

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 20 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： 2020年 2月 22日 (土) 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1401
【所在地】 〒530-0013 大阪市北区茶屋町19-19 アプローチタワー
【アクセス】 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 3. Phonological Processing in L2: Concepts, Methods, and Models (pp.33-72)
担当：渡部 宏樹先生 (情報通信研究機構 脳情報通信融合研究センター)
- <<休憩>>---
2. 研究発表
[タイトル] 「日本の入学試験におけるスピーキングテスト導入の経緯に関する研究」
担当：黒川 智史様 (東京大学大学院)

※これまで読んできた文献

[午後]

2014.11. (書籍)

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- 2015.12. Wolter, B., & Gyllstad, H. (2013). Frequency of input and L2 collocational processing. *Studies in Second Language Acquisition*, 35, 451–482.
- 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.
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- 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.
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- 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.
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- 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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- 2019.01. Schütze, U. (2017). Word Analysis (pp. 136-151), *In Language learning and the brain: First and second language acquisition*. Cambridge, England: Cambridge University Press.
- 2019.02. 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.
- 2019.04. Jiang, N. (2018). Processing complex words, multiword units, meaning in L2 (pp.196-243) 前半, *In Second language processing*. New York, NY: Routledge.
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- 2019.10. Jiang, N. (2018). Word recognition in L2 (pp. 161-183), *In Second language*

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- 2019.11 Jiang, N. (2018). Sentence Processing in L2: Sensitivity to Morphosyntactic Violations (pp. 286-322), In Second language processing. New York, NY: Routledge.
- 2019.12 Jiang, N. (2018). Phonological Processing in L2: Issues and Findings (pp. 73-142), In Second language processing. New York, NY: Routledge.

Cf. [午前のプロジェクト会議]

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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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