language education in particular, modern communicative teaching methods seem to demand creative behavior from students. However, the relationship between foreign language learning and student creativity has rarely been a topic of formal research. This paper will discuss the relationship between measured student creativity (behaviour, disposition) and how students perform in assessment tests and speaking tasks. It will briefly discuss previous research into the personal creative dispositions of students and their foreign language ability. Then, for the main part, it will report from an ongoing longitudinal project in a Japanese university that considers the relationship between first year students' self-reported creativity and their performance in initial assessment tests and then oral performance (recorded speeches) over the course of a year. Initial results have suggested that "creative" students may begin their university English careers at a disadvantage, although this effect disappears over time. This paper will update those findings and examine the relationship between individual creativity and other aspects of speech performance, such as vocabulary usage. The implications of these results will be discussed.

Aug. 30 (Fri.) / 17:00-17:25 / 共北 23 (262)   Research paper

The EFL Proficiency Structure Measured by the VELC Test:
What CFA Implies for Score Reporting

VELCテストの測る英語力構造：
確認的因子分析がスコアレポート方式に示唆するもの

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VELCテストはリスニング60問、リーディング60問、合計120問の日本人大学生向けの熟達度テストである（http://www.velctest.org/）。リスニング、リーディングともに3つのパートがあり、リスニング語彙力スコア（L1）、リスニング音声分析力スコア（L2）、リスニング内容把握力スコア（L3）、リーディング語彙力スコア（R1）、リーディング文法構文力スコア（R2）、リーディング内容把握力スコア（R3）の6つのパートスコア、L1とL2とL3を合わせたリスニングスコア、R1, R2, R3を合わせたリーディングスコア、全てを合わせたトータルスコアを返す。2012年度にVELCテストを受験者した12,366名から抽出した1800名の解答データによるL1, L2, L3, R1, R2, R3の6変数をEFAおよびCFAによって解析し、テストが測る学力構造を探った。靜（2012）で示唆された2因子モデルよりも適合度がよく解釈可能性の高いモデルを、データを新しくして探ったものである。まず1因子モデル、2種類の2因子モデル（L1+L2+L3、R1+R2+R3にそれぞれ同一因子からパスを引いたモデル2－1と、2因子抽出のEFAで得られた単純構造にもとづくL1+R1、L2+L3+R2+R3にそれぞれ同一因子からパスを引いたモデル2－2）、3因子モデル（3因子抽出のEFAで得られた単純構造にもとづくL1+R1, L2+L3, R2+R3にそれぞれ同一因子からパスを引いたモデル3－1）のパラメータを推定し適合度を比較したところ、概ね、1因子＜2因子＜3因子の順でよい適合度が得られた。また2因子モデルのなかではモデル2－2のほうがモデル2－1よりもややよい結果が得られた。そこで最も適合度がよかった3因子モデルに絞り、単純構造にとらわれず最適なモデルを探った。最終モデルについては当日発表するが、いずれにせよ本研究の結果は、テストのスコアレポートとして、現行の「リスニングスコア」「リーディングスコア」に加えて「ボキャブラリースコア」があっても良いかもしれないことを示唆している。（謝辞：CFAに関して関西大学の水本篤氏より貴重な示唆をいただいた。）

Aug. 30 (Fri.) / 17:00-17:25 / 共東 32 (355)   Case study

English as a Lingua Franca Online Exchange Project:
Collaboration between English Teachers in Japan and Taiwan

Ke, I-Chung (Yuan-Ze University, Taiwan)

As globalization continues its torrid pace, increasingly the role of English as an international or global language is taken for granted. The implication is that English learners and users in non-English-speaking countries are using English with other non-English speakers, or so-called English as a lingua franca (ELF) setting. As Matsuda and Friedrich (2011: 333) state, though more and more attention has been

paid to English as an international language (EIL) or ELF, pedagogical implications and real practices that embody the ideas of EIL and ELF remain insufficient. This presentation shares the experience in which an ELF online exchange project was incorporated into English writing courses to facilitate students' learning. 62 Japanese college students and 63 Taiwanese university students interacted in English via online forums to share their ideas on the same topics assigned by the teachers. We will share the whole process and the results of the project as well as major patterns in students' reflections on participating in such an ELF online project. Difficulties in implementing such a project and students' reactions will be discussed within the framework of EIL teaching that aims to liberate English learners from native-speaking norms and inferior complex commonly observed in East Asian students.

Reference: Matsuda, A. & Friedrich, P. (2011). English as an international language: A curriculum blueprint. World Englishes, 30 (3), 332-344.

Day 1

Aug. 30 (Fri.) / 17:00-17:25 / 共西 32 (386)   Research paper

Verbal Fluency Development in L2 English in Naturalistic Contexts: L2 Inner Voice and the Target Language Acquisition

Shigematsu, Brandon K. (Educational Testing Services)

Cancelled

The interrelation of thought and language ... ly of importance to the field of applied linguistics, especially in relation to second language le... ...us on Vygotsky's (1987) notion of private and inner speech within the field of applied linguisti... ...esearch on the development of L2 inner voice that, besides functioning as a critical aspect of problem solving, planning, and other higher mental functions (inner speech), is associated with the verbal fluency development in the target language and with being and doing in the L2 languaculture. This study investigates the interrelation of thought — what I call L2 inner voice — and the verbal fluency development in L2 for Japanese bilingual students, enrolled at a college in the U.S., who had long-term exposure to the L2 in naturalistic contexts, that is, by living and studying in the U.S. Data were collected through face-to-face interviews and e-mails to examine the participants' language processes in L2 at a given point in time and to investigate the frequency of such a phenomenon occurring. Specifically, online responses were important in establishing what actually happened, that is, at any particular point in time, as well as how a given participant through introspection found that his/her inner voice was operating in relation to language acquisition and with regard to questions of identity as well. Findings reveal that the verbal fluency in L2 appears to improve when inner voice in the target language emerges. Also, the data show how and when L2 inner voice is utilized, how it appears to develop, how it leads to shifts in identity toward the L2 languaculture, and how and when this takes place.

Aug. 30 (Fri.) / 17:00-17:25 / 共西 21 (271)   Research paper

The Effects of Prior Discourse Contexts and Phonoligical Information on Ambiguity Resolutions of Japanese EFL Learners' Sentence Comprehension

前置談話文脈情報と韻律的情報が日本人EFL 学習者の文理解の曖昧性の解消に及ぼす影響

Cancelled   寺内　正典（法政大学）

本研究の主な目的は、日本人EFL 学習者が統語的に曖昧性の高い文や複雑性の高い文の文理解を遂行する場合に、その曖昧性や複雑性の解消に対して前置談話文脈情報や韻律的情報がどのように貢献するのかを解明することである。主な仮説は以下のとおりである。(1)前置談話文脈情報は曖昧性や複雑性の解消に貢献する。(2) 前置談話文脈情報は統語情報や意味情報よりも曖昧性や複雑性の解消の場合により重視される。(3) 韻律的情報は曖昧性や複雑性の解消に貢献する。(4) 韻律的情報は統語情報や意味情報よりも曖昧性や複雑性の解消の場合に、より重視される。(5) 前置談話文脈情報の方が韻律的情報よりも曖昧性や複雑性の解消の場合に、より重視される。研究方法としては、実験参加者に曖昧性