
日本第二言語習得学会
第13回年次大会
The Japan Second Language Association
The 13th Annual Conference

2013年
6月1日(土)・6月2日(日)

June 1 – June 2
2013

中央大学
多摩キャンパス
(東京都八王子市東中野742-1)
3号館

Bldg. No. 3
Tama Campus
Chuo University
(742-1 Higashinakano, Hachioji-shi, Tokyo)

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

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 (中央大学多摩キャンパス 3号館 1階)

9:20-11:30 学生ワークショップ (3110, 3111, 3112, 3113教室)

3110教室 コメンテーター：澤崎宏一 (静岡県立大学)

9:20-10:00 姜銀実 (東京工業大学) [日]
日本語と中国語の数量表現の対照研究—習得の観点から

10:05-10:45 岡崎優樹 (名古屋大学) [日]
日本語関係節処理に有生性が及ぼす影響

10:50-11:30 薛惠善 (名古屋大学) [日]
韓国人日本語学習者によるL2語彙習得
—プロトタイプと言語転移可能性の観点から—

3111教室 コメンテーター：白畑知彦 (静岡大学)

9:20-10:00 四谷厚子 (文教大学) [日]
日本語の助詞「は」「が」と英語の冠詞「the」「a」の習得

10:05-10:45 木村崇是 (中央大学) [日]
日本人英語学習者による完結性の習得

10:50-11:30 浅野正尚 (筑波大学) [日]
日本人英語学習者における主語と動詞の一致に関する誤用について

3112教室 コメンテーター：川崎貴子 (法政大学)

9:20-10:00 岩上恵梨 (法政大学) [日]
日本語と英語の韻律構造と促音の関係

10:05-10:45 中江広悟 (甲南大学) [日]
高速度カメラを用いた円唇化の程度の観察

3113教室 コメンテーター：ニール・スネイプ (群馬県立女子大学)

10:05–10:45 Koyama, Sayaka (Chuo University) [英]
L2 acquisition of VP-ellipsis in English by Japanese speakers

**10:50–11:30 Meechanyakul, Naparat (Thammasat University) & Singhapreecha,
Pornsiri (Thammasat University) [英]**
Null arguments in Thai learners' L2 grammar

12:20–12:25 開会式 (3114教室)

12:30–14:00 口頭発表 I (3114教室)

司会：ジョン・マシューズ (中央大学)

12:30–13:10 Goss, Seth (The Ohio State University) [英]
Contributing factors to the perception of Japanese lexical pitch accent by native Chinese and Korean speakers

**13:20–14:00 Kizu, Mika (Kobe University/SOAS, University of London) & Yamada,
Kazumi (Kwansei Gakuin University) [英]**
L2 Japanese null subjects at the interface of syntax and discourse

14:05–15:35 ポスター発表 (3101教室)

P1-1 三木浩平 (関西学院大学) [日]
日本人英語学習者の英語の同綴異義語へのアクセスについて：文脈効果と単語意味頻度の関係性から

P1-2 岡田美穂・林田実 (北九州市立大学) [日]
動作や行為の場所につく「で」と移動先や着点につく「に」の混同

P1-3 Hamada, Yo (Akita University) [英]
Japanese students' perceptions toward teachers' strategies to prevent demotivation

P1-4 Lai, Yi-hsiu (National University of Kaohsiung) [英]
Tone acquisition in Hakka: An acoustic perspective

P1-5 Maki, Hideki (Gifu University), Amano, Makio (Okazaki Junior High School affiliated to Aichi University of Education), Hasebe, Megumi (Yokohama National University), Fan, Ling-Yun (Gifu University) & Umezawa, Toshiro (Gifu City Women's College) [英]

Steps in acquisition of the interrogative construction in English by Japanese EFL learners

P1-6 Otsuka, Toshiko (Hiroshima University) & Shibata, Miki (Hiroshima University) [英]

The effect of positive and negative evidence on the distinctive use of *if* and *when* by the Japanese EFL learners

15:40–18:00 口頭発表II

(3114教室)

司会: 鈴木孝明 (京都産業大学)

15:40–16:20 Okugiri, Megumi (Tokyo Healthcare University) [英]

The information status of English relative constructions by Japanese learners in spoken and written language

16:30–17:10 Shoji, Shinichi (University of South Carolina), Olejarczyk, Jenn (University of South Carolina) & Almor, Amit (University of South Carolina) [英]

Syntactic, semantic and discourse effects on the comprehension of scrambled Japanese sentences by English speaking learners of Japanese and native Japanese speakers

17:20–18:00 Ojima, Shiro (Keio University) [英]

Brain activity reveals faster processing of the mother tongue and arithmetic in proficient second-language users

18:30–20:30 懇親会 (中央大学多摩キャンパス ヒルトップ4階「日和」)

- ◆ 参加申し込みは当日会場にて受付けます。
- ◆ 会費は一般 4,500円, 非常勤講師・大学院生・大学生 2,000円です。

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 (中央大学多摩キャンパス 3号館 1階)

9:20-10:50 口頭発表 III (3114教室)

司会：小柳かおる (上智大学)

9:20-10:00 Yamaguchi, Yumiko (Tokyo Denki University) [英]
Acquiring and maintaining procedural skills in ESL and EFL learning: A longitudinal study of a Japanese learner

10:10-10:50 Kabata, Kaori (University of Alberta) [英]
On the role of collocations in learner usage of Japanese particles

10:55-11:55 総会 (3114教室)

12:45-14:15 ポスター発表 (3101教室)

P2-1 近藤隆子 (静岡県立大学) [日]
第二言語習得における自動詞の誤り—完了性の観点から—

P2-2 富田彩月 (神田外語大学) [日]
日本語学習者の外来語の習得—受容語彙知識と産出語彙知識—

P2-3 Kasai, Chise (Gifu University), Sinclair, Lucas (INTERAC Co., Ltd.), Takahashi, Jun A. (Osaka University), Hattori, Natsumi (Gifu University), Iwai, Arisa (Gifu University), Minoura, Misaki (Gifu University), Miura, Rin (Gifu University) & Zhang, Yidan (Gifu University) [英]
Bilingual cognition – Is English learned in Japan cognitively effective?

P2-4 Liu, Hui-chuan (Kainan University) [英]
Interference of the mother tongue shown in Vietnamese learning Chinese consonants

P2-5 Mansbridge, Michael P. (Nagoya University), Hayakawa, Kyoko (Nagoya University) & Tamaoka, Katsuo (Nagoya University) [英]
Cross-linguistic priming of Japanese passives by Chinese and Korean speakers

P2-6 Shite, Kazuyuki (Tokyo University of Social Welfare) [英]
What ungrammatical judgment tells us about L2 learner's implicit and explicit knowledge?

14:20–15:40 招待講演 (3114教室)

司会：平川真規子 (文教大学)

Gass, Susan M. (Michigan State University) [英]
Connecting interaction-based research with other disciplines

15:50–17:20 口頭発表IV (3114教室)

司会：吉永直子 (弘前学院大学)

15:50–16:30 Hasebe, Megumi (Yokohama National University), Maki, Hideki (Gifu University) & Umezawa, Toshiro (Gifu City Women's College) [英]
On the superiority effect by Japanese ESL learners: A VAS-based analysis

16:40–17:20 Kano, Akihiro (Kwassui Women's University) [英]
The awareness condition and L2 learners' interpretation of reflexives

17:25–17:30 閉会式 (3114教室)

Programme

Saturday, 1st June

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

9:00 Registration (1st floor, Bldg 3, Tama Campus, Chuo Univ.)

9:20–11:30 Student Workshop (Rooms 3110, 3111, 3112, 3113)

Room 3110 Commentator: Sawasaki, Koichi (University of Shizuoka)

9:20–10:00 Jiang, Yinshi (Tokyo Institute of Technology) [J]
L2 acquisition of Japanese numeral quantifiers by speakers of Chinese

10:05–10:45 Okazaki, Yuki (Nagoya University) [J]
The effect of animacy on the processing of relative clauses in Japanese

10:50–11:30 Seol, Hyeseon (Nagoya University) [J]
The acquisition of L2 vocabulary by Korean learners of Japanese: In light of prototype and transferability

Room 3111 Commentator: Shirahata, Tomohiko (Shizuoka University)

9:20–10:00 Yotsuya, Atsuko (Bunkyo University) [J]
L2 acquisition of English articles “the” vs. “a/an” and Japanese particles “wa” vs. “ga”

10:05–10:45 Kimura, Takayuki (Chuo University) [J]
The acquisition of telicity by Japanese learners of English

10:50–11:30 Asano, Masanao (University of Tsukuba) [J]
Errors in subject-verb agreement among Japanese learners of English

Room 3112 Commentator: Kawasaki, Takako (Hosei University)

9:20–10:00 Iwagami, Eri (Hosei University) [J]
Consonant gemination in loan words in Japanese and its relation to metrical structures in Japanese and English

10:05–10:45 Nakae, Hironori (Konan University) [J]
Measurement of lip protrusion by using high-speed camera

Room 3113 Commentator: Snape, Neal (Gunma Prefectural University)

10:05–10:45 Koyama, Sayaka (Chuo University) [E]
L2 acquisition of VP-ellipsis in English by Japanese speakers

10:50–11:30 Meechanyakul, Naparat (Thammasat University) & Singhapreecha,
Pornsiri (Thammasat University) [E]
Null arguments in Thai learners' L2 grammar

12:20–12:25 **Welcome and Opening Remarks** (Room 3114)

12:30–14:00 **Oral Presentations I** (Room 3114)

Chair: Matthews, John (Chuo University)

12:30–13:10 Goss, Seth (The Ohio State University) [E]
Contributing factors to the perception of Japanese lexical pitch accent by native Chinese and Korean speakers

13:20–14:00 Kizu, Mika (Kobe University/SOAS, University of London) & Yamada,
Kazumi (Kwansei Gakuin University) [E]
L2 Japanese null subjects at the interface of syntax and discourse

14:05–15:35 **Poster Presentations** (Room 3101)

P1-1 Miki, Kohei (Kwansei Gakuin University) [J]
The access to English homographic words of Japanese EFL learners: Interaction between context constraints and word meaning frequencies

P1-2 Okada, Miho & Hayashida, Minoru (The University of Kitakyushu) [J]
Confusion between the goal case maker 'ni' and the active case maker 'de'

P1-3 Hamada, Yo (Akita University) [E]
Japanese students' perceptions toward teachers' strategies to prevent demotivation

P1-4 Lai, Yi-hsiu (National University of Kaohsiung) [E]
Tone acquisition in Hakka: An acoustic perspective

P1-5 Maki, Hideki (Gifu University), Amano, Makio (Okazaki Junior High School affiliated to Aichi University of Education), Hasebe, Megumi (Yokohama National University), Fan, Ling-Yun (Gifu University) & Umezawa, Toshiro (Gifu City Women's College) [E]

Steps in acquisition of the interrogative construction in English by Japanese EFL learners

P1-6 Otsuka, Toshiko (Hiroshima University) & Shibata, Miki (Hiroshima University) [E]

The effect of positive and negative evidence on the distinctive use of *if* and *when* by the Japanese EFL learners

15:40–18:00 Oral Presentations II

(Room 3114)

Chair: Suzuki, Takaaki (Kyoto Sangyo University)

15:40–16:20 Okugiri, Megumi (Tokyo Healthcare University) [E]

The information status of English relative constructions by Japanese learners in spoken and written language

16:30–17:10 Shoji, Shinichi (University of South Carolina), Olejarczyk, Jenn (University of South Carolina) & Almor, Amit (University of South Carolina) [E]

Syntactic, semantic and discourse effects on the comprehension of scrambled Japanese sentences by English speaking learners of Japanese and native Japanese speakers

17:20–18:00 Ojima, Shiro (Keio University) [E]

Brain activity reveals faster processing of the mother tongue and arithmetic in proficient second-language users

18:30-20:30 Conference Dinner (“Hiyori,” Hilltop, 4th floor, Tama Campus, Chuo Univ.)

- ◆ You can register for the conference dinner at the reception.
- ◆ Fee: 4,500 yen (part-time teachers and students: 2,000 yen)

Programme

Sunday, 2nd June

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

9:00 Registration (1st floor, Bldg 3, Tama Campus, Chuo Univ.)

9:20–10:50 Oral Presentations III (Room 3114)

Chair: Koyanagi, Kaoru (Sophia University)

9:20–10:00 Yamaguchi, Yumiko (Tokyo Denki University) [E]
Acquiring and maintaining procedural skills in ESL and EFL learning: A longitudinal study of a Japanese learner

10:10–10:50 Kabata, Kaori (University of Alberta) [E]
On the role of collocations in learner usage of Japanese particles

10:55–11:55 General Meeting (Room 3114)

12:45–14:15 Poster Presentations (Room 3101)

- P2-1 Kondo, Takako (University of Shizuoka)** [J]
Errors in the usage of intransitive verbs in second language acquisition: From the viewpoint of telicity
- P2-2 Tomita, Satsuki (Kanda University of International Studies)** [J]
Acquisition of words of foreign origin in Japanese learners – Receptive and productive vocabulary knowledge
- P2-3 Kasai, Chise (Gifu University), Sinclair, Lucas (INTERAC Co., Ltd.), Takahashi, Jun A. (Osaka University), Hattori, Natsumi (Gifu University), Iwai, Arisa (Gifu University), Minoura, Misaki (Gifu University), Miura, Rin (Gifu University) & Zhang, Yidan (Gifu University)** [E]
Bilingual cognition – Is English learned in Japan cognitively effective?
- P2-4 Liu, Hui-chuan (Kainan University)** [E]
Interference of the mother tongue shown in Vietnamese learning Chinese consonants
- P2-5 Mansbridge, Michael P. (Nagoya University), Hayakawa, Kyoko (Nagoya University) & Tamaoka, Katsuo (Nagoya University)** [E]
Cross-linguistic priming of Japanese passives by Chinese and Korean speakers

P2-6 Shite, Kazuyuki (Tokyo University of Social Welfare) [E]
What ungrammatical judgment tells us about L2 learner's implicit and explicit knowledge?

14:20–15:40 Plenary Address (Room 3114)

Chair: Hirakawa, Makiko (Bunkyo University)

Gass, Susan M. (Michigan State University) [E]
Connecting interaction-based research with other disciplines

15:50–17:20 Oral Presentations IV (Room 3114)

Chair: Yoshinaga, Naoko (Hirosaki Gakuin University)

15:50–16:30 Hasebe, Megumi (Yokohama National University), Maki, Hideki (Gifu University) & Umezawa, Toshiro (Gifu City Women's College) [E]
On the superiority effect by Japanese ESL learners: A VAS-based analysis

16:40–17:20 Kano, Akihiro (Kwassui Women's University) [E]
The awareness condition and L2 learners' interpretation of reflexives

17:25–17:30 Closing Remarks (Room 3114)

6月2日(日)**Sunday, 2nd June****14:20–15:40****CONNECTING INTERACTION-BASED RESEARCH WITH OTHER
DISCIPLINES****Susan M. Gass
(Michigan State University)**

Over the past 25-30 years, there has been an accumulation of scholarship that argues for the importance of conversational interaction in second language (L2) learning (Gass, 1997, 2003; Gass & Varonis, 1994; Long, 1980, 1996, 2007; Mackey, 2007; Mackey & Polio, 2008; Varonis & Gass, 1985; Wagner-Gough & Hatch, 1975). This literature has been conducted in contexts that include naturalistic, classroom, and laboratory settings, with results showing a clear relationship between learning and interaction (see Gass & Mackey, 2006, 2007 for reviews). Nonetheless, it is also clear that the benefits of interaction do not affect all learners equally. In fact, Gass and Mackey (2006) noted that “recent research is now considering the mechanisms involved in interaction and is shifting its focus to an understanding of how interaction works . . . what learner-internal (cognitive) factors can help to explain differential benefits?” (p. 14).

This presentation will consider the literature on interaction and SLA with a primary focus on how and why interaction (in all contexts) is central to learning. The focus will be on why interaction might be a better forum for learning for some individuals but not for others. In particular, I will turn to psycholinguistic constructs: working memory capacity and inhibitory control as a way to account for differential learning. I will report results from a study in which we looked at language gains following an interactive task and relate the findings to working memory capacity and inhibitory control of the participants.

学生ワークショップ要旨 Abstracts of Student Workshop

6月1日(土)

Saturday, 1st June

3110教室 9:20-10:00

日本語と中国語の数量表現の対照研究—習得の観点から

姜銀実 (東京工業大学)

本研究では習得の観点から日本語と中国語の数量表現を調べ、その差異点を明らかにすることと、中国人日本語学習者の日本語の数量表現の習得を、パソコンを利用した実験を通して実証的に研究することを目的とする。主には修飾する名詞と数量詞が離れている場合とくっつけている場合ですべて5タイプの習得過程を調べることにする。実験はPPTに絵と音声を入れ、正誤判断してもらう形式である。中国人日本語学習者が日本語の数量表現の学習において、L1の影響で、誤用が出やすいといえるが、正解も多く、日本語の数量表現の構造面も知っているかどうか調べる。

3110教室 10:05-10:45

日本語関係節処理に有生性が及ぼす影響

岡崎優樹 (名古屋大学)

本研究の目的は、第二言語習得における日本語の主語が空所の関係節 (S-gap) と目的語が空所の関係節 (O-gap) に関して、関係節主要部の有生性 (animacy) による違いが、学習者の S-gap と O-gap の難易にどのように影響を与えるのか調査することである。中国語と韓国語母語話者を対象に移動窓式の自己ペース読文課題を行った結果、S-gap では関係節主要部が有生名詞の場合処理が速まり O-gap では関係節主要部が無生名詞の場合処理が速まった。この結果は、日本語学習者が S-gap と O-gap を処理する際に、関係節主要部の有生性 (animacy) による影響を受けていることを示していると考えられる。また、S-gapの方がO-gapよりも読み時間が短く、処理が容易であるという結果となった。

6月1日(土)

Saturday, 1st June

3110教室 10:50-11:30

韓国人日本語学習者によるL2語彙習得
—プロトタイプと言語転移可能性の観点から—

薛惠善 (名古屋大学)

本調査では Kellerman (e.g., 1983) の心理言語学的有標性 (psycholinguistic markedness) の枠組みで、韓国人日本語学習者が L1 韓国語の多義語に対応する L2 日本語の語彙項目を習得する際の母語転移に L1 の典型度が影響するのか、また L1 に存在するが L2 に存在しない用法は習得が困難なのかを検証した。韓国語母語話者により判断された‘오르다 [oreuda]’と‘내리다 [naerida]’の各用法の典型度と、学習者を対象とした「あがる/のぼる」、「さがる/おりる/くだす/おろす」の各用法に対する正誤判断テストの結果を基に L1 語彙の典型度と学習者の L2 語彙の習得がどのような関係にあるかを調べた。その結果、典型度と正誤判断テストの結果の相関が認められ、また、韓国語に存在するが日本語に存在しない用法においても、学習者はかなりの容認度を示している点で、学習者の L1 の転移が窺えた。

3111教室 9:20-10:00

日本語の助詞「は」「が」と英語の冠詞「the」「a」の習得

四谷厚子 (文教大学)

日本語の助詞「は」「が」と英語の冠詞「the」「a/an」が対応しているという立場をとり、それぞれの第二言語としての習得を考える。Ionin et al. (2004) で使われたの冠詞の限定性 (±definite)、特定性 (±specific) としての使い分け区分を採用したが、日本語ではすべてを限定性と特定性で区分することはできない。しかし両言語の重なり合う部分に焦点を当て、その使い分けを並行的に捉えることで、第二言語としての英語、日本語の習得を考える。Ionin et al. (2004) で用いられた調査文とそれに対応する日本語文を用いた習得調査を行った。英語学習者は限定的で特定の、非限定的で非特定のなもの、日本語学習者は非限定的なものの習得が優り、言語間での並行性は見られなかったものの、それぞれの言語での習得順が観察された。

6月1日(土)

Saturday, 1st June

3111教室 10:05-10:45

日本人英語学習者による完結性の習得

木村崇是 (中央大学)

完結性は直接目的語の定性や数などの素性によって決定される (Soh & Kuo, 2005)。本研究では、日本人英語学習者を対象に完結性の習得についての調査を行った。調査の結果、初期段階の学習者は素性に関する証拠を示さなかったが、習熟度が上がると数素性の違いを区別し、定性に関してはL1と対応する項目のみ正しく判断した。これらの結果に基づきL2習得の初期状態及び機能範疇・素性の習得過程を議論する。

3111教室 10:50-11:30

日本人英語学習者における主語と動詞の一致に関する誤用について

浅野正尚 (筑波大学)

本研究では、日本の英語教育における三人称単数現在形-sの導入時期と多くの研究者たちによって明らかにされてきた文法形態素の自然な習得順序に矛盾があることに注目し、日本人英語学習者の屈折形態素の使用について、その傾向や彼らが困難さを示す原因を明らかにすることを目的として研究を行った。本研究の結果から the Missing Surface Inflection Hypothesis (Lardiere, 2000) の「屈折に関する問題は、学習者が既にわかっている統語的な形をどのように形態的に範疇に対して形づけるかにある」という主張の妥当性が証明され、学習者の主語と一致の誤用に関する問題はマッピングにあるように思われる。

6月1日(土)

Saturday, 1st June

3112教室 9:20-10:00

日本語と英語の韻律構造と促音の関係

岩上恵梨 (法政大学)

本研究では、英語から日本語に借用された語を対象に、原語では促音が発音されていないのにも関わらず、日本語母語話者は促音が入っていると感じるのはなぜか、という点について、窪園 (2011) で指摘された要因を考慮し、本研究においては、4つの問いとそれぞれの問いに対する仮説を立て、それらを検証するために調査し、分析を行った。窪園 (2011) では、英語から日本に入って定着した借用語の発音を観察し、促音化の有無の要因を分析しているが、本研究では、定着した発音の観察ではなく、実際に音声を用いて被験者に聞かせ、どのように表記するのかわを選ばせた調査結果に基づいて分析し、考察を行った。窪園 (2011) が指摘している促音化の条件について、今回の調査においても概ね同じ結果が得られたが、異なる結果も得られた。

3112教室 10:05-10:45

高速度カメラを用いた円唇化の程度の観察

中江広悟 (甲南大学)

日本語には円唇母音が1つしかないので、外国語の円唇母音を練習する際「どの程度唇を丸めればよいのか」について具体的なイメージがなく、うまく発音できないことがある。外国語の教科書でも、母語話者の唇の丸め方については学習者には不明な点が多い。そこで本研究ではドイツ語のウムラウト母音 /ü/ と /ö/ を対象として円唇化の様子を観測した。ドイツ語母語話者がこれらの母音を発音する際の口唇の動きを高速度カメラで撮影した結果、少なくとも若い世代の被験者の調音方法は従来の認識と異なり口唇の突き出しがほとんど見られなかった。そこでこれらの被験者の調音方法を詳細に分析した。

6月1日(土)

Saturday, 1st June

3113教室 10:05-10:45

L2 acquisition of VP-ellipsis in English by Japanese speakers

Koyama, Sayaka (Chuo University)

This study investigates Japanese-speaking learners' knowledge of VP-Ellipsis in English, focusing on four types of VP-Ellipsis: *will*-stranding, *has*-stranding, *do*-insertion, and VP-substitution with *do so*. I administered a written scale-acceptability judgment task with 40 semi-randomized test items to 27 learners of English and 12 English native controls. Overall results show that Japanese learners accepted *do*-insertion and VP substitution with *do so*, while they failed to accept *will*- and *has*-stranding. Individual analyses were also conducted to examine whether Japanese learners of English were really sensitive to *will*- and *has*-stranding. They show that 12 learners (44.4%) and 14 learners (51.9%) consistently rejected *will*-stranding and *has*-stranding respectively. I argue that these results are best explained by L1 effects.

3113教室 10:50-11:30

Null arguments in Thai learners' L2 grammar

Meechanyakul, Naparat (Thammasat University)

Singhapreecha, Pornsiri (Thammasat University)

This study investigated Thai learners' abilities to detect the ungrammaticality of English sentences with null arguments. Based on previous L2 findings and L1 facts, we predicted that (1) null subject sentences would be judged more accurately than null object sentences and (2) null subjects/objects in single clauses would be judged more accurately than null subjects/objects in embedded clauses. A Grammaticality Judgment task (GJ) was conducted with 100 Thai high school and college students. They were divided into four proficiency levels by means of an English placement test. Results from Repeated Measures ANOVAs confirmed both hypotheses, supporting the roles of input consistency and discourse information in the learning of English non-null arguments. In respect of proficiency, post-hoc tests revealed significant differences between groups, suggesting that sensitivity to non-null arguments increases with higher proficiency in L2 acquisition.

6月1日(土)**Saturday, 1st June****12:30–13:10****Contributing factors to the perception of Japanese lexical pitch accent by native Chinese and Korean speakers****Goss, Seth (The Ohio State University)**

Accurate perception of lexical pitch accent is widely reported to be one of the most difficult areas for learners of Japanese, even into the advanced proficiency level (e.g. Shibata & Hurtig, 2008). Research has also shown a large degree of individual variation among second language (L2) learners, with a highly random pattern of acquisition noted regardless of length of Japanese study (Taylor, 2012). The current study investigated three factors potentially contributing to advanced learners' ability to accurately identify and categorize Japanese words by pitch accent—lexical knowledge, non-linguistic pitch sensitivity, and verbal working memory (WM) capacity. Three findings are relevant: 1) Chinese speakers performed better than Korean speakers on both perception tasks; 2) Lexical knowledge predicted performance on pitch perception; 3) The basic cognitive abilities of pitch sensitivity and verbal WM did not contribute significantly to accent perception performance.

13:20–14:00**L2 Japanese null subjects at the interface of syntax and discourse****Kizu, Mika (Kobe University/SOAS, University of London)
Yamada, Kazumi (Kwansei Gakuin University)**

This paper examines the acquisition of matrix null subjects in discourse by highly advanced L2 learners of Japanese. In previous research, Okuma (2012) finds that advanced L1 English speakers of L2 Japanese do not demonstrate any problem with the [+topic shift] requirement for overt pronouns, which suggests that the syntax-discourse properties can be acquired; however, this is not consistent with Belletti, Bennati and Sorace's (2007) observations in their L2 Italian data. This study focuses on two aspects of L2 learners' behaviors: interpreting and producing null subjects. Our preliminary findings show that L1 Chinese and L1 Korean speakers do not have any problem in interpretation but L1 Chinese (but not L1 Korean) speakers encounter some difficulty in producing felicitous null or overt variants of subjects. These results demonstrate that some aspects of syntax-discourse properties impinge upon learners' performance and L1 interference plays a role for the discrepancy between the two groups.

6月1日(土)

Saturday, 1st June

15:40–16:20

The information status of English relative constructions by Japanese learners in spoken and written language

Okugiri, Megumi (Tokyo Healthcare University)

This study investigates the production of English relative constructions by Japanese learners in terms of discursal properties and compares the acquisition of the construction depending on their proficiency levels and on the mode of language (spoken and written modes). The results showed that both the learners and native speakers produced New heads the most frequently in both spoken and written modes. In addition, the less advanced learners tend to produce object heads, and the more advanced learners and native speakers produced oblique heads the most frequently; in addition, these tendencies are in line with the preference of information status in Japanese and English (Nakayama & Nakayama, 1994; Thompson, 1997). Furthermore, this study found that the tendencies were stronger in the spoken mode than in the written mode. This study revealed that the information preference of first language has a strong influence on the acquisition of English relative constructions especially among less advanced learners and that information status is a crucial factor in not only the native speakers' production but the second language learners' production.

16:30–17:10

Syntactic, semantic and discourse effects on the comprehension of scrambled Japanese sentences by English speaking learners of Japanese and native Japanese speakers

Shoji, Shinichi (University of South Carolina)
Olejarczyk, Jenn (University of South Carolina)
Almor, Amit (University of South Carolina)

I report two self-paced reading experiments testing the comprehension of Japanese sentences with different word-orders by native English-speaking learners of Japanese and native Japanese speakers. Unlike Japanese, English only has a fixed word-order for the subject and object. Thus, English-speaking learners of Japanese can be expected to have more difficulty comprehending scrambled sentences than unscrambled ones. The current study revealed that native English-speaking learners of Japanese process L2 Japanese sentences relying on the semantic information from noun phrases (NP) rather than word-order or case markers. This result was different from that of native Japanese speakers' sentence-processing, which was affected by both word-order and NP-animacy. Also, the study found that native English speakers rely on previous context that includes the antecedent of the object noun to interpret scrambled sentences when semantic information does not help comprehension, while native Japanese speakers do not receive any significant effect from the presence of antecedents in previous contexts.

6月1日(土)

Saturday, 1st June

17:20–18:00

Brain activity reveals faster processing of the mother tongue and arithmetic in proficient second-language users

Ojima, Shiro (Keio University)

Brain imaging studies have shown that common brain areas are activated by the first (L1) and second language (L2), if L2 proficiency is high enough. Through those common neural bases, the two languages may influence each other positively or negatively. Using event-related brain potentials (ERPs), we provide evidence for positive influences between the L1 and L2, at the level of brain activity. ERPs revealed that brain activity involved in the processing of the L1 is faster in more proficient than less proficient L2 users. An identical group difference is also present in the processing of arithmetic. Our data show that L2 proficiency is positively correlated with the capacity to process the L1 and arithmetic. They also highlight the possibilities that L2 learning improves one's L1 processing ability, and that better L1 education facilitates later L2 learning. Language and arithmetic processing may also be positively correlated.

6月2日(日)

Sunday, 2nd June

9:20-10:00

Acquiring and maintaining procedural skills in ESL and EFL learning: A longitudinal study of a Japanese learner

Yamaguchi, Yumiko (Tokyo Denki University)

This paper, based on Processability Theory (PT) (Pienemann, 1998; Pienemann, Di Biase, & Kawaguchi, 2005), examines the acquisition and maintenance of procedural skills in ESL and EFL learning respectively. The speech production in English by a Japanese primary school child living in Australia was audio recorded regularly for 2 years. Results showed that while in Australia the child developed procedural skills for lexical mapping in the sequence predicted in the Lexical Mapping Hypothesis in PT (i.e., default mapping > default mapping with additional arguments > non-default mapping). Follow-up data was collected 5 years after the child returned to Japan to check for retention. A peer without overseas experience but who was one of the highest achievers in their junior high school was given the same set of tasks to perform. Results found that the child who had lived abroad maintained her procedural skills for non-default mapping even 5 years after her return to Japan, while the peer, learning English only in Japan, had not yet acquired those skills.

10:10-10:50

On the role of collocations in learner usage of Japanese particles

Kabata, Kaori (University of Alberta)

This study examines how second language learners utilize collocation patterns in their spontaneous speech. The focus is on pairs of neighboring particles in Japanese, such as *ni* and *de*, and *ni* and *to*. Based on a usage-based theory, which maintains that language learning is exemplar-based, and operates on the basis of what has been heard and/or said, it is hypothesized that certain collocation patterns would be associated with particular particles. However, such patterns may not be identical to what they are taught in class nor to what the previous semantic analyses might suggest. The preliminary results indicate that the choice of particles interacts at least partially with their relative positions to verbs (for example, whether or not the verb follows immediately after the particle), and the type of nouns or noun phrases that they are attached to, suggesting collocations play a significant role in the particle selection by second language learners.

6月2日(日)

Sunday, 2nd June

15:50–16:30

On the superiority effect by Japanese ESL learners: A VAS-based analysis

Hasebe, Megumi (Yokohama National University)

Maki, Hideki (Gifu University)

Umezawa, Toshiro (Gifu City Women's College)

On the superiority effect by Japanese ESL learners: A VAS-based analysis

In this research, we focused on the *wh*-interrogative construction in English which has multiple *wh*-phrases. Using the grammaticality judgment task based on the Visual Analogue Scaling (VAS) evaluation method, we investigated whether Japanese ESL learners would exhibit the superiority effect with respect to the *wh*-interrogative construction. The participants of this research are 54 Japanese university ESL learners who are learning English in Japan (15 beginner learners, 23 intermediate learners, and 16 advanced learners). We conducted a repeated measure of 3x2x2 (3 ESL level type, 2 *wh*-phrase type, and 2 trace position type) ANOVA and a multiple comparison (Bonferroni) with the collected data. Through the analysis, we found that the advanced ESL level learners only showed the superiority effect ($p < .036$). Therefore, for the advanced level learners, the Minimality Condition should be working, while it is not for the beginner and the intermediate level learners.

16:40–17:20

The awareness condition and L2 learners' interpretation of reflexives

Kano, Akihiro (Kwassui Women's University)

This study examined whether the awareness condition (Kuno, 1987) controls the interpretation of reflexive- and non-reflexive pronouns among advanced, Japanese-speaking learners of English. The results, obtained via a magnitude estimation task, showed that both L2 and control subjects opted for the use of reflexives regardless of whether task stimuli depicted the sentential subject as aware of the occurrence described therein. Study results thus failed to support the awareness condition. It is suggested that participants' preference for reflexives may be due to bias in the interpretation of the task stimuli, that is, participants may have assumed the sentential subject's view throughout each sentence, failing to make the perspective shift required in the reading of sentences containing non-reflexives.

6月1日(土)

Saturday, 1st June

14:05-15:35

P1-1

日本人英語学習者の英語の同綴異義語へのアクセスについて：文脈効果と単語意味頻度の関係性から

三木浩平 (関西学院大学)

本研究ではリーディングプロセスの中で日本人英語学習者が英語の同綴異義語へどのように認知的な語彙アクセスを行うのかを検証した。調査は心理学実験ソフト SuperLab Pro を用いて、自己ペース読み課題 (self-paced reading) と単語の意味関連性判断課題を合わせた複合課題を実施した。実験の結果は、同綴異義語の持つそれぞれの複数の意味の頻度が同程度の語と偏りのある語で違いがあった。全体として、(1)日本人英語学習者でも同綴異義語の複数の意味の頻度がそれぞれ高ければ複数の意味にアクセスする可能性があること、(2)意味の頻度がある程度高くなければ文脈の利用は難しい可能性があることがわかった。

P1-2

動作や行為の場所につく「で」と移動先や着点につく「に」の混同

岡田美穂

林田実 (北九州市立大学)

日本語能力が中級レベルの日本語学習者は、動作や行為の場所につく「で」を用いるべきところに誤って「に」を使うことがある(例：あの食堂にご飯を食べる)。本研究では、動作や行為の場所につく「で」の習得の様子を探るため、日本語学習者を対象とした格助詞選択テスト形式の調査を行った。その結果、上の誤りは、動作や行為の場所につく「で」と移動先や着点につく「に」との混同により生じていることが考えられた。また、「あの食堂」のように「あの」等を伴う文の方が、「あの」等を伴わない文より、「に」を選んだ誤答率が有意に高かったことから、「あの」等が「に」を選んだ誤答率を上げる何らかの原因となっていることが分かった。

6月1日 (土)

Saturday, 1st June

14:05–15:35

P1-3

Japanese students' perceptions toward teachers' strategies to prevent demotivation

Hamada, Yo (Akita University)

To provide practical techniques regarding preventing demotivation, this study addresses the question: What are the strategies for preventing demotivation for more -motivated and less -motivated learners? The participants in the questionnaire survey (45 questions) were 491 university students. The factor analysis identified six factors (student-centered, passion, teacher-centered, beyond language, individual orientedness, and future use). The results show the number of more motivated learners is larger than that of less motivated learners, and all strategies appear to be more effective for the motivated learners. Only for the more motivated learners, passion is perceived as the most effective strategy; passion and individual orientedness are considered the most effective for the less -motivated learners. For the more -motivated learners, student -centered and future use are equally effective; for the less- -motivated learners, teacher- centered and future use are equally less effective.

P1-4

Tone acquisition in Hakka: An acoustic perspective

Lai, Yi-hsiu (National University of Kaohsiung)

This study aims to address the issue of tones in the second language acquisition from the perspective of acoustic phonetics. Hakka, one dialect of Chinese languages, is a tone language. There are four lexical tones in Mandarin Chinese, but six tones in Si-Xian Hakka. This study examines the tone acquisition of Si-Xian Hakka and elaborates the difficulties these second language learners may encounter. Participants were fifteen native speakers of Si-Xian Hakka and fifteen native speakers of Mandarin Chinese who learned Si-Xian Hakka as a second language. They took part in a production experiment and their readings of a word list of Si-Xian Hakka were recorded for further acoustic analysis. This study is contributive in demonstrating the dominating acoustic cues that help significantly differentiated the tone production by native speakers and by second language learners and in offering implications for teaching and learning tones in the field of second language acquisition.

6月1日(土)

Saturday, 1st June

14:05–15:35

P1-5

Steps in acquisition of the interrogative construction in English by Japanese EFL learners

Maki, Hideki (Gifu University)

Amano, Makio (Okazaki Junior High School affiliated to Aichi University of Education)

Hasebe, Megumi (Yokohama National University)

Fan, Ling-Yun (Gifu University)

Umezawa, Toshiro (Gifu City Women's College)

In this research, we focused on the T-C movement asymmetry in English, and investigated the way Japanese junior high school EFL learners would acquire the interrogative construction in English. For this purpose, we created a *wh*-interrogative formation test, and conducted it on 196 Japanese junior high school students, who were learning English as a foreign language (60 beginner learners, 75 intermediate learners, and 61 advanced learners). The test sentences have five types of structures, which constitute minimal pairs, and there are 12 examples for each type of structure. Through the analysis, we found that the Japanese EFL learners seem to experience six steps in the acquisition of the interrogative construction in English: (i) acquisition of subject extraction, (ii) acquisition of the *do*-support operation, (iii) acquisition of adjunct extraction, (iv) acquisition of object extraction and regression of subject extraction, (v) progress of object extraction, and (vi) re-acquisition of subject extraction.

P1-6

The effect of positive and negative evidence on the distinctive use of *if* and *when* by the Japanese EFL learners

Otsuka, Toshiko (Hiroshima University) & Shibata, Miki (Hiroshima University)

The present study investigated the pedagogical effectiveness of positive and negative evidence of the appropriate use of the conditional *if*. Through exposure to English input, Japanese learners of English (JLEs) may not notice that the conjunction *when* is more appropriate than *if* when the main and subordinate clauses have a cause and effect relationship. Given this, we hypothesized that negative evidence would enhance JLEs' awareness of the limited function *if*. A total of 97 JLEs enrolled in required university EFL courses participated in this study. They were assigned to one of three groups: Negative Input (NI) ($n=58$), Positive Input (PI) ($n=20$), and control group ($n=19$). The NI and PI groups were provided a list of *if* clauses, in which sentences were ungrammatical for the former and grammatical for the latter. No statistical significance was found between the pre- and post-tests of any group. However, the analysis of participants' rule description suggests the value of negative evidence in L2 development.

6月2日(日)

Sunday, 2nd June

12:45-14:15

P2-1

第二言語習得における自動詞の誤り－完了性の観点から－

近藤隆子 (静岡県立大学)

本研究では、第二言語習得におけるbe+-en形の自動詞への過剰般化に関する既存の仮説を再検証し、当誤用を動詞の完了性という観点から調査した。Yusa (2003) は、be+-en形の自動詞への過剰般化は受動態構造の非対格動詞への過剰般化が原因ではなく、ロマンス系言語に見られる過去・完了相を表す非対格動詞の助動詞選択が反映されたものだとしている。そこで本研究ではYusa同様、日本語母語話者を対象にthe Auxiliary Selection Hierarchy (ASH) (Sorace 2000) から非対格動詞、非能格動詞それぞれ完了性、動作主性の異なる3つのタイプを選び、文法性判断テストを行った。その結果、英語学習者はASHにおいて完了性または動作主性の弱い非対格動詞、非能格動詞にbe+-en形を容認する傾向にあった。これより、学習者の自動詞の誤りの原因は動詞の意味に関する不確定性にある可能性が示唆された。

P2-2

日本語学習者の外来語の習得－受容語彙知識と産出語彙知識－

富田彩月 (神田外語大学)

本研究は、日本語学習者の外来語習得の実態を明らかにすることを目的とし、日本語学習者33名(母語背景と日本語力は様々)を対象に、2種類の語彙テスト(受容と産出)を実施した。対象語はカタカナで表記される外来語24語である。受容テストは聞き取り形式であり、産出テストは文脈中に英単語を提示し、それと同義である日本語の単語を書かせた。調査の結果、産出テストの方が正答率が高かったほか、両語彙テストの外来語正答率に有意な正の相関関係が見られた。以上のことから、学習者に意味情報への刺激となる英単語を与え日本語の外来語に変換させることは、外来語産出能力を促進させる1つの有益な方法である可能性が示唆される。

6月2日(日)

Sunday, 2nd June

12:45-14:15

P2-3

Bilingual cognition – Is English learned in Japan cognitively effective?

Kasai, Chise (Gifu University)
Sinclair, Lucas (INTERAC Co., Ltd.)
Takahashi, Jun A. (Osaka University)
Hattori, Natsumi (Gifu University)
Iwai, Arisa (Gifu University)
Minoura, Misaki (Gifu University)
Miura, Rin (Gifu University)
Zhang, Yidan (Gifu University)

The aim of this study is to investigate whether English learned in Japan is cognitively effective and changes the way learners see things. The participants, 322 Japanese high school students with different English proficiency levels, were asked to take part in an item categorization task. Two experiments were conducted with an interval of three months. Between the experiments, a modified version of one test was repeatedly administered in order to enhance the participants' English comprehension. The current research firstly examines whether it is possible to enhance the participants' English comprehension in a short period, and secondly examines whether there are any cognitive changes corresponding to their increase in comprehension.

P2-4

Interference of the mother tongue shown in Vietnamese learning Chinese consonants

Liu, Hui-chuan (Kainan University)

This study analyzed the pronunciation errors of Chinese consonants made by Vietnamese learners to investigate errors resulted from the interference of the mother tongue. The error patterns of the Chinese consonants r[z], b[p], k[kh], and p[ph] clearly reflected the language-specific interference. The alveolar retroflex r[z] was most frequently replaced by a trill [r]. The consonant b[p] was frequently misarticulated as the Vietnamese voiced stop [b]. The aspirated stops p[ph] and k[kh] showed another different error pattern. They were not replaced by the Vietnamese sounds [p] and [k]. Instead, p[ph] was erroneously articulated as a labial-dental fricative [f] or a labiodental affricate [pf], and k[kh], by a voiced velar fricative [ɣ] most of the time. The results reflected the interference of the mother tongue and different learning strategies Vietnamese learners adopted in learning Chinese pronunciation. In addition, this study can also benefit the field of Chinese teaching for Vietnamese.

6月2日(日)

Sunday, 2nd June

12:45–14:15

P2-5

Cross-linguistic priming of Japanese passives by Chinese and Korean speakers

Mansbridge, Michael P. (Nagoya University)

Hayakawa, Kyoko (Nagoya University)

Tamaoka, Katsuo (Nagoya University)

Cross-linguistic priming studies using comprehension tasks have shown that for syntactic priming to occur the syntax of the first language (L1) needs to be structurally similar or have a translation equivalent in the second language (L2); however, there have been few studies showing the relationship between semantics and syntax during priming. Thus, this eye-tracking study investigated L1 syntactic and semantic effects during priming of Japanese passive voice constructions using Chinese and Korean participants. The results from this study indicated that (1) Korean participants did not have a reliable syntactic priming effect of passives, elucidated by the lack of a productive passive voice in Korean and (2) Chinese participants had a syntactic-semantic interaction effect across measures indicating a priming effect for passive voice and negative semantic meaning, indicative of the high frequency of Passive-Negative interaction in Chinese passives. Overall, this study demonstrates effects of L1 verb frequency on cross-linguistic L2 priming.

P2-6

What ungrammatical judgment tells us about L2 learner's implicit and explicit knowledge?

Shite, Kazuyuki (Tokyo University of Social Welfare)

This study attempted to explore a response pattern (grammatical vs. ungrammatical) in Grammaticality Judgment Tests (GJTs). The data from 24 Japanese university students of English who conducted untimed GJTs (34 grammatical & 34 ungrammatical target sentences) and free writing tasks (three different passages) reveal that grammatical judgment gained a higher score than ungrammatical judgment, and that the judgment of both grammatical and ungrammatical sentences was slightly more significantly correlated with the free writing task than that of ungrammatical sentences only. The role of ungrammatical judgment is further discussed within a framework of implicit and explicit knowledge.

2013-2014年の主な活動予定

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日程: 8月20日(火)~8月22日(木) (2泊3日)

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申込期間: 2013年6月3日から7月22日

*申込みはJ-SLAホームページ (<http://www.j-sla.org/index.html>) からお願いします。

定員: 35名 (定員になり次第締め切らせていただきます)

ワークショップ (初日午後): 講師: 北海学園大学 浦野研

1. 推測統計についてしっかり考える [有意性と効果量のはなし]
2. Rを一緒に使ってみよう

- 研究発表を募集します。研究途中のものでもかまいません。
- これまでの夏季セミナーの様子がJ-SLAのホームページに掲載されていますので、そちらも参考になさってください。
- 詳細につきましては、J-SLAホームページ (<http://www.j-sla.org/index.html>) をご覧ください。
- ご質問などありましたら、横田 (ykt@intsurf.ne.jp) あるいは柴田 (shibatam@hiroshima-u.ac.jp) までご連絡ください。

2013年度秋の研修会

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

日時: 10月27日 (日)

会場: 上智大学 6号館6402

参加費: 1,000円

講演1 10:30-12:00 大津由紀雄氏「第一言語獲得研究から見た第二言語獲得研究」

講演2 13:30-15:00 広瀬友紀氏「大人と子供の即時処理のあり方を探る: 眼球運動測定実験を通して」

講演3 15:15-16:45 篠原茂子氏「Loanword Phonology and L2 Perception」

*それぞれの講演は70分、その後に質疑応答20分を設定しています。

*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/index.html>) 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。

問合せ先:

J-SLA 事務局
〒739-8521 東広島市鏡山一丁目7番1号
広島大学総合科学研究科 柴田美紀研究室
[電話・ファックス] (082)424-6430
[電子メール] shibatam@hiroshima-u.ac.jp

日本第二言語習得学会第14回年次大会 (J-SLA2014)

日時: 2014年5月30日(土)、31日(日)

会場: 関西学院大学

招待講演者: Harald Clahsen 氏 (University of Potsdam)

* 大会での研究発表募集の詳細は、確定次第 J-SLA ウェブ・サイト (<http://www.j-sla.org/index.html>) に掲載します。

活動予定についての問合せ先:

J-SLA 事務局
〒739-8521 東広島市鏡山一丁目7番1号
広島大学総合科学研究科 柴田美紀研究室
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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), 中島 平三 (学習院大学), Margaret Thomas (ボストン・カレッジ), William O'Grady (ハワイ大学), 大津 由紀雄 (慶応義塾大学), 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), 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)

日本第二言語習得学会運営委員

平川眞規子 (文教大学), 鈴木孝明 (京都産業大学), 柴田美紀 (広島大学), 坂内昌徳 (東北学院大学), 福地和則 (仙台高等専門学校), 稲垣俊史 (名古屋大学), 門田修平 (関西学院大学), 狩野暁洋 (活水女子大学), 川崎貴子 (法政大学), 近藤隆子 (静岡県立大学), 小柳かおる (上智大学), 松村昌紀 (名城大学), John Matthews (中央大学), 村野井仁 (東北学院大学), 中山峰治 (オハイオ州立大学), Neal Snape (群馬県立女子大学), 大下浩之 (オハイオ大学), 澤崎宏一 (静岡県立大学), 関口智子 (高崎経済大学), 白井恭弘 (ピッツバーグ大学), 白畑知彦 (静岡大学), 須田孝司 (富山県立大学), 富田祐一 (マンチェスター大学), 浦野研 (北海学園大学), 横田秀樹 (静岡文化芸術大学), 吉田智佳 (天理大学), 吉永直子 (弘前学院大学), 若林茂則 (中央大学)

日本第二言語習得学会2013年度年次大会実行委員

実行委員長:	川崎貴子
副実行委員長:	横田秀樹
会場:	John Matthews
会計:	狩野暁洋
広報:	関口智子
書店展示:	鈴木孝明
プログラム制作:	稲垣俊史・須田孝司・福地和則
受付・アルバイト配置:	澤崎宏一・松村昌紀
ポスター発表:	小柳かおる・村野井仁・鈴木孝明
記録:	近藤隆子・Neal Snape
大会ポスター:	浦野研
懇親会:	白畑知彦
事務局:	柴田美紀

ユウカリ 広告スペース

くろしお広告スペース

開拓社広告スペース

エディション・シナプス広告スペース

日本第二言語習得学会第13回年次大会(J-SLA2013)プログラム

発行 日本第二言語習得学会 (J-SLA)

The Japan Second Language Association

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