Aug. 30 (Sun.) / 09:35-10:00 / A11   Case study

Self-assessment of Intercultural (Communicative) Competence through Auto-ethnographic Journal Writing and Interviews: A Case Study of a Content-based Mini-thesis Writing Course

Brown, Ivan Bernard (Joetsu University of Education)

This presentation will report on a case study focusing on the work of four graduate students on a 15-week course integrating mini-thesis writing with self-assessment of intercultural (communicative) competence. The overall course design was based on Houghton (2013), and the students' mini-research projects were based on a selection of relevant literature (chiefly the intercultural communicative competence model of Byram 1997 and Byram & Zarate 1997, and the BASIC model of Koester & Olebe 1988 and Olebe & Koester 1989) and the methodology of Holmes and O'Neill (2010). The class (nine students in total) was introduced to the most relevant literature through a series of short readings and integrated exercises in becoming familiar with features of academic writing. They were also inducted into the auto-ethnographical research methodology through a series of qualitative self-assessments based on the above models. Subsequently, they planned, conducted, recorded and transcribed interviews in English with intercultural others, as a means of generating further auto-ethnographic self-assessment. Finally, they wrote mini-theses on their projects, including all the chapters and sections of a typical thesis, all on a miniature scale. Three main sets of data were gathered for the instructor-author's analytical reflection on this course: (1) the students' "diary entry sheets" (written self-assessments of intercultural (communicative) competence), (2) the recordings and transcriptions of their intercultural interviews, and (3) the academic writing of their mini-theses. The presenter will introduce illustrative examples from the four students' work in each of the data-sets, aiming to identify the most salient features and processes in the transformation of their intercultural communicative awareness and academic writing, concluding with a list of key concepts and issues that will be useful for designing both curricula and full-scale research projects in the future.

Day 2

Aug. 30 (Sun.) / 09:35-10:00 / A12   Research paper

Analyzing Learning Logs based on Self-regulated Learning Theory: Focus on Proficiency Level

自己調整学習理論に基づく学習記録の分析：習熟度に着目して

吉田　国子（東京都市大学）
加藤　貴之（清和大学）
南津　佳広（岡山県立大学）

　大学教育において「学士力の担保」が謳われて久しいが、一方では学士力の担保には欠かせない「自ら学ぶ力」が不十分な学生が多々いるのも事実である。英語教育においても「自ら学ぶ力」をどのように涵養するかが喫緊の課題となっている。「自ら学ぶ力」の中心概念であるSelf-Regulated Learning（自己調整学習）では、学習は「予見」「遂行コントロール」自己省察」の三段階のサイクルからなり、理論上のモデルでは、学習者は自己の学習の全過程をモニターし適切な修正を試みながら学習を進めていく。本研究者らはこの学習サイクルが途切れるタイミングとその理由を明確化し、それを改善するために教員が介入する方法を探ることを目的とした、自己調整学習を促すきっかけづくりのための基礎研究を行っている。学習サイクルの観察の手段として、各授業の終了時に学びを振り返る学習記録の記載を課す。記載項目は、授業日、授業で何を学んだか／何をしたか／どのように授業に参加したか、授業で発見した自分の問題、その問題の改善に向けて翌週の授業までの自分への宿題、の４項目である。半年間の学習記録（パイロット版）を英語習熟度と科目特性にもとづいて分析した結果、「遂行コントロール」の段階で学習サイクルが途切れる傾向が示唆された。本発表では過去１年半に渡って延べ300人の学生が書いた記録の分析を紹介し、彼らの学習サイクルの中の問題点を拾い出して、改善のための実現可能な介入についての考察を加える。得られたデータはテキスト分析の手法を用いて

特徴語を抽出し、共起関係、対応分析、クラスター分等を通して、全体傾向、学生の特性（英語習熟度、動機付け）別傾向を観察する。特に、学期毎のデータ分析を踏まえた改善効果について指摘したい。

Aug. 30 (Sun.) / 09:35-10:35 / 312   Invited Lecture

Higher Education Internationalization Needs New Goals, New Attitudes and New Curricula for the Teaching of English

Siusana Kweldju (SEAMEO Regional Language Centre)

A response to the impact of globalization is the internationalization of higher education (HE). HE internationalization is not only driven by the stakeholders of HE institutions, but also by the metrics issued by university rankings and accreditation agencies. Internationalization has led to new cooperation, academic mobility and exchange programs for students, lecturers and researchers. However, HE internationalization in EFL countries, or in Kachru's terminology, Expanding Circle (EC), faces linguistic challenges that have never taken place in inner circle countries, and almost never in outer circle countries. The reason is that to participate in international exchange activities, more often than not students and scholars from EC countries have to demonstrate evidence of an adequate level of native-speaker-based conceptions of proficiency. This requirement is fast becoming a norm even for short term exchange programs/events which are held in EC countries with none of the participants being native speakers of English. If this norm persists, HE internationalization in EC countries tends to benefit mainly English-major students and the more privileged students from non-English Department. It will not fully build a new generation of productive and resourceful citizens who are ready to solve local problems. This paper, therefore, questions the validity of this requirement for EC, because the mission of EC countries is to adopt various HE internationalization strategies to expose their scholars and aspiring scholars of diverse academic backgrounds to hands-on knowledge, experience and expertise in solving real-world multidimensional problems. This paper also highlights the importance of new attitudes, learning goals, and curricula for the teaching and learning of English in HE institutions in EC countries. It argues that what students need are attainable practical communication and interpersonal skills for today's real-life environments. It concludes that English should be taught based on the macro level of the global need of English as a lingua franca and that native-speaker norms of accuracy are unnecessary.

Aug. 30 (Sun.) / 10:10-10:35 / 212   Associate member's presentation

The Making of "Make It Simple" (Developing Teaching Materials for Teaching English with a Minimum Amount of Grammar)

最小限の文法で発信力を養う英語教材開発の試み
（「メイク・イット・シンプル」の作成をめぐって）
＜株式会社三修社企画＞

高橋　順子（多摩大学）
森田　和子（横浜女子短期大学）
北本　洋子（横浜女子短期大学）

英語の授業は、学生たちが生き生きとして英語を使ってコミュニケーションを楽しむ場であり、そしてできればグローバル化する世界に通用する英語力を身に付ける場であって欲しい。これは英語教師の共通の願いといえるでしょう。コミュニケーション重視の日本の英語教育の方向性に異論はありませんが、文法の明示的な教示を極度に避ける傾向を私たちは看過することができません。中学校レベルの英語が読めない、書けない下位の学生たちに、間違いを恐れず