

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2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7月14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/7Juaqpd6KqGmoFbF7>

◆ 内容：

1. AI-based tools and L2 writing: Patterns of use and attitudes among Japanese university students
by Michael Hofmeyr (Tokyo University of Science)

2. Design & Digitize: Elevating Classroom Materials with AI and Interactive PDFs
by Lucas Dickerson (Kwansei Gakuin University)

※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.

2015.04. Kim, S., & Kim, J. (2012). Frequency effects in L2 multiword unit processing: Evidence 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.
- 2017.07. Barcroft, J. (2015). Contexts of lexical input processing: L1/L2 and incidental/intentional, In *Lexical input processing and vocabulary learning* (pp. 39–53). Amsterdam: John Benjamins Publishing Company.
- 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)
- 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.
- 2018.09. Schütze, U. (2017). First and second language acquisition (pp. 86-100), *In Language learning and the brain: First and second language acquisition*. Cambridge, England: Cambridge University Press.
- 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)
- 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]

- 2014.11. Martinez, R., & Schmitt, N. (2012). A phrasal expressions list. *Applied Linguistics*, 33 (3), 299–320.
- 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.
- 2015.04. Lin, P.M.S. (2013). The prosody of formulaic expressions in the IBM/Lancaster Spoken English Corpus. *International Journal of Corpus Linguistics*, 18 (4), 561–588.
- 2015.05. (実施せず)
- 2015.07. Wray, A. (2000). Formulaic sequences in second language teaching: Principle and practice. *Applied Linguistics*, 21 (4), 463–489.
- 2015.09. Boers, F., & Lindstromberg, S. (2012). Experimental and intervention studies on formulaic sequences in a second language. *Annual Review of Applied Linguistics*, 32, 83–110.
- 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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