through the development of courses in English for Business Purposes (EBP). From this perspective, it is essential to approach the present status of international communication in the Japanese private sector. This includes an examination of the contextualized linguistic and content-related knowledge used within the target discourse community. With a focus on Japanese manufacturing companies going global, the presenters first elicited and analyzed data from 1,000 individuals in the field via questionnaires. The second stage of the study, currently underway, involves qualitative inquiry in the form of interaction with managers in charge of the creation and implementation of EBP courses for employees, with two primary purposes in mind: 1) to assess the nature and contents of current English courses in place, as well as their corresponding teaching materials; 2) to examine the corporate language policies of the companies in question. Based upon the findings of the research to date, the presenters intend to identify potential gaps between content within the English courses in place at present, and English needs in the workplace. In addition, the presenters will share their views regarding how EBP courses can be pragmatically designed, as well as their perspectives regarding how EBP can serve as a bridge between universities and businesses.

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Research paper  

The Crucial Factors Affecting Perceptual Units of English for Japanese Children: Syllables or Moras?  

Nishio, Yuri (Gifu Pharmaceutical University)

This paper aims to investigate what factors affect perceptual units of English in Japanese children who study English as a foreign language (EFL). Mehler et al. (1981) found that the native language structure determined the perceptual unit. The structure of Japanese is based on moras (CV, C: consonant, V: vowel), but English uses syllables (such as CVC). The author assumes Japanese English learners should perceive the syllable units in order to acquire the correct English perception. There are some factors considered affecting the acquisition of the syllable unit perception; the onset age of learning English, the development age at the time when the experiments are conducted, and the student's learning experiences. Two experiments (Monitoring task and Counting task) were conducted using 80 Japanese children aged from 6 to 14. Experimental target words were 16 nonsense English words (CVCCVC). The Monitoring task was to measure reaction time of a CV or CVC stimulus for a target word and the Counting task was to count the number of perceptual units in a target word after the target word was heard. The results show children who started to study English at age eight or nine reacted to CVC stimuli faster than to CV stimuli and segmented the target word into CVC units rather than into CV units. The results also show that longer periods of instructional English programs might be helpful to acquire English syllable units.

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Research paper  

TEFL/TESL Practitioners Writing for Academic Publication in Japan: Two Case Studies  

Muller, Theron (University of Toyama)  
Iida, Atsushi (Gunma University)

This presentation will discuss the experiences and motivation of two Japan-based TEFL/TESL practitioners, one Japanese and the other non-Japanese, as they write for academic publication. Issues to be considered include their motivation for pursuing publication and their experiences with literacy brokers in the process of manuscript preparation, journal review, and editorial revision. The presentation will consider which aspects of publication are occluded from the perspective of the writers, what obstacles they face in pursuing publication, and how they address and overcome these issues. Data for this investigation include semi-structured interviews with the participants and text histories, including manuscript drafts and correspondence with publications and other literacy brokers. Points of salience to be