

テーマ	English-language Literacy Development				
対象	中	使用言語	英語	所要時間	80分程度
<p>概要</p> <p>The degree of structural difference in Japanese and English orthographies makes L2 literacy acquisition a fundamentally different task for Japanese learners of English, compared with how they learned to read in their mother tongue. In this talk, we will analyze data on the recognizable effects that <i>kanji</i> and <i>furigana</i> have on learner visual word-processing, comparing it with the processing strategies that emerge naturally in L1 speakers of English. The lecturer will contrast the reading strategies and point out research data suggesting that, without explicit intervention in teaching L2 literacy acquisition skills, Japanese children are likely to develop inefficient English word-processing strategies, which can retard overall L2 language attainment. The lecturer will give grounded lesson activity ideas designed to train learners to process words in a more efficient manner, thereby giving students a sizeable advantage as they progress in their English studies and potentially raising the “ceiling” of their eventual L2 proficiency attainment.</p>					
講師	Clay H. Williams				
<p>講師略歴</p> <p>Dr. Clay Williams is a professor in the English Language Teaching Practices program in the <i>Graduate School of Global Communication and Language</i> at Akita International University. He primarily teaches linguistics, psycholinguistics, and research coursework. His main research interests include cross-script literacy acquisition, cross-cultural teacher training, child vocabulary development, the genesis of language development in the human species, and technology for foreign language acquisition.</p>					