

出國報告（出國類別：論文發表）

參加日本英語學會論壇並發表論文

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國立政治大學發展國際一流大學及頂尖研究中心計畫
出國成果報告書

計畫編號	Moehr-1-15	執行單位	外語學院
出國人員	鐘曉芳	出國日期	99年4月23日至99年4月26日，共4日
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報告內容摘要

本次出國目的為參加日本英語學會第三屆國際春季論壇並發表論文。會議是在日本東京舉行。本人所發表的論文為「台灣英語學習者英文近同義詞之詞彙搭配行為-以語料庫為本的研究」。論文中語料庫的資料是採用政治大學外語學習者語料庫的英文語料。兩天的會議總共有 29 篇論文發表，本人所發表的論文是唯一一篇台灣論文。藉由這場國際性的論文發表場合，獲得更多機會和國外學者交流討論。這場會議美中不足的地方為主辦單位沒有準備發表論文的摘要或介紹。建議以後的學術會議應該要更有組織，並多邀請國外的學者來參與。

(一) 目的：原定計畫目標，包括主題及緣起。

The conference I attended in Japan from April 24 to 25, 2010, was the ELSJ 3rd International Spring Forum, an annual conference of the English Language Society of Japan (日本英語学会). The venue was in the Soken Building of the Aoyama Gakuin University (Aoyama campus). The University is situated in Shibuya-ku in the Tokyo City and is reachable by MRT easily. In this conference, I presented the paper “Collocational Behavior of a Near-synonym Set (*watch*, *look*, and *see*) by Taiwanese EFL Learners of English: A Corpus-based Study” which aimed to compare a set of near-synonyms based on their collocational patterns in learner versus native speaker corpora. The corpora I used come partly from the English portion of the NCCU Foreign Language Learner Corpora. There were twenty-nine papers scheduled for presentations for the two days’ conference and my paper was the only paper from Taiwan. The program can be found online at <http://wwwsoc.nii.ac.jp/elsj/forum2010program.pdf>.

(二) 過程：依計畫執行的經過，包括參訪單位及訪問過程。

My paper was scheduled as the third paper in Session 2 on April 24, 2010, which started from 16:15 to 17:45. I arrived at the venue before noon but the registration did not start until 13:30. The venue was a building for foreign language studies in which several language departments were found. The conference rooms were located at different levels of the building and the registration took place at a conference hall at the top floor. Most of the rooms were lecture rooms. At 13:30, the registration started and I followed the other participants to the lecture hall and listened to the opening speech. After the opening, I listened to a tutorial lecture by Eric S. McCready on

“Conventional Implicature and Expressives.” The talk was a formal one, introducing the logic necessary for explaining pragmatic implicature. After the tutorial lecture, I went straight to my presentation room and be prepared for the presentation.

The first paper during my session was on “How Japanese-English Learners Pay Attention to Prosodic Cues in English Spoken Sentence” by Chie Nakamura (Keio University), Yasunari Harada (Waseda University) and Shun Ishizaki (Keio University). This paper was an experimental paper where second language learners were asked to pronounce sentences in English and their sentences were then compared to the native speakers’ pronunciation in terms of prosodic cues. The second paper was by Masato Yoshikawa from Keio University. This paper was entitled “Toward a Pattern-Based Analysis of English Resultatives: Presenting a New Type of Usage-Based Approach to Grammatical Constructions.” The author used statistical method in collecting English resultatives from corpora. The study was an interesting one and I made several suggestions to the author. My paper was the third paper and it received comments from many scholars. Most of the scholars were interested to find out how other near-synonym groups such as motion verbs pattern similarly or differently with perception verbs. They were also introduced to our learner corpora through my talk.

On the second day, the first half of the morning was mainly a workshop and posters presentation. The workshop entitled “Language, Communication, and Intersubjectivity” was given by Miki Hanazaki (Shinshu University), Reijirou Shibasaki (Okinawa International University), Sachiko Shudo (Waseda University). Heated discussion was given on the relatedness of polysemy, personal pronouns, pragmatic presupposition, and polite forms with intersubjectivity. In the afternoon, six more sessions took place and the most relevant talk to me was “A Cognitive Study of the Aspectual Function of the Particles Up and Down” by Naoki Otani (Saitama University).

(三) 心得及建議：包括與出國主題相關之具體建議事項。

Most of the presenters in my session had the same problem with powerpoint presentation. We were told that the equipments were not available if we did not reply by a certain date. All three of us prepared fifty copies of handouts as instructed by the organizers. We were then found that notebook and projector were present in the room but they were not used because we were told to present using handouts.

The conference did not prepare any proceedings or printed abstracts. All they prepared were a university map, a conference program and some catalogues by book publishers. In general, I think the conference could be better improved in organization. They could also involve more outside speakers to make the conference more

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