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科学研究費助成事業 研究成果報告書



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研究課題名（和文）Demonstrative Artist-talks in English as a Foreign Language: A Needs Analysis for Contexts in Japanese Higher Education of the Ceramic Arts.

研究課題名（英文）Demonstrative Artist-talks in English as a Foreign Language: A Needs Analysis for Contexts in Japanese Higher Education of the Ceramic Arts

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研究成果の概要（和文）：本プロジェクトでは、アーティスト・トークのスピーチ・ジャンルに見られる顕著な言語的特徴とコミュニケーション機能を明らかにした。研究の主な目的は、日本人のアーティストが陶芸という国際的なディスコース・コミュニティに参加した際に、英語を使って発信するための教育的アプローチを支援することであったが、研究結果は、手続き的知識の伝達を伴う特定の目的のための英語（ESP）の文脈にも関連するものである。パンデミックによって当初の研究計画が制限されたものの、本プロジェクトは、アーティスト・トークのジャンルやレジスター、さらには手続き的なモノログ全般に関する主要な特徴を捉えることに成功した。

研究成果の学術的意義や社会的意義

The project has (1) contributed to understanding of the genre of demonstrative artist-talks to be used in developing ESP teaching materials in Japan and (2) identified salient linguistic features and discourse functions of procedural monologues in hands-on contexts of how-to instruction giving.

研究成果の概要（英文）：The research specifically aimed to identify salient linguistic features and communicative functions found in the demonstrative artist-talk speech genre. The primary goal was to support pedagogical approaches to prepare Japanese artists to use English when participating in the international discourse community of ceramic arts. The research findings, however, are relevant to a wide range of English for specific purposes (ESP) contexts that involve the transfer technical and procedural knowledge. Although the global pandemic prohibited some aspects of the original research design and limited planned dissemination, the project successfully identified key characteristics of genre and register of artist talks as well as procedural monologues in general.

研究分野：外国語教育

キーワード：genre analysis register analysis procedural discourse traditional craft how-to genre

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1. 研究開始当初の背景

The speech genre of demonstrative artist-talk is a common pedagogical component of higher education of the ceramic arts. In contexts of international conferences, symposia, guest lectures, and artist-in-residency programs, artist-talks center on live hands-on demonstration with simultaneous commentary, to transfer knowledge of materials, procedures, techniques, and share personal narratives of creative process and artistic expression. In addition to presenting to an informed live audience in context of higher education forums, talks are also disseminated to a wider viewership by video shared over the internet (much like the popular YouTube how-to video genre), which provides a rich source of reference and exchange of ideas among the global community of ceramic artists, art historians, students, and educators. Many demonstrative artist-talks in international contexts are delivered in English, which is frequently used as the common language of the discourse community.

Building on the principal investigator's (PI) past research project, [Kakenhi Grant-in-Aid (C) 2016-2019], which investigated how professionals in the Japanese traditional craft industries use English to conduct hands-on workshops for visiting international tourists, the study reported on here aimed to produce findings that could help Japanese ceramic artists use English to effectively communicate with their international peers. From an English for specific purpose (ESP) perspective, the speech genre of demonstrative artist-talk (or similar genres) has yet to be explored, making it is difficult to develop pedagogically valid approaches to prepare Japanese artists to participate in the discourse of the international community of the ceramic arts. To fill this gap in the literature, a combined genre and register approach was taken to identify salient features of artist talks (by international artists and Japanese students at an art school in Japan), and general procedural texts of hands-on demonstrations (by L1 speakers and Japanese university undergraduates).

2. 研究の目的

The specific purpose of the study was twofold: (1) to identify and compare salient characteristics (i.e., genre moves, rhetorical structure, communicative functions, and linguistic features) of demonstrative talks produced by L1 speakers of English and Japanese practitioners of the ceramic arts; (2) to identify and compare the same characteristics found in general demonstrative instruction-giving (procedural monologues as termed by the PI) by L1 speakers and first-year Japanese university undergraduates. These two goals support the underlying aim of the study to provide findings that could help English language teachers develop a valid pedagogy for teaching demonstrative talks.

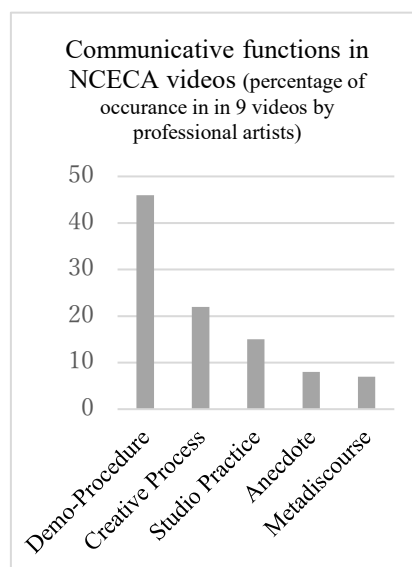
3. 研究の方法

Due to the global pandemic, the original robust plan for data collection became unfeasible, as it involved traveling to institutions in Japan and to ceramic art conferences in the USA. Accordingly, an alternative research design was adopted which employed a mixed methodology of both qualitative coding of communicative function and quantitative analysis of linguistic features via corpus-based tools. Sources of artist talks included nine past presentations of the National Council on Education for the Ceramic Arts (NCECA) and two simulated talks by Japanese ceramic majors at a college of the arts (recorded before the pandemic in the first year of the project). For general procedural text, the PI compiled two specialized corpora of how-to videos: (1) a 50,000-word corpus of 100 publicly available YouTube how-to videos (e.g., using machinery, tools, scientific equipment, physical technique, and other hands-on tasks); and (2) a 7,500-word corpus of originally recorded how-to

videos by 50 undergraduates at a Japanese national university.

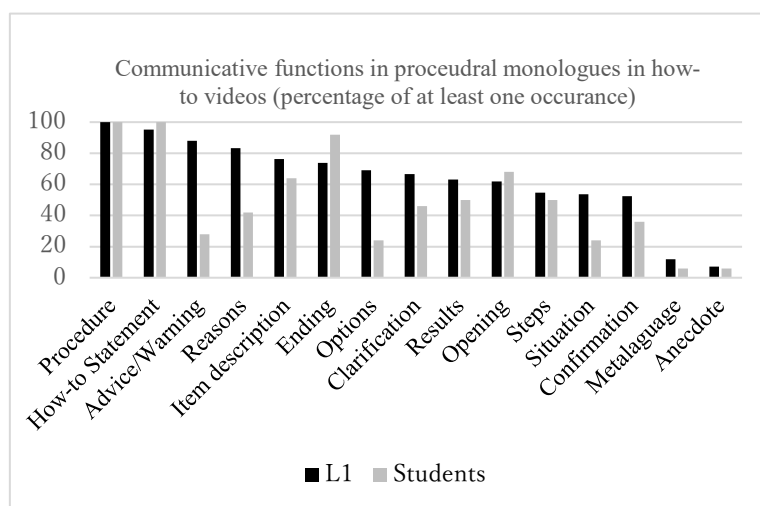
4. 研究成果

1. In the first stage of the project, qualitative coding at the utterance level yielded five salient levels (and numerous sub-levels) of treatment of communicative functions practiced by NCECA artists: describing the procedural steps of the demonstration, explaining creative process, referring to typical studio practice, interjecting anecdotes, and meta discourse. Data collected of demonstrations by Japanese students majoring in ceramics was limited, but observed communicative function was primarily focused on describing procedure.



2. The investigation of the corpora of procedural monologues yielded richer results. In both sets of data, 13 salient communicative functions were identified: 10 recursive functions (as shown below) and 3 genre moves (openings, how-to-X statement, and closing). Notably, there were significant differences in how L1 speakers and Japanese students gave advice or warnings, offered reasons for technique, presented options for alternative procedures, and described typical situational features.

Moreover, quantitative analysis of linguistic features showed that there were significant differences in the occurrence of personal pronouns, *wh*-clefts, the semi-modal verb *going to*, and the use of conditional adverbial clauses with *be*-verbs. Although the limited scope of this report does not permit a full account, these linguistic features also



were found to have unique patterns of collocation in accordance to communicative function, for example: *wh*-clefts with the semi-modal verb *going to* were frequently used as a highlighting device for procedural steps; modal verbs collocated with sensory verbs (see, feel, hear) were found in utterances with locational reference when confirming results or describing items used in the demonstration. As a result, identifying these patterns may provide a useful resource for English language teaching of the specific purpose of delivering a procedural monologue or in related contexts of hands-on demonstrative instruction-giving.

Considering that the situation caused by the pandemic is improving, the PI intends to continue to build on the study's findings and work towards disseminating recommendations and learning material prototypes for pedagogical approaches to giving demonstrative artist talks in the field of ceramic arts education in Japan.

5. 主な発表論文等

〔雑誌論文〕 計3件（うち査読付論文 1件／うち国際共著 0件／うちオープンアクセス 3件）

1. 著者名 HAMMOND, Mark	4. 巻 16
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3. 雑誌名 Forum of Language Instructors	6. 最初と最後の頁 63-72
掲載論文のDOI（デジタルオブジェクト識別子） 10.24517/00065788	査読の有無 無
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 -

1. 著者名 Hammond, Mark	4. 巻 25
2. 論文標題 Function and form in procedural monologues: A pilot study towards comparing native and non-native texts	5. 発行年 2021年
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掲載論文のDOI（デジタルオブジェクト識別子） 10.24517/00061561	査読の有無 無
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2. 論文標題 ESP for Ceramic Artists: Exploring the Demonstrative Artist Talk Genre	5. 発行年 2020年
3. 雑誌名 In P. Clements, A. Krause, & R. Gentry (Eds.), Teacher efficacy, learner agency. Tokyo: JALT	6. 最初と最後の頁 19-28
掲載論文のDOI（デジタルオブジェクト識別子） 10.37546/JALTPCP2019-28	査読の有無 有
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3. 学会等名 JALT 2021 (Japan Association for Language Teaching)	
4. 発表年 2021年	

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3 . 学会等名 The JACET 60th Commemorative International Convention
4 . 発表年 2021年

1 . 発表者名 Hammond, Mark
2 . 発表標題 ESP of Procedural Monologues: Comparing Native and Non-Native Texts
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4 . 発表年 2020年

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3 . 学会等名 ABCJ-2019: 2019 Annual Meeting of Association for Business Communication in Japan (招待講演)
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3. 学会等名 Kanazawa College of Art, English Help Center Talk-Series
4. 発表年 2019年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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