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## 発足の主旨

私達は、第二言語習得研究の目的を、実証的データに基づいて理論的に第二言語の発達を研究し、第二言語の習得過程を明らかにすることにあると捉え、日本における第二言語習得研究を推進するために、第二言語習得学会（The Japan Second Language Association：略称、J-SLA）を発足させる。

私達の扱う第二言語習得研究は、言語研究、母語習得研究などの認知科学研究と同様、純粋な科学研究領域であり、第二言語習得研究の成果が言語教育に対していかなる示唆を含んでいるかという問題は含まれていない。科学的手法に基づいて第二言語習得の仕組みを明らかにすることは、他の認知科学領域と同様、ヒトの認知能力解明に少なからぬ貢献をもたらすに違いない。

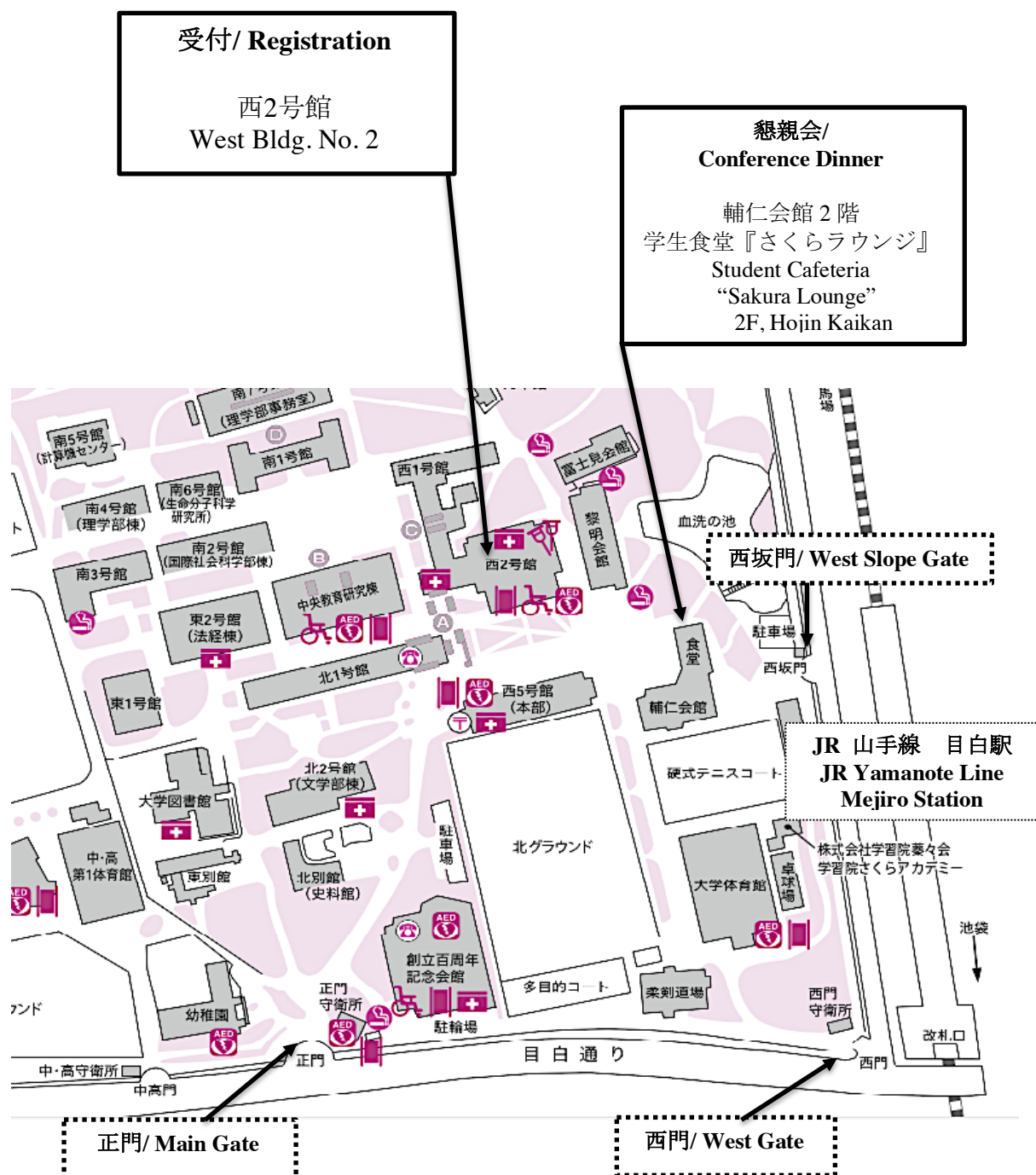
2001年3月24日  
日本第二言語習得学会設立大会

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## 会場案内図

## Venue Map

学習院大学 目白キャンパス  
Gakushuin University, Mejiro Campus



## プログラム

6月16日 (土)

発表の際の使用言語：[日] 日本語 / [英] 英語

9:00 受付

(学習院大学 西2号館4階)

9:00-10:50 学生ワークショップ

(403, 404, 305 各教室)

**403教室** コメンテーター：白畑知彦（静岡大学）

9:00-9:30 伊藤友衣子（静岡県立大学） [日]  
日本人英語学習者のbe動詞の使用に関する誤り

9:40-10:10 岡村明夢（静岡県立大学） [日]  
場所を表す前置詞 at, in, on の習得に学校英語教育が与える影響

10:20-10:50 ガルマーエヴァオリガ（お茶の水女子大学） [日]  
日本語の文法におけるインプット処理指導の効果の研究—文法の特徴に焦点を当てて—

**404教室** コメンテーター：志手和行（東京福祉大学）

9:00-9:30 木村崇是（中央大学） [日]  
日英中間言語における NP/DP パラメータの再設定

9:40-10:10 小島さつき（東北大学） [日]  
第二言語学習者の形態素習得：上級レベルの日本人英語学習者の三単現の s の発話から

10:20-10:50 白井真樹（中央大学）・塩田航希（日野工業高等学園） [日]  
英語の第二言語習得における uF 素性と削除現象

**305教室** コメンテーター：山崎妙（駒澤大学）

9:00-9:30 鈴木一徳（東京工業大学） [日]  
関係節の習得難易度再考—Relativized Minimality の観点から—

9:40-10:10 Vanessa H K Pang（The Chinese University of Hong Kong） [英]  
Applying cognitive linguistics to teaching English past tense and progressive aspect in the foreign language classroom

10:20-10:50 Hikari Yoshioka（Ochanomizu University） [英]  
Learners' use of Japanese (L1) loanword knowledge in English (L2) lexical inferencing

<b>11:40–11:50</b>	<b>開会式</b>	<b>(402教室)</b>
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<b>12:00–13:50</b>	<b>口頭発表 I</b>	<b>(402教室)</b>
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司会：野村潤（京都女子大学）

- 12:00-12:30**     **唐姣姣（お茶の水女子大学）** [日]  
ライティング訂正フィードバックの効果と情意的要因との関連について—日本語の文末スタイル・名詞修飾・活用に着目して—
- 12:40-13:10**     **矢澤翔（早稲田大学）** [日]  
L2 英語音声コーパス J-AESOP の分析例：日本人英語学習者による /i:/-/ɪ/ の発話と英語習熟度の関係
- 13:20-13:50**     **Izabelle Grenon（The University of Tokyo）, Chris Sheppard（Waseda University） & John Archibald（The University of Victoria）** [英]  
The effect of discrimination training on Japanese listeners' perception of the English vowels as in 'ship' and 'sheep'

<b>14:00–15:30</b>	<b>ポスター発表 I</b>	<b>(403教室)</b>
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- P1-1**     **Narumi Arakaki（Gunma Prefectural Women's University） & Neal Snape（Gunma Prefectural Women's University）** [英]  
Brazilian Portuguese heritage speaker competence: Inflected infinitives and role of language input
- P1-2**     **Anne Barkow（University of North Texas）** [英]  
Pragmatic development during study abroad: A look at compliment acquisition
- P1-3**     **Yijun Chen（Kyoto University）** [英]  
A longitudinal study of requests: An analysis of pragmatic development in L2 Japanese
- P1-4**     **Sonya Chik（The Hong Kong Polytechnic University）** [英]  
A socio-semiotic approach to teaching Japanese as a second/foreign language
- P1-5**     **Marzena Karpinska（The University of Tokyo）** [英]  
The role of socio-indexical cues in the perception of English accent and comprehensibility by Japanese listeners
- P1-6**     **Eugen Zaretsky（University Hospital of Marburg） & Benjamin P. Lange（Wuerzburg University）** [英]  
Geo- and sociolinguistics of the plural acquisition by German pre-schoolers with and without immigration background

- P1-7**      簡卉雯（国立台湾海洋大学）      [日]  
 談話の構造から見た日本語学習者の補助動詞「～てしまう」の使用  
 —日本語母語話者と比較—
- P1-8**      趙立翠（金沢大学）・安永大地（金沢大学）・小島治幸（金沢大学）      [日]  
 共起表現の心的表象と心的処理—母語話者と非母語話者の違い—
- P1-9**      張昀（静岡県立大学修了生）・澤崎宏一（静岡県立大学）      [日]  
 目的語省略文における中国人日本語学習者の L1 転移と逆行転移—目的語の有生性と省略からの考察—

<b>15:40–17:30</b>	<b>口頭発表II</b>	<b>(402教室)</b>
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司会：奥脇奈津美（津田塾大学）

- 15:40-16:10**      **David Allen (Ochanomizu University)**      [英]  
 Japanese-English loanwords and bilingual lexical processing
- 16:20-16:50**      **Kazushi Yoshida (Konan Boys' High School) & Michael Harrington (University of Queensland)**      [英]  
 The effect of biscriptal presentation on early vocabulary learning in the L2 classroom
- 17:00-17:30**      **Jun Lyu (Stony Brook University) & Lijun Zhang (Shanghai International Studies University)**      [英]  
 Processing quantifier scopes in a second language: Evidence from L2-English and L2-Spanish

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**18:00–20:00      懇親会**

会場：学習院大学 輔仁会館（ほじんかいかん）2階  
 学生食堂『さくらラウンジ』  
 会費：一般5,000円、学生3,000円（食事と飲み物を含む）

★懇親会への参加受付は、学会当日、受付で行います。

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## プログラム

6月17日 (日)

発表の際の使用言語: [日] 日本語 / [英] 英語

9:00 受付

(学習院大学 西2号館4階)

9:20-11:10 口頭発表 III

(402教室)

司会: 狩野暁洋 (活水女子大学)

9:20-9:50 Noriko Yoshimura (University of Shizuoka) , Mineharu Nakayama  
(The Ohio State University) & Atsushi Fujimori (University of Shizuoka) [英]

Syntactic asymmetry in L2 Learners' comprehension of raising constructions

10:00-10:30 Mari Miyao (Kyoto Women's University) , Amy Schafer (University  
of Hawai'i) & Bonnie D. Schwartz (University of Hawai'i) [英]  
On integrating syntax and discourse in the L2 production of English referential  
expressions

10:40-11:10 Itsuki Minemi (University of Tokyo) & Yuki Hirose (University of  
Tokyo) [英]  
Early thematic-role assignment drives a pre-verbal prediction in the processing  
of filler-gap dependencies by Japanese learners of English

11:15-11:45 総会

(402教室)

12:30-14:00 ポスター発表 II

(403教室)

P2-1 Simone Lechner (University of Hamburg) [英]  
Cross-linguistic influence in the acquisition of distance relations by learners  
of English, German and Japanese as a second language

P2-2 Makiko Mukai (University of Kochi) [英]  
The production of Japanese noun-noun compounds by Italian learners

P2-3 Allan Nicholas (University of Aizu) [英]  
Requesting in dialogic interactions and Japanese EFL learners:  
Promoting pragmatic development through concept-based instruction

P2-4 Miho Sasaki (Keio University) [英]  
L2 learners' eye movement and effects of extensive reading

- P2-5**      **Li-chin Yang (Kaohsiung Medical University) & Yu-da Lai**      [英]  
**(Providence University)**  
The effects of metaphoric competence on learners' comprehension and production of English present/past tenses
- P2-6**      **Eugen Zaretsky (University Hospital of Marburg) & Benjamin P. Lange**      [英]  
**(Wuerzburg University)**  
A sociolinguistic portrait of children with a limited phonological short-term memory
- P2-7**      **陳真 (広島大学)**      [日]  
日本語のナラティブにおける評価構造の分類について
- P2-8**      **ノウルーズィー タイエベ (筑波大学)**      [日]  
イラン人日本語学習者のイントネーション知覚に対するアクセントパターンの影響—知覚テストに対する反応時間の検討から—
- P2-9**      **柳瀬千恵美 (九州大学)**      [日]  
日中バイリンガル児の漢字語彙処理メカニズム  
—スキップフォールディングと回顧的インタビューを手がかりに—

<b>14:10–15:30</b>	<b>招待講演</b>	<b>(402教室)</b>
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司会：平川真規子（中央大学）

**Dr. Leah Roberts (University of York)**      [英]

Sentence processing in the second language:  
What can it tell us about L2 grammatical knowledge?

<b>15:40–17:30</b>	<b>口頭発表IV</b>	<b>(402教室)</b>
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司会：藤森敦之（静岡大学）

- 15:40-16:10**      **木村崇是 (中央大学)**      [日]  
日英中間言語における再帰形束縛
- 16:20-16:50**      **木津弥佳 (ノートルダム清心女子大学) ・ 山田一美 (関西学院大)**      [日]  
第二言語としての日本語における空主語と人称制限の習得について
- 17:00-17:30**      **Shigenori Wakabayashi (Chuo University) & Naomi Sugahara**      [英]  
**(Toyo Senior High School)**  
Causative constructions in L2 grammars for psych verb sentences in English

<b>17:40–18:00</b>	<b>閉会式</b>	<b>(402教室)</b>
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# **Programme [English Version]      Saturday, 16th June**

Language for presentation: [E] in English / [J] in Japanese

<b>9:00</b>	<b>Registration</b>	<b>(4F, West Bldg. No. 2, Gakushuin University)</b>
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<b>9:30–10:50</b>	<b>Student Workshop</b>	<b>(Rooms 403, 404, 305)</b>
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**Room 403**    Commentator: Tomohiko Shirahata (Shizuoka University)

**9:00- 9:30**      **Yukiko Ito (University of Shizuoka)**      **[J]**  
The error of be-verbs by Japanese learners of English

**9:40-10:10**      **Hiromu Okamura (University of Shizuoka)**      **[J]**  
The influence of English education in Japan on the acquisition of spatial prepositions “at”, “on” and “in”

**10:20-10:50**      **Olga Garmaeva (Ochanomizu University)**      **[J]**  
The effects of Processing Instruction on acquisition of Japanese grammar with various properties

**Room 404**    Commentator: Kazuyuki Shite (Tokyo University of Social Welfare)

**9:00-9:30**      **Takayuki Kimura (Chuo University)**      **[J]**  
Resetting NP/DP parameter in Japanese-English interlanguage

**9:40-10:10**      **Satsuki Kojima (Tohoku University)**      **[J]**  
The Acquisition of L2 morphosyntax: Analyzing the third person singular “s” in speech of advanced Japanese learners of English

**10:20-10:50**      **Maki Shirai (Chuo University) & Koki Shioda (Hino Technical Skills Academy)**      **[J]**  
uF feature and deletion in L2 English

**Room 305**    Commentator: Tae Yamazaki (Komazawa University)

**9:00-9:30**      **Kazunori Suzuki (Tokyo Institute of Technology)**      **[J]**  
Reconsideration of the relative clause difficulty: From the viewpoint of Relativized Minimality

**9:40-10:10**      **Vanessa H K Pang (The Chinese University of Hong Kong)**      **[E]**  
Applying cognitive linguistics to teaching English past tense and progressive aspect in the foreign language classroom

**10:20-10:50**      **Hikari Yoshioka (Ochanomizu University)**      **[E]**  
Learners’ use of Japanese (L1) loanword knowledge in English (L2) lexical inferencing



<b>11:40–11:50</b>	<b>Welcome and Opening Remarks</b>	<b>(Room 402)</b>
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<b>12:00–13:50</b>	<b>Oral Presentations I</b>	<b>(Room 402)</b>
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Chair: Jun Nomura (Kyoto Women's University)

- 12:00-12:30 Jiaojiao Tang (Ochanomizu University) [J]**  
The relationship between writing corrective feedback and affective factors: Focus on sentence-final style • noun modifiers • conjugation in Japanese
- 12:40-13:10 Kakeru Yazawa (Waseda University) [J]**  
Using the J-AESOP L2 English speech corpus: A case study of the acquisition of English /i:/-/ɪ/ by Japanese speakers
- 13:20-13:50 Isabelle Grenon (The University of Tokyo) , Chris Sheppard (Waseda University & John Archibald (The University of Victoria) [E]**  
The effect of discrimination training on Japanese listeners' perception of the English vowels as in 'ship' and 'sheep'

<b>14:00–15:30</b>	<b>Poster Presentations I</b>	<b>(Room 403)</b>
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- P1-1 Narumi Arakaki (Gunma Prefectural Women's University) & Neal Snape (Gunma Prefectural Women's University) [E]**  
Brazilian Portuguese heritage speaker competence: Inflected infinitives and role of language input
- P1-2 Anne Barkow (University of North Texas) [E]**  
Pragmatic development during study abroad: A look at compliment acquisition
- P1-3 Yijun Chen (Kyoto University) [E]**  
A longitudinal study of requests: An analysis of pragmatic development in L2 Japanese
- P1-4 Sonya Chik (The Hong Kong Polytechnic University) [E]**  
A socio-semiotic approach to teaching Japanese as a second/foreign language
- P1-5 Marzena Karpinska (The University of Tokyo) [E]**  
The role of socio-indexical cues in the perception of English accent and comprehensibility by Japanese listeners
- P1-6 Eugen Zaretsky (University Hospital of Marburg) & Benjamin P. Lange (Wuerzburg University) [E]**  
Geo- and sociolinguistics of the plural acquisition by German pre-schoolers with and without immigration background

- P1-7**      **Hui-Wen Chien (National Taiwan Ocean University)**      **[J]**  
The use of Japanese subsidiary verb - *te simau* of L2 Learners from  
the discourse structure: Compared with Japanese native speakers
- P1-8**      **Licui Zhao (Kanazawa University) , Daichi Yasunaga (Kanazawa University) & Haruyuki Kojima (Kanazawa University)**      **[J]**  
Representation and processing of multiword units -The difference between  
native speakers and nonnative speakers
- P1-9**      **Yun Zhang (University of Shizuoka (former student) ) & Koichi Sawasaki (University of Shizuoka)**      **[J]**  
L1 transfer and backward transfer in reading object-less sentences by Chinese-speaking learners of Japanese: How does animacy and omission influence naturalness judgment task?

<b>15:40–17:30</b>	<b>Oral Presentations II</b>	<b>(Room 402)</b>
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Chair: Natsumi Okuwaki (Tsuda University)

- 15:40-16:10**    **David Allen (Ochanomizu University)**      **[E]**  
Japanese-English loanwords and bilingual lexical processing
- 16:20-16:50**    **Kazushi Yoshida (Konan Boys' High School) & Michael Harrington (University of Queensland)**      **[E]**  
The effect of biscriptal presentation on early vocabulary learning in the L2 classroom
- 17:00-17:30**    **Jun Lyu (Stony Brook University) & Lijun Zhang (Shanghai International Studies University)**      **[E]**  
Processing quantifier scopes in a second language: Evidence from L2-English and L2-Spanish

■\*:---\*:□\*:---\*:■\*:---\*:□\*:---\*:■\*:□\*:---\*:■\*:---\*:□\*:---\*:■\*:---\*:□\*:---\*:■\*:---\*:□\*:---\*:■\*

## 18:00–20:00      Conference Dinner

**Place:    Student Cafeteria “Sakura Lounge”  
2F, Hojin Kaikan, Gakushuin University**

**Fee:      5,000 yen (students: 3,000 yen)**

**★You can register for the conference dinner at the reception.**

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## **Programme**

**Sunday, 17th June**

Language for presentation: [E] in English / [J] in Japanese

<b>9:00 Registration</b>	<b>(4F, West Bldg. No. 2, Gakushuin University)</b>
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<b>9:20–11:10 Oral Presentations III</b>	<b>(Room 402)</b>
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Chair: Akihiro Kano (Kwassui Women's University)

**9:20-9:50**     **Noriko Yoshimura (University of Shizuoka) , Mineharu Nakayama (The Ohio State University) & Atsushi Fujimori (University of Shizuoka )**     **[E]**  
Syntactic asymmetry in L2 Learners' comprehension of raising constructions

**10:00-10:30**     **Mari Miyao (Kyoto Women's University) , Amy Schafer (University of Hawai'i) & Bonnie D. Schwartz (University of Hawai'i)**     **[E]**  
On integrating syntax and discourse in the L2 production of English referential expressions

**10:40-11:10**     **Itsuki Minemi (University of Tokyo) & Yuki Hirose (University of Tokyo)**     **[E]**  
Early thematic-role assignment drives a pre-verbal prediction in the processing of filler-gap dependencies by Japanese learners of English

<b>11:15–11:45 General Meeting</b>	<b>(Room 402)</b>
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<b>12:30–14:00 Poster Presentations II</b>	<b>(Room 403)</b>
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**P2-1**             **Simone Lechner (University of Hamburg)**     **[E]**  
Cross-linguistic influence in the acquisition of distance relations by learners of English, German and Japanese as a second language

**P2-2**             **Makiko Mukai (University of Kochi)**     **[E]**  
The production of Japanese noun-noun compounds by Italian learners

**P2-3**             **Allan Nicholas (University of Aizu)**     **[E]**  
Requesting in dialogic interactions and Japanese EFL learners: Promoting pragmatic development through concept-based instruction

**P2-4**             **Miho Sasaki (Keio University)**     **[E]**  
L2 learners' eye movement and effects of extensive reading

- P2-5**      **Li-chin Yang (Kaohsiung Medical University) & Yu-da Lai (Providence University)**      **[E]**  
The effects of metaphoric competence on learners' comprehension and production of English present/past tenses
- P2-6**      **Eugen Zaretsky (University Hospital of Marburg) & Benjamin P. Lange (Wuerzburg University)**      **[E]**  
A sociolinguistic portrait of children with a limited phonological short-term memory
- P2-7**      **Zhen Chen (Hiroshima University)**      **[J]**  
The classification of narrative evaluation in Japanese narrative
- P2-8**      **Tayebeh Norouzi (University of Tsukuba)**      **[J]**  
The effect of accent patterns on intonation perception by Iranian learners' of Japanese - An investigation through reaction time to perceptual test -
- P2-9**      **Chiemi Yanase (Kyushu University)**      **[J]**  
Young Chinese-Japanese bilinguals' mechanism of processing Kanji words: Using the date of scaffolding and retrospective interviews as clues

<b>14:10–15:30 Plenary Address</b>	<b>(Room 402)</b>
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Chair: Makiko Hirakawa (Chuo University)

**Dr. Leah Roberts (University of York)**      **[E]**

Sentence processing in the second language:  
What can it tell us about L2 grammatical knowledge?

<b>15:40–17:30 Oral Presentations IV</b>	<b>(Room 402)</b>
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Chair: Atsushi Fujimori (Shizuoka University)

- 15:40-16:10**      **Takayuki Kimura (Chuo University)**      **[J]**  
Reflexive binding in Japanese-English interlanguage
- 16:20-16:50**      **Mika Kizu (Notre Dame Seishin University) & Kazumi Yamada (Kwansei Gakuin University)**      **[J]**  
Acquisition of person restrictions on null subjects in L2 Japanese
- 17:00-17:30**      **Shigenori Wakabayashi (Chuo University) & Naomi Sugahara (Toyo Senior High School)**      **[E]**  
Causative constructions in L2 grammars for psych verb sentences in English

<b>17:40–18:00 Closing Remarks</b>	<b>(Room 402)</b>
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**6 月 17 日 (日)****Sunday, 17th June****Room 402****14:10–15:30**

**Sentence Processing in the Second Language:  
What Can It Tell Us about L2 Grammatical Knowledge?**

**Leah Roberts  
(University of York)**

In the field of SLA, the use of on-line, reaction time measures taken during the reading of grammatical and ungrammatical sentences began as a supplement to traditional off-line judgments, in order to add validity to off-line measures of second language (L2) learners' underlying grammatical competence (see Juffs & Rodriguez, 2013 for an overview). The underlying assumption has been that off-line data can uncover what readers know is and is not possible in a given language (i.e., 'limits of grammaticality'), whereas the workings the parser (or sentence processor)—comprising a set of procedures for implementing that knowledge in real time— can be investigated using time-sensitive techniques. In other words, many SLA researchers engaging in psycholinguistic research assume that on- and off-line tasks tap into different types of knowledge, for instance implicit versus explicit/metalinguistic (or procedural versus declarative) knowledge respectively. Studies in which off-line/metalinguistic knowledge has shown to be native-like, but on-line parsing procedures or sensitivity to un/grammaticalities is different has been argued to support fundamental difference accounts of SLA (e.g., Shallow Structure Hypothesis, Clahsen & Felser, 2006), whereas where there has been a match between on- and off-line measures, particularly as a function of proficiency/exposure, learners are assumed to have access to native-like knowledge of the L2 (e.g., Hopp, 2010), aligning with the view that L1-L2 differences in ultimate attainment are quantitative rather than qualitative. A review of the L2 sentence processing literature shows that native-like performance is often revealed when learners need also to make meta-judgments during real-time comprehension but not when they are required to merely read for meaning (see, e.g., Havik, et al. 2008). Does this mean that L2 learners of sufficient proficiency 'shallow process' unless pushed to perform deep hierarchical processing by the task? In this talk I will discuss such findings in relation to 'types of knowledge' that researchers assume the different tasks are tapping into, and what this means for the development of grammatical knowledge in L2 acquisition.

**6月16日（土）****Saturday, 16th June****403教室****9:00–9:30（学生ワークショップ）****日本人英語学習者のbe動詞の使用に関する誤り****伊藤友衣子（静岡県立大学）**

日本人英語学習者（JLEs）は、“\* I am muscular pain.”のように be 動詞を不適切に使用した英文を作り出すことがある。本研究では、そのような誤りは日本語の助詞「は」が影響を与えていると仮定した上で、過剰般化と過剰使用の誤りに基づく英文を使い、70 人の JLEs を対象に文法性判断テストを行った。その結果、JLEs は、過剰使用の誤りについては非文であると正しく判断できるが、過剰般化の誤りについては適切に判断することができなかった。このように過剰般化と過剰使用の誤りで判断に差が見られたことから、本発表では、「は」だけが be 動詞の使用に影響を与えているわけではないと主張する。さらに、日本語の主題文が与える影響の可能性についても議論したい。

**403教室****9:40–10:10（学生ワークショップ）****場所を表す前置詞 at, in, on の習得に学校英語教育が与える影響****岡村明夢（静岡県立大学）**

英語の前置詞 at, in, on の用法には場所を表す用法があり、岡村（2018）では、日本人英語学習者の at, in, on の使い分けについて調査を行った。その結果、学習者の前置詞の使い分けには、前置詞の補部に置かれる目的語名詞句の種類が関係しており、補部に置かれる語句が前置詞の目的語として周辺的であるほど難しいことがわかった。しかし、前置詞選択の困難さには日本の英語教育の影響も考えられる。そこで、本研究では、日本の高校で使用されている英語の教科書を使い、場所を表す前置詞 at, in, on の出現頻度や導入時期など、インプットの影響について調査を行う。そして、英語教育が前置詞の使用や知識にどのように関わっているのか議論する。

**6月16日（土）**

**Saturday, 16th June**

**403教室**

**10:20–10:50（学生ワークショップ）**

日本語の文法におけるインプット処理指導の効果の研究  
—文法の特性に焦点を当てて—

ガルマーエヴァオリガ（お茶の水女子大学）

本研究は、日本語の難易度の異なる文法に対してProcessing Instruction（インプット処理指導）の効果が如何に異なるかについて調査することを目的とする。初級の日本語学習者を対象に、インプット処理指導と産出重視の指導という二つのグループに分けてより優しい文法項目とより難しい文法項目に対してそれぞれの指導を行う。両グループの伸びを理解テストと産出テストによって測定し、その得点を統計的に分析する。

**404教室**

**9:00–9:30（学生ワークショップ）**

日英中間言語における NP/DP パラメータの再設定

木村崇是（中央大学）

機能範疇の習得は長い間、第二言語習得研究の中心的テーマであるが、これまでの研究では機能範疇に属する項目の産出を調査したものは多いが、範疇自体の習得の検証についてはさらなる検討の余地がある。本研究では、日本人英語学習者による DP の習得に焦点を当て、容認性判断タスクと個人データ分析により学習者の母語にない機能範疇の知識を明らかにすることを目標とする。

**6月16日（土）**

**Saturday, 16th June**

**404教室**

**9:40-10:10（学生ワークショップ）**

第二言語学習者の形態素習得：  
上級レベルの日本人英語学習者の三単現の s の発話から

小島さつき（東北大学）

これまでの第二言語学習者の動詞の屈折形態素習得の研究から、その習得の困難さは、上級レベルに達しても続くことが観察されている。本研究は、その困難さの原因を探ることを目的としている。そこで、本研究では、Hawkins & Liszka (2003) による、動詞の過去形の習得に関する研究を応用し、条件を拡大し、上級レベルに達した日本人英語学習者 10 名の自発的発話、特に三単現の s の使用に関して観察した。彼らの発話は、IC リコーダーに録音し、その後文字に起し、分析した。その結果、彼らの三単現の s の使用には、誤りがほとんど見られなかった。よって、動詞の屈折形態素の誤りの原因は、学習者の表示に欠陥があるとする仮説を支持する結果となった。

**404教室**

**10:20-10:50（学生ワークショップ）**

英語の第二言語習得における uF 素性と削除現象

白井真樹（中央大学）・塩田航希（日野工業高等学園）

現在進行中である本研究では、日本語母語話者による英語の VP 削除の習得を調査する。Merchant (2001) や Saito (2007) 等に従い、英語を VP 削除の言語、日本語を項削除の言語であるとする。Lobeck (1995) や Sugisaki & Kurokami (2017) の実験的研究において、削除の認可条件に素性の一致が関係することが提案されている。母語に  $\phi$  素性一致を欠く日本語母語話者において、 $\phi$  素性一致と英語の VP 削除の関係がどのように形成されるのかを論じる。また削除操作に関して、PF 削除分析 (Sag 1976) および LF コピー分析 (Williams 1977) が提案されている。日本語母語話者が、英語の動詞句削除をどちらの操作で派生しているのかも言及する。母語の転移の有無や A 移動および A' 移動の観点から、結果を分析する。



**6月16日 (土)**

**Saturday, 16th June**

**305教室**

**9:00–9:30 (学生ワークショップ)**

**関係節の習得難易度再考—Relativized Minimalityの観点から—**

**鈴木一徳 (東京工業大学／日本学術振興会特別研究員)**

本研究では、Relativized Minimality (RM) (Rizzi 1990, 2004) の観点から、日本語を母語とする英語学習者を対象とした関係節の第二言語習得に関する今までの議論を見直すことを目的とする。英語の関係節の習得研究に関しては、統語構造上、主語関係節よりも目的語関係節の方に処理の負荷がかかり、習得が難しいことが明らかにされてきた (cf. O'Grady, 1997)。本発表では、名詞句の持つ有生性に着目し、RMにおける干渉 (intervention) の有無が関係節の処理・習得に影響を与えるかを検証すべく、実験を立案する。また、予備実験の結果を踏まえて、今後の研究の方向性を議論する。

**Room 305**

**9:40–10:10 (Student Workshop)**

**Applying Cognitive Linguistics to Teaching English Past Tense and Progressive Aspect in the Foreign Language Classroom**

**Vanessa H K Pang (The Chinese University of Hong Kong)**

Due to the complexity of the English tense-aspect system, tense and aspect constitute a major source of error for EFL learners. A Cognitive Grammar (CG)-based approach (e.g. Langacker, 1987b, 2008) could potentially help learners develop a more meaningful understanding of grammatical constructions. In this quasi-experimental study, 70 participants were from three S.4 intact classes at a secondary school in Hong Kong. The three classes were randomly assigned to one of these conditions: cognitive and task-supported, task-supported, and control. The three groups took a pretest, an immediate post-test and a delayed post-test. The aim of this study was to investigate the possible effects of CG-inspired grammar instruction on the development of grammatical knowledge, particularly on the prototypical and the non-prototypical uses of aspect, as measured by both controlled and free production tasks. This study may pave the way towards a rethinking of grammar instruction in the direction of CG-based approach.

**6月16日 (土)**

**Saturday, 16th June**

**Room 305**

**10:20–10:50 (Student Workshop)**

**Learners' Use of Japanese (L1) Loanword Knowledge  
in English (L2) Lexical Inferencing**

**Hikari Yoshioka (Ochanomizu University)**

Inferring the meaning of unknown words (i.e., lexical inferencing) is a fundamental skill in reading in a second language. This presentation describes a series of studies which was conducted to examine how Japanese EFL learners infer word meaning in English texts, especially in terms of their use of L1 (Japanese) loanword knowledge. In the initial study, qualitative data was collected using the think-aloud method with five participants. This data revealed that participants' loanword knowledge led to both success and failure in English word inferencing, depending on how well they understood the context and utilized the loanword meaning. In the second study, which focused on quantitative data with 14 participants, lexical proficiency and L1 loanword frequency were found to have significant effects on inferencing accuracy. Based on these findings, a third study with learners doing inferencing in pairs was devised and is currently being conducted.

**6月16日（土）****Saturday, 16th June****402教室****12:00–12:30（口頭発表）**

ライティング訂正フィードバックの効果と情意的要因との関連について  
—日本語の文末スタイル・名詞修飾・活用に着目して—

唐姣姣（お茶の水女子大学）

本研究では、中級レベルの中国人学習者33名を対象に、日本語の文末スタイル・名詞修飾・活用の習得に焦点を当て、ライティング訂正フィードバック（WCF）の効果を検証した上で、WCFの効果と言語不安・自尊感情との関連を分析した。検証したWCFのタイプは直接WCFと「直接＋筆記メタ言語」WCFである。学習者を①直接WCFを与えるグループ、②「直接＋筆記メタ言語」WCFを与えるグループ、③作文練習のみをする統制群に分けた。言語不安・自尊感情についてのアンケート調査、事前テスト、WCFとその返却、直後テスト、遅延テストの順に実施した。研究の結果から、WCFは言語習得を促進することと、言語項目によって、WCFの効果が異なることを明らかにした。

**402教室****12:40–13:10（口頭発表）**

L2 英語音声コーパス J-AESOP の分析例：  
日本人英語学習者による /i:/-/ɪ/ の発話と英語習熟度の関係

矢澤翔（早稲田大学）

本研究は、L2 英語音声コーパス J-AESOP を用いて、日本人英語学習者による英語の /i:/-/ɪ/ の発話と英語習熟度の関連性を分析する。北米英語において /i:/-/ɪ/ は主に母音の質で区別されるが、日本語話者は日本語の長短母音 /ii/-/i/ の影響からこれを時間長で区別する傾向がある。この傾向が英語習熟度によって変化するかを検証するため、J-AESOP コーパス内の日本人英語学習者 72 名による /i:/-/ɪ/ の発話の音響値と、各話者の英語レベルを英語教員 8 名が評価した評定値との関連を調べた。分析の結果、評定値が上がるにつれ、母音時間長は両母音ともに減少する（話速の影響）が、母音の質に関しては /ɪ/ が徐々に弛緩し、より英語母語話者に近い質的な /i:/-/ɪ/ の対立が実現されることが明らかになった。

**6月16日 (土)**

**Saturday, 16th June**

**Room 402**

**13:20–13:50 (Oral Presentation)**

**The Effect of Discrimination Training on Japanese Listeners' Perception of the English Vowels as in 'ship' and 'sheep'**

**Izabelle Grenon (The University of Tokyo), Chris Sheppard (Waseda University) & John Archibald (The University of Victoria)**

Phonetic training using an identification task can improve the perception of non-native vowels. The identification task consists of presenting the language learners with the audio recording of one word, such as ship, and ask them to identify which word they heard, 'ship' or 'sheep'. Very few studies, however, have looked at the efficiency of other types of training, such as using discrimination tasks. In a discrimination task, language learners hear two words (e.g., ship – sheep), for instance, and have to decide if the two words were the same or different. A possible advantage of using a discrimination task for sound training, as opposed to an identification task, is that it could potentially be used with populations who are not literate in the target language. For the current study, we were interested in evaluating whether discrimination training can help Japanese listeners learn to perceive the contrast as in 'ship' and 'sheep'.

**Room 402**

**15:40–16:10 (Oral Presentation)**

**Japanese-English Loanwords and Bilingual Lexical Processing**

**David Allen (Ochanomizu University)**

Cross-linguistic transfer is central to understanding second language acquisition. Lexical transfer is most obvious with cognates and loanwords, which share both form and meaning across languages, creating the robust 'cognate facilitation effect' in language processing and acquisition. The cognate facilitation effect refers to the observation that bilinguals comprehend and produce cognates and loanwords more quickly and accurately than control items. This presentation reviews recent research into the lexical representation and processing of Japanese-English loanwords (e.g., ラジオ/rajio/- radio) in English (L2) by first language speakers of Japanese (L1). The research demonstrates the abundance and frequency of English loanwords in Japanese (Allen, 2018a), and their impact on language processing (Allen & Conklin, 2013) and in language tests (Allen, 2018b; Allen, submitted). The findings are summarized with reference to the Bilingual Interactive Activation Plus model (BIA+; Dijkstra & Van Heuven, 2002) when applied to Japanese-English bilinguals (Miwa et al., 2104).

**6月16日 (土)**

**Saturday, 16th June**

**Room 402**

**16:20–16:50 (Oral Presentation)**

**The Effect of Bilingual Presentation on Early Vocabulary Learning  
in the L2 Classroom.**

**Kazushi Yoshida (Konan Boy's High School) &  
Michael Harrington (University of Queensland)**

This study examines the effect of alternative script presentation conditions on early vocabulary learning by Japanese junior high school students. First year students (N =44) used an in-class computer program that taught new English vocabulary in either a bilingual condition, in which the Japanese L1 translation equivalent was presented in written form, or a monolingual condition in which the L1 translation was only spoken and no L1 written gloss given. Learning outcomes were assessed in a within-group design using lexical decision and form recognition tests given at immediate and delayed times. The only statistically significant effect was better performance on the monolingual condition for both delayed tests. The results are related to possible effects of L1 script presentation on memory consolidation processes in early learning. Also considered are potential interactions between script presentation conditions in an intentional learning task, as examined here, and similar effects arising in incidental learning contexts.

**Room 402**

**17:00–17:30 (Oral Presentation)**

**Processing Quantifier Scopes in a Second Language:  
Evidence from L2-English and L2-Spanish**

**Jun Lyu (Stony Brook University) &  
Lijun Zhang (Shanghai International Studies University)**

In second language research, previous studies have shown that the inverse scope in doubly quantified configurations are disallowed in Chinese when the existential precedes the universal. Given this cross-linguistic difference, we ask whether Chinese-speaking L2-learners can represent the inverse scope in their L2 grammar. In this study, we investigated the interpretation of quantifier scopes by L2 speakers of English and Spanish. The experimental results replicated the previous finding that the inverse scope in the universal-existential (UE) configuration is acceptable in L1-Chinese, but not in the existential-universal (EU) configuration. This contrasts with the patterns in English and Spanish. Importantly, Chinese learners showed evidence of overcoming L1 transfer as similar patterns to those of English and Spanish natives were found. Interestingly, the present study also found lexical transfer of universals from L1-Chinese to L2-English. Furthermore, there exists inherent differences between English and Spanish in terms of scope acceptability patterns.

**6月17日 (日)**

**Sunday, 17th June**

**Room 402**

**9:20–9:50 (Oral Presentation )**

**Syntactic Asymmetry in L2 Learners' Comprehension of Raising Constructions**

**Noriko Yoshimura (University of Shizuoka),  
Mineharu Nakayama (The Ohio State University) &  
Atsushi Fujimori (University of Shizuoka)**

This paper reports the results of our investigation pertinent to the acquisition of raising constructions with an experiencer argument by Japanese EFL learners. In the experiment, 75 participants (66 L2 learners and 9 English natives) were asked to judge whether each test sentence of the three types (two with raising across an experiencer, as in (1a) and (1b), and one without raising, as in (1c)) correctly depicts the associated situation they just read.

- (1) a. Hanako seems to him to be smarter than Ai.
- b. He appears to Maria to learn Japanese well.
- c. It seems to him that Wanda likes math.

The results show that the learners encounter a strong syntactic asymmetry between unraised and raised patterns like L1 children, but do not show a processing asymmetry between pronominal and lexical subject DPs. We conclude that the syntactic asymmetry must arise as a result of L1 transfer.

**Room 402**

**10:00–10:30 (Oral Presentation)**

**On Integrating Syntax and Discourse  
in the L2 Production of English Referential Expressions**

**Mari Miyao (Kyoto Women's University), Amy Schafer (University of Hawai'i) &  
Bonnie D. Schwartz (University of Hawai'i)**

The Interface Hypothesis (Sorace, 2011) claims that even near-native adult L2ers have difficulty coordinating lexical/syntactic knowledge and discourse/pragmatic information. We present results that challenge this. Generally, adult native speakers prefer to use a reduced form of referential expressions (Res)—e.g., a pronoun vis-à-vis repetition of a name—when referring to a salient discourse entity, but prefer a more explicit form for a less salient entity. To see if L2ers can calculate the discourse salience of each entity and choose an appropriate subject-RE form, we tested adult L1-Chinese and L1-Japanese learners alongside adult native-English speakers in a picture-narration task in English. Results indicate that L2ers' repeated-name production, like natives', increased when the target referent's salience was decreased by the existence of an additional entity or by the syntactic structure of the preceding sentence/discourse. Interestingly, L1-Chinese L2ers produced repeated-name subjects more frequently than L1-Japanese L2ers did, which may stem from referential-ambiguity avoidance in Chinese.

**6月17日（日）**

**Sunday, 17th June**

**Room 402**

**10:40–11:10 (Oral Presentation)**

**Early Thematic Role Assignment Drives a Pre-verbal Prediction  
in the Processing of Filler-gap Dependencies by Japanese Learners of English**

**Itsuki Minemi & Yuki Hirose (University of Tokyo)**

This study investigates if Japanese learners of English predict an argument structure of relative clause (RC) verbs (i.e., whether they take complements or not) before reading the actual verbs, by conducting a self-paced reading time (RT) experiment. If they predict that an RC verb would take complements to assign a thematic role to an RC head noun as soon as possible, then RTs for the verbs that are used often with no complements such as *walk* would be longer than those for the verbs with complements, *bring* or *depend*, since the pre-verbal prediction turns out to be wrong with the appearance of the verbs that do not take complements. The results ( $n=12$ ) exhibited the expected RT patterns; the RTs for intransitive verbs without complements were longer than those for the verbs with complements. This suggests that Japanese learners of English predict the argument structure of RC verbs.

**402教室**

**15:40–16:10 (Oral Presentation)**

**日英中間言語における再帰形束縛**

**木村崇是（中央大学）**

日本語母語話者が英語の再帰代名詞の束縛領域を習得する過程で、日本人英語学習者はロシア語の束縛領域のパラメータの値を設定すると考えられてきた（Hirakawa, 1990; Watanabe et al., 2008 など）。本研究では、パラメータ設定による説明に基づく予測が経験的に支持されないことを示し、日本人英語学習者の束縛領域の知識が素性の習得の問題と結びつけられると提案する。

**6月17日（日）**

**Sunday, 17th June**

**402教室**

**16:20–16:50（口頭発表）**

**第二言語としての日本語における空主語と人称制限の習得について**

**木津弥佳（ノートルダム清心女子大学）・山田一美（関西学院大学）**

本稿では、述語により主語の人称を制限する文の空主語現象に焦点を当て、第二言語としての日本語の習得を考察する。中国語、韓国語、英語をそれぞれ母語とする上級日本語学習者を対象に、省略された主語が指示する人称の認識と、文脈の中での主語省略・非省略の適切な選択という観点から実験調査を行ったところ、Miyagawa (2017) の素性継承理論における言語類型（日本語・韓国語がI類、中国語・英語がII類）を支持する結果が観察された。このことから、空主語の人称を認識することについては、上級学習者でも母語の知識が影響するが、述語と文脈から空主語を適切に選択することについては、談話レベルでの個別言語間の差異が関係していることを論じる。

**402教室**

**17:00–17:30（Oral Presentation）**

**Causative Constructions in L2 Grammars for Psych Verb Sentences in English**

**Shigenori Wakabayashi (Chuo University) &  
Naomi Sugahara (Toyo Senior High School)**

Our purpose is to discuss how interlanguage grammars are structured. We suggest that Japanese learners of L2 English (JLE) use a periphrastic causative construction where an EXPERIENCER appears as verb complement (e.g., *Jack frightened Tom*) based on two experiments where JLE accepted sentences like *Jack made Tom frightened* at a rate of 99% (Experiment 1) and also accepted at 73% violations of the T/SM restriction (Pesetsky, 1995) in sentences such as *\*The newspaper article annoyed me at the government* ((4b) in White et al. 1998) (Experiment 2). This cannot be a straightforward reflection of L1 grammar because the T/SM restriction operates in Japanese. We suggest that: a) L2 learners may rely on syntactic derivation to compensate for a lack of lexical items that require (semantic) compounds; b) L1 transfer of lexical items is more pervasive than that of syntactic units; and c) (re)structuring (or structure building) takes place in SLA in general.



**6月16日 (土)****Saturday, 16th June****Room 403****14:00–15:30****P1-1****Brazilian Portuguese Heritage Speaker Competence:  
Inflected Infinitives and Role of Language Input****Narumi Arakaki & Neal Snape (Gunma Prefectural Women's University)**

Some grammatical structures are more difficult than others. For example, in Brazilian Portuguese (BP) there is complex morphosyntax called inflected infinitives. For our study, we recruited 11 participants, 4 BP native speakers, and 7 BP HSs between 13 to 27 years of age. All BP HSs are presently living in Japan and started acquiring BP from a young age. A detailed background was administered to each BP HS. Our research question is as follows:

RQ: If input really matters when talking about the competence of BP HSs in their heritage languages, would BP HSs (older than 12 years) be able to perform as well as BP native speakers on a Morphological Recognition Task?

Group results show that there is a significant difference between the BP HSs and the BP native speakers in the Inflectional Infinitive condition. We intend to discuss individual results in light of exposure to BP within Japan.

**P1-2****Pragmatic Development during Study Abroad: A Look at Compliment Acquisition****Anne Barkow (University of North Texas)**

Pragmatics is an overlooked aspect of language teaching; however, if students do not have pragmatic knowledge, they will likely commit cultural offenses without even knowing it. Traditionally, educators believed that pragmatic knowledge develops in an immersion environment. Nonetheless, articles have observed that this is not necessarily the case. Even when immersed, students do not notice or acquire basic pragmatic structures. Therefore, teachers must implement pragmatic exercises in the classroom. How? Research points to the benefits of explicit instruction and form noticing exercises with production practices. Following this information, we performed a pragmatic intervention on a group of study abroad students. We found that through this intervention, students improved grammatical accuracy and confidence. There was improvement from the pretest to the posttest which supports the conclusion from other articles that explicit teaching of pragmatics improves its acquisition and that being in an immersion environment does not guarantee its learning.

**6月16日 (土)**

**Saturday, 16th June**

**Room 403**

**14:00–15:30**

**P1-3**

**A Longitudinal Study of Requests:  
An Analysis of Pragmatic Development in L2 Japanese**

**Yijun Chen (Kyoto University)**

This longitudinal study investigated the development of JSL learner's requests. Datasets were collected from 3 international students enrolled in a university in Kyoto, Japan. They included 12-recorded oral discourse completion test (ODCTs), 4 metapragmatic judgments, and follow-up interviews. Results reproduced the second to the fourth stages of the five stages of request development proposed by Kasper and Rose (2002, pp. 135-147) that describe ESL learners' development patterns. However, some differences were observed between the request development patterns of JSL and ESL learners, including the shift to conventional indirectness from direct requests in the fourth stage for JSL learner, which happens in the third stage for ESL learners. One participant presented a mix of the third and the fourth stages, which indicated that a different study context might induce a different development pattern. The findings in this study also lend supports to the two-dimensional model and the noticing hypothesis.

**P1-4**

**A Socio-semiotic Approach to Teaching Japanese as a Second/foreign Language**

**Sonya Chik (The Hong Kong Polytechnic University)**

This paper presents a case study that investigates the potential of applying a socio-semiotic approach to teaching Japanese as a second/foreign language. The case study is backgrounded against an elective Japanese language course taught at tertiary level in Hong Kong. The aim of the course is to help students develop awareness and interest in different types of Japanese texts while equipping them with an introductory reading skill. Drawing on Systemic Functional Linguistics theory (Halliday, 1978; 1994), the course is designed with a focus on the meaning-making or functional quality of language as a semiotic system based on authentic texts of everyday life that are drawn from a variety of registers. Observations on preliminary findings from the case study are discussed and implications on adopting a socio-semiotic approach as a form of content-based instruction to teaching Japanese at introductory/intermediate level are explored.

**6月16日 (土)**

**Saturday, 16th June**

**Room 403**

**14:00–15:30**

**P1-5**

**The Role of Socio-indexical Cues in the Perception of English Accent  
and Comprehensibility by Japanese Listeners**

**Marzena Karpinska (The University of Tokyo)**

Speech perception can be viewed as a multimodal process, which involves the integration of not only acoustic but also other cues, such as facial gestures or socio-indexical features (e.g., the age, gender, or ethnicity of the speaker). This research compares the perception of English sentences (all spoken by native speakers of North America English) by native Japanese speakers when the audio recording was presented with either an Asian or a Caucasian face. More specifically we compare ratings in terms of the degree of perceived accent, and of comprehensibility (listeners' perception of difficulty in understanding the utterance) assigned to each sentence by native Japanese speakers.

**P1-6**

**Geo- and Sociolinguistics of the Plural Acquisition  
by German Pre-schoolers with and without Immigration Background**

**Eugen Zaretsky (University Hospital of Marburg) &  
Benjamin P. Lange (Wuerzburg University)**

Distribution of error patterns in the pre-schoolers' language cannot avoid being influenced by geo- and sociolinguistic variables associated with the quality and quantity of the language input. This study aimed to examine associations between German pre-schoolers' (N = 696) plural forms and characteristics of children, their families, and Frankfurt/Main districts where they lived. Error patterns of the largest subgroups of immigrant pre-schoolers were almost identical. They differed significantly—quantitatively, not qualitatively—from those of monolingual German peers and were comparable to those of younger Germans. This lag in the linguistic development possibly resulted from the limited access to medical services as well as low-quality language input caused by the geographical and social separation of immigrants from native Germans. Immigrant children acquired German in the districts with a high percentage of the low-income inhabitants speaking little German. Both children's language-related medical issues and personal traits were unevenly geographically distributed.

**6月16日（土）**

**Saturday, 16th June**

**403 教室**

**14:00–15:30**

**P1-7**

談話の構造から見た日本語学習者の補助動詞「～てしまう」の使用  
—日本語母語話者と比較—

簡卉雯（国立台湾海洋大学）

本発表は日本語学習者がどのように補助動詞「～てしまう」を使用するか、談話の構造に焦点を当て、日本語学習者発話コーパス「KY コーパス」を用いて、「～てしまう」が使用される前後の文脈を考察し、日本語母語話者との相違を比較しながら分析するものである。分析した結果、「～てしまう」の各用法においては、日本語母語話者と日本語学習者による「～てしまう」の談話の構造に異なることが多いことが明らかになった。この理由について、談話レベルの法則は統語レベルの規則に比べ複雑で知識として学ぶことが難しいからだと考えられる。

**P1-8**

共起表現の心的表象と心的処理  
—母語話者と非母語話者の違い—

趙立翠・安永大地・小島治幸（金沢大学）

半構成句の言語処理における使用頻度の影響を検証するために、単純の自然さ判断課題（課題1）と刺激句の最後の単語を予測させてから刺激句の自然さを判断させる課題（課題2）を行った。日本語母語話者（NS）と上級日本語学習者（NNS）を対象に、高頻度の半構成句（SEMI, 例：睡眠を取る）、低頻度句（NOV, 例：鉛筆を取る）を用いて実験を行った。その結果、NSは両課題とも、SEMIの反応時間がNOVより短かったのに対し、NNSは課題1のときのみ、SEMIの反応時間がNOVより短く、課題2のときは、その処理優位性がなくなった。これらの結果は、SEMIが、NSの心的辞書に貯蔵されているのに対し、NNSの心的辞書にはまだ定着していないことを示唆する。

**6月16日（土）**

**Saturday, 16th June**

**403 教室**

**14:00–15:30**

**P1-9**

目的語省略文における中国人日本語学習者の L1 転移と逆行転移  
—目的語の有生性と省略からの考察—

張昀（静岡県立大学修了生）・澤崎宏一（静岡県立大学）

SLA では、L1 から L2 への L1 転移の他に、L2 の特徴が L1 に現れる逆行転移も報告されている。しかし、L1 転移研究に比べて逆行転移に関する知見は乏しい。本研究では、中国語を母語とする日本語学習者を対象に、L1 と L2 における「有生と無生目的語の完全文・省略文」に対しての自然度判断を比較した。その結果、完全文・省略文の区別は習得されやすく逆行転移がおこりやすいが、有生・無生の区別は習得されにくく逆行転移もおこりにくいことがわかった。省略条件と有生条件で転移の起こり方が異なったのは、完全・省略の違いは、有生・無生の違いよりも卓立性が高い(salient)ため気づきやすいという、認知的な性質の違いが理由の一つとして考えられるだろう。

**6月17日 (日)**

**Sunday, 17th June**

**Room 403**

**12:30–14:00**

**P2-1**

**Cross-Linguistic Influence in the Acquisition of Distance Relations  
by Learners of English, German and Japanese as a Second Language**

**Simone Lechner (University of Hamburg)**

This paper investigates cross-linguistic influence in distance relations in demonstratives, i.e. demonstrative pronouns and locative adverbs, of n=120 L1 German, Japanese and English speakers learning L2 Japanese, English and German, attempting to critically re-evaluate the typological classification of demonstrative systems. It aims to compare the predictive power of typological proximity on transfer outcomes to the potential effect of the complexity of the linguistic feature in question. Moreover, this study critically re-examines the typological classification currently in use for English. Preliminary results indicate that Japanese L1 speakers employ the two-way distinction for demonstrative pronouns in L2 English, whereas L1 German speakers oftentimes do not. However, L1 English data furthermore shows that native speakers of English do not use this two-way distinction in the way the literature suggests.

**P2-2**

**The Production of Japanese Noun-Noun Compounds by Italian Learners**

**Makiko Mukai (University of Kochi)**

The aim of this paper is to analyze the interlanguage of Italian learners of Japanese L2 in production of noun-noun compounds with the main focus of the Right-hand Head Rule (Williams 1981). In order to explore if the learners produce right or left-headed compounds, twenty Italian speaking university students (JLP N3) were tested in their elicited production of noun-noun compounds. The results of the tests show that the Italian learners produce native-like noun-noun compounds, even though the same learners make lexical and grammatical mistakes, such as tense, aspect, just like other language native speakers. So clearly the fact that the learners do produce almost perfect compounds in Japanese needs to be explained. The present research will certainly contribute further discussion on whether learners' vocabulary knowledge is from their native language or not.

**6月17日(日)**

**Sunday, 17th June**

**Room 403**

**12:30–14:00**

**P2-3**

**Requesting in Dialogic Interactions and Japanese EFL Learners:  
Promoting Pragmatic Development through Concept-based Instruction**

**Allan Nicholas (University of Aizu)**

Requesting is an important speech act for EFL learners, with its potential for loss of face and complex relationship with context. However, instructional materials do not always address requesting effectively, with a lack of formal instruction and tendency to present requesting in isolation from surrounding conversation. This can fail to address the collaborative nature of speech acts, co-constructed over extended sequences of talk. In conjunction with findings from conversation analysis research, concept-based instruction (CBI), in which conceptual understanding of a target skill is promoted through use of material objects and verbalization, has the potential to address these issues. This presentation reports on a six-week developmental-experimental investigation of CBI and requesting-in-interaction among six university level Japanese EFL learners. Comparison of pre- and post-test learner performances show changes in the complexity of learners' request-based interactions, and in their sensitivity to social context when making language choices. Implications for classroom practice are discussed.

**P2-4**

**L2 Learners' Eye Movement and Effects of Extensive Reading**

**Miho Sasaki (Keio University)**

This is a continual study on bilingual reading processes and the current study aims to investigate L2 learners' eye movement patterns at higher-level processing (i.e. reading sentences and a paragraph) in their L1 and L2 as well as effects of experiencing extensive reading in L2. 9 Japanese learners of English took part in a reading experiment (as the pre-test) using an eye tracking system, Tobii T60. They read short passages and a scanned book (a graded reader) on screen at their pace and answered some questions afterwards. After 3 months, 3 out of those 9 participants read more than 10 English books and they took part in the post-test. The patterns are discussed whether 1) eye movements in these two different writing systems are comparable and 2) extensive reading experiences have influence on reading efficiencies analysing variables such as fixation time, fixation count, skipping and regression rates.

**6月17日 (日)**

**Sunday, 17th June**

**Room 403**

**12:30–14:00**

**P2-5**

**The Effects of Metaphoric Competence on Learners' Comprehension and Production of English Present/Past Tenses**

**Li-chin Yang (Kaohsiung Medical University) & Yu-da Lai (Providence University)**

The current study attempts to explore how the essence of the present tense, i.e., *immediacy*, and the essence of the past tense, i.e., *non-immediacy* or *remoteness*, in cognitive notions, proposed by Langacker (1991), motivate Chinese learners of English to acquire the typical and non-typical uses of both English tenses. 60 non-English majors from a university in Taiwan who were of the similar English proficiency level were recruited and evenly divided into three groups: the experimental group receiving the cognitive instruction, the experimental group receiving the traditional instruction and the control group. In order to explore the effects of treatments, a pretest and a posttest following a two-week tense instruction for both production and comprehension tasks were given. Our finding shows that although the cognitive instruction may not result in better acquisition in a short term, it leads to more homogeneity in tense acquisition.

**P2-6**

**A Sociolinguistic Portrait of Children with a Limited Phonological Short-term Memory**

**Eugen Zaretsky (University Hospital of Marburg) &  
Benjamin P. Lange (Wuerzburg University)**

Phonological short-term memory (PSTM) has been shown to be one of the most important innate skills for the language acquisition. In this study, a sample of German preschoolers (N = 2,052) was examined in respect to the distribution of the PSTM test scores depending on the ethnic background and on other demographic/sociolinguistic characteristics of the children, their families, and regions they lived in. Special attention was paid to the characteristics of children with the lowest PSTM scores. Limited PSTM co-occurred with limited contact to the German language and was unevenly distributed in the German city of Frankfurt/Main. Frankfurt districts with the lowest language test scores, including PSTM scores, were those with the most unfavorable demographic/sociolinguistic conditions that can be summarized as insufficient quality and quantity of the German language input. Turkish and Arab speaking children were geographically separated from native Germans and yielded the lowest language test scores.



**6月17日（日）**

**Sunday, 17th June**

**403 教室**

**12:30-14:00**

**P2-7**

日本語のナラティブにおける評価構造の分類について

陳真（広島大学）

基礎的な談話形式であるナラティブにおいて、具体的な内容に対して話し手の気持ちや観点を表す「評価構造」は一つの主要な構成部分である（Labov, 1972）。しかし、評価構造の特徴について分析が行われた先行研究では、枠組みとした評価構造の分類が英語を対象にしたものしかない。本研究は日本語のナラティブに注目しながら、評価構造の分類に関する先行研究（Labov, 1972 ; Peterson & McCabe, 1983）を整理した上で、日本語母語話者から収集された Frog Story を分析材料として、日本語のナラティブにおける評価構造の分類と具体的な言語形式を考察する。

**P2-8**

イラン人日本語学習者のイントネーション知覚に対するアクセントパターンの影響  
—知覚テストに対する反応時間の検討から—

ノウルーズィー タイエベ（筑波大学）

テヘラン大学で日本語を主専攻として学習している大学生・大学院生 38 名を対象に知覚実験を行った。学習者は、インターネット句形成が異なる「地名で名詞を人名と動詞」及び「地名の名詞を人名と動詞」という統語構造を区別できるかという課題を設けた。実験の対象となる冒頭の 2 アクセント句が、有核有核、無核有核、有核無核の 4 つのパターンになるように配慮し、イントネーション知覚実験を行った。結果、上位群の学習者による反応時間がよりより速いことが明らかになった。さらに、アクセントパターンによって反応時間が異なることが分かった。このことから、ピッチの高さ及び位置が反応時間に影響することが言える。

**6月17日（日）**

**Sunday, 17th June**

**403 教室**

**12:30-14:00**

**P2-9**

日中バイリンガル児の漢字語彙処理メカニズム  
—スキップフォールディングと回顧的インタビューを手がかりに—

柳瀬千恵美（九州大学）

本研究は、二つの音声言語を一定程度獲得した日中バイリンガル児が、先行学習した中国語の漢字をもとに日本語の漢字語彙をどのように処理するのか、そのメカニズムを解明することを目的とする。北京在住の小学一年生児童 15 名に実施したお話を読む漢字音読タスクと、スキップフォールディング及び回顧的インタビューのデータから、形態処理、意味処理、音韻処理それぞれの段階が鮮明になり、文脈の中でモニタリングする様子が言語として表出された。語彙処理プロセスを言語化することにより実態を明らかにし、メカニズム構築途上である年少者を対象とすることで日中バイリンガルの漢字語彙処理メカニズムの特徴をより鮮明にすることが可能となった。

## 2018-2019 年の主な活動予定

### 2018年度秋の研修会

「J-SLA 秋の研修会」では、第二言語習得研究やその関連分野においてご活躍中の研究者を招待し、現在の研究について、専門外の人にもわかりやすく話していただきます。

日時：2018年 10月28日（日）

会場： 場所：同志社大学烏丸キャンパス

(<https://www.doshisha.ac.jp/information/campus/imadegawa/karasuma.html>)

テーマ：The acquisition of articles (DPs)

発表：ニール スネイプ（群馬県立女子大学）, Kook-Hee Gil（シェフィールド大学）,  
小川睦美（日本大学）, 山田一美（関西学院大学）, 若林茂則・木村崇是（中央大学）

\* 参加費：1,000 円（会員・非会員、学生・一般に関わらず）

\* 事前申し込みは不要ですので、直接会場にお越しください。

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論文と書評を募集します。

提出締切、書式、投稿先等については、J-SLAウェブ・サイト

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### 日本第二言語習得学会第19回年次大会（J-SLA2019）

日時: 2019年 6月1日（土）・2日（日）（予定）

会場: 中央大学多摩キャンパス

招待講演者: Dr. Bill VanPatten

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## 日本第二言語習得学会顧問

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