

外国語教育メディア学会関西支部

第10次基礎理論研究部会 第11回 研究例会開催のご案内

部会長 金澤 佑 (関西学院大学)  
顧問 門田 修平 (関西学院大学)

For information in English, please click on the link below:

<https://let-kansai-fmt-sig.blogspot.jp>

- ◆ 日時： 2019年 5月 12 (日) 例会：13:30-16:30  
\*プロジェクトメンバーの方は、**10:30**までにご参集下さい。  
\*時間厳守でお願い致します。
- ◆ 場所： 関西学院大学梅田キャンパス1005  
【所在地】 〒530-0013 大阪市北区茶屋町19-19 アプローズタワー  
【アクセス】 [http://www.kwansei.ac.jp/kg\\_hub/access/index.html](http://www.kwansei.ac.jp/kg_hub/access/index.html)
- ◆ 内容：  
1. 輪読  
[輪読書] Jiang, N. (2018). *Second language processing*. New York, NY: Routledge.  
[輪読箇所] Chapter 5 Processing complex words, multiword units, meaning in L2 (pp. 196-243)  
後半+ α (フォーミュラ関連最新文献)  
担当：磯辺 ゆかり 先生 (京都精華大学)

---<<休憩>>---

- 2. 研究発表  
[タイトル] Vocabulary and social learning collide: a peak into ELL motivation plus other goodies  
担当：Markane Sipraseuth 先生 (関西学院大学)

※これまで読んできた文献

[午後]

2014.11. (書籍)

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- characteristics of Swedish proverbs. *Applied Linguistics*, 36 (1), 1–23.
- 2015.07. Siyanova-Chanturia, A. (2013). Eye-tracking and ERPs in multi-word expression research: A state-of-the-art review of the method and findings. *The Mental Lexicon*, 8 (2), 245–268.
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- 2015.11. Lin, P. M. S. (2010). The phonology of formulaic sequences: A review. In D. Wood (Ed.), *Perspectives on formulaic language: Acquisition and communication* (pp. 174–193). London: Continuum.
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- 2016.01. Yamashita, J., & Jiang, N. (2010). L1 influence on the acquisition of L2 collocations: Japanese ESL users and EFL learners acquiring English collocations. *TESOL Quarterly*, 44, 647–668.
- 2016.02. (実施せず)
- 2016.03. (実施せず)
- 2016.04. Siyanova-Chanturia, A. (2015). On the ‘holistic’ nature of formulaic language. *Corpus Linguistics and Linguistic Theory*, 11 (2), 285–301.
- 2016.05. Siyanova-Chanturia, A. (2015). Collocation in beginner learner writing: A longitudinal study. *System*, 53, 148–160.
- 2016.07. Barcroft, J. (2015). Specificity in type of processing and learning: The TOPRA model. In *Lexical input processing and vocabulary learning* (pp. 57–68). Amsterdam: John Benjamins Publishing Company.
- 2016.10. Barcroft, J. (2015). Effects of output with and without access to meaning. In *Lexical input processing and vocabulary learning* (pp. 93–101). Amsterdam: John Benjamins Publishing Company.
- 2016.11. Barcroft, J. (2015). Effects of acoustically varied input. In *Lexical input processing and vocabulary learning* (pp. 149–162). Amsterdam: John Benjamins Publishing Company.
- 2017.01. Barcroft, J. (2015). Three key components of learning a word: Form, meaning, mapping. In *Lexical input processing and vocabulary learning* (pp. 29–37). Amsterdam: John Benjamins Publishing Company.
- 2017.02. Barcroft, J. (2015). Effects of increased and spaced exposure, In *Lexical input processing and vocabulary learning* (pp. 125–132). Amsterdam: John Benjamins Publishing Company.
- 2017.04. Barcroft, J. (2015). Effects of opportunities for target word retrieval, In *Lexical input processing and vocabulary learning* (pp. 103–112). Amsterdam: John Benjamins Publishing Company.
- 2017.05. Barcroft, J. (2015). Privileging and patterns in partial word form learning, In *Lexical input processing and vocabulary learning* (pp. 115–124). Amsterdam: John Benjamins Publishing Company.
- 2017.06. Barcroft, J. (2015). Effects of input enhancement, In *Lexical input processing and vocabulary learning* (pp. 139–147). Amsterdam: John Benjamins Publishing Company.

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Barcroft, J. (2015). Effects of semantic versus thematic sets, *In Lexical input processing and vocabulary learning* (pp. 133–138). Amsterdam: John Benjamins Publishing Company.
- 2017.10. (実施せず)
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- 2017.12. Barcroft, J. (2015). Summary of theoretical and instructional implications, *In Lexical input processing and vocabulary learning* (pp. 165–172). Amsterdam: John Benjamins Publishing Company.  
Barcroft, J. (2015). Directions for future research, *In Lexical input processing and vocabulary learning* (pp. 173–178). Amsterdam: John Benjamins Publishing Company.
- 2018.01. Barcroft, J. (2015). Summary of theoretical and instructional implications, *In Lexical input processing and vocabulary learning* (pp. 165–172). Amsterdam: John Benjamins Publishing Company. まとめ
- 2018.02. (実施せず)
- 2018.04. Schütze, U. (2017). A New Word, *In Language learning and the brain: Lexical processing in second language acquisition* (pp. 7–24). Cambridge, England: Cambridge University Press.
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- 2018.07. Schütze, U. (2017). Cognitive Load (pp. 67-85), *In Language learning and the brain: First and second language acquisition*. Cambridge, England: Cambridge University Press.
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- 2018.10. Schütze, U. (2017). The Bilingual Lexicon and Speaker (pp. 101-115), *In Language learning and the brain: First and second language acquisition*. Cambridge, England: Cambridge University Press.
- 2018.12. Schütze, U. (2017). Spacing (pp. 116-135), *In Language learning and the brain: First and second language acquisition*. Cambridge, England: Cambridge University Press.
- 2019.1. Schütze, U. (2017). Word Analysis (pp. 136-151), *In Language learning and the brain: First and second language acquisition*. Cambridge, England: Cambridge University Press.
- 2019.2. Schütze, U. (2017). Learning and teaching (pp. 152-163), *In Language learning and the brain: First and second language acquisition*. Cambridge, England: Cambridge University Press.
- 2019.4. Jiang, N. (2018). Processing complex words, multiword units, meaning in L2 (pp.196-243)前半, *In Second language processing*. New York, NY: Routledge.

Cf. [午前のプロジェクト会議]

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- 2014.12. Conklin, K., & Schmitt, N. (2012). The processing of formulaic language. *Annual Review of Applied Linguistics*, 32, 45–61.
- 2015.01. Sosa, A. V., & MacFarlane, J. (2002). Evidence for frequency-based constituents in the mental lexicon: Collocations involving the word *of*. *Brain and Language* 83, 227–236.
- 2015.02. Jiang, N., & Nekrasova, T. M. (2007). The processing of formulaic sequences by second language speakers. *The Modern Language Journal*, 91 (3), 433–445.
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- 2015.07. Wray, A. (2000). Formulaic sequences in second language teaching: Principle and practice. *Applied Linguistics*, 21 (4), 463–489.
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- 2015.11. 以降は午前の部での輪読を実施せず

以上

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