映像メディア英語教育学会（ATEM）東日本支部 第9回支部大会

![MC900307352[1]]()

**日時： 2018年12月16日（日） 10:30開会**

**会場： 麗澤大学東京研究センター**

 **新宿区西新宿6-5-1新宿アイランドタワー4F**

 **（新宿西口徒歩10分）**

**特別講演：13:15～14:45　講師 Aiko Sano (Hokkaido Bunkyo University)**

**“Using Movies as Prompts for Discussions and Writing in English Classes”**

 **（敬称略）**

|  |  |  |
| --- | --- | --- |
|  | 発表者（所属） | タイトル |
| 10:30～10:45 | 開会の辞／総会（ATEM会員のみ） |
| 休憩 5分 |
| 10:45～11:1511:20～ 11:5011:55～12:25 | 1. **渡邊　信（麗澤大学）**

**②Keita Yagi (International Christian University)**③**Barry Kavanagh (Tohoku University)** | 口語英語における文頭省略に関してTeaching Presentation Skills through Multimedia ResourcesUsing TV commercials in the ESL classroom as a window into culture, humor, and wordplay. |
| 12:25～13:15 | 昼食 |
| 13:15～14:45 | 特別講演 **Aiko Sano (Hokkaido Bunkyo University)** | Using Movies as Prompts for Discussion and Writing in English Classes |
| 休憩 5分 |
| 14:50～15:20 | ④**深井　陽介、スプリング****ライアン（東北大学）** | 東北大学で短編映画作成を通したプロジェクト型外国語学習：フランス語と英語の習得、関連性をめぐって |
| 15:25～15:55 | ⑤**塚田　三千代（翻訳家・映画分析家）** | 「映画『グレイテスト・ゲーム』原題The Greatest Game Ever Played（2005）に見る文化の考察」 |
| 休憩 10分 |
| 16:05～16:35 | ⑥**吉田　雅之（早稲田大学）** | ニュースで話題になった人名をさかのぼる |
| 16:40～17:10 | ⑦**横山　仁視（京都女子大学）****招聘** | ATEMの立ち位置と映像メディア英語が英語教育・研究にもたらすもの―­個人としてのこれまでの研究の一端の紹介と今後の展望  |
| 17:10～17:15 | 閉会の辞 |  |

参加費：無料／懇親会：18:00～20:00 @CHINADOLL 新宿アイランドタワー店（参加費 4,000円）

ej-seminar@atem.org <http://www.atem.org/higashinihon>

\*英字タイトルは英語による発表となります。

**Using Movies as Prompts for Discussion and Writing in English Classes**

Aiko Sano (Hokkaido Bunkyo University)

**ABSTRACT**

 Movies are used in various forms in L2 classrooms, mostly as sources of authentic linguistic input (e.g. Abrams, 2014), and as a way to increase student motivation (e.g. Ryan, 1998). Movies can also be utilised as prompts to facilitate class discussion and writing by providing students with challenging topics that widen their scope of thinking. This presentation will demonstrate one such attempt undertaken at a small private university in Japan.

 In a course entitled “English through Movies”, three forms of discrimination were chosen as discussion topics in the first semester of 2018: gender discrimination, racial discrimination and discrimination based on sexual orientation. Six movies, two on each topic, were chosen by the instructor in order to create opportunities for discussion in class. English movies were chosen in order to ensure authentic linguistic input for the discussions. After two weeks of class discussion per theme based on the movie chosen by the instructor, the students were asked to find a movie that tackled the same theme in their mother tongue. The reason behind this exercise was to foster the bilingual identities of the students, inspired by the notion of translanguaging (García and Wei, 2014). This presentation will provide a detailed account of what took place in class and will discuss the students’ achievements through an analysis of class discussions.

**References**

Abrams, Z. (2014). Using film to provide a context for teaching L2 pragmatics. *System, 46*. 55-64.

García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education.* Palgrave Macmillan, London.

Ryan, S. (1998). Using films to develop learner motivation. *The Internet TESL Journal, 4*(11), 20-23.

**Biographical data**

Aiko Sano is an Associate Professor in the Department of International Language Studies at Hokkaido Bunkyo University where she teaches courses in English Education and English, including a course entitled “English through Movies”. She received her MA degree in Second Language Education from the Ontario Institute for Studies in Education, University of Toronto. Her research interests includes bilingual education, bimodal education for Deaf students, heritage language education, biliteracy education, and second language writing. Her current research focuses on how bi/multi-lingual writers make use of prewriting discussions in their writing, and how to accommodate the students’ need to make use of their entire linguistic repertoire.

**PUBLICATIONS RELATED TO THE TALK**

Richmond, S. & Aiko, S. (2018). TED talks and critical thinking in current affairs and discussion classes. *ATEM Journal, 23*, 55-68.

Sano, A (2018). The effects of translanguaging in discussion as a pre-writing activity for writing in a second language. *ARELE, 29*, 193-208.