened to the talk again with a script. The script had seven or eight blanks, and they had to fill them in with key content words.

Step 2: The script was hidden, and students could only see the keywords. In small groups, students reconstructed the text using the keywords. They talked in their L1 during the group work.

In the third implementation, I stopped using scripts in Step 1 and elicited keywords by having students answer comprehension questions. In the fourth implementation, students individually took notes in Step 1 and shared them to reconstruct the text in Step 2. These arrangements smoothly led students with no prior dictogloss experience to the final implementation, where they completed the task in its original form.

Research paper

Language Learning and Online Translation: Consideration and Analysis of Students' Survey Regarding Online Translation

Langley, Patrick (Nagoya Univ. of Foreign Studies)
Kobayashi, Junko (NUFS)
Eiji, Ogura (NUFS)

In recent years, online translation (Google Translate, DeepL Translate, Mirai Translator, etc.) has become difficult to ignore in English language learning. However, the effectiveness of online translation in English learning has not yet been fully explored. It is also common among students to use online translations as dictionaries without much consideration of their characteristics and corresponding impact on their language learning. Even among faculty members, there is not a common understanding of whether online translation should be used or prohibited in the classroom. Therefore, we conducted a survey of students' attitudes toward online translation among students at the School of Contemporary International Studies. We then conducted a series of follow up interviews to gain a more qualitative perspective. The survey revealed that online translation is already a necessity for most students, and many see online translation as useful. At the same time, many students understood how online translation should and should not be used. Many students believed excessive use of online translation is not helpful for learning a language. Therefore, this paper concludes that online translation is already an established part of student's academic life. It also asserts that since there are many ethical and pedagogical problems with its usage and considering the difficulty of identifying the use of online translation in the student academic work, the onus should be on the faculty to develop a coherent guide for students on the appropriate use of online translation.

Teaching English to Young Learners in the School Context: Global Trends and the Current Situation in Japan

Otsuki, Yuki (Meiji Univ.)

The importance of implementing communication activities in the elementary school English education setting has been widely suggested. As revealed by Otsuki (2021), textbooks frequently provide situations such as "talking about the personal information (topic) with a friend (interlocutor) in the classroom (setting)".   Therefore, a systematic review was conducted to determine how to measure proficiency levels beyond communicative activities in the English classroom. Articles on young learners from 10 key journals over the 2012 to 2022 decade were analyzed. The main coding categories were ten L2 proficiency assessment techniques, established with reference to Park, Solon, Dehghan-Chaleshtori,and Ghanbar (2022), and the four research areas based on communicative competence suggested by Loewen (2020). The target articles were screened three times, resulting in narrowing from the initial 1858 down to 40. The main findings constituted 55% of all independent tests employed, such as standardized tests, C-tests, oral tests, vocabulary tests, and other independent tests. The study of young learners was found to be sufficiently rigorous, comparable to that of adults. However, only nine studies were conducted in the Asian region and none in Japan. The most frequent type of study was on linguistic knowledge accounting for 67.5%, including students in the three to seven age range. These studies were designed to examine the effects of language development through language education aiming at communicative language use in real-life settings. This suggests the need for establishing education that enhances language skills beyond setting up context-appropriate communicative activities in the school setting in Japan as well.

Research paper

Vocabulary Acquisition Through Content and Language Integrated Learning (CLIL) : A Pilot Study

Hayafune, Yukimi (Graduate School, Univ. of Tsukuba)

This pilot study compared Japanese university students' vocabulary acquisition between the conventional method that uses reading texts and CLIL that utilizes students' cognitive learning. Eight students took part in this study. They learned 15 target words explicitly through reading texts that highlighted them by understanding their meanings, collocations, and creating sentences that included them (conventional method). In the CLIL, the same students learned several words implicitly. Pre, post, and delayed vocabulary tests were conducted. The result showed significant improvements in the post test both in the conventional method and CLIL. However, in the delayed test, while most of the students' scores went down in the conventional method, they went up after CLIL lessons. In the CLIL lessons, students had to read the texts by themselves to complete their tasks. Fifteen target words were not highlighted in the texts but students could not complete their tasks without knowing the meanings of the target words. CLIL may have promoted cognitive learning of vocabulary, which could be recalled easily after a certain period. In the delayed vocabulary test, students may have recalled not only the words themselves but also the tasks that included those target words. This may explain the score improvements in the delayed test. The questionnaire performed after the CLIL lessons indicated that the students used the text as a tool to perform their tasks for understanding the content. Details of the differences in vocabulary acquisition between the conventional method and CLIL are discussed.

Research paper

The Effectiveness of English Pronunciation of Self-Learning System to Improve English Phonemes

~~Nishio, Yuri (Meijo Univ.)~~

Joto, Akiyo (Prefectural Univ. of Hiroshima)

Although English phonemes are different from Japanese phonemes, Japanese learners of English tend to replace the English phoneme /v/ with the Japanese phoneme /b/, or to substitute the English phoneme /æ, ʌ/ for the Japanese /a/. Such incorrect pronunciations can be misleading in some contexts. In the teaching of pronunciation, technological developments can have a significant impact on the way English pronunciation is taught. In this study, we developed an ICT self-learning system to improve the English pronunciation of Japanese learners. The system features native video and audio, audio description, real-time video, and recordings of learners' pronunciation. The purpose of this study was to investigate the extent to which these supports are useful in correcting pronunciation for English phonemes. Japanese university students participated in this experiment. Four sessions were conducted: pre-recording, training, post-recording, and a questionnaire about the ICT system. In the pre-and post-recording sessions, participants recorded themselves pronouncing the target word on the screen. After recording, the recording was automatically uploaded to the server by pressing the "Post" button. During the training, the participants watched their own video and listened to themselves as they watched a native speaker's video and listened to an explanation about how to pronounce it in Japanese. Researchers analyzed the participants' pronunciation both aurally and by measuring VOT duration and vowel formants using software called Praat. A comparison of the improvement in pronunciation before and after the recording showed significant improvement. The results of the questionnaire indicated that the participants were satisfied with the self-learning system, noting that the support, especially the videos of native speakers, sound explanations, and self-videos, were effective in improving pronunciation.

Research paper

A Task-based Needs Analysis of Japanese University Students Participating in the Hiroshima-Hawaii Cultural Exchange Project

Sakoda, Namiko (Hiroshima Univ. of Economics)

This study investigates the communicative needs of Japanese university students participating in the Hiroshima-Hawaii Cultural Exchange Project. This project involves two main phases: a summer trip from Hiroshima to Hawaii and a spring exchange visit from Hawaii to Hiroshima. Since its inception in 2013, the program has not provided English training for participants. We conducted a Needs Analysis (NA) to investigate how a task-based English curriculum could be created to support participants' language needs. NA is an essential starting point for syllabus design in Task-based Language Teaching (TBLT) (Long, 2005, 2015); however, this important stage is often omitted by educational specialists and curriculum designers due to lack of time and resources. In this NA, we collected data from various stakeholders (students, coordinators, administrators, and domain experts) using multiple methods (semi-structured interviews and questionnaires; Long, 2015). We thematically analyzed 22 interview transcripts and selected 10 target tasks based on their relevance to students' communicative goals. These target tasks focused on topics of interest, such as Hawaiian culture and history, as well as practical real-world skills, like accessing public transportation or arranging on-campus housing. Then, we created a questionnaire in which stakeholders were asked to rate the difficulty and priority of these 10 target tasks. Results showed that students had high needs for interaction and listening practice and they found presentations particularly difficult. Students also prioritized practical tasks such as using public transportation and making okonomiyaki, while faculty members emphasized how to convey basic information (e.g., self-introductions and small talk). Furthermore, students who had traveled to Hawaii emphasized different target tasks than those who had not. We conclude by suggesting appropriate target tasks for both phases of the exchange when implementing the TBLT syllabus. This study highlights NA's importance in TBLT syllabus design and recommends more frequent and systematic implementation of NA.

Research paper

Action Research: A Collaborative Approach to Language Education Reform

Schmidt, Maria Gabriela (Nihon Univ.)
Nagai, Noriko (Ibaraki Univ.)
Birch, Gregory C. (Seisen Jogakuin Col.)
Bower, Jack V. (Tezukayama Univ.)

This presentation will report the outcomes of an action research project conducted over the 2020-2022 academic years with funding from JSPS. The research group took an initiative to help practitioner-researchers to carry out Action Research (AR) which aims to improve their current practices following the CEFR's philosophy and principles. This presentation will demonstrate how we planned and organized collaborative AR, and will discuss its strengths and challenges based on the results of seven AR projects. We (the project facilitators) guided participants' AR projects with a CEFR-focused AR-Model proposed by Birch et al. (2021) and held several workshops for participants to reflect on their AR and discuss challenges at each stage of their research. At the first stage problems in their teaching contexts were raised and transformed into solid research questions, and possible solutions were proposed. At this stage we organized three workshops, one of them with the collaboration of an AR expert, Anne Burns. She gave the participants feedback and suggestions. At the second stage the practitioner-researchers tried out possible solutions and gathered data for review. At the final stage the participants critically examined their AR, and each participant wrote a paper for an edited volume to be published in 2023. For this final step, we held several online meetings with each author and a retreat to encourage and facilitate their writing as well as discuss challenges and difficulties. We also sought CEFR experts' comments on the participants' interventions from Neus Figures, David Little and Brian North. Throughout the three-year project, collaborative workshops and meetings facilitated the research. However, one of the biggest challenges we experienced is that the reality of AR is much more complex and dynamic than a static AR model predicts. We will provide some suggestions for future action research projects.

Research paper

Less Grammar in Senior High School English Textbooks?

Nakazumi, Yukiharu (Kagawa Univ.)

The main purpose of this study is to examine changes in how grammar is dealt with in English textbooks after the revision of the Course of Study (CS). In the former subject "English Expression (EE)," the textbooks which devoted much space to grammar occupied around two-thirds of the total adoption rate. In addition, their grammar exercises were highly form-focused and many of their example sentences were dull and lacking in context. In 2022, the revised CS went into effect and EE was replaced by "English Logic and Expression (LE)," in which MEXT intends to emphasize communication in accordance with the purpose, scenes and situations. In order to compare the arrangement of grammatical items and features or changes in main grammar targets and grammar examples, textbooks for the former CS (thirteen sets of textbooks for EE I and II, and eighteen sets for Communication Eigo (CE) I and II) and those for the new CS (seventeen sets for LE I and II, and eighteen sets for Eigo Communication (EC) I and II) were analyzed. Grammar exercises or activities, target grammatical items, and the example sentences were collected. Descriptive statistics and residual analysis were mainly used for data analysis. Results showed that the tendencies in some EE I textbooks to cram grammatical items comprehensively was mitigated in the new LE I books. Examples sentences showed slight improvements in terms of clarifying context, although the vocabulary levels were raised. Results also implied that textbooks for the new CS put more focus on conjunctions and less focus on participles, and have less grammar form-focused exercises and more exercises on grammar use instead.

Research paper

Investigating the Extent to Which Subjective Ratings of Oral Fluency Relate to Objective Measures of Oral Fluency and Productive Vocabulary

Clingwall, Dion (Prefectural Univ. of Hiroshima)

Oral fluency has been shown to vary according to speaking task (e.g., Tavakoli, 2016), while vocabulary knowledge has been shown to be fluency dependent (e.g., Clenton, de Jong, Clingwall, & Fraser, 2021; Uchihara & Clenton, 2018). Previous research has also investigated relationships within the fluency construct (e.g., Saito et al., 2015; Suzuki & Kormos, 2022) and whether objective measures of fluency relate to subjective judgments of fluency (e.g., Isaacs & Thomson, 2013; Saito et al., 2016). Building on these previous investigations, the current study examines the extent to which subjective listener judgments of accentedness and comprehensibility relate to objective measures of oral fluency and productive vocabulary. Forty-four Japanese L1 English learners (CEFR level: B1-B2) participated in the study. Participants completed a productive (Lex30) and a receptive (X_Lex) vocabulary knowledge task, followed then by the IELTS speaking tasks (monologic, quasi-dialogic, and dialogic). Speaking task output was analysed for fluency based on pause frequency, pause length, and articulation rate (e.g., de Jong, et al., 2012; Tavakoli, 2016). Vocabulary output was analysed using frequency bands. Finally, twelve experienced raters listened to the speech samples and rated them for accentedness and comprehensibility using a modified 1000-point slider scale (Saito et al., 2015, 2016). The findings include i) significant positive correlations between both accentedness and comprehensibility and speed of articulation – response duration, phonation rate, and speech rate; ii) significant negative correlations between accentedness and both silent pause ratio and silent pause duration (clause internal); and iii) significant negative correlations between comprehensibility and silent pause ratio (clause internal, between clauses), silent pause duration. These results suggest that a significant positive relationship exists between speed fluency and both accentedness and comprehensibility, while breakdown fluency may play a significant negative role for both. The implications of these findings are discussed in terms of assessment and fluency research.

Workshop

Utilizing a Small Talk Strategies Card Game for English Language Learners: Pedagogical Potential and Game Affordances

Vegel, Anton (Nagoya Univ. of Foreign Studies)
Hill, Richard (Mie Univ.)

This workshop aims to introduce a novel and experimental approach to teaching small talk strategies with an originally developed card game designed around the core constructs of small talk (asking questions, sharing information, shifting topic, and basic speech acts). Although Game-based Language Teaching (GBLT) has become an established area of research and practice, there is a lack of work specifically dedicated to teachers and teaching practices related to games and language learning (deHaan, 2022). The presenters found small talk as a potentially fruitful area to investigate the pedagogical potential of games due to 1. the importance of managing interaction in the practice of small talk and 2. game's ability to help manage interaction through limitations (choice and options of cards) and the balance of randomization/skill (shuffled cards and card type/student ability). Small talk was specifically chosen due to its salience in the language learning development process especially in terms of pragmatic competence (speech acts) and fluency, accuracy, and complexity of speech (Hunter, 2011). In this workshop the presenters will introduce how the game was developed focusing on why and how games offer unique pedagogical potential to the language classroom (limitations and randomization/skill balance) and how iterative design and playtesting offer unique approaches to materials development. Participants will then play the game while presenters highlight affordances made available with the use of the card game (game goals, motivation, debrief potential, and pre-teaching and post-teaching implications) and share their experiences using the game in learning contexts.

Research paper

Intercultural Communication: Japanese Students' Identity Negotiation and Construction

Christopher, Adam (Atomi Univ.)

This paper investigates Japanese students' identity construction while studying abroad in order to examine how their identity construction may be shaped by their individual agency during the intercultural interactions they may have. The paper used qualitative research methods to investigate the identity construction and negotiation of Japanese university students studying abroad by investigating their agencies, investment, and identity construction and negotiation. Data were collected through semi-structured interviews and narrative journals from 11 students with study abroad experiences in English speaking countries. With learner agency, attitude and identity construction, and identity negotiation through intercultural conflicts as the analytical lenses for data analysis, the results showed that the participants experienced identity reconstruction by investing in their linguistic resources and practices as well as exercising their agency. The participants' study abroad experiences provided them with new opportunities to change the way they approach language learning and usage, partially alter their language attitudes toward accents, and negotiate their identities through intercultural conflicts, all of which had an impact on how they reconstructed their previously imagined identities of native English speakers. Additionally, their conflict resolution strategies and failed experiences indicated the need to use language to address intercultural conflicts in L2 learning and intercultural communication. The results have implications for preparing students to study abroad and teaching English as a second language.

Research paper

Initial Encounters in a Digital World: Emergent Transcultural Space Among English-Speaking Students

Ishikawa, Tomokazu (Otaru Univ. of Commerce)

Today's globally connected digital world makes communication across national and cultural borders ubiquitous and easy. This digital dimension to intercultural communication has become even more prominent over the past pandemic years. As illustrated in both Intercultural Communication and English as a Lingua Franca (ELF) research, many digital communities are highly multilingual and multicultural with variable and various communicative practices (e.g., Baker, 2022). Links between language, culture, identity, and community cannot be assumed a priori; rather, they are frequently transient and emergent. In response to this fluidity and complexity, ELF and Intercultural Communication studies, or applied linguistics studies in general, are experiencing a trans turn (e.g., Hawkins & Mori, 2018), shifting away from category-based thinking. Even so, it is often claimed that initial intercultural encounters may draw on cultural stereotypes typically at the national level (e.g., Byram, 2021). To investigate this scarcely explored area of intercultural and transcultural communication, the present paper targets how language, culture, and identity come together in what are called transient international groups (Pitzl, 2018). To be specific, the author's data from initial exchanges among Japanese, Chinese, and French English-medium higher education students on various online platforms (e.g., WeChat, Zoom) were analysed multimodally (e.g., Kress, 2012) with reference to trans theories (e.g., Li, 2018). The findings reveal that the participants blurred and transgressed the boundaries between named languages, named cultures, and communicative modes strategically, thereby creating their own social space as English-speaking multilinguals. It also becomes clear that nationally named languages and cultures were still relevant to their discussion, but only as vague, imagined entities to be explored and appropriated in each communicative context. Based on these findings, theoretical and practical implications are discussed in relation to communicative competence and intercultural communication education, respectively.

Research paper

Student Voices From a Self-Access Center: Investigating Learners' Continued Attendance

McCrohan, Gerardine (Kagawa Univ.)

Since the opening of our self-access center (SAC) at Kagawa university in 2014, we have endeavored to help learners develop good linguistic and cultural proficiency as well as ensuring career success by focusing on practical language skills. To achieve these aims, we have gathered data to assist us in recognizing patterns in attendance and to better understand learners' needs and desires. One such pattern we have observed is that a small number of learners become regular, long-term attendees; however, the majority of learners at this university attend only sporadically or not at all. This difference in attendance patterns initiated this study. Using a short questionnaire and semi-guided interviews, this study sought to find the factors that motivated learners to initially attend the SAC, what encouraged some to attend frequently, if there were any changes in their motivation during the course of their attendance, and finally what might be done to encourage more learners to become regular, long-term SAC attendees. Initial indications show that support from SAC staff and other students is vital in determining whether learners return following their initial visit. Other significant long-term factors influencing consistent attendance include collaborative learning experiences and a sense of "ownership" of the SAC space and activities. Through these activities, learners develop good social relationships with others across different grades and faculties. Interaction with international students is of particular interest as it appears to help our learners develop an appreciation of other languages and cultures. To date, our results suggest that the social element of a SAC is a vital factor in motivating learners to devote their time and energy to attending and participating in a SAC over an extended period of time.

Case study / Action research

Ten Years of Progress in the Practice of Digital Storytelling
デジタルストーリーテリング 10 年間の歩み

Kasami, Naoko (J. F. Oberlin Univ.)

この 10 年間（2013 年 4 月〜2022 年 3 月）に実施した ICT（Information and Communications Technology）を活用した英語授業におけるデジタルストーリーテリングの実践について報告する。発表者は関東圏私立大学の情報系の学部で、ICT を活用した英語授業（2 年生以上を対象とした選択科目・クラス定員は 30 人）を担当している。主な学習目標は「ICT と英語を活用し、自分の考えを効果的に表現できる」である。主なタスクとしてデジタルストーリーテリングという、絵・写真・ナレーション・音楽等を組み合わせ、それぞれが自分の物語を英語で表現する活動を取り入れている。特に自分の経験や思い出をベースにした語りを重視している。テーマは Tips for Better Understanding Japanese Culture や Future Dream 等で、海外の大学生を視聴者と想定し、わかりやすく紹介する数分間のムービー形式の（デジタル紙芝居のような）物語である。受講生はそれぞれの個性を発揮し、工夫しながら作品を制作している。デジタルストーリーテリングは、教育分野で幅広く活用され(Robin, 2006)、この 10 年間に国内でも優れた実践や研究が報告されている（e.g., 須曽野・大野, 2020; Enokida, 2016; Obari et al. 2021）。ICT 技術の進化や COVID-19 などの影響で授業形態や指導方法を調整する中で、特に英作文個別サポートと授業前準備によって実際の授業で学生のモチベーションに変化が出ることがわかった。さらに進化する ICT には、利用上のリスクや注意といった問題点もあるが、そうした問題点を理解した上で、ICT と英語を活用できるようになることが求められている。その対応についても当日、発表する予定である。

Research paper

A Lesson and Its Structure of English-Teaching-Method Through Mutural-Creative-Communication-Learning: Comparing Dictogloss Method with Jigsaw Method
共創型対話による英語教育法の授業とその構造—ディクトグロスとジグソー法を比較して—

Fujii, Shinji (Kanazawagakuin Univ.)

金沢学院大学教育学部では，共創型対話による学びを推進している（多田，2018）。英語教育法においても，共創型対話による体験的な学びを通して，学ぶことを教えることに発展させる学びの場を提供している。アクティブラーニングの視点から，例えば Fink(2003)は，学びの中で，学修者が行動・観察し，学び合いや振り返りを通して省察することを求めており，そうした考え方を取り入れながら授業実践を工夫している。

本研究では，英語教育において，ディクトグロス（Wajnryb,1990）とジグソー法（大場，2017）を取り上げて，短時間で，共創造対話型による体験的な共同学習となるように工夫を行い授業を展開した。質問紙法を用いて，ディクトグロスとジグソー法による英語の共同学習について，基礎的な学びのポイントや英語学習に関する自己効力感等に関する 46 項目について，5件法（5点：あてはまる，3点：どちらとも言えない，1点，あてはまらない）で評価してもらった。また，授業全体の振り返りの 1 つとして，8 つのルーブリックによる授業評価を行ってもらった。さらに，それぞれの共同学習の技法について，記述式の質問を実施した。

その結果，英語学習に関する自己効力感尺度とそれぞれの共同学習の技法による英語学習に関する 8 つの評価尺度（.67<α<.96）を作成した。また，分析結果からさまざまなことが分かった。例えば，第 1 に，ディストグロスにおいてはリスニング力が必要になるため，支援の工夫をする必要があることが指摘されていた。また，共同学習で取り上げた教材の英単語の難しさの感じ方によって，個々の学生が学んでいるものが違っていることが伺われた。さらに，自由記述等の結果から，学習者の立場に固執してしまい，教師の立場から考察を加えることが十分にできていないものがいた。さらに，実際の教育現場を想定し，特別支援の観点から具体的にどのような活動を工夫できるのか記述しているを振り返ったり，他の学習場面での活用等について意見を述べたりしていた。

Research paper

Analysis of Language Teacher Cognition of Students in Teacher Training Courses: Perspectives on Learning, Teachers, and Education
教員養成課程の学生の言語教師認知の分析—学習観・教師観・教育観—

Inaba, Midori (Aichi Univ. of Education)

本研究では、教員養成段階にある学生の英語に関する言語教師認知（笹島他, 2014）を明らかにする。教師の思考、知識、信条・態度等の認知のプロセスは、授業、指導、評価等、教育活動のあらゆる面で意思決定に関与し、指導理念等の拠になると考えられる。よって、教師養成に携わる教員が学生の教師認知について理解を深めることは、教師としての成長を支える上で重要である。また、学生が自身の教師認知について知ることは、反省的実践家として教壇技術等を向上させていく上で有用である。そこで、本研究では教員養成課程の学生を対象に英語の学習観・教師観・教育観等について調査を実施した。調査では、言語教師認知について「英語学習の目的・目標」「教師の英語力」「英語教師観」「学習者観」「教材観」「授業観」の観点から項目を作成し、5件法で回答を求め、併せて理由を書いてもらった。結果から以下の知見が得られた。1) 学生は、「教師の英語力」は指導に影響を及ぼすが、指導力に影響を及ぼすのは英語力だけではないと考える傾向が見られた。2) 英語母語話者を理想と考える「ネイティブ信仰」の一方で、日本人教師の役割を肯定する「英語教師観」が見られた。3) 教師の技能や経験と学習者の適性・理解等に合った指導法が望ましいという「授業観」を持っていることが分かった。All English の授業は支持率が低かった。探索的因子分析の結果、「日本人教師の役割」「英語力と指導力」「真正性」「英語学習の意義」の 4 つの因子が抽出され、その特徴から、日本人教師の役割を英語母語話者とは異なる観点から肯定的に捉えていること、英語力は指導力に影響を及ぼすが指導力には英語力以外の要素も含まれること、学習や教育において真正性の高いものを希求していること、英語学習の意義や有用性を多様な観点から認めていること等が示唆された。別の観点からの更なる調査が課題である。

Day 2, 10:00-10:25, Room 5

Research paper

The Importance of Collaboration Among Students in Student-Centered Language Learning Education

Inada, Takako (Japan Univ. of Health Sciences)

The purpose of this study was to understand students' thoughts about a student-centered language learning system in communicative university English classrooms and to apply them to teaching. The qualitative study was conducted with 109 EFL students through an essay writing on the last day of class. Students were asked to write their opinions about the student-centered classes they had experienced during a semester. The essay data were summarized and classified to anonymize the data and analyzed using QSR NVivo12 qualitative software. The results showed that students were generally in favor of classes that emphasize speaking practice. It was because 1) developing autonomy, motivation, and enjoyment in classes that foster creativity may improve students' acquisition of the target language; 2) sharing ideas with classmates through pair/group work and learning about others' opinions can broaden their viewpoints, provide intellectual stimulation, and create a comfortable environment for each other; and 3) increasing the number of activities will help students to concentrate on lessons and increase class attendance. However, this system was not suitable for students who lacked initiative and motivation. The effectiveness may depend on individual differences and students' personalities. Based on these results, some suggestions for teachers are proposed.   Teachers should adopt a student-centered approach, increase pair/group work, and try to create a comfortable atmosphere where classmates can collaborate each other. To do so, teachers need to explain students exactly what is required in university classes, such as the importance of practicing speaking in class, developing all four English skills simultaneously, and preparing for class beforehand. Although there are individual differences in preferred language learning styles, the student-centered language learning method would be accepted among university students and they would enjoy studying with classmates in pair/group work, which leads them to have high levels of motivation and autonomy.

Day 2, 10:00-10:25, Room 6

Case study / Action research

~~Extensive Reading Instruction Using the "Start With Simple Stories" Method~~

Yoshida, Hiroko (Osaka Univ. of Economics)

Interest in extensive reading has grown over the years among English as a Foreign Language (EFL) practitioners and researchers. An increasing number of universities have been incorporating extensive reading; however, few have described how extensive reading and listening are instructed. This case study aims to report on extensive reading and listening instruction using the Start with Simple Stories (SSS) method in a required English class in the academic year 2022-2023. Study participants were 20 non-English major freshmen in the general English class. Their English proficiency was mixed from beginner to intermediate level. The SSS method is an approach in which extensive reading begins with fairly simple graded readers (for EFL learners) and leveled readers (picture books for children) and gradually progresses to longer and higher-level books. At the beginning of the class, the participants read more than 100 easy books (approximately 10,000 words) to get accustomed to extensive reading. Then, they were instructed to gradually increase the level of books and to read longer books. They started with the easy books for extensive listening as well, mainly using Oxford Reading Tree (ORT) Audio Pens as sources of listening. In the class, approximately 15 minutes were allotted for extensive reading and listening sessions since the class used the department's designated vocabulary book and textbook. In nine months, the students read and listened to 81384 words (544 books) on average, and their scores on the Edinburgh Project on Extensive Reading (EPER) test at the end of the class significantly improved compared to that at the beginning of the class. Data on the students' progress in extensive reading and listening as well as specific instruction in extensive and listening using the SSS method will be presented.

Case study / Action research

Curriculum Review of a University Liberal Arts English Program
大学教養教育英語科目のカリキュラム検証

Tatsuta, Natsuko (Hirosaki Univ.)
Yokouchi, Yuichiro (Hirosaki Univ.)
Solomon, Joshua Lee (Hirosaki Univ.)

本報告では、2022 年度に開始した弘前大学教養教育英語科目における新カリキュラムの検証について報告する。この新カリキュラムは、1 年次生約 1400 名を対象とし、前年度までの 4 技能別科目「Listening」「Reading」「Speaking」「Writing」から、それぞれ通年開講の音声によるコミュニケーション中心の科目「English Communication A/B」と文字によるコミュニケーション中心の科目「English Communication C/D」に変更されており、それぞれの科目には、アクティブ・ラーニングをベースにした ICT 教育を組み込んでいる。また、前期、後期、そして 2 年次科目への順次性を重要視している。この新カリキュラムを担当教員・学生がどのように捉えているかを検証し、カリキュラムを改善及び充実させる目的で、新カリキュラム作成の主体となった本学教育推進機構の教養教育英語科目担当教員 4 名からなるワーキング・グループが新カリキュラムの検証を行った。担当教員（専任 23 名、非常勤 13 名）を対象に Google Forms 上でアンケート調査を実施した。調査項目は、(1)到達目標、（2）共通指導項目、(3)教科書、(４)成績、(5)学生関係、に関する 5 項目であった。学生対象のアンケート調査は実施しなかったが、本学教養教育科目によるアンケート調査と常備の Web ご意見箱へ寄せられた意見を参考にした。アンケート調査の結果、学生の中には教員間による課題量や試験内容の差に不満を持っている学生もいたが、担当教員は、上記 5 項目において特に大きな問題もなく新カリキュラムを実行していることが明らかになった。

Research paper

Issues in University English Education Concerning "Inclusion of Diversity" and "Unconscious Privilege."

「多様性の包摂」と「無自覚な特権」をめぐる大学英語教育の課題

Komiya, Tomiko (Okazaki Women's Junior Col.)
Ishikawa, Yuka (Nagoya Institute of Technology)
~~Okado, Hiroko (Meijo Univ.)~~

「JACET 多文化共生と英語教育研究会」の活動を通して、本研究者らはこれまでも多様性の包摂をめぐる社会的課題に対する大学生の意識を問い、英語教育実践との関連の中で、VUCA 時代に求められるグローバル市民意識の涵養というテーマに取り組んできた。本研究では（小宮・岡戸・河原・石川・榎木薗・吉川、2021）に示した調査結果をさらに掘り下げ、（D.J.Goodman,2011）で提示された「無自覚な特権（privilege）」を新たな鍵概念とし、「無自覚な特権集団」の行動が見えない壁となって社会における多様性の包摂を阻んでいる事実を取り上げ、多様性の包摂に関する大学生の意識を分析すると同時に、大学英語教育に潜在する課題の抽出を試みた。本発表では①「無自覚な特権」の定義と関連概念、「無自覚な特権」が関わる社会場面や影響、関与する主体の成長過程や段階などについての概説を行い（岡戸）、②「多様性の包摂」に関して大学生と英語教員を対象に行ったジェンダー意識調査の結果から英語教育における「無自覚な特権」をめぐる課題を取り上げる（石川）。また③多文化共生意識をめぐり、3 人の短大生を対象に行った半構造的質問調査の結果から、多文化共生に関する学生の認識や「無自覚な特権」への気づきの度合いに関する質的研究の結果を紹介し、英語教育実践における課題を取り上げる（小宮）。②においては、文化的社会的制度としての正常性・優位性を背景に，大学英語テキストや英語授業の中で行われているコミュニケーション・タスクが，家族・友人・ヒーロー・美・恋愛などの個人領域の話題に踏み込んでおり，教員側の「無自覚な特権」によって学生側に「望まぬ自己開示」を強いる懸念のある事例が見られることが判明した。③では、国内における日本人と外国人との交流に関して学生が抱く日本社会や日本人の「無自覚な特権」への感受性の質や度合いが、学生の多文化共生行動に影響を与えている可能性が見られた。

Research paper

Relations Among Motivation, Engagement, and Achievement Among Japanese Learners of English
日本人英語学習者における動機づけ、エンゲージメント及びアチーブメントの関連性

Someya, Fujishige (Kyoto Univ. of Education)

近年教育におけるエンゲージメントという概念に焦点がおかれ論じられることが多くなってきた。英語学習におけるエンゲージメントとは、感情的・行動的・認知的・行為主体的とという4つのエンゲージメントに分かれるとされている。また、SLAや教育心理学の分野で上記のエンゲージメントを高めるためには、学習者の心理的（自律性・有能性・関係性）欲求の充足が重要であると述べられるいる。さらに、心理的欲求の充足には自律性支援指導が重要である言及されている。上記の理論的枠組みに基づいて、本研究では大学1年生（302名）を対象に、動機づけ、エンゲージメント及び英語学習のアチーブメントの関連性を明らかにすることを目的としてアンケート調査を行った。動機づけに関しては、自己決定理論のミニ理論である認知的評価理論及び基本的真理欲求理論の枠組みを用いた。特に、学習者の自律性支援の認知が心理的欲求の充足及びエンゲージメントを媒介としてアチーブメントに正の影響を及ぼすことが明らかとなった。さらに、統制指導の認知は、心理的欲求の阻害及びディスエンゲージメントを媒介としてアチーブメントに負の影響を及ぼしていることが示された。これらのことから、学習者が自律性支援を認知できるような指導が、今後ますます重要とされると考えられる。逆に、統制指導を減らし、心理的欲求の阻害及びディスエンゲージメントへ至ることのないように教員が意識していかなければならないと考える。

Research paper

An Analysis of EFL Textbooks to Determine the Degree to Which They Develop the Learners' Intercultural Communicative Competence

Igarashi, Yuko (Ritsumeikan Univ.)

In a global society, possessing intercultural communicative competence (ICC) is essential to communicate with people with various linguistic/cultural backgrounds (McKay, 2018); ICC is composed of knowledge of diverse cultures, cultural awareness that people possess beliefs and values shaped by different cultural backgrounds, and appropriate attitudes and abilities to lessen misunderstandings and miscommunications caused by cultural differences (Byram, 2020, McKay, 2002). To prepare learners for intercultural communications, an EFL textbook must include appropriate readings and activities which foster the learners' ICC; the readings should depict intercultural discourse and communication, where learners can study sociolinguistic aspects of the language such as politeness and examine misunderstandings and/or miscommunications caused by cultural differences. Also, the activities should be designed in a way that learners experience actual intercultural communications, analyze conflicts caused by people's interactions, and think about the solutions, as pointed out by Hoa (2008) and Nault (2011).

To demonstrate whether current EFL textbooks in Japan effectively develop ICC, I examined readings and activities in 12 English textbooks for senior high schools in 2023. Specifically, they were investigated from the perspective of whether readings depicted intercultural discourse as well as misunderstandings and/or miscommunications caused by cultural differences. Further, this study examined whether activities were designed to foster learners' ICC through experiencing intercultural communications and analyzing/resolving problems caused by cultural differences.

This study revealed that several readings included intercultural discourse and communication, but none of the readings depicted the misunderstandings or miscommunications caused by cultural differences. It was also found that the appropriate activities to develop learners' ICC rarely appeared. Given these findings, I will discuss some issues about readings and activities in EFL textbooks, and make a few suggestions on how to improve the textbooks which aim to develop learners' ICC.

Day 2, 10:30-10:55, Room 6

Case study / Action research

Case Study of Writing Revision Strategies at the Upper-Intermediate Level

Matsumoto, Yuko (Miyazaki Municipal Univ.)
Schauerte, Edward Michael (Univ. of Miyazaki)

This is a case study of an upper-intermediate-level Japanese university student who is aiming to improve his writing to the advanced level (i.e., Level 7 on IELTS). A common concern among English instructors at the university level is how to enhance the writing ability of the upper-intermediate students who have already reached a certain competency in terms of grammar and vocabulary usage. Therefore, it is worth examining what kinds of problems remain in the English writing of such students as well as how the students attempt to correct them. With these questions in mind, weekly tutorial sessions were conducted over a three-month period. Prior to each meeting, the student whose writing is examined in this study submitted the first or second draft, for which one of the researchers provided feedback. The student also wrote comments in the margins with regard to whatever questions or concerns he had about the draft. During the tutorial session, the student explained how he revised his writing, why he chose certain expressions, and what kind of problems or questions remained. Our study analyzes the student's first and second drafts, his comments, and the records of the meetings, with a focus on the following: (1) identifying patterns of problems in the first drafts; (2) elucidating the revising process for the second drafts. Based on the results of the analysis, the researchers discuss some of the pedagogical implications particular to the writing of students at the upper-intermediate level. This close analysis of the writing and revision process of a student aims to highlight some of the challenges facing learners as they strive to reach a more advanced level of writing competence.

Research paper

Motivational Change in Japanese University Students Over Time

Kobayashi, Chiho (Tenri Univ.)

Although motivation determines learners' choice, effort, and persistence, past L2 motivation research has paid far less attention to persistence than the other components (Dornyei & Ushioda, 2021). Since the learners' success depends largely on their persistence, more research is needed on this issue. Japanese university students experience fluctuations in motivation for learning English over time (Johnson, 2013; Yashima & Arano, 2015), but little research has investigated their motivational change over extended periods of time. This study will examine Japanese university students' change in motivation to learn English and their attitudes over time based on the framework of the L2 Motivational Self System (Dornyei, 2009). Forty-five English majors who enrolled in a university in April 2022 will participate in the study. A questionnaire based on the ones used in the previous studies (Taguchi et al., 2009; Yashima, 2009) will be given to the students at the end of each semester until they graduate. Following each administration of the questionnaire, 60-minute semi-structured interviews will be conducted with a smaller number of the students for a deeper understanding of their responses. The data collected through the questionnaire and interviews will then be compared with their TOEIC scores. This presentation will report on the results up to the second semester of the second year. The preliminary results show that most of the English majors had high levels of motivation and positive attitudes toward English learning upon entering university. During the first semester, most of them were able to sustain the initial state of the motivation and enhance positive attitudes. However, in the second semester, while the motivation of some students remained high, it fell among others. Motivational levels were related to the growth in their English proficiency. Many factors, such as career options and prospects of study abroad, affected their motivation.

Research paper

First- and Second-Year Students' Needs Regarding General English Classes
一般教養英語クラスに学生が求める要素と授業におけるその対応

Shimura, Mika (Gakushuin Univ.)
Nakatake, Maiko (Gakushuin Univ.)
Kosugi, Yayoi (Gakushuin Univ.)
Nagata, Shoko (Gakushuin Univ.)
Meguro, Sayaka (Gakushuin Univ.)

本学の外国語教育研究センターでは、2021 年度より段階を経ながら一般教養科目の英語プログラムの改編に取り組んでいる。本研究では、2021 年度と 2022 年度に実施した Web アンケートおよびインタビューの結果をもとに、学生が一般教養科目の英語クラスに何を求めているのを明らかにし、どのような改編がより適切な英語プログラムの運営へ繋がるのかを検討する。本研究の対象者は、一般教養英語クラスを履修する法学部、経済学部、文学部、理学部の１・２年生約 3000 名である。本研究では、アンケートの項目のうち、学生が更に向上させたい英語スキルに着目した。分析の結果、スピーキングを向上させたい学生が最も多く、次いでリスニング、リーディング、ライティングの順であった。本学では、一般教養科目としてリーディング授業とコミュニケーション授業を提供しているが、アンケート結果から、コミュニケーション授業において「英語で話す」機会をより多く提供する重要性が示唆された。その一方で、リーディング授業を履修して伸びたと感じるスキルを尋ねたアンケート項目では、約 25％と少なからぬ学生がリスニング力の向上を挙げている。一方、発音とスピーキングを挙げた学生は約 10％と少ない。このことから、リスニング問題が含まれたリーディングの教科書の使用を促進することや、音読やプレゼンテーションなどを更にリーディング授業に取り入れることでコミュニケーション力の向上に寄与することが見込まれる。また、インタビューでは、スピーキングやリスニング力の向上を希望する理由として、身近なトピックや時事問題について英語でディスカッションがしたい、海外の人とコミュニケーションをとりたい等の意見が聞かれた。一方、3・4 年次や卒業後を見据えた意見は少なかったことから、大学で英語を学ぶ意義を入学時から学生に自覚させ、アカデミックな場面での英語使用を学習させるなど授業内容の工夫が求められる。

Research paper

How Do Factors Relevant to Self-Regulated Learning Affect English Proficiency of Japanese Learners of English?
自己調整学習関連要因は日本人英語学習者の英語能力にどう影響するか

Miyasako, Nobuyoshi (Univ. of Teacher Education Fukuoka)
Takeno, Junichiro (Okayama Univ. of Science)

主体的・対話的で深い学びは，全ての教育段階において重要です。このうち主体的な学びには動機づけと自己調整が係ります。Zimmerman (1998)の三段階の自己調整学習モデルでは，自己肯定感だけでなく内発的興味（intrinsic motivation）やマインドセットと関連のある学習目的志向性等が係りますが，これらの自己調整学習関連要因は日本人英語学習者の英語能力にどのように影響を及ぼすのでしょうか。本発表では，大学生に実施した，自己調整学習関連要因が英語能力に及ぼす影響に関する調査を報告します。参加者は3大学の新入生238名で，6段階リカート法による質問紙（k＝64）法により，高等学校段階における学習者の英語学習に関する行動・信条と入学時の英語能力（自己申告）を調査しました。調査内容は，マインドセット（一般［k＝6］，L2学習［k＝6］，言語習得［k＝6］），自己効力感（k＝7），内的動機づけ（k＝5），自己調整学習（計画［k＝7］，努力［k＝9］，モニター［k＝8］，評価［k＝9］）で，回帰分析と分散分析を実施しました。ステップワイズ回帰分析の結果，自己調整学習のモニター（β＝.292）とL2学習に関するマインドセット（β＝.186）が英語能力の説明要因である（R2＝.164）ことが示されました。また，分散分析により英語能力群（H＝英検2級以上，M＝英検準2級程度，L＝英検3級以下）の比較をした結果，（a）一般的なマインドセット以外の要因で群間に有意差があり，（b）内的動機づけとL2学習に関するマインドセットにおいてはHL群間に有意差があり，（c）その他の要因では3群間に有意差があること，が示されました。発表時には，結果に基づいて自己調整学習関連要因が日本人英語学習者の英語能力に及ぼす影響を考察します。

Case study / Action research

A Case Study of Learners Asking Their Own Questions: Effects of Students' Cooperative Study on Their Thinking Ability and English Writing
学生による質問づくりの事例研究：協同学習が思考及び英作文に与える影響

Tamura, Fujimi (Jikei Univ.)

医学部１年生２８名（１４名２クラス）が昨年度受講した英語の授業について実践報告する。英語の基礎力がある、すなわち伝えたいことを英語でどうにか伝えることができる学生達ではあるが、受験を終えて英語を学ぶ意欲が下がりがちであるため、学生達が英語を学び続ける意義を伝えること、さらには自律した学習者を育成することが重要である。そこで、学生が主体的に考えて英語学習していくことができるよう、学生自らに問いをもたせること、またその問いについて仲間と共有・議論させ、その内容をふりかえらせること、さらには問いに対する答えを調べて発表する機会をもたせることが重要と考える。このような観点から、授業の目標として学生自ら問いをもち、様々な考えをもつ人と議論して思考力及びコミュニケーション力を高めることと、議論を英語でふりかえってまとめる力を高めることとした。指導の手順としては、まず授業で扱った話題について学生に発散思考を促した後、仲間と共有・議論して情報を分析・統合することで収束思考を促した。最後に、仲間との議論をふりかえってもらうことで、学生のメタ認知思考を促した。学生が個人及び協同で質問づくりを４回くり返した活動記録、また活動のふりかえりとして学生が書いた英作文、さらには授業の最終回にとった学生へのアンケート結果を分析し、授業の目標をどの程度達成できたかを報告する。

Research paper

Effects of AWE (Automated Writing Evaluation) on Peer Feedback (PF): Comparison of PF Comments Generated Without, Before, and After AWE

Hatakeyama, Yukako (Ochanomizu Univ.)

This presentation reports 1) the differences in the aspects of feedback by two feedback types—peer feedback (PF) and automated writing evaluation (AWE)— and 2) the differences in aspects of PF when conducted without (Group A), before (Group B), and after (Group C) AWE. The presenter hypothesized that most PF would consist of 'content' and 'format' while most AWE would be on 'language' and 'format.' Also, it was anticipated that the PF without and before AWE (Groups A and B) would center around 'content,' whereas the PF after AWE (Group C) would likely focus on 'language' and 'format.' Most of the 58 participants were second-year students with intermediate English proficiency at a women's university in Japan. They took one of the three essay-writing classes and agreed to use their data for research in the academic year 2021 when all lessons were given online. They wrote five types of essays in one semester, and their self-reported reflections on essay-writing experiences were used as data. The data were manually coded in light of the aspects of writing following Allen and Katayama (2016): 'content,' 'organization,' 'language,' and 'format.' It was found that PF had a dual focus on 'content' and 'language' while AWE centered around 'language' and 'format.' Furthermore, PF on 'language' and 'format' revolved around the learning outcomes of each unit. Regarding the second research question, those who gave and received only PF (Group A) tended to comment on 'content' the most, and those who did PF before AWE (Group B) produced comments on 'content,' 'language,' and 'format.' In contrast, those who did PF after AWE (Group C) mostly commented on 'language' and 'content.' The limitation of this study includes the use of the participants' self-reports, the small sample size, and their profile—major, class atmosphere, and proficiency—not being fully controlled.

Research paper

Engaging in Cross-Cultural Exchanges: Discourse Analysis of Authentic Interactions and EFL Textbook Dialogues
相手の文化について訊く／聴く―自然会話と教科書談話の分析から―

Yamamoto, Aya (Toyo Univ.)

出身国・地域が異なる人たちが接触する場では、それぞれの母文化やお互いの文化的相違がしばしば会話の話題となる。一般に、そうした話題は会話参加者が初対面同士でも話が弾みやすく、また異文化への理解を深めることにつながると考えられる。一方で、会話の相手を「○○国の人」と可変性の乏しいカテゴリーに単純にあてはめ、個人としての理解や尊重を妨げかねないという指摘もある。本研究では、(1) 日本人英語学習者―英語母語話者間の会話における母文化をめぐるやりとりを分析するとともに、(2) 母文化についてのやりとりが教科書においてどのように提示されているのかを調査した。(1)では日本人大学生２名または３名とイギリス出身の学生１名が対面で行った雑談（３グループ、延べ約 87 分間）を資料とし、イギリスにまつわるやりとりを抽出し、開始・展開・終結部における相互行為を観察した。その結果、日本人大学生が質問しイギリス人学生が答えるかたちで始まり、次第に日本人大学生のあいづちが減少しイギリス人学生による長大なターンが続き、日本人大学生による日本との比較や唐突な話題転換によって終わるパターンが明らかになった。(2)では、高等学校「英語コミュニケーション」検定教科書（５社、７タイトル）を資料とし、日本人英語学習者とされる登場人物とそれ以外の登場人物の間の対話を抽出し、日本以外の国・地域についてのやりとりの談話構造と相互行為を分析した。その結果、「質問―回答」隣接ペアを軸として開始・展開されることや、あいづちのバリエーションが限られていることが明らかになった。発表では、(1)(2)それぞれの事例を示しコミュニケーション上の問題点を検証したうえで、相互行為を通して異文化間理解を促す教材の開発について考察する。

Research paper

Genre Pedagogy Instructions in the Newly Reformed Curriculum in Indonesia: EFLTeachers' Experiences

Nurlaelawati, Iyen (Univ.Pendidikan Indonesia)

Newly reformed curriculum has been released by the Indonesian government for schools to apply. Consequently, teachers make new adaptations to the new curriculum when referring to the newly nationally published textbook, especially in applying genre pedagogy. This study explored EFL secondary teachers' experiences of genre pedagogy in teaching English to secondary school students from planning to classroom implementation in the context of in-service teacher training. It involved five teachers in West Java Province. Using a case study design, the data were collected through observations and focus group interviews. The findings revealed that in the planning stage the teachers compared the new curriculum with the previous one. They also learned that the teaching materials were somewhat differently presented in the new textbook. This had made them think of strategies to design English lessons for teaching the units in the textbook. In the classroom implementation stage, the teachers found that genre pedagogy provided step by step instructions to apply the new curriculum that evolved from oral to written skills. On the other hand, the teachers also voiced their concerns on time management of completing the materials in the textbook. This study suggested that teachers' teacher trainings to adapt to the new reformed curriculum is continuous activities to support teachers to adapt new situations.

Day 2, 14:40-15:05, Room 7

Case study / Action research

University Libraries' Online Resources to Support Students' Extensive Reading

Goto, Takaaki (Kyushu Univ. of Nursing and Social Welfare)

Day & Bamford (1998) insist that libraries, which have extensive reading books, should draw students by well displaying their materials and making them accessible (p. 115). Now as the internet has been growing rapidly, most university students have smartphones and then have been affected by the internet. The purpose of this study is to reveal whether university libraries provide their students with online resources of extensive reading or not, and what information they offer to support students' extensive reading. The researcher examined six neighboring university libraries' websites by performing keyword research. As a result, only three university libraries provide extensive reading information online. Regarding online resources, three libraries introduce e-books for extensive reading. Only one presents the information about extensive reading books offered for the lobby exhibition on cross-cultural understanding; the other presents the information about an extensive reading workshop and extensive reading book lists, one of which is for reading one million words. In general, there are not many online resources of extensive reading at the university libraries. In conclusion, some local public libraries rather offer attractive, detailed and user-friendly online resources on their websites. Then university libraries should follow the good examples of those libraries to support students' extensive reading.

Research paper

Keyword Analysis of English Speeches by Male and Female Leaders: An Analysis of Oxford Union and TED Talk Speeches

男性リーダーと女性リーダーの英語スピーチの特徴語分析： ディベート最高峰の組織 Oxford Union と TED Talk のコーパスデータ分析

Nakatani, Yasuo (Hosei Univ.)

１．研究目的と仮説

　本研究は、ビジネス・政治・社会活動に関わる男性と女性リーダーの英語スピーチを比較検証した。現在ダイバシティへの配慮は当然であるが、グローバルリーダーが活用する効果的な英語表現の男女の特徴を調査することは意義がある。世界的リーダーを多く輩出する OU(Oxford Union)と TED Talk のディベートやスピーチのコーパスを作成し比較した。仮説として、一定規模の男女間のデータ分析により聴衆を説得するための Communication Strategies （CS）の各特徴語の抽出が可能となる。

2．研究手法

リーダーの効果的な CS 調査の信頼性と妥当性を高めるため以下の手順で検証を行った。

①　OU 及び TED Talk のグローバルリーダー170 人の発話データを収集した。

②　これらのトランスクリプションを作成し約 30 万語のコーパスデータを作成した。

③　以上のデータを男性と女性のリーダーに分け、コンコーダンスソフトの AntConc 4.0.10 を活用し各ワードリストを作成した。これらを Keyword 分析により Log-Likelihood test を用いて各リーダーの特徴語を抽出した (Critical Value: 3.84, $p < 0.05$)。

3．結果と結論

特徴語のクラスター分析により特徴表現や CS を抽出できた。さらにプロット分析によって特定の CS が英語スピーチのどの位置で使われているのか明確になった。具体的には、男性は You のクラスター表現を多用し聴衆を効果的に誘導していた。一方、女性は She や Me のクラスター表現でコミュニティーを重視し、親密性を構築する CS を多く使い、聴衆を説得していることが明らかになった。この結果から、現状で活躍するリーダーたちは、それぞれの発話の特徴を活かして英語スピーチの完成度を高めていることが示唆された。

Research paper

Business English Communication Skills—An Investigation Into the Contemporary Status of Business Communication Proficiency and its Implications for Advancement: A Qualitative Interview Study—
企業が求める英語コミュニケーション力 —ビジネスコミュニケーション力の現状と育成への示唆：インタビュー調査から—

Yamanaka, Tsukasa (Ritsumeikan Univ.)
Maswana, Sayako (Tokyo Univ. of Science)
Mitsuhashi, Mineo (The Institute for International Business Communication)

本研究は、2022年に国際ビジネスコミュニケーション協会(IIBC)とともに行ったビジネスコミュニケーション力についての大規模アンケート調査結果を質的に検証し、ビジネスコミュニケーション力育成支援の知見を得ることを目的として、英語業務をこなす日本人ビジネスパーソン15名に半構造化インタビューを行った。アンケート結果を基に、1.コロナ禍による業務の変化、2.業務経験と英語力の関係、3.英語力を伸ばした要因、4.英語業務での役割と対応力、5.英語業務でのテクノロジー活用の5項目について聞いた。回答をテーマごとに整理し、ビジネスの現状と齟齬がないことを別のビジネスパーソン2名に確認した。主な結果は以下の通りである。1.オンライン業務は利便性が高く、今後もハイブリッド業務が見込まれる一方で、オンライン会議ではニュアンスがつかみにくい、発言しづらい、信頼関係が築きにくい等の課題が残る。2.業務量をこなすにつれて高度な英語力が身に付いている。特に話すことに関しては、実際に話す機会が多くない限り高度な力を身に着けることは困難である。聞き取りに関しては、非英語圏出身者の話す英語などさまざまな英語を聞き取ることは難しいが、戦略や慣れで対応ができる部分もある。3.英語力が業務に対応できるレベルまで伸びた要因には、心理的な要因と、英語が集中的に必要とされた業務環境が関係する。4.役職が上がると配慮する対象が増えるため、英語業務内容の難易度も上がり、結果として高い英語力を持っていても業務をこなすことが困難になる。一方で、自分のペースで進行できる会議などは、ある程度の英語力があればそれほど難しくない。5.業務を効率化するために会議や翻訳のアプリ、チャットが使われている。一方で、翻訳ツールの英語はニュアンスを人が確認する必要がある。これらのインタビュー回答は、マインド、英語力、業務内容というカテゴリーにも分類されることが明らかになった。

Research paper

EFL Essay Writing: A Balance Between Grammatical Accuracy and Productivity

Ogawa, Yoshimasa (Showa Women's Univ.)

This study explored a way to help Japanese university students write longer essays while maintaining grammatical accuracy. Three groups of students enrolled in the same EFL course in three different academic years participated (N = 111), and the number of words they wrote in 30 minutes and the number of errors per 100 words were measured. To improve their grammatical accuracy, a combination of coded feedback (e.g., Ferris, 2006; Hartshorn et al., 2010; Lalande, 1982) and metalinguistic explanation (e.g., Bitchener & Knoch, 2010; Sheen, 2007) was provided on the 12 paragraphs/essays they wrote in the one-year course. Coded feedback was provided comprehensively for all grammatical errors, and metalinguistic explanation was focused on a set of frequent error types. The first, sixth, and 12th essays were analyzed to assess their verb tense and mechanical errors, which were amenable to corrective feedback (Ferris, 2006; Author, 2021). Regarding the length of writing, the first group (Accuracy Group, enrolled in 2018) was instructed only to attend to grammatical accuracy, the second group (Production Group, 2019) was encouraged to increase the length of their writing at their own discretion, and the third group (Guided Group, 2021) was systematically guided to write longer essays by following a prescribed guideline. The ANOVA results showed that Production Group and Guided Group significantly outperformed Accuracy Group in the length of writing; all groups improved in writing accuracy, but Production Group and Guided Group outperformed Accuracy Group. Although Skehan (1998, 2009) and Kormos (2014) expressed their concern about a possible trade-off between accuracy and fluency (or productivity), in the present study, Pearson correlation coefficients indicated no significant negative correlation between grammatical accuracy and the length of writing. Instead, students who wrote longer essays and practiced using the target forms more frequently acquired greater accuracy than those who wrote shorter essays.

Research paper

An Investigation on Cultural Sensitivity and Awareness in English Lessons in a Japanese Primary School
日本の小学校英語教育における文化的感受性および意識に関する一考察

Shino, Ayano (Tokyo Gakugei Univ.)

本研究は、日本の小学校の英語教育における学級担任（HRT）、外国人指導助手（ALT）、そして児童の文化的感受性（cultural sensitivity）および文化的意識（cultural awareness）について調査する。日本の公立小学校では、2020 年に第5・6 学年で外国語が正式教科となり、第 3・4 学年で外国語活動が必修化された。その結果、学級担任、ALT、そして児童の三者がお互いに英語を使いながらコミュニケーションを図る機会がより増えている。本研究では、学級担任、ALT、そして児童の英語授業中の会話を合計約 50 時間 IC レコーダーで録音し、部分的に教室談話分析的手法（e.g., Sinclair and Coulthard, 1975; Walsh, 2013）および教室会話分析的手法（e.g., Seedhouse, 2004）に関する現存の研究に基づき分析を行った。調査の結果、英語授業の観察および録音・分析を通し、特に学級担任による ALT との文化的差異に関する文化的感受性や意識の欠如が時々見られた。学級担任は差別的な方法で ALT と交流しようとする意図はなかったが、彼らの意見は時々無意識に固定観念化されたであろう文化的前提に基づいていることが分かった（e.g., Rymes, 2009）。この結果に基づき、本発表では、文化的な違いを理解する観点から、より効果的な三者間のコミュニケーションや児童の充実した言語学習を促進する為に、どのように文化的感受性および意識を高めることができるかということについて議論をする。

A Longitudinal Study on Metacognitive Process Among Japanese University Students Before, During, and After Study Abroad
留学を経験した大学生の能動的英語学習へのメタ認知に関する縦断的研究

Ueno, Yuko (Graduate School of Doshisha Women's Col. of Liberal Arts)

本研究は、約 1 年間の英語圏留学を経験した日本の大学生が、どのような動機を持ちメタ認知を促進して英語学習に取り組んだのかを調査した 3 年間にわたる縦断的研究である。先行研究では、留学による英語学習へのポジティブな効果や英語力向上に関する研究は見られるが、その背景にある学習者の学習プロセスの変化に着目した研究は少ない。研究課題は次の 2 つである。1）留学前後で、日本の大学生の英語読解力やメタ認知読解方略使用はどのように変化するのか、2）上記の学生の英語学習へのメタ認知はどのように働くのか。調査の参加者は 39 名を対象とし、質問紙とインタビューを併用した研究方法を採用した。質問紙は、メタ認知読解方略に関する 27 項目で 5 段階による選択形式と英語自己学習内容については自由記述形式で構成されたものを使用した。英語読解力の変化を見るために留学前と留学後の TOEIC IP の得点を用いた。結果は 1）留学前後で TOEIC のリーディング得点は有意に向上した。メタ認知読解方略に関しても留学後の使用が高く有意に上回った。2）留学中は英語学習への動機が高く、目標が明確になり、参加者全員が主体的に行動し、積極的に人と関わって英語学習に取り組んだ。さらに、スピーキングやライティングの Productive skills を活用して会話や出来事のふりかえりを行い、メタ認知を高めて自己学習に励んだことがわかった。この結果は留学によってメタ認知が活性化され、自己調整学習が促進されることを示唆している。留学は研究留学、語学力や異文化理解の向上だけでなく、主体性の育成や課題解決能力などのメタ認知を高めることが期待できる。留学中の学習プロセスを調査することは、留学のメリットや能動的な自律学習の示唆を得る上で意義深い。

Research paper

Study of Teaching Materials That Can Be Found Around Us—Using In-Flight Safety Videos—
身近に見つけることができる教材の研究—機内安全ビデオを使って—

Kiyonaga, Katsumi (Shiseikan Univ.)

大学では、日常生活に支障のない実力をつけさせ、実践的に英語が使える実力を育成することが目標の一つだと考える。本研究では、飛行機安全ビデオの英文を題材とし、的確に伝える英文はどういう文が適しているのかを研究した。インターネットで、航空会社が作成したさまざまな機内安全ビデオを視聴した。機内安全ビデオは、映像とアナウンスによって行われ、ユーモアに溢れた映像のものも見られるが、緊急時に生命にも関わる大事なことを説明しているため、アナウンスは必要事項を的確に押さえ、説明していた。研究では、Air France(AF)、American Airlines(AA)、British Airways(BA)、Singapore Airlines(SA)、全日空(ANA)、日本航空(JAL)6 社の機内安全ビデオを、readability や説明事項で使われた語彙や表現を比較した。放映時間は BA が一番長く 6 分 6 秒で、使用語彙数は 775 語であった。AA が 2 番目に長く、4 分 20 秒で、620 語であり、英語圏の航空会社のものが長かった。JAL が一番短く、3 分 44 秒で s 使用英語語彙数は 260 語であった。JAL と ANA は日本語の説明と英語での説明で、それぞれがほぼ半分ずつの時間を使っていた。CEFR Level では、BA が高く B2 で、英検の準 1 級レベルという結果が出た。その他の航空会社は A2 で、英検準 2 級レベルであった。注意事項の説明や規則の順守を求めるアナウンスであるため、文章の 50%以上は命令文であった。また、Please を使った文は少なかった。航空会社により違いは見られるものの英文は短く、接続詞を使った文では等位接続詞が多く使われていた。機内安全ビデオという性格上、単文を使い、淡々とした説明する文体であった。また、アナウンスと同時に映像が流れるため、英語の学習に非常に効果があると考えられた。

Research paper

The Gap Between Descriptive and Pedagogical Grammar: The Present Perfect
記述文法と教育文法の乖離—現在完了に関する一考察

Akamatsu, Nobuhiko (Doshisha Univ.)

日本人英語学習者にとって現在完了表現の習得は難しいと言われている（e.g., 伊関, 2012）。それは、現在時制と完了相の組合せが醸し出す概念が複雑であることに起因しているが、教育文法では通説である現在完了の概念区分（完了、結果、経験、継続）は言語学では必ずしも支持されていないことからも現在完了の複雑さがわかる（e.g., Nishiyama & Koenig, 2010）。また、現在完了は文脈との相互作用で複数の意味解釈が可能であり、場面によっては単純過去との意味的差異がほとんど認められない場合もある。本研究はアメリカ合衆国で生まれ育った 180 名の英語母語話者（19 歳から 88 歳、平均：44.0 歳、標準偏差：14.9 歳）を対象に、現在完了と単純過去の意味的相違について調査した。研究対象の場面は現在完了の結果・完了（10）、経験（11）、継続（11）の 3 つの意味区分とし、合計 32 の 4 コマ漫画を作成した。各漫画の 1 コマの台詞に対し、現在完了と単純過去の文を用意し、フィラーも含め、合計 68 の文を用意した。文は意味区分と時制が均等になるようにランダムに振り分けられ、各研究参加者に 22 もしくは 23 の問題が提示された。研究参加者はオンライン上で示された各漫画の 1 コマの台詞に対して、その意味的妥当性を 4 段階で判断した。意味区分（結果・完了、経験、継続）、時制（現在完了、単純過去）、年齢（4 分割［19-33, 33-41, 41-56, 45-88］）を説明変数、意味的妥当性判断（Perfect, OK, A little Awkward, Awkward）を目的変数とし順序ロジスティック回帰分析を行った。その結果、意味区分（結果・完了 vs. 継続：s.e. =0.205, t=2.453, p=0.014、結果・完了 vs. 経験：s.e. =0.208, t=4.316, p=1.589E-05）、時制（s.e. =0.204, t=5.481, p=4.230E-08）、年齢（s.e. =0.003, t=4.310, p=1.637E-05）において統計的に有意な結果が示された。また、時制と意味区分の交互作用において、経験と継続では統計的に有意な結果が示されたが、結果・完了では、そのような結果は示されなかった。これらの結果から、現在完了の結果・完了と単純過去の間には意味的相違がほとんど見られないことが示唆された。

Research paper

The Relationship Between Reading Proficiency and Metacognition
留学前の学生のリーディング力とメタ認知の関係

Iida, Tsuyoshi (Doshisha Women's Col. of Liberal Arts)

外国語としての英語リーディングとメタ認知の関係に関する縦断的研究は少ない。本研究の目的は英語圏の大学に留学する前の学生のリーディング力とメタ認知の関係を明確にすることにある。参加者は1年次科目 Intensive Reading I/II と2年次科目 Extensive Reading の授業を受講した85名の大学生である。参加者は授業の中で、メタ認知を活用して英語の文章を読み、リーディング方略を学ぶことでリーディング力を身につけてきた。研究方法として、英語テストと質問紙を使用し、定量的・定性的分析を併用した。最初に、学生が16ヶ月の間に受けた2回の IELTS 及び1回の TOEIC IP のリーディングの得点を使い、クラスター分析によって上位・中位・下位レベルの3グループ分けた。次に、リーディング方略とメタ認知に関する質問紙を使い、授業最終日に調査した。質問紙は36項目のリーディング方略に関する6段階の選択方式と各自のリーディングの現在の課題、課題解決法、留学後の読解方法の自由記述方式で構成されている。分析方法として因子分析及びカテゴリー分析を用いた。因子分析の結果、4つの因子を抽出し、第1因子として「リーディングに対する態度」、第2因子として「英文全体理解方略」、第3因子として「英文詳細理解方略」、第4因子として「文単位理解方略」と命名した。因子得点を出し、3グループ間で分散分析を行ったが、統計的に有意な差はなかった。カテゴリー分析の結果、上位・中位グループではリーディングの課題として内容理解に焦点を当てる傾向が見られるのに対し、下位グループは集中力を欠く傾向も見られた。リーディングの課題解決方法として、上位・中位グループはより多様な方略を用いる傾向が見られた。留学後の読解方法について、下位グループは具体性を欠く読み方になっている。結論として、学生は基本的なリーディング方略を身につけたが、リーディングに対するメタ認知はリーディング力によって異なること示された。

Case study / Action research

Japanese ESL for Intercultural Communicative Competence "Students' View Towards English Acquiring Processes"
日本人学習者向けＥＳＬの可能性―学生から見たコミュニケーション英語習得の過程

Omi, Jun (Tokyo Keizai Univ.)

国内の日本語教育では言語習得のみならず、日本社会に適応し、日本人とのコミュニケーションを取ることが学習目的である。教養としての外国語ではなく、コミュニケーション目的の第２言語教育としては当然であろう。一方国内の英語教育の目標は、第２言語として英語（ESL）圏文化に適応し、英米人等とのコミュニケーションを取ることだろうか。あるいは外国語や国際語としての英語（EIL）話者の各文化に適応し、世界の英語話者とコミュニケーションを取ることだろうか。否、そもそも異文化適応やコミュニケーション力を目指しているのだろうか。国際社会に適応する人材育成等の文言が国内で謳われて久しいが、現状は入試や各種資格検定試験での高得点が至上命題であり続ける為、文法能力を初めとした言語能力、すなわち認知能力の向上は目指す一方、非認知能力たるコミュニケーションや異文化適応の総合力が問われることは学校教育では皆無に近い。また近年隆盛の EIL では、非母語話者の英語学習のハードルを下げる反面、文化的側面にほとんど触れない為、日本文化と外国文化が異なることにも学習者は気付けていない。文化が異なれば摩擦は必至であるにも拘らず、英米文化を軽視するあまり、世界の異文化は元より、学習者は自らが身に付けている日本文化にも気づかない。これではボーダーレス社会に対応する人材育成には程遠い。発表では２０２２年度に対面授業にて受講した大学生３６名の質的量的データを中心に、学生個別のインタビューにより学習者側の英語受容についての意識変遷を追う。日米比較による異文化適応と対人コミュニケーション能力養成目的の ESL 授業を通し、学習者が受講中に何を考え、何を身に付けて来たか自ら語る言葉を紹介しながら、日本人学習者向けの英語教授法の可能性を示したい。英語教育の目的を日本語教育や異文化教育の観点から改めて問い直し、関係者の皆さんの意見を伺いたい。

Case study / Action research

A Case Study of Team Teaching in ESP—English Conversation Class for Pharmacy Students Prior to Pharmacy Practice Experiences

Inoue, Yuko (Hokuriku Univ.)
~~Ishikawa, Kazuhiro (Hokuriku Univ.)~~

Nowadays, English proficiency is crucial for Japanese pharmacists when obtaining necessary information from resources such as New England Journal of Medicine, JAMA Network and Crediblemeds for sharing information with other healthcare professionals and when communicating with non-Japanese patients at the healthcare facilities and community pharmacies. However, it is not easy for pharmacy students prior to Pharmacy Practice Experiences to realize the importance of English skills. They tend to register English courses just for earning credits to graduate. To make matters worse, some students, who seem to think only about the National Examination for Pharmacists, complain that English courses deprive them of their precious time although English proficiency can be related to research capabilities, one of the "ten qualities required for pharmacists." Our presentation will focus on how to manage English conversation class for the 4th year pharmacy students with different English levels and different motivation at a private university in Japan. With limited budget and teaching staff, the course "English Conversation for Pharmacists in Patient Education" with a capacity of more than 70 students has been conducted in a unique collaboration between the two faculty members: one specializing in TESOL and the other having clinical work experience as an oncology pharmacist. We will discuss what should be considered to make students achieve the SBOs in alignment with the core curriculum, showing advantages and disadvantages in group activities as well as self and peer evaluation.

Research paper

Optimality Theory and Pedagogical Grammar for English Learners
最適性理論と学習英文法

Ohno, Masaki (Showa Univ.)

学習英文法では英語学習上の効率と効果が最大限に配慮されていることから，主に規範的な表現の扱いが中心となり，また説明のための道具立ても限定されてしまっている．一方，学習英文法で「非標準」あるいは「非文法的」として排除される表現の中には，地域や共同体，年齢層などよっては「容認可能」と判断され，実際にはインフォーマルな場面で使用されているものが少なくない．学習英文法の中身は更新されることがないことから，かつては容認されていなかったものの，その使用が英語母語話者たちのなかで徐々に広がりを見せている表現については，「間違った」判断をしてしまうことがあるのだ．また学習英文法はその目的のために，システムとして説明・記述のための一貫した道具立てを欠いていることから，言語現象によってはその取り扱いについて複数の相反する分析を提示することがあり，一定の習熟に達した（教師を含む）英語学習者に混乱を引き起こしている．こうした問題は，学習者にとって英語という言語のさらなる深い理解を妨げる要因となっている．その根本の原因は，学習英文法が言語理論と有機的に結びついておらず，すでに完成し閉じられた体系となってしまっていることにある．よって，学習英文法に言語学の知見をそのまま「下ろす」のでなく，国内の英語教育環境を考慮し，また言語理論とも接続する新たなレベルの英文法が必要とされている．本発表は，通例否定文で使われる表現が意味の変更を伴わずに否定辞脱落の形式でも使われる現象を取り上げ（e.g., I don't know beans about it. "I don't know anything about it" = I know beans about it.（Huddleston and Pullum 2002:823）），最適性理論の基本的な概念を導入し，否定のサイクル（Jespersen 1917）の問題として捉えることで，当該事例や類似の現象は「制約の優先順位の違い」として説明できることを示す．そして言語理論の適切な適用範囲の見極め，および言語理論は英語教育にどのような形でどの程度に歩み寄り，貢献できるのかを追求する．

Research paper

Psychological Effects of COIL on Japanese University Students: Global Collaboration With Tokyo University of Foreign Studies, ICU, Aoyama Gakuin University, University of California, and University of the Philippines

東京外国語大学、ICU、青山学院大学、カリフォルニア大学、フィリピン大学の協働による世界規模の COIL が日本の大学生に及ぼす心的影響

Anzai, Yayoi (Aoyama Gakuin Univ.)

COIL（Collaborative Online International Learning)は、文科省の「世界展開力強化事業」として取り組まれ、卓越したグローバル人材育成を目標にしている。この報告書では COIL が教育と社会のグローバル化に果たす可能性の大きさと果敢な取り組みが報告されている。しかしミクロ的な視点から、参加している授業単位で、COIL がどのような心的影響を学習者に与えるのかという研究はあまり多くはない。そこで本稿は、COIL 型教育が教育工学と Academic English を学ぶ日本の大学生（日本人と留学生）にどのような影響を与えるのかに焦点を当て、心的影響を明らかにすること目的とした。対象とする COIL は、東京外国語大学が主導し、ICU が協働し、青山学院大学が協力校となっている TP-COIL で、2022 年度の最新のオンライン授業である。参加した大学は、前述の三大学に、カリフォルニア大学アーバイン校、フィリピン大学の合計五大学で、教育工学を専門にする教員がそれぞれの授業の一部で協働した。時期は、2022 年 10 月から 11 月である。本研究の対象となる日本の大学生は合計 29 名であった。この COIL プロジェクトは、第一段階は Discord をプラットフォームとして使用した非同期型 COIL で行い、第二段階は ZOOM を使用した同期型 COIL を使い実施した。主要な目的は英語学習意欲の向上、異文化間コミュニケーションスキルを育成することであった。第一段階の Discord では、YouTube で学んだスキルについて 10-15 秒のショートビデオを作成し、各大学のそれぞれの学生が紹介し、第二段階の ZOOM では、Discord でのディスカッションをリアルタイムのディスカッションに発展させた。その後、日本の大学生は非同期型と同期型 COIL の印象を比較し、ディスカッションを行った。心的影響については、親しみやすさ、コミュニティ感、自己肯定感、World Englishes, 各自の発言力の観点から考察を行った。その結果、COIL は日本の大学生の世界共通語としての英語学習意欲、異文化間コミュニケーション能力、グローバル社会における調整力や行動力を養う可能性があることが示唆された。

Research paper

Identifying the English Listening and Speaking Skills Required by Pilot Trainees
航空機操縦士訓練生に必要な英語スピーキング・リスニング力―どのような状況で何ができる必要があるのか

Nishikawa, Megumi (Tokai Univ.)
Nawata, Yoshinao (Civil Aviation Col.)

航空機操縦士訓練生（以下、訓練生）の英語は ICAO（国際民間航空機関）が求める Language Proficiency Requirement を満たす必要がある。航空無線（以下、RT）では、routine 状況下での決まった phraseology を使用してのやり取りと、緊急時等 non-routine 状況下での plain English によるやり取りができる英語力が必要である（ICAO, 2010）。本研究では、訓練生の RT 交信時に求められる英語力の特定を目的に、（1）どのような状況（地上走行・飛行中・着陸後/routine・non-routine）で（2）何ができる必要があるのか、を研究課題とした。subject matter experts（当事者）に事象の背景を詳細に分析させる grounded ethnography（Douglas, 2000）手法にて、訓練課程修了生（5 名）に訓練課程で実際に起こった操縦動作ミスの記録のうち言語が原因である 5 例においてミスが起こった背景と何ができる必要があったのかを分析してもらった。結果は、着陸後地上走行中に taxiway を聞き間違える、飛行中に高度、方向、FIX 名、コールサインを聞き間違える・勘違いする（routine）、飛行中に急にフライトプランを説明する必要が発生しその説明と質問への応答（non-routine）であった。何ができる必要があるのかについては、数字やアルファベット、高度や方向を正確に聞き取る、確証がない場合は確認をする、non-routine 状況下での plain English によるやり取りを行う力が必要であることが分かった。これらの結果から、訓練生には routine/non-routine シナリオの下で数字やアルファベットの聞き取り、plain English によるやり取りを訓練が必要であることが示唆された。

Research paper

The Use of BERT and Human Cognition : For the Better English Polysemous Words Teaching
BERT の使用と人間の認知—より良い英語の多義語指導に向けて—

Iijima, Hisanori (Graduate School, Keio Univ.)

本研究では、主に自然言語処理の領域で使用されている、Google 社の開発した BERT というツールと、従来の心理学的実験から見た、人間の持つ多義語の互いの意味の関連性の認知を比較することにより、主に多義語を中心にした英語の語彙指導への示唆を行うものである。これまでの研究では、多義語を中心とした英語のより良い語彙指導への示唆をするための手段として、特定の単語を実験室で複数の方法で教えて、事前テスト・遅延テスト・事後テスト等により学習者の記憶を測定して、その結果として語彙指導への示唆をするというものがとても多い傾向にあった。しかし、多義語の指導法として、これらはそれぞれの語の意味同士の距離など、意味同士の結びつきについて、とても軽視されている傾向にあった。そこで、実験として、最初に上述した Google 社の BERT を使用することにより、多義語である have を始めとする特定の複数の多義語の各々の意味がどれだけ離れているのかという散布図を出した。次に、実験参加者にこれまでの英語学習歴について質問紙によって調査したのち、その BERT で使用した語とその意味を複数提示して、各々の語の意味同士の近さを質問紙を用いて五段階評価で測定した。結果として、BERT で出した散布図よりも、学習者の言語経験によって意味同士の近いか、または、遠いかということが決まっていることがわかった。また、学習熟達度の高い学習者ほど、意味同士の関連性を結びつける傾向があった。すなわち、意味の近さについて学習熟達度の低い学習者よりも意味の結びつきを示す傾向が高かったということである。今後の英語教育への示唆として、熟達した英語学習者になるために、多義語などの語彙を教える際には、各々の単語の互いの意味の関連性を促すような指導が有効であることが示唆された。

Research paper

Effective Teaching Methods for Students With Poor English Skills in Online Classes Using TED Talks

TED Talks を使用した遠隔授業で英語の苦手な学生に効果的な指導法

Hasegawa, Shuji (Uekusa Gakuen Univ.)

2020 年以来、英語の苦手な学生が多い X 大学では、前期必修「英語 1」で最初の 10 回分を、内容が興味深く、自学自習も可能な TED Talks を使用した遠隔授業を実施している。そこで本研究の目的は、TED Talks を使用した遠隔授業で英語の苦手な学生に効果的な指導法を探ることであった。授業方法として、学生は Google Classroom を通じて、1)1 回の授業につき TED Talks から指定された 1 話（約 15 分）を宿題で視聴し、10 項目の質問に答えを書き込んだファイルを提出する。2)当該授業の冒頭では、Google Forms を通じて、その 10 項目に関する英語の確認テスト 10 問（10 分）が行われる。その後、3)宿題で視聴した 1 話を再度視聴しながらシャドーイングをし、4)この 1 話に対する感想を各自ストリーム欄に書き込んで意見を共有する。次に指導者は、5)Meet による共有画面を通じ、確認テストの中で正答率の低かった問題について解説をする。最後に学生は、6)その日のテーマに沿ったライティング課題に対し、英語で 5 行程度書いて期限までに提出する。合計 10 話を使用した授業の事前事後には TED Talks の内容とは関係のない筆記テストを実施した。また、事後テストの際には、情意面に関して 15 項目から成る 5 件法の質問紙調査を実施した。加えて、2022 年には確認テスト対策をどのように行ったかを自由筆記で答えてもらった。参加者は 2020 年から順に 74、58、54 名であった。その結果、上記 5)を行った 2021 年と 2022 年は両年とも成績が向上し、有意な差があった。2022 年では、「今回のような遠隔授業は効果的だ」という項目で、前年よりポイントが向上し、有意な差があった。自由筆記からは、TED Talks に付いている英語と日本語の字幕を活用し、動画を繰り返し視聴することの有効性が示唆された。

Research paper

Business English Communication Skills: Survey Results
企業が求める英語コミュニケーション力―ポストコロナ社会におけるテクノロジーの普及と新たな課題―

Ishikawa, Nozomi (Sapporo Otani Univ.)
Yamada, Hiroshi (Takachiho Univ.)
Yamada, Masaki (Sapporo Otani Univ.)
Miki, Kosuke (IIBC)

本研究は、コロナ禍を契機に仕事のやり方やコミュニケーションスタイルが複雑化する中、交渉力をはじめとするビジネスの推進に必要な英語力育成を目指すことをテーマに、（一財）国際ビジネスコミュニケーション協会と共同で実施しているものである。小池ほか(2010)、寺内ほか(2015)でビジネスパーソンによる英語の使用実態についておこなった大規模調査を一部引き継いでいる。本発表では、この研究において①ビジネスパーソンの英語力、②ビジネス環境やテクノロジーの発展に伴う業務での英語使用状況を検証する目的で実施したアンケート調査の（n=2,686）結果について報告する。過去の調査との比較から明らかになった点、本研究で新たに追加した設問である翻訳ソフトやオンライン会議システム等のコミュニケーション支援ツールの活用状況や、対面とオンラインでのコミュニケーションにおける困難度の比較について焦点をあてて発表する。経年比較から、TOEIC® Listening & Reading Test のスコアにおいて実質的な英語力の変化は確認できなかった一方、英語使用形態は交渉、電話、ビジネスレター、ファックスで減少が見られた。今回の調査では、特に英語使用歴や英語使用頻度が少ない新規使用者が半数近くを占めていた。また、会議アプリや翻訳アプリの利用が7割を超え、テクノロジーの利用によって英語業務の困難さが軽減したと感じる人は6割を超えていた。英語力からは、英語力中位層が特にオンライン会議を困難に感じることや、翻訳アプリの依存度は英語力によって異なることがわかった。さらに、ビジネスにおける困難さは英語力以外にも、4技能による違い、職位、業務経験歴、業務割合などによって差がみられた。今回の結果から、ビジネスパーソンをいくつかのタイプに分類し、それぞれに必要な英語力育成と困難さの解消につなげる枠組みを検討する必要性が高いことが示唆された。

Case study / Action research

A Case Study of Poster Presentation Utilizing SDGs at Advanced Course of National Institute of Technology
高専専攻科における SDGs を題材にしたポスタープレゼンテーションの実践報告

Okada, Misuzu (National Institute of Technology, Ube Col.)

グローバル化が進んで久しい昨今、英語運用能力は多くの学生にとって必要な能力の 1 つとなってきている。本校の英語授業では、言語運用を可能にするため必要となる言語知識の学習や、それらを使用したアウトプット活動に重点を置いてきた。中でも大学 3 年生にあたる専攻科生については、『Winning Presentations 8 Tapes of Successful Presentation』（Morita, et al.）というテキストを使用し、CLIL 型指導を取り入れた 2 段階による英語プレゼンテーションの指導を 4 年にわたり実施してきた。最初に報告型プレゼンテーションの構成を学び、テキストにあるテーマかオリジナルテーマを設定し、型とそのモデルプレゼンテーションを参考にしたパワーポイントプレゼンテーションを行った。提出されたスクリプトは以下に示す 2 つの観点により教員からのフィードバックを受けた。次に説得型プレゼンテーションの構成を学び、SDGs からテーマを設定したポスタープレゼンテーションを型に沿って行った。学生は大判のグループワークシートを利用して段階的に構成を組み立てていき、ポスターを作製する。これらの実践から得られたデータを分析し、理論面に落とし込んで検証する理論と実践の往還研究を行うことで、学生の適切な言語使用や運用能力向上に資する実践へとつなげることが可能となる。したがって提出された 2 種類のスクリプトについて、学生にフィードバックした①模範となる文章を参考にした構成的技能、②適切な文法項目の使用、以上 2 つの観点と、KH コーダーを使用し③テーマに紐づく用語と頻繁に使われる文法項目に関するテキストマイニング、合わせて 3 点について分析した。結果から、テキストのモデルを参考にしたフィードバックによる構成技能の向上について一定の成果が見られた。また、学生が好む文法項目や言語知識の使用についてもある傾向が見られた。本発表は、授業実践とこれら分析結果の詳細を報告するものである。

Research paper

Corrective Proposal for the Teaching of the Definite Article in Junior and Senior High Schools from the Perspectives of Specificity and Maximality
中学，高校における定冠詞教育に対する，特定性と最大性の観点からの是正案

Sone, Hiroaki (Miyagi Univ.)

日本人学習者が陥りやすい定冠詞の誤用について特定性(specificity)と最大性(maximality)の観点から中学，高校での教育に提案を行う。「the は特定なモノに付ける」と考える日本人は多い。the が付く単数名詞句は唯一性で説明がつくものが多い。しかし，聞き手の同定可能性に帰する唯一性は，不特定性の対立概念である特定性とは異なる。実際，I saw a book on the table.が正しい場面でthe book とする日本人学習者は多い。話者にとって，既に目にした本であり，話者にとって特定であるため the を付けてしまう。中学，高校の先生に調査したところ(複数回答可)，97.0%の先生が「the は特定なモノに付ける」と答え，唯一性を支持する人(90.9%)より多かった。発表では「特定」という日本語の語感に対する調査結果も加えて所感を述べる。また「the + 複数名詞句は（常に）the によって示される属性をもったモノ全てを指す」(最大性)と考える日本人も多い。しかし，After the lecture, the forty Japanese students asked questions.において，日本人学生 40 人全てが質問したとは考えづらい。実際には最大性は満たされないことがある。最大性解釈をしない名詞句を弱定名詞句と呼ぶが，弱定名詞句において the を選択できない日本人学習者は多い。中学，高校の先生に聞くと 61.2%の先生が「the books that ...では，...の部分の属性を持った全ての本を指す」と回答した。また，多くの先生(50.9%)も自身がその様に習ったと回答した。全てのモノを指すという教育がなされてはいないだろうか。全てを指す感覚は副次的なものであり，それを阻害する条件が存在する場合は易々と減退する。これらについて所感を述べる。

Research paper

Analysis of Collaborative Discussion to Solve Difficulties in EFL Reading

Mori, Akitomo (Aichi Univ. of Technology)

This presentation reports the effect of EFL reading strategy instruction based on the collaborative discussion to solve the difficulty of reading, and relationship between the EFL reading difficulty and the way of solution and its effect to EFL reading test. Reading comprehension proceeds by the interaction between the information in short-term memory and background knowledge in long-term memory automatically. However, when a reader faces difficulty, controlled and conscious strategic reading is required. Therefore, instruction of reading strategy has been a focus of many researchers. As a promising design of the instruction, this presentation focuses on the problem solving by collaborative discussion. More precisely, the relationship among the specific reading difficulties and ways of solution and reading comprehension test is reported which has not been fully discussed. This presentation shows practical instruction of EFL reading strategy for Japanese EFL learners, following the design of problem solving by collaborative discussion. Also, readers' difficulties for EFL reading are classified into four types, ('unknown word', 'grammatical structure of a sentence', 'relation between sentences' and 'lack of background knowledge'). Ways of solutions are classified into three types ('discussion with peers', 'discussion with teacher', 'individual effort during the lesson (ex. checking dictionary))'. Result shows EFL reading test score improved with significance ($p < .01$). Also, multiple regressions analysis was administered and Post-EFL reading test is mainly predicted by the solution of 'discussion with peers' and 'discussion with teacher' (Adjusted $R2 > 0.5$), difficulty of 'unknown words' has high correlation with 'individual effort' (0.79, $p < .01$), difficulty of 'grammatical structure of a sentence' has high correlation with 'discussion with teacher' (0.71 $p < .01$), and difficulty of 'lack of background knowledge' also has high correlation with 'discussion with teacher' (0.72, $p < .01$). Based on the result, pedagogical suggestions are presented for the EFL reading class.

Research paper

Verification of the Effects on CLIL at the University
大学授業における CLIL（内容統合型学習）実践の効果検証

Kojima, Satsuki (Miyagi Univ.)

CLIL（内容統合型学習）は、欧州連合（EU）における人々の行き来を想定し、文化の保全と多言語教育の促進のために、施策的に構想されたものである。CLIL は、1990 年頃、ヨーロッパの外国語教育で盛んに実践と研究が行われ、2010 年以降、日本、アジア、その他の地域において急速に広がり、注目を集めている。CLIL は、外国語を使って、教科の内容を学習することにより、言語と内容の両方を同時に学ぶアプローチである。CLIL は、また、動機づけを高める可能性があるとも報告されている（Coyle, et al., 2010）。
本研究は、大学入試を終え、英語学習への動機機付けが減退すると考えられる大学 1 年生の一般教養科目の英語において、CLIL を実践することにより、半期で彼らの英語力（リスニング・リーディング力）を高めることができるのか、学習内容の知識を得ることができるのか、そして、学生達の自己評価や授業への積極性に変化はあるのかを、TOEIC Bridge を使った事前事後テスト、そして事前事後の選択式アンケートから検証した。参加者は、当該英語科目を必修科目として履修している教育系学部の 1 年生 45 名である。初回のオリエンテーションと 2 回の試験とアンケートを行った 3 回を除いた 12 回、CLIL 授業を実践した。教室内では、4 技能すべてを使った活動を日本語と英語を交えて行った。また、2 回に一回（全 4 回）の英語でのグループプレゼンを行った。結果として、リスニングとリーディングの事前事後試験の TOEIC Bridge の点数が統計的有意(t(47)=-7.1, p<.001)に上昇した。また、アンケートの結果から、高校時の授業と比べて、CLIL 授業への"やりがい""積極性""意欲"に関して、好意的な回答が得らえた。また、自己評価に関しては、英語を読むこと、話すことと比べて、英語を書くことへの苦手意識が減少傾向であった。本研究では、大学での CLIL 授業実践が、有効であり、大学生のやる気を引き出す可能性があることについて考察する。