

外国語教育メディア学会関西支部

第13次基礎理論研究部会 第1回 例会開催のご案内

部会長 金澤 佑 (大阪大学)
顧問 門田 修平 (関西学院大学 名誉教授)

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

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

◆ 日時：2024年5月26日（日）例会：1:30PM-4:30PM

＊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/ZtXnbGtrD5QC1hFu9>

◆ 内容：

1. 日本人英語学習者のポジティブな情意的要因を活かした指導の研究事例について

[Translation] Reports on the effects of instruction enhancing Japanese EFL learners' positive affective factors on their language development

by 大山 廉 Ren Oyama (茨城大学 Ibaraki University)

＊関連文献：大山廉 (2023) 「学習者の情意と英語の指導法」大瀧綾乃、須田孝司、横田秀樹、若林茂則 [編] 『第二言語習得研究の科学2：言語の指導』 (pp. 145-164) くろしお出版

2. 多読教材の情動性とエンゲージメント

[Translation] Emotionality of extensive reading materials and engagement

by 金澤 佑 Yu Kanazawa (大阪大学 Osaka University)

＊関連文献：金澤佑 (2022) 「高等教育活動におけるディープ・ポジティブティ仮説と認識情動」『感情心理学研究』30 (Supplement), OS2-09.

5月25日（土）開催のLET関西支部2024年度春季大会では、本研究部会部会長が以下の基調講演を行います。

15:40-17:10 基調講演（対面+Zoomライブ配信）「21世紀型スキルを伸ばすディープでアクティブな技能統合型授業」 講師：金澤 佑 (大阪大学)

<https://let-kansai-fmt-sig.blogspot.com/2024/04/fyi-may-25-2024-let-kansai-conference.html>

※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

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- 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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- 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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- 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.
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- 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.
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- 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.
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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.
- 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.
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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.
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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.
- 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.
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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.
- 2020.2 Jiang, N. (2018). Phonological Processing in L2: Concepts, Methods, and Models (pp.33-72), In *Second language processing*. New York, NY: Routledge.
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- 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)
- 2022.3 (研究発表 2 件につき 輪読は実施せず)
- 2022.5 (研究発表 2 件につき 輪読は実施せず)
- 2022.7 (研究発表 2 件につき 輪読は実施せず)
- 2022.9 (研究発表 2 件につき 輪読は実施せず)
- 2022.11 (研究発表 2 件につき 輪読は実施せず)
2023. 1 (研究発表 2 件につき 輪読は実施せず)
2023. 3 Kanazawa, Y. (2022). Monadic Emotions, Dyadic Emotions, Triadic Emotions: The 1-2-3 Emotion Model (Peircean Kainopythagorean Phaneroscopic Model of Emotion) and the Fundamental Questions to the Emotion-Involved Processing Hypothesis.

Advance. <https://doi.org/10.31124/advance.20486262.v2>

2023. 5 (研究発表 2 件につき輪読は実施せず)
2023. 8 (研究発表 2 件につき輪読は実施せず)
2023. 9 (研究発表 2 件につき輪読は実施せず)
2023. 11 (研究発表 2 件につき輪読は実施せず)
2024. 2 (公開講演会開催につき輪読は実施せず)
2024. 3 Matsushima, K., Shimizu, S., Kanazawa, Y., & Shirai, T. (2023). Philosophical dialogue in English education: P4C, CLIL, and P4ELT. *Japanese Journal of Philosophical Practice*, 5, 48-59.
2024.05 大山廉 (2023) 「学習者の情意と英語の指導法」大瀧綾乃、須田孝司、横田秀樹、若林茂則 [編] 『第二言語習得研究の科学 2 : 言語の指導』 (pp. 145-164) くろしお出版
金澤佑 (2022) 「高等教育活動におけるディープ・ポジティブティ仮説と認識情動」 『感情心理学研究』 30 (Supplement), OS2-09.

Cf. [午前のプロジェクト会議]

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2015.05. (実施せず)
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2015.11. 以降は、研究プロジェクト本格化につき午前の部での輪読を実施せず

以上

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