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研究課題名(和文) Developing a CEFR-informed Mediation scheme (CEFR-MSfAW) for academic writing (composition) in World Englishes

研究課題名(英文) Developing a CEFR-informed Mediation scheme (CEFR-MSfAW) for academic writing (composition) in World Englishes

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研究成果の概要(和文)：メデイエーションとは、なじみのない言葉を別の方法で説明することを意味します。最も明白な形式は、使用されている言語が理解されていない場合の翻訳です。私たちの研究は、中京大学の学生からの卒業論文の執筆プロセスを調査しました。英語で書かなければなりませんでしたが、ほとんどの学生は日本語の参考文献を使用していました。また、日本のトピックの多くは英語で記述されていました。私たちは学生に彼らの概念を英語で表現するためのさまざまな戦略を与えました。残念ながら、昨年(2020年)の指導設定が変更されたため、言うのは難しいです。しかし、より多くのオンラインデータを収集できました。

研究成果の学術的意義や社会的意義

The benefit for society would be use of the key-qualification writing in various settings. The students learn writing, however it is essential that they use their writing skills in different text types. For this a (writing) portfolio would be a useful tool.

研究成果の概要(英文)：Although the research process was slowed down through the corona-pandemic, some results could be archived in the three years period. The planned data could be collected, and the data analysis has started. However, the planned strategy inventory for (written) mediation could only be developed in approaches. The most promising approach is to develop a mediation portfolio, which has been started. During the process of dissemination of the research results, the problems for a comprehensive approach to mediation could be identified. Unsurprisingly, the main shortcoming is time restraint for the students in the fourth year. A comprehensive and multi-year approach would be necessary to better integrate mediation.

The results of the coding showed mediation on subtle scale depending on the chosen topic, mediating academic concepts was visible. The progress of mediation and a sophistication of the used concepts was especially clear during the review process of the final thesis.

研究分野：Applied Linguistics, 教授法

キーワード：Portfolio Mediation CEFR in Japan

1 . 研究開始当初の背景

Before the project I did (relatively) extensive research on the CEFR and its reception in Japan. Therefore one of the aims of this project was a Research for alignment of a WE-informed academic writing program to the CEFR. Both abbreviations have an extensive research background hence only references are given here. For the CEFR in Japan, see the website Cefrjapan.net (especially the Journal and the list of links, there), for WE (World Englishes) the institutional background in lesser clear the homepage of the International Association for World Englishes (iaweworks.org) gives some orientation. One motivation for carrying out the research project was also the ELF (English as Lingua Franca) conference in Helsinki 2017, where the connection between ELF (or WE) and the CEFR was contested (see further explanations below). The other at least equal important aim was research into (multilingual) composition for helping the students creating meaningful texts during their studies. James D'Angelo, my research-partner and I, we are both adviser for Seminars, where texts are created. Especially the writing of the final thesis (卒業論文) is an opportunity for the students to create texts, with a unique focus and new self-determined topics. Since the research focus of the CEFR in Japan is heavily in English and James D'Angelo has every year a fourth year seminar, where final thesis has to be written, we decided to use these seminars as an opportunity to generate data. In this context the application for Kaken-project was carried out. The process of data-generation could have done without the Kaken funding, the main expense factor was the purchase of a research application for qualitative research, called MAXQDA, which will explained in detail in section three of this text. To my surprise the first application for Kaken-funding was successful. One reason might be my affiliation to CEFR and Language Portfolio SIG (Special Interest Group) of the JALT (Japanese Association of Language Teachers), where prior to my Kaken application three other Kaken project were carried out, in which I also participated. This fourth project (see Cefrjapan.net/kaken-4 as project page) however had a different research focus, then the other, which can be framed as a third research background, which could unfortunately pursued only in one presentation during the research process. In the CEFR as document (published in English 2001) four language domains are stated (see Council of Europe = CoE 2001, as publisher of the document, p45): personal, public, occupational and educational. Our research focus was, however, academic. While the concept "academic" is mentioned in the CEFR (a query in the 2001 document shows 26 hits), a scientific domain is not included in the CEFR. This arguably very broad strand of research uses the CEFR for domain-descriptions and the role of English in the world society (cf. Stichweh 2019).

2 . 研究の目的

All three strands of research are related to the central concept of Mediation. The most abstract level of the present research can be framed as a clarification on the concept of Mediation in the realm of academic writing. Because of the fact that this process of clarification had to be done with empirical data only a section of this whole complicated concept could be tested empirically. However research in the field of linguistics also has be aware of the language framework in itself, which calls for philosophical or metalinguistic approaches towards the field. While the methodological aspects of the research will be covered in the next section, the broad research objective was (in combination with the Covid 19 pandemic) at least partially responsible for the limited results (see section four), but broad objective couldn't be avoided due to the cultural factors involved. "Culture" as research objective is always a risk, because "culture" is one of the shoreless and extensive concepts ever created in the history of humanities. Even if the researchers would have preferred to avoid this broad term altogether, the topical choices of the students for their final thesis' would have made a reflection of this concept necessary. I decided consequentially to integrate the concept as "cultural semantics" in the keywords of this research. The problems of cultural semantics can be elucidated using the term of composition, another key-term and related to the second aim of research presented above. "Composition" is a US-concept, related to several functions of writing in American Society. While the word "composition" is included in the CEFR, "composition" as an approach to writing education is not part of the CEFR. The historical and instructional significance of "Composition-Studies" in the US can't be overestimated, in the Kaken-project was the objective to collect data, which can be used for parallels between Composition-studies and the CEFR in the context of advancement of

academic writing (especially in English) in Japan. Some data are now available, however, the disciplinary proximity between the CEFR and the composition-studies can only be stated theoretically, using published texts (Matsuda 2012, Rafoth 2015, Russel et al 2009). Publishing data and results in this context is still an option, this however was not the primary motivation for the research. Using “Composition” as research objective means in the educational context amelioration of academic writing. However, the obstacles to this project were manifold. More on that later (Section 4). But I still convinced that multilingual writing using Composition (studies) and CEFR is still one option for further research-networking. The implementation of this research into teaching (and curriculum) is still an important factor and the objective aimed at the strategy-inventory is still possible, practical problems are an important constraint though. Curricula have to be developed in a process of several years and this project could only be a starting point. The present data, which will be introduced in the next section, however, are very valuable in this context.

3 . 研究の方法

The tool for the data analysis (MAXQDA) is in the center of the present Kaken-project. Although this following data-generation process might not to be considered as “big-data”, because normally big-data as seen as having great data-set of many participants (an example in this context would be semanticscholar.org), the analysis of writing processes also involves (potentially) large quantities of data. The used procedure is defined as a mixed methods approach and contains mainly the written texts of the participants. However, not only the final texts were used, the drafts, outlines and presentations of the students are an important part of the dataset. Also instructional data are used. Declarations of consent are available for the collection of data, which was given the condition that the results will be published anonymous. The students in the fourth year are usually very busy, because of the job-seeking process and of course also the process of writing the final texts is not easy for them. Therefore we abstained deliberately from collecting more data through written or oral questionnaires. The process of data-generation intentionally structured as scaffolding process for the students. Mediation is a very open and still only partly determined process and for this nexus the cooperation of the students was an integral part of the research process.

MAXQDA is a multilingual application and this is one of the reasons it was chosen for the research. Expressed in simple wording the strength of the application is to mark (“code”) important parts of the data and present during or after the research a data-set of illustrative examples. The general problem (and advantage of qualitative or mixed research is the (potential) open-ended nature of the research process. The process of research is only chronological (or financially, because of the funding process) a process towards an end, the process in itself is also open to more and more refinement(s). The refinements are visible in the code system of the application. One focal point of the coding structure lies the used references. The students are the least to blame for this: Teaching material (in the educational domain) follows different rules compared to scientific texts and the students therefore have to learn to reference properly. The analyzed mediation process is an additional barrier, which could have the effect, that the students (writing in English) only looking for English sources or try to cover only English topics in the first place. The selection of the topic to write about is one of the most difficult decisions the student-writers are facing. The fourth-year seminar of Prof. D’Angelo is deliberately thematic open and this mend for the students: they have to decide their topic and for some this means a time-consuming decision process. Using an open topic, which has to be more qualified during the research and writing process is one important strategy, which was introduced by using a mind-mapping application (“mind-meister”) was one of applied strategies of the mediation scheme. In all writing process central is the already mentioned chronological framework. If there is not enough time also very inspiring or groundbreaking texts can’t achieve their (full) potential. While it can be matter of deliberation, if the final thesis of the students would have a potential due to the fact that most of them never will be published, writing complex texts means time-management. Because of the overall time constraints of the students, we did only marginally change the time-framework of the students, but we managed to alter the process of the data-research of the students. The process of finding and using data for their writing was always are one of the core-teaching contents, but the MAXQDA-analysis of the Power Points of the students’ final presentations made the importance of this (final) presentation visible, the students used their knowledge in their topics for the detection of useful and visible-appealing data. Therefore we created another presentation-circle at the end of the first semester. This whole

process here exemplified is called “action-research”, research that is meant to be implemented (see also next section). MAXQDA was also central for the action research, because it is providing a cross-platform data-analysis. In theory an analysis of complex data it is possible with any document, but the integration of different data-types is easier with a specialized application as MAXQDA. There is however no easy way to create an easy to understand a scaffolding structure (“strategy inventory for mediation”) for teaching purposes.

4 . 研究成果

One case study is about to be published very likely next year. The text: “Addressing Transcultural Academic Writing: Coding Cultural Schema in relation to films of Hayao Miyazaki” will be published in Memorial Volume (Gedenkschrift) in honor of the late Professor Farzad Sharifian from the Monash University. It is the first text to cover all three aims of research outlined in the first section. This text is a case study, because it is showing in-depth the potential of one final thesis, with the title “Environmentalism in Ghibli Films: The coexistence of humans and nature based on the philosophy of Hayao Miyazaki”. On one hand this book-chapter is as a case-study about the development of the final thesis. On the other hand it refers to cultural semantics, especially as a Gedenkschrift to work Farzad Sharifian, who published about cultural semantics in the context of World Englishes. This is only the first case study, there are other texts from the corpus with the potential to be developed as an extensive case-study.

The action-research approach is responsible for the fact that showing the results of the research is not easy. But the action-research approach is only part of an ongoing research-project and therefore other parts of the research should be more visible. This is however only partly the case. The most visible part of the research is the research about Mediation in the context of the CEFR. This is due to the fact that I already have a longer research history in the field of the CEFR in Japan. Especially the JALT-presentation, which is still available as a YouTube video. The very important research purpose demonstrating the connection of ELF (or WE) to the CEFR could not be disseminated. The data are there, I am convinced that the in MAXQDA included data are showing useful mediation strategies in context of academic writing in Japan with the possibility to shed some light to mediation processes in general. I initiated the idea of an online conference for the dissemination of the research results. Because of the end of funding this idea could not be realized. I think that a presentation of the research results in an online congress end of this year or beginning of next year would have been possible, but the time- frame would have been tight. Organizing an online conference next year for the end of the year or for 2024 would give time for a profound and in-depth analysis of the data. While the Covid-19 pandemic was slowing down the dissemination process (the AILA-conference was one year postponed), the online teaching gave us access to a lot of interlocutions about the writing process. Also all presentation data are now available (not only the power points data). These data have to be evaluated and if used transcribed a process, which is quite time consuming for one researcher.

While the action-research approach creates problems due to its complexity it is also most straightforward to proceed as a single researcher. As teacher and adviser on the creation of final texts I still need strategies for my students. This has a long research history, going back to teaching writing in German (in Japan). I found out that the teaching of Academic writing in English (including ESL = English as second language), seems to include very effective methods, which brought me to Composition-studies. I then taught in English myself and also more and more research (in the field of the CEFR) turned into research of ESL-cases. However I don't teach English, my Seminar-writing teaching includes sometimes teaching in English, most of my students write in Japanese. Additional to that I teach German (as a third language). Therefore mediation is a very important concept for me shuttling in between languages (to quote Canagarajah 2006). The three research, which gave me the opportunity to get data from a very experienced teacher of writing (in English), who is also very conscious about the two languages (Japanese and English) was very helpful to expand my repertoire in multilingual teaching (of writing). However our approaches differ, which also include individual differences. I am doing trilingual research to expand my multilingualism. And we also have different teaching approaches, in process of collecting data. I learned from my co-researcher, the importance of the research questions (RQ), which I included in my teaching approach. My teaching approach starts with mind-mapping, then the RQs for developing the outline. As “writing circle” this approach was introduced into the teaching, but it were actually the mind-maps, which made a big difference and now the strategy inventory is

centered on the mind-maps. It is planned to develop a portfolio-approach to multilingual learning (including mediating). The preparations for this are under way and this is possible my future Kaken-project. However, I am in the moment reluctant to apply for another Kaken funding, because this project as a principal investigator has been extremely stressful and this effected the results of my research. Especially the electronic platform is a disaster, it is not clear what one has to do and what timeline is applying. Of course the Corona pandemic was causing a lot of problems for several parties, but especially this situation is making online contacts more important. Unfortunately my University was also not able to give sound advice. Of course some problems are also on my side, but if more multilingual research is needed the conditions for this have to be ready. I would recommend a qualitative research on this issue, a questionnaire alone would not be deliver significant data on this.

Finally in scientific circumstances (the “academic domain”) research is not only resting on data, but on discourses, which were also referenced here. To make this references clear a reference list of the cited texts is given here:

- Canagarajah, Suresh (2006), Toward a Writing Pedagogy of Shuttling between Languages: Learning from Multilingual Writers, in: *College English* · Vol. 68, No. 6, pp 589-604
CEFR (2001 Version, download-page from the Council of Europe, acc. June 25, 2022)
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- Stichweh (2019) *World Society*, in: *The Bonn Handbook of Globality*, Vol. 1, ed. by Ludger Kühnhardt & Tilman Mayer, Pp. 515-526, Springer

5. 主な発表論文等

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

1. 著者名 D'Angelo, James	4. 巻 1
2. 論文標題 Forword	5. 発行年 2019年
3. 雑誌名 Konakahara, M. & K. Tsuchiya, English as a Lingua Franca in Japan. Bern: Palgrave Macmillan	6. 最初と最後の頁 V-X
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 無
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する

1. 著者名 Alexander Imig, with M.G. Schmidt & Morten Hunke	4. 巻 1
2. 論文標題 Mission statement	5. 発行年 2019年
3. 雑誌名 CEFR Journal - Research and Practice	6. 最初と最後の頁 -
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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 Alexander Imig	4. 巻 25
2. 論文標題 CEFR and Academic writing (Composition B1 & B2)	5. 発行年 2019年
3. 雑誌名 CEFR & LP SIG Newsletter 25	6. 最初と最後の頁 4/5 (pdf)
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 無
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 -

〔学会発表〕 計5件（うち招待講演 1件 / うち国際学会 2件）

1. 発表者名 Alexander Imig / Jim D'Angelo
2. 発表標題 Academic writing and Mediation: CEFR-informed
3. 学会等名 Japanese Association of Language Teachers (JALT), Annual Conference
4. 発表年 2020年

1. 発表者名 Alexander Imig
2. 発表標題 .) CEFR writing (Kaken Project since 2019), Developing a CEFR-informed Mediation schema (CEFR-MSfAW) for academic writing (composition) in World Englishes, CEFR & LP Forum
3. 学会等名 JALT Pan-SiG 2019 in Kobe
4. 発表年 2019年

1. 発表者名 Alexander Imig
2. 発表標題 Language and Power - Second order observations
3. 学会等名 Political communication - observed with Niklas Luhmann's System theory, Luhmann International Conference, Topic "Power", at: International University Centre (IUC), Dubrovnik, Croatia (国際学会)
4. 発表年 2019年

1. 発表者名 Alexander Imig, Noriko Nagai, Jack Brower
2. 発表標題 Teacher Autonomy and Learner Autonomy - Using CEFR = Forum
3. 学会等名 JALT 2019 National Conference, in Nagoya
4. 発表年 2019年

1. 発表者名 Alexander Imig / Jim D'Angelo
2. 発表標題 Textual Complexity - 2nd order observations
3. 学会等名 AILA 2021= World Congress of Applied Linguistics, 15.8.-20.8.2021 (招待講演) (国際学会)
4. 発表年 2021年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

Youtube presentation at the JALT 2020 confernce
<https://www.youtube.com/watch?v=u1Zt7W4yXa8>

6. 研究組織

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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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