intermediate- and low-proficiency readers. Native speakers of English can naturally make chunks at reasonable positions with decent speed as they have built an enormous size of database of chunks through encountering massive amount of input. Similarly, it is assumed that good L2 readers can facilitate their reading by effectively chunking a text. On the other hand, poor L2 readers are considered to be inefficient at chunking and tend to read in word-by-word fashion. However, a little research has been done on the actual chunking performance of L2 readers. The present study explored the reality of chunk reading performed by two different proficiency groups. The participants were 58 Japanese EFL university students (37 were at low level and 21 were at intermediate level). While reading a 131-word passage, participants were asked to segment the target text into chunks by writing slash marks at the positions where they think they can give a pause in order to understand the meaning of the text better. The findings showed that the oddity of chunking positions was significantly different between two groups and intermediate readers made more appropriate chunks. On the other hand, the chunk length of two groups did not differ. A correlational analysis was also conducted and it was confirmed the oddity of chunking positions was correlated to the participants’ TOEIC test score, but the chunk length was not.

Aug. 29 (Sat.) / 14:50-15:15 / 312

Teachers’ Perceptions of Curriculum Change in the Madares Al Ghad (MAG) Bilingual Program in United Arab Emirates Government Schools

Glenda El Gamal (University of New England)

Curriculum reform has been a key focus in the United Arab Emirates at all levels of education over the last decade. In the K12 sector, the Madares Al Ghad (MAG) program is a curriculum reform initiative based on the introduction of a bilingual Arabic/English program which involves the restructuring of content domains for teachers. While implementation of the program has been swift, local English teachers have received little professional development or prior training for their new Math/Science content roles, and Western managers have been brought in to manage the change. As yet, few studies have been conducted in the UAE that focus on teacher perceptions of curriculum change and its role in educational reform in the region. Moreover, there has been little research to assess what types of professional development should be in place to support this change, and this case study attempts to bridge this gap.

Using multiple data tools, this qualitative case study explores teacher perceptions of the MAG project implementation, the level of support the teachers access; and the relative usefulness of this support. The data gathered from this case study will provide information to bridge the research gap about what type of professional development will help these teachers be effective in their engagement with curriculum change. The data will gathered will also contribute to original knowledge in the UAE education reform project, identify strengths and areas for adjustments and improvements, and help educational policy makers develop appropriate professional development to support the rapid reforms taking place in the MAG schools.

Aug. 29 (Sat.) / 14:50-15:15 / 313

Intercultural Communicative Competence and Professional Writing in a Globalized World: The Case of Financial Communication

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Marlies Whitehouse (Zurich University of Applied Sciences)

Equity analysts and their texts play a key role in the increasingly globalized financial community. Despite their importance, both the analysts as writers and the texts themselves are widely under-researched, as a review of the state-of-the-art research in the field reveals. This is the gap that our large research project on financial analysts’ written communication aims at closing. Based on a context-
annotated corpus of roughly 1500 financial analysts’ company reviews (in German, English, and Japanese), we investigate the cultural, organizational, and individual variety of the texts’ communicative potential for investors. Drawing on this knowledge, we identify critical situations and situative good practices of cross-disciplinary and transnational financial communication.

In the present paper, we focus on the interface of analysts’ reports and public discourse: why do equity analysts’ company updates for investors fail to exploit their communicative potential, and how does this intra-domain problem scale up to public discourse in society-at-large? We start by systematically contextualizing the genre from a transdisciplinary Applied Linguistics perspective. Based on a qualitative sub-corpus, we then explain how we used pragmatic text analysis to investigate company reviews and their uptake by financial journalist in mass media. The results of this analysis explain where and why financial communication bears the risk of partial communicative failure and how empirically based writing coaching within professional education can improve writers’ communicative competence and their texts’ communicative potential.

Aug. 29 (Sat.) / 14:50-15:15 / A11

University Students’ Perception to English Medium Instruction

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Recently, reflecting the globalization, many English classes in university have adopted English Medium Instruction (EMI), in which English is used as a medium of instruction. The policy of conducting English classes in English for high schools in the new Course of Study by the MEXT (2009) may have an impact on English instruction in university. In the near future, based on the fact that high school students have studied English in English at high school, it will be expected to offer more English classes in English. Regarding EMI, how students perceive for the successful implementation of English classes in English in this presentation, it will be investigated how university students perceive English classes conducted in English, and what factors such as their English learning history in elementary school, in junior high school, in high school, or schools outside of classes, their English proficiency, their experience of studying and living abroad, and other possibly influential factors. First, I will report one university class with about 30 freshmen in which I conducted English classes in English following the course objective of students’ being able to understand authentic spoken English, listen to intermediate level of English and understand most of what is being communicated, participate in spoken English discussion, report in English to the class on group discussion. Secondly, I will present the results of a questionnaire collected from students and interviews to students regarding their perception toward English classes in English and factors such as English learning history, their English proficiency, and their experience of studying and living abroad. Finally, based on the results of the questionnaire and the interviews, pedagogical implications about what considerations should be taken into in conducting English classes in English.

Aug. 29 (Sat.) / 14:50-15:15 / A12

The Effects of Motivation on Growth in English Vocabulary

田中美津子（立命館大学）

自己決定理論（Deci & Ryan, 2002）において動機づけは、自己決定の程度に基づき無動機、外発的動機づけ（外的調整、取り入れ的調整、同一視的調整）、内発的動機づけに細分化されている。中でも、学習自体に楽しさを見出す内発的動機づけ、学習の重要性や価値を内在化した同一視的調整は、学習や発達の中枢的役割を担うものであるとされ、外国語学習においても熟達度を含む様々な要因に対する好ましい影響が確認されている（e.g., Noels et al., 2000, 2001）。し