which have been set according to the A1 through C2 descriptors for the Common European Framework of Reference for Languages (CEFR). The books have been developed by Waseda University International Corporation under the supervision of Professor Michiko Nakano, Faculty of Education and Integrated Arts and Sciences, Waseda University. They have been designed to improve students’ speaking skills and overall communicative competence. Each level includes twenty units, covering a range of Can-do statements. In a given unit, students work to achieve a set of two related statements, for instance, “The student can 1) express opinions and 2) agree and disagree.” Target expressions are presented in each unit to help students master the language skills underlying those statements. Students practice the expressions through a combination of communicative language activities, situational role-plays, and discussion activities. All of the course book activities are interactive and can be conducted in small groups, making the series ideal for use in a student-centered classroom. The presentation will be ‘hands on’: participants will have an opportunity to become familiar with the structure of the books while gaining a better idea of how specific activities from the units are set up and managed.

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Research paper

Recognition and Production of Gairaigo: Word Length, Learners’ Vocabulary Levels, Prior Information, and Learning Effects

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It is said that 80% of gairaigo or loanwords are of English origin (Oshima, 2003), and young people think the increase of loanwords is favorable (JINAL, 2004). The present study examined (1) whether recognition and production of loanwords differed in terms of word length and learners’ English vocabulary levels, (2) whether production of loanwords was influenced by the provision of prior information (e.g., “target words are English loanwords”), and (3) whether CALL-based vocabulary learning affected recognition and production of loanwords. Sixty loanwords were selected on the basis of syllables (1-3 syllables), frequency levels (3000-word), and L1/L2 equivalence (e.g., “講義” and “lecture”). A total of 90 participants with three different vocabulary levels took both receptive test (translation of “lecture” into Japanese) and productive test (translation of “講義” into English). To see the effect of learning, 47 of them were told to study 500 words of this level with self-study CALL, in which the target loanwords were included. Results indicated that receptive knowledge of loanwords was significantly higher than productive knowledge, and this was true for all the learners. Learners at the upper level of ability showed significantly more receptive and productive knowledge of loanwords than those at the lower levels. One-syllable loanwords were found to be the most difficult in both the receptive and productive tests, disconfirming Brown and Williams (1985). When participants were provided with prior information, their production significantly improved, but receptive vocabulary of loanwords still outperformed production. After learning, receptive knowledge of loanwords proved again to be better than production, but learning leveled off the syllabic differences for receptive vocabulary, indicating one-syllable loanwords greatly increased. For productive vocabulary, one-syllable loanwords also significantly increased, while three-syllable loanwords were found to be the most difficult. This study then discusses the use of loanwords to increase learners’ vocabulary.

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Research paper

Pedagogical Beliefs and Individual Difference Factors among Japanese Primary School Teachers

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The aim of this study is to investigate the characteristics of the pedagogical beliefs and individual difference factors of Japanese primary school teachers and to clarify the relationship between them. To examine teachers’ pedagogical beliefs, two questionnaire surveys were conducted. The first survey questioned teacher pedagogical beliefs on foreign language teaching. In order to do so, the author