



No.60 もくじ

第 52 回全国大会 基調講演レビュー
第 52 回全国大会 研究発表レビュー
シンポジウムレビュー
大会実行委員長あいさつ
スタディーツアー
書籍紹介
事務局だより
ニューズレター編集担当より

池 沙弥(名城大学)
YONEOKA Judy(熊本学園大学) GILNER Leah(愛知大学)
田中富士美(金沢星稜大学)
藤原 康弘(名城大学)
池 沙弥(名城大学)
田中富士美(金沢星稜大学)
柴田 美紀(広島大学)
田中富士美(金沢星稜大学)

Keynote Lecture

Creative Constructions in Asian and World Englishes - and What We Can Learn from Them

Speaker

Dr. SCHNEIDER Edgar W.

Professor Emeritus,
University Regensburg



第 52 回全国大会(名城大学)

第 52 回全国大会は 2024 年 1 月 28 日、名城大学、ナゴヤドーム前キャンパスにて開催され、無事終了しました。尚、今回の大会は *Asian Englishes* 協賛のもと、1 月 27 日開催の第 6 回 JACET ELF SIG I 国際ワークショップとの合同開催となりました。2019 年 12 月、京都外国語大学での大会以来、およそ 4 年ぶりの対面での大会となり、盛会となりましたこと、ご参加いただいた皆様にお礼申し上げます。

総合司会: 大会実行委員長 藤原康弘(名城大学)
9:20-9:30
会場校挨拶: 岩井 眞實(名城大学外国語学部・学部長)
会長挨拶 D' ANGELO James(中京大学)

研究発表 前半 司会: YONEOKA Judy(熊本学園大学)
9:30-9:55

1. ブータンの僧院教育における英語教育の導入 - 社会教育学的視点からの考察
佐藤 美奈子(京都大学)

10:00-10:25

2. A Contrastive Analysis of Metadiscourse Markers in Covid-19 News Editorials in Filipino English and Japanese English
ARCIAGA Kasumi(宇都宮大学)

10:30-10:55

3. Japanese and L2 English International Students' Perception of English in English-Medium Instruction (EMI) Classes: A native Speaker English or My Own English?
柴田 美紀, 石井里穂(広島大学)

研究発表 後半 司会: GILNER Leah(愛知大学)

11:05-11:30

4. Analysis of Human Character-Related "We" in Government-Approved English Language Textbooks
権蛇 千香, MUSAEVE Talaibek(マラヤ大学)

11:35-12:00

5. A Practical Report: Enhancing Students' Awareness of the Diversity of English in a Japanese Secondary School
黒木 浩亮(大阪府立水都国際中学高等学校)

基調講演

司会: 池 沙弥(名城大学)

13:30-14:50 Creative Constructions in Asian and World Englishes - and What We Can Learn from Them

SCHNEIDER Edgar W.(ドイツ・レーゲンスブルク大学)

シンポジウム

モデレーター: 田嶋美砂子(茨城大学)

15:00-16:30

WE- and ELF-Informed Language Teaching and Testing

柴田 美紀(広島大学), 鈴木 彩子(玉川大学), 神澤 克徳(京都工芸繊維大学)

16:30-16:40 閉会挨拶 柴田 美紀(広島大学)

基調講演レビュー

Keynote Lecture Review – Dr. SCHNEIDER Edgar W.

IKE Saya (Meijo University)

Dr. Schneider's most influential work of the Dynamic Model (2007) incorporates multiple aspects that surround the growth of an English variety. The parameters in the model include sociopolitical, extralinguistic factors, identity constructions of settlers and indigenous residents, sociolinguistic conditions, and structural effects. These four parameters demonstrate that language change is a result of complex social changes, but the model indicates that the change can be explained based on the available theories and observations. Somewhat similarly, he looked at examples of 'creative constructions' of Asian and World Englishes from a wide range of perspectives in the lecture delivered on January 28th at the 52nd JAFEA National Conference.

In his keynote lecture entitled 'Creative constructions in Asian and World Englishes – and what we can learn from them', Schneider focused on the 'creativity' as opposed to the 'deviance' of emerging grammatical features in Asian Englishes. While the word *creativity* has been a trend both in various research fields and in the current globalized world, the creativity in this lecture is slightly different, in a sense that he believes a certain type of creativity can be observed concurrently in different varieties of English and it can possibly be linguistically analysed and explained. In so doing, he tries to move away from the discussion of new constructions being errors. In other words, new constructions of Asian Englishes and World Englishes are not the products of mere, original creation, but can be viewed as part of the Complex Dynamic System (CDS) that are characterized by distinctive properties such as perpetual dynamism, network relations, constant interaction with environmental factors, self-organizing and auto-emergent processes, and an oscillation among subsystems. The CDS has been used as an analytical framework in the areas of science, and he believes the approach of usage-based linguistics can help apply CDS theory in understanding the creativity of Asian Englishes and the motivations behind it.

The four "creative" examples discussed were the "McDonalds construction (I'm lovin' it)", "intrusive *as*", "all things new (ATN)", and "look forward to $V\emptyset$ " constructions. Needless to say, stative verbs do not usually take a progressive form, declarative verbs (e.g., call, term, name) do not usually require a preposition *as*, adjectives are usually placed before a noun, and *to* in the verb phrase "look forward to" is a preposition and takes a prepositional complement (V-ing). All of these are observed in multiple (but predominantly Asian) Englishes. Schneider argued that these were noticeably deviant, giving an impression of 'strange' and 'unusual', but when looked at closely, they were not entirely ungrammatical, and at the same time, somewhat 'attractive'. For each example, he gave thorough analyses of possible associations, including linguistic aspects (e.g., syntactic, semantic and lexical) and more social aspects (e.g., stylistic, geographical, and cultural), in addition to giving us evidence of usage based on corpus analysis. The numbers are convincing enough to assume that these constructions are not exclusively variety specific, yet fairly unique to Asian nations (except for the first McDonald example, although that can root in features documented in Indian English and others) and L2 varieties.

What was particularly interesting in these analyses was that this approach can give us a new perspective of looking at usage that was traditionally viewed as a mere learner error. In the field of World Englishes, it is understood that features can be accepted as long as they are used consistently throughout the region and not idiosyncratic. However, many Expanding Circle English varieties suffer this notion of 'idiosyncratic' as individuals' English ability widely varies and Inner Circle Englishes still serve as a strong norm. The lecture taught us that the creative changes start small and idiosyncratically, and social changes and preference changes may become visible over time. Just because not everyone uses it does not mean the feature is not there, but it may mean that we are observing the beginning of the change.



This also reminds us of language change in general. When a semantic, syntactic, or stylistic change starts to be observed in a community, people frown and accuse the language ability of younger generations. Sometimes the change can attract social attentions so quickly that it ignites a heated discussion of whether it is correct or not, and it becomes an acceptable norm as a result, as observed in the McDonalds example. Other times, as Schneider points out, the change starts from a small, inconspicuous corner of the language system, and is so similar to existing constructions, that people do not even notice it and unconsciously spread the usage throughout the generation, region, or nation.

Schneider concludes that a CDS view and usage-based paradigm provide novel insights on how language works. We need to remind ourselves that we do not have the power of assessing what is correct and what is creative, but we can observe what is happening and analyse possible motivations and associations behind the features. We should also be open to small, seemingly trivial changes in language, because they can form a whole new creative construction over time, and we will be lucky enough to witness it only if we are alert enough. I am sure that the record-high number of audiences we had in the conference will take this message seriously and pay their attention to creativity in Asian and World Englishes.

研究発表レビュー 1 (前半)

YONEOKA Judy (Kumamoto Gakuen University)

The first session of paper presentations, which began bright and early at 9:30 AM, featured three very interesting and diverse research topics. In the first, in Japanese, SATO Minako from Kyoto University, who has long specialized in English education in Bhutan, discussed the situation of English in monastic education in Bhutan. She began by pointing out that although English has been an MOI in general education since the 1960s, English education varies greatly in monasteries, which had been the traditional vehicle for education and still provides education for some 10% of Bhutanese children.

According to her findings based on visits to six monasteries and nunneries, the availability of financial support was a key factor in English education. Specifically, monasteries that did not receive funding were dependent on community donations, gratuities and in-house or volunteer teachers for English education. In one of the nunneries visited, there was no English education at all due to lack of volunteers. She also found that attitudes towards the purpose of English education differed with the source of support. Government-supported schools stressed the importance of expressing traditional Bhutanese culture to the world through English, whereas one school with US-based funding regarded English education as a tool for communication with foreign countries, and another sent children to the local primary school, where they learned English, to survive in the secular society of Bhutan. She concludes that these differences in monastic English education and between monastic and general education need to be addressed and rectified at the national level.

The second presentation, entitled "A Contrastive Analysis of Metadiscourse Markers in Covid-19 News Editorials in Filipino English and Japanese English" by ARCIAGA Kasumi from Utsunomiya University, used a self-created corpus of 20 news editorials each from Japanese and Philippine newspapers concerning Covid-19 to compare the use of metadiscourse markers (MDMs) as categorized by Hyland (2005). Hyland differentiates 10 MDM types in 2 overarching categories: Interactive (transitional, frame markers, endorphic markers, evidentials and code glosses) and Interactional (hedges, boosters, attitude markers, self-mentions and engagement markers).

She found that PhE and JE editorials used transition markers above all other types, followed by engagement markers and hedges. The use of engagement markers in both varieties contrasts with previous literature which predicts hedges as more common interactional markers. However, she notes that personal pronouns such as we and us were more preferred in PhE whereas JE tended to use the auxiliary verb "must". Comparing the overall use of Interactive vs. Interactional MDMs, she found that JE used both equally whereas PhE preferred Interactional MDMs.

According to the presentation, these findings can be used by language educators to introduce a range of interactive and interactional MDMS and expose learners to possible differences among varieties, as well as providing a basis for curriculum development with respect to MDMs. One limitation of the study was the

impossibility of determining whether the JE editorials were written by Japanese native speakers, but this could be approached by comparing both varieties with a similar corpus of US editorials, for example.

The third presentation, "Japanese and L2 English International Students' Perception of English in English-Medium Instruction (EMI) Classes: A native Speaker English or My Own English?" by SHIBATA Miki and ISHII Riho (Hiroshima University) focused on a marginalized group with respect to discussion on attitudes towards English in Japan—that of L2 English international students. A questionnaire was administered to 84 Japanese and 24 international undergraduate students regarding their attitudes towards native speaker and standard English-speaking teachers as well as towards native and standard English in their own speaking and writing. Marked differences were found in the data, with about 90% of international students compared with only about 40% of Japanese students agreeing with *I like my lecturers to be native speakers of English* and *I like my lecturers to use native-speaker English respectively*. Similarly, over 80-95% of international students compared with just over 70% of Japanese students agreed that *It's important for me to speak standard English* and *It's important that the lecturers speak standard English*. Interestingly for me, as a writing teacher, 3/4 of the international students and half of the Japanese students agreed with *When I speak in English I try to sound like a native speaker*, but the percentages decreased to just over 60% and less than 40% for *When I write in English I try to write like a native speaker of English*. Finally, when students were asked to clarify what standard English meant to them, the most common response was "clarity and comprehensibility" in both groups, especially for the international students. However, 25 Japanese students (but only 2 international students) answered that it was equivalent to native-speaker English.

As a possible explanation for the differences, the authors point out that Japanese lecturers using English as an EMI might have posed real-life difficulties in terms of intelligibility and comprehensibility for international students, and that they could have answered based on their life situations in contrast to Japanese students, who were perhaps been responding more hypothetically. At any rate, the differences between the two groups have clear pedagogical implications for equitable EMI programs development in the future.

研究発表レビュー 2(後半)

GILNER Leah (Aichi University)

The second session of paper presentations was comprised of two presentations. The first presenter was GONJA Chika who reported on findings from her doctoral work, supervised by Professor MUSAEVE Talaibek from Malaya University. Entitled "Analysis of Human Character-Related 'We' in Government-Approved English Language Textbooks", the presentation described an analysis which aimed at contributing to understanding of 'we' usage by examining textbooks used in a mandatory course in Japanese high schools called *English Communication I*.

The analysis was described in easily accessible terms. A total of 24 Ministry-approved textbooks were used to create a corpus totaling 151,405 tokens and concordance software was used to identify and examine the contexts in which 'we' occurred. Out of a total of 734 instances of 'we' observed, 247 were identified as "human character-related usage" and further investigated. These instances were then classified into four categories: Japanese, Non-Japanese, Japanese and Non-Japanese, and Others. The researcher explained that this last category "encompassed international groups featuring individuals from diverse nations as well as characters whose backgrounds were unspecified or unknown". Results produced some noteworthy observations. For example, the frequency of occurrence of the use of 'we' varied greatly across textbooks, ranging from ten to ninety-one instances. In addition, a dominant presence of characters portrayed as from the US was observed, although the collection of textbooks included characters from a broad range of nationalities. Characters portraying as many as twenty nationalities (aside from the US, Canada, and the UK) occurred from one to six times across the textbook collection. Furthermore, a similar distribution of 'we' usage was observed between Japanese and Non-Japanese characters while the pronoun was used slightly less frequently by those classified as Others. The presenter highlighted the fact that characters from neighboring



nations such as South Korea and China were absent and proposed a gap between the scenarios depicted in the textbooks and those students are likely to experience in reality. In closing, listeners were encouraged to consider the influential role that instructional materials play in shaping students' experiences, expectations, and outlooks.

The next presentation was entitled "A Practical Report:

Enhancing Students' Awareness of the Diversity of English in a Japanese Secondary School". KUROGI Kosuke from Osaka Prefectural Suito Kokusai Junior and Senior High School shared the design and some outcomes of an instructional program he carried out from May 2022 to March 2023 which aimed at increasing student awareness and acceptance of the plurality inherent to global Englishes (GE: Galloway and Rose, 2015). The research investigation sought to ascertain students' attitudes toward "the diversity of English" at the start of the program as well as attitudinal changes throughout the program.

The presentation provided details on both the instructional and investigative aspects of the project. Regarding instruction, six junior and senior high school students were introduced to WE, ELF, and EIL concepts and exposed to different varieties of English in the first term. Subsequently, they were introduced to some examples of non-standard UK and US dialectal varieties along with Singapore English, Indian English, and Japanese English. As for the investigation, data elicitation took the form of weekly journal entries pertaining to reflections on course content and a semi-structured interview conducted with each of the six participating students at the end of the course. All data was obtained in the students' first language, Japanese.

Data analysis adopted a thematic approach and revealed some common themes. Results identified three themes related to students' initial attitudes toward GE and four themes related to attitudinal changes throughout the course. The table below provides a side-by-side summary.

At the start of the course	Attitudinal changes
1. "Considering American and British English as the only correct English variety"	1. "Critical reflection on strict adherence to native English norms"
2. "Having a strong desire to sound like a native English speaker"	2. "Realization of the importance of mutual intelligibility"
3. "Not deeply contemplating the term 'native English speakers'"	3. "Critical introspection on the definition of 'native English speakers'"
	4. "Recognizing the significance of using English in their own ways"

It is worth noting that the course drew on the expertise and contributions of various JAFGE members, including our esteemed founder, Prof. HONNA Nobuyuki. In this way, it was a stellar example of his far-reaching legacy which continues to guide and inspire us all today. Furthermore, the shift in attitudes among these six individuals lends further support to the conclusions previously mentioned regarding the need to consider how instruction can shape students' views and encourage them to reflect on their experiences.

シンポジウムレビュー

TANAKA Fujimi (Kanazawa Seiryō University)

WE-and ELF-Informed Language Teaching and Testing

Moderator: TAJIMA Misako (Ibaraki University)

SHIBATA Miki (Hiroshima University), SUZUKI Ayako (Tamagawa University), KANZAWA Katsunori (Kyoto Institute of Technology)

The symposium began with an introduction by Professor TAJIMA Misako of Ibaraki University. The symposium featured three panelists exploring, encompassing, and addressing issues related to the theme from their respective perspectives

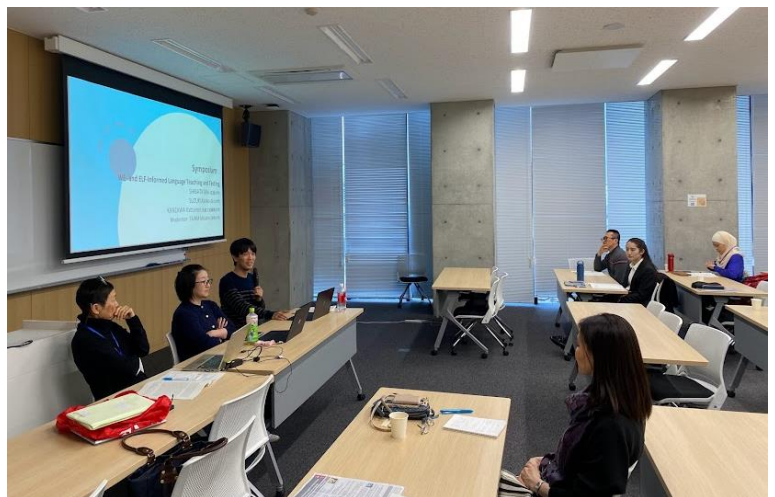
Professor SHIBATA Miki introduced Kachru's three-circle model, focusing on World Englishes for language teaching in the Japanese context. As we all know, this model categorizes countries according to their historical and socio-cultural status, emphasizing the legitimacy of the postcolonial English-speaking world and the need for consciousness adjustment.

The discussion centered on the development of new varieties of English and the importance of understanding linguistic features and their cultural contexts. Professor Shibata discussed the application of World Englishes to English education in Japan. She emphasized the urgent need to change Japanese learners' attitudes toward English from one of uniformity to one of linguistic diversity, given Japan's demographic trend toward a more multilingual society. Then, she argued that language education should encompass not only the creativity and ideology of English but also the historical and political background of English development. During the discussion, the importance of understanding interlanguage contact was emphasized, and phenomena such as "Katakana English" in Japan were observed as a form of nativization. Overall, the importance of World Englishes in promoting a more inclusive and diverse approach to English language education was stressed.

Furthermore, the integration of English into the Japanese linguistic landscape was highlighted through the creative and innovative use of English phrases in public spaces. Examples included Starbucks' "Let's merry" holiday product promotion and the katakana use of "inner muscle" in chiropractic clinics. Professor Shibata explored creativity and change in language, acknowledging that nativized English words are often criticized and are a natural part of language evolution. She presented experimental texts that playfully incorporate English words and emphasized the integration of English and Japanese in everyday expression. The discussion raised awareness of the comprehensibility and intelligibility challenges that can arise when using nativized English in international communication. She then urged caution and emphasized the importance of language rules and semantics to avoid misunderstandings. They addressed two major concerns: the possibility of equating stereotypical views of nation and language and the danger of promoting linguistic homogeneity by excluding diversity in the Asian context. She also emphasized the need to recognize the uniqueness of language and to cultivate a critical attitude, especially in English language education in Japan.

Professor SUZUKI Ayako's presentation discussed the impact of comprehensive would-be-teacher training on the intercultural experiences of students and teachers during study abroad. The background for this discussion was Tamagawa University's English language program, which focuses on intercultural communication rather than English language proficiency.

Professor Suzuki explained the study abroad program and its goals, emphasizing the importance of preparing future English teachers for the challenges of global communication. She also advocated that English be valued in Japan not simply as a foreign language but as a unique and diverse resource. She suggested



that the transnational appeal of English should be recognized and incorporated into English language teaching to foster a critical understanding of linguistic differences and uniqueness. She also mentioned university study abroad programs that focus on integrating teacher training with students' intercultural experiences during their time abroad. Professor Suzuki emphasized the importance of developing both English and intercultural communication skills in these programs. She addressed the challenges students face, such as misjudging their own English proficiency, missing opportunities for international and cultural participation, and potentially accepting a single English language. The need for effective preparation before study abroad was emphasized, and the impact of pre-departure courses was discussed.

Based on her research, the experiences of student teachers who participated in the study abroad program in English-speaking countries were examined, highlighting the positive impact on English language proficiency and intercultural communication skills. Key findings included the positive impact of the pre-departure course on students' confidence in using English and the shift from an emphasis on language proficiency to an emphasis on intercultural communication.

Despite these positive considerations, the presenter acknowledged that a native speaker-oriented view of English persists among students who aspire to become English teachers. The need for an open-minded approach and the recognition that language proficiency is always imperfect were emphasized. A comprehensive curriculum was seen as an opportunity to shift students' focus from perfection to a more holistic and practical understanding of language use.

Professor KANZAWA Katsunori presented research on English language testing at the Kyoto Institute of Technology, focusing on the development and implementation of computer-based English language tests based on CEFR concepts. He briefly outlined the history and development of the test, its integration into the admissions process, and ongoing efforts to improve its sustainability.

An overview of the Speaking Test was then given, focusing on its purpose, structure, item types, dialog recordings, rating scales, and scoring methods. Regarding the background of the development of this test, he explained that the discrepancy between the educational field and existing assessment methods led to the development of a unique test. The purpose of the test was to assess the English language proficiency of students participating in the global society of the 21st century, and the importance of positive feedback on students' attitudes toward the use of English was emphasized. Professor Kanzawa described the structure of the test, emphasizing its focus on problem-solving and maximizing the use of existing language resources rather than conforming to native speaker norms. The types of tasks presented included creative tasks with pictures, summarizing dialogues with opposing views, analyzing alternatives, suggesting steps to achieve a goal, and persuading and influencing others. Assessment measures included task completion and task performance, with an emphasis on the effectiveness and ease of use of language rather than accuracy of grammar and pronunciation.

He shared findings and challenges, including survey results showing that students prefer to take tests without fear of making mistakes. Challenges included differences in scoring rigor between native and non-native scorers and the need for improved training and scoring methods. Finally, the future of language testing was discussed, emphasizing the need to measure accommodation skills and to research automated scoring systems for task performance to increase efficiency and effectiveness.

大会実行委員長 大会報告

第 52 回全国大会 大会報告

大会実行委員長 藤原康弘（名城大学）

日本「アジア英語」学会、第 52 回全国大会は、2024 年 1 月 28 日（日）、名城大学ナゴヤドーム前キャンパスで開催されました。2019 年 12 月に開催された第 45 回大会（於京都外国語大学）以降、コロナのためにオンライン開催が続いておりました。実に約 4 年ぶりの対面開催です。学会の詳細については上のプログラムとレビューをご覧ください。

また本大会は初の試みとして、前日の1月27日(土)、同会場で実施されたJACET(大学英語教育学会)ELF-SIGの第6回国際ワークショップ(池沙弥実行委員長)との共同イベントとなり、連日にわたってWEとELFに関心を持つものたちが交流する場となりました。参加者数は50名以上と近年では多くの方にお越しいただきました。

前日のワークショップの閉会の挨拶にて、本学会の元会長であり、ELF-SIGの現副会長であるWE-ELFの両分野を牽引してこられた日野信行先生から“historic event”の賛辞を賜りました。先生が仰っていたように、すこし本質主義的に聞こえるかもしれませんが、神道と仏教という二つの異なる宗教を一つの国、日本で包含してきたように、WEとELFを一つの場で包含する可能性を示せたことを本当に嬉しく思います。

Native speakerism, monolingualism や essentialism のような monolithic な見方に異議を申し立てるパラダイムを発展させていくのであれば、WEとELFの協同は至極自然かつ必須と思います。双方、互いの一定以上の部分を包含しているのは間違いありません。今後も多様な学際的領域との共同開催などを行い、学術的コミュニティが発展することを望んでいます。

またD'Angelo会長が矢野先生をJAF AEのfirst generationと呼び、会長自身はsecond generationであると仰っていました。それを聞きながら、私はthirdかfourthかと思いつつ、周りを見渡すとfifth, sixthと思われる方々が参加されていた。今後も年代を超えた交流が生まれる会になることを願っています。

理事や参加者の皆様のおかげで、本学会の理事を5期10年を務め終える節目に、勤務校で本学会を盛会に開催できたことは望外の喜びです。最後になりますが、本学会の創設者である本名信行先生にあらためて感謝と敬意を表しつつ、大会実行委員長の挨拶とさせていただきます。

スタディーツアー [スリランカ]

池 沙弥 (名城大学)

2019年以降5年ぶりに第12回スタディーツアーを開催します。旧イギリス植民地国のスリランカで、言語政策、企業及び日常生活における英語使用状況、英語教育などについて1週間で視察を重ねながら学ぶ内容となっています。先着順で8名までご参加いただけますので、ご興味のある方は池沙弥(名城大学) saya[at]meijo-u.ac.jpまでお問い合わせください。皆様のご参加をお待ちしております。

期間：2024年8月29日(木)～9月5日(木) 費用：30-35万円程度 (航空運賃・宿泊費 込み)

※メールを送信される際は、[at]を@に代えてお使いください。

書籍紹介

言語教育のマルチダイナミクス—多様な学びの方向性

田中富士美・柿原武史・野沢恵美子編 杉野俊子監修

明石書店 2024.3.31刊 320頁

ISBN: 978-4-7503-5725-6

¥3,400(+税)

田中富士美 (金沢星稜大学)

人々は近年、物理的な断絶を超え、人間の知恵を磨いて人工的なつながりを築く複雑な接触方法に対処してきた。現在は生身のつながりと人工的なつながりが同居し、グローバル化と急速なテクノロジー進化により、言語教育も複雑で多様なダイナミクスを抱えている。異なる文化や背景を持つ人々が交わり、コミュニケーションの垣根が低くなる一方で、アイデンティティの喪失や文化の亡失が懸念される。言語教育の方向性を模索するのは教育者や研究者にとっての重要な課題であり、本書では「言語教育のマルチダイナミクス」を提唱し、言語や言語教育に作用する多様なダイナミクスに複合的な視点を持つことの重要性を強調している。キーワードとして「断絶」を取り上げ、異なる地域や文化における言語教育の実践事例を通じて、学習者の多様なニーズを理解し、適応した教育戦略も試案している。



事務局だより

柴田 美紀 (広島大学)

第 53 回全国大会は金沢星稜大学で 6 月 30 日 (日) に開催予定です。前日の 29 日 (土) には同会場で JACET 言語政策 SIG の第 5 回年次特別研究会が開催されます。詳細につきましては事務局から改めてご案内いたします。

The 53rd National Conference will be held at Kanazawa Seiryō University, Kanazawa, Japan on the 30th of June. On the day before, the 29th, the 5th Annual Special Workshop of JACET Language Policy SIG will be held at the same venue. We will provide detailed information from the secretariat at a later time.

ニュースレター編集担当より

田中 富士美 (金沢星稜大学)

会員の皆さまのおかげで、無事、ニュースレター 60 号を刊行することができました。ありがとうございました。

ニュースレターは会員の大切なコミュニケーションの場ですので、会員の皆様からのご投稿を歓迎しております。国内外の紀行文、本学会会員出版の書籍紹介 (本学会の趣旨に関連するもの)、海外情報など、「アジア」「英語」「言語」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、ニュースレター担当理事までご連絡下さるようお願い申し上げます。また、会員の皆様のコミュニケーションの場としての機能を拡大するため、新しく「Member Update」セクションを導入しました。事務局からのメールに添付される Google Form にて気軽にお寄せいただけるようになっております。こちらは、現在の研究に関する簡単な紹介、書籍の紹介、フィールドワークで訪れた国での最近の活動、およびその他の関連するアップデートを英語の場合、約 200 ワードで、日本語の場合は約 400 字以内におまとめいただければ幸いです。

2024 年 3 月 31 日発行
 編集・発行 日本「アジア英語」学会
 代表者 ジェイムズ・ダンジエロ (中京大学)
 事務局長 柴田美紀 (広島大学)
 編集長 田中富士美 (金沢星稜大学)
 事務局 〒739-8521 広島県東広島市鏡山 1-7-1
 広島大学 総合科学部国際共創学科
 柴田美紀研究室
 E-mail: [jafaeoffice\[at\]gmail.com](mailto:jafaeoffice[at]gmail.com)
 学会ウェブサイト: <http://www.jafae.org>
 年会費振込先:
 ゆうちょ銀行から振込
 口座番号 00280-8-3239
 他金融機関からの振込
 ゆうちょ銀行 支店 ○二九店 (ゼロニキュウ)
 当座 口座番号 0003239

<< JAF AE Secretariat >>

Office:

c/o SHIBATA, Miki

School of Integrated Arts and Sciences

Department of Integrated Global Studies

Hiroshima University

1-7-1 Kagamiyama, Higashi-Hiroshima, Japan

739-8521

E-mail: [jafaeoffice\[at\]gmail.com](mailto:jafaeoffice[at]gmail.com)

JAF AE's website: <http://www.jafae.org>

JAF AE's postal transfer account number:

00280-8-3239

メールを送信される際は、[at]を@に代えてお使いください。