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研 究 題 目	1. R and L's bilingual and bicultural development 2. FLA/SLA; Teaching and learning languages		
研究成果 の概要	<p>1 L (F, 17) even strengthened her favoritism of L1 English. Her other L1, Japanese, also progresses, but is markedly weaker than her English. There may be many factors, but gender-based selection—along with the circle of friends L has—is suspected in playing a major factor in her L1 use. R (M, 19) shows no such bias and exhibits a more balanced approach to his bilingualism. In college now, he strongly identifies with his <i>third culture kid</i> side. A continuing, contributing factor to R's Japanese is his interest in Japanese popular culture—its video games, <i>manga</i> and <i>anime</i>. In addition, he is working on a website and podcast, as part of school project, on <i>manga</i> and <i>anime</i>. In a way, he seems to be 'chasing Japan'.</p> <p>2 Strong interest continues to be shown by the Doshisha student in immersion and elementary English education. A strong tendency was again noted that Doshisha English Department students recognize the necessity of changing the current model of teaching English in Japan. Another aspect of the teaching of English in Japan is the position of the non-native (i.e., mostly Japanese) English teachers (NNETs). A few students have expressed an interest in this area.</p> <p>3 Another strong interest emerging among Doshisha students in the international aspect of English—English as an international language.</p> <p>4 Work has started on identifying what makes a Doshisha English Department graduate successful at graduate studies in North America.</p>		