

国際シンポジウム

## Preparing Students for Communicating in East Asia

(東アジアの言語コミュニケーションを考える—多層言語社会香港からの示唆)

日時：2016年3月8日(火) 13時00分 開始

場所：北海道大学メディア・コミュニケーション研究院 (105室・307室)

(札幌市北区北17条西8丁目)

### プログラム

13:00 - 14:00 (105室) : Winnie Cheng (香港理工大学)

基調講演「English Communication for Hospitality and Tourism Management: Curriculum development, implementation and evaluation (ホスピタリティ・ツーリズムマネジメントのための英語コミュニケーション—カリキュラムの開発・実施・評価)」[同時通訳付]

14:00 - 15:00 (105室) : フォーラム・ディスカッション「東アジア次世代のコミュニケーション促進と大学外国語教育」[同時通訳付]

14:00 - 14:15 萬美保 (香港大学)

「香港大学日本研究学科における日本語 Can-do-statements の開発と実施」

14:15 - 14:40 質疑応答 (質問者: 小林由子・佐野愛子・Chuck Brown)

14:40 - 15:00 指定討論 (討論者: Winnie Cheng・横山吉樹)

15:00 - 17:30 口頭発表

日本語発表室 (105室)

15:00～小林由子: 香港の大学生はどのように日本語を学んでいくのか—ポップカルチャーとの関連を中心に—

15:30～飯田真紀: 終助詞(文末助詞)の機能と特徴 ～広東語・北京語・日本語の場合～

16:00～今泉智子: 能力・可能性を表す表現の多義性について—日・中・英語の比較—

16:30～杉江聡子: 遠隔交流を活用したブレンド型学習のためのインストラクショナル・デザイン

英語発表室 (307室)

15:00～横山吉樹: Late immersion and band system in Hong Kong

15:30～佐野愛子: Literacy development of Japanese-English bilinguals growing up in multilingual Hong Kong

16:00～Chuck Brown: Language ideologies and English learning in Taiwan

16:30～Cassandra Kawai: Creative writing in a second language: A way of thinking, of being, of figuring things out

17:00～河合 靖・三ツ木真実: Hong Kong and Hokkaido online language exchange program

17:30 - 17:35 (307室) : 閉会式

(担当: 河合靖。問い合わせ先: [kawai@imc.hokudai.ac.jp](mailto:kawai@imc.hokudai.ac.jp))

桜イラスト: <http://flowerillustr.com/html/sakura/sakura0023.html> (コピーライトフリー)

13:00 - 14:00 (105 室)

基調講演 : Winnie Cheng

Director, Research Centre for Professional Communication in English  
Professor, Department of English  
The Hong Kong Polytechnic University

Title : English Communication for Hospitality and Tourism Management: Curriculum development, implementation and evaluation (ホスピタリティ・ツーリズムマネジメントのための英語コミュニケーション・カリキュラムの開発・実施・評価) [同時通訳付]

### Abstract

The talk aims to evaluate the coherence of a subject ELC3721 English Communication for Hospitality and Tourism Management, offered by the English Language Centre (ELC) of The Hong Kong Polytechnic University, by applying the decision-making framework for the coherent language curriculum (Johnson, 1989). The framework comprises four stages of policy decision making, namely curriculum planning, ends/means specification, programme implementation, and classroom implementation, with evaluation being crucial in a coherent and integrated curriculum. The talk discusses and evaluates the coherence of ELC3721 stage-by-stage, followed by a discussion of how pragmatic constraints and challenges have affected the effectiveness and coherence of the subject.

Professor Winnie Cheng is Associate Dean, Faculty of Humanities, Professor of English and Director of Research Centre for Professional Communication in English (RCPCE), Department of English, The Hong Kong Polytechnic University. She is a Founding Fellow of the Hong Kong Academy of the Humanities. Her research interests include ESP, intercultural pragmatics and communication, corpus linguistics, conversation analysis, critical discourse analysis, and discourse intonation. Her book publications include Enhancing students' professional competence and generic qualities through writing in English across the curriculum (2014), Exploring corpus linguistics: Language in action (2012), A corpus-driven analysis of discourse intonation (2008), and Intercultural conversation (2003). She has published over 100 journal articles and book chapters and given over 100 invited plenary speeches and workshops at international conferences.

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14:00 - 15:00 (105 室)

フォーラム・ディスカッション：

「東アジア次世代のコミュニケーション促進と大学外国語教育」[同時通訳付]

招待講演 (14:00 - 14:15)

講師：萬美保 (香港大学日本研究学科)

題目：香港大学日本研究学科における日本語 Can-do-statements の開発と実施

(Making HKU Japanese Language Standards (HKUJLS) by Using Can-do-statements)

## 要旨

香港大学日本研究学科日本語プログラムでは、2007 年から約 4 年をかけて Can-do-statements による香港大学日本語スタンダード (HKUJLS) を策定した。HKUJLS は、必修日本語科目 (日本語コア) 8 レベル 5 技能 (読む・書く・聞く・話す・会話) に亘る 40 のマトリックスからなる。この発表では、まず、HKUJLS 作成の背景として、①日本語コアカリキュラム全体の見直しの必要性、②学習の流動化・学習背景の多様化、③Outcome-based Teaching and Learning (OBTL) と Intended Learning Outcomes (ILO) といった大学の新しい教育方針の推進について説明する。続いて、日本語コアのゴールとマトリックス例を提示しながら、目指すべき日本語運用能力に加えて HKUJLS の内部整合性とレベル間の繋がり、そして大学・学院・学部・学科間の ILO の整合性についても触れる。HKUJLS の作成を担当した教員から寄せられた感想では、①効果的な指導と評価、②教員間の目標の共有、③教師としての自信など、費やされた多大の時間と労力にもかかわらず、ポジティブな反応が示された。大学当局によって新 4 年制カリキュラムの教育方針が発表されて以来、学内では OBTL と ILO の定着が進む。一方日本語プログラムにおいても、HKUJLS の改良とともに、教員と学生のための内部指標としての HKUJLS から外部指標としての利用に向けて、いくつかの新しい取り組みが行われている。

In the summer of 2007, the team of Japanese language teachers began writing HKU Japanese Language Standards (HKUJLS). HKUJLS has 40 matrixes covering 5 areas of language competency (reading, writing, listening, speaking, and interacting) as well as the 8 levels of the Japanese language courses that are compulsory to those who major in Japanese studies or minor in Japanese language. In the first stage of the formulation of the standards the teachers identified pedagogical problems, and the reexamination of the curriculum that was being used at that time was proven to be critical. Increasing levels of student mobility and the diversity in their learning backgrounds were also an important factor for us to accept the challenge of rewriting the entire curriculum. In addition, the University put forward educational principles such as Outcome-based Teaching and Learning (OBTL) and Intended Learning Outcomes (ILO) for the new 4-year curriculum that was to be implemented from 2012. After describing the above background, I will present the Japanese Program' s teaching goal and objectives that are written in the form of "Can-do-statements" and how the components of HKUJLS matrixes are aligned and articulated with each other. My discussion also includes the reactions displayed by teachers involved in the process of writing the standards, the University' s attempt to consolidate the OBTL and ILO principles, and the Japanese team' s continuous efforts to improve HKUJLS.

質疑応答 (14:15 - 14:40)：小林由子・佐野愛子・Chuck Brown

指定討論 (14:40 - 15:00)：Winnie Cheng・横山吉樹

15:00 - 15:30

105 室: 小林由子 (北海道大学留学生センター)

香港の大学生はどのように日本語を学んでいくのか—ポップカルチャーとの関連を中心に—

本研究の目的は、マンガ・アニメーション・ゲームなど日本のポップカルチャーがきっかけで日本語を学び始めた、日本語を専攻とする香港の大学生が、どのようなプロセスで日本語を学んできたか、また、日本語学習についてどのような展望を持っているかを、質的に明らかにすることである。

従来の日本語教育分野における学習動機づけ研究には、ある地域において学習者がどのような日本語学習動機を持っているのかを量的に明らかにするものが多くある。日本文化は、多くの先行研究において、日本語学習の重要な因子となっている。とりわけ、マンガ・アニメーション・ゲームなどのポップカルチャーが学習のきっかけとして挙げられることが多い。

では、それらのポップカルチャーは、日本語学習においてどのような役割を果たすのだろうか。また、ポップカルチャーをきっかけに日本語を始めた学習者は、どのように学びを深めていくのだろうか。

今回の調査では、4名の上級日本語学習者を対象にインタビューを行い、質的な検討を行った。その結果、それぞれの学習者が異なる志向を持っていることが明らかになった。ゲームやアニメーションが学習の主目的になっていることは少なく、ポップカルチャーがきっかけで始まった日本語学習が、就職・日本語の訓練・研究など、それぞれ異なった方向で深まっているといえる。

307 室: 横山吉樹 (北海道教育大学札幌校)

Late immersion and band system in Hong Kong

Hong Kong education system is very challenging in that it attempts to implement an innovative approach to language learning called “late immersion programs.” This study attempts to investigate how Hong Kong education system and its reforms reflect growing need for English education in a multilingual society. In Hong Kong, there are significant reforms made in 1990 and in 2000, which shifted their system to the late immersion programs and banding system.

Content-based instruction, in which learners learn a second language simultaneously, as they study subject matter contents, has been practiced in a great variety of approaches. Among them, French immersion programs in Canada have been implemented since 1960s in Canada (Lambert & Tucker, 1972) and well-known for its longevity for nearly half century. A bulk of research has shown that French immersion programs have succeeded in developing good listening skills, fluency, and confidence in production of second language. Hong Kong immersion programs differs from French immersion in Canada in that it starts in secondary schools, and it does not necessarily presuppose that language proficiency, unlike early immersion, follows cognitive development. It is also unique in that it comes with the band system.

The interviews conducted for this study shows some aspects of the Hong Kong programs. There are some “band 1” schools whose medium of instruction is exclusively English. But language instruction in many of Hong Kong middle schools varies with band systems and grades. More details about “band 1” schools and immersion programs will be discussed in the presentation.

15:30 - 16:00

105 室: 飯田真紀 (北海道大学メディア・コミュニケーション研究院)

終助詞(文末助詞)の機能と特徴 ～広東語・北京語・日本語の場合～

広東語には文末助詞(終助詞)が非常に多くあり、会話では頻繁に使われることが知られている。また、広東語ほどではないが、同じく中国語方言の1つである北京語についても同様である。他方、日本語はこれらの言語とは言語的類型を異にしているにもかかわらず、やはり終助詞を豊富に持ち、会話ではほぼ義務的に使われる。

終助詞については、近年、世界の様々な言語を視野に入れた類型論的研究で、独立した言語カテゴリーとして議論され始めてはいるものの、前述の広東語・北京語・日本語ならびに東南アジアの諸言語における終助詞と、英語・ドイツ語といったヨーロッパ言語で終助詞と定義されるものとは、機能面や形式面において大きな隔たりがあると見られる。

本発表では、前者に属す広東語・北京語・日本語の終助詞について、機能および形式面での広範囲にわたる互いの共通点を指摘する。その上で、これらの言語間における個々の終助詞の意味機能や由来(文法化経路)などの相違点を述べる。

本発表により、個別言語だけでなく、広く東アジア・東南アジア諸言語に特有の文法カテゴリーとしての終助詞に対する理解を深め、ひいては通言語的研究に資することを旨とする。

307 室: 佐野愛子 (北海道文教大学)

Literacy development of Japanese-English bilinguals growing up in multilingual Hong Kong

Writing itself is a highly cognitive activity in the first place, and becomes even more complex someone is trying to write in his/her second language. The writing abilities in the first language has been reported to transfer to a second language (e.g. Francis, 2000; Lanauze & Snow, 1989; Sano et al. 2014), and sometimes the reverse is true as well (Verhoeven, 2002). In this global era, as people travel across borders so do their children at school age, and thus more and more children are facing the task of learning to write in tow more languages simultaneously. Research in literacy development of school-aged bilinguals are urgently called for, reflecting such globalising reality of the modern world.

The factors such as length of residence in the host country and the age of arrival at the host country have been argued to be of significance in studying literacy development of bilingual writers, as well as other linguistic factors such as the languages spoken at home, and literacy engagement in various languages both at home and at school. However, such framework seems to be unable to capture the fluidness and complexity of multilingual Hong Kong, where parents try to maximise linguistic opportunities for their children resulting in a highly complex linguistic profiles of children. In this presentation, the complexity of educational choices the parents make for their children will be illustrated. It will also report how young bilinguals themselves view their literacy development, and the framework that serves to capture the complexity of literacy development in such a society will be discussed.

16:00 - 16:30

105 室: 今泉智子 (北海道大学大学院)

能力・可能性を表す表現の多義性について—日・中・英語の比較—

「～ができる」という「能力」の意味は、言語的・文化的背景に関わらず同じように経験し、理解される普遍的な意味であるといえるが、言語によってその表し方は大きく異なる。「能力」や「可能性」は、英語では助動詞“Can”、“May”、中国語では助動詞“能”、“会”、“可以”及び可能補語形式、日本語では“～(ら)れる”によって表される。全て「能力」や「可能性」を表す形式であるにも関わらず、その文法的カテゴリーや多義関係には大きな違いがある。英語と中国語の助動詞は一般的にモダリティとして扱われ、“root/epistemic possibility”に基づく多義関係を基本とするが、形式のバリエーションや、意味と形式の対応関係は異なる。一方日本語の“～(ら)れる”は「可能性」ではなく「受身」や「自発」と多義をなし、ヴォイスに関わる現象である。本発表は、それぞれの言語が基盤とするモノの「捉え方」の違いが、「能力」「可能性」の多様性に表れていると考え、認知言語学的観点から、日本語、中国語、英語における「能力」「可能性」及びそれらと隣接する概念の捉え方とカテゴリー化の特徴を考察する。

307 室: Chuck Brown (北海道大学メディア・コミュニケーション研究院)

Language ideologies and English learning in Taiwan

This presentation will consider English education from a critical perspective. I begin with an introduction to formal English education in Taiwan. Turning to a focus on the visual culture associated with commercial English education in this society, I explore how important ideologies surrounding English education are instantiated in these artifacts. I problematize these ideologies and make explicit connections to concerns among critical applied linguists. These include the following issues:

- competition and associated privatization of English education advantaging those with greater resources
- inflation of the value of English and a belief in its innocence/neutrality
- reliance upon high-stakes testing in the promotion of a gatekeeping role of English
- an Inner Circle-centric orientation
- the conflation of race with Inner Circle nation-state citizenship and language competency along with the accompanying belief in the sufficiency of such language competency for teaching
- a prescriptive language orientation

In the conclusion, I argue that such issues should be explicitly foregrounded by English as an International Language (EIL) teachers in their classes and, furthermore, that students should be given the tools to cogently interrogate practices in (English) education on their own. Doing so will not only serve to disrupt undesirable outcomes of English education such as the reproduction of social inequality, but, more broadly, this approach can allow students in East Asia to be more well-adjusted, prideful, and effective English users. Such an approach parallels an overall Freirean liberatory educational philosophy, adapted in this case to EIL education.

16:30 - 17:00

105 室: 杉江聡子 (北海道大学大学院)

#### 遠隔交流を活用したブレンド型学習のためのインストラクショナル・デザイン

社会の情報化とグローバル化に伴い、外国語教育における ICT 活用、アクティブ・ラーニングを導入した学習者中心のインストラクショナル・デザイン (Instructional Design: ID)、及び教育・学習の質的向上が注目されている。しかし、中国語教育・学習では、ICT を活用した授業の ID に基づく教育・学習実践や学びの経験と成果の質的評価はまだ十分に検討されていない。本研究では、ID の理論と代表的なモデルについて概説し、中国の大学と日本の高校の遠隔交流を活用したブレンド型学習モデルの設計と、異文化間交流を学習活動の核とした授業実践について紹介する。また、評価の一例として、テキストマイニングを採用し、「英語と比較した場合の中国語の位置付け」に関する学習者視点の評価を質的に解釈した結果を示す。

307 室: Cassandra Kawai (北海道大学外国語教育センター)

Creative writing in a second language: A way of thinking, of being, of figuring things out

Stories have been transmitted orally from generation to generation regardless of language, culture, or ethnicity. Storytelling is intuitive and an integral part of language development. Letters, journal entries, essays, and poetry have been used in EFL classroom situations to enhance vocabulary and to develop structures and patterns. The tasks are motivating because they allow students to play with the language and to take ownership of the language in a risk-free environment. These tasks, however, do not promote the creative act of self-discovery. Forty-three students at a national university in northern Japan accepted the invitation to be ambitious and to take risks by writing a full-fledged 3000-8000 word short story in English. Students had 14 weeks to utilize their existing knowledge, feelings, memories, and beliefs to create an experience, to create a world, and to wrestle their own language out of a foreign language. Each 90 minute class and 150-500 word assignments explored an aspect of story grammar. In this context, the word story means narrative text and the word grammar means elements: the protagonist, the goal, the problem/conflict, the antagonist, the obstacles, the climax, the theme, the point of view, the dialogue tags, and so forth. The resulting text was then incorporated into the stories. After the final exam, students were asked to voluntarily complete a bilingual survey that examined imagination, self-discovery, self-disclosure, self-expression, and satisfaction. The results of 12 surveys and final exam questions indicated that a single large-scale creative process was as beneficial to hardworking EFL students with limited imaginations as it was for the natural-born storytellers who arrived in the class with well-developed curiosity, active imaginations, and determination to tell a story.

17:00 - 17:30

307 室: 河合 靖 (北海道大学メディア・コミュニケーション研究院)・三ツ木真実 (北海道大学大学院)

Hong Kong and Hokkaido online language exchange program

Language exchange is a means of autonomous and reciprocal language learning in which two people speaking different native languages talk or write each other in order to facilitate L2 learning. It is also called tandem learning. Computer mediated interaction enables language learners to partake in language exchange via online communication. Bilingual online communication helps L2 learners to gain confidence in the target language and to establish self-esteem as a L2 speaker. (Lam, 2004) It also provides bidirectional scaffolding among peers. (Cheng, 2010) Translanguaging (Garcia & Li, 2014) is an approach to the use of plural languages to facilitate co-learning among language learners. A trial run of the Translanguaging Online Presentation Language Exchange (TOPLE) program was offered to students at Hokkaido University, the University of Hong Kong, and the University of Massachusetts Amherst. This program consists of email exchanges, text-based chats, and online presentations. Student feedback indicated an overall satisfaction with email exchange and text-based chats; however, they were less satisfied with online presentations. They also submitted a writing assignment about what they learned through intercultural communication. The assignments were analyzed by Steps Coding and Theorization (SCAT). This method is appropriate for small-scale qualitative studies with a limited amount of data. Results indicated that learners gained self-awareness such as having an insufficient knowledge of their mother language. English learning motivation was improved upon by realizing the characteristic of language as a communication tool and by viewing another foreign language student objectively. Through this practice, learners were able to have meaningful experiences that are specific to intercultural communication. Additionally, it revealed that English learning motivation and attitudes towards intercultural communication were enhanced through a variety of experiences. The result of this study provides important clues to be used in the next cycle of spiral instructional design.