schools. After teaching practice, many subjects reported feeling an increased sense of urgency to improve their English ability, increasing their self-reported effort towards major subject classes. Overall beliefs with regard to the relevancy of both general education and English major subject classes were mixed. Most subjects claimed overall satisfaction with their level of preparation for teaching practice, but offered concrete suggestions for both the university and participating schools on how to better help students become more effective English teachers in the future.

M027
Sept. 1/9:00-9:25/Bld1 R309

The Relationship between the Existence or Non-existence of the Complementizer that and Speakers’Assertions

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The main purpose of this study is to clarify that the existence/ non-existence of the complementizer that, which follows verbs, is related to how speakers make an assertion of a complement proposition. Many pedagogical references in Japan show that, in colloquial situations, all verbs tend to be followed by the “zero-that” complement, a non-existent complement of that. However, the verbs which have no assertiveness such as regret, demand, and doubt cannot or are less likely to take the zero-that complement. Moreover, the assertive verbs indicate a different meaning by taking either the that complement or the zero that complement. For example, in a sentence without the complementizer that like I think all actors are surprised when they see that moment (WordbanksOnline), the speaker shows his/her subjective assertion of the complement based on neither fact nor obvious reason. On the other hand, in sentences with that like I think that NATO half-expected this to happen. Some of the officials I’ve spoken to said: we expected this rather to happen (WordbanksOnline), the speaker objectively asserts the content of the that-complement through his/her own experience or from a fact which he/she has revealed. That is to say, the existence of the complementizer that or its non-existence is closely connected with how speakers assert a complement proposition. This study of the linguistic phenomenon, which has mainly been treated as “that-deletion” from the standpoints of register and frequency, can make a significant contribution to EFL and English education in Japan in that the difference in “form” relates to English speakers’ attitude toward complement propositions.

M028
Sept. 1/14:30-14:55/Bld1 R308

Producing Teaching Material Using Literature: Possibilities for the Development of Practical English Skills

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