

外国語教育メディア学会関西支部

第 11 次 基礎理論研究部会 第 15 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： 2022年 3月 13日 (日) 例会：15:30-18:30 (エモーション・デー)
*時差の都合上、普段の例会と開催時間が異なっておりますため、ご注意ください。
*時間厳守でお願い致します。

◆ 場所：Zoom利用によるオンライン開催の予定です。下記「参加希望フォーム」にご回答いただいた方に、メールでアクセス方法をお送りいたします。

参加希望フォーム：<https://forms.gle/6pWidTS5VbczrPZf9>

◆ 内容：

ニトラの哲人コンスタンティヌス大学 (スロバキア) より外国語学習における感情研究の専門家を招待しての開催となります。

Presentation #1

The Influence of Psycho-social Training on Foreign Language Pronunciation Anxiety

by Prof. Zdena Kráľová & Prof. Anna Tirpáková (Constantine the Philosopher University in Nitra, Slovakia)

---《休憩》---

Presentation #2

Emotionally Competent Stimuli in Foreign Language Learning

by Dr. Jana Kamenická (Constantine the Philosopher University in Nitra, Slovakia)

※これまで読んできた文献

[午後]

2014.11. (書籍)

2014.12. Shin, D., & Nation, P. (2008). Beyond single words: The most frequent collocations in spoken English. *ELT Journal*, 62 (4), 339-348.

2015.01. Ellis, N. C., Simpson-Vlach, R., & Maynard, C. (2008). Formulaic language in native and second language speakers: Psycholinguistics, corpus linguistics, and TESOL. *TESOL Quarterly*, 42 (3), 375-396.

2015.02. Simpson-Vlach, R., & Ellis, N. C. (2010). An academic formulas list: New methods in phraseology research. *Applied Linguistics*, 31 (4), 487-512.

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- from self-paced reading. *TESOL Quarterly*, 46 (4), 831–841.
- 2015.05. Hallin, A.E., & Lancker, D.V. (2015). A closer look at formulaic language: Prosodic 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.
- 2015.09. Carrol, G., & Conklin, K. (2015). Cross language lexical priming extends to formulaic units: Evidence from eye-tracking suggests that this idea ‘has legs’. *Bilingualism: Language and Cognition*, 1–19.
- 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.
- 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.
- 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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- 2017.10. (実施せず)
- 2017.11. (講演のため実施せず)
- 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.
- 2018.05. Schütze, U. (2017). Memory, Language and the Brain, *In Language learning and the brain: Lexical processing in second language acquisition* (pp. 25–48). Cambridge, England: Cambridge University Press.
- 2018.06. Schütze, U. (2017). Synaptic Connections, *In Language learning and the brain: Lexical processing in second language acquisition* (pp. 49–66). Cambridge, England: Cambridge University Press.
- 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.
- 2019.01. 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.
- 2019.05. Jiang, N. (2018). Processing complex words, multiword units, meaning in L2 (pp.196-243) 後半, *In Second language processing*. New York, NY: Routledge.

- 2019.06 Jiang, N. (2018). Word recognition in L2 (pp.143-160), In Second language processing. New York, NY: Routledge.
- 2019.10 Jiang, N. (2018). Word recognition in L2 (pp. 161-183), In Second language processing. New York, NY: Routledge.
- 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.
- 2020.2 Jiang, N. (2018). Phonological Processing in L2: Concepts, Methods, and Models (pp.33-72), In Second language processing. New York, NY: Routledge.
- 2020.5 Adelman, J. S., & Estes, Z. (2013). Emotion and memory: A recognition advantage for positive and negative words independent of arousal. *Cognition*, 129, 530-535.
- 2020.7 Jiang, N. (2018). Sentence Processing in L2: Parsing (pp. 244-285), In Second language processing. New York, NY: Routledge.
- 2020.9 Kapp, K. M. (2017). Gamification designs for instruction. In C. M. Reigeluth, B. J. Beatty, & R. D. Myers (Eds.), *Instructional-design theories and models, volume IV: The learner-centered paradigm of education* (pp. 351-384). New York: Routledge.
- 2020.12 Hervais-Adelman, A., Moser-Mercer, B., Michel, C. M., & Golestani, N. (2015). fMRI of simultaneous interpretation reveals the neural basis of extreme language control. *Cerebral Cortex*, 25 (12), 4727-4739. doi:10.1093/cercor/bhu158
- 2021.1 Kachlicka, M., Saito, K., & Tierney, A. (2019). Successful second language learning is tied to robust domain-general auditory processing and stable neural representation of sound. *Brain and Language*, 192, 15-24.
- 2021.3 (研究発表 2 件につき輪読は実施せず)
- 2021.5 (研究発表 2 件につき輪読は実施せず)
- 2021.7 (研究発表 2 件につき輪読は実施せず)
- 2021.9 (研究発表 2 件につき輪読は実施せず)
- 2021.11 (研究発表 2 件につき輪読は実施せず)
- 2022.1 (公開講演会開催につき輪読は実施せず)

Cf. [午前のプロジェクト会議]

- 2014.11. Martinez, R., & Schmitt, N. (2012). A phrasal expressions list. *Applied Linguistics*, 33 (3), 299–320.
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- 2015.05. (実施せず)
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formulaic sequences in a second language. *Annual Review of Applied Linguistics*, 32,
83–110.

2015.11. 以降は午前の部での輪読を実施せず

以上

事務局：三木浩平（近畿大学）・ラフラーレイ（立命館大学）
連絡先：let.fmt.sig@gmail.com