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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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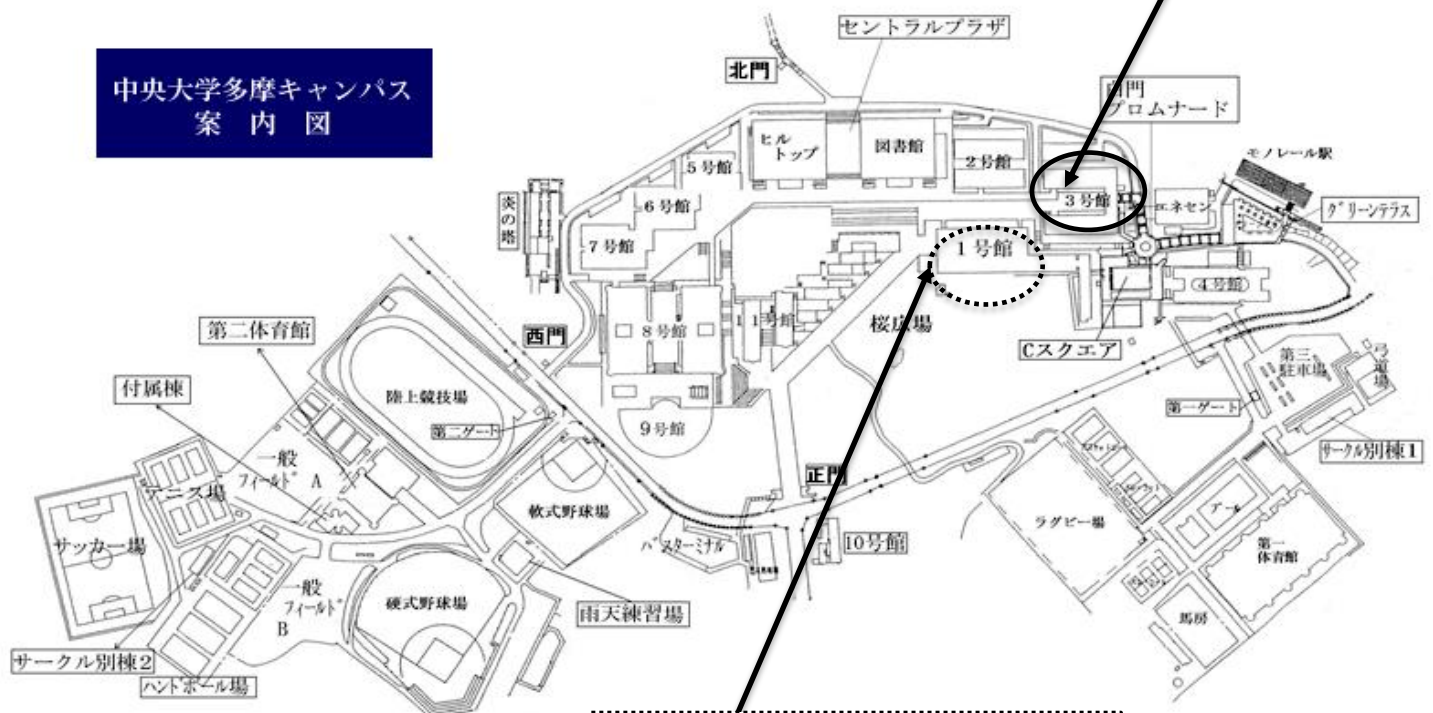
## 会場案内図

## Venue Map

中央大学 多摩キャンパス  
Chuo University, Tama Campus

発表/Presentations  
3号館/ Building 3

中央大学多摩キャンパス  
案内図



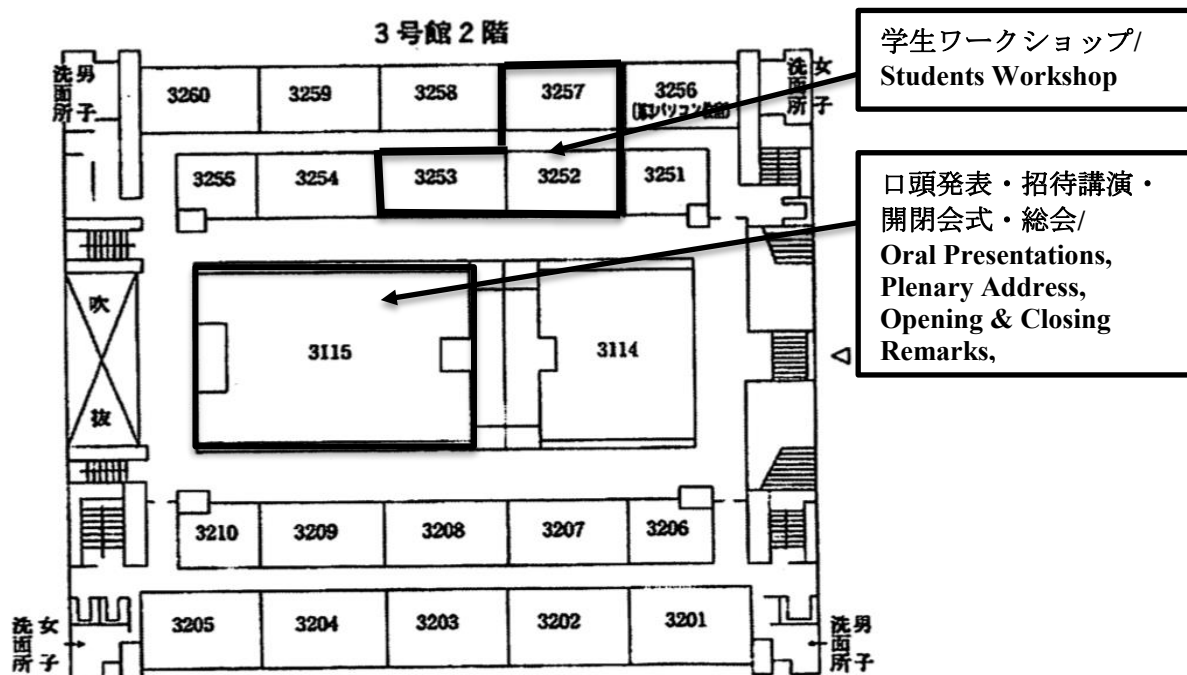
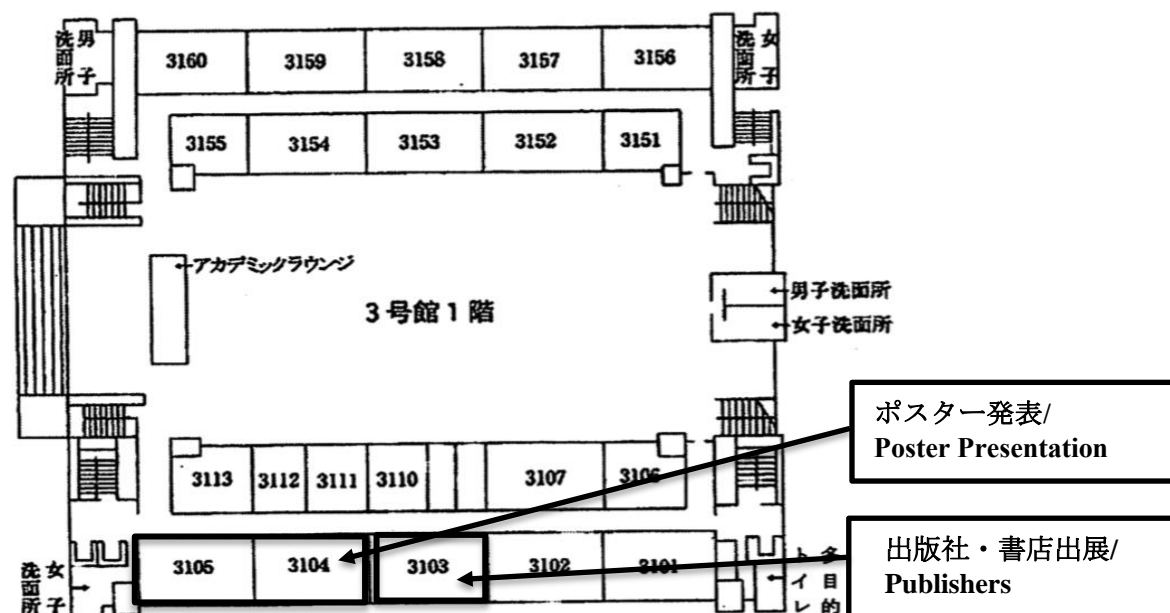
懇親会/Conference Dinner  
1号館/ Building 1  
(Room 1406)

## 会場内案内図

## Venue Rooms

### 3号館

### Building 3



## プログラム

6月1日 (土)

発表の際の使用言語：[日] 日本語 / [英] 英語

9:00 受付	(中央大学 3号館 2階)
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9:00-10:50 学生ワークショップ	(3252, 3253, 3257 各教室)
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### 3252教室

9:00-9:30 末延麻子 (九州大学) [日]  
日本語発音習得の個人差に影響を与える要因に関する研究  
—中国語母語話者を対象として—

9:40-10:10 唐 姣姣 (お茶の水女子大学) [日]  
日本語におけるライティング訂正フィードバックの効果  
—言語項目の特徴・言語不安に着目して—

10:20-10:50 徐 乃馨 (首都大学東京) [日]  
上級日本語学習者による説明文における非限定的名詞修飾の使用実態  
—学習者の母語による違いに注目して—

### 3253教室

9:00-9:30 王雋 (九州大学) [日]  
認知言語学から見る多義語の学習法  
—中国語を母語とする日本語学習者を対象に—

9:40-10:10 Sijing Fu (City University of Hong Kong) [英]  
A research design on processing and production of English collocation by Chinese speakers

10:20-10:50 池田香菜子 (お茶の水女子大学) [日]  
意味関係に着目した語彙学習法の検討  
—JSL 中学生の多義動詞派生的な意味の習得に注目して—

### 3257教室

9:00-9:30 岡村明夢 (静岡県立大学) [日]  
カートグラフィック・アプローチに基づく日本人英語学習者による  
wh 疑問文の習得

9:40-10:10 小山さや香 (中央大学) [日]  
日本人英語学習者による動詞句省略の解釈

**10:20-10:50** 鈴木一徳（東京工業大学） [日]  
日本人英語学習者による関係節の理解  
— Feature-based Relativized Minimality に基づく分析—

**11:40-11:50** 開会式 (3115教室)

**12:00-13:50** 口頭発表 I (3115教室)

**12:00-12:30** Yuning Cao (Inter-University Center for Japanese Language Studies) [英]  
Investigating the acquisition of Japanese mimetics by second language learners

**12:40-13:10** 松原理佐（東京大学）・古川 慧（東京大学）・寺崎冬雅（東京大学）・  
広瀬友紀（東京大学） [日]  
日本語母語話者の英文黙読における日本語音韻規則の干渉

**13:20-13:50** Hiromi Noguchi (Kitasato University) [英]  
The influence of variability in the L2 lexical attainment on the L2 discourse attainment

**14:00-15:30** ポスター発表 I (3104, 3105教室)

**3104 教室**

**P1-1** Kaishan Kong (University of Wisconsin-Eau Claire) [英]  
Tandem learning within and beyond the classroom: A win-win situation

**P1-2** Saori Motobayashi (Soka University of America) & Tomoko Takahashi (Soka University of America) [英]  
Changes in Japanese ESL speakers' identities and in their attitudes toward speaking English

**P1-3** Sami Dadi (Abu Dhabi Polytechnic) [英]  
Improficiency normalization discourse and motivation to learn English as L2 among Emirati ESP students

**P1-4** Somayeh Fathali (Alzahra University) , Susan Marandi (Alzahra University) & Takeshi Okada (Tohoku University) [英]  
An investigation of Japanese EFL learners' actual practice with ICT beyond the language classrooms

**P1-5**                      **Yulia Mikhailova (Hiroshima City University) & Alexander Dybovsk**  
**(Osaka University)** [英]  
 The politics of textbooks: Russian and Japanese textbooks of Japanese language

**3105 教室**

**P1-6**                      **吉川直子 (静岡県立大学)** [日]  
 日本語教育における協同学習の効果 ―語彙授業実践からの分析―

**P1-7**                      **引田梨菜 (専修大学)** [日]  
 ネパール人日本語学習者による特殊拍における知覚

**P1-8**                      **松本一美 (ボールステイト大学) ・ 広谷真紀 (ローズハルマン工科大学)**  
**・ 深田 淳 (パデュー大学)** [日]  
 日本語学習者のポーズの取り方 ―母語の影響―

**P1-9**                      **ジャ・ブルブル (広島大学)** [日]  
 インド人日本語学習者のメタファー理解に影響を及ぼす要因の検討  
 ―作動記憶容量, 音韻的短期記憶容量と文脈に着目して―

<b>15:40-17:30</b>	<b>口頭発表II</b>	<b>(3115教室)</b>
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**15:40-16:10**            **Keunhyung Park (University of South Carolina)** [英]  
 The L2 acquisition of functional categories by child Korean learners of English:  
 Sentential negation vs. Question formation

**16:20-16:50**            **Atsushi Miura (Kanagawa University)** [英]  
 The Acquisition of Control structure by Japanese learners: Focus on the  
 intervention effect

**17:00-17:30**            **Wenting Tang (University of Kansas) , Robert Fiorentino (University of**  
**Kansas) & Alison Gabriele (University of Kansas)** [英]  
 The acquisition of count/mass distinction in L2 English

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**18:00-20:00 懇親会**

会場：中央大学 1号館 1406室

会費：一般 4000円、 学生2000円 (食事と飲み物を含む)

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## プログラム

6月2日 (日)

発表の際の使用言語: [日] 日本語 / [英] 英語

9:00 受付	(中央大学 3号館 2階)
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9:20-11:10 口頭発表 III	(3115教室)
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9:20-9:50 Seth Goss (Emory University) & Seth Wiener (Carnegie Mellon University) [英]  
Informativeness outweighs experience: The cumulative effect of F0 informativeness on second and third language learners' sensitivity to Japanese lexical pitch

10:00-10:30 Paul N. Nehls (Yokohama National University) & Tomohiro Fujii (Yokohama National University) [英]  
Scalar implicature cancellation by Japanese L2 English speakers

10:40-11:10 藤井 淳 (東京大学) ・ 峰見一輝 (東京大学) [日]  
Wh 句移動を必要としない日本語母語話者による英語 filler-gap 依存関係処理

11:15-11:45 総会	(3115教室)
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12:30-14:00 ポスター発表 II	(3104, 3105教室)
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### 3104 教室

P2-1 Olga Garmaeva (Ochanomizu University) [英]  
Effects of processing instruction on production and comprehension of Japanese numeral quantifiers

P2-2 Akane Kojima (Gifu University) & Chise Kasai (Gifu University) [英]  
Bilingual cognition: A preliminary report of global / local perceptual difference between bilingual and monolingual speakers of Japanese

P2-3 Carlos L. Pimentel (Western Michigan University) [英]  
The Acquisition of Pragmatically Constrained Japanese Pronouns by L1 English Learners: Results from a context translation task

P2-4 Hui-chuan Liu (Kainan University) & Wei-hsun Huang (Kainan University) [英]  
Comparison on the phonological awareness of cross-language tonal similarity between Vietnamese Mandarin learners and non-Mandarin learners

P2-5 Takahiro Ioroi (University of Kochi) & Makiko Mukai (University of Kochi) [英]

A comparative acoustic study of L1 and L2 Japanese

**3105 教室**

- P2-6**      鄭 在喜 (早稲田大学) [日]  
事態把握の異同が日本語の習得に及ぼす影響  
—受動表現の産出を中心に—
- P2-7**      小島さつき (宮城大学) [日]  
素性組み合わせ条件：上級レベルの日本人英語学習者の発話からの一考察
- P2-8**      王 丹叶 (お茶の水女子大学) [日]  
中国語を母語とする日本語学習者における「ために」と「ように」の習得  
—述語動詞の意志性・無意志性から—
- P2-9**      石川佳浩 (大阪教育大学) [日]  
日本人英語学習者の第一言語へ第二言語が及ぼす影響  
—初学者レベルの学習者を対象とした検討—

<b>14:10–15:30</b> <b>招待講演</b> (3115教室)
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**Dr. Bill VanPatten** [英]

Instructed SLA: Proceed with Caution

<b>15:40–17:30</b> <b>口頭発表IV</b> (3115教室)
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- 15:40-16:10**      **Yuet Hung Cecilia Chan (City University of Hong Kong) & Jia Wang (Nanjing University)** [英]  
Feature Reassembly in the Acquisition of the Temporal Constraints on Chinese Negation by L1-English and L1-Korean Learners
- 16:20-16:50**      **Noriko Yoshimura (University of Shizuoka/Kokushikan University) & Mineharu Nakayama (The Ohio State University)** [英]  
Subjects of the "A-movement" Constructions in Japanese EFL Learners' Grammar
- 17:00-17:30**      **Ayano Otaki (Shizuoka University) , Tomohiko Shirahata (Shizuoka University) , Takako Kondo (University of Shizuoka) , Koji Suda (University of Shizuoka) , Mutsumi Ogawa (Nihon University) & Hideki Yokota (Shizuoka University of Art and Culture)** [英]  
Effects of animacy in second language acquisition

<b>17:40–18:00</b> <b>閉会式</b> (3115教室)
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## **Programme [English Version]      Saturday, 1st June**

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

<b>9:00</b>	<b>Registration</b>	<b>(2F, Bldg. No. 2, Chuo University)</b>
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<b>9:30–10:50</b>	<b>Student Workshop</b>	<b>(Rooms 3252, 3253, 3257)</b>
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### **Room 3252**

- 9:00- 9:30**      **Mako Suenobu (Kyushu University)**      **[J]**  
A study about factors affecting individual differences in learning Japanese pronunciation: Focus on Chinese learners of Japanese
- 9:40-10:10**      **Jiaojiao Tang (Ochanomizu University)**      **[J]**  
The effect of writing corrective feedback on Japanese: Focus on linguistic features and language anxiety
- 10:20-10:50**      **Naixin Xu (Tokyo Metropolitan University)**      **[J]**  
The actual use of nonrestrictive noun modification in expository writing by advanced learners of Japanese: Focusing on the difference between Chinese learners and Korean learners of Japanese

### **Room 3253**

- 9:00-9:30**      **Jun Wang (Kyushu University)**      **[J]**  
Learning method of Polysemy from cognitive linguistics: Focus on Chinese learners of Japanese
- 9:40-10:10**      **Sijing Fu (City University of Hong Kong)**      **[E]**  
A research design on processing and production of English collocation by Chinese speakers
- 10:20-10:50**      **Kanako Ikeda (Ochanomizu University)**      **[J]**  
Investigating the effect of word learning using a semantic strategy:  
The acquisition of polysemous verbs by Chinese-speaking JSL students

### **Room 3257**

- 9:00-9:30**      **Hiromu Okamura (University of Shizuoka)**      **[J]**  
The acquisition of WH-interrogatives by Japanese learners of English on the basis of cartographic approaches
- 9:40-10:10**      **Sayaka Koyama (Chuo University)**      **[J]**  
The interpretation of VP-Ellipsis in English by Japanese learners of English

**10:20-10:50 Kazunori Suzuki (Tokyo Institute of Technology) [J]**  
Comprehension of relative clauses in L2 English: Analysis based on feature-based relativized minimality

<b>11:40-11:50</b>	<b>Welcome and Opening Remarks</b>	<b>(Room 3115)</b>
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<b>12:00-13:50</b>	<b>Oral Presentations I</b>	<b>(Room 3115)</b>
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**12:00-12:30 Yuning Cao (Inter-University Center for Japanese Language Studies) [E]**  
Investigating the acquisition of Japanese mimetics by second language learners

**12:40-13:10 Risa Matsubara (The University of Tokyo) , Kei Furukawa (The University of Tokyo) , Fuga Terasaki (The University of Tokyo) & Yuki Hirose (The University of Tokyo) [J]**  
Effect of Japanese phonology in silent reading of L2 English by Japanese speakers

**13:20-13:50 Hiromi Noguchi (Kitasato University) [E]**  
The influence of variability in the L2 lexical attainment on the L2 discourse attainment

<b>14:00-15:30</b>	<b>Poster Presentations I</b>	<b>(Room 3104, 3105)</b>
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**Room 3104**

**P1-1 Kaishan Kong (University of Wisconsin-Eau Claire) [E]**  
Tandem learning within and beyond the classroom: A win-win situation

**P1-2 Saori Motobayashi (Soka University of America) & Tomoko Takahashi (Soka University of America) [E]**  
Changes in Japanese ESL speakers' identities and in their attitudes toward speaking English

**P1-3 Sami Dadi (Abu Dhabi Polytechnic) [E]**  
Improficiency normalization discourse and motivation to learn English as L2 among Emirati ESP students

**P1-4 Somayeh Fathali (Alzahra University) , Susan Marandi (Alzahra University) & Takeshi Okada (Tohoku University) [E]**  
An investigation of Japanese EFL learners' actual practice with ICT beyond the language classrooms

**P1-5 Yulia Mikhailova (Hiroshima City University) & Alexander Dybovsk (Osaka University) [E]**  
The politics of textbooks: Russian and Japanese textbooks of Japanese language

**Room 3105**

- P1-6 Naoko Yoshikawa (University of Shizuoka) [J]**  
The effect of cooperative learning in Japanese education: Analysis from research lesson of vocabulary
- P1-7 Rina Hikita (Senshu University) [J]**  
Perception of Japanese special moras by Nepali learners of Japanese
- P1-8 Kazumi Matsumoto (Ball State University) , Maki Hirotani (Rose-Hulman Institute of Technology) & Atsushi Fukada (Purdue University) [J]**  
L1 effect on pausing of L2 learners of Japanese
- P1-9 Bulbul Jha (Hiroshima University) [J]**  
Investigation of factors affecting the metaphor comprehension of Indian learners of Japanese: Focusing on working memory capacity, phonological short-term memory capacity and context

<b>15:40–17:30</b>	<b>Oral Presentations II</b>	<b>(Room 3115)</b>
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- 15:40-16:10 Keunhyung Park (University of South Carolina) [E]**  
The L2 acquisition of functional categories by child Korean learners of English: Sentential negation vs. Question formation
- 16:20-16:50 Atsushi Miura (Kanagawa University) [E]**  
The Acquisition of Control structure by Japanese learners: Focus on the intervention effect
- 17:00-17:30 Wenting Tang (University of Kansas) , Robert Fiorentino (University of Kansas) & Alison Gabriele (University of Kansas) [E]**  
The acquisition of count/mass distinction in L2 English

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**18:00–20:00 Conference Dinner**

**Place: Room 1406, Building 1, Chuo University**  
**Fee: 4,000 yen (students: 2,000 yen)**

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## **Programme**

**Sunday, 2nd June**

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

**9:00 Registration**

**(2F, Bldg. No. 3, Chuo University)**

**9:20–11:10 Oral Presentations III**

**(Room 3115)**

**9:20-9:50 Seth Goss (Emory University) & Seth Wiener (Carnegie Mellon University)**

**[E]**

Informativeness outweighs experience: The cumulative effect of F0 informativeness on second and third language learners' sensitivity to Japanese lexical pitch

**10:00-10:30 Paul N. Nehls (Yokohama National University) & Tomohiro Fujii (Yokohama City University)**

**[E]**

Scalar Implicature Cancellation by Japanese L2 English speakers

**10:40-11:10 Atsushi Fujii (University of Tokyo) & Itsuki Minemi (University of Tokyo)**

**[J]**

Filler-gap dependency processing by Japanese learners of English, whose L1 is not an obligatory wh-movement language

**11:15–11:45 General Meeting**

**(Room 3115)**

**12:30–14:00 Poster Presentations II**

**(Room 3104, 3105)**

**Room 3104**

**P2-1 Olga Garmaeva (Ochanomizu University)**

**[E]**

Effects of processing instruction on production and comprehension of Japanese numeral quantifiers

**P2-2 Akane Kojima (Gifu University) & Chise Kasai (Gifu University)**

**[E]**

Bilingual cognition: A preliminary report of global / local perceptual difference between bilingual and monolingual speakers of Japanese

**P2-3 Carlos L. Pimentel (Western Michigan University)**

**[E]**

The acquisition of pragmatically constrained Japanese pronouns by L1 English learners: Results from a context translation task

- P2-4**      **Hui-chuan Liu (Kainan University) & Wei-hsun Huang (Kainan University)** [E]  
Comparison on the phonological awareness of cross-language tonal similarity between Vietnamese Mandarin learners and non-Mandarin learners
- P2-5**      **Takahiro Ioroi (University of Kochi) & Makiko Mukai (University of Kochi)** [E]  
A comparative Acoustic Study of L1 and L2 Japanese
- Room 3105**
- P2-6**      **Jaehee Chung (Waseda University)** [J]  
The Influence of Dissimilarity in Construal on Japanese Language Acquisition: Focusing on output of passive expression
- P2-7**      **Satsuki Kojima (Miyagi University)** [J]  
The Combination of Features Condition: A discussion from spontaneous utterance of advanced Japanese learners of English
- P2-8**      **Danye Wang (Ochanomizu University)** [J]  
Acquisition of 'ために' and 'ように' by Chinese Japanese Learners: From the Volitional and Non-volitional of Predicate Verbs
- P2-9**      **Ishikawa Yoshihiro (Osaka Kyoiku University)** [J]  
Second Language Influences on First Language in Japanese Learners of English : Considering Beginning Level Learners

<b>14:10–15:30 Plenary Address</b>	<b>(Room 3115)</b>
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**Dr. Bill VanPatten** [E]

Instructed SLA: Proceed with Caution

<b>15:40–17:30 Oral Presentations IV</b>	<b>(Room 3115)</b>
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- 15:40-16:10**      **Yuet Hung Cecilia Chan (City University of Hong Kong) & Jia Wang (Nanjing University)** [E]  
Feature Reassembly in the Acquisition of the Temporal Constraints on Chinese Negation by L1-English and L1-Korean Learners
- 16:20-16:50**      **Noriko Yoshimura (University of Shizuoka/Kokushikan University) & Mineharu Nakayama (The Ohio State University)** [J]  
Subjects of the "A-movement" Constructions in Japanese EFL Learners' Grammar

**17:00-17:30**     **Ayano Otaki (Shizuoka University) , & Tomohiko Shirahata (Shizuoka University) , Takako Kondo (University of Shizuoka) , Koji Sud (University of Shizuoka) , Mutsumi Ogawa (Nihon University) & Hideki (Shizuoka University of Art and Culture)** [E]  
Effects of animacy in second language acquisition

<b>17:40–18:00</b> <b>Closing Remarks</b>	<b>(Room 3115)</b>
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**招待講演要旨**

**Abstract of Plenary Address**

**6 月 2 日 (日)**

**Sunday, 2nd June**

**Room 3115**

**14:10–15:30**

**Instructed SLA: Proceed with Caution**

**Bill VanPatten**

In 1967, S. Pit Corder suggested that only by knowing about how language acquisition actually proceeds could we make any informed advances in language teaching. In 1972, Larry Selinker suggested that instruction on formal properties of language would have a negligible impact (if any) on real development in the learner. Finally, in 1983, Michael Long asked the question of whether instruction on formal properties of language made a difference in acquisition surveying a number of classroom-versus non-classroom studies available at the time. These positions and questions have spawned numerous empirical studies on everything from the effects of instruction to the effects of error correction and feedback. This research in turn has resulted in meta-analyses and overviews that many researchers use to make claims about the impact of instruction on SLA. In this presentation, I will argue that current claims about the positive effects of instruction are overblown and are a result of what scholars call “going beyond the data.”

## 学生ワークショップ要旨

## Abstracts of Student Workshop

**6月1日 (土)**

**Saturday, 1st June**

**3252教室**

**9:00–9:30 (学生ワークショップ)**

日本語発音習得の個人差に影響を与える要因に関する研究  
—中国語母語話者を対象として—

末延麻子 (九州大学)

本研究では、個人差に影響を与える要因ごとに学習者を分け、その要因と発音習得度の関係を明らかにすることで、より多角的に学習者の分析を行うことを目的とする。発音習得度が高い学習者についてだけでなく、発音習得度があまり高くない、あるいは低い学習者の特徴にも注目することで、“「母語話者に近い発音ができる人」と「母語話者に近い発音ができない人」の違い”をより明確にすることができるのではないだろうか。対象者は中国人日本語学習者とし、アンケート調査と音声タスクの評価により分析を行う。

**3252教室**

**9:40–10:10 (学生ワークショップ)**

日本語におけるライティング訂正フィードバックの効果  
—言語項目の特徴・言語不安に着目して—

唐 姣姣 (お茶の水女子大学)

近年、作文のエラーに対して訂正を行う「ライティング訂正フィードバック(WCF)」に関する先行研究では、主に英語を対象言語とし、WCFの効果が検証されてきたが、日本語を対象言語とした研究は非常に限られている。WCFには様々なタイプがあるが、どのようなタイプのWCFがより効果的なのかは研究によって結果が異なっており、結論は出ていない。また、WCFがどのような言語項目に効果的であるかについては調査が十分に行われていない。さらに、学習者の情意的要因を考慮し、調査を行う必要があるとも指摘されている。そのため、本研究では、日本語を対象言語とし、言語項目の特徴・情意的要因に着目し、より効果的な作文の指導方法を探ることを目的とする。



**6月1日 (土)**

**Saturday, 1st June**

**3252教室**

**10:20-10:50 (学生ワークショップ)**

上級日本語学習者による説明文における非限定的名詞修飾の使用実態  
—学習者の母語による違いに注目して—

徐 乃馨 (首都大学東京)

本研究は、JCK作文コーパスを用いて、説明文における非限定的名詞修飾の使用を調査し、日本語母語話者、中国語母語話者、韓国語母語話者（以下J、C、K）間に違いがあるのかを比較分析するものである。調査の結果、非限定的名詞修飾の使用傾向は、J、C、K間において、有意差が見られた。そして、JとKはCに比べ、より多くの非限定的名詞修飾を使用することがわかった。J、Kの作文には、既出情報と関連付け、読み手にとって新しい情報を導入するなど、読み手への配慮を窺わせる「待遇の機能」の名詞修飾や、背景にある歴史的出来事をコンパクトにまとめるための「談話展開機能」の名詞修飾が見られるが、Cの作文には見られなかった。

**3253教室**

**9:00-9:30 (学生ワークショップ)**

認知言語学から見る多義語の学習法  
—中国語を母語とする日本語学習者を対象に

王雋 (九州大学)

認知言語学の観点から見ると、多義語のさまざまな語義は、メタファー、メトニミーなどといった関連付けによって、一つのネットワークを構築している。そのため、語義間の関連性を理解する上で学習したほうが、多義語の習得を促進するということが提案された。本研究はこの「認知学習法」の効果を検証するため、中国語を母語とする日本語学習者を対象に、事前テストと事後テストを設定し、受容と産出の両面から考察したい。そして、従来の一個一個の語義を母語と対応しながら訳語を覚える「対訳学習法」と比較するため、学習者を実験群と対照群に分け、それぞれの学習効果を検討したい。

**6月1日 (土)**

**Saturday, 1st June**

**Room 3253**

**9:40–10:10 (Student Workshop)**

**A research design on processing and production of English collocation  
by Chinese speakers**

**Sijing Fu (City University of Hong Kong)**

The proposed research will explore Chinese speakers' acquisition of English collocation from the perspectives of processing and production. It will investigate the effects of L1 influence, L2 proficiency, frequency input, language exposure, and L2 linguistic knowledge involving delexicalisation, semantic transparency, and colligation preference. There will be four groups of Chinese speakers and one group of English native speakers. The online priming task, online acceptability judgement task, cloze test, and L1-L2 translation task will be designed on V+N and ADJ+N constructions. Based on the study results, the Bilingual Interactive Activation Plus model (Dijkstra & van Heuven, 2002), usage-based accounts of language (Tomasello, 2003; Bybee, 2010) and Conceptual Transfer Hypothesis (CTH) (Jarvis, 2007; 2011) will be examined. It is predicted that overseas learning experience and English proficiency will play more important roles than L1 influence and L2 frequency input in the processing and production of English collocation by Chinese speakers.

**3253教室**

**10:20–10:50 (学生ワークショップ)**

**意味関係に着目した語彙学習法の検討  
ーJSL 中学生の多義動詞派生的な意味の習得に注目してー**

**池田香菜子 (お茶の水女子大学)**

本研究は、中国ルーツのJSL (Japanese as a Second Language) 中学生を対象にし、中心義と派生義を結びつけさせながら意味の関連性への意識を促す学習法と、個別の意味として繰り返し暗記する学習法を比較し、どちらの学習法が多義動詞の派生的な意味の(短期的・長期的な)保持に効果的かを探ることを目的とする。本発表では、本調査に向け、対象動詞及び用法の選定基準、指導法の手順、意味の知識の測定方法などを含めた調査方法の妥当性について検討する。

6月1日 (土)

Saturday, 1st June

3257教室

9:00-9:30 (学生ワークショップ)

カートグラフィック・アプローチに基づく日本人英語学習者による  
wh疑問文の習得

岡村明夢 (静岡県立大学)

カートグラフィック・アプローチ (Rizzi, 1997) では、CP を構成する要素を、発語内力 (Force)、焦点句 (Focus)、話題句 (Topic) に分け、英語の主語wh疑問文とその他のwh疑問文では、wh語はそれぞれ異なる投射内に移動すると考えている。また、日本語のwh語は、Tense内に移動すると提案されている (Miyagawa, 2002)。本研究では、日本人英語学習者 (JLE) のwh 疑問文の習得研究を行い、JLEがその3つの要素を適切に習得できるか議論を行う。実験では、習熟度の異なるJLEからwh疑問文の産出及び文法性判断データを集め、ForceとFocusの習得とTenseの転移について調査していく。

3257教室

9:40-10:10 (学生ワークショップ)

日本人英語学習者による動詞句省略の解釈

小山さや香 (中央大学)

これまでの研究で、日本語の空項の解釈について、非顕在的代名詞 (pro) を許容しない言語 (非 pro 脱落言語) を母語とする学習者は上級の学習者であっても緩やかな同一性解釈に困難を示すことが報告されている (e.g., Yamada & Miyamoto, 2017)。本研究では、英語の動詞句省略の解釈に焦点を当て、pro 脱落言語である日本語を母語とする英語学習者が、非 pro 脱落言語である英語においても、厳密な同一性解釈と緩やかな同一性解釈を許すかどうかについて調査する。先行研究に基づき、スクリーニングタスクと絵を用いた真偽値判断タスクを行い、その結果と考察を報告する。

**6月1日 (土)**

**Saturday, 1st June**

**3257教室**

**10:20-10:50 (学生ワークショップ)**

**日本人英語学習者による関係節の理解  
— Feature-based Relativized Minimality に基づく分析—**

**鈴木一徳 (東京工業大学)**

本研究は、Feature-based Relativized Minimality (FRM) (Rizzi 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ものである。英語の関係節の習得研究については、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。本発表では、名詞句が有する素性に着目し、FRM における介在効果の有無と関係節の処理・習得を検証する。特に、目的語関係節については、素性の介在効果が観察されることを主張する。先行研究や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。

口頭発表要旨

Abstracts of Oral Presentations

6月1日 (土)

Saturday, 1st June

Room 3115

12:00–12:30 (Oral Presentation)

**Investigating the acquisition of Japanese mimetics  
by second language learners**

**Yuning Cao (Inter-University Center for Japanese Language Studies)**

The current study investigates the acquisition of Japanese mimetics by native English speakers. Mimetics, by definition, depict feelings directly and sound less abstractly, the association of which is known as sound symbolism. This research examines whether information on sound symbolism facilitates mimetic-learning. Immediate and delayed posttests were conducted. Participants' performance on multiple-choice questions and image-matching tasks in both posttests did not display a clear positive effect. For multiple-choice questions, both groups performed well in intermediate posttest and less well in delayed posttest. Results on image-matching task differ more in terms of proficiency level than the group participants were put in. In addition, scores did not decline as much as those of multiple-choice questions in the delayed posttest. These results indirectly prove that using multimedia tools may better establish a correct “feeling” towards mimetics and thus facilitate the acquisition process.

3115教室

12:40–13:10 (口頭発表)

**日本語母語話者の英文黙読における日本語音韻規則の干渉**

**松原理佐・古川 慧・寺崎冬雅・広瀬友紀 (東京大学)**

黙読での文処理において、事前に記憶した語と文中の語との音韻的類似はencoding時やretrieval時の処理コストを増大させると報告されている (Kush, et al, 2015; Yamazaki, et al, 2016)。本研究では、日本語母語話者は英語の黙読時に日本語の音韻情報の影響を受けるという仮説のもと、日本語で同音となるtrack, truck (トラック) のような語と日本語でも対立を残すcat, cart (キャット, カート) のような語とが処理コストに及ぼす影響について、自己ペース読文実験で検証した。結果、読み時間は前者ではencoding部分で増大し、後者ではretrieval部分で減少した。これは仮説を支持し、また、完全な音韻的中和はencoding時の処理コスト増大、類似している音はretrieval時の処理コスト軽減に寄与している可能性を示した。

**6月1日 (土)**

**Saturday, 1st June**

**Room 3115**

**13:20–13:50 (Oral Presentation)**

**The influence of variability in the L2 lexical attainment  
on the L2 discourse attainment**

**Hiromi Noguchi (Kitasato University)**

Adult second language attainment can vary both across and within learners. The present study focuses on within-learner variability, or intra-learner variability (Han, 2010), and explores how the variable L2 attainment at the lexical level influences the L2 acquisition at the discourse level, utilizing Slobin's (1996, 2004) thinking-for-speaking hypothesis as a framework. Twenty-five oral narratives of a movie clip of a motion event by advanced adult Japanese learners of English were analyzed in order to examine which form-meaning-function relationships of linguistic categories were acquired, how the encoded functions/meanings were distributed in the narratives, and how different semantic elements work in tandem to describe motion events. The results indicated that the L2 non-target-like meanings and functions led the learners to use the forms for non-target-like purposes in the discourse, yielding non-target-like distributions. This indicates that the variable attainment at the lexical level has an influence on the attainment at the discourse level.

**Room 3115**

**15:40–16:10 (Oral Presentation)**

**The L2 acquisition of functional categories by child Korean learners of English:  
Sentential negation vs. Question formation**

**Keunhyung Park (University of South Carolina)**

The present research investigates how L2 learners acquire syntactic features which do not exist or show distinct properties in their L1. English and Korean have distinct surface representations and asymmetric underlying syntactic derivations regarding sentential negation and question formation. To grammatically express English sentence negation and question, the understanding of functional categories such as CP, TP and NegP is necessarily required. These functional categories are not critically involved in Korean negation and question constructions. Common findings in literature show that both L1 and L2 speakers systematically acquire syntactic features following typical developmental stages (Bellugi 1967, Hawkins 2001, Lightbrown & Spada 1993). Based on two-year longitudinal learner corpus data, we exhaustively compared the development of two syntactic structures by child Korean learners. By comparing the developmental stages of sentential negation and question formation side-by-side, this paper postulates the L2 acquisition of functional categories by child Korean learners of English.

**6月1日 (土)**

**Saturday, 1st June**

**Room 3115**

**16:20–16:50 (Oral Presentation)**

**The Acquisition of Control structure by Japanese learners:  
Focus on the intervention effect**

**Atsushi Miura (Kanagawa University)**

This study investigates whether the intervention effect (Belletti and Rizzi, 2013) causes difficulty in understanding of control structures for Japanese EFL college students. In the experiment, four types of sentences were used (i.e. object control, subject control, clefted-object control, clefted-subject control). The participants were asked to choose the most appropriate antecedent of PRO in each target sentences. Since subject control and clefted-object control have an intervening DP between PRO and its antecedent, the understanding of these sentences will become harder than the others. The number of correct responses for subject control sentences were significantly smaller than those for the object control sentences, and crucially, the number of correct responses for clefted-object control sentences were smaller than those for the clefted-subject control. The result supports the claim that the intervention effect is the cause of L2 learners' difficulty in understanding control structures.

**Room 3115**

**17:00–17:30 (Oral Presentation)**

**The acquisition of count/mass distinction in L2 English**

**Wenting Tang (University of Kansas), Robert Fiorentino (University of Kansas) &  
Alison Gabriele (University of Kansas)**

We investigate whether learners rely on L1-transfer or atomicity as a semantic universal in the acquisition of the count/mass distinction in L2 English by examining L1 French and L1 Mandarin learners. Atomicity encodes whether a noun contains 'atoms' or minimal elements that retain the property of the noun. As a semantic universal, the atomicity of nouns holds across languages. However, the count/mass status of specific nouns differs cross-linguistically. The results of an acceptability judgment task, which show difficulty on atomic mass nouns in both groups, support Choi et al. (2017) in that atomicity is used as a semantic universal, extending the claim to learners of plural-marking L1s. By examining the lexical properties that facilitate the acquisition of atomic mass nouns, we also show that both count/mass status in the L1 and word frequency in the L2 impact L2 performance.

**6月2日 (日)**

**Sunday, 2nd June**

**Room 3115**

**9:20–9:50 (Oral Presentation )**

**Informativeness outweighs experience: The cumulative effect of F0 informativeness on second and third language learners' sensitivity to Japanese lexical pitch**

**Seth Goss (Emory University) & Seth Wiener (Carnegie Mellon University)**

This study examined second (L2) and third (L3) language learners' pitch perception. We predicted that a listener's discrimination of and sensitivity to Japanese pitch accent reflects how pitch cues inform all words a listener knows in an additive, non-selective manner rather than how pitch cues inform words in a selective, Japanese-only manner. Six groups of listeners ( $n = 15$ ) performed a speeded ABX discrimination task on Japanese-like nonwords. We defined groups by their L1, L2, and L3 experience with the target language's pitch cues (Japanese), a language with less informative pitch cues (English), or a language with more informative pitch cues (Mandarin Chinese). We found that sensitivity to pitch accent reflects how pitch cues inform all words a listener knows in a non-selective, additive manner. Findings support cue-centric views of perception and transfer, demonstrate possible advantageous transfer for tonal-L1/L2 speakers, and highlight the cumulative role of pitch in language learning.

**Room 3115**

**10:00–10:30 (Oral Presentation)**

**Scalar Implicature Cancellation by Japanese L2 English speakers**

**Paul N. Nehls (Yokohama National University) &  
Tomohiro Fujii (Yokohama National University)**

In this experiment we investigate if scalar implicature cancellation poses difficulty to Japanese L2 learners of English. Participants engaged in a truth value judgement task. The puppet's answers are statements containing some or most, represented "A(some)" or "A(most)" here. In Relevant Condition scenarios, these are meant to give rise to scalar implicature  $\sim A(\text{all})$ : the participant is expected to reject the puppet's statement, say, A(some) because in the scenario A(all) holds. In Irrelevant Condition scenarios, the puppet's answers are meant to come without a scalar implicature: in these scenarios, the truth or falsity of the implicature is not important (Levinson 2000). Here the participant is expected to accept A(some) where A(all) holds if they successfully cancel the implicature. We found that participants had more trouble with implicature cancellation when some was used. With most, they performed worse at detecting an implicature to begin with.



**6月2日 (日)**

**Sunday, 2nd June**

**3115教室**

**10:40–11:10 (口頭発表)**

**Wh 句移動を必要としない日本語母語話者による英語 filler-gap 依存関係処理**

**藤井 淳・峰見一輝 (東京大学)**

日本語と異なり、英語ではwh句を節の冒頭に移動する必要がある。英語のwh句のように移動した要素はfiller、それに対応する本来の位置はgapと呼ばれる。移動を含む文を正しく理解するためには、filler-gap依存関係を正しく確定する必要がある。本研究では、日本語を母語とする英語学習者が、文理解のどの時点でfiller-gap依存関係の意味計算を行っているのかを明らかにするため、単語ごとの表示による、非累積・移動窓式の自己ペース読み時間実験を行った。分析結果から、wh句の移動を必要としない日本語の母語話者も、英語のfiller-gap依存関係において、動詞を読んだ直後にfiller-gap依存関係を構築し、即時に意味関係を計算することが示唆された。

**Room 3115**

**15:40–16:10 (Oral Presentation)**

**Feature Reassembly in the Acquisition of the Temporal Constraints on Chinese Negation  
by L1-English and L1-Korean Learners**

**Yuet Hung Cecilia Chan (City University of Hong Kong) &  
Jia Wang (Nanjing University)**

This study examines the acquisition of the temporal constraints on Chinese negation by L1-English and L1-Korean learners within the framework of the Feature Reassembly Hypothesis (Lardiere, 2008; 2009). The two negation markers in Chinese, *bu* and *mei*, are encoded with the [ $\pm$ realis] features (Zhang & Yan, 2010). The judgment and corpus data were collected for the study. The results show that advanced learners in both L2 groups accepted the licit use of *bu* in negating past habitual activities and future events (representing the [-realis] feature), and rejected the illicit use of *bu* in negating past episodic events (representing the [+realis] feature). However, the [+realis] feature was not properly assembled with *mei* in those contexts and the [+past] feature were associated with *mei* in early L2 grammar. The results reveal that L1 influence, input salience, and L2 proficiency contribute to the detectability and reassembly of the [ $\pm$ realis] features encoded with *bu/mei*.

**6月2日 (日)**

**Sunday, 2nd June**

**Room 3115**

**16:20–16:50 (Oral Presentation)**

**Subjects of the "A-movement" Constructions in Japanese EFL Learners' Grammar**

**Noriko Yoshimura (University of Shizuoka/Kokushikan University) &  
Mineharu Nakayama (The Ohio State University)**

This paper investigates how subjects of the A-movement constructions are represented in Japanese EFL (JEFL) learners' grammar. Particularly, we challenge the widely held assumption that they physically move the lower subject to the matrix subject position in the *seem* construction (*John seems \_\_ to be taller than his father*) and upgrade the object to the subject in the passive (*John is praised \_\_ for his excellent performance*). JEFL learners' grammar erroneously permits the subject to be base-generated in the [Spec, TP] position. We first reexamine our experimental evidence that the subject-to-subject raising does not occur in their grammar. We then postulate that this analysis can serve as an alternative account for their overpassivization of unaccusative verbs (*\*a big earthquake was occurred*) on the assumption that they can acquire the passive form at a very early stage and simply relocate the DP in the subject position of the passive structure.

**Room 3115**

**17:00–17:30 (Oral Presentation)**

**Effects of animacy in second language acquisition**

**Ayano Otaki (Shizuoka University) , Tomohiko Shirahata (Shizuoka University) ,  
Takako Kondo (University of Shizuoka) , Koji Suda (University of Shizuoka) ,  
Mutsumi Ogawa (Nihon University) & Hideki Yokota (Shizuoka University of Art and  
Culture)**

This study examines the effects of animacy on subject nouns in English unaccusative sentences by 161 Japanese university learners of English (JLEs). Our assumption is that the degree of animacy in the subject noun will have an effect on JLE's correct interpretation of the grammaticality of a sentence. There were forty-two test sentences with three different types of unaccusative verbs according to their degree of telicity. The seven noun groups with these three unaccusative verb types were tested. The results indicated that sentence structures with the subject nouns of human beings (having the highest degree of animacy) were considered the easiest for JLEs to judge grammaticality accurately, whereas structures with both material and abstract nouns (having the lowest degree of animacy) were considered the most difficult. The results supported our assumption. Thus, we claim that there is a difficulty order of animacy in the acquisition of unaccusative verb structures.

**ポスター発表要旨**

**Abstracts of poster presentations**

**6月1日 (土)**

**Saturday, 1st June**

**Room 3104**

**14:00–15:30**

**P1-1**

**Tandem learning within and beyond the classroom: A win-win situation**

**Kaishan Kong (University of Wisconsin-Eau Claire)**

Informed by Vygotsky's sociocultural theory with a focus on peer scaffolding and mediated learning, the present study examined peer scaffolding in three different learning contexts at one university in the midwestern United States: (1) Chinese language classroom where learners interacted with native Chinese speakers, (2) tandem learning outside the class where native speakers and learners collaborated to finish speaking projects, and (3) peer review via an online application called FlipGrid. The purpose was to explore the benefits and challenges of language and culture scaffolding through cross cultural interactions between Chinese international students and CFL (Chinese as a Foreign Language) learners. While the results showed very positive potential, some challenges also emerged for future improvement. This project is significant to language educators as it regards how to include international student body into curriculum design. A thoughtful and strategic approach could benefit both international students and home students.

**P1-2**

**Changes in Japanese ESL speakers' identities and in their attitudes  
toward speaking English**

**Saori Motobayashi (Soka University of America) &  
Tomoko Takahashi (Soka University of America)**

This study examined changes in English as a second language (ESL) speakers' identities and in their attitudes toward speaking English, based on the responses provided by 75 Japanese students attending college in the United States (U.S.). Analyses of their responses revealed that the more time those ESL speakers spent in the U.S., the more they became in favor of speaking English in their own way, experienced a positive transition between different identity types, and felt either prouder or less proud of their identity as Japanese. The study also suggested that two to three years in an English-speaking country or environment might mark a turning point for many ESL speakers' attitude and identity changes. Furthermore, those who had only a short-term ESL learning experience before being mainstreamed into college were more likely to experience a transition earlier during the four years of college than those with a long-term ESL learning experience.

**6月1日 (土)**

**Saturday, 1st June**

**Room 3104**

**14:00–15:30**

**P1-3**

**Improficiency normalization discourse and motivation to learn English as L2  
among Emirati ESP students**

**Sami Dadi (Abu Dhabi Polytechnic)**

The present paper draws on an intensive research in the field of student learning motivation. It employs the Osmosis Model to investigate the influence of significant others' discourse on the L2 learning students' interest and Self-efficacy. The discourse normalizing the uselessness of English proficiency required for the university graduates directly influences the students' motivation to learn English and improve their proficiency levels. The two constructs used to gauge the levels of motivation were drawn from previous studies covering areas of L2 motivation and the culture of learning in the Arabian Gulf region (Dadi, 2012; Dadi, 2014, Dadi & Jin, 2013). The results revealed a high level of persuasive words and expressions indicating the tendency to normalize the inability to reach English language proficiency among the participants. The applicability of the Osmosis Model is finally discussed in relation with the results of the study.

**P1-4**

**An investigation of Japanese EFL learners' actual practice with ICT  
beyond the language classrooms**

**Somayeh Fathali (Alzahra University) , Susan Marandi (Alzahra University) &  
Takeshi Okada (Tohoku University)**

Despite the intentional formal learning inside the classrooms, research shows that much of language learning happens in the absence of the conventional classrooms with the learners' autonomous use of technologies. However, since how students use technologies beyond the classroom is neither easily observable nor assessable, it has received little attention. Consequently, this study tried to gain a holistic understanding of how Japanese undergraduate EFL students engage with ICT for English language learning beyond the classroom. The data was collected through an online questionnaire which gained information about the frequency of the students' use of ICT (a list of technologies classified into information, communication, and discipline-specific technologies), and the students' perceptions of the usefulness of discipline-specific technologies. We hope the outcomes of this study would reflect the current trends of students' use of ICT for language learning and would enlarge the scope of technology-enhanced language learning beyond the classroom.

**6月1日 (土)**

**Saturday, 1st June**

**Room 3104**

**14:00–15:30**

**P1-5**

**The politics of textbooks: Russian and Japanese textbooks of Japanese language**

**Yulia Mikhailova (Hiroshima City University) &  
Alexander Dybovsk (Osaka University)**

This poster presentation will demonstrate some results of a survey, which aimed to find out preferences Russian students of Japanese language have towards textbooks. The survey covered 370 students from Moscow, St. Petersburg, Vladivostok and Kazan. Students were asked about their purposes of studying the Japanese language, textbooks they used, their images of an ideal textbook and information that could be included into textbooks besides the language itself. For the majority of students it was *Minna-no nihongo*, but not a Russian textbook, that looked as an ideal encompassing all their requirements for language learning. We also understood that nowadays students' interests are better captured not under conventional topics such as history, politics, literature, etc. but should be put under the label "interesting facts".

**6月1日 (土)**

**Saturday, 1st June**

**3105教室**

**14:00–15:30**

**P1-6**

日本語教育における協同学習の効果 ―語彙授業実践からの分析―

吉川直子（静岡県立大学）

本研究は、語彙教育に焦点を当て、協同学習が従来の一斉授業に効果があるかどうか、効果があるとすればその理由を明らかにすることを目的に行った。語彙授業の効果を確認するために、従来型一斉語彙授業と協同学習を取り入れた語彙授業を行い、テスト結果を比較したところ、協同学習を取り入れた語彙授業は、従来の一斉授業と比べて語彙の記憶保持という点で効果があることがわかった。また、授業内の発話分析、授業後のアンケート調査を行い、効果の理由として、リハーサルの多さ、モチベーションの高さ、気づきなどが考えられるのではないかと結論付けた。

**P1-7**

ネパール人日本語学習者による特殊拍における知覚

引田梨菜（専修大学）

本研究は、会話の能力が高くなる印象があるネパール人日本語学習者を対象に特殊拍である長音・促音・拗音における知覚実験を行った。それぞれの特殊拍を含んでいる語と含んでいない語をミニマルペアになるよう抽出し、ダミーとなる語6語を含む33語の刺激語を1文につき1語含んだ文を聞いてもらい、知覚実験を行った。知覚実験は、刺激語を書き取るディクテーション形式を行った後、正答を選択する選択肢形式の2通りを行った。そこから、それぞれの特殊拍が含まれている語の方が特殊拍を含んでいない語に比べると正答率が高い割合が高いこと、長音・拗音に比べると、促音が最も知覚しやすいことがわかった。

**6月1日 (土)**

**Saturday, 1st June**

**3105 教室**

**14:00–15:30**

**P1-8**

日本語学習者のポーズの取り方 ―母語の影響―

松本一美 (ボールステイト大学)・ 広谷真紀 (ローズハルマン工科大学)・  
深田 淳 (パデュー大学)

ポーズは聞きやすさに大きく影響すると言われており、日本語の話し方を上達させるためには非常に重要である。先行研究から母語話者は節と節の間などの区切りにポーズを取る傾向があり学習者は言語リソース不足から節内に多くポーズを取ることが分かっている。また、先行研究から学習者のポーズは母語の影響を受けることも示唆されている。そこで、本研究では英語と中国語を母語とする日本語学習者の発話の速さやポーズやその配置を比較し、習熟度レベルと母語が発話のどの部分に影響するのかを調査した。結果、日本語の習熟度レベルは話す速さに影響を与えるのに対し、母語は発話全体のポーズの割合に影響していることが分かった。

**P1-9**

インド人日本語学習者のメタファー理解に影響を及ぼす要因の検討  
―作動記憶容量、音韻的短期記憶容量と文脈に着目して―

ジャ・ブルブル (広島大学)

本研究ではインド人日本語学習者を対象に2つの実験を行い、日本語のメタファー理解に影響を及ぼす要因を検討した。実験1では個人差要因として作動記憶容量、音韻的短期記憶容量を、材料要因としてメタファーの種類を操作した。実験2ではメタファー理解にプライムの文脈性の高低が影響するか否かを調べた。文脈性の高低は後続するメタファー文の意味との関係性により設定した。その結果、実験1では作動記憶容量が大きい学習者は容量が小さい学習者よりメタファーの理解が速いこと、また隠喩が直喩に比べ理解度が高く、理解も速いことが分かった。実験2ではメタファーの理解度と反応時間にプライムの文脈性の高低による影響は見られなかった。

**6月2日 (日)**

**Sunday, 2nd June**

**Room 3104**

**12:30–14:00**

**P2-1**

**Effects of processing instruction on production and comprehension  
of Japanese numeral quantifiers**

**Olga Garmaeva (Ochanomizu University)**

This study investigates the effects of processing instruction (PI) and output-based instruction (OI) on acquisition of Japanese numeral quantifiers. Russian beginner learners of Japanese (n=19) were assigned to two groups and received same treatment on the target grammar followed by input activities (PI) or output activities (OI). Comprehension and production test scores showed that learners had gained from the either instruction, and their improvements retained at least for two weeks after treatments. OI group slightly outperformed PI group on both tests which suggests that output practice might be essential for acquisition of numeral classifiers.

**P2-2**

**Bilingual cognition: A preliminary report of global / local perceptual difference  
between bilingual and monolingual speakers of Japanese**

**Akane Kojima (Gifu University) & Chise Kasai (Gifu University)**

This study investigates whether English acquired as a second language has any effects upon the cognition of Japanese participants. TOEIC and TOEFL scores reveal learners' achievement. However, what is happening internally, at the level of unconscious cognition, is unknown. The question addressed here is whether learning English changes learners' cognitive states, more precisely with regard to perception.

Participants are Japanese university students. They were grouped into either monolingual or bilingual groups depending on their English proficiency. To measure any differences in participants' perception, an original version of Navon's task was created, and reaction time was measured in detecting global / local stimuli.

Results show that the bilingual group was faster than the monolingual group to recognize global / local stimuli, though no statistically significant difference was found between them. However, some of the statistical values were near significant levels, suggesting that with more participants, different results may emerge.



**6 月 2 日 (日)**

**Sunday, 2nd June**

**Room 3104**

**12:30–14:00**

**P2-3**

**The Acquisition of Pragmatically Constrained Japanese Pronouns by L1 English Learners:  
Results from a Context Translation Task**

**Carlos L. Pimentel (Western Michigan University)**

This paper investigates the results of a context translation task taken by two groups of adult L1 English learners of Japanese (intermediate and advanced), and a native speaker control group. The test instrument was modeled after the one Rothman (2009) used in his study on adult L1 English learners of Spanish. It consisted of five stories containing Japanese sentences to be translated from English to Japanese. The test was designed to see if the learners display knowledge of discourse constraints on overt and null pronouns in Japanese. The results show that although the advanced learner groups in both studies showed knowledge of the constraint, the intermediate learner groups differed. Rothman's intermediate did not demonstrate an ability to differentiate among any of the contexts in terms of when overt subjects are pragmatically licensed (or not). In contrary, the intermediate learners in the present study showed this ability.

**P2-4**

**Comparison on the phonological awareness of cross-language tonal similarity  
between Vietnamese Mandarin learners and non-Mandarin learners**

**Hui-chuan Liu (Kainan University)& Wei-hsun Huang (Kainan University)**

This study explores the role of language learning experience in learners' phonological awareness of cross-language similarity. Two groups of Vietnamese speakers, non-Mandarin learners and Mandarin learners, were recruited for a listening task of phonetic-similarity between Mandarin and Vietnamese tones. The stimuli comprised Vietnamese and Mandarin mono- or disyllabic items. Participants were asked to write down the stimuli in Vietnamese, which writing system is composed of alphabet letters with tonal diacritics.

The results show similar results of two groups in Mandarin Tone 1, Tone 2 and Tone 4 as well as discrepancies in Mandarin Tone 3 to the major corresponding Vietnamese tones. The discrepancies in percentage as well as degree of variance between two groups uncover the influence of language learning experience on participants' phonological awareness of cross-language similarity. With Mandarin learning experience, Mandarin learners readjust the phonetic similarity between some Mandarin tones and Vietnamese tones.

**6 月 2 日 (日)**

**Sunday, 2nd June**

**Room 3104**

**12:30–14:00**

**P2-5**

**A Comparative Acoustic Study of L1 and L2 Japanese**

**Takahiro Ioroi & Makiko Mukai (University of Kochi)**

This paper reports a comparative acoustic study of L1 and L2 Japanese with special focus on rendaku in Japanese. We focus on the way in which native speakers of Japanese and five Italian learners of L2 Japanese handle noun-noun compounds containing the fricatives /s/ and /z/ by comparing the acoustic properties of their utterances recorded on a digital voice recorder. The data will be examined from the three perspectives: (1) the voiceless alveolar fricative /s/ appearing in a monomorphemic word; (2) the voiced alveolar fricative /z/ appearing in a monomorphemic word; and (3) the voiceless alveolar fricative /z/ appearing at the initial position of the second element of a compound word. For each item we will make measurements of the duration of each of the segments in the specified environments and trace their acoustic energy on the spectrograms. The results and the implications for language teaching/learning will be summarized.

6月2日(日)

Sunday, 2nd June

3105 教室

12:30-14:00

P2-6

事態把握の異同が日本語の習得に及ぼす影響  
—受動表現の産出を中心に—

鄭 在喜 (早稲田大学)

本研究は、受動表現に現れる韓国語の事態把握の傾向を明らかにし、それが日本語を習得する際にどのような影響を及ぼすのかを解明するものである。それを明らかにするために認知言語学の事態把握という概念を用い、研究対象として話者の事態把握が現れやすいとされる受動表現を取り上げた。

日本語母語話者と韓国語母語話者を対象に、ストーリー構築法を参考にした調査を実施した結果、受動表現に現れた韓国語母語話者の事態把握は、日本語母語話者よりは客観的把握をする傾向があることが確認された。しかし、上級学習者である韓国語を母語とする日本語学習者は、状況によって母語と日本語で自然である表現を使い分けていることが窺えた。

P2-7

素性組み合わせ条件：上級レベルの日本人英語学習者の発話からの一考察

小島さつき (宮城大学)

本研究は、上級レベルの日本人英語学習者が、三人称単数形の *s* と動詞の過去形の屈折、そして顕在的主語を習得できるのかを、独自の調査に基づき検証し、上級レベルの第二言語学習者にとって、母語にある形式素性の習得が可能かどうかという観点から考察を進めた。調査の結果、上記の使用には誤りがほぼ見られなかった。そこで、本研究では、「素性組み合わせ条件」と日本語における  $\phi$  素性の存在を仮定することにより、日本人英語学習者の英語の屈折形態素使用の実態を説明する。また、本研究が、母語にない形式素性の習得は、第二言語学習者にとって不可能となると主張する機能素性欠陥仮説を、部分的ではあるが支持する結果となったことを示す。

**6月2日（日）**

**Sunday, 2nd June**

**3105 教室**

**12:30–14:00**

**P2-8**

中国語を母語とする日本語学習者における「ために」と「ように」の習得  
—述語動詞の意志性・無意志性から—

王 丹叶（お茶の水女子大学）

中国語を母語とする日本語学習者（CJL）は、日本語母語話者（NS）が「ように」のみ自然であると判断する場合でも「ために」を容認する誤りが上級レベルになっても消えにくいと指摘されている（稲垣 2009、福田・稲垣 2013）。本研究は「ために」と「ように」の使い分けを検討するにあたり、避けて通れない問題とされてきた述語動詞の意志性と無意志性に着目し、CJL と NS それぞれ 25 名に 2 つのテスト及びフォローアップインタビューを実施した。その結果、CJL は動詞の意志性と無意志性の概念を理解できないわけではないが、「ために」と「ように」を使う際に、関連知識とマッピングしていないことが分かった。

**P2-9**

日本人英語学習者の第一言語へ第二言語が及ぼす影響  
—初学者レベルの学習者を対象とした検討—

石川佳浩（大阪教育大学）

母語と中間言語を包摂する Cook の Multi-Competence という概念では、複数言語の知識は相互に影響を及ぼし合っていると考えられ、実証研究が行われてきた。本稿ではまだ研究例の少ない第二言語から第一言語への影響について考察した。調査では、英語初学者で日本語が母語の大学生の協力を得て、学習歴等を尋ねるアンケートと文字提示された日本語文の容認度について 6 段階のスケールで判断する課題、第二言語の第一言語への影響への認識について質問する面接を実施した。その結果、主語の立て方や能動・受動の使い方等日英語で視点の異なる文に対して容認度に影響が出やすいことや協力者は第二言語から第一言語への影響を肯定的に捉えていること等が明らかとなった。

## 2019-2020 年の主な活動予定

### 2019年度秋の研修会

「J-SLA 秋の研修会」では、毎回、第二言語習得研究における特定のテーマに関するいくつかの研究発表が行われます。

日時：2019 年 10 月 27 日（日）

会場：日本大学商学部砦キャンパス (<http://www.bus.nihon-u.ac.jp/access.html>)

テーマ：Empty Categories in L2 Acquisition

\*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。

### 学会誌*Second Language*への投稿募集

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

(<http://www.j-sla.org/journal/call-for-papers>) をご参照ください。採用決定後、原稿の改訂に時間がかかった場合などは、記載が次号になる場合があります。

### 日本第二言語習得学会設立20周年記念大会（J-SLA2020）

日時：2020年 8月21日（金）～ 23日（日）（予定）

会場：静岡県男女共同参画センター「あざれあ」

招待講演者：Lydia White 氏 Robert M. DeKeyser 氏

※大会に関する情報は、確定次第、J-SLA ウェブ・サイト (<http://www.j-sla.org/event>) に掲載します。

活動予定についての問合せ先:

J-SLA 事務局 若林茂則

[Email] [swkbys37@tamacc.chuo-u.ac.jp](mailto:swkbys37@tamacc.chuo-u.ac.jp)

## 日本第二言語習得学会顧問

千葉修司(津田塾大学), Kevin R. Gregg(桃山学院大学), Roger Hawkins(エセックス大学), William O'Grady(ハワイ大学), 大津由紀雄(明海大学), Bonnie D. Schwartz(ハワイ大学), Roumyana Slabakova(サウサンプトン大学), Antonella Sorace(エジンバラ大学), Margaret Thomas(ボストン・カレッジ), Lydia White(マギル大学), John N. Williams(ケンブリッジ大学), 吉村紀子(静岡県立大学), Boping Yuan(ケンブリッジ大学), 遊佐典昭(宮城学院女子大学), Michael Harrington(クイーンズランド大学), Alan Juffs(ピッツバーグ大学)

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広報委員会委員長：近藤隆子(静岡県立大学)

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※ 新運営委員は、2019年度第1回総会でご承認いただく予定です。

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事務局： 若林茂則  
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