

第 25 回 映像メディア英語教育学会全国大会 The 25th ATEM National Convention



大会テーマ 映像メディアで高める発想力と発信力

Theme: Developing Creativity and Communicativity through Multimedia

[日時 Date]: 2019 年 10 月 19 日(土) (October 19th, 2019)

[会場 Place]: 京都女子大学 (Kyoto Women's University)

京都市東山区今熊野北日吉町 35 番地

後援: 京都府教育委員会

■大会プログラム■

9:00 (A 校舎 3 階)	受付開始 Registration	
9:45-9:55 (306 教室)	Opening Ceremony	Moderator: IMURA Makoto (Vice President of ATEM)
	Greetings YOKOYAMA Hitoshi (President of ATEM) HAYASHI Tadayuki (President of Kyoto Women’s University) JUNG Han-Ki (President of STEM)	
10:00-10:30 (306 教室)	Special Presentation by STEM	Moderator: IMURA Makoto (Osaka Institute of Technology)
	LEE Yun Joon "Jason" (Daegu National University of Education) Transmediating Visual Learning with the (R)-Generations: A cross learning framework design	
10:35-11:00	Concurrent Sessions 1	(301 教室, 302 教室, 303 教室, 401 教室, 406 教室)
11:05-11:30	Concurrent Sessions 2	(301 教室, 302 教室, 303 教室, 401 教室, 406 教室)
11:35-12:00	Concurrent Sessions 3	(301 教室, 302 教室, 303 教室, 401 教室, 406 教室)
12:05-12:25 (306 教室)	ATEM 総会 General Meeting	司会 : 已波義典 (京都外国語大学) 会長方針演説、会計報告、理事会報告、表彰式
13:00-13:25	Concurrent Sessions 4	(301 教室, 302 教室, 303 教室, 306 教室, 401 教室, 406 教室)
13:30-13:55	Concurrent Sessions 5	(301 教室, 302 教室, 303 教室, 306 教室, 401 教室, 406 教室)
14:00-14:25	Concurrent Sessions 6	(301 教室, 302 教室, 303 教室, 306 教室, 401 教室, 406 教室)
14:40-16:05	Symposiums	(301 教室, 302 教室, 303 教室, 401 教室, 406 教室)
16:15-17:30 (306 教室)	Special Symposium	Moderator: KLAPHAKE Jay (Kyoto University of Foreign Studies)
	KLAPHAKE Jay (Kyoto University of Foreign Studies) MCGREGOR Angus (Kyoto Gaidai Nishi High School) RAMSDEN Takako (Kyoto University of Foreign Studies) SHIOMI Kayoko (Ritsumeikan University)	
	The Power of Ideas: Engaging students with TED Talks	
17:30-17:35 (306 教室)	Closing Ceremony	
	Greeting FUJIE Yoshiyuki (Chair of ATEM National Convention Committee)	
17:50-19:30 (A 校舎地下)	Reception Party	Moderator: KANEDA Naoko (Kyoto Women’s University)
	Greetings YOKOYAMA Hitoshi (President of ATEM) JUNG Han-Ki (President of STEM)	

研究発表 Concurrent Sessions

301 教室	302 教室	303 教室	306 教室	401 教室	406 教室
司会：吉村圭 (鹿児島女子 短期大学)	司会：杉浦恵美 子 (愛知県立 大学)	Moderator: NAKAMURA Sachiko (Chuo Gakuin University)		Moderator: KOIZUMI Yuto (Tokyo Institute of Technology)	Moderator: KAKU Junichi (Waseda University Honjo Senior High School)
10:35-11:00 Session 1					
批判的思考の 「気づき」を促 す映像活用法 清澤 香 (公立諏訪 東京理科大学)	The Use of Authentic Materials in Classroom Activities Focusing on Students' Emotion in the Japanese EFL Context KITAOKA Kazuhiro (Osaka City University)	How Does Video-creation PBL Affect the Speaking Skills of L1 Japanese EFL Learners?: Through objective analysis of oral proficiency SPRING Ryan (Tohoku University)		The Soft Power of Food in Popular Films: Focusing on Disney/Pixar's <i>Ratatouille</i> (2007) HIKAGE Hisayuki (Reitaku University)	A Study on Relations between the World View of the Movie <i>The Choice</i> (2016) and Second Language Learning IM Mijin (Kookmin University)
11:05-11:30 Session 2					
映画批評を通 して高める批 判的思考力と 発信力 塩見 佳代子 (立命館大学)	英語談話標識 well の研究：言 語教育への応 用 高村 遼 (青山学院 大学・院)	The 10-Step Dictation: From listening to writing KOBAYASHI Toshihiko (Otaru University of Commerce)		Teaching Media Literacy through TV Commercials YOSHIMUTA Satomi (Kwassui Women's University)	Transmedia Matters: Interest transforming knowledge SEO Ji-Young (Kookmin University)
11:35-12:00 Session 3					
教員養成の観 点から教師を テーマにした 映像メディア を利用した英 語教育 寶壺 貴之 (岐阜聖徳学 園大学)	学習者の視点 から見た英語 教材としての 映画とドラマ 角山 照彦 (広島国際 大学)	Multimedia Resources to Teach and Apply Critical Thinking Skills YAGI Keita (International Christian University)		Boosting Productive Skills through Summary Presentation and Coping with Problems IWASAKI Hirosada (Tsukuba University)	You Have Really Opened Our Eyes: An approach to writing about current issues using the animation <i>South Park</i> WERE Kevin (Kookmin University)

301 教室	302 教室	303 教室	306 教室	401 教室	406 教室
司会：巳波義典 (京都外国語大学)	司会：足利俊彦 (北海道医療大学)	司会：寶壺貴之 (岐阜聖徳学園大学)	Moderator: AKIYOSHI Yumiko (Fukuoka University)	Moderator: YOSHIMUTA Satomi (Kwassui Women's University)	Moderator: MITSUGI Makoto (Otaru University of Commerce)
13:00-13:25 Session 4					
集団療法 (group therapy) の場面における自己開示の方法と表現	映画『ボブという名の猫』(2016)に観るプロット交差点と回転軸—極めゼリフをコーパスで深層学習—	映画の台詞利用と語の多義認識についての認知的考察—get rid of ～を基に—	How Watching Subtitled YouTube Videos Can Help with Listening and Reading	Bridging Cultures, Connecting Institutions: Developing a virtual community through tandem learning exchange projects	The Neurocognitive and Psychological Effectiveness of Digital Game-based Learning for Enhancing Phonemic Discrimination of Korean EFL Young Learners
石川 愛弓 (苫小牧工業高等専門学校)	田淵 龍二 (ミント音声教育研究所) 塚田 三千代 (翻訳家・映画アナリスト)	松中 完二 (久留米工業大学)	NAKAMURA Sachiko (Chuo Gakuin University) SPRING Ryan (Tohoku University)	BARR Michael David (Kyoto University of Foreign Studies)	LEE Sun-Young (Cyber Hankuk University of Foreign Studies) CHOI Jung-Hye Fran (Walden University) PARK Joo-Hyun (Neuronetism, Language R&D)
13:30-13:55 Session 5					
異文化及び多文化理解に焦点を当てた英語教育—2020 年度新刊テキストを題材に—	英・米社会における薬物依存症の更生—映画で観る「コミュニケーション回路」と英語—	映画 <i>Beauty and the Beast</i> (2017) を用いた授業実践的英語教育	Digital Navigation: Developing and evaluating digital literacy	Creativity Through Story: The interplay of visual and written texts	Promoting Active Learning in a Flipped Classroom
森永 弘司 (同志社大学)	塚田 三千代 (翻訳家・映画アナリスト) 田淵 龍二 (ミント音声教育研究所)	野中 美賀子 (高知工業高等専門学校)	OKAMOTO Michael (Shimane University)	PRONKO Michael (Meiji Gakuin University)	KIM Hyun-Ju (Dankook University)

301 教室	302 教室	303 教室	306 教室	401 教室	406 教室
司会：巳波義典 (京都外国語大学)	司会：足利俊彦 (北海道医療大学)	司会：寶壺貴之 (岐阜聖徳学園大学)	Moderator: AKIYOSHI Reiko (Fukuoka University)	Moderator: YOSHIMUTA Satomi (Kwassui Women's University)	Moderator: MITSUGI Makoto (Otaru University of Commerce)
14:00-14:25 Session 6					
Spotlight (2015) のメディア批評性 —「部外者性」 との関連を英語教育に絡めて— 小泉 勇人 (東京工業大学)	洋画教材は実践的コミュニケーション能力を高めることができるか —高等学校『英語表現 I』の教科書を中心に— 岩本 昌明 (富山県立上市高等学校)	トランスメディアアプローチを用いた英語授業実践報告 —韓国と日本の大学生を対象に— 金田 直子 (京都女子大学) 李 枝鉉 (国民大学)	Developing Students' Media Literacy and Critical Thinking Skills within the University EFL Classroom KAVANAGH Barry (Tohoku University)	Descriptive Exercises and Movie Novelization YOSHIDA Masayuki (Waseda University)	Collaborative Vocabulary Build-up Practice with Word Cloud YOON Tecnam (Chuncheon National University of Education)

シンポジウム Symposiums

301 教室	302 教室	303 教室	306 教室	401 教室	406 教室
司会：吉村圭 (鹿児島女子短期大学)	司会：近藤暁子 (兵庫教育大学)	司会：杉浦恵美子 (愛知県立大学)		Moderator: HIKAGE Hisayuki (Reitaku University)	Moderator: KOBAYASHI Toshihiko (Otaru University of Commerce)
14:40-16:05 Symposium A, B, C, E and F					
シンポジウム A (九州支部)	シンポジウム B (西日本支部)	シンポジウム C (中部支部)		シンポジウム E (東日本支部)	シンポジウム F (北海道支部)
英語文学教育と映像メディアの接点を模索する	The TV Corpus を活用した英語教育	映画『ボヘミアン・ラブソディ』(2018) の英語学習法		Using Student-generated Digital Media Products for Foreign Language Learning: How, why, and the practical benefits	Designing Curricula with a CLIL Perspective: The power of multimedia
吉村 圭 (鹿児島女子短期大学) 松尾 祐美子 (宮崎公立大学) 秋好 礼子 (福岡大学)	田畑 圭介 (神戸親和女子大学) 松井 夏津紀 (京都外国語大学) 井村 誠 (大阪工業大学) 近藤 暁子 (兵庫教育大学)	菅原 裕子 (名古屋大学) 久米 和代 (名古屋大学) 井土 康仁 (藤田医科大学)		SPRING Ryan (Tohoku University) LOVE Matthew (Nagoya University of Commerce and Business) FUKAI Yosuke (Tohoku University)	SANO Aiko (Sapporo International University) RICHMOND Sarah (Sapporo International University) MITSUGI Makoto (Otaru University of Commerce)

Special Symposium 特別シンポジウム
The Power of Ideas: Engaging students with TED Talks TED で発想力と英語を磨く
KLAPHAKE Jay (Kyoto University of Foreign Studies) MCGREGOR Angus (Kyoto Gaidai Nishi High School) RAMSDEN Takako (Kyoto University of Foreign Studies) SHIOMI Kayoko (Ritsumeikan University)

TED Talks are recognized as containing interesting and meaningful content that motivates learning; and provide rich and varied authentic material for teaching translation, critical thinking, short-form presentation and public speaking. The four panelists, all experienced TEDxKyoto volunteers and/or TED translators, engage in content-based teaching in high school and university classrooms utilizing TED and TEDx Talks. They will share their ideas and best practices for using the Talks as an idea centered learning platform both in the classroom and as co-curricular activities. In the spirit of TED's "ideas worth spreading," TEDx is a program of local, self-organized events that bring people together to engage with each other and share a TED-like experience. TEDxKyoto is the largest TEDx event in Japan with over 800 participants, and is managed by an unpaid, core team of 40 volunteer organizers. The main event serves as a catalyst that invokes deep thought, sparks human connections, engages the community, and leads to increased opportunities to bring new innovations to life. Talks are uploaded to YouTube, translated by TED translators, and shared with the world. TED Translators are a global community of volunteers who subtitle TED and TEDx Talks, thus enabling the inspiring ideas to transcend languages and borders. The panel chair, founder of TEDxKyoto and TEDx Ambassador for Japan, will address the global impact of TED and TEDx. TEDx events as a form of university service learning and community and global engagement will also be highlighted. The TEDxKyoto Director of Curation and former Director of Operations will share how he uses TED talks in the high school classroom, with 3rd year students working through various TED talks, mapping the elements of the talks, and identifying certain unique style points of a TED presentation, while also crafting their own presentation to be given at the end of the term. The benefits of organizing high school students to join TEDx events as volunteers will also be addressed. A TED Translator, freelance translator, and university lecturer will introduce a TILT (Translation in Language Teaching) activity, in which learners and the teacher collaborate to make a database of Japanese-English equivalents collected from the oral content (English) and the subtitles (Japanese) of a TED Talk. This activity was designed to encourage learners to pay more attention to utterances in English with the help of Japanese subtitles while watching videos and movies for pleasure. It is believed this could also assist them in both reviewing and learning new English vocabulary and expressions. A TEDxKyoto Curator, TED Translator, professor and textbook author will talk about blended learning and the flipped classroom, utilizing TED/TEDx Talks, in which students choose their own favorite talks, summarize the main ideas and give recommendations to classmates. Activities derived from TED/TEDx Talks that promote students' critical thinking, creativity as well as communication skills will be introduced. The implementation of TED/TEDx Talks in university EFL classes as an effective way to foster CLIL (Content and Language Integrated Learning) will also be discussed.

クラパーキ先生(代表パネリスト)のプロフィール

米ミネソタ州マカレスター大学卒業。法学博士。現在、京都外国語大学教授・ソーシャルデザイナーとして、国際ビジネス法やプレゼンテーションメソッドを教える。2011年、TEDx KYOTO を創立し、以来、TED のプレゼンター育成に努める。趣味のドラムはプロ級の腕前。

Special Presentation by STEM
Transmediating Visual Learning with the (R)-Generations: A cross learning framework design
LEE Yun Joon "Jason" (Daegu National University of Education)

In the past, students learned in classrooms, received information and knowledge from their teacher, and copied from successful peers. Information and knowledge were rather standardized compared with what current day students encounter in everyday life. Again, the students' information process has changed dramatically with the development of web 2.0, the internet and social media. For example, before the internet was accessible, movie advertisement was mainly done with posters and TV trailers. The information penetrating to the people was very two dimensional. People had to watch television or go outside to walk on the streets to know about movie openings in that week. However, the current day information delivers through multiple channels. Not only through posters and TV trailers, but also people access digital posters, YouTube commercials, Instagram posts from other users, tweets, facebook posts, press conferences and much more. Not only from the movie production company, the advertisement travels through personal social networking services. In a nutshell, transmedia approach changed the way we acknowledge information. The current generation are living in a world of transmedia, they learn information differently and internalizes the knowledge in a personal matter. In this sense, teaching, classrooms and methodologies should reform to adapt to the new generation.

In language learning, how would the transmedia approach take place upon the students? Since the students are experts and searching and internalizing their own knowledge, the material, visuals and classroom management shapes differently compared to traditional classrooms. The language should be the vehicle to obtaining the new knowledge not the purpose itself. Students will learn about the movie but the background knowledge should be informed to the students to trigger their motivation to find out more information. All in all, Students will use language to find their information and knowledge through a transmedia approach. In this presentation, materials used in a transmedia approach will be shown and discussed with detailed explanations of how the visuals were used to promote transmedia learning in a language learning experience.

Symposium A (九州支部 Kyushu Chapter)

英語文学教育と映像メディアの接点を模索する

吉村 圭 (鹿児島女子短期大学)

松尾 祐美子 (宮崎公立大学)

秋好 礼子 (福岡大学)

本シンポジウムは、英語文学教育と映像メディアとの接点を探求するものである。特にここでは英米文学の3作品を題材に、それらの作品と映画との関連性について考察を行う。

まず吉村は、イギリスの小説家 A. A. Milne が著した *Winnie-the-Pooh* (1926) 及び *The House at Pooh Corner* (1928)、そして後にディズニーによって映像化された *Many Adventures of Winnie the Pooh* (1977) を扱い、特に「語り」のあり方に着目しながら両作品を論じる。「プー」作品は、ミルンが執筆した小説にしても、ディズニーによる映画にしても、一般に理解されやすい児童向けの作品と捉えられている。しかしその物語の構造に着目すれば、実は極めて複雑な作りの作品であることが分かる。そしてその複雑さは「語り」に着目することで、より理解されうるものとなる。そのため本発表では両者の「語り」について議論し、これらの作品が持つ物語構造の複雑さを明らかにする。本発表は、小説や映画を単に英文読解や聴解の題材として用いるのではなく、学生をさらに深い作品の「読み」へと導く、その一助となるものである。

次に松尾は、Louisa May Alcott の *Little Women* を取り上げ、同一の原作に対して、監督の解釈や意図、映画作品内における表現などが時代によって異なるのかについて考察したい。原作は南北戦争当時を背景とした長編小説であり、オルコットの自伝的小説でもある。家族愛が中心ではあるが、作家の生き方を反映し、女性の自立を模索している作品と捉える事もできる。昭和、平成を通して変遷してきた女性の生き方や社会環境は、原作当時と比較して変わったのだろうか。女性の生きにくさや男性の在り方の実際は変わってきているのだろうか。令和の時代に社会へ進出していく学生たちにとって、映画や原作を通して自分たちの足元を見つめ直すきっかけとなるよう考えてみるつもりである。

最後に秋好は、小説とその映画化作品の違いを掘り下げることで、学生に文学作品を読む醍醐味をいかに体験させるかについて考察する。アメリカの小説家 F. Scott Fitzgerald の短編小説、“*The Curious Case of Benjamin Button*” (1922) は、外見も内面（考え方・発言）も老人として生まれた主人公が、歳を重ねるにつれてだんだん若返っていくという奇抜な設定の物語である。何度かの企画倒れを経て、本作品は 2008 年にようやく同タイトルで映画化されるが、全く違う作品と評されるほど小説とは違う点が多い。主に双方の時代設定、物語構造、Benjamin の周囲の人物に焦点を当て、単に「おもしろかった」「かわいそうだった」に終わらない読み方（見方）へ学生をいかに誘うか議論したい。

Symposium B (西日本支部 Nishinihon Chapter)

The TV Corpus を活用した英語教育

田畑 圭介 (神戸親和女子大学)

松井 夏津紀 (京都外国語大学)

井村 誠 (大阪工業大学)

近藤 暁子 (兵庫教育大学)

本ワークショップでは 2019 年 2 月に公開された English-Corpora.org のサブコーパスとなる The TV Corpus の活用法について、各講師の独自の視点を織り交ぜながら論考する。The TV Corpus はコメディとドラマ 7500 作品のセリフ部分で構成され、収録総語数は 3 億 2 千 5 百万語となっている。各講師はテレビ作品をコーパスを通じて分析することの有用性ととも英語教育を意識した活用方法を検証する。

まず田畑が The TV Corpus を概観し、English-Corpora.org の検索機能(LIST、Collocates、Compare)から得られるデータタイプを紹介し、データの解釈と英語教育における活用の意義について論じる。本コーパスにより、各作品を使った共時的な調査と共に、大型コーパスの特性を活かした通時的な調査も可能となる。英語学習者に有益となる現代英語の用法と通時的变化の事例を示しながら、英語学習者に有益な言語資料が本コーパスを通じて得られることを実証する。

松井は The TV Corpus の特定 TV series corpus の作成機能を利用し、*Friends* (1994-2004) における親しい間柄で用いられる依頼表現の考察を行う。*Will you ~?/Can you ~?/Would you~?/Could you~?*という依頼表現では、*would* や *could* を用いると婉曲的で丁寧な表現となり、日本語の敬語に相当すると学習した学習者が多い。ここでは、The TV Corpus から得たデータの分析結果とドラマの実例を提示しながら依頼表現の使用法を再検討する授業例を提案する。

井村は The TV Corpus の特定 TV series corpus の作成機能を使って、ESP の教材を作成する方法について考察する。*Law & Order* (1990-2010)は米国の最長記録となった刑事・法廷ドラマシリーズで、毎回裁判の場面があり、法学英語のリソースとして最適である。発表者は現在 Wikipedia から *Law & Order* の synopsis を集め、事件の内容や裁判の争点などのキーワードを加えて教材選択用のデータベースを作成中であるが、これと The TV Corpus とを併用してどのように教材作成に活用することができるか考えてみたい。

近藤は The TV Corpus ならではの特徴である、発話音声にアクセス可能な口語データの検索が可能であるという利点を生かして、音声指導の一つである *suprasegmentals* の指導のための教材作成及び指導方法について提案する。センテンスプロミネンスとイントネーションは、同じ表現であっても、そのコンテキストによって大きく変化する特徴がある。よって本発表では、ターゲット表現をコンテキストと共に検索できる The TV Corpus を利用して、センテンスプロミネンスとイントネーションの指導のための教材作成方法と、指導例を提案する。

Symposium C (中部支部 Chubu Chapter)

映画『ボヘミアン・ラブソディ』(2018)の英語学習法

杉浦 恵美子 (愛知県立大学)

菅原 裕子 (名古屋大学)

久米 和代 (名古屋大学)

井土 康仁 (藤田医科大学)

本シンポジウムでは、映像メディアの中でも映画に焦点を当て、伝説的なロックバンド「クイーン」のボーカリスト・フレディ・マーキュリーを主人公とした伝記映画『ボヘミアン・ラブソディ』を取り上げ、映画を大学の授業でどのように活用できるかを独自の視点から考察し、英語教育の場での有用性を探る。

最初に菅原は、映画学の視点を踏まえ本作における「編集」に注目し、映画にとって編集とは何かについて考察する。映画は一つ一つの映像が意味を持つのではなく、それらがつながって初めて成立する。視覚的および聴覚的な要素をどのように受け止め、シーンや作品全体のテーマ、物語を読み解く助けとするか。発表ではある具体的なシーンをとりあげ、映画学の基礎的事項を示しながら、台詞の使われ方と共に確認していく。また、台詞同様に歌詞も重要な役割を担っており、英語学習に役立つ表現を紹介する。映画後半のライブシーンでそれらが映像と相まって著しい効果を上げている箇所についても指摘し、作品をさらに楽しむ映画の見方を提示したい。

次に久米は、社会言語学、イギリス英語の視点から考察する。本作に登場する英語表現には、社会的・文化的な背景を反映するものが多い。言い換えれば、これらの背景を理解することがセリフの解釈には不可欠となる。例えば、移民やゲイなどマイノリティーに関する表現には当時のイギリス社会における価値観が色濃く反映されており、現在の認識との違いを含めて確認する必要がある。また、ロンドンが舞台の本作では、イギリス英語を学ぶことになるが、インド系の英語なども含まれており、それぞれの特徴と合わせて学ぶべき背景も多々存在する。このように、言語使用の様々な背景に注目して、本作の英語教材としての活用法を考察する。

最後に井土は、英文法、特に時制の視点からの考察を試みる。映画作品の内容を鑑みれば、そのセリフの幾つかを検証することで、表現の用法ならびに英文法の解説などに使うことにも、本作が有効であることがわかる。つまり、音楽に将来を託そうとする若者たちの言葉から、未来を見据えた際の表現を抽出することが出来るであろうし、過去の出来事を悔やみ、仲間との和解を試みる主人公のセリフからは、英語の過去形の用法はもとより、その根幹にあるイメージも提示できるようにも思える。さらに、映画の中の「現在」の時間を表現する現在形の様々な用法をみることで、現在・過去・未来の三つの時制の深いつながりを示していく。

以上、本発表では、映像メディアの中でも映画を用いた大学における英語の授業での活用例を紹介し、この映画を多角的に分析していく。

Symposium E (東日本支部 Higashinihon Chapter)
Using Student-generated Digital Media Products for Foreign Language Learning: How, why, and the practical benefits
SPRING Ryan (Tohoku University) LOVE Matthew (Nagoya University of Commerce and Business) FUKAI Yosuke (Tohoku University)

Much of the research surrounding visual media in foreign language learning has been conducted on how its consumption can benefit teachers and students (e.g. Ryu, 2011; Seo, 2014; etc.). Such methods tend to put students in a passive learning role, and though this can be important for gaining new knowledge and information, students of foreign language often require active practice to increase their productive language skills such as speaking and writing, as well as to foster the processing speed necessary for higher level listening skills. Here, new advances in teaching methods that have students create their own multi-media (student-generated digital media products: SGDMP) can offer much to the foreign language learning process while still making use of the various learning benefits of multi-media infused education. This symposium touches on several examples of how SGDMP can be utilized in the foreign language classroom, the theoretical underpinnings of why it is helpful to students, and some empirical evidence to show how students benefit from SGDMP. Furthermore, this symposium also shows that SGDMP can be used not only in the English education in Japan, but applied to any sort of foreign language teaching, such as the teaching of French.

This symposium will first introduce some of the theory behind SGDMP, including CLIL (content and language integrated learning) and PBL (project based language learning), and how they have been implemented into SGDMP in the past (e.g. Dooly & Sadler, 2016; Miller & Hafner, 2014; Spring, 2018; etc.). It will then report on some innovative ways that CLIL and PBL based SGDMP has been implemented via short-film creation and digital storytelling in EFL classes in Japan, and the making of a Web Series in French by Japanese students. Each of these methods has been designed differently to match the specific conditions and needs of the students and universities where they are being utilized, and the rationale behind each implementation will be covered in detail. Furthermore, the symposium will offer data and summative results of previous studies that show specifically that communicative foreign language skills are bolstered through SGDMP, especially spoken communicative competencies and closely related objective measures of speaking such as fluency, syntactic complexity and accuracy. Finally, we will ask participants to join us in a short activity that will demonstrate how SGDMP can help students to improve their speaking abilities, group work, processing speed and willingness to communicate. The final aim of the symposium will be to show how SGDMP can be utilized on both minor and major scales in a variety of foreign language classrooms because of how the project setting can be changed to match the needs of the learning environments and needs of the students.

Symposium F (北海道支部 Hokkaido Chapter)
Designing Curricula with a CLIL Perspective: The power of multimedia
SANO Aiko (Sapporo International University) RICHMOND Sarah (Sapporo International University) MITSUGI Makoto (Otaru University of Commerce)

This workshop aims at giving the audience a glimpse of how to design English-language courses with a CLIL (Content-Language Integrated Learning) perspective that also make use of various forms of multimedia. Many universities are revising their English curricula for courses across various disciplines in order to ensure that graduates have the strong command of English needed to be successful in the modern globalised workforce. Many of the universities are moving towards offering courses through English medium instruction (EMI), however these English language classes are often appreciated only by those with a high command of English, and do not serve the needs of the large body of Japanese students with limited English proficiencies. Feeling intimidated, such students are inclined to take only basic English courses which tend to be taught in a traditional teacher- centred approach, where opportunities for output are limited. However, if designed with a CLIL perspective, English classes can be far more engaging and simultaneously offer a plethora of opportunities for student output, and ensure linguistic development.

This workshop opens with a brief overview of the theoretical background used by the speakers when designing their curricula with special attention paid to the CLIL perspective.

The second speaker will demonstrate how to apply such theoretical framework with an emphasis on the language teaching aspect of CLIL. In a course called English Through Movies taught at a small private university in Hokkaido, the movie *Zootopia* with its underlying themes of racism, bias, sexism, and xenophobia was used as a starting point of discussion about the issues. After this light introduction to the themes, news articles and videos clips showing a harsher and more realistic depiction of racial discrimination were used to make students aware of how prevalent instances of racism and prejudice are. Students were then given the opportunity to express their critical view of the issues by choosing a movie made in their native language and introducing it in a class presentation.

The third speaker will expand upon the theme by demonstrating how a CLIL curriculum with a multimedia base was designed for an International Relations course taught through English. The course involved lecture style classes about four modern case studies in International Relations, followed by discussions of Hollywood movies based on the actual events. Each case study was then consolidated through a critical examination of the discrepancies between the real life events and the way popular media chose to depict them. The speaker will demonstrate how the two main objectives of the curriculum, mainly 1) Advancing the students' knowledge of International Relations case studies and theories while at the same time fostering a higher level of English proficiency and 2) Cultivating a sense of media literacy in students that enables them to critically examine the hidden motives in the media they consume, were achieved.

After these two examples, the audience will then have an opportunity to design a class based on the movie *Rabbit Proof Fence* about the Stolen Generations in Australia. By choosing from various multimedia materials provided, the audience will create an appropriate writing or presentation task for their own students.

批判的思考の「気づき」を促す映像活用法

清澤 香（公立諏訪東京理科大学）

批判的思考（クリティカルシンキング、または「考える力」）を学校教育に取り入れる傾向は近年ますます盛んになっており、大学のみならず、初等中等教育でも修得に向けて様々な試みがなされている（楠見, 2012; 道田, 2011; 鈴木, 2005）。批判的思考を体系的に教授することは容易いことではないが、この発表では学生に「映像・活字を鵜呑みにして良いのだろうか」という批判的思考の第一歩である「気づき」を促すアクティビティの例を紹介する。

DNA ancestry test を題材とし、まず学生に2つの YouTube 動画を見せる。最初の動画は、DNA kit を使って手軽で、しかもリーズナブルな価格で自分の祖先をたどることができるというテレビコマーシャルを使い、アイデンティティーを確認したいという歴史・文化的背景からくる欲求を説明する。二つめの動画は、自分の確固としたアイデンティティーを持っていて、さらに自分のアイデンティティー故に他の国や民族に偏見を持っている人々を対象に DNA テストを行ったドキュメンタリー映像を見せる。この中で被験者は驚き、時には感動の涙をこぼし、いかにこの DNA テストが意義のあるものかを述べるのである。ここで DNA テストの価格が US \$ 69（約 7,500 円）だとしたら、DNA テストを受けてみたいと思うかというアンケートをとる。その後、“Don't buy online DNA ancestry tests. You are the real product”（The Irish Times）の記事を読み、再び同じ質問でアンケートを実施した。

記事を書いた記者は DNA データが倫理的に取り扱われていなくても、それを問題にして取り締まる方法が乏しいことを指摘し、DNA データを扱う会社の信頼性に疑問を投げかけている。インパクトのある動画を観て、第一印象とは異なる記事を読むというアクティビティの意図として、1) 批判的思考とは何かという明確な教えなしに、この記事を読んで、DNA テストを受けてみたいと答えた学生がテストの二面性に気づき、を受けてみたいという考えを改める、またはためらう、2) さらに自分の知識や思い込み以外の可能性を考えることの大切さに気づくことである。

英語のレベルが異なる2クラスでこのアクティビティを実施し、また、片方のクラスではプレアクティビティを導入し、学生の気づきの効果を観察した。今回の発表では、それぞれの導入の方法や、アンケートの質問・返答を検証する。

The Use of Authentic Materials in Classroom Activities Focusing on Students' Emotion in the Japanese EFL Context

KITAOKA Kazuhiro (Osaka City University)
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The importance of L2 learners' emotional states in the classroom has been suggested by various scholars. Saito and Dewaele, for instance, state that in the study of L2 motivation and L2 Motivational Self System in recent years L2 learners' emotional states have frequently been mentioned as one of the important factors and this is because L2 learners' perception of actual and future L2 selves may trigger various emotional reactions (Saito & Dewaele, 2019). In this regard, Teimouri also proposes that motivation and emotion are intertwined as any motivated actions include certain types of negative and positive emotion (Teimouri, 2016). Although Teimouri does not include shyness, which is usually considered to be one of important emotional states, especially in the Japanese EFL context, as a significant factor (Teimouri, 2017), this study aims to focus on "shyness", and attempts to find ways of overcoming shyness and creating an enjoyable and effective classroom situation through activities using music.

Shyness is one of the personality factors that affect L2 learners' emotions in foreign language classrooms negatively. L2 learners who are shy, or have communication apprehension or language anxiety may not answer questions willingly nor participate in oral classroom activities, and may remain silent. Dewaele & MacIntyre, in this regard, propose that a positive, acquisition-friendly atmosphere can occur in classroom where activities are challenging, creative and unpredictable (Dewaele & MacIntyre, 2014; Saito & Dewaele 2019). Enjoyment, one kind of positive emotion, is important not only for L2 learners but also for making classrooms more challenging and creative. Enjoyment is considered one of the positive emotions in foreign language classrooms (Dewaele & MacIntyre, 2014; Saito & Dewaele 2018), and "anxiety" or "shyness", on the other hand, are taken as negative factors for L2 learners. Therefore, the classroom environment is an important factor that influences students' emotions as academic settings abound with achievement emotions, such as enjoyment, shame, anxiety, learning and so forth (Curci et al, 2014).

This presentation attempts to show how authentic materials can be used in order to make classrooms enjoyable and relaxing places for L2 learners. This study incorporated music as an effective tool for reducing students' shyness and enhancing motivation, making the classroom more enjoyable and relaxing. This study also integrated performance using music in classroom as one of "unpredictable" activities in the hope that this activity would promote peer to peer relationship, as well as the teacher-students' relationship, successfully making classroom more enjoyable, relaxing and dynamic.

For this purpose, this research was conducted using the experimental quantitative research at two universities in Kansai area in Japan. The questionnaires with a six-point Likert scale were given to the students on the first day and the end of the courses. The results of correlative data analysis showed that the use of music and PVs was a significant predictor in reducing shyness and enhancing motivation. There was also a significant difference between the two universities, especially in shyness.

In this presentation, I'd like to explain how I used music and the accompanying PVs to reduce students' shyness, and increase motivation and present the results of quantitative data collected from the students, and explain what I consider to be the causes of the different results at two universities.

How Does Video-creation PBLL Affect the Speaking Skills of L1 Japanese EFL Learners?: Through objective analysis of oral proficiency
SPRING Ryan (Tohoku University)

Video creation has been suggested as an effective task for students in a project-based language learning (PBLL) class (e.g. Dooly & Sadler, 2015; Hafner et al., 2015; Spring, 2019). Such studies often suggest that video-creation PBLL can help with the communicative competencies of foreign language learners, but none have thus far provided objectively measured data to suggest that such skills indeed improve, and if so, in what ways. This study seeks to fill this hole in the previous research by examining data taken from five vide-creation PBLL classes of L1 Japanese EFL students. Pre and posttests of speaking were utilized to collect data, and then analyzed through objective measures of fluency, complexity (syntactic and lexical), and accuracy (syntactic and pronunciation) as per studies such as Skehan (2009) and Lambert and Kormos (2014). The results revealed that statistically significant differences were found in most areas, indicating that students did indeed improve their spoken proficiency to some amount. Furthermore, the qualitative data and an in-depth analysis of the quantitative data suggest that some of the areas that were most improved were: (1) students ability to self-monitor their speech, (2) students improved at the use of communicative strategies such as using filler words and hedges, and (3) students improved the most on measures that were the most closely related to enhanced communication, such as syntactic complexity and general accuracy. These results are thought to be due to some combination of (1) the natural way in which oral proficiency develops in L2 learners, as suggested by Vercellotti (2017), and (2) the communicative nature of PBLL and the fact that it is likely to be most helpful for related aspects of language development.

The Soft Power of Food in Popular Films: Focusing on Disney/Pixar's <i>Ratatouille</i> (2007)
HIKAGE Hisayuki (Reitaku University)

One of the typical roles that food plays in films is to remind the main character/s of their childhood and such scenes are usually one of the key moments in the films. For example, in Lasse Hallström's *The Hundred-Foot Journey* (2014), the young male protagonist named Hassan, who emigrates with his family from India to France, has come to work for Madame Mallory's upscale French restaurant and his cooking contributes to the restaurant's receiving a second Michelin star. He even becomes a celebrity chef in Paris. A bite of food with Indian spice, however, prompts him to return to his second home town in rural France. The recurring key scene is a day he spent as a child with his late mother whose teachings about cooking and secret spices enable him to succeed. For another example, in Garth Davis' Australian film *Lion* (2016) the male protagonist named Saroo gets separated from his family in India at the age of five but survives, getting adopted by a warm-hearted Australian couple. Studying in Melbourne twenty years later, however, he accidentally catches sight of jalebi, a sweet he wanted to eat as a small child in India, and it prompts him to search out his original family in India. He manages to reunite with surviving Indian family members and learn the true meaning of his name.

Disney/Pixar's animation film *Ratatouille* (2007) directed by Brad Bird portrays Remy, the male rat protagonist gifted with an artistic sense of taste and smell, realize his dream of becoming a chef in Paris. To be more precise, the rat helps a (human) cook named Linguini do his job as a shadow cook and, at the end of the film, they open a new bistro called "La Ratatouille" for common people (and also rats) to enjoy food in the gourmet mecca. The overall plot of the film follows the motto of the late chef of a Michelin-star restaurant called Gusteau's. Gusteau's "democratic" message, "Anyone can cook," stands in contrast to "the highly regimented and aristocratic French restaurant culture" (Elizabeth H. Buck 2015). This film, however, has another major character named Anton Ego, a strict and influential food critic whose restaurant review decides the fate of the restaurant. At the climax of the film, the moment the macabre-looking critic has a bite of ratatouille, "a peasant dish" cooked by the rat (play of words), he recalls a childhood day when his mother cooked him the same dish. In this flashback scene Ego drops his pen, a tool of his trade and visually turns back into an unsophisticated boy in a pastoral atmosphere.

As D. Meinel (2016) elaborates, *Ratatouille* speaks to many of the key motifs of "the American Dream" such as emigration, aspiration, hard work, averageness, and etc. I would like to examine this food film in more detail in terms of the roles that food plays, touching upon other related films for reference. I hope to provide a lot of food for thought.

A Study on Relations Between the World View of the Movie *The Choice* (2016) and Second Language Learning

IM Mijin (Kookmin University)

Because movies have a strong connection with stories, it can be said that using movies in the EFL classroom is based on content-based instruction (CBI). According to Richards and Rodgers (2014, p. 116), “CBI refers to an approach to second language teaching in which teaching is organized around the content or subject matter that students will acquire, such as history or social studies, [...]” When a language is used as a means of understanding content, the language can be learned successfully. EFL teachers are often at a loss as to how to deal with so called ‘content’ in relation to L2 learning, however. They often do not know how to combine content with the L2 and why content should be related to the L2. EFL students pick up expressions from movies and they wish to use the expressions in future conversation opportunities. Those expressions are not necessarily related to the movie stories. In short, EFL teaching and learning are not based on a CBI approach at all. The purpose of this paper is to suggest a method in which content and the L2 are successfully combined. Specifically speaking, this paper will connect the world view of a movie to an L2. Geisler and Watkins (2003) say that “A world view is a way of viewing or interpreting all of reality. It is an interpretive framework through which or by which one makes sense of the data of life and the world” (p. 11) They introduce 5 elements of their worldview: cosmology, metaphysics, anthropology, psychology and axiology. The last three elements will be used in this paper. With the help of the world view, this paper hypothesizes that 1) EFL learners will become citizens with a world view, 2) they will produce routines or conventional expressions as citizens, 3) they will put those expressions into their long-term memory, and 4) they will use those expressions productively, fully or partially. To achieve this, this paper has selected the American romantic drama, *The Choice* (Katz, 2016) as material. 3 college students joined the experiment. They were given 3 tests. In the first test, the participants were asked to pick their favorite expressions from part of the movie. In the second test, they were instructed to pick expressions relevant to the content of the movie. In the third test, they picked expressions from a citizen’s point of view. The three kinds of expressions were analyzed in terms of language characteristics. The results support the use of movies in the EFL classroom as the roles of both teacher and students are made clear. In other words, movies can be very suitable for a CBI approach.

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映画批評を通して高める批判的思考力と発信力

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本発表では、メディア英語クラスにおいて批判的思考を養うために行った、学生の映画批評の取り組みとポスター発表の内容を報告する。

本学のメディア英語は、2回生以上で一定の英語力を備えた学生を対象に提供される選択英語で、映画を通して英語を学ぶことに興味のある学生が受講している。授業では、教員が複数の映画の中からビジネスに関連のあるシーンを中心に選び、映像を活用した授業を展開する。クラスでは、学生は最初に字幕なしで映画を視聴し、大まかな概要を把握した後、セリフの書き起こしや内容把握問題に取り組む。そして、必要に応じて英語字幕を見ながら詳細な内容を理解すると同時に、英語の口語表現を学ぶ。そのような取り組みで英語の受信力を養成した後、学生が能動的に映画について語り、英語の発信力を高めることができるように、授業内外で映画の批評を書く作業や映画を紹介するポスター作成を、アクティブラーニングとしてクラスに導入している。

映画批評に関しては、学生は自らが興味のある映画を取り上げたため、さまざまなジャンルの映画について学生同士で互いに学び合うことができた。映画の批評作成では、映画のあらすじのみならず、ストーリーの展開、俳優の役柄や演技、背景画像や撮影技術、映像の特殊効果、音楽や音響効果などについても述べた。また、良かった点や感動した点を書くだけでなく、映画によっては、物足りなかった点や期待と異なった点なども書き、星の数を用いて映画の総合評価を行った。しかし、学生の中には、映画の概要を中心にまとめた者もいたため、内容の要約と批評との違いを説明し、批判的な観点から映画を分析するように促した。

ポスター作成と発表に関しては、映画のあらすじや映画批評はもちろん、印象に残ったセリフや会話を紹介すると同時に、映画で取り扱われている分野に関連のある業界分析の情報を入れた。それらの項目の配置は各自が自由に決め、それぞれ創造性豊かなポスターを作成することができた。ポスターの内容と英語で行うポスター発表に関しては、グループに分かれてお互いに評価をし合った後、教員の評価も追加して総合評価を行った。今回は、このように映画を題材に行った批判的思考と発信力を育むための活動について実践報告を行う。

英語談話標識 *well* の研究：言語教育への応用

高村 遼（青山学院大学・院）

談話 (discourse) とは、単に 1 文ずつを産出するにとどまらず、複数の文をつなぎ、織り成すものである。その文と文をつなぐものの 1 つがいわゆる談話標識 (discourse markers) である。本発表では、映画 *Four Weddings and a Funeral* に出現する英語談話標識の代表格でもある *well* の機能について報告する。

Schiffrin (1987) は、それまで品詞としてはさまざまに分類されてきた *oh* (感動詞)、*well*, *now*, *then* (副詞)、*and*, *but*, *or* (論理的接続表現)、*so*, *because* (因果に関わる接続表現)、*y'know*, *I mean* (挿入句) を初めて談話標識という一つのカテゴリーにまとめあげた。それ以来、談話研究をはじめ語用論や社会言語学において多くの研究がなされている。Schiffrin は、談話標識を「連鎖する談話の流れの中で、会話を括弧でくくる要素」(Ibid.: 31) と定義した。

談話標識は、話しことばと書きことばにおいて用いられるが、特に話しことばに顕著な言語形式である (Brinton 2017: 3)。しかしながら、日本で学習する中学生や高校生は留学などの機会を得ない限り、英語の話しことばへの接触が限られている。英語教育における談話標識 *well* の重要性は早くから提案されており (cf. Svartvik 1980)、ドイツ人 (Müller 2005)、中国人 (Liao 2009)、日本人 (Hays 1992, Shimada 2014) など、非英語母語話者を対象とした英語談話標識の研究も行われている。事実、Shimada (2014: 50-60) は、「日本人はヨーロッパ言語を母語とする学習者よりも談話標識 *well* の使用頻度が低い」と報告している。その理由の 1 つに、談話標識 *well* の多義性が習得を困難にしていることが考えられる。

さらに、談話標識には、しばし独立したイントネーションがかかる (Brinton 2017: 9)。本研究では、音声解析ソフト Praat によって測定された韻律曲線を提示することで、その有様を明らかにする。非英語母語話者にとっては、談話標識は意識的に習得していく必要がある。映画を題材として用いる利点は、以上のようにマルチモーダルに言語使用を捉えることにある。教師が明示的に学生の意識を向けさせることで、教室においてもある程度の習得が可能であることを示唆したい。

The 10-Step Dictation: From listening to writing

KOBAYASHI Toshihiko (Otaru University of Commerce)

Dictation and reading aloud have long been employed as traditional English teaching and learning methods in Japan and other parts of the world. Many teachers and learners have adopted these methods for years because of their effectiveness, practicality and simplicity. However, traditional listening and writing techniques appear to have become less popular recently in both classrooms and autonomous learning settings, possibly due to a multiplicity of alternative choices in teaching and learning methods available today. This presentation brings attention back on dictation and reading aloud as valuable techniques in foreign language education.

Wajnryb (1990) introduces Dictogloss, which consists of four major phases: 1. preparation, 2. dictation, 3. reconstruction, 4. analysis & correction. Many followers of his approach in Japan faithfully follow this structure to maximize student learning and active participation, all the while keeping their students' attention focused on the development of practical knowledge of specific language patterns.

By fully utilizing today's ICT available to individual learners of English, especially smartphones, the presenter has been using NHK World Radio Japan News as classroom listening resource in my both university classes and private coaching sessions for autonomous learners of English. This online resource includes additional productive tasks such as video watching, oral face-to-face discussion and writing short comment paragraphs based on Wajnryb's (1990) initial model.

By making full use of smartphone functions, SNS, podcasts and web movies, the presenter will argue that learners' listening, speaking, writing and vocabulary skills can be considerably improved as a result of use of these resources, along with their ability to comprehend daily news broadcasting. More importantly, learners can learn to detect their own weaknesses, analyze and determine the cause of their errors and/or failure to perceive specific sounds and lexical items, and develop effective strategies to overcome them. It will be argued that Wajnryb's method is effective in helping learners to understand their own language learning experience, develop strategies for improvement and improve their overall comprehension of news in English.

In the presentation, the presenter will also demonstrate the procedures of this new dictation-centered method and present the case study of an L1 Japanese national university student who was successful in improving his English proficiency level through this method, increasing his TOEFL ITP scores from 487 to 600 in two and a half years, between 3 December 2016 to 25 May 2019.

Teaching Media Literacy through TV Commercials

YOSHIMUTA Satomi (Kwassui Women's University)

Recently, nurturing critical thinking through media literacy is a target of concern. It is, therefore, critical for language teachers to let students learn how to interpret information from different media at different levels of educational settings including the specialized field at university.

Media literacy refers to “the ability to access, analyze, evaluate and create media in a variety of forms” (Aspen Media Literacy Leadership Institute). Therefore, it is necessary for students to come up with good critical thinking skills in different situations. Media literacy determines how media should function and how students should search and express themselves through media as a democratic member of the society. However, media literacy, which students assume that is always focusing on criticism, does not always mean that it is always criticizing the negative aspects of the media. As Masterman discusses, media literacy is not media bashing. When people are in the process of evaluating media, they are able to “appreciate and take pleasure in interpreting messages in different genres and forms” (MLK Orientation, 2003). So as a work of art, a movie may be the target of this expressive category of media literacy. Therefore, it might be beneficial for language teachers to employ a movie as a resource and teach the language.

The presenter has tried to use a two-hour Hollywood movie in English classroom at university numerous times, dividing it into 10-min. parts. Respective parts are viewed and studied every lesson. However, since one story is packed within a length of two hours, sluggishly following the story through 10 weeks naturally turns into a tedious repetition. It gradually leads some students to lose interests. Therefore, it may be a better idea to use a shorter version of movies such as a TV drama lasting as long as thirty minutes or commercials merely for fifteen to thirty seconds. This was how the presenter came up with the idea of focusing on commercials in a classroom to help students cultivate skills of media literacy.

This presentation will briefly explain the basic principles proposed by Len Masterman, explain the practices of teaching media literacy through using a few TV commercials focusing on content’s side, advertiser’s side, and audience’s side: visual language, production, and the targeted audience.

Transmedia Matters: Interest transforming knowledge

SEO Ji-Young (Kookmin University)

In the years of language learning and adapting media into classrooms, educators came a long way; Students began with rote learning to teacher-centered learning and moved on to student centered activities. In process of language activities, students also learned and memorized vocabularies, expressions, idioms, etc. However, language learning approach only found itself repeating its history. It is possible to raise several research questions. How should language teaching reform to fit the new generations? Should we teach the students in the traditional order (Grammar to sentence then to reading)? Or will there be even something called an order? What type of material should we use? In order to answer these questions, we need to look into who and what the current generation students are familiar with in their daily life.

As smartphones, smart TVs and other digital gadgets became more progressive, naturally these devices replaced the current generations' daily activities. Students can access excessive amount of information with several flicks of their fingers. No longer information and knowledge is limited to classrooms and libraries. Moreover, information and knowledge itself is becoming more individualized to each student. As an example, in a Korean university, students took a class with the book "Media Matters". However, students understood and researched their personal interest through the context of the book. This phenomenon is a part of transmedia learning. In which, students explore, research content based on their individual need. In this presentation, the presenter will share how "Media Matters" book changed the way students receive language information in class.

As the current day students find and receive information in differently, the outcome also becomes different. Teachers may teach "how to cross the street" but students will interpret the questions and start to analyze it and regenerate their own questions such as "why do we need to cross the street?" "Why not walk over or under?", "Which street is it? Where?". Students have their own knowledge and method to take the information into their own hands. In this presentation the presenter will share data collected through a Korean university with the book 'Media Matters'. The presentation will also include various teaching materials with how it was utilized in a transmedia classroom.

教員養成の観点から教師をテーマにした映像メディアを利用した英語教育

寶壺 貴之 (岐阜聖徳学園大学)

グローバル社会を迎え、公立小学校における高学年での英語教育の教科化が 2020 年度より始まろうとして、日本の英語教育の目的はコミュニケーションのためであるという見解は益々定着している。将来的に小学校低学年から英語教育が導入されることに伴い、幼保・小・中・高・大連携の英語教育についてこれまで以上に体系的に考察する必要が出てきたと言える。どの教科の専門の先生方も小学校を中心に英語教育に携わるあるいは英語に接する機会は格段と増えていくことが予想される。このような状況で、理解が帰納的であり、「一目で状況が分かりやすい」映画を利用して英語学習を進めることは意義がある。

本発表では、教師教育の観点から将来教員志望である大学生に対しての英語教育について考察することを目的とする。具体的には、第一に、アメリカのある大学教師の人生をテーマにした *Tuesdays with Morrie*(1997)を取り上げ、先ずこの作品について小説を読むことから展開して、次に映画も利用した英語学習について述べる。第二に、イギリスのパブリック・スクールの教育に生涯を捧げ、退職後も学校のすぐ前に住んでいる老人チップスを描いた、James Hilton の名作 *Good-bye, Mr. Chips*(1934)を取り上げて、映画化された作品についても考察する。授業展開としては、両作品とも、1. 映画を利用して内容把握(字幕あり)、2. 英語の本文のリーディング、3. 英語の苦手意識のある学生に対しては、翻訳も利用した授業(「訳先渡し授業」参考)、4. 内容把握問題、5. 日本語字幕なしの映画を見て英語で内容再確認、6. モリー先生やチップス先生の話す内容で、気に入った台詞の dictation、7. 教育的観点からのレポート作成という進め方をした。大学生が将来、自分たちの目指している職業である教師がテーマになっている映画を利用して課題に積極的に取り組んだことと、モリー先生とチップス先生との教育者としての類似点や相違点についても考察する。

学習者の視点から見た英語教材としての映画とドラマ

角山 照彦 (広島国際大学)

本発表は、映画とドラマという2つの映像メディアを学習者が英語教材としてどのように捉えているかに関する縦断的研究である。映画とドラマは動機づけに効果的な映像教材として英語授業において活用されているが、両者は同一カテゴリーに属するものとして従来あまり比較されてこなかった。そうした中、Kobayashi (2017) は自主的な英語学習の視点からドラマの持つ5つの利点を提示し、映画に対するドラマの優位性を述べている。また、角山 (2017) も、教材開発の視点から、①放送コードによる規制のため、卑語や性的な場面など、教育上問題となる点が少ない、②エピソード自体が短く、また、CMを想定して10分程度で話の切れ目があるため授業で扱いやすい、という利点を挙げ、同じくドラマの優位性を指摘している。しかし、映画とドラマを活用した英語学習を实践した学習者が2つの映像メディアについてどのように感じているかといった学習者の視点からの研究はまだほとんど行われておらず、上述のドラマの優位性は学習者の視点から十分な裏付けをされているとは言い難い状況にある。

そこで、本研究では、映画とドラマを素材として同じコンセプトに基づき開発されたコミュニケーション指導用教材を活用し、英語を先行していない初級大学生を対象にして、前期は映画教材(『プラダを着た悪魔』)、後期はドラマ教材(『glee/グリー』)をそれぞれ使用して一年間授業を行い、映画を活用した学習とドラマを活用した学習を比較する形式で質問紙法により調査した。調査協力者には、授業で視聴した個別の映画やドラマの好みに影響されることなく、映画とドラマというメディアの違いにのみ着目して回答するよう指示した。

その結果、ドラマと映画のいずれかに有意な差は見られなかったが、学習者がそれぞれのメディアを使った学習をどのように感じているかについて様々な示唆を得ることができた。当日の発表では、学習者の視点から見たそれぞれのメディアの利点、欠点について詳細に紹介する予定である。

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Multimedia Resources to Teach and Apply Critical Thinking Skills

YAGI Keita (International Christian University)

With advancements in technology and an increase in environments equipped with high technology at the tertiary level, the use of multimedia resources has become popular for English teaching. In addition, even though including critical thinking skills in the field of TESOL is controversial, the Ministry of Education, Culture, Sports, Science and Technology promotes advanced thinking skills in primary and secondary schools in Japan. As a result, many universities have been adding critical thinking skills both inside and outside of their English programs.

In this presentation, the presenter will introduce how he used multimedia resources to promote critical thinking skills in one of the core reading courses of an English program at a bilingual university in Tokyo. In the spring term of 2018, he incorporated multimedia resources in three different ways when he taught a text about propaganda. First, as a method of introducing the text, he showed a part of a DVD that the lecturer discusses several reasons why people believe in pseudoscience. The content of the video slightly overlaps the content of a reading on propaganda given to the students to analyze; therefore, the video functions well as an introduction of the theme of the reading. Second, when the students read and analyzed the body part of the text which discusses seven techniques of propaganda, he assigned group presentations. He asked each group to find concrete examples of one of these techniques in Japan and in other countries, encouraging the students to use multimedia resources. In fact, many groups employed relevant videos, such as politicians' speeches and commercials, which use their assigned propaganda tactic. Additionally, some groups created their own video by using their skills and knowledge outside the English program. The inclusion of these new videos made their presentations more impressive. Third, the last part of the DVD used in the introductory lesson was shown for the students to apply what they had learned from the reading. Since the text introduces the definition of propaganda and other forms of communication, such as education and advertising, following these definitions, the students were asked to analyze and decide which definition should be applied to the DVD itself.

The aim of this presentation is to inform the attendees about what video as well as which parts of the video were used, how the presenter incorporated these videos into his reading classes, and in what ways he helped the students find suitable videos for their presentations. It is also hoped that the attendees can learn about how they can incorporate multimedia resources in their English classes effectively and how they can support the students' use of multimedia resources for their learning.

Boosting Productive Skills through Summary Presentation and Coping with Problems

IWASAKI Hirosada (Tsukuba University)

This study focuses on boosting Japanese university students' productive skills through summary presentation in English and on showing how its problems may be solved. The materials used for this English-medium instruction (EMI) classes are TED talks.

While this EMI movement originated in EU countries, with the number of EMI bachelor courses jumping from 55 in 2009 to 2900 in 2017 (Bradford, 2019; Sandstrom & Neghina, 2017), Japanese universities are also following their back, with the number of EMI courses in Japanese universities going up from 176 in 2005 to 305 in 2015 (Bradford, 2019; MEXT, 2009, 2013, 2017).

Although the motivation in boosting EMI classes is rising academically and administratively, it still remains how to cope with Japanese students' relatively low productive skills and to motivate them in EMI courses where Japanese is by far preferable when it only comes to acquiring knowledge in special fields (Iwasaki, 2019a, 2019b).

This study then shares some activities to check students' understanding of the lecture while still maintaining concentration and motivation in EMI courses. This involves asking presenters and the audience to clarify the meanings of low-frequency words or paraphrase them, to number different ideas or incidents under the same topics, and to add discourse markers to clarify the flow of logic. These tasks can also contribute to employing higher-order thinking skills and collaborative work.

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**You Have Really Opened Our Eyes:
An approach to writing about current issues using the animation *South Park***

WERE Kevin (Kookmin University)

South Park is an animated television show about four eight-year-old boys in elementary school. In each episode, a controversy develops which they try to resolve, and then they consider what they have learned. The show has a reputation for profanity and vulgarity, but it is also insightful and often profound, humorously presenting a range of contemporary issues that lead to interesting discussion and argumentation. For instance, You Have 0 Friends (S14E04) is about an unpopular boy who tries to get other students to friend him on Facebook, and Stupid Spoiled Whore Video Play-set (S08E12) deals with celebrity influence on children. These two topics were the most popular for my students in their final writing assignment. Students enjoy *South Park*'s irreverent humor, its contemporary subject matter, and its no-holds-barred style of social satire, while also responding to the issues that it raises.

In this presentation I will discuss two of the episodes and show how I use them in my Writing and Critical Reasoning class.

The first episode is Gnomes (Season 2, Episode 17), described by Paul Cantor as a "fully developed defense of capitalism" (Cantor, 103). Explication of economic theories is not what we might expect in a series focused on the antics of vulgar eight years old's, but the episode explores the relationship between large corporations and small business, and business activity and profit, expounding Adam Smith's idea of the "invisible hand," where business pursuing its own self-interest serves the public good and government intervention in the marketplace is unnecessary. After watching the episode and discussing it, I give students Cantor's article to read, which they must summarize as their first assignment. Summarizing is an important academic writing skill that shows a reader has understood an argument and can identify its main points. This assignment challenges students to do this by applying a strategy of writing *does* and *says* statements for each paragraph, shaping this into a 250-word paragraph and then reducing it to a one sentence encyclopedia-type entry (Ramage, 2009).

The second episode, The Losing Edge (Season 9 Episode 5), satirizes the typical sports movie narrative of the underdogs who become champions. Here, the boys keep winning but they don't want to. They hate playing baseball and just want to play computer games. It is only the adults who become more excited as the boys' team moves closer to becoming state champions. The episode raises questions about parents who push their children into competitive sports, the notion of sport as idyllic child play, the belief that sport develops character, and the role sports play in reinforcing traditional masculine behavior (Kittredge, 2007). These are approached through the second assignment, an exploratory essay, which requires students to investigate two sides of an issue before arriving at a conclusion. The assignment draws on their own experience for most students and asks them to question what often seem to be unexamined beliefs about the value and role of competitive sport in childhood.

Students' work and responses to these will be discussed.

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集団療法 (group therapy) の場面における自己開示の方法と表現

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本発表は洋画作品に多く現れる group therapy の場面について物語上の役割を分析するとともに、当該場面における「自己開示」の表現に焦点を当て、コミュニケーションのあり方を考察するものである。

映画作品にはしばしば集団療法(group therapy)の場面が登場する。心身に病を抱えた人々が集い、互いの心境や現状に至る経緯を告白する場面である。この「集団療法」は日本でも行われている心理療法の一つの手法であるが、邦画への登場は比較的少なく、欧米の映画作品で目にすることが特に多い。その理由の一つは、集団療法が「自己開示」を目的とした場であるからではないだろうか。

「自己開示」(self-disclosure)とは自分の生い立ちや価値観などを他者に開示することで、より深い自己理解と円滑なコミュニケーションを可能にする手法であるとされている。そしてその一方で、多くの日本人がこの「自己開示」を苦手としているという指摘がある。本発表では上記の group therapy の場面における「自己開示」の手法と英語表現を明らかにし、それらの場面を日本人の英語コミュニケーションスキルを磨くための一つの模範として位置づけたい。その趣旨に基づいて、本発表では以下の内容について論じる。

『シュガー・ラッシュ：オンライン (Ralph Breaks the Internet, 2018)』の冒頭部分は、近年最も注目を集めた集団療法のシーンの一つだろう。“Bab-anon”というサポートグループで、作中の悪役たちが互いの苦悩を語り合うシーンである。これは主人公のラルフが悪役としての自分を誇れずにいる環境を吐露する場面であり、彼の繊細さや悲哀を観客に理解させるためのイントロダクションである。この時ラルフは、自分が何者であるか→自身の身体的/性格的特徴→職業→現在の自身を取り巻く客観的状況→その状況に対する率直な心境という順に語り、「自己開示」している。より有効で適切「自己開示」のためには世間話的な話題から感情の表明まで段階を踏むことが重要であると言われているが、ラルフの「自己開示」はこのような適切なプロセスを踏んだものであるといえるだろう。さらに注目すべきは、ラルフが自己を語る際の表現である。職業について語る際の“I’m a wrecker. I wreck things professionally. I mean, I’m very good at what I do, probably the best I know.”という表現からわかるように、彼は自分への評価を語ることを「自己開示」のプロセスに取り入れているのである。

その他にも、『お買い物中毒な私！ (Confessions of a Shopaholic, 2009)』や『ブレイクファスト・クラブ (The Breakfast Club, 1985)』などにおける集団療法またはそれに準ずるシーンを切り取り、「自己開示」の描かれ方と英語表現について考察する。

映画『ボブという名の猫』（2016）に観るプロット交差点と回転軸

— 極めゼリフをコーパスで深層学習 —

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塚田 三千代（翻訳家・映画アナリスト）

映画のテーマや表現を使つての学習は以前から盛んである。ここでは、ITの進化と結び付けた新手法を提案する。

第一の特徴は、ウェブ・コーパス検索エンジンによる探索型学習である。定型的に整理された学習教材による学びにとどまらず、自立的探索的な学びが可能である。かつては資金のある研究者や学習者にしかできなかったことが、スマホで手軽にできる時代になっている。

第二の特徴は、「文化と言語」の二要素を分離したうえでの統合である。一人の教員が一本の映画の文化と言語を同時に研究・教授するのはベテランでも大変である。そこで文化と言語のそれぞれの専門家が一本の映画を別途研究し、その後に統合する。統合するカギが映画の中の特徴的なシーン（極め台詞）である。

事例として映画『ボブという名の猫』での作業手順を示す。(1) 映画を鑑賞するか、あるいは予告編ビデオを見て、(2) テーマを際立たせるシーンから極めのセリフ（ここでは luckily for me, I had some very important companions to help with my second chance ）を選ぶ。(3) このフレーズ内から語句「help with」を抽出して対訳コーパス・CORPORA (<http://www.mintap.com/talkies/pac/>)、さらに Google・image で検索する。ヒット結果を細かに閲覧し、一方では映画シーンと同等の場面、他方では「help with」のよくある場面を摘出することで、(4) 最後に、映画表現での理解を深めるとともに、汎用的な英語運用力を高める。

手順(3)の CORPORA では、(3e) 英語「help with」検索と、(3j) 和訳「おかげ」検索を行う。またそれぞれについて、検索結果に対する対訳フィルタと共起フィルタを活用する。和訳検索を行うのは、日本語「～のおかげ」の一般的な英訳を知るためである。共起フィルタでは、検索語句を含む字幕内に同時に現れる語句を見つけることができる。対訳フィルタでは、検索語句を含む対訳文内に同時に現れる語句を見つけることができる。たとえば「help with」の対訳フィルタからは、「～のおかげ」と訳したものはみつからず、「支援」とか「手伝」などが多いことがわかり、「おかげ」の対訳フィルタからは、「help with」は見つからず、「because」や「thank」が多く見つかった。このことから翻訳者による和文「～のおかげ」は「help with～」の意識であると推察された。

「help with」の用例としては Seleaf や Google の検索で「help with the hatches ハッチを閉めるのを手伝う」King Kong (1933)や「help with the dishes」が見つかった。

言語解析と文化理解を統合する最後のステップ (4) は、別途塚田による研究発表に譲る。

映画の台詞利用と語の多義認識についての認知的考察

— get rid of ～ を基に —

松中 完二 (久留米工業大学)

多義を扱う際、問題となるのはその語義の設定と、異なる語義間を結び付ける語義の有契性の有効な説明である。また、その広範な多義を示すため、実際の発話場面から有益な用例を採集する必要にもかられる。本発表では、中心的概念という独自の視点と映画の台詞を用いて、get (be) rid of ～ の中心的概念とそこから形成される多義構造について考察する。

以下の例文を見て頂きたい。

- (1) “This is a deliberate device to ruin the play and get rid of me.” 「これは私を追い出すために仕組まれた策略よ。」 『続・赤毛のアン』
- (2) “Now, you wanna get rid of the mouse or not?” 「なあ、お前はあのネズミを追い払いたいんだろう、違うか。」 『ステュアート・リトル』
- (3) “Just get rid of your butt, Annie.” 「ここではタバコは捨てな、アニー。」 『スピード』
- (4) “Get rid of the flare. Get rid of the flare!” 「火を消せ。火を消すんだ!」 『ジュラシック・パーク』
- (5) “Well, you saw how they danced. Like they got to get rid of something, quick.” “To get rid of what?” 「まるで何かを発散するかのよう、あの素早い動き。」 「何を発散するの?」 『ウエスト・サイド物語』
- (6) “They gotta streamline their organization, reduce headquarter staff, get rid of operating bottlenecks, and then we’ll be able to focus on the real soft spots.” 「会社の機構改革と本部の人員整理、そして運営上の問題点を解決して初めて本当の弱点が見つかるのよ。」 『赤ちゃんはトップレディがお好き』

今回の用例から、get (be) rid of ～は「人物」、「動植物」、「事物」、「事態」の四つを対象に取することを明らかにした。そして「人物」では“追放”、“殺害”、「動植物」では“駆除”、「事物」では“放棄”、“除去”、「事態」では“除去”、“治療”、“解決”という概念が形成される。これらの認識は、「主体の心身や生活空間から対象物を取り除く」という中心的概念から派生する。こうした多義的意味認識の語義と意味の有契性はこの中心的概念から説明が可能である。また多義の現実を見る発話場面として、映画の台詞は極めて有益であり、英和辞書における意味記述の面でも可能性が広がる。

How Watching Subtitled YouTube Videos Can Help with Listening and Reading

NAKAMURA Sachiko (Chuo Gakuin University)
SPRING Ryan (Tohoku University)

Teaching English as a Foreign Language (EFL) through movies and other visual media can help motivate students and provide them with valuable authentic listening practice. However, it is still unclear what the best use of subtitles is when implementing EFL teaching with visual media. While some researchers suggest that using subtitles in either language can help raise students' language awareness (e.g. Ryu, 2011), using English subtitles can also provide learners with reading practice, as it provides multiple forms of simultaneous input, which can increase the likelihood of retention according to the cognitive theory of multimedia learning (Mayer, 2009). Furthermore, since subtitles appear for only a short period of time, they could potentially be used to help increase reading speed (e.g. Frank, 1994). However, it is not clear how effective watching videos with corresponding subtitles will be for EFL learners.

In this study, we researched the potential uses of English subtitles while watching YouTube videos by checking the improvement of L1 Japanese EFL learners who watch YouTube videos with subtitles and looking for factors associated with improvement in listening comprehension, reading comprehension and reading speed. The first-year L1 Japanese EFL students majoring in commerce at Chuo Gakuin University participated in this study. They were all students of an English course titled "Reading & Writing 1". None of the participants had lived abroad for more than 6 months or were receiving special English training outside of their mandatory university studies. We randomly selected 15 questions from parts 1 (picture description) and 2 (short conversation) of the TOEIC listening section, taken from an official TOEIC practice problem book (Educational Testing Service, 2016) to create the pre- and post-tests of listening comprehension. Listening tests were conducted in the second class (pre-test) and the fourteenth class (post-test). We randomly selected three 200-word passages from Timed Reading for Fluency 1 (Nation & Malarcher, 2017), and administered them to participants to measure their reading speed and comprehension. The teacher timed the students' reading the passages, and then answered the questions associated with each passage without rechecking the passage. Reading tests were conducted in the second class (pre-test), the eighth class (mid-test), and the fourteenth class (post-test). We then used quantitative and qualitative analysis to examine (1) whether or not watching videos with subtitles had any effect on listening, reading comprehension or reading speed, and (2) if there are any factors that are associated with improvement in any of these areas, specifically enjoyment, number of times rewatching the same video(s), and the amount of time spent watching videos. T-tests were used to check for significant differences in pre- and post-tests, multiple regression analyses were used to check for the influence of the various factors, and conceptual clustering of student comments and a questionnaire were used for qualitative data. Overall, we found that watching YouTube videos was fun for students and that it did provide some positive effects on their English abilities.

**Bridging Cultures, Connecting Institutions:
Developing a virtual community through tandem learning exchange projects**

BARR Michael David (Kyoto University of Foreign Studies)

It is obvious to any student or teacher of language skills that the most effective way of harnessing and developing language skills is to have meaningful interaction in the target language. Essentially, this means that in order to progress in the study of a language, it is necessary to participate in real communication. Learning does not occur in a vacuum.

Traditionally this is accomplished through activities and projects that are carried out within the classroom, because this is the time and the place that teachers and students have set aside for instruction in communicative skills. Recent flipped-classroom approaches try to shift this balance in the direction of the student, while task-based learning techniques make use of ‘real’ situations that require communication in order to achieve a particular goal.

For years the concept of language exchanges has been an important aid to instruction, and they have - almost by necessity - had to exist outside the traditional classroom; an optional accessory to the language practice that is the domain of the teacher-student-textbook dynamic. Only recently has technology enabled students to have real interaction within international academic communities.

The theme of this conference is 'Developing Creativity and Communicativity through Multimedia'. With the advent of more and more platforms and technologies aimed at making collaboration possible, we have more opportunities than ever to interact with people all over the world who we have yet to meet in person. The Internet allows us to bridge physical or linguistic barriers so that we can connect to peers who share our interests regardless of their location.

This presentation aims to describe a collaboration between students of the Japanese Department at the University of Colorado, Boulder, and students in a 2nd-year English Workshop class at the Kyoto University of Foreign Studies. The CU students questioned KUFS students in Japanese, and created, as the final project of their second year of Japanese study, a video presentation that was focused on a particular theme. KUFS students viewed these, creating responses in the form of 2-4 minute multimedia English videos.

Our hypothesis was that, given the benefit of an authentic international audience, students would be more motivated to create content with focus and nuance. Creating video presentations allows students who suffer ‘stage fright’ or performance anxiety the chance to craft their message in an atmosphere where they have a chance to record their content in multiple ‘takes’. In terms of second language use, higher motivation and lower anxiety is the ultimate win-win.

It is important to address the associated challenges of this type of interaction, including technology, meaningful content, different academic calendars, student shyness, and methods of evaluating or monitoring output. Our solutions to these problems included creating tutorials, careful planning and scaffolding, limited viewing access, shared documents, and audio files. It is our hope that this pilot project will serve as a framework that can be widely utilized for effective language practice and study by our university and others in the future.

The Neurocognitive and Psychological Effectiveness of Digital Game-based Learning for Enhancing Phonemic Discrimination of Korean EFL Young Learners

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CHOI Jung-Hye Fran (Walden University)

PARK Joo-Hyun (Neuronetism, Language R&D)

This study investigated the neurocognitive and psychological effects of a digital serious game, entitled “*Alien Family*”, related to the phoneme discrimination of Korean EFL young learners. Event-related potentials (ERP) experiments were used to examine the students’ brain responses in the unconscious aspect of neurocognitive changes compared to the behavioral data analysis in the conscious aspect. This study also adopted paper-based surveys and face-to-face interviews to explore four affective domains in their learning, including interest, self-confidence, concentration, and motivation. “*Alien Family*” is a tablet PC-based phoneme discrimination game that focuses on three pairs of English phonemes: /m/-/n/, /l/-/r/, and /æ/-/e/. The participants of this study consist of twenty-nine 6th graders in an elementary school. The study allocated these students into two groups: fourteen for a game group and fifteen for an English dictionary app group. For their listening practice for five weeks, the game group played the game for 10 minutes twice a week, while the English dictionary app group used a digital dictionary. The neurocognitive results from the ERP experiments showed more positive effects in digital game-based learning than behavioral learning, especially in the condition of /l/ and /r/. Also, according to the questionnaire and interview data, the learners in the game group presented more positive responses in their interest, self-confidence, concentration, and motivation than the other group. Overall, the data analysis indicates that a systematically well-designed digital serious game can be effective in improving learners’ neural sensitivity to the phonemic discrimination in English, positively changing affective domains in their learning. These findings provide positive empirical evidence for the effectiveness of digital game-based learning in the aspect of neurocognitive and affective domains. While this gamification model has been tested minimally in class, this teaching approach has the potential to be applied extensively in the fields of other second language acquisition and foreign language learning.

異文化及び多文化理解に焦点を当てた英語教育

—2020 年度新刊テキストを題材に—

森永 弘司 (同志社大学)

映画を題材にしたテキストは、リスニング力やリーディング力を強化する上でも効果はあるが、映画を素材にして映画と文化/社会との相互関係を考えるような社会的なアプローチをおこなう上でも有効度は高い。2017 年に Joseph Tabolt 氏と共著で金星堂から刊行したリーディング用テキスト”Our Time, Our Lives, Our Movies”はこうした目的で作成したテキストである。このテキストはハリウッドのヒット映画を 15 本取り上げ、映画と文化/社会とのインタラクションを論じたエッセイを特徴とするものである。映画を社会との関係で考察することは、学生の視野を広げる効果やリベラルアーツ教育に資するところも大きい。続編として来年度に”Our Society, Our Diversity, Our Movies”というタイトルの異文化及び多文化理解に焦点を当てたテキストを金星堂から出版する予定である。今回の出版はグローバル化が進展している今日においては、時宜をえたテキストであると考えからである。

収録した映画は、以下の 15 作品である。*Three Billboards* (2017), *Moonlight* (2016), *Hidden Figures* (2016), *12 Years a Slave* (2013), *Brooklyn* (2015), *The Visitor* (2007), *Gran Torino* (2008), *English Vinglish* (2012), *Lost in Translation* (2003), *I, Daniel Blake* (2016), *The Theory of Everything* (2014), *Dallas Buyers Club* (2013), *American Sniper* (2014), *Hotel Rwanda* (2004), *Schindler's List* (1993)。

テキストは、各作品を論じたエッセイとコラム及び以下のエクササイズから構成されている。すなわち、単語と語義をマッチングさせる Key Vocabulary Match-up, Comprehension Check として、質問と本文の内容に関する True or False Question とその理由を本文から抜き出させる問題。音声聞いて空所を埋めてから、本文の内容に合う文を 4 つの選択肢から選ばせる問題。Think about Our Diversity という表題の映画のトピックに関して、学生個人の意見を述べさせたり、ペアやグループで討議させる問題である。今回の発表の際には、1 つの Unit のサンプルを配布する予定である。

英・米社会における薬物依存症の更生

— 映画で観る「コミュニケーション回路」と英語 —

塚田 三千代 (翻訳家・映画アナリスト)

田淵 龍二 (ミント音声教育研究所)

英語教育に役立つ映画メディアを素材として共同研究をし、言語面を考察する田淵に続けて社会・文化面を塚田が考察して発表する。以下は概要である。

『ボブという名の猫』は実話を映画化した作品で、猫との絆をとおしてヘロイン中毒依存症の若者が社会復帰する姿と英国社会の文化を描いている。ジェームズは依存症の更生プログラムを受講中の路上演奏家だが、ホームレスの資格を英国政府に認定されて、温湯の出る専用宿泊施設に住めるようになる。そこへ、茶トラの雄猫がくる。近所の人に飼い主を尋ねても誰も名乗らない。しかたなく動物保護協会へ連れて行き、ケガの治療と去勢をしてもらい、飼主となる。猫の名前はボブである。ボブは毎日ジェームズの後を追ってバスに乗り、ロンドンのコヴェントガーデンの路上でギターを弾いて歌う彼に肩乗りしていると、通行人の眼にとまり一躍人気者になる。写真を撮って気前よくお金を置いていくので、すぐに生活資金が集まる。ジェームズは“… to help with my second chance.”と理解して依存症を完全に克服する決心をする。彼の言葉がコックニ (英: Cockney) から丁寧な標準英語へと変わっていくのも注目したい。

『ビューティフル・ボーイ』は、豊かな自然と文化に恵まれた環境で育ち、優秀な学業成績の子供が、親に隠れて興味本位で乱用したドラッグで薬物依存症になり、その更生に向けて葛藤する家族を描いたノンフィクション映画である。依存症更生へと向かう「コミュニケーション回路」で、接点を見いだせずに、依存症を繰り返し再発、その更生を支援する対話の状況が、“You're gonna get it back.”で表象される。

両者の共通項は薬物依存症の更生を伝える'Social Problem'のメッセージであり、過剰使用で薬物依存症になった若者が犯罪を行わないようにと警鐘する。しかし、その対処策は英国と米国ではまったく違う。ここで問題になるのは、①「人生の Second Chance を得るために薬物依存を克服する」と「American Dream を実現するために克服する」、この差異はどのようなものか。②ロンドンのコヴェントガーデンとカリフォルニア州のサンフランシスコとオークランドにおける社会的文化の歴史による差異だろうか。①と②を映像とセリフで詳細に考察した。

米国では 2016 年には 6 万 5000 人が薬物過剰摂取で死亡したデータが公表され、麻薬は健康に悪いことを若者たちに周知させるために、前述した映画を学校で見せるように、と社会学者たちが勧めている。この映画を観ることにより、映画に内包された社会問題のメッセージや文化、登場人物が交わす「コミュニケーション回路の接点」における心理的状況を認知し考えさせる。これが個人の「発想力と発信力」を養う。

映画 *Beauty and the Beast* (2017) を用いた授業実践的英語教育

野中 美賀子 (高知工業高等専門学校)

これまでの英語教育における映画の活用方法については、角山照彦の『映画を教材とした英語教育に関する研究』(2008)、磐崎弘貞他 12 名による『映画英語教育のすすめ』(1995)、中谷安男と八尋春海の『映画英語教育論』(2003)にあるように、英語教授法、異文化、英語学、授業評価の側面から多角的に多くの研究がされている。ディズニー映画を用いた研究については、言語学、文化学、社会学、哲学の側面から研究が多くされている。しかし、授業実践的な英語教育学の側面からのディズニー映画を用いた研究は、橋本賢二がディズニー映画の教材としての有用性を論じ、山口吉男が *Aladdin* (1992) の脚本を用いた英語教育について論じているが、よく進んでいるとは言えない。

ディズニー映画 *Beauty and the Beast* (『美女と野獣』) (1991) を用いた研究では、言語学的側面から、松浦加寿子と竹野純一郎が、ポライトネス理論からベルと野獣の会話分析を行い 2 人の関係性を明らかにしている。文学的側面からは、Robert Brock が、原作小説 *La Belle et la Bête* (1740) の物語は本映画でどのように変わったかを調べた上で、本映画がおとぎ話の系譜にあることの位置づけを行っている。新倉朗子は、ヴィルヌーヴ夫人の小説『美女と野獣』とポーモン夫人のそれとの比較を行ったり、この作品が昔話の体系の中でどのように位置付けられるか論考したりしている。笹田裕子は、映画『美女と野獣』におけるベルと野獣の各人物造型と相互成長についてアニメ版と実写版との比較を行っている。しかし、授業実践的な英語教育学の側面からの本映画を用いた研究はあまり進んでいない。

そのため、本発表は映画『美女と野獣』(2017) を授業実践的な英語教育学の側面から論考する。本映画は、1991 年アニメ版映画公開以降、今なお人気を博しており、歌曲「美女と野獣」は、1991 年にアカデミー歌曲賞を受賞し、2017 年にディズニー映画として初めて実写化された本映画の挿入歌である。またこの映画は、含まれる全ての曲がミュージカル音楽であり、英語学習者にとって楽しく英語を学ぶことの出来る題材だと思われる。授業実践としては、高校 1、2 年生を対象に授業 2 回分を用いて映画『美女と野獣』(2017) を題材にした英語教育を行った。第 1 回目には挿入歌「美女と野獣」を、第 2 回目には映画『美女と野獣』のキャラクターと粗筋を取り上げ、DVD を視聴した。この授業の内容と意義について見直すことで授業を向上させるべく、各授業毎に行ったアンケートを分析し、生徒への英語学習の動機付けにどの程度役立ったのかについて考察を試みる。

Digital Navigation: Developing and evaluating digital literacy

OKAMOTO Michael (Shimane University)

21st century skills are designed to help support modern students' comprehension of those necessary skills in a global society. Students are now often introduced to a variety of skills revolving around the ideas of media literacy and critical thinking. One area that has seen recent growth due to the growing influence of "fake news" is information literacy. According to google analytics, interest in "fake news" grew exponentially from June, 2018 (Google Trends). The ability to fact-check and determine whether something is accurate and reliable is clearly becoming more important in our ever connecting world. Although the idea of information literacy has long existed, it has often revolved around the ideas of plagiarism, understanding reference use, as well as privacy protection. These topics are important but do not in fact prepare students to properly determine those more nuanced areas of bias and fact checking.

Crash course, a popular channel on YouTube, has took upon themselves to address many of these issues

in a new online course called "Navigating Digital Information".

(<https://www.youtube.com/watch?v=pLlv2o6UfTU&t=286s>)

This video series provides students with a free online English resource that allows them to employ their English knowledge while developing an important life skill. All the videos have English subtitles as well as subtitles in other popular languages, making this series applicable in the ESL/EFL classroom as well.

Along with this resource, Media Wise, (<https://sheg.stanford.edu/>) has a great selection of lessons and assessments based on history and civic online reasoning to help improve digital media literacy. Although not directly connected with the videos themselves, the topics covered in both sites are quite similar and allows students an opportunity to apply those skills that they acquired through the video course.

During my presentation, I will explain the effective of using this video series along with the Media Wise documentation in order to better equip students' understanding of digital literacy. I have had great experience with these materials in my own university courses. I feel that the pairing of the online assessments and materials paired with the Crash Course video series on digital information can help improve any English based classroom, ESL or otherwise.

Creativity Through Story: The interplay of visual and written texts

PRONKO Michael (Meiji Gakuin University)

One of the most creative structures for teaching language, culture and the world and its complexities is “story.” The concept of “story” can be variously defined, but for the purposes of this presentation, story will be explained through the overlap of written and visual expression. This presentation will show ways to use short stories and film adaptations of those stories in the English language classroom to get students discussing, writing and presenting. When stories and films are compared, and contrasted, what emerges is a strong sense of story. Articulating the components of that overlapping story zone can be a dynamic engine for students to use English in meaningful ways. By explaining the story from different standpoints, students can develop the ability to express their opinions, reactions and ideas in constructive ways. This talk will look at the components of film and short stories and how they work, interact and overlap in these two very different types of media. The presentation will also attempt to offer a practical, functional conception of “story” that can give students a way to use their language skills at increasingly complex and abstract levels. The presentation will examine specific examples of short stories and their film adaptations, and specific classroom approaches, that are motivating and productive for students. The presentation will focus on using written and visual media to help students comprehend, analyze and articulate “story.” But by examining different elements of the story, this presentation will try to get a workable, teachable idea of story that can be used with most media. The presentation will focus on story elements such as character, conflict, setting, symbols, irony and theme. By examining each of these elements, a comprehensive approach to looking at story in media can be developed. The use of questioning techniques is the primary approach to approaching these story elements in the classroom. The presentation will offer questions as a way into the story and a way of thinking and discussing the story. By looking at ways of presenting the material, organizing classroom activities, and linking successive classes, the concept of story will be examined as a powerful means of keeping track of language input and output, as well as a means of keeping the ideas and concepts in an orderly, and memorable, form. This presentation will argue for story as a basic element of language learning, cultural acquisition and human expression, and one that has been woefully ignored in the Japanese English language classroom.

Promoting Active Learning in a Flipped Classroom

KIM Hyun-Ju (Dankook University)

Since 2016 I have taught 'Language and Culture' as an undergraduate core course in the English department. The students in this course are all EFL learners who want to acquire the knowledge about the relationships between language and culture while improving their debating skills as well as English proficiency. Over the past few years, I have realized that three hours a week is not enough to teach this course for one semester. As a result, I have felt challenged to teach this course in a totally different way, which is called a 'flipped classroom'. Flipped learning is generally used to overcome the existing teaching and learning methods. The students in this method learn the contents of the lesson outside the classroom, online, and in the classroom, discussion on the topic and enrichment learning are done based on the degree of the students' understanding of the online lectures. The role of the instructor is absolutely important in this flipped classroom. In other words, teachers in a traditional teaching method are faithful to their role as one-way communicators, and learners passively acquire knowledge that the teachers deliver in the classroom. However, in flipped learning, students try to understand the concepts by watching the online lectures and then sharing in the classroom what they have understood or if they haven't fully understood the concepts, they can solve the problems with the help of an instructor or classmates through discussion. In addition, students can watch online lectures as many times as they need before the class. In this teaching and learning method, students are taught how to interact with other students more naturally and effectively (Bergmann & Sams, 2012; Rivero, 2013). This teaching and learning process positively affects individual learners' Zone of Proximal Development (ZPD) and enables individual learning for various levels of learners. Therefore, flipped learning is less likely to have negative learning attitudes in the learning process which can appear in traditional teaching methods, and the possibility of maximizing learning comprehension increases by changing the role of teachers who can help learners in the classroom. Based on these theoretical backgrounds, I examined the effect of flipped learning in an English major course at a university in S. Korea in the fall semester of 2018. The class activities were performed for one and a half hours a week as student-organized symposiums by students' presentations and discussions. The weekly online lectures were open to the students for 10 days so the students could preview and review the lectures as many times as they wanted. In order to help the students to understand better, I included the links to YouTube or TED lectures related to the relevant concepts. In this learning process, students study the contents repeatedly before the class, in the class, and after the class, so that they were able to understand the contents fully through these kinds of scaffolding strategies. In addition, students were able to easily check their understanding by taking the online quizzes after class and by listening to online lectures again. Based on the results of the quizzes, the instructor also could prepare supplementary materials to help them understand the difficult concepts. Flipped learning is often applied in math or science classes, but as in this study, it can also be successfully applied in university English major courses. I believe that the most significant effect of the flipped classroom is students' self-directed learning and improving their autonomy.

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***Spotlight* (2015) のメディア批評性**

— 「部外者性」との関連を英語教育に絡めて —

小泉 勇人 (東京工業大学)

本発表では、映画 *Spotlight* (2015)の英語教材化を巡り、引き続き、映画を寓話として分析・研究する視点から教材化する方法を議論したい。英語教育における映画の利用に関し、発表者が実践する英語教授法自体はあくまでも脚本を用いた音読(オーヴァーラッピング、シャドウイング)の範疇に留まる。その上での課題の一つとして、その映画作品への興味関心を学習者個人の中で高め、メディアそのものを分析する力をも養えるかという点が挙げられる。その「映画英語教材」としての価値を最大限に活かしつつ、どこまで深い分析を英語教育の合間に挟み込む形で活用できるかという問は、*Spotlight* という物語の最も「旨味」が出ている台詞/場面を選択・採用できるかどうかにかかっている。

台詞/場面の選択における分析の第一段階として、カトリック教会という権力システムに立ち向かうジャーナリズムの意義という主題に立脚しつつ、本作における「アウトサイダー」という属性の重要性を確認する。具体的には、本作を理解する上で鍵となるキャラクターである **Michell Garabedian** の台詞を解釈し、教材箇所として確立させることを狙いとする。この「アウトサイダー」というモチーフの重要性については、映画評論家 **Mark Kermode** による分析を再検討する。その上で、もう 1 人の登場人物である **Marty Baron** (ボストン・グローブ編集長)のユダヤ性を指摘した上で、社会・政治・メディアによる「沈黙」への批評を展開する。

第二段階として、本作のキャスティング、特に **Michael Keaton** と **Mark Ruffalo** の配役に注目し、そこから想起される解釈を追求する。この解釈においては、この 2 人の俳優がそれぞれ別の映画作品—*Batman* (1989)と *The Avengers* (2012), *The Avengers: Age of Ultron* (2015)—で務める役柄によって、*Spotlight* におけるジャーナリズムの復権という重要なテーマを強化しているという見方を採用してみたい。つまり、この配役は理にかなったものであるというのが発表者の立場である。*Spotlight* という映画がジャーナリズムを批評し、正義として機能するのかを問い直している作品であるとすれば、そのジャーナリズムを支える個々の記者達もまたその正義を問われているのである。この、正義を問い直す批評性こそが、一連のアメリカンコミック映画に通底するテーマではなかっただろうか。そうした補助線を引くことで映画 *Spotlight* の読解を学習者と共に深めることには、批評性の高い映画を使用する英語教育としての意義と無関係ではない。

洋画教材は実践的コミュニケーション能力を高めることができるか

ー 高等学校『英語表現Ⅰ』の教科書を中心に ー

岩本 昌明（富山県立上市高等学校）

高等学校の教科書『英語表現Ⅰ』は、平成31年度では13社23種類が発行されている（<http://www.mext.go.jp>「教科書編修趣意書 高等学校 英語表現1」）。

なお東京都では214校の内32.3%が啓林館、21.0%が三省堂、11.2%が数研、8.9%がいにずな、6.1%が第一学習社となっている（30年8月東京都教育委員会）。

本発表では、「洋画教材は実践的コミュニケーション能力を高めることができるか」の仮説に対して、①から③より検討し分析し考察して得た知見を基に私見をまとめる。

- ① 『英語表現Ⅰ』の教科書の中で、採択数の多い上位5社について、どんな洋画が單元または英語素材として扱われているか否か、さらにどのような扱われ方をしているのかその実態を調査する。
- ② 「実践的コミュニケーション能力」を高める工夫がどのように取り組まれているのか編集方針等について各単元の構成等について検討する。学習指導要領の中では「実践的コミュニケーション能力」とは何なのか。「実践的コミュニケーション能力」を高めるとはどうあるべきことを指すのか再度検討し紹介する。
- ③ 映画教材が「実践的コミュニケーション能力」を高めることへの効果や影響力について、生徒へ与えた冬季・春季休業中の映画視聴の課題の達成度合い（自由記述）と、定期考査の「実践的コミュニケーション能力」を測る設問の正答率を比較することと、英語の成績を上位群中位群下位群の3群に分けた場合と前述2項目とのそれぞれの相関関係の結果について2年目の経過と変容を分析考察する。

限られた発表の時間ではあるが、株式会社フォーイン（スクリーンプレイ事業部）発行の「PRODUCER English Expression 1」で用いられている映画素材の効果的な活用について紹介し、映画教材と speaking 活動や speaking 力にどのように資することが可能であるか検討する。テキストで用いられている題材が CEFR のどのレベルに相当するのか分析結果も紹介する。

トランスメディアアプローチを用いた英語授業実践報告

— 韓国と日本の大学生を対象に —

金田 直子（京都女子大学）

李 枝鉉（国民大学）

ミレニアル世代の大学生たちを指導する上で、これまでの講義式の授業だけでは学生たちの知的欲求を満たすには物足りないのではないかと。なぜなら彼らはオンライン上のさまざまな媒体（Social Media, YouTube, ブログなど）を駆使し瞬時に情報を得る術を心得ているからである（Prensky, 2001; Gomez, 2014）。そして彼らはこれらの媒体を使いこなし、それぞれのメディアを行き来しながら自ら学習を深めることができるのである。つまり私たち教員も彼らの情報処理の方法を理解した上で授業を展開する必要があるのではないかと。本研究は、韓国と日本の大学生を対象にトランスメディアアプローチを用いた授業を通して、いかに英語教育に貢献できるのかを提言する。

トランスメディアとは抽象的な概念ではなく、私たちが日常的に自然に行っている行為である。Rodrigues and Bidarra (2016)はトランスメディアとは"opportunities to create a new learning scenario that allows for the development of innovative student-centered educational practices, and the implementation of collaborative strategies that ultimately meet the 21st-century students' needs."と定義している。例えば *Harry Potter* が好きな人であればさらに小説、映画、コンピュータゲーム、インスタグラム、フェイスブック、オンライン上のファンページなど様々な媒体を使ってさらに *Harry Potter* について知りたいと思うだろう。教科書以外の教材として映画、テレビドラマ、YouTube、ブログ、グラフィックノベルなどオンライン上全ての媒体が学習ツールとしての対象となる。そしてトランスメディアとは物語を楽しむための娯楽目的だけにとどまらず、学生が自律的にそれぞれの興味のある媒体を使い、多角的にそのコンテンツを理解することを可能にするのである。さらにそれぞれの媒体の中で起こる意見交換を通じて、オンライン上のコミュニティでのコミュニケーションを活発にさせることが期待されている。

本発表は、韓国の大学の EFL クラス内においては『ハリー・ポッター』を、日本の大学では『マイ・ビッグ・ファット・ウェディング』を題材としたトランスメディアアプローチによる授業実践の中間報告である。

Developing Students' Media Literacy and Critical Thinking Skills within the University EFL Classroom
KAVANAGH Barry (Tohoku University)

Many digital natives such as university students who have grown up with the Internet and SNS have little experience in critically evaluating and analyzing the media they are exposed to on a daily basis from worldwide sources. Media literacy is the ability to identify different types of media and understand the messages they're sending. In view of this extensive media exposure, knowledge about it and its operations along with strategies for increasing media literacy have therefore become important educational assets in the 21st century.

This paper gives an account of a media literacy course at Tohoku University to 2nd year English language students and provides student feedback data on its effectiveness in both increasing the students media literacy and English skills. The class adopted the dual focus educational approach of CLIL (Content and Language Integrated Learning) in which a foreign language is used for the learning and teaching of both content and language. The course focused on media literacy as its content and course objectives therefore consisted of improving the English skills of the students in addition to fostering the development of their media literacy and critical thinking of the texts they were exposed to in the class.

The course employed a multimodal analytical approach, whereby students learned how to critically evaluate media texts such as TV commercials, public service announcements (PSA's), and advertisements through an examination of their depiction of language, social commentary, humor, music, sound effects, and gender roles. Utilizing a CLIL framework, students were given the scaffolding or language needed to discuss, debate and present on contemporary issues such as fake news, political bias and SNS usage.

An example of some of the lessons included within this 15-week course includes the cross-cultural examination of TV commercials from Japan and English speaking countries. TV commercials mimic the surrounding culture and society in which they are made and aim to elicit a variety of emotional responses in viewers. As teaching tool within the EFL classroom they can be utilized in the teaching of culture, media literacy skills and specific aspects of language use such as wordplay as in punning and idiomatic language use. In addition to engaging in such analysis of TV commercials students also created their own commercials through storyboards in-group presentations.

Questionnaire data taken at the end of the course showed that students become more consciously aware of the media content they consume on a daily basis in terms of the message it sends. Students commented that the juxtaposition and comparing of media across cultures also led them to being able to better critically interpret, evaluate and understand the social, cultural and political implications and nuances contained within such media content. What this case study found was that the teaching of media literacy and critical thinking skills can both help the students linguistic development and higher order thinking skills in addition to creating opportunities for awareness and consciousness raising of the media content they consume.

Descriptive Exercises and Movie Novelization

YOSHIDA Masayuki (Waseda University)

Movies are very useful materials for teaching English. Conversations of renowned actors and actresses help us to develop our listening skills and speaking skills. Comical scenes or emphatic scenes are full of English humorous expressions or emotional expressions, which are good conversation models for English learners. One question arises here: quite a few people usually memorize and imitate lots of important phrases for learners, but is it enough?

Imagine the final scene of *Back to the Future I*. Marty is just about to go back to his time 1985. Doc is helping Marty to give his time machine *DeLorean* enough power to time-travel, but unexpected incidents happen one after another. This scene is extremely impressive, but there are no words. The only impressive expressions are swearwords uttered by Marty and Doc. Should learners imitate “Damn it” or “Great Scot”? What should teachers do after showing this scene to their students?

This scene reminds us of many words: (1) clock tower, lightning, cable—they are useful nouns to describe Doc; (2) ignition, speedometer, car engine, flux capacitor—they are useful nouns to describe Marty. (3) Doc is holding the loose cable; he takes a deep breath and jumps—these verbal expressions are easy to learn because this scene is impressive. (4) The trolley hook on the rear of the DeLorean makes contact with the cable; (5) There was a terrific crash of simultaneous lightning and thunder—these underlined expressions are also necessary expressions for learners. We can add other useful expressions using prepositions, articles, adverbs, etc.

What about metaphoric expressions? Think about the final lightning scene. (6) The landscape and buildings all around Marty went completely white, like the homes in the film about atomic bomb testing—this metaphor shows us how powerful the lighting is. Remember what happens to DeLorean. (7) The DeLorean kicked forward as if it had been thrust into orbit, and blackness descended—this metaphoric expression is a little bit difficult to learn, but we do not have to use the same metaphor, because there are a lot of similar and possible expressions.

The above-saying expressions from (1) to (7) are all excerpts from the novelization version of *Back to the Future I*. Other possible materials and evaluation plans will be discussed in this presentation.

Collaborative Vocabulary Build-up Practice with Word Cloud

YOON Tecnam (Chuncheon National University of Education)

Word clouds are used visually to highlight the most used words in the given text. Many previous studies have proved the effectiveness of word clouds in ESL or EFL setting. The purpose of this mixed method research aims to explore the improvement of vocabulary, creativity and the critical thinking with young EFL learners in Korea. Using Word cloud, 10 EFL elementary school students in Eastern Kangwon province in Korea participated in this case study for one semester. While doing weekly reading and writing activities in English class, each student was instructed to make a list of new/unfamiliar words found in the reading texts as a pre-reading activity, to create images with a word cloud using that specific words in the visual design (as a post-reading activity) and to share with all the other classmates. Through a word cloud activity, students were encouraged to mix any chunk of texts in production of a visual representation of the content from the given text. The findings show the potential of word clouds in terms of ELLs' vocabulary improvement as well as their creative and critical thinking skills. As a powerful visualization reading/writing practice, it can be considered fun, and interesting activity in an English class. Some of the challenges and suggestions are also to be addressed.

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