learners’ preferences on teachers’ use of English or Japanese as a means of instruction (MOI) have been and will be collected both quantitatively (questionnaire survey) and qualitatively (class observations and interviews) over a four-year period, to compare university students who were/are taught English in high school before and after the TEE policy was introduced. At the presentation, the main objectives of this research project, including data collection and analysis methods, will be explained first, and then pros and cons of TEE argued in related literature (e.g., Turnbull & Arnett 2002 and Macaro 2009) will be touched on. The highlight of this presentation is to show the main findings obtained by analyzing mainly the first year quantitative data collected from 1,200 students. Of the several possible factors that affect learners’ preferences on MOI, proficiency turned out to be the main one, which supports the finding of previous studies (e.g., Carson, 2014). Additionally, other factors such as students’ majors and their learning circumstances were found to be highly influential. Based on the findings, the presenters will discuss what is vital to promote substantial TEE in university English classes, especially for non-English major students.

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Research paper

A Reconsideration of the Notion of Communicative Competence from the Perspective of English as a Lingua Franca: Focusing on the Analysis of Third-Party Complaint Sequences

Konakahara, Mayu (Waseda University)

This paper investigates how users of English as a lingua franca (ELF) from diverse lingua-cultural backgrounds achieve mutual understanding and develop interpersonal relationships while communicating in English on social occasions. It particularly focuses on the analysis of third-party complaints, which are made about absent targets, in casual conversation of international students studying at British universities by using a technique of single case analysis of conversation analysis (Hutchby & Wooffitt, 2008) and politeness theory (Brown & Levinson, 1987). In the current era of globalization, the majority of English users are non-native speakers (Crystal, 2003), and more and more people communicate in English across the boundaries of nations and regions (Seidhlofer, 2011). This sociolinguistic reality inevitably questions the “appropriateness” of exonomative native-speaker norms as a benchmark for language teaching, testing and learning, thereby calling for revisiting the notion of communicative competence from the perspective of ELF (see Seidhlofer, 2011; Widdowson, 2003). On the other hand, an increasing amount of pragmatic research on ELF has revealed that ELF users adjust the use of various resources to cope with communication problems, to support meaning-making, and to facilitate communication by signaling cultural hybridity and creativity in situation (e.g., Jenkins, Cogo & Dewey, 2011). Yet little has been explored thus far about how they negotiate stances at face-threatening moments in interactions despite their important functions as social communication. This paper, therefore, scrutinizes this aspect by focusing on the analysis of the face-threatening act (FTA) of third-party complaining. It has been revealed that complainers and recipients are capable of utilizing verbal and nonverbal resources to achieve and manage the FTAs of complaining and responding to complaints. The use of resources is appropriate to their context, and consequently, they successfully achieve transactional and interactional purposes of the talk. Finally, pedagogical implications of this research will be discussed.

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Research paper

The Role of Metalinguistic Knowledge in Study Abroad

Iida, Tsuyoshi (Doshisha Women’s College of Liberal Arts)

There have been many studies on the relationship between metalinguistic knowledge and L2 proficiency. These studies showed different relationships between them, for example, non-relationship, weak relationship, and strong relationship. However, there have been a few longitudinal studies on the relationship between metalinguistic knowledge and L2 proficiency. In particular, there were few