

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6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：2025年3月31日（月）例会：1:30PM-4:40PM

＊時間厳守でお願い致します。

◆ 場所：中央大学多摩キャンパス 2号館4階研究所会議室1及びオンライン会議システム (Zoom)によるハイブリッド形式です。オンライン参加と当日の懇親会参加には、下記「参加希望フォーム」へのご回答が必要です。

参加希望フォーム：<https://forms.gle/RNqzfG8AMGFwmsqA6>

◆ 内容：

Presentation #1 (in English)

Three Hypotheses on Micro-Level Emotions in Foreign Language Retention

by Dr. Yu Kanazawa, PhD 金澤 佑

The University of Osaka / Osaka University, Japan 大阪大学 (日本)

Presentation #2 (in English)

Emotions for Immersive Foreign Language Learning: Brain-Based Pedagogy and the Apple Tree Model

by PaedDr. Jana Kamenická, PhD. ヤナ・カメニツカ

Jan Evangelista Purkyně University, Czechia ヤン・エヴァンゲリスタ・プルキニェ大学 (チェコ)

中央大学 人文科学研究所 主催 (ことばのまなび工房、外国語教育メディア学会関西支部基礎理論研究部会、科研費JP22K00806 共催)

Public Lectures at Chuo University Institute of Cultural Sciences & LET-FMT-SIG Emotion Day No.4



Event Host: Professor Shigenori Wakabayashi (Chuo University) 若林 茂則 先生 (中央大学)

① Three Hypotheses on Micro-Level Emotions
in Foreign Language Retention 外国語学習
by Dr. **Yu Kanazawa**, PhD 金澤 佑
Osaka University (The University of Osaka), Japan 大阪大学 感情

② Emotions for Immersive Foreign Language Learning:
Brain-Based Pedagogy and the Apple Tree Model 脳
by PaedDr. **Jana Kamenická**, PhD. ヤナ・カメニツカ
Jan Evangelista Purkyně University, Czechia ヤン・エヴァンゲリスタ・プルキニェ大学

Monday, March 31st, 2025, 1:30PM-4:40PM (JST)
Participation: Free 参加費無料 | Venue: Building 2, 4th Floor,
Meeting Room 1, Chuo University Tama Campus, Tokyo 中央大学
多摩キャンパス2号館4階研究所会議室1 & Hybrid (Zoom)

More information on
<https://www.chuo-u.ac.jp/research/institutes/culturalscience/>
<http://let-kansai-fmt-sig.blogspot.com/>
X: @LET_FMT_SIG

LET-FMT-SIG: Fundamental Theory SIG, Kansai Chapter of the Japan Association for Language Education & Technology

※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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- 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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- 2016.02. (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.
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- 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.
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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.
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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.
- 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.
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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.
- 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.
- 2024.07 (研究発表 2 件につき輪読は実施せず)
- 2024.09 (研究発表 2 件につき輪読は実施せず)
- 2024.11 (研究発表 2 件につき輪読は実施せず)
- 2025.1 (研究発表 2 件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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- 2015.11. 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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