

# 早稲田大学英文学会・英語英文学会

## 2020 年度 合同大会

### 発表要旨集

主 催 早稲田大学 英文学会  
早稲田大学 英語英文学会

期 日 2020 年 11 月 28 日（土）13：00 より

会 場 Zoom 会場 1 ※要事前登録

Zoom 会場 1 へのご参加方法：右記 QR コードまたは

<https://zoom.us/meeting/register/tJEIc-GsrjwoEt3arAD37iPuHDS5JVbrnGhy>

よりご登録をお願いいたします。（当日までお申込み受付可）



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## 合同大会 発表要項

### 分野 (英文学・英語教育) Zoom 会場 1

#### D.H.ロレンスと"purity"——*Sons and Lovers* を中心に

文学研究科 博士1年 大江 公樹

ロレンスは小説や批評で肉体や生命について述べる場面でしばしば「純粋」(purity)、あるいは「純粋な」(pure)といふ言葉・概念を使用する。例へば、『チャタレー夫人の恋人』(*Lady Chatterley's Lover*)において主人公コニーは、性の重要性を悟る場面で、「虚偽の恥ぢらひを焼き尽くし、肉体といふ重い鉱石を溶解して純化することが、必ずや、永遠に必要なのだ」(And necessary, forever necessary, to burn out false shames and smelt out the heaviest ore of the body into purity)と考へる。この"purity"といふ言葉・概念は『チャタレー夫人の恋人』に留まらず、多くの作品で登場する。それはロレンスが、母親をはじめ、熱心なピューリタンに囲まれて育つたといふ事実とも無縁ではないであらう。ロレンスは"purity"を問ひ続けた作家と見做すことができるのではないか。

本発表では、ロレンスの初期の自伝的小説である『息子と恋人』(*Sons and Lovers*)を検討して、ロレンスが使ふ"purity"の思想的基盤を明らかにしたい。『息子と恋人』でも、"purity"の概念は重要な役割を果たしてゐる。例へば主人公ポオルの母親モレル夫人は敬虔なピューリタンである。また恋人であるミリアムもピューリタンであるが、彼女の仕草は「この上なく純粋に丁重な」(in the purest manner of chivalry)と表される。尤も、彼女たちの描写に用ゐられる"purity"は『チャタレー夫人の恋人』におけるやうな肯定的な意味は与へられてゐない。それは「今やこの『純粋さ』は、ポオルとミリアムの初めてのキスでさへ妨げたのだつた」(And now this "purity" prevented even their first love-kiss)といふ記述にもある通り、ポオルとミリアムの関係における重荷となる。その一方で、"purity"といふ言葉は、主人公ポオルが徐々に自我を確立してゆく場面でも用ゐられる。例へば、ある時ポオルはミリアムの次なる恋人、クララの夫ドオスと鉢合はせして殴り合ひをする。ポオルが女性を巡つて、一人の男として敵と立ち向かふ場面であるが、ドオスに殴りかかる時のポオルは「理性も、感覚もなく、ただ純粋な本能で動いてみた」(He was a pure instinct, without reason or feeling)と描かれる。以上のやうに"purity"は様々な文脈で使はれをり、そこにどのやうなロレンスの姿勢が見出せるかを検討する。

ロレンスの思想には、肉体を尊び異教への憧憬を表す異教的傾向と、キリスト教的傾向の双方が併存してゐる。この両者の関係については先行研究でも様々な見方が示される部分であり、古くはT.S.エリオットがロレンスに「キリスト教から逃れて自分自身の宗教に入り込まうとする意志」を見てゐる。しかし、"purity"といふキリスト教に関する描写、異教的要素の描写の双方に跨る要素を検討することで、キリスト教の在り方を問ひ直さうとする、ピューリタニズムの改革者としてのロレンス像を見出すことができるのではないだらうか。

**National center test of English and teachers' beliefs:  
A washback study paralleling NCT's listening introduction with the use of  
commercial English tests**

教育学研究科 修士 2 年 湯野 雅士

Washback, or an influence of a language test on teaching and learning (Alderson & Wall, 1993), consists of many factors surrounding classrooms, and this study focuses on its aspects of teachers, such as their beliefs and perceptions, which mediate effects of tests (Watanabe, 1996; Borg & Al-Busaidi, 2009; Zheng, 2015). In Japan, the former National Center Test (NCT) of the English subject has been undergoing educational reforms of English by MEXT, which is the possible use of so-called 4-skill commercial English language tests (CETs), such as TOEFL iBT or Eiken, MEXT (2018) states that this change would bring about more communicative teaching around Japan's high schools.

This study tries to extrapolate what would happen if the use of CETs is introduced by looking at teachers' past reactions to the change in NCT in 2006, where the listening test of English was conducted for the first time in the same intention of promoting more communicative teaching as now. The situations were paralleled by referring to the innovation theory suggested by Henrichsen (1987) and advanced by Wall (1999) to fit language test reforms. Data gathering and its analysis were conducted in a fully qualitative way using interviews to a few teachers analyzed with the qualitative content analysis through NVivo. The analysis showed that, in 2006, there were teachers' beliefs of individual and collective levels, and the latter type was more likely to trigger or suppress changes. In total, there seemed no apparent curriculum narrowing or any drastic changes in teaching associable to the washback of NCT.

Toward the end of the presentation, the presenter will discuss the possible indication about the current plan of MEXT as well as suggestions for the future research regarding this topic.

**Tripartite interplay of oral fluency, formulaic language and comprehensibility:  
A longitudinal perspective in English-medium instruction in Japan**

教育学研究科 修士 2 年 瀧澤 嵩太朗

Recent surge of popularity of English-medium instruction (EMI) have had an agenda in which students with limited English proficiency are left behind (Chang, Kim & Lee, 2017). However, few studies have examined the pedagogical potential of EMI where L2 learners can receive a meaningful input extensively. Motivated by this gap, this exploratory study focused on the development of the three major constructs of L2 oral skills—fluency, collocational use and comprehensibility—with regard to the diachronic changes of their interrelationship.

Participants were 32 Japanese learners of English ( $M_{TOEFL} = 524.0$ ;  $SD = 29.4$ ) with varying degree of experience of EMI ( $M_{HOURS} = 8.52$ ,  $SD = 4.41$ ). Their speech was elicited via argumentative speech task three times at the initial (April) and the end (July) of the first semester and the end (January) of the second semester. The speech data were then analyzed by 13 fluency measures (e.g., speech rate) and 16 n-gram measures (e.g., frequency and association). Comprehensibility scores were judged by 6 raters with a 9-point scale. Principal component analysis reduced fluency and n-gram variables respectively into 3 factors (i.e., Speed breakdown, Pause duration, and Dysfluency) and 4 factors (High-frequency bigram, High-frequency academic trigram, Mutual information, and High-frequency spoken trigram).

The repeated-measures two-way ANOVA showed that the Speed breakdown developed over one year ( $p = .022$ ). Moreover, multiple regression analysis demonstrated that the development of Mutual information consistently contributed to Speed breakdown improvement in the first semester ( $\beta = .458$ ,  $p < .05$ ) and over one year ( $\beta = .461$ ,  $p < .01$ ). Meanwhile, the improvement of Speed breakdown was associated with the decrease of High-frequency bigram ( $\beta = -.378$ ,  $p < .05$ ). These findings suggest the potential benefit of EMI for facilitating oral fluency.

**Innovation in language classrooms:  
secondary school CLIL teachers' agency in Japanese educational contexts**

教育学研究科 修士 2 年 関 佳奈

In the past decades, Content and Language Integrated Learning (CLIL) has gained attention as innovative language pedagogy in Japanese educational contexts.

Although it requires many challenges to implement in Japanese mainstream education, some secondary schools across Japan have shown a strong interest in integrating CLIL pedagogy into their school curricula. CLIL teachers who teach subjects through a foreign language can experience extra challenges in their teaching. These challenges affect their experienced and enacted teacher agency, defined as the CLIL teachers' sense of self (Vähäsantanen, 2013) and active contribution to shaping their work and conditions (Biesta et al., 2015). In today's rapidly changing educational contexts, the teachers have to continuously meet demands to act as actual implementers of educational policies in their classrooms. Although their roles and agency become central issues in education and educational research (Yang, 2015), there is little research on the resources and tensions that respectively support or limit the professional agency of CLIL teachers, especially in Japanese educational contexts. This study seeks to understand how teacher agency is experienced by CLIL teachers working in Japanese secondary schools. The presenter conducted semi-structured interviews using Zoom with four CLIL teachers: two language teachers and two content teachers in two different secondary schools in two major cities in Japan. The audiotaped interviews were transcribed, and qualitative thematic analysis (Saldaña, 2011) was employed to track teacher agency in oral narratives, focusing on CLIL teachers' challenges and reported activities. Based on this analysis, several themes were discovered. The presenter will discuss how individual CLIL teachers experience their agency when encountering challenges in their work. She also touches on practical implications for developing teacher education programs and supports for in-service teachers' professional development.

**Trajectories of career perspectives of high school students in Southern Kyushu through social issues research project in English: A work-in-progress**

文学研究科 博士 1 年 早崎 綾

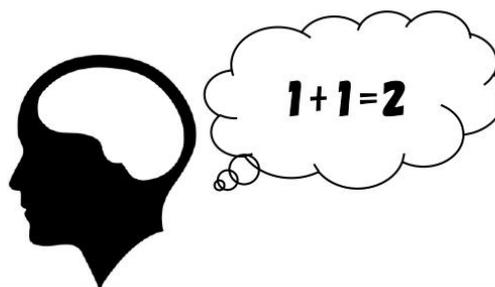
This work-in-progress study explores how high school students in the Southern Kyushu region in Japan change their values and career choices through participating in an English-medium social issues research project, and what sociocultural factors and emotions are involved in the process. Because foreign language learning involves the learning of different cultures, it is of educational significance not only in terms of the instrumental benefits derived from the acquisition of the target language itself, but also in that it allows learners to deepen their understanding of their own and others' perspectives and ways of living (Johnson, 2015; Crane et al., 2018). Despite its importance being explicitly stated in the new Japanese high school English course of study (Ministry of Education, Culture, Sports, Science and Technology, 2018), however, few foreign language education studies in Japan have examined the impact of interacting with others in English on individual learners' values and subsequent career choices beyond the classroom, much less in regional contexts where there are less diverse educational and career opportunities than urban areas. Here, this study focuses on (former) high school students who participated in the above-mentioned project and who, in hindsight, had their perspectives and subsequent actions changed through cross-cultural contact. Data collection and analysis will be centered around narrative inquiry and the Trajectory Equifinality Approach (TEA; Yasuda & Sato, 2017). In the presentation, I will discuss findings from my preliminary study. I hope that this study will provide pedagogical implications for linking foreign language learning to real life and career choices. I will also discuss the potentials and challenges of integrating online and face-to-face learning to reduce regional and socioeconomic gaps in educational opportunities.

早稲田大学英文学会（文学学術院）・英語英文学会（教育・総合科学学術院）

## 2020年度合同大会 講演会

# 数のシンタクス： 言語能力と自然数の接点

1 2 3 4 5  
6 7 8 9



**講演者：平岩 健 氏**  
(明治学院大学文学部英文学科 教授)

専門：理論言語学、統語論、消滅危機言語のフィールドワーク研究  
主要論文：

Hiraiwa, K. & Y. Kobayashi. (2020). Countersluicing. *Syntax* 23(3): 295-312.

DOI: <https://doi.org/10.1111/synt.12190>

Hiraiwa, K. (2018). Something visible in Japanese. *Glossa* 3(1), 132.

DOI: <http://doi.org/10.5334/gjgl.361>

Hiraiwa, K. (2017). Internally headed relative clause. In *The Wiley Blackwell Companion to Syntax*, 2nd Edition. 2038-2069. DOI: <https://doi.org/10.1002/9781118358733.wbsyncom028>

Hiraiwa, K., G. Akanlig-Pare, S. Atintono, A. Bodomo, K. Essizewa, & H. Hudu. (2017). A comparative syntax of internally-headed relative clauses in Gur. *Glossa* 2(1), 27. DOI:

<http://doi.org/10.5334/gjgl.40>

Hiraiwa, K. (2017). The faculty of language integrates the two core systems of number. *Frontier in Psychology: Language Sciences* 8:351. DOI: <https://doi.org/10.3389/fpsyg.2017.00351>

◆日時：2020年11月28日（土）16:30～18:00

◆方法：Zoomによるリアルタイム講演

◆司会：久野 正和 氏（早稲田大学教育学部 教授）

◆対象：どなたでもご参加頂けます（参加費無料）

◆お申込み方法：右記QRコードまたは

<https://zoom.us/meeting/register/tJEIc-GsrjwoEt3arAD37iPuHDS5JVbvmGhy>

よりご登録をお願いいたします。（当日までお申込み受付可）

◆当日は13:00～同Zoom会場にて研究発表を行います。（学会員対象）

お申込みは、上記QRコードまたはURLよりご登録をお願いいたします。

◆お問い合わせ先：[eigoibun-joshu@list.waseda.jp](mailto:eigoibun-joshu@list.waseda.jp)（早稲田大学英語英文学会事務局）

