オーストラリアのクイーンズランド大学マイケル・ハリントン博士（昭和女子大学客員教授）による下記の授業を一般に公開いたします。

1. 科目名:
Distinguished Scholar's Lectures: Current Issues  （集中講義）

2. 日程:
【Part 1】
6月4日（土） 3講時～6講時
6月5日（日） 1講時～3講時

【Part 2】
6月11日（土） 3講時～6講時
6月12日（日） 1講時～3講時
＊1講時（09:00～10:30），2講時（10:40～12:10），3講時（13:10～14:40），4講時（14:50～16:20），
5講時（16:30～18:00），6講時（18:10～19:40）

3. 場所:
昭和女子大学 （東京都世田谷区太子堂1-7）大学3号館2S03教室

4. 対象者:
英語教育に関心を持ち，英語による講義を理解する能力のある方。
＊申込みは先着順とし，申し込み多数の場合はお断りすることもあります。

5. 参加費:
各Part 8,000円（教材費含む） ＊Part単位でのお申し込みとなります。

6. 講義概要（予定）:
Current Issues in Second Language Acquisition
In this course we will examine current topics and trends in second language acquisition research, with a
particular focus on areas of relevance for second language acquisition and teaching (SLAT) in Japan.
The course meets for four days over two weekends. Each day will have a theme, with readings and activities
centered on the theme. For each day’s theme there will be a set of questions that we will explore and try
to answer.
The sessions will be a mix of lecturing, workshop and discussions involving the entire class and group work.

DAY #1（6月4日）Explicit instruction and learning
How instruction can best foster language learning is central concern for second language teachers and
researchers. We will be surveying different types of instruction. The strengths and limitations of various types as identified by current research will be discussed and analyzed. Particular attention will be given to task-based language teaching (TBLT), which many feel to be the emerging dominant approach in second language teaching?

**DAY #2（6月5日） Fluency and performance**

Fluent performance in a second language requires that the user has the second language knowledge needed for the context, or what is called communicative competence. But the user must also be able to use that knowledge quickly and without too much effort. We will be examining the cognitive basis of fluent performance with a specific focus on the development of fluent vocabulary processing in the second language.

**DAY #3（6月11日）The cultural and the social**

Second language learning and teaching takes place in a cultural and social context. In the past the cultural and social has tended to take a back seat in research to cognitive concerns. This has changed, with recent research and pedagogy placing them in the center of the learning and teaching process. We will examine key recent trends in this area.

**DAY #4（6月12日）Teaching and learning English in Japan**

English language teaching in Japan combines practices that are common in language teaching across the globe with specific and even unique aspects shaped by Japanese culture and society. We will examine several current issues in English language teaching in Japan. These relate to the status of English as an international language and its uses in Japan, the role of the native speaker in the English classroom and the English proficiency expectations of Japanese English teachers.

＊事前に、教材（ハンドアウト）を配布・発送する予定です。発送作業は参加費の納入が確認されてからになりますので、お申し込みいただいてからしばらくお時間をいただく場合がございます。ご了承ください。

予定された授業の中で、1コマ分が公開講演（ハリントン先生の最新の研究に関する内容）となりますが、セミナーの一部ですので必ずご参加下さい。内容は以下の通りです。

**Opening lecture （6月4日 3講時 13:10〜14:40）**

**Title: Lexical facility: Size and speed as measures of second language vocabulary knowledge.**

**Abstract**

Language testing, like academic testing in general, is about getting learners to display what they know. Whether in a class quiz or a standardised test like TOEIC, language knowledge is typically broken down into discrete bits and the learner needs to demonstrate mastery of these bits in brief responses. The amount of time for the test is fixed but individual items can be answered freely. For any given learner some items are answered quickly and some require time and effort. The total score on the test thus reflects the items correctly answered but says nothing about how long they took to answer.

Does it matter? Maybe, if we assume that language knowledge alone is not enough for proficient performance. Fluency requires this knowledge be accessed quickly and efficiently under the pressure of real-time language use. As access speed is so important it is reasonable to ask why it is not typically a part of language testing.
In this talk I will present an approach to the measurement of second language vocabulary that combines both vocabulary size and speed of access as a unitary construct called **lexical facility**. In the first part the historical reasons for the neglect of speed in second language testing will be reviewed. Then the lexical facility account will be described, including the theoretical and methodological issues that arise when attempting to combine knowledge and speed measures. Empirical evidence is then presented from my research program that has investigated lexical facility in several domains of English for Academic Purposes. Finally, the implications of incorporating explicit speed measures for vocabulary teaching and assessment (e.g. washback) are briefly discussed.

7. 申込方法:
申込書を添え，参加費と教材費を現金書留にて下記にご送付下さい。
〒154-8533 世田谷区太子堂1-7 昭和女子大学英語コミュニケーション学科内 小川喜正宛
TEL/FAX: 03-3411-5403

8. 申込締切:
Part 1 & Part 2 ともに平成28年5月21日(土)必着
※締切日以降のお申込みについては，下記のメールアドレスまで事前にお問合せ下さい。

9. お問合せ:
昭和女子大学 言語教育・コミュニケーション専攻 小川 genkomi@swu.ac.jp
平成28年度  
Michael Harrington博士公開授業参加申込書

Harrington博士の公開授業への参加を申し込みます。
＊参加希望のPartにレ印をご記入下さい。

（ ）【Part1】平成28年6月4日（土）、5日（日）　8,000円  
（ ）【Part2】平成28年6月11日（土）、12日（日）　8,000円

お名前（ふりがな）　______________________________  
ご住所（資料送付先：自宅／勤務先）　〒______________________________  
電話番号（自宅／勤務先／携帯）　______________________________  
E-mail address（自宅／勤務先／携帯）　______________________________  
ご勤務先またはご所属　______________________________

申込締切：Part1 & Part2: 平成28年5月21日(土)必着