The Japan Association of College English Teachers (JACET)

of the students, mostly novice ER readers, responded positively to their ER experience, attesting to the purported effectiveness of the “additive” quasi-ER component. A qualitative analysis of student comments in the survey also revealed some of the major factors attributable to such positive learner attitudes, including complete freedom in choosing books to read. Furthermore, take-home academic reading assignments before and after the quasi-ER component showed significant improvements among the students in some aspects of their reading comprehension, suggesting a possible “spillover” effect of quasi-ER on academic reading skills. Taken together, the findings paint a favorable picture of quasi-ER practices even in limited situations where collections of graded readers are not available for ER courses.

Aug. 29 (Sat.) / 09:35-10:00 / A11

Case study

How to Apply Intercultural Communication Studies to English Language Education at University Level

大学英語教育に異文化コミュニケーション研究の知見をどう生かすか

古家 聡 (武蔵野大学)

本研究では、英語教育における学習者と教授者との関係を異文化コミュニケーション研究の分野で活発な議論がなされている「フェイス（face）」という概念で説明することにより、学習者と教授者の相互理解を深くことの重要性を指摘する。このことは、英語教育の分野ではこれまであまり言及されることがなかったとさえあり、本研究では、学習者と教授者との関係性において、効果的な英語学習を実現するために「フェイス」理論を適用して分析したものとして、英語教育に実践的な示唆を与えるものと考えている。「フェイス」は、面子や面目という日本語に相当すると、ブラウン&レピゾンスは、人間にはポジティブ・フェイスとネガティブ・フェイスという２つのフェイスがあり、コミュニケーションをとる上で、それら２つのフェイスを使い分けていくという仮説をたてた。簡潔に言えば、ポジティブ・フェイスは、「他者から認められたいという願望」であり、ネガティブ・フェイスは、「他者から邪魔されたくないという願望」である。そして、これらの願望がおきるとき、それはFTA（Face Threatening Act）と呼ばれる行為になり、人間は、日常のコミュニケーションにおいて、できるだけ相手のフェイスを脅かさないように行動するとしている。これら２つのフェイスとFTAの概念を英語教育の現場に当てはめてみると、学習者の外発的動機づけと内発的動機づけをする際に生かすことができる方略が見えてくる。このことを、武蔵野大学におけるグローバル・コミュニケーション学科３年生のリーディングの授業（学生数は20名程度）の実践例として紹介し、また、学習者に対するアンケート結果なども検証することにより、事例研究として示したい。

Aug. 29 (Sat.) / 09:35-10:00 / A12

Research paper

Teaching Communication Strategies in EFL Classrooms

Teng, Huei-Chun (National Taiwan University of Science and Technology)

A number of empirical studies have been conducted and focused on the relationship between communication strategies (CS) and pedagogical issues. Whether to teach communication strategies remains a controversial issue. Thus, it is worth investigating the problem again using a Taiwanese experience by examining how CS instruction actually works in the classroom context. The major research questions were: (1) Does the instruction of communication strategies increase the frequency of strategy use? (2) Does the instruction of communication strategies improve the effectiveness of strategy use? The participants were one senior class of 24 English majors at a university in Taiwan. The study was directed based on the following three steps. First, an oral test was given to the participants in class. Then, participants received explicit instruction to help them effectively employ EFL communication strategies. The experiment consisted of a 15-week strategy training program. The teaching program is mainly based on the techniques and concepts
of communication strategy instruction in previous research (e.g. Scarcella, 1990; Dornyei & Thurrell, 1991). The strategy training was supplemented with awareness-raising discussion and feedback. Finally, participants took the posttest of the oral test after the strategy training program was finished. Results show that systematic strategy instruction result in the improvement of communication strategy use and communicative effectiveness for EFL learners. In spite of some doubts on the teachability of CSs, the study supports Dornyei’s (1995) argument that communication strategies provide L2 learners with a sense of security by allowing them room to maneuver in times of difficulty. Teaching CSs may empower the learners to participate in L2 communication by helping them not to give up in the conversation. The current study is expected to shed some light on the significant issue of teaching CSs and provide pedagogical implications on how to implement CS training in EFL classrooms.

Aug. 29 (Sat) / 09:35-10:35 / 312 Invited Lecture

Cooperating Principles for English Communication with Global Audience

Jihyeon Jeon (Ewha Womans University; ALAK)

With the advent of globalization, English communication has expanded to include diverse speakers and contexts. When we communicate in English with global audience, we often experience discomforts because of the feeling of not being sure of understanding and being understood due to the difference in perceptions, cultures, communication styles, and mother tongues. How then can we overcome these discomforts in communicating with people from other cultures and make our English communication successful with unfamiliar audiences? Is it possible to learn about all the features of varieties of English? The rules for the use of English would be neither right nor wrong. The rules would only be useful for the particular applications to which we apply them within a given context for members of the communication act. As it is impossible to learn all the rules for all possible games, it is hard to learn all the features of all varieties of English found in English communication. But we may develop strategies to adapt our audience in any given communication situation.

This presentation attempts to (a) identify some of the difficulties experienced in English communication among people of different cultures and mother tongues, and (b) suggest cooperative principles to make English communication successful, considering the global audience. With people of a different culture, specific efforts to deal with differences in perception, culture, and communication style are required, including the principles of (a) providing more clues, (b) explaining more and asking more, (c) using verbal communication, (d) making communication specific, and (e) making communication direct. Additionally, special attention should be given to the difference in mother tongues by considering syntax, phonology, morphology, and pragmatics.

More discussion and integration are needed among scholars in relevant fields to further understand English communication among people of different cultures and native tongues to reshape the framework of the current English language learning and teaching to better accommodate the global realities in English communication.

Aug. 29 (Sat) / 09:35-10:35 / 313 Invited Lecture

Enhancing Students’ Intercultural Competence through a Short-Term Study-Abroad Program

Nopporn Sarobol (Thammasat University; Thai-TESOL)

Students joining an international program abroad will experience cultural diversity, new perspectives, personal growth and increase their understanding of the international and global world (Balasek, 2013). The objective of this study is to investigate the benefits participants found the most valuable during their experiences in a short-term study-abroad program at the University of British