

## 第33回全国大会 中京大学にて開催



会場挨拶 安村仁志先生（中京大学副学長・中京大学教授）

### 第33回全国大会 プログラム

日 時：2013年12月7日(土)10:00～17:50

場 所：中京大学 名古屋キャンパス センタービル  
プログラム

総合司会：James D'ANGELO(中京大学)

10:00～10:10 会場挨拶：安村仁志(中京大学  
副学長)

会長挨拶：日野信行(大阪大学)

10:10～11:40 基調講演：「日本語話者のコミュニケーション・スタイルとワールド・イングリッシュ」

(in Japanese)

津田早苗(東海学園大学教授)

11:40～12:00 会員総会

12:00～13:00 昼休憩

13:00～14:15 研究発表前半 司会：仲潔(岐阜大  
学)

1. 学習者企画・実践の「メディア英語・ワークショップ」  
による意識変化を探る：日本題材の英文記事を利用

して 後藤隆昭(熊本大学)

2. 諸英語のひとつとしての〈日本英語〉試案－積  
極的な創造・選択へ－ 橋 広司(専修大学松戸  
中学校高等学校)

3. アジア諸国を中心とするグローバル連携によるホス  
ピタリティ英語教授法の研究

吉田かよ子・森越京子(北星学園大学短期大学部)

14:15～14:25 休憩

14:25～16:05 研究発表後半 司会：相川真佐夫  
(京都外国語短期大学)

4. The Spread of ESP in China: An  
investigation on EBP at Chinese Universities of  
Business and Management (*in English*)  
SHI Jie(電気通信大学)、YU Li (Shanghai  
Vocational College of Agriculture and  
Forestry)

5. Perceptions of Native-likeness: A Case Study  
on Asian English Speakers (*in English*)

渡辺 宿泰(法政大学)

6. Autonomous English Learning Center Run  
by Students (*in English*)

濱田陽(秋田大学)

7. A Comparative Study on the Effectiveness of  
Peer Review at Japanese and Chinese  
Universities (*in English*)

YU Yan (多摩大学)、YU Li (Shanghai  
Vocational College of Agriculture and  
Forestry)、SHI Jie(電気通信大学)

16:05～16:15 休憩

16:15～17:45 シンポジウム：

New Directions of World Englishes Education:  
The Case of the School of World Englishes at  
Chukyo University (*in English*)

司会：榎木薫鉄也(中京大学)

The new "WEs Career Major": The nexus of Skills, Linguistics and Business

James D'ANGELO(中京大学)

Theoretical Linguistics Meets World Englishes:  
Curriculum in Language Science 中川直志  
(中京大学)

New subjects in the new WEs Career Major –  
in reference to the concept of WEs – 吉川 寛  
(中京大学)

17:45 – 17:50 閉会の辞:榎木薗鉄也(中京大学)



会長挨拶：日野信行先生（大阪大学大学院教授・日本「アジア英語」学会会長）

## The 33rd JAFAE Conference Review

Saya Ike(近畿大学)

The 33rd National conference of Japanese Association for Asian Englishes was held at Chukyo University on December 7th, 2013. The day started with greetings from vice president of Chukyo University, Hitoshi Yasumura and JAFAE President Nobuyuki Hino.

The keynote lecture in the morning was by

Professor Sanae Tsuda from Tokai Gakuen University, who has contributed to JAFAE both as a board member for more than a decade, and as the editor in chief of Asian English studies. Professor Tsuda has been working on communication styles of Japanese and their influence on EIL communication, taking a wide range of approaches in Conversation Analysis. After a comprehensive overview of the key concepts of World Englishes, Prof. Tsuda reported the findings of the three-year project on communication styles between Japanese and English speakers from a pragmatics perspective. With the members of JACET Politeness Research Group (待遇表現研究会), she built a corpus of native Japanese conversations, cross-cultural Japanese conversations, native English conversations (including British, American, and Australian English conversations), and cross-cultural English conversations.



基調講演:津田早苗先生(東海学園大学教授)

Tsuda focused on the participants' "repair" strategies, in particular, other-initiated repairs such as turn taking and backchanneling. First,



comparing the L1 conversations of Japanese and English, she showed that *repeat* was the most favoured other-initiated repair strategy in Japanese. Repeat was also the most favoured repair strategy in cross-cultural English conversation between Japanese and native English speakers, especially among the Japanese participants. Tsuda argued that this could be interpreted as appropriation and adaptation in EIL communication. However, pointing at the lack of turns by Japanese participants in such cross-cultural English conversations, she also suggested that this could derive from the tendency in Japanese communication styles in which participants are often satisfied with the role of listener, as opposed to the communication styles in English where participants tend to take turns and hold the floor evenly. She concluded her analysis by arguing that, while speakers with awareness of different cultures tend to be willing to accept and tolerate other cultures (i.e., different communication strategies) in cross-cultural communication, a self-culture centred speaker tends to have difficulty adjusting to a different communication style. Prof. Tsuda then introduced other studies conducted with the same corpus, including the analyses of backchanneling and turn-taking, and analyses of discourse style differences between Japanese and English speakers. It was interesting to see that, in conversation analysis, not only "what was said" but also "what was NOT said" can be analysed from a cross-cultural pragmatic perspective. Tsuda concluded that, along with the characteristics

of Japanese conversation such as the use of backchannels and turn taking for maintaining conversation, these features of Japanese conversation such as the different self-disclosure and topic development styles, influenced by Japanese culture, all contribute to the features observed in cross-cultural EIL communication. Therefore, she argued that for Japanese English to be English as an International Language, both identity and intelligibility need to be focused. Too much focus on identity (i.e., keeping the Japanese conversation style in EIL communication) may lead us to unsuccessful and non-beneficial communication, but too much focus on intelligibility may neglect the existence of Japanese English. Quoting the definition of World Standard English (WSE) as "a rather uniform dialect (but nobody actually speaks WSE as their native dialect)" (Svartvik & Leech, 2006, p. 225), Tsuda finished her lecture with a suggestion that WSE could be a default high language among Englishes as L1, L2 and international language.

Although conversation analysis itself is not a new approach, Tsuda and her colleagues' series of approaches to the authentic EIL communication corpus will shed light on understanding the features of Japanese English and other new varieties of English, and on applications of the findings to EIL teaching in the world.

The afternoon session started with three individual paper presentations in Japanese, followed by four individual presentations in English. The first paper was by Takaaki Goto

from Kumamoto University on media English workshop. He reported the students' feedback and attitudinal changes to English newspapers through workshop experiences with English newspapers in class. His results showed that more than 90% of the students became interested in reading English articles after the workshop experience, and promoted using such media English to give "positive" image of English newspapers as well as to foster students to actively engage in cross-cultural understanding. The second paper was by Hiroshi Tachibana from Senshu University Matsudo Junior& High School on the creation and choice of Japanese English. From a standpoint of World Englishes, He argued that there are no better or worse Englishes, and argued for the validity of Japanese English creation in four areas; loanwords, expressions, wasei-eigo (made-in-Japan lexicon) and idiom translations. This was then followed by the third paper on Hospitality and Tourism Curriculum through Global Linkages, co-presented by Kayoko Yoshida and Kyoko Morikoshi from Hokusei Gakuen University. They reported on the hospitality and tourism curriculum focusing on the communication in a variety of Englishes, and introduced various approaches in the curriculum such as internship programs and online materials, and concluded that students became able to express themselves and Japan as a member of Asia in English through this curriculum.

After a short coffee break, the first English presentation was by Jie Shi of the National University of Electro-Communications and Li

Yu of Shanghai Vocational College of Agriculture and Forestry on the spread of ESP in China. As they went through the English education systems in China, they pointed out the fact that ESP is developing fast for non-English majors, and that English teachers have to also become course designers themselves. Discussing the problems that English teachers face in teaching non-English major students, they argued that ESP needs faculty cooperation in selecting materials and meeting students' individual needs. The next presentation was by Yutai Watanabe from Hosei University on perceptions of native-likeness. The results of accent judgement tests supported Critical Period Hypothesis, as no late learners were judged to be L1 English speakers. As for the judgements of bilingual speakers, he suggested that the familiarity with a particular variety may have a role in identifying a specific accent. In the third presentation, Yo Hamada from Akita University introduced the Autonomous Language Learning Rooms which is mainly run by students. Providing a video introduction of the room, he suggested that the student-centred management system is beneficial for both teachers (reducing the running cost) and students (having a variety of English learning opportunities). The last individual presentation was by Yan Yu (Tama University), the previous two presenters Yu, L. and Shi, on the use of peer review in Japan and China. From the results of a comparison study between a Japanese university and a Chinese university, they concluded that peer review is

an effective approach in writing, but the peer review training and adequate teacher instruction may be necessary to maximise the benefits of the approach.

The evening symposium was entitled "New directions of World Englishes: The case of the School of World Englishes at Chukyo University", moderated by Prof. Tetsuya Enokizono. The school of World Englishes at Chukyo University was first formed in 2002, and will be reorganised in April, 2014. The symposium was to review the 12-year history of the school, and to discuss the new directions of both the faculty and of World Englishes.

Following a friendly introduction with pictures of the school programs by Enokizono, Prof. James D'Angelo briefly introduced the fundamental key concepts of World Englishes, English as a Lingua Franca, English as an International Language, and the implications in English Language Teaching.



He then reported notable achievements in the past 12 years, including improvement in English proficiency, significant overseas experience, and high job placement rates, which all were quite remarkable. However, D'Angelo also pointed out some of the

weaknesses of the curriculum; the WEs concepts have not been as "infused" in coursework as was hoped, teacher education efforts regarding WEs have been insufficient, and elective subjects cover too many broad areas without specific focus. Then, he introduced the new system of the school. The current two departments (World Englishes and British & American Culture) will be reformed to be one World Englishes department with three specialised majors (English Area Cultural Studies, International Studies, and World Englishes & Business). The new curriculum will have a clearer focus on specialities, which will hopefully lead students to better understanding of their majors.



Prof. Naoshi Nakagawa then described the reorganisation process and issues regarding the reformation. The problem with the current two-department system was that there has been a lack of interaction between the two departments, and as a result, some courses such as phonetics were offered separately at the two departments. He argued that the new

one-department system will enable students to make their own extended curriculum of language science. In particular, in the major of World Englishes and Business, the five-module curriculum will strengthen the practical aspects and attract prospective students. Prof. Nakagawa also discussed the issues of traditional framework set by the Ministry of Education; the challenge is "how to reflect the benefits of the interdisciplinary department within a framework of tradition".



Prof. Yoshikawa, who will retire at the end of March, was the last discussant of the symposium, and described the new department of World Englishes in detail giving special focus on the World Englishes Career Major. The term "World Englishes" is included in the name of the major as well as the department. Although WEs concepts are gradually spreading in Japan, Chukyo University is the only university that holds the term in its department and major. However, he said that the biggest concern in the reorganisation is whether World English Career Major can actually be the successor of

the present department of the World Englishes. Therefore, he insists on the fact that special consideration is given to the inclusion of the concept of World Englishes into the curriculum. As mentioned in the earlier discussion by Prof. D'Angelo, the inclusion of WEs concepts seems to be the key issue in the reorganisation.



Prof. Yoshikawa then proposed the ways to carry out the infusion of WEs in the curriculum. First, WEs concepts will be the fundamental basis for English Language Teaching in the curriculum. This will be put into force by having English teachers from Outer and Expanding Circles in addition to Inner Circle. Japanese English teachers should also play a part in showing an endonormative model to the students. In this way, students will be able to have direct contacts with multiple varieties of English and adequately understand the concepts of WEs through their experience, which then will lead them to



developing Endonormative way of thinking without relying on a specific model of English. In order to strengthen their understanding of the concepts of WEs, students will have opportunities to take part in Overseas Fundamental Study class in Singapore, where they can learn English skills by Chinese, Indian, and Malaysian teachers. Second, Yoshikawa argued for the introduction of WEs concepts in non-English lectures and seminars. Students will start with Introduction of World Englishes in the first semester, along with other subjects such as International socio-linguistics, Business and Asian Englishes, International Language Management and Overseas Job shadowing. Prof. Yoshikawa concluded his discussion with the expression of hope that the new World Englishes Career Major will continue to adopt the concept of World Englishes into the curriculum. As one of the original founders of the World Englishes department at Chukyo University, there is no doubt that he feels a strong attachment to the department and the new major, and his passion for the reorganisation and the future of the department was present throughout his talk.

Given the fact that English is strongly connected to business in the current world, as repeatedly mentioned in the presentations by Chinese scholars Shi, Yu, L. and Yu, Y., the incorporation of business and World Englishes in the major seems to be the right direction. However, as all three discussants suggested, understanding the concepts of World Englishes should be the basis for applying the knowledge into the field of business and to

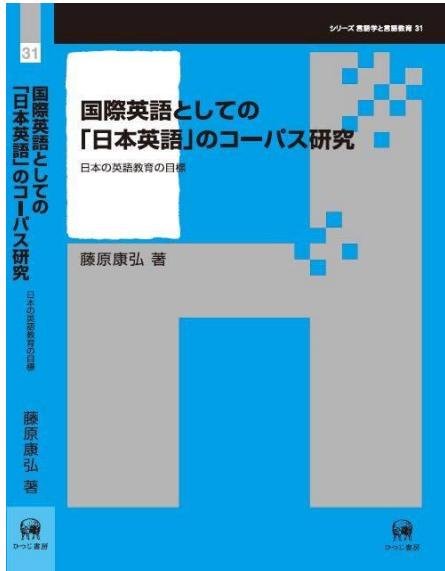
become a successful communicator in the world. The symposium was stimulating in that we all had an opportunity to understand the detailed curriculum of the new World Englishes department, but more importantly we had an opportunity to think ourselves the ways of incorporating WEs concepts not only in English classes but also in lecture-type non-English classes. The work of Prof. Yoshikawa and all the other professors at Chukyo University will continue to be a model of application of World Englishes in Japanese tertiary education.

The conference closed with final remarks by Prof. Enokizono, and it was followed by a reception at a nice venue in the same building, where the two respectful retiring professors, Prof. Yoshikawa and Prof. Tsuda, were congratulated on their long-time services and achievements with flowers and gifts. It is sad to see two of the most influential scholars in Japan leave, but it is strongly hoped they will continue to be actively involved in the JAFAE and contribute to the future of Asian Englishes.

Svartvik, J., & Leech, G. N. (2006). *English - One Tongue, Many Voices*. NY: Palgrave Macmillan.



## 書籍紹介



(敬称略、五十音順)

相川真佐夫

榎木薫鉄也

斎藤智恵

竹下裕子

田中富士美

詹姆斯・ダンジェロー

仲潔

樋口謙一郎

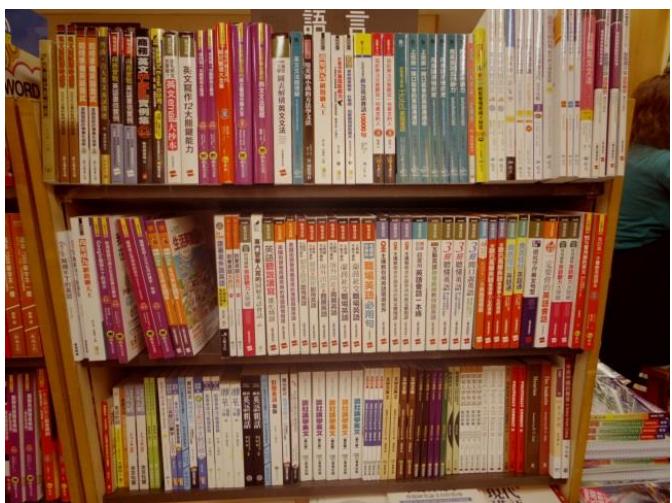
藤原康弘

三宅ひろ子

吉川寛

米岡ジュリ

## 編集後記



香港、Tsim Sha Tsui の書店にて  
言語の棚に並ぶ広東語で書かれた英語関連書籍

2月28日、東京ステーションコンファレンスで開催された玉川大学 ELF センター開設記念フォーラムにおいて、香港大学 Angel M. Y. Lin 氏による基調講演 “Deconstructing Postcolonial Desire for Colonial English: Towards Teaching English as English Resources” を大変興味深く拝聴した。「英國統治の言語である英語に対する欲求が香港返還

## 事務局より

### 第34回全国大会のお知らせ

日程: 2014年6月28日(土)

場所: 京都外国語大学

大会につきましては JAFAE ウェブサイトをご覧下さい

<http://www.jafae.org/meeting.html>

### 理事選挙の結果

3月5日に行われました理事選挙開票の結果、次の12名が2014—2015年度理事に選出されました。



後も続くこと」、日本や韓国と並列して述べられていたが、すでに英語使用は *Expanding Circle* にあるとされる香港でその英語使用が文化的資本として根強い地位を保ち続けている。そのような中で昨今、香港の高等教育機関では *translanguaging* が踏査されていて、そして英語を *English resources* - 英語を *heteroglossia* として捉え、多文化間で使用される流動的、多角的言語として学修、教育しようと提案していくものであるということであった。また、Lin 氏によれば、実際問題として英語力が社会経済上の地位を得ていくことにおいて重要であり、英語が教育言語である教育機関が優れているとみられる点は否めないという。香港の大学教育に長年関わられ高等教育事情に詳しい David Graddol 氏に聞いてみると、英語以外の言語 - 広く広東語が話される香港の大学に *postgraduate* より中国本土から入ってくる学生が増え、北京語話者も流入していることも昨今見えてきていること、ということである。筆者は 3 月上旬に香港を訪れたが、滞在先近くで、すぐそばの香港理工大学の学生 10 数人が屋外で写真撮影の課題をしているところを通りかかった、道を尋ねたら数人で丁寧に対応してくれたのだが、その際に何をしているのか興味があったので聞いてみたところ、課題について話してくれた。学生同士では広東語で話して、私には英語でという対話であった。「英語を多文化間で使用される流動的、多角的言語として学修、教育」がすぐさま思い出された。

尚、玉川大学 ELF センター開設記念フォーラムの Focus Lecture は、本学会の日野信行会長が “Pedagogical Practice in EIL/ELF for the Teaching of English in Japan” で、日本の大学における EIL/ELF の教育の在り方についてお話しになった。

(田中富士美)

## ニュースレター編集担当より

ニュースレター編集担当では、会員の皆様からのご投稿を歓迎しております。国内、海外の紀行文、書籍紹介、海外情報など、「アジア」「英語」「言語」「英語教育」周辺をキーワードに、日本語 800 ~1,200 字程度、あるいは英語では A4 用紙 2/3 ~1 ページ程度の分量でおまとめいただければ幸いです。

編集の都合上、投稿を希望される方はあらかじめ、編集担当の田中 (fujimitanaka@aol.jp) までご連絡下さるようお願い申し上げます。

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