弘前学院大学英米文学

第 48 号

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青森県の学校における **ICT** 環境の整備状況に関する一考察
On School ICT Circumstances in Aomori Prefecture

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はじめに

　中央教育審議会は、2021 年 1 月 26 日付の答申において、「ICT はもはや必要不可欠」として学校における ICT の活用を提言した[i] 。これを受けて同年 8 月 4 日、教育職員免許法施行規則等が改正され、普通免許状の取得に必要な「教科及び教職に関する科目」の事項に「情報通信技術を活用した教育の理論及び方法」が新設され、教職課程コアカリキュラムにも事項として追加された[ii] 。

　ICT(Information and Communication Technology 情報通信技術)を「効果的に活用した学習指導や校務の推進の在り方[iii]」を教職課程で身につけることが必須となったのであるが、教育実習に行った学生から聞く限りでは、ICT 環境の整備状況にはかなり地域差があるようである。その背景にどのようなことがあるかを理解しておくことは、現場で ICT を活用した学校教育を行っていく上で欠かせない。

　そこで本稿は、筆者が勤務する弘前学院大学の所在地青森県の学校における ICT 環境の整備状況について、文部科学省が毎年実施している「学校における教育の情報化の実態等に関する調査」データを分析することにより、その特徴を究明することをまず試みる。その上で、全国平均値よりかなり低い数値が出ている指標についてその背景を明らかにし、学校における ICT 環境の整備を行う上で留意すべきことを指摘する。
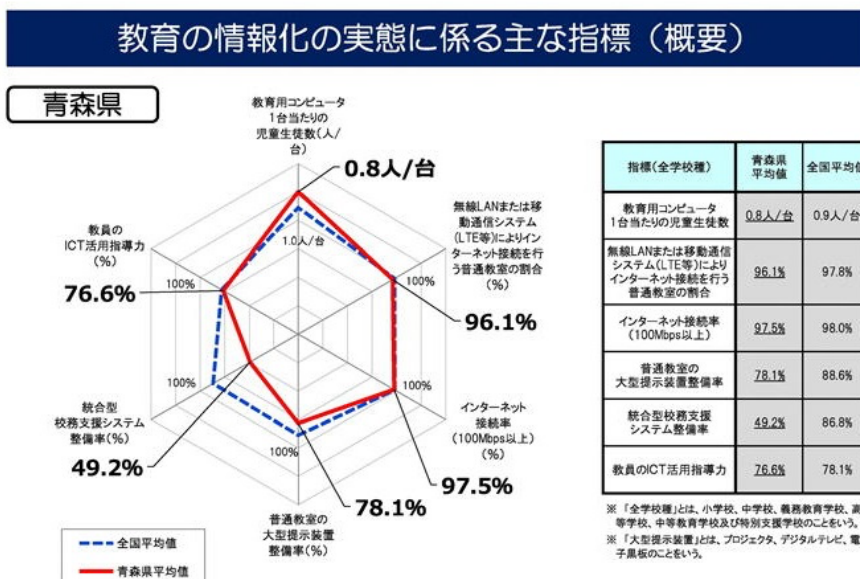
Ⅰ　青森県の学校における **ICT** 環境の整備状況

　本章では、文部科学省が毎年実施している「学校における教育の情報化の実態等に関する調査」データから、まず最新の 2023 年 3 月 1 日時点での ICT 環境整備状況の特徴を明らかにする。その上で 2018 年 3 月 1 日時点まで遡ってデータの推移の特徴を究明し、最後に青森県内の市区町村（設置者）別整備率からどのようなことが分かるかについて論究する。

（1）**2023** 年 **3** 月 **1** 日時点での **ICT** 環境整備状況

　【図 1】は、2023 年 3 月 1 日時点での、①教育用コンピュータ 1 台当たりの児童生徒数、②無線 LAN または移動通信システム（LTE 等）によりインターネット接続を行う普通教室の割合、③インターネット接続率（100Mbps 以上）、④普通教室の大型提示装置整備率、⑤統合型校務支援システム整備率、の 5 項目の「学校におけるICT 環境の整備状況」データと「教員のＩＣＴ活用指導力」データについて、青森県の数値と全国平均値を比べたものである。

　【図 1】からは、「教育用コンピュータ 1 台当たりの児童生徒数」が全国平均値より良い数値を出していること、「無線 LAN または移動通信システム（LTE 等）によりインターネット接続を行う普通教室の割合」「インターネット接続率（100Mbps 以上）」「教員のＩＣＴ活用指導力」については全国平均値並であるものの、「普通教室の大型提示装置整備率」と「統合型校務支援システム整備率」が全国平均値よりかなり低く、特に「統合型校務支援システム整備率」は全国平均値 86．8％に対して 49.2％と極端に低くなっていることがわかる。

【図1】2023年3月1日時点での青森県の学校におけるICT環境の整備状況等

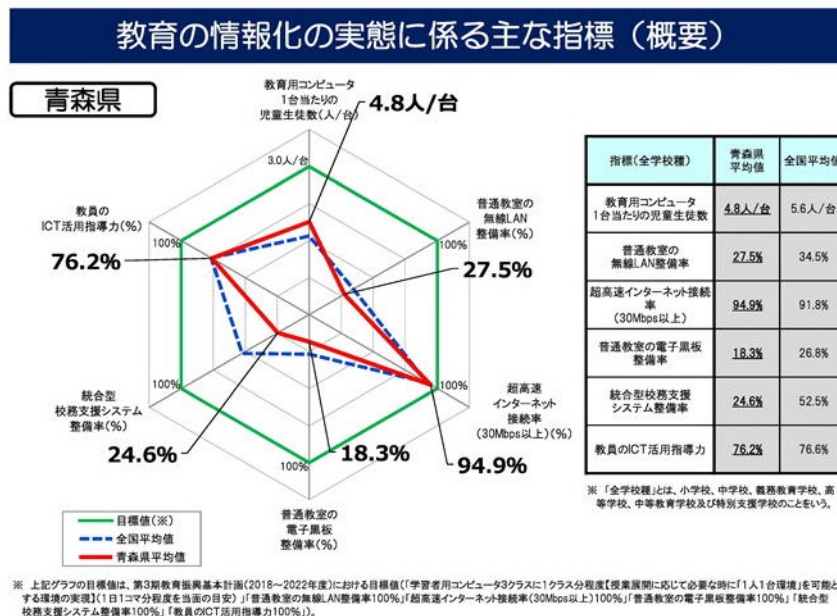https://www.mext.go.jp/content/20231222-mxt_jogai01-000030617_2.pdf
（2024年2月20日閲覧）

（2）ICT環境整備状況の推移

　次に青森県の学校におけるICT環境の整備状況の推移を2018年3月1日時点まで遡ってその特徴を明らかにする。【図2】から【図6】までの図は、2018年3月1日時点から2022年3月1日時点までの青森県の数値と全国平均値を比較したものである[iv]。

　【図2】からは、2018年3月1日時点でも「教育用コンピュータ1台当たりの児童生徒数」が全国平均値より良く、「超高速インターネット接続率」と「教員のICT活用指導力」は全国平均値並であるものの、「統合型校務支援システム整備率」や「普通教室の電子黒板整備率」が全国平均値よりかなり低いという傾向は同じであり、さらに「普通教室の無線LAN整備率」も全国平均値よりかなり低かったことがわかる。

　さらに、【図3】から【図5】までの図を見ると、「統合型校務支援システム整備率」「普通教室の大型提示装置整備率」「普通教室の無線LAN整備率」の3指標が全国平均値よりかなり低い状態が2021年3月1日時点まで続いたことが分かる。そして【図6】によれば、「無線LANまたは移動通信システム（LTE等）によりインターネット接続を行う普通教室の割合」については2022年3月1日時点でほぼ全国平均値並になり、全国平均値よりかなり低い指標は「統合型校務支援システム整備率」と「普通教室の大型提示装置整備率」の2つになったことがわかる。
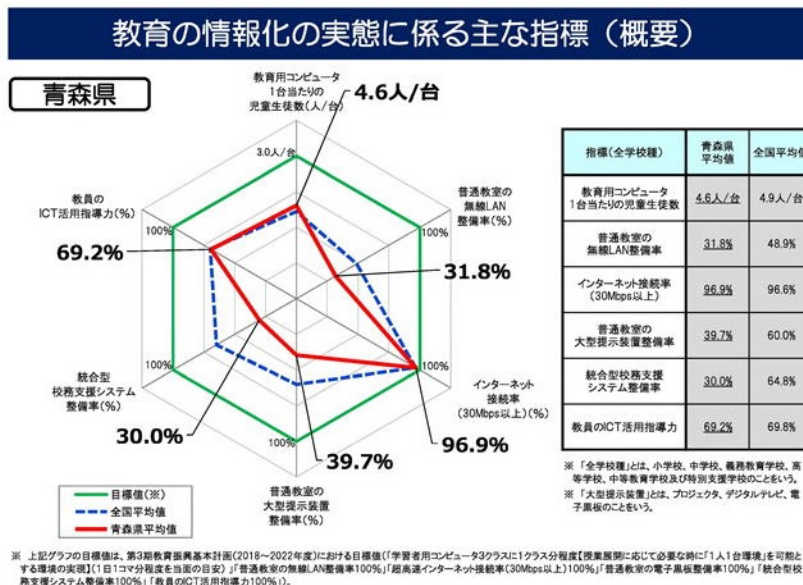
【図2】2018年3月1日時点での青森県の学校におけるICT環境の整備状況等

https://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2018/10/30/1408157_02_1.pdf（2024年2月20日閲覧）
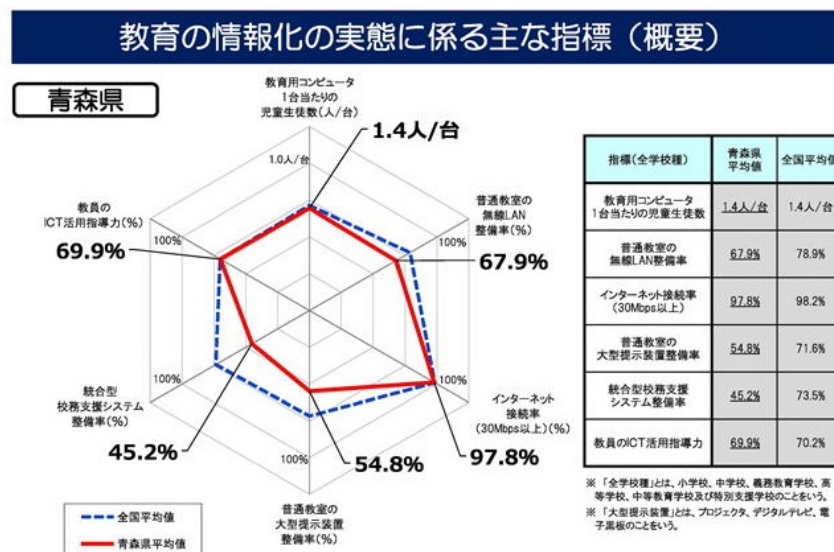
【図3】2019年3月1日時点での青森県の学校におけるICT環境の整備状況等
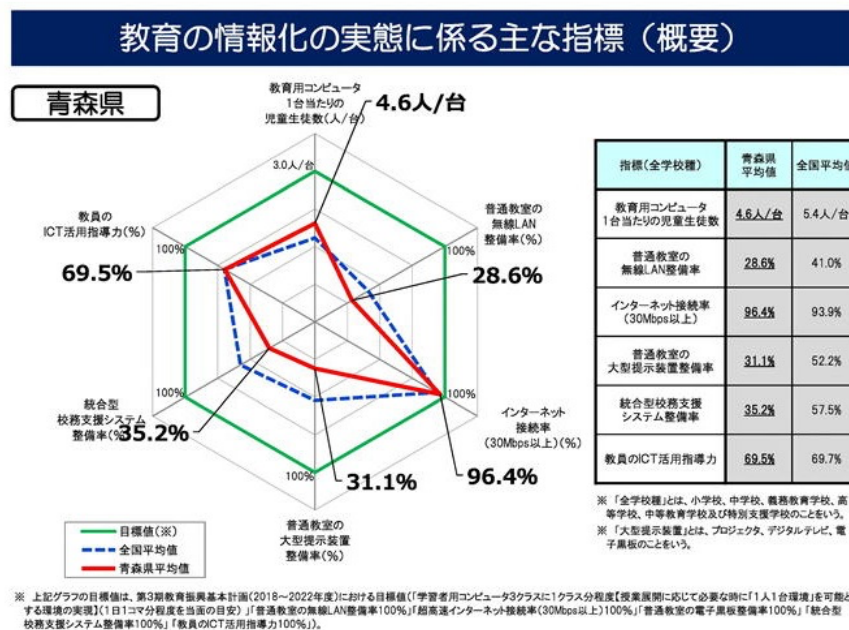
https://www.mext.go.jp/content/20191224-mxt_jogai01-100013287_002.pdf
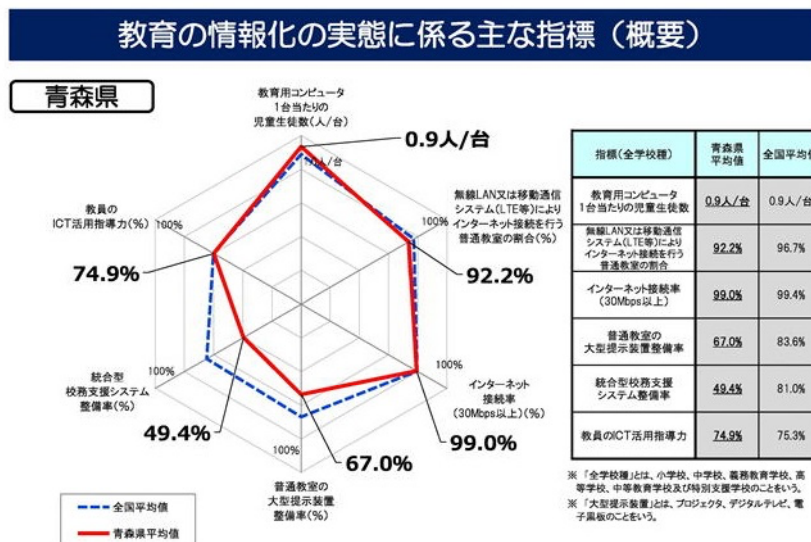（2024年2月20日閲覧）

【図4】2020年3月1日時点での青森県の学校におけるICT環境の整備状況等

教育の情報化の実態に係る主な指標（概要）

青森県

指標（全学校種）	青森県平均値	全国平均値
教育用コンピュータ1台当たりの児童生徒数	4.6人/台	4.9人/台
普通教室の無線LAN整備率	31.8%	48.9%
インターネット接続率（30Mbps以上）	96.9%	96.6%
普通教室の大型提示装置整備率	39.7%	60.0%
統合型校務支援システム整備率	30.0%	64.8%
教員のICT活用指導力	69.2%	69.8%

※「全学校種」とは、小学校、中学校、義務教育学校、高等学校、中等教育学校及び特別支援学校のことをいう。
※「大型提示装置」とは、プロジェクタ、デジタルテレビ、電子黒板のことをいう。

※ 上記グラフの目標値は、第3期教育振興基本計画（2018～2022年度）における目標値（「学習者用コンピュータ3クラスに1クラス分程度【授業展開に応じて必要な時に「1人1台環境」を可能とする環境の実現】（1日1コマ分程度を当面の目安）」「普通教室の無線LAN整備率100%」「超高速インターネット接続率（30Mbps以上）100%」「普通教室の電子黒板整備率100%」「統合型校務支援システム整備率100%」「教員のICT活用指導力100%」）。

https://www.mext.go.jp/content/20201026-mxt_jogai01-00009573_002.pdf
（2024年2月20日閲覧）

【図5】2021年3月1日時点での青森県の学校におけるICT環境の整備状況等

教育の情報化の実態に係る主な指標（概要）

青森県

指標（全学校種）	青森県平均値	全国平均値
教育用コンピュータ1台当たりの児童生徒数	1.4人/台	1.4人/台
普通教室の無線LAN整備率	67.9%	78.9%
インターネット接続率（30Mbps以上）	97.8%	98.2%
普通教室の大型提示装置整備率	54.8%	71.6%
統合型校務支援システム整備率	45.2%	73.5%
教員のICT活用指導力	69.9%	70.2%

※「全学校種」とは、小学校、中学校、義務教育学校、高等学校、中等教育学校及び特別支援学校のことをいう。
※「大型提示装置」とは、プロジェクタ、デジタルテレビ、電子黒板のことをいう。

https://www.mext.go.jp/content/20211018-mxt_shuukyo01-000017176_002.pdf
（2024年2月20日閲覧）

【図6】2022年3月1日時点での青森県の学校における ICT 環境の整備状況等

https://www.mext.go.jp/content/20221027-mxt_jogai02-000025395_002.pdf
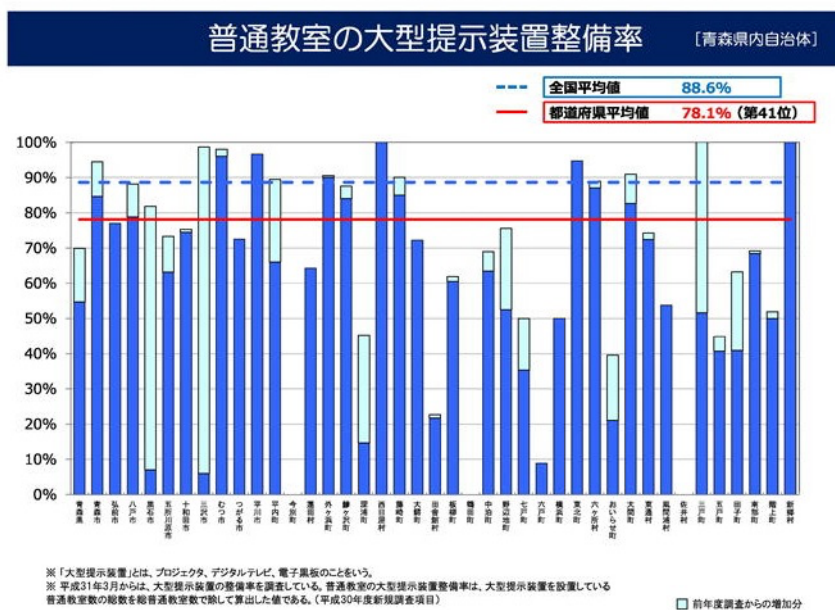（2024年2月20日閲覧）

（3）市区町村（設置者)別整備率

　本節では、2023年3月1日時点で青森県が全国平均値を大きく下回っていた「普通教室の大型提示装置整備率」と「統合型校務支援システム整備率」について、青森県内の市区町村（設置者）別のデータを検討し、その特徴を究明する。

　【図7】は、2023年3月1日時点の青森県内市区町村（設置者）別「普通教室の大型提示装置整備率」を示したものである。100％の設置者が3自治体ある一方で（西目屋村・三戸町・新郷村）、0％の設置者も3自治体あり（今別村・鶴田町・佐井村）、自治体による格差が大きいことと、黒石市(7.0％→81.8％)、三沢市（6.1％→98.6％）、三戸町（51.6％→100%）[v] など前年度より大きく数値を伸ばしている自治体が存在していることが特徴である。

【図7】青森県内市区町村（設置者）別「普通教室の大型提示装置整備率」

※「大型提示装置」とは、プロジェクタ、デジタルテレビ、電子黒板のことをいう。
※ 平成31年3月からは、大型提示装置の整備率を調査している。普通教室の大型提示装置整備率は、大型提示装置を設置している普通教室数の総数を総普通教室数で除して算出した値である。（平成30年度新規調査項目）
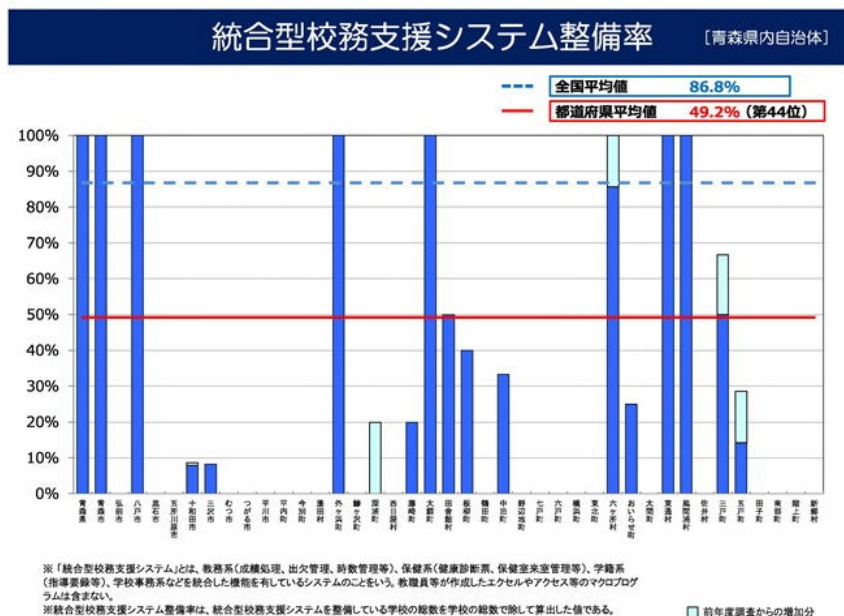
https://www.mext.go.jp/content/20231222-mxt_jogai01-000030617_2.pdf
（2024 年 2 月 20 日閲覧）

　【図8】は 2023 年 3 月 1 日時点の青森県内市区町村（設置者）別「統合型校務支援システム整備率」を示したものである。青森市や八戸市など 8 自治体が 100％となっている一方で、弘前市や五所川原市など 23 自治体が 0％となっており、自治体による格差がさらに著しいのが特徴である。

【図8】青森県内市区町村（設置者）別「統合型校務支援システム整備率」

※「統合型校務支援システム」とは、教務系（成績処理、出欠管理、時数管理等）、保健系（健康診断票、保健室来室管理等）、学籍系（指導要録等）、学校事務系などを統合した機能を有しているシステムのことをいう。教職員等が作成したエクセルやアクセス等のマクロプログラムは含まない。
※統合型校務支援システム整備率は、統合型校務支援システムを整備している学校の総数を学校の総数で除して算出した値である。

https://www.mext.go.jp/content/20231222-mxt_jogai01-000030617_2.pdf
（2024 年 2 月 20 日閲覧）

Ⅱ　統合型校務支援システム整備率停滞の背景

　本章では、青森県の学校における ICT 環境の中で、全国平均値との比較で「統合型校務支援システム整備率」が極端に数値が低いことの背景について考察する。

（1）統合型校務支援システム整備上の課題と「共同調達・共同利用」

　文部科学省が 2018 年 3 月公刊した「統合型校務支援システムの導入のための手引き」において「統合型校務支援システム」は、「教務系（成績処理、出欠管理、時数管理等）・保健系（健康診断票、保健室来室管理等）、学籍系（指導要録等）、学校事務系など統合した機能を有しているシステム(vi)」と定義され、「情報システムの利用により校務における業務負担を軽減できることに加え、情報の一元管理及び共有ができる点」にメリットがあるとされている(vii)。
　ところが「統合型校務支援システムの導入のための手引き」は、2017 年 8 月時点で約 7 割の自治体が導入に至っていないなど、特に市区町村における統合型校務支援システムの導入が進まない理由として、「導入したいが予算が確保できない（46.2％）」、「調達したいが調達できるだけの事務体制がない（15.3％）」という大きく 2 つの理由が挙げられると指摘している(viii)。
　そして、これらの課題に対して有効だと「統合型校務支援システムの導入のための手引き」が推奨しているのが、「共同調達・共同利用」（統合型校務支援システムを複数の自治体で共同して調達・利用すること）である(ix)。「統合型校務支援システムの導入のための手引き」は「都道府県が中心となって共同調達・共同利用を推進することで、調達の事務体制を整えられない小規模の市区町村でも統合型校務支援システムを導入することができるようになるだけでなく、都道府県下の広域の市区町村で統合型校務支援システムを共同利用することによるメリットが大きいことから、都道府県による推進が期待されています(x)」と、都道府県がリーダーシップをとって「共同調達・共同利用」を推進することを期待してもいるのである。
　なお、中央教育審議会「第 3 期教育振興基本計画について（答申）」（2018 年 3 月）においても、統合型校務支援システムの都道府県単位での「共同調達・運用」の促進が提唱されている(xi)。ただし、「第 3 期教育振興基本計画について（答申）」が示すメリットが調達・運用のコスト面だけであったのに対し、「統合型校務支援システムの導入のための手引き」はコスト面でのメリットに加え、教員が異動しても同じシステムを利用できて一から業務を覚える必要がなくなるなど、「引き継ぎ及び情報の共有による負担軽減」のメリットもあげていることが特徴である(xii)。

（2）自治体から県への「共同調達・共同利用」の要望

　前節で検討したように、文部科学省が 2018 年に公刊した「統合型校務支援システムの導入のための手引き」は、市区町村での統合型校務支援システムの導入が進まない状況に対して、都道府県がリーダーシップをとって「共同調達・共同利用」を推進することを期待していた。このような状況下、青森県では県がリーダーシップをとって統合型校務支援システムの「共同調達・共同利用」を推進していくことが県内自治体から要望されていた。
　例えば、十和田市議会では 2020 年 3 月定例会（第 1 回）で氣田量子議員から校務支援システムの導入について問われた江渡準悦教育部長が以下のように答弁している。

　　ただいまのご質問についてお答えいたします。

　校務支援システムについて文部科学省は、県単位で導入することで各自治体におけるシステム構築の負担や財政的負担の軽減が図られること、また教職員の人事異動は全県的に行われることなどから、県が中心となり、県域の市町村と連携した統合型校務支援システムの共同調達及び運用をすることが有効な手段であるとしております。

　当市といたしましても、教職員が人事異動時にその都度違う校務支援システムの使用方法を学び直すことは、かなりの負担と考えるため、昨年度から県へ統合型校務支援システムの共同調達等を要望しており、今後も引き続き要望していきたいと考えております。

　以上でございます[xiii]。

　十和田市教育部長は、教職員が人事異動時にその都度違うシステムを学び直すことは負担であるため、県へシステムの共同調達等を要望したと証言しているのである。

　さらに、弘前市議会では 2021 年第 1 回定例会で齋藤豪議員から青森市や八戸市で導入されている校務支援システムの弘前市における導入について問われた[xiv] 鳴海誠教育部長が以下のように答弁している。

　次に、統合型校務支援システムにつきましては、教員の働き方改革の観点からも、手書き、手作業が多い教員の業務の効率化を図る上で有効であるとされており、文部科学省も教職員による学校・学級運営に必要な情報、児童生徒の状況の一元管理、共有を可能とする統合型校務支援システムの整備率100％の実現を目指しております。

　文部科学省によるシステム整備率の調査結果によりますと、平成 30 年度、青森県は 35.2％で全国第 33 位となっており、青森市や八戸市などは既に整備率 100％となっておりますが、当市を含め県内自治体の過半数が未導入となっております。

　当市としては、県に対して、システムを共同調達・共同運用することにより、効果的・効率的に整備が進められるよう、県が調整役となり中南圏域全体を対象とした具体的な取組を行うよう要望しておりまして、今後も国・県の動向を注視しながら導入へ向けた研究をしてまいりたいと考えております[xv]。

　ここで弘前市教育部長は、統合型校務支援システムの「共同調達・共同運用」について県が調整役となり、中南圏域全体を対象とした取り組みを行うよう弘前市から青森県に要望したと証言しているのである。

　以上のように、青森県では教職員が人事異動時にその都度違うシステムを学び直す負担をなくすといった観点から青森県がリーダーシップをとって「共同調達・共同利用」を行うよう自治体から県に対して要望が出ていたのである。そのため、各自治体独自のシステムの導入を見合わせていたため、全体としての整備率が低率にとどまっていたのである。なお、青森県は県立学校における統合型校務支援システムの整備は進めており、2020 年 3 月 1 日時点で 3．8％だった整備率[xvi] を 2022 年 3 月 1 日時点で 100％としている[xvii]。

おわりに─ICT 環境整備にあたって留意すべきこと

　以上、本稿は文部科学省「学校における教育の情報化の実態等に関する調査」を分析することによって、2018 年 3 月 1 日時点で全国平均値よりかなり低い数値であった青森県の「統合型校務支援システム整備率」「普通教室の電子黒板整備率」「普通教室の無線 LAN 整備率」の 3 指標のうち、「普通教室の無線 LAN 整備率」に

代わる「無線 LAN または移動通信システム（LTE 等）によりインターネット接続を行う普通教室の割合」が 2022 年 3 月 1 日時点で全国平均値並となったものの、「統合型校務支援システム整備率」と「普通教室の電子黒板整備率」に代わる「普通教室の大型提示装置整備率」については、2023 年 3 月 1 日時点でも全国平均値よりかなり低い状態のままであることを明らかにした。

そして、この 2 つの指標については自治体間での格差がみられるが、特に「統合型校務支援システム整備率」については格差が著しいのが特徴であることを指摘した。その上で本稿は統合型校務支援システム整備率停滞の背景には、文部科学省も都道府県がリーダーシップをとってシステムの「共同調達・共同利用」を推進することを推奨しており、教職員が人事異動時にその都度違うシステムを学び直す負担をなくすといった理由から自治体から県に対して「共同調達・共同利用」のリーダーシップをとることへの要望も出されていたことも明らかにした。

実は、青森県の統合型校務支援システム整備率が低い背景に「共同調達・共同利用」を求める動きがあったことは、令和 5 年度第 1 回ひろさき教育創生市民会議の場で筆者が青森県の統合型校務支援システム整備率が低いことを述べた際、弘前市職員の方から教えていただいたことである。本稿は文部科学省作成の手引きや議会議事録等によって裏付けをとってそれを公にしたのである。

ともあれ、教職員の働き方改革が注目を集めている昨今、教職員が人事異動時にその都度違うシステムを学び直すような事態は避けるべきである。教職員に新たな負担を強いることなくシステム整備が進められるよう祈念して本稿の結びとしたい。

(i) 中央教育審議会答申「『令和の日本型学校教育』の構築を目指して〜全ての子供たちの可能性を引き出す、個別最適な学びと、協働的な学びの実現〜」（中教審第 228 号）、5 頁。https://www.mext.go.jp/content/20210215-mxt_sisetuki-000012797_6.pdf　2024 年 2 月 20 日閲覧。

(ii) 文部科学省「教育職員免許法施行規則等の一部を改正する省令の施行等について（通知）」2021 年 8 月 4 日　https://www.mext.go.jp/b_menu/hakusho/nc/mext_00030.html　2024 年 2 月 20 日閲覧。

(iii) 「教職課程コアカリキュラム」https://www.mext.go.jp/content/20210730-mxt_kyoikujinzai02-000016931_5.pdf　2024 年 2 月 20 日閲覧。

(iv) 「無線 LAN または移動通信システム（LTE 等）によりインターネット接続を行う普通教室の割合」は 2021 年 3 月 1 日時点までは「普通教室の無線 LAN 整備率」、「インターネット接続率（100Mbps 以上）」は 2022 年 3 月 1 日時点までは「インターネット接続率（30Mbps 以上）」（2018 年 3 月 1 日時点では「超高速インターネット接続率（30Mbps 以上）」）、「普通教室の大型提示装置整備率」は 2018 年 3 月 1 日時点では「普通教室の電子黒板整備率」であった。

(v) 2022 年 3 月 1 日時点での市区町村（設置者）別数値は文部科学省「令和 3 年度学校における教育の情報化の実態等に関する調査結果」（https://www.mext.go.jp/a_menu/shotou/zyouhou/detail/mext_00026.html 2024 年 2 月 20 日閲覧）、2023 年 3 月 1 日時点での市区町村（設置者）別数値は e-Stat「令和 4 年度学校における教育の情報化の実態等に関する調査」(https://www.e-stat.go.jp/stat-search/files?page=1&toukei=00400306&tstat=000001045486 2024 年 2 月 20 日閲覧）を参照した。

(vi) 文部科学省「統合型校務支援システムの導入のための手引き」2018 年、10 頁。https://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2018/08/30/1408684-003.pdf　2024 年 2 月 20 日閲覧。

(vii) 同上。

(viii) 同上、文部科学省「統合型校務支援システムの導入のための手引き」、68 頁。

(ix) 同上。

(x) 同上。

(xi) 中央教育審議会「第 3 期教育振興基本計画について（答申）」2018 年 3 月 8 日、85 頁。https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo0/toushin/__icsFiles/afieldfile/2018/03/08/1402213_01_1.pdf 2024 年 2 月 20 日閲覧。

(xii) 前掲、文部科学省「統合型校務支援システムの導入のための手引き」、74 頁。

(xiii) 「十和田市議会会議録 令和 2 年　3 月定例会（第 1 回）3 月 9 日一般質問 2 号」https://ssp.kaigiroku.net/tenant/towada/SpMinuteView.html?power_user=false&tenant_id=82&council_id=142&schedule_id=3&view_years=2020 2024 年 2 月 20 日閲覧。

(xiv）「弘前市議会令和 3 年 第 1 回定例会（第 3 号 3 月 4 日）議事録」No.166
https://www.kensakusystem.jp/hirosaki/cgi-
bin3/ResultFrame.exe?Code=jdos47sfsd973gseoq&fileName=R030304A&startPos=0　2024 年 2 月 20 日閲覧。
(xv）同上、「弘前市議会令和 3 年 第 1 回定例会（第 3 号 3 月 4 日）議事録」No.170。
(xvi）文部科学省「令和元年度学校における教育の情報化の実態等に関する調査結果」
https://www.mext.go.jp/a_menu/shotou/zyouhou/detail/1420641_00001.htm　2024 年 2 月 20 日閲覧。
(xvii）前掲、文部科学省「令和 3 年度学校における教育の情報化の実態等に関する調査結果」。

Model Graduation Thesis

Why Is It Difficult for Japanese Learners of English
to Acquire the Present Perfect?

Adapted Graduation Thesis by Momoka Ono, Senior

Chapter 1 Introduction

Can you use the present perfect construction? I have learned it in my secondary education, but I still find it difficult to use this construction correctly because it is unclear where to use it. This construction is difficult to learn not only for me but also for other Japanese learners of English. According to previous research, one of the most crucial reasons for the difficulty seems to be confusion between the present perfect and the simple past. For example, Matsubayashi (2009) surveyed 26 students in a university on their perceptions of the difference between the present perfect and the simple past, and the survey showed that 85% of the university students could not perceive the difference. In addition, Urabe and Shirahata (2014) investigated the use of the present perfect among Japanese university students, and found that among underuse errors of the present perfect, the most common error was substitution of the present perfect with the simple past. These previous studies suggest that a factor that makes acquiring the present perfect difficult for Japanese learners of English is the confusion between the present perfect and the simple past.

The purpose of this study is to clarify why Japanese learners of English have difficulty acquiring the present perfect (more specifically, why the learners confuse the present perfect with the simple past), and to propose an effective teaching method for teaching the present perfect. This graduation research is just a preliminary work that theoretically pursues an effective teaching method of the present perfect.

The research of this thesis is divided into three parts. In chapter 2, I explore the factors that cause Japanese learners of English to confuse the present perfect with the simple past. In this chapter, I examine the factors for the confusion by focusing on teaching methods in Japanese secondary education. Then, chapter 3 reveals the essential meaning and language functions of the present perfect that encourage acquisition of it. In chapter 4, I propose an effective teaching

method for the present perfect based on focus-on-form and core-meaning-based instruction. In chapter 5, I concluded that focus-on-form and core-meaning of "have" should be taught to promote acquiring of the present perfect.

Chapter 2 Teaching methods of the present perfect in Japan

In the introduction, I pointed out that confusion between the present perfect and the simple past prevents acquisition of the present perfect. However, why are the Japanese people inclined to confuse the present perfect and the simple past? I consider that one of the factors of the confusion is attributed to problems with the teaching methods in modern Japanese secondary education. In this chapter, I illustrate two teaching methods that prevent acquisition of the present perfect, and cause confusion with the simple past.

2.1 Teaching method to connect a target grammar with Japanese translation

The first teaching method is to connect a target grammar with Japanese translation (paired association learning) (cf. Oyama (2009)). According to this strategy, students try to learn the present perfect by associating the construction with its Japanese translation. In Japan, the construction is usually taught with its four uses, which are defined as follows (cf. Kashino (1999)). The underlines represent the corresponding parts between the present perfect and Japanese translation.

Table 1. The four uses of present perfect and Japanese translation

The four uses of present perfect	Japanese translation and example
The perfect of persistent situation →It indicates that an action or event started at a certain point in the past and has continued into the present.	Ex) I <u>have studied</u> English for five years. ↓Japanese translation Watashi wa go-nenkan eigo o benkyo <u>shi-teiru.</u>
The experiential perfect →It indicates that an action has been performed at least once before the present and that it has remained as an experience until the present.	Ex) My brother <u>has been to</u> India once. ↓Japanese translation Watashi no ani wa indo e ichido <u>it-ta (kotogaaru)</u>.
The perfect of recent past	Ex) She <u>has already eaten</u> lunch. ↓Japanese translation Kanojo wa <u>mou</u> hirugohan o <u>tabe-ta</u>.

→It indicates that an event that occurred in the past has already been completed.	
The perfect of result →It indicates that an event or action that occurred in the past has been completed just now, or the result of an event or action that occurred in the past affects the present.	Ex) My brother <u>has gone to</u> India. 　↓Japanese translation Watashi no ani wa indo e <u>it(teshimat)-ta</u>.

(Kashino, 1999)

　　If you look at the Japanese translation of the four uses, you can see that the three uses other than the present perfect of persistent situation have the "ta" form of the verbs. It has been known that the "ta" form commonly used in the three uses causes confusion for learners. This is because the three uses of the present perfect and the simple past in Japanese are all expressed with the "ta" form (Takahashi, 2002). Hence, when the "ta" form appears, Japanese people confuse the present perfect and the simple past. Note also that the "ta" form is considered by many Japanese learners of English as an expression of the simple past, and easily promotes association of the form with the simple past (not the present perfect) (cf. Koya (1997)). In contrast, English distinguishes between the present perfect and the simple past: the present perfect is made with perfective auxiliary "have" and a past participle; the simple past is made with the past form of a verb. Below are example sentences of the simple past and the present perfect in Japanese and English.

Table 2. The simple past and the present perfect in Japanese and English

	Japanese	English
The simple past	Kinou, ame ga fut-<u>ta</u>	It <u>rained</u> yesterday.
The present perfect	Haru ga ki-<u>ta</u>	Spring <u>has come</u>.

(Takahashi, 2002)

The crosslinguistic difference frequently leads to mistakes of the present perfect (and the simple past).

　　Urabe and Shirahata (2014) studied use of the English present perfect among Japanese learners. According to this study, Japanese English learners frequently made overuse or underuse of the present perfect in contexts where the simple past form must be or (must not be)

used and vice versa. For example, some subject made a sentence with the simple past such as *I liked drawing a picture since I was small* instead of a sentence with the present perfect such as *I have liked drawing a picture since I was small* (though Urabe and Shirahata (2014) pose a possibility for attributing the mistake not to confusion between the present perfect and the simple past, but to the grammatical difficulty of the present perfect). In addition, another subject made a sentence with the present perfect such as *I have lived Niigata two years ago*, instead of a correct form such as *I lived in Niigata two years ago.* Furthermore, it was reported that the persistent situation use is the most accurately used, which may be because this use was not influenced by the "ta" form. Thus, this study revealed that the three usages other than the persistent situation are influenced by the Japanese "ta" form and easy to cause confusion.

In summary, the teaching method that require students to automatically associate a target grammar with its Japanese translation is not effective in that it cannot tell how to distinguish the present perfect and the simple past.

2.2 Teaching method to attract student's attention to time adverbials

The second teaching method I consider here is to teach students to pay attention to time adverbials (such as *several times* and *from~to…*) as a marker for the present perfect. According to Koya (1997), in 10 out of 11 high school textbooks, instructions of the present perfect are accompanied with reference to time adverbials such as the above ones. However, the co-occurrence relation between the present perfect and time adverbials does not always hold. Matsui (2002) analyzes association of the present perfect with frequency/duration adverbials as a cause of overuse of this construction. For instance, frequency adverbials such as *several times*, which are often used with the experiential perfect may lead to overuse of the present perfect in contexts where the simple past should be used as follows: *Mr. Yamada has been to Australia several times when he was young* (compare it with a correct sentence *Mr. Yamada went to Australia several times when he was young*). Similarly, duration adverbials such as *from~to…*, which are often associated with the perfect of the persistent situation, may lead

Japanese learner to use the present perfect as follows: *Kazuo has lived in London from 1990 to 1998* (compare it with a correct sentence *Kazuo lived in London from 1990 to 1998*). In both sentences, it is appropriate to use the simple past.

This type of instruction not only leads to overuse of the present perfect, but may also make it difficult to use the present perfect correctly in actual communication. Previous studies have shown that there are not many co-occurrences between the present perfect and frequency/duration adverbials in actual use. For example, Kotera (1977) collects 300 examples of the present perfect from several books written in modern English (*The Pool, Animal Farm, The Little Prince, How I Discovered America, The Rose Tattoo, A Child's Bible, Contemporary English 7*) and examines the actual use of the present perfect. The result shows that 72 of the 300 examples co-occur with time adverbials. Thus, if a learner tries to associate the present perfect and frequency/duration adverbials, then the learner may not acquire this grammar.

2.3 Common problem

Considering from the two previous subsections, we can see that the introduced two teaching methods have a common problem: students can learn only surface association between the present perfect and its Japanese translation, or between the construction and certain adverbials on the one hand, but they cannot think about or learn (i) the essential meaning underlying surface translations or (ii) a language function (i.e. information about when, in what situation and for what purpose some language expression is used on the other hand). Why is it necessary to learn the essential meaning and linguistic function of the present perfect? This is because, without knowledge of the essential meaning and linguistic function, it is impossible to use the target grammatical item (i.e. the present perfect) in actual communication. Let me illustrate the importance of them with an example of a simple interrogative sentence *do you have money?* For example, if a person says "do you have money?" to his/her/their friend who lost his/her/their wallet, the person asks about the possession of money, and conveys his/her/their concern (or even offers to lend money). In contrast, if a mugger says the same thing to a

pedestrian, the mugger asks about the possession of money, and tries to extort money from the pedestrian. Thus, people use language expressions with the knowledge of their meaning and their effects on the utterance situation. In this way, learners should study not just form, but also meaning and linguistic function of a target grammar, in order to use the grammar in real communication. Now, I summarize the three elements in table 3, following Izumi (2009).

Table 3. The three elements of language

① Form
→Voice, vocabulary, grammar, spelling, etc.
② Meaning
→The contents that is conveyed by using the form.
③ Linguistic function
→Information about when, in what situation and for what purpose some language expression is used.

However, contemporary English education in Japan does not provide enough instruction about the meaning and function (and they are sometimes separated from grammar instructions in some classrooms). Instead, many teachers give just explicit instruction about form of a target grammar, so students do not have an opportunity to think about or learn essential meaning and function of the grammar (Izumi, 2009). According to the teaching method, learners do not interpret the context on their own, and they do not select the appropriate grammatical items. As a result, students get unable to use the target grammatical items in accordance with communicative situations. Under the educational environment, learners cannot acquire the present perfect construction because real use of the construction needs not just surface association between the construction and Japanese translation/certain adverbials, but deep understanding of the meaning and function of the construction. Therefore, we must change the teaching methods introduced above with others that can teach students the present perfect from the perspective of the its essential meaning and relations with contexts.

2.4 Chapter summary

In Chapter 2, I stated that the typical teaching methods of the present perfect in Japanese

secondary education hinder the acquisition of the present perfect. I illustrated two teaching methods used in secondary education that hinder mastery of the present perfect. One of them is to connect a target grammar with Japanese translation (paired association learning). The other is to have students pay attention to the co-occurrence relationship between the present perfect and certain time adverbials. The common problem with these methods is that they do not help students to understand the essential meaning and linguistic function of the present perfect. In Chapter 3, I elaborate on the essential meaning and language function, which promote the acquisition of the present perfect.

Chapter 3 The meaning and function of the present perfect

In chapter 2, I mentioned that current Japanese secondary education does not teach students to understand the essential meaning and language function of the present perfect. In this chapter, I explain the essential meaning and language function of the present perfect. I begin with illustration of the essential meaning of the present perfect and then move on to its linguistic function because the latter is derived from the former.

3.1 The essential meaning of the present perfect

The essential meaning of the present perfect is composed of those of the auxiliary verb "have" and the past participle. Therefore, for precise understanding of the meaning of the construction, it is better to examine the meanings of the two parts.

First, I account for the meaning of the auxiliary verb "have." Takahashi (2002) states that the auxiliary verb "have" in the present perfect was originally a main verb that expressed physical possession (which is composed of the following three points: (i) there is (or are) a specific thing(s); (ii) a person (possessor) gets the thing(s); (iii)the thing(s) is/are currently near the person). However, it was changed to a verbal element that ranges over not just physical possession but possession of (that may be rephased as "relevance with") abstract things, actions, states, situations, and the like. Finally, it underwent "auxiliarization" and then came to be a

"perfective" auxiliary. According to Takahashi (2002), the current perfective auxiliary "have" conveys only some grammatical meanings and functions: the relevance with present time and maintenance of a particular state. The meaning of the relevance with the present time is an opposite with that of the past perfect auxiliary "had." The meaning of maintenance of a particular state is an essential of stative verbs (stative property of the perfective auxiliary "have" is supported by the fact that it can follow verbs such as *seem to, appear to,* and *happen to*, which require stative verbs to follow).

Next, I account for the meaning of the past participle. Takahashi (2002) states that the past participle expresses "the state in which an action was completed and its result remains." Consider the phrase *a broken window*. "Broken" in this phrase indicates that the event of "breaking" occurred in the past and that the "window is still broken" as a result. This differs from the past form of the verb in the sentence *a window broke*, which just means that an event of breaking a window happened (independent of the current situation). Thus, past participles seem to have the meaning of completion of an event, and the result state caused by the event.

Based on the meaning of the auxiliary verb "have" and the past participle, the essential meaning of the present perfect is defined as "combination of a result state of an event in the past (represented by the past participle) and continuation of (the relevance of) the state until the present (represented by the auxiliary verb "have")." See the following scheme of the meaning of the present perfect.

Table 4. The meaning of the present perfect

auxiliary verb "have" ＋	past participle	= the essential meaning of the present perfect
The auxiliary verb "have" indicates the relevance with the present time and maintenance of a particular state.	The state in which an action was completed and its result remains.	Combination of a result state of an event in the past and continuation of (the relevance of) the state until the present.

Now, consider the four uses of the present perfect. All of them involve the result state of a past event and maintenance of the state, as follows: the perfect of persistent situation is derived because this use expresses the continuation of a result state of a past event until the present

time; the experiential perfect is derived because this use expresses a speaker's experience of the result state of a past event; the prefect of recent past is derived because it expresses a past action that occurred at a movement that is very close to the present time; the perfect of result expresses a completion of an event in a past time whose change-of-state effect remains at the utterance moment. Based on the essential meaning of the present perfect, I will turn to the linguistic function of the present perfect.

3.2 The linguistic function of the present perfect

According to Higuchi (2005), the linguistic function of the present perfect is defined as "to express a present situation affected by a state described by a past participle." According to the definition, the present perfect is used not just when and where he/she/they expresses the past event but when and where he/ she/they expresses the present situation characterized by the past event. Let me suppose a person says *I have had lunch.* In this case, the speaker does not just intend to convey the action of having lunch, but intends to convey the present state of "I am now full" as a result of having had lunch. In contrast, if a person says *I had lunch*, then the speaker does not intend to refer to the present situation; therefore, he/she/they may be full or hungry at the utterance moment. In order to make the difference between the present perfect and the simple past, let's take another example from Nakamura et al. (2019) which discusses EIKEN Test in Practical English Proficiency. See the following question adapted from Nakamura et al. (2019), which asks test-takers to choose a suitable answer to the W(oman)'s question among two choices:

> W: I heard that you're writing a book, Howard.
> M: Yeah. It's an adventure story. I'm almost finished with it.
> W: Wow, that's great. What are you going to call it?
>   1. I didn't think of a name.
>   2. I haven't thought of a name yet.

The answer is clearly 2. However, some test-takers who do not understand meaning and function of the expressions in the dialogue may be confused. The main cause of the confusion will be the difference between the W(oman)'s question and M(an)'s answer in their time

expressions: W(oman) asks a question with a future expression, while M(an) makes an answer with a past expression or present perfect expression. If a test-taker knows only the relation between the form of questions and that of answers, he/she/they should be confused because there is no choice with a future expression (corresponding to the question with the future expression). However, if a test-taker can understand the context where W(oman) asks about M(an)'s current idea, the test-taker can choose the answer with the present perfect.

Thus, the function of the present perfect is closely related to the essential meaning of this construction that is composed of the meaning of the past participle that involves a past event and that of the auxiliary "have" that involves the present situation.

3.3 How to use the present perfect and the simple past

In this subsection, I demonstrate that understanding of the essential meaning and linguistic function of the present perfect to help avoid the confusion between the present perfect and the simple past discussed in the previous chapter. According to Kotera (1977), the use of the present perfect and the simple past depends on the speaker's interest and awareness. Let me suppose that someone has lost his/her/their glasses and is looking for them, and he/she/they wants to ask a question about the position of his/her/their glasses. Whereas this content can be expressed using either the present perfect or the simple past form from the perspective of its sematic property, the choice of which to use depends on the speaker's interest and awareness. A question with the present perfect (*Where have I left my glasses?)* is used when the speaker is conscious of the present situation. In this case, the present perfect can focus on the present situation: it implies that the speaker is having a trouble in seeing due to loss of the glasses. Note that the present situation is affected by the past event that is represented by the past participle. On the other hand, if the speaker's consciousness is at a particular point in the past, a question with the simple past is used (*Where did I leave my glasses?*). By using the simple past, the sentence with the simple past does not have any implication regarding the present situation such as "having a trouble in seeing." Thus, if you understand the meaning and function of the

present perfect (and the simple past), you will be able to accurately convey what you want to say.

3.4 Chapter summary

In Chapter 3, I discussed the essential meaning and linguistic function of the present perfect in detail. First, I accounted for the essential meaning of the present perfect. The essential meaning of the present perfect is defined as "combination of a result state of an event in the past (represented by the past participle) and continuation of (the relevance of) the state until the present (represented by the auxiliary verb "have")." Second, I noted the linguistic function of the present perfect. The linguistic function of the present perfect is to express a present situation affected by a state described by a past participle. Based on the meaning and function, the present perfect is used when a speaker intends to convey the present situation characterized by the past event represented by the past participle. I also stated that the use of the present perfect and the simple past depends on the speaker's interest and awareness. When the present perfect is used, the speaker is interested in the present. In contrast, when the simple past is used, the speaker's attention is on the past. In Chapter 4, I propose a teaching method to help students understand the essential meaning and linguistic function of the present perfect.

Chapter 4 Focus-on-form and core-meaning-based instruction

In this chapter, I propose an effective teaching method for the present perfect that helps students understand its essential meaning and linguistic function. Specifically, my proposal is based on two instruction strategies: focus-on-form and core-meaning-based instruction. This chapter is organized as follows: first I provide an overview of focus-on-form and core-meaning-based instruction and their usefulness; then, based on the two strategies, I discuss a specific teaching method for the present perfect.

4.1 Overview of two strategies

4.1.1 Focus-on-form

In this subsection, I explain focus-on-form. Focus-on-form is an instructional method that emphasizes the importance of both the communicative learning and form-based learning. According to this method, learners study a target grammar by joining communicative activities (where the target grammar is used practically) and occasionally paying their attention to form of the grammar (when necessary) (cf. Long and Robinson (1998)). This is compared with form-based instruction method (focus-on-forms) and meaning-based instruction method (focus-on-meaning), and is known as the instructional method that makes a balance between the two opposite instructional methods. According to focus-on-form, students can learn combination between form, meaning, and function of a target grammar, which are the three essential elements of language acquisition (Izumi, 2009).

I adopt focus-on-form here because this method is an effective solution to the problem with acquisition of the present perfect that is based on the lack of understanding its meaning and function. Specifically, focus-on-form instruction solves the problem because its meaning-centered lesson can guide learners to think about or learn meaning and function of a target grammar. The same problem can be solved by focus-on-meaning, which focuses on meaning-based communicative activities but does not contain grammar instruction. However, I argue that it is necessary to explicitly instruct the relation between form and meaning/function of the present perfect based on focus-on-form because the relation is too abstract and difficult to understand only based on communicative activities (particularly when the present perfect is compared with the simple past). I argue that combination between communicative learning and form-based learning is suitable for Japanese learners of English.

Now, let me illustrate how focus-on-form teaching proceeds. Focus-on-form classes are communication-centered ones that are often based on some task- based language teaching (TBLT). TBLT is an approach according to which students learn a target grammar during some communicative task-based activities that not on grammaticality or accuracy but on meaning or fluency. In the literature, various tasks have been proposed (see Foster and Skehan (1996));

personal informational task where a student exchanges different information with another student; task to create a story where students communicate to construct a storyline; decision-making task where students discuss some topic to reach a conclusion. With any task, a class is designed so that students can learn a target grammar through real/practical communication (not through just instruction of the form).

Let me turn to another important point of the communicative activities: "noticing." Usually, communicative activities organized under focus-on-form method are usually designed to contain a new target grammar, and to lead students to "noticing" of the target grammar, based on Noticing Hypothesis (Schmidt, 1990). The "noticing" is awareness of a learning target, and is known to help convert "input" to "intake (comprehended and internalized input)." Since intake is in turn converted into knowledge that updates learners' "interlanguage" (i.e. the linguistic system of learner language produced by learners when they attempt meaningful communication using a language they are in the process of learning (Tarone, 2018)), the noticing step is important to learning a new target grammar. To guide students to the important step, a wide variety of strategies are taken. For example, "input enhancement" is a strategy where input is emphasized by using special intonation, underline, or bold font. In addition, I can present as another example "input flooding," which provides learners with input that include many target grammar items. Thus, focus-on-form starts with communicative activities and attracts students' attention to a target grammar. (For the effects of the input enhancement and input flooding, see Nagasaki and Shimada (2011).)

After noticing of a target grammar, a class moves on to explicit instruction of the form of the target grammar. The shift of learners' attention from meaning to form is different from focus-on-meaning (which focuses on just meaning/communication). In addition, the instruction of form is also different from that of focus-on-forms (which focuses on just form) because focus-on- form instruction leads learners to learning of the form along with communicative situation. Learning of form under the focus-on-form method is special in that it includes three elements: form, meaning, and function.

Last, after instruction of form, learners return to communicative activities. In the last stage, learners can understand the form of a target grammar, and therefore accurately use the grammar within a practical situation. This is how focus-on-form method allows learners to acquire form, meaning and function of the target grammar.

In this subsection, I explained focus-on-form method. I adopt this method in this thesis to solve the problem with acquisition of the present perfect because the method may enable learners to understand form, meaning and function of the present perfect (unlike the teaching methods shown in chapter 2). However, I think that, even if communicative activities provide learners with information about the relation between form and meaning/function of the present perfect, some of them will not understand it because it is very abstract and difficult (particularly when the present perfect is compared with the simple past). Therefore, I will introduce another method for teaching the present perfect in the next section.

4.1.2 Core-meaning-based instruction

In this subsection, I illustrate core-meaning-based instruction. This is a cognitive-linguistics-based approach to multiple-meaning words that have two or more meanings in a single form. Multiple-meaning words are difficult for second language learners (in particular for learners of a language as a foreign language) to acquire because there is no simple one-to-one correspondence in meaning of the words between two languages. Because of the polysemy, learners who remember only one prominent meaning of a multiple-meaning word often make mistakes in translation by matching the word with an inappropriate interpretation. In addition, it is too difficult for the learners to memorize every meaning of the words. Thus, polysemy is one of the most difficult things to acquire for second language learners, and therefore some instructional methods have been proposed.

Core-meaning-based instruction is one of the instructional methods that appeals to the idea that every meaning of a multiple-meaning word has single common underlying meaning. According to this idea, one form (i.e. one word) corresponds to only one core-meaning, and a

variety of meaning is derived from it depending on contexts. Therefore, based on core-meaning-based instruction, language learners only have to memorize one core-meaning of a multiple-meaning word and how to extend it in accordance with contexts. The core-meaning-based instruction has been researched in the literature in terms of its effectiveness, and some previous studies show that it is useful in learning multiple-meaning words such as prepositions (cf. Mitsugi (2018), Mitsugi and Nagashima (2015), Yasuhara (2011), etc.). Moreover, it is also shown that the core-meaning has two modes of expression such as descriptive representation and image-schematic representation (the former is provided in a form of sentence or something like that, and the latter is provided in a form of illustration called "image-schema"), and that combination of the two modes have good effects for learning multiple-meaning words. Based on the studies on the effectiveness of core-meaning for polysemy, I consider that core-meaning-based instruction should also be effective for the verb "have," which has many meanings including perfective one. That is, I propose to adopt core-meaning-based instruction to teach the relation between form and meaning/function of the present perfect. I limit my focus to the auxiliary "have" here because I consider it to be a key factor that distinguishes the present perfect and the simple past. I believe that the concept of core-meaning helps understand the very abstract meaning of "have."
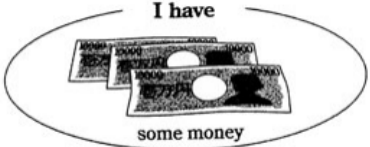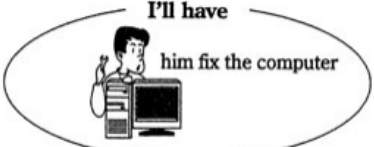
Core-meaning of "have" has been studied by many authors (see also Matsubayashi (2008, 2009), Eto (2017), Mizuno (2023)). According to the previous works, core-meaning of the transitive verb HAVE is "x (subject) bears y (object) in an abstract HAVE space that x dominates" or "there is y (object) in an abstract HAVE space that x (subject) dominates." The core-meaning is accompanied with the image schema in figure 1, where "y" is included in the abstract HAVE space (illustrated by a circle).

Figure 1. Schema of the transitive verb "have"

"x (subject) bears y (object) in an abstract HAVE space that x dominates"
"x (subject) bears y (object) in an abstract HAVE space that x dominates"
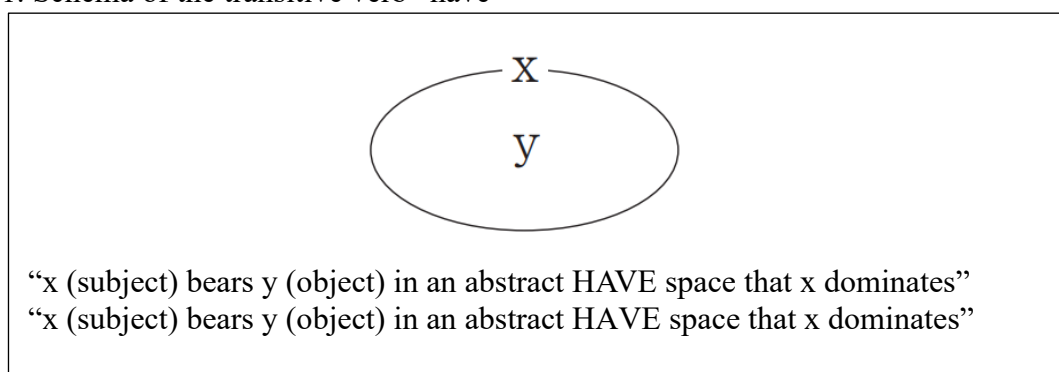
The core-meaning and image-schema can derive various uses of HAVE, as illustrated in figure 2, which shows derivation from the core-meaning and image-schema to the two specific uses of HAVE (as a main verb): possession HAVE and causative HAVE. Note that these uses are expressed by applying the core-meaning and image-schema to each case: the subjects bear some object or situation in the HAVE space they dominate.
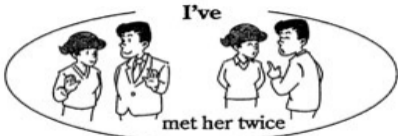
Figure 2. Schemas of core-meaning

① **Possession "HAVE"** I have some money. （いくらかお金を持っている） 	*I have some money* represents the situation where *I bear some money* in the HAVE space that I dominate, as schematized on the left side.
② **Causative "HAVE"** I'll heve him fix the computer. （彼にコンピュータを直させるよ） 	*I'll have him fix the computer* represents the situation where *I* (will) bear an event where *he fixes the computer* in the HAVE space that I (will) dominate, as schematized on the left side.

Besides the above uses, auxiliary perfective HAVE in the present perfect can also be derived from the core-meaning and image-schema. Remember that I analyze the meaning of the present perfect into two parts: a result state of an event in the past (represented by the past participle) and continuation of (the relevance of) the state until the present (represented by the auxiliary verb "have"). Adapting this to the core-meaning framework, the meaning can be reanalyzed as "subject (currently) bears a result state of an event caused at a certain past period in the HAVE

space that the subject dominates." This definition can extend to the four uses of the present

perfect, though I analyze here prefect of recent past and the prefect of result as a single use

following Matsubayashi (2009).

Figure 3. Schemas of auxiliary perfective HAVE in the present perfect

① **The perfect of persistent situation** It has been raining for three days. (三日間雨が降り続いている) **It has** been raining for three days	*It has been raining for three days* means that the subject *it* (which may be analyzed as *weather* (cf. Udo et al., 1997)) bears the (result) state of *been raining for three days* that is caused by a past period that lasts from then in the HAVE space that the subject dominates.
② **The experiential perfect** I've met her twice. (彼に二度あったことがある) **I've** met her twice	*I've met her twice* means that the subject *I* bears the result state of *met her twice* as the subject's experience in the HAVE space that the subject dominates.
③ **The prefect of recent past and the prefect of result** I've done it!) (やったんだ！) **I've** done it!	*I've done it!* means that the subject *I* bears the result state of *done it* as a past fact in the HAVE space that the subject dominates.

Thus, the core-meaning-based analysis can capture various uses of the present perfect along

with other uses of the verb "have." I adopt this instructional method in this thesis as a

potentially effective method to teach the abstract meaning (and function) of the present perfect.

4.2 How to teach the present perfect?

I have asserted that focus-on-form and core-meaning-based instruction should be used to

promote acquisition of the present perfect.

In this section, I present a teaching plan. In this thesis, I describe the teaching plan for the

experiential perfect. The instructional procedure is as follows.

① Meaning-based activity (Input)	Activity procedure A teacher introduces a topic of the meaning-based activity in the class, and explains the task. The teacher designs the task so that students can notice and understand the meaning and language function

	of the present perfect (expressing a present situation affected by a state described by a past participle). During the talk, the teacher frequently provides the target grammar item (the present perfect) with utterance or text information to lead students to notice the target grammar.
	Example The teacher talks about places she has been to and asks students about places they have been to. Then, the teacher assigns students the task to talk about their traveling experiences in order to decide where they want to go together. According to the assignment, students have to talk about the places they have been to, the experiences they have had there, the food they have eaten there, etc. At this time, students are expected to use the simple past to talk their experience. During the talk, the teacher provides utterance or text information about the target grammar (the present perfect) to guide students to notice the new grammar, as shown below. In the following dialogue, the bold font represents input enhancement with special intonation.
	Teacher: I **have been to** Tokyo Disneyland before. Disneyland is the most fun place I **have ever visited**.
	Student: I went there, too.
	Teacher: Oh! You **have been to** Tokyo Disneyland? Student：Yes…? I…went to there…?
	If students notice the target grammar, then the class moves on to the next stage.
②Instruction of form	Introduction procedure First, the teacher presents form, meaning and function of the present perfect (the instruction is not limited to just the instruction of the form but to instruction of the relation between the form, meaning, and function of the present perfect). However, students are expected not to understand the meaning and function (and hence they are expected not to connect form, meaning and function of the present perfect). Therefore, the teacher moves on to a detailed account of the meaning of the present perfect. Specifically, the teacher explains that the meaning of the present perfect is combination of a result state of an event in the past (represented by the past participle) and continuation of (the relevance of) the state until the present (represented by the auxiliary verb "have"). Then, the teacher introduces

the core-meaning and image-schema of the verb "have," and extension/projection of them. Based on the decomposition of the meaning and core-meaning-based instruction, the teacher guides students to understand the relations between form, meaning and function of the present perfect.

Application of the knowledge to the previous meaning-based activity

The teacher applies the decomposition of the present perfect and its core-meaning to the previous meaning-based activity. Specifically, the teacher schematizes the sentence with the present perfect that are introduced in the task-based activity, and explains that the present perfect is used in the sentence in order to convey experience that a speaker currently has. See the following example.

I **have been to** Tokyo Disneyland before.
↓ Representing by core-meaning of "have".

At this stage, it may be effective to compare the present perfect with the simple past such as *I heard that I **went to** Tokyo Disneyland before, but I do not remember it*, which implies that a speaker/writer of the sentence does not bear experience of going to Tokyo Disneyland.

③Meaning-based activity (Output)

Activity procedure

Students return to the meaning-based activity, and use the knowledge about form, meaning and function of the present perfect. In this activity, students use the accurate form of the present perfect in the meaningful communication. They are expected to connect form, meaning, and function of the present perfect.

Dialogue example

A: **Have you ever been to** "Lake Towada"?

B: Oh, **I have been** there many times. I **have liked** fishing since I went there. We caught a lot of fish and had a barbecue.

4.3 Chapter summary

In Chapter 4, I proposed the use of focus-on-form and core-meaning that helps students understand the connection between form, meaning and function of the present perfect. Focus-on-form is an instructional method that is meaning-centered but occasionally draws learner's attention to form of a target grammar, so that the learners can acquire form, meaning, and function of the target grammar.

Core-meaning-based instruction is the instructional method that leads students to deep understanding of meaning, based on the idea that every meaning of a multiple-meaning word is derived from a common underlying meaning. I explained the possibility that both of the instructional methods help understand the connection between form, meaning, and function of a target grammar (that is necessary for acquiring the present perfect).

Chapter 5 Conclusion

This thesis clarified why Japanese learners of English have a difficulty in learning the present perfect, and to propose an effective teaching method for it.

In chapter 2, I pointed out problems in teaching methods in Japanese secondary education. There are two teaching methods that prevent the acquisition of the present perfect, and cause confusion with the simple past. The first is to have students memorize Japanese translations of the present perfect. The second is to make students pay attention to the co-occurrence of the present perfect with certain time adverbials (such as *several times* and *from~to...*) as markers for the use of the present perfect. Finally, I asserted that the common problem with these teaching methods is that students cannot understand the essential meaning and language function of the present perfect.

In Chapter 3, I illustrated the essential meaning and linguistic functions of the present perfect that facilitates acquisition of it. The essential meaning of the present perfect is defined as "combination of a result state of an event in the past (represented by the past participle) and continuation of (the relevance of) the state until the present (represented by the auxiliary verb "have")." And then the linguistic function of the present perfect is defined as "to express a

present situation affected by a state described by a past participle."

In chapter 4, I proposed the use of focus-on-form and core-meaning-based instruction that help students understand the essential meaning and linguistic function of the present perfect. I mentioned that the relation between form and meaning/function can be effectively taught by focus-on-form and that students can understand the abstract meaning of the present perfect deeply based on core-meaning-based instruction.

This thesis showed that, in order to acquire practical English skills for Japanese learners of English, it is necessary to help them understand the relation between form, meaning and linguistic function of target grammar items. My research is just a preliminary work that theoretically pursues an effective teaching method of the present perfect. Hence, in future research, I will test the proposed teaching method in a demonstration experiment. I will gather subjects and divide them into control and experimental groups to test the effectiveness of the teaching method proposed in this study. If the future research proves my proposal to be correct, then I will attempt to extend this research in further research because I consider that the effect of the proposed teaching method is not limited to the present perfect but holds for other grammar items. Based on this kind of surveys, I would like to contribute to the development of students' ability to apply the knowledge they have learned in actual communication.

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Model Graduation Thesis

Thanksgiving Day in the U.S.

Adapted Graduation Thesis by Mahiro Souma, Senior

1. Introduction

There are 197 countries on earth (Teikokusyoin). There are so many countries in the world, but this paper will focus on the U.S. If there are many countries, each country has its own various holidays. In the U.S., there are various holidays, just as in Japan. Japanese national holidays are defined by the Law Concerning National Holidays as days when the nation celebrates and expresses gratitude for having built a better society and affluent lifestyle while nurturing beautiful customs (Cabinet Office). Holidays are important days created by the government for the nation to take a break from their daily work and refresh themselves so that they can get back to work properly (Seihukouhouonline). Among the holidays is a day to give thanks for food. In Japan, there is New Year's Day, and in the U.S., there is Thanksgiving Day. Both holidays are important once a year, celebrated with family and friends and a sumptuous meal. Eating food and having a good time with family and friends seems natural, but it is very special. The culture of satisfying people's body and soul with food is common, even if the languages are different. We should continue to cherish the holidays created through food.

This paper will research the origin, history, and food of Thanksgiving Day, which was created by food, as well as the things that make it a grand celebration. The origin is very important as the beginning of the holiday. The history shows the events from the beginning of the holiday to its enactment. Special meals and events are essential for Americans to make their holidays grand. Chapter 1 will explore the history of it. The chapter will describe the Mayflower and what happened at Plymouth Rock. Chapter 2 will describe Thanksgiving Day in detail. The chapter will focus on what the day is, how the day is celebrated, its time schedule, and special dishes for the day. Chapter 3 will describe Black Friday, Cyber Monday, and Giving Tuesday The chapter will describe what the day after the big celebration will look like.

Finally, this paper will state what Thanksgiving Day is a celebration for Americans and what traditions should be carried on by it.

2. Chapter 1: History of Thanksgiving Day

The Thanksgiving Day is generally said to have originated in 1621 in Plymouth, Massachusetts, when English settlers, or (Pilgrims), and the Native American Wampanoag tribe shared an autumn harvest festival (*Thanksgiving 2023*). The history began in September 1620 (The Mayflower). "A merchant ship called the Mayflower set sail from Plymouth, a port on the southern coast of England" (The Mayflower). "Normally, the Mayflower's cargo was wine and dry goods, but on this trip the ship carried 102 passengers, all hoping to start a new life on the other side of the Atlantic" (The Mayflower). "Nearly 40 of these passengers were Protestant Separatists—they called themselves "Saints"—who hoped to establish a new church in the so-called New World" (The Mayflower). "Today, we often refer to the colonists who crossed the Atlantic on the Mayflower as "Pilgrims"" (The Mayflower).

"In 1608, a congregation of disgruntled English Protestants from the village of Scrooby, Nottinghamshire, left England and moved to Leyden, a town in Holland" (The Mayflower). "In fact, the Separatists, or "Saints," as they called themselves, did find religious freedom in Holland, but they also found a secular life that was more difficult to navigate than they'd anticipated" (The Mayflower). "So, they decided to move again, this time to a place without government interference or worldly distraction: the "New World" across the Atlantic Ocean" (The Mayflower). "In August 1620, a group of about 40 Saints joined a much larger group of (comparatively) secular colonists— "Strangers," to the Saints—and set sail from Southampton, England on two merchant ships: the Mayflower and the Speedwell" (The Mayflower). "The Speedwell began to leak almost immediately, however, and the ships headed back to port in Plymouth" (The Mayflower). "Because of the delay caused by the leaky Speedwell, the Mayflower had to cross the Atlantic at the height of storm season" (The Mayflower).

After 66 miserable days at sea, the Mayflower finally arrived in the "New World". But the place they arrived at was Cape Cod, far north of their destination (The Mayflower). When they arrived at Cape Cod, it was winter, so they stayed aboard the Mayflower (The Mayflower). At that time, they suffered from outbreaks of scurvy, epidemics, and malnutrition (Thanksgiving 2023). By the end of winter, only half of the 102 settlers had survived (Thanksgiving 2023). One day, Samoset, a leader of the Abenaki tribe, and Tisquantum (known as Squanto) visited Pilgrim (National Geographic Kids). Squanto was taken from his homeland, by British slave traders more than a decade ago and spent five years in London, which enabled him to speak English (Petro). Then, shortly before the Mayflower's arrival, he could return to his hometown of Plymouth (Petro). But by the time he returned, his tribe had been wiped out by smallpox brought by Europeans (Petro). He is a Wampanoag and knows the land of Plymouth well, so he taught them how to grow crops such as corn and pumpkins, collect maple sap, catch fish in the river, and avoid poisonous plants (Matt). After several interactions between the Pilgrims and Native Americans, a formal agreement was made between them to work together to protect each other from other tribes in March 1621 (National Geographic Kids). For nearly a decade, Wampanoag leaders Massasoit and Pilgrim maintained an alliance, exchanging British goods for Wampanoag land, access to natural resources, and other assets (Schumer). In November 1621, after the successful harvest of the first Pilgrim corn crop, Governor William Bradford held a banquet to celebrate (Schumer). It is said that by holding a large feast, they wanted to express their gratitude to the Wampanoag tribe for helping them in their time of need (Matt). The food at the feast is said to have been prepared with traditional Native American spices and cooking methods (Thanksgiving 2023).

When the Wampanoag leader Massasoit ruled, Native American was in harmony with the Pilgrims (National Geographic Kids). However, when Massasoit passed away and his son Wamsutta took over the leader, the harmony between Pilgrims and Native American began to break down (National Geographic Kids). According to Atlas Obscura reports, Wamsutta went

to the Puritans and died mysteriously while discussing discord between the Pilgrims and Native Americans (National Geographic Kids).

As the years passed, the colony expanded into the lands of the Wampanoag tribes (National Geographic Kids). The England colonists demanded that the guns be turned over from the Wampanoag tribe to reach a peace agreement (King Philip's War and its impact on America). In 1675, three Wampanoag Indians were hanged for the murder of John Sassamon, a Christian native who had informed them of Plymouth Colony's plans to attack English settlements (King Philip's War and its impact on America). Metacom, who is known to the English as King Philip, claimed they did not do this, and the Native American tribes revolted (King Philip's War and its impact on America). He led the rebellion of the Wampanoag, Nipmuck, Pocumtuck, and Narragansett tribes (King Philip's War). They allied with other tribes and fought against the colonizers' armies (King Philip's War). King Philip's War, considered the last attempt to drive out the colonists, lasted about 14 months and is said to be the deadliest war in American history (King Philip's War). During this war, thousands of people were killed, wounded, captured, and sold into slavery or indentured servitude (King Philip's War). Decades after the Wampanoag saved the Pilgrims' survival, they were enslaved by the English (King Philip's War). Metacom fled to Mount Hope, where he was eventually killed (King Philip's War). He was hanged, decapitated, drawn and quartered (King Philip's War). His head was impaled on a stake and displayed in Plymouth Colony for 20 years (King Philip's War).

Then years passed, and the American Revolution took place between 1775 and 1783 (Sekaishinomado). During the American Revolution, the Continental Congress designated at one or more days for thanksgiving a year (Thanksgiving 2023). Then, on November 26, 1789, George Washington issued the first Thanksgiving Proclamation by the national government of the U.S. in New York, then the capital of the country, declaring the fourth Thursday in November to be Thanksgiving Day (Thanksgiving 2023 and Lopez). "His successors John

Adams and James Madison also designated days of thanks during their presidencies"
(Thanksgiving 2023).

After long months, in 1817 New York State became the first U.S. state to officially
adopt the Thanksgiving holiday (Thanksgiving 2023). One of the specialties of Thanksgiving
Day in New York City is the Macy's Thanksgiving Parade (Klein). But this parade was not
about celebrating Thanksgiving Day, it was about Christmas (Klein). In the past, Thanksgiving
was only a unique tradition where children would paint their faces, wear tattered clothes, virtual
"ragamuffins," and go door to door begging for coins, apples, and pieces of candy (Klein).
Furthermore, the idea of a store-sponsored Thanksgiving Day parade originated not with
Macy's but with Gimbel Brothers Department Store of Philadelphia (Klein). In 1920, 15 cars
and 50 employees from the Gimbel Brothers Department Store, and firefighters dressed as
Santa Claus held the first Thanksgiving Day parade to mark the start of the Christmas shopping
season (Klein). In 1924, in keeping with the nursery rhyme theme of Macy's Christmas window
display, floats featured the popular Mother Goose characters "the Old Woman Who Lived in a
Shoe," "Little Miss Muffet," and "Little Red Riding Hood" (Klein). Macy's employees dressed
up as clowns, cowboys, and sword-wielding knights (Klein). Bears, elephants, camels, and
monkeys on loan from the Central Park Zoo added to the circus-like atmosphere, while four
bands provided the soundtrack for the festive march (Klein). At the tail end of the parade
followed a float of Santa Claus on a reindeer sleigh on a pile of ice (Klein). The roars and
growls of the animals, exhausted from participating in the parade, frightened the audience, so
they were replaced by character balloons (Klein). In 1927, the helium-filled Felix the Cat,
designed by Sarg, made its debut, and quickly became the parade's signature attraction (Klein).
Now called Macy's Thanksgiving Parade, Santa Claus remains the star of the show, and Santa
Claus' appearance in Herald Square heralds the arrival of the Christmas season in New York
City (Klein).

However, each state celebrates Thanksgiving Day differently, and the southern United
States had little familiarity with this tradition (Thanksgiving 2023). In 1827, Sarah Josepha

Hale, a well-known magazine editor and prolific writer, began speaking out to have Thanksgiving Day declared a national holiday (Thanksgiving 2023). For 36 years, she published numerous editorials and sent letters to governors, senators, presidents, and other politicians with content to make Thanksgiving Day a national holiday, earning her the nickname "Mother of Thanksgiving Day" (Thanksgiving 2023). In 1863, in the midst of the Civil War, Abraham Lincoln finally heeded her request and called on all Americans to pray to God to "entrust to his mercy all those who have been widows, orphans, mourners, and sufferers in the lamentable civil war, and to heal the wounds of the nation" (Thanksgiving 2023). More years passed, and in 1939, Franklin D. Roosevelt moved the holiday up a week to promote retail sales during the Great Depression, and Thanksgiving Day was celebrated annually on the last Thursday in November (Thanksgiving 2023).

Thus, there was a wonderful history of rescuing the Pilgrims from a difficult situation, thanking the Native Americans, supporting each other, and celebrating together. As the years passed, however, the desire to expand the colony exacerbated relations between the Pilgrims and Native Americans, leading to disastrous battles in which they killed each other. As more years passed, the American Revolution prompted the Continental Congress to designate a day or more days for thanksgiving a year and to make Thanksgiving a permanent holiday. Then, on November 26, 1789, George Washington issued the first Thanksgiving Proclamation by the United States national government in New York City. Then, the Macy's Thanksgiving Parade, which is considered the specialty of Thanksgiving Day, and became the official Thanksgiving holiday in New York. To spread this holiday throughout the U.S., Sarah Josepha Hale launch a campaign. Then, after The Civil War during the reign of Abraham Lincoln and the Great Depression during the reign of Franklin D. Roosevelt, the fourth Thursday of November was celebrated as Thanksgiving Day every year. The history of Thanksgiving Day conveys lessons of gratitude and the importance of mutual support.

3. Chapter 2: How Thanksgiving Day is celebrated

How do you think Thanksgiving Day is celebrated in the U.S. now? Most Japanese people will imagine that the day will be as grand as a traditional Japanese festival day or New Year's Day. Thanksgiving Day is an annual holiday in the U.S. that celebrates the year's harvest and other blessings (Silverman). It is held on the fourth Thursday of November each year with family and close friends around a table overflowing with food and drink (Matt). The atmosphere is similar to New Year's in Japan, in that relatives who would not normally meet gather together and enjoy a meal together with celebration and joy (Matt). New Year's Day in Japan is spent watching ekiden (relay races) and eating osechi (New Year's food) (kiminiblog). Thanksgiving Day is similar to New Year's Day in Japan, with a sumptuous feast mainly consisting of turkey instead of osechi, and an American football game instead of ekiden (kiminiblog). Thanksgiving Day is one of the most widely celebrated holidays in the U.S. (Matt). Schools, banks, government offices, and most businesses are closed that day, and people travel from near and far to be with their families (Matt). Thus, the day, which is one of the most important of the year, is celebrated in luxury with family and loved ones, and is found to be a symbol of the sanctity of the home and family (Silverman).

On Thanksgiving Day, the following events will be held. For example, the Macy's Thanksgiving parade, shopping, presidential turkey pardons, football games, and decorations of room. First, Americans watch the Macy's Thanksgiving Parade (Matt). In cities and towns across the U.S., parades have also become an integral part of the day (History). In particular, New York City's Thanksgiving Day parade, sponsored by Macy's Department Store since 1924, is the largest and most famous, drawing 2 to 3 million spectators along its 2.5-mile (about 4 km) route and garnering high television ratings (History). Marching bands and performers, elaborate floats carrying celebrities, and giant balloons resembling cartoon characters are

common   (History).

Fig.1. A giant balloon of snoopy (Mike Segar)

Next, people go shopping (Matt). That day, like other holidays in the U.S., is either a holiday or a shortened workday for employees (Matt). Fortunately, grocery stores are usually open for the first half of the day, so people need to get to the store early to get the ingredients they need to start cooking (Matt). Then, Presidential turkey pardon is held (Matt). It is an interesting White House tradition that captures the public imagination (Monkman). The event began during the Civil War when Tad Lincoln asked his father, U.S. President Abraham Lincoln, not to cook a turkey named Jack for a holiday meal (The White House). President Abraham Lincoln obliged his son and pardoned the lucky turkey (The White House). A few years later, in 1947, President Harry Truman pardoned the first national Thanksgiving turkey (The White House). Each year, the National Turkey Federation raises turkeys to participate in a ceremony at the White House (The White House). Special attention has been given to turkeys since day one of their hatching to help them acclimate to the crowds at the pardoning ceremony (The White House). The pardoned turkey that the average life expectancy is two years will live out the rest of its city life at Kidwell Farm in Frying Pan Park, a children's petting farm in Herndon, Virginia (The White House). Thus, since the mid-20th century, American presidents have "pardoned" one or two Thanksgiving turkeys each year, sparing them from slaughter and

sending   them   to   farms   to   be   retired   (History).

Fig.2. Presidential turkey pardon (https://slate.com/technology/2022/11/turkey-pardon-biden-neuroscience-turkey-feelings.html)

In addition, American people watch American football throughout all day (Matt). The football game on Thanksgiving Day is an integral part of the American Thanksgiving experience (Matt). It is a great opportunity to cheer on their favorite team (Matt). Matthew Andrews, a history professor at the University of North Carolina at Chapel Hill, said that football began as an amateur sport (Asmelash). In 1876, the Intercollegiate Football Association began holding a championship game on Thanksgiving Day (Asmelash). It is said that it was this game that changed football from a sporting event to a social event (Asmelash). NFL (National Football League) teams began playing two games on Thanksgiving Day to increase the popularity of football (Asmelash). At the time, it was still an amateur sport, and few people were interested in professional football (Asmelash). So, the NFL took advantage of existing traditions to impress the league on the American consciousness (Asmelash). This strategy has been successful (Asmelash). Nowadays, it has become such a popular sport in the U.S. that eight of the top 10 most-watched TV broadcasts on Thanksgiving Day are NFL games (Asmelash).

Finally, the room is decorated and lots of food is consumed (Matt). When dinner time approaches, their family gathers in a cozy place (Matt). In many cases, dining rooms are lit with candles and decorated in seasonal colors (Matt).

Fig.3. Room decoration (Ellen A.)

Thus, it is found that Thanksgiving Day proved to be a very fulfilling day of spending time with family, participating in parades and watching games, with occasions to properly show gratitude and have fun. It also proved to be a jam-packed day of fun.

In addition to these events, there are sumptuous dishes to enjoy with family and friends. The main dishes are turkey, stuffing, mashed potatoes, and pumpkin pie (Matt). Cranberry sauce and gravy sauce are also available as sauces for cooking (Matt). Gravy sauce is made by adding onions and spices to the meat juices that are released when meat is grilled (Food Mania). It is a sauce with a strong flavor, so it goes great on steak or roast beef, or with turkey or mashed potatoes (Food Mania). Cranberry sauce is made by simmering cranberries with sugar, water, orange juice, and orange zest for just 15 minutes (Segal). Its sauce is bright and sweetly flavored (Segal). The cranberries from which the sauce is made are harvested from mid-September through the end of the year (Segal). By affixing water to the wetlands where they grow, they float to the surface and can be easily collected (Segal). It is not only used in sauces, but also to spruce up desserts and baked goods such as Nantucket Cranberry Pie, Cranberry Nut Bread, and Apple Cranberry Crumble (Segal).

Turkey is the mainstay of the Thanksgiving Day feast (Matt). It is a grand, time-consuming dish that takes two to three days to prepare (Adam). First, people take the necks and giblets from the turkey and place them in the refrigerator (Adam). They wipe off the moisture in the cavity and skin well with paper towels to get the juices out of the turkey's body (Adam). They put the turkey breast side up in the refrigerator for at least 24 hours and up to 48

hours (Adam). Next, they chop parsley, rosemary, thyme, and sage, mix with salt and pepper, and apply to turkey skin (Adam). Then, they place the reserved necks and giblets in a large saucepan with 1 onion, 2 carrots, 2 celery stalks, 2 garlic cloves, and peppercorns, add water and bring to a boil over high heat (Adam). When the large saucepan comes to a boil, reduce heat to low and simmer for 2 hours (Adam). When they are ready to roast the turkey, they preheat the pan in the oven to about 250 degrees (Adam). Meanwhile, they keep turkey at room temperature (Adam). Next, they fill the turkey cavity with lemon, garlic, parsley, rosemary, thyme, sage, and other vegetables such as onions, carrots, and celery (Adam). Then, they brush the turkey with oil and pour the wine into the pan (Adam). They place the pan in the oven and reduce the temperature to about 180 degrees (Adam). Finally, they roast the turkey until an instant-read thermometer inserted into the thickest part of the breast meat and the innermost part of the thigh meat indicates about 74 degrees (Adam). After hours of cooking in the turkey cavity, the result is moist, meaty, sweet-smelling (Matt).

Fig.4. Turkey (https://www.eatingwell.com/recipe/7921154/roast-turkey-with-white-wine-gravy/)

Stuffing is baked bread cut into cubes and mixed with various vegetables and other ingredients (Geikhman). It is sometimes used as a steaming stuffing to stuff the inside of a

turkey when it is baked, but it is also eaten as a side dish (Geikhman).

Fig.5. Stuffing (https://www.thepioneerwoman.com/food-cooking/recipes/a11893/

thanksgiving-dressing-recipe/)

Mashed potatoes are boiled and peeled potatoes that are mashed to make them soft and

creamy (Geikhman). Mashed potatoes with a little butter, milk, and garlic are very tasty

(Geikhman).

Fig.6. Mashed potatoes (https://www.onceuponachef.com/recipes/creamy-make-ahead-

mashed-potatoes.html)

Seasonal, sweet, and satisfying, homemade pumpkin pie is the quintessential

Thanksgiving Day dessert (Matt). Pumpkin pie is made with pumpkin and spices, which means

the arrival of fall (Geikhman). It is usually topped with whipped cream or ice cream (Matt).

Fig.7.   Pumpkin   pie   (https://www.mashed.com/1078595/ways-to-make-a-pumpkin-pie-for-thanksgiving/)

In addition, pecan pie is also served as dessert (Geikhman). It is made with pecans, one of the nuts, to which spices and maple syrup are added (Geikhman).

Fig.8.   Pecan   pie   (https://www.epicurious.com/recipes/food/views/old-fashioned-pecan-pie-356072)

Dishes that were not eaten will be eaten on the weekend, such as turkey sandwiches, burritos, and casseroles (Matt). Other dishes, such as couscous, pasta, and curry, may be served to represent their ethnic backgrounds in the U.S., which is rich in cultural diversity (Matt). Beer and wine are often served, and some create holiday-themed cocktails (Matt).

Thus, there are many events on Thanksgiving Day in the U.S. The Macy's Thanksgiving Parade is the largest and the famous of Thanksgiving Parade, with a huge balloon of a cartoon character floating in the sky (History). There are also country-wide events such as Presidential turkey pardon and football games, as well as events that can be enjoyed by people around you

on Thanksgiving Day. Then, inside the house, they have been busy for a couple of days preparing turkey for dinner and preparing food to enjoy with family and friends. They eat turkey for the main dish, side dishes such as stuffing and mashed potatoes, and desserts such as pumpkin pie and pecan pie. They enjoy themselves to their heart's content around the sumptuous food, which is full of care and love. In this way, they spend a pleasant day with family and friends along with various events and sumptuous food.

4. Chapter 3: The events affecting the U.S. after Thanksgiving Day

Thanksgiving Day is followed by Black Friday, Cyber Monday, Giving Tuesday, and various other events one after another. The chapter will describe how these have origins and how they affect people.

Black Friday is the Friday after Thanksgiving Day, one of the busiest shopping days of the year in the U.S. (Vaughan). The term "Black Friday" was first used not during the holiday shopping season after Thanksgiving Day, but during the financial crisis, specifically the crash of the U.S. gold market on September 24th, 1869 (Pruitt). Two notorious and ruthless Wall Street financiers, Jay Gould and James Fisk, worked together to buy up as much of the country's gold as they could, inflate the price, and then tried to sell it for a surprising profit (Pruitt). Their actions caused the stock market to crash, bankrupting everyone from Wall Street barons to the farmers (Pruitt).

A little more than 60 years later, on October 29, 1929, a stock market crash marked the beginning of the Great Depression (Pruitt). In the 1950s, factory managers began calling the Friday after Thanksgiving Day Black Friday (Pruitt). Because many workers worked too hard, got sick, called in sick, and the holiday weekend was extended (Pruitt). Around the same time, police in the city of Philadelphia called the day after Thanksgiving Day Black Friday to describe the chaos of hordes of suburban shoppers and tourists flooding the city in advance of the annual Army-Navy football game, which fires on the Saturday after Thanksgiving Day (Vaughan). The police officers there not only could not take the day off but had to deal with additional congestion and traffic jams (Pruitt). At the same time, shoplifters were taking

advantage of the chaos in the stores to take away merchandise, making it impossible to control the high crime (Pruitt). By 1961, the term "Black Friday" was being used in Philadelphia, and merchants and boosters in the city tried unsuccessfully to change it to "Big Friday" to remove the negative connotation (Pruitt).

In the late 1980s, retailers attempted to reinvent Black Friday and turn it into something positive (Pruitt). As a result, the "red to black" concept of the holiday was born, as was the notion that the day after Thanksgiving Day is an opportunity for American stores to finally turn a profit (Pruitt). Since then, the one-day big sale has changed into a four-day event, spawning other "retail holidays" such as Small Business Saturday and Sunday and Cyber Monday (Pruitt).

From the chapter, you can see that Black Friday began as a dark event, but it gave rise to new ideas about how people can live better by turning negative emotions into positive ones. As a result, it has become a holiday that improves people's lives and the economy of companies and makes whole society happy.

As Black Friday passes and the weekend winds down, Cyber Monday is upon us. It is a day when retailers offer special promotions, discounts, and sales for their online customers (Probasco). The term "Cyber Monday" was coined in 2005 when the National Retail Federation realized that people could continue their holiday shopping online while at work on the Monday after Thanksgiving Day (Gisonna). One difference between Black Friday and Cyber Monday is whether it evokes the image of a sale in brick-and-mortar stores or an online discount or sale (Probasco).

For decades, Black Friday has been a landmark sales event, attracting many consumers to stores (Gisonna). As the result, long lines and crowded stores can increase tensions among shoppers (Gisonna). In 2008, a Wal-Mart employee was trampled to death in a tragic incident when nearly 2,000 shoppers flooded the store when it opened early on Black Friday (Gisonna). Cyber Monday is perfect for people who want to avoid such tragic accidents or who do not want to spend time with their families standing in long lines (Probasco). Then, since many people begin working after the Thanksgiving holidays, Cyber Monday allows them to access

holiday sales online without having to go to the store (Gisonna). In addition, online shopping has grown in popularity in recent years during the covid-19 pandemic (Gisonna). Although Cyber Monday originated in the U.S., it has been adopted internationally as a way to increase purchases and has become increasingly popular in Canada, the UK, Japan, and other countries, even though they do not celebrate Thanksgiving Day (Gisonna).

In this way, Cyber Monday in the U.S. has become a day when people can get great deals on products online even after work begins. In addition, since customers can buy products without having to go to the store, it eliminates accidents caused by crowding and the hassle of waiting in long lines. It was also the trigger for online shopping in many countries for the purpose of increasing purchases.

After lots of shopping such as Black Friday and Cyber Monday, there is an event called Giving Tuesday. It refers to the Tuesday after Thanksgiving Day, so it would be the last Tuesday in November or the first Tuesday in December (Kindful). It is a day of worldwide efforts to encourage people and organizations to donate time and money to charitable causes (Kurt). It is intended to promote altruism and generosity for the amount spent on retail shopping events such as Black Friday and Cyber Monday, as it is a day of activities focused on donating and caring for those in need (Kurt).

This activity began in 2012 as a joint project between the 92nd Street Y in New York City and the United Nations Foundation (Kurt). Leaders of the 92nd Street Y in New York City called for a variety of charitable causes, from organizing local food drives to donating to help end global hunger. Asha Curran, then Chief Innovation Officer of the 92nd Street Y, and Henry Timms, then Executive Director, traveled the country promoting these activities and were able to secure significant support from the United Nations Foundation (Kurt). Since then, these activities have garnered a lot of support and have attracted billions of dollars in donations to nonprofit organizations around the world (Kurt). Giving Tuesday will spin off from the 92nd Street Y in 2019 and become an independent organization called Giving Tuesday, with Asha Curran serving as CEO (Piper). According to the Giving Tuesday website, the goal of Giving

Tuesday is "to create a more just and generous world, one where generosity is at the heart of the society we build together, unlocking dignity, opportunity, and equity around the globe (Kurt)." They provide a variety of resources, including organizing and communication tools, to assist nonprofits participating in the event (Kurt). They can capitalize the awareness generated by their events in a variety of ways, including organizing volunteer-led events, developing fundraising campaigns, and inviting guest speakers (Kurt). They also encourage businesses and nonprofits to amplify their message of giving back by using the hashtag #Giving Tuesday on social media (Kurt). Eleven years later, the momentum is stronger than ever. In recent years, in response to the covid-19 pandemic, they created #Giving Tuesday Now, an event on May 5, 2020, to promote donations, civic engagement, and volunteerism to combat the health crisis (Kurt). This one-time event raised more than $503 million in online donations and created a social media presence in more than 145 countries around the world (Kurt).

In this way, Giving Tuesday is globally as a day for altruism, generosity, gratitude, and a focus on giving after the consumerist days of Black Friday and Cyber Monday (Piper). This activity is done through various communication tools such as #Giving Tuesday and fundraising campaigns (Kurt). Asha Curran and others at Giving Tuesday work to make it a day for people to talk and think about giving (Piper). It is estimated that it does not take millions of dollars to save one life, but only a few thousand dollars to save one life or do an equivalent amount of good (Piper). Therefore, just because Giving Tuesday donations are a small percentage of total charitable giving does not mean that they are unimportant (Piper). So, news stories like Giving Tuesday that feature donation topics provide a great opportunity to start a conversation about people's ability to do good in the world (Piper).

5. Conclusion

There are 197 countries on earth. If there are many countries, each country has its own various holidays. In the U.S., there are various holidays, just as in Japan. This paper chose Thanksgiving Day, a national holiday in the U.S.

Chapter 1 explained the history of Thanksgiving Day. There was a wonderful history of rescuing the Pilgrims from a difficult situation, thanking the Native Americans, supporting each other, and celebrating together. As the years passed, however, the desire to expand the colony exacerbated relations between the Pilgrims and Native Americans, leading to disastrous battles in which they killed each other. Then, after the American Revolution, the Civil War, and the Great Depression, Thanksgiving Day was officially celebrated on the fourth Thursday of November each year. The history of Thanksgiving Day conveys lessons of gratitude and the importance of mutual support.

Chapter 2 told how Thanksgiving Day is celebrated. The Macy's Thanksgiving Parade is the largest and the famous of Thanksgiving Parade, with a huge balloon of a cartoon character floating in the sky. There are also country-wide events such as Presidential turkey pardon and football games. Then, inside the house, they have been busy for a couple of days preparing turkey for dinner and preparing food to enjoy with family and friends. They eat turkey for the main dish, side dishes such as stuffing and mashed potatoes, and desserts such as pumpkin pie and pecan pie.

Chapter 3 explained the events affecting the U.S. after Thanksgiving Day. Thanksgiving Day is followed by Black Friday, Cyber Monday, Giving Tuesday, and various other events one after another. Black Friday began as a dark event, but it gave rise to new ideas about how people can live better by turning negative emotions into positive ones. As a result, it has become a holiday that improves people's lives and the economy of companies and makes whole society happy. Cyber Monday in the U.S. has become a day when people can get great deals on products online even after work begins. It was also the trigger for online shopping in many countries for the purpose of increasing purchases. Giving Tuesday is globally as a day for altruism, generosity, gratitude, and a focus on giving after the consumerist days of Black Friday and Cyber Monday. This activity is done through various communication tools such as #Giving Tuesday and fundraising campaigns.

Since food is essential for people to survive, we should use holidays meaningfully as a time to appreciate food and spend time with precious people. Gratitude can be expressed either by consuming it or by using it to help those in need, and that there are a variety of ways to express it. Giving my happiness to others is very nice and people will continue to pass it on.

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2023 HIROSAKI GAKUIN UNIVERSITY ENGLISH SPEECH CONTEST

Important things for understanding culture differences

Yua Mikami, Freshman

Hello everyone. Today, I'd like to talk about why is understanding difference culture important for our future.

How much do you know about foreign country cultures? There are a lot of cultures in the world. In the future, it is expected to be more international than it is now. Foreign exchanges became more active, we are expected to understand different cultures. The benefits of it are increase knowledges about foreign countries and we can see things from different angles. Some things that are commonplace in Japan and considered rude in other countries. Of course, the same can be said of Japan.

First, it is important to show interest in and respect for foreign cultures. Show a positive attitude to understand different cultures. Exposure to a variety of cultures and different ways of thinking. Moreover, I suggest that you participate in events in the area and experience many of them.

When I was a high school student, I talked about this theme with my ALT. "It is better to go there to see a foreign World Heritage Site or not?" Opinions were divided between me and my ALT. I thought that it is not necessary to visit there to see it because recently we can watch it on YouTube and so on. It costs money and time to go there. However, she thought me that we can learn about not only it but also culture.

Also, how much do you know about Japan? I have been living in Japan for 19 years, but I don't know much about Japan. Learning other cultures means learning Japanese culture. I am not confident that I can give an immediate answer when I asked about it by foreigners. So, we need know about Japanese culture so that we can explain it.

therefore, we should respect foreign culture to understand different cultures. Just knowing about a different culture does not mean that you understand it. Also, we need learn about Japanese culture too. Moreover, you should participate in many events that can only be experienced in that area when you go abroad! You will have a better understanding of

different culture.

Why is it important to understanding cultural differences?

Mana Miura, Freshman

I think there are two reasons. The first reason is to know foreigners.   Second,   to know yourself.

Most people don't like what they don't know. Therefore, to build a good relationship with foreigners, it is necessary to understand people living in different cultures. For example, Japanese people makes noise when they eat noodles. I think it sounds delicious, but some foreigners don't like it because they feel it's a bad manner. As a result, foreign tourists avoid Japanese restaurants, and Japanese people hesitate to eat with them.

However, what if we know each other's habits?

There are various theories as to why Japanese people slurp noodles, but all of them are to bring out the unique charm of Japanese food. If foreigners knew this, they might accept it as a Japanese culture rather than a violation of manners. Also, if Japanese people knew foreign manner, they won't be surprised if foreigners don't like eating noodles. Even if you don't get used to it first, disgust should gradually decrease.

As in this example, when trying to understand another culture, it becomes necessary to pay attention to the culture of one's own country. We are not usually very conscious of our own culture, so knowing other cultures leads to knowing your own culture.

Some people may say that they don't need to know foreign cultures because they don't plan to go abroad. However, knowing other cultures is also useful when working in your hometown.

I applied for the [Hirosaki Guide school] the other day. This is a program for those who want to work as a guide in Hirosaki. In the future, I would like to convey the charm of

Hirosaki to foreign tourists. When working as a guide, I think I can make use of both my knowledge of other cultures and my own.

Why don't you study different culture for your own future?

Why is it important to understanding cultural differences?

Yasumasa Ito, Freshman

I think, it is important understanding cultural differences. Because it is necessary to have a wide perspective.

Japan is an advanced country. But in the world, there are 196 countries. Japan can't always have perfect answers. However, If we understand cultural differences, we take in the others. For example, there are entertainment, thought technology. These are ideas. Each country has its own good points. In most cases, foreign people have better ideas than Japanese. We take in the others, and we have a wide perspective.

However that's not enough to take in. That is no originality and fall behind. We should arrange. To arrange, we show them one's individuality and good point of Japan. Next time, others country take in good ideas of Japanese. We develop through mutual-aid.

Understanding cultural differences also means understanding Japanese cultures at the same time. I said " Each country has its own good points ". Japan is no exception. By understanding cultural differences, we can see Japan not subjectively, but also objectively.

In terms of Japanese literature, Japan is characterized by its detailed and sophisticated expression of the scenery of the four seasons and the complex feelings too. In Japanese, The word " 切ない" is often used. However, it cannot be translated as it is in foreign languages. This heart-wrenching feeling is similar to sad, painful, and hurt but each is slightly different. This is reflected in the Japanese preference for honest. And we like how to say it in a roundabout.

This is not a new thing in literature, but also in communication and creative work. Finally, in recent years, it has been indicated Japanese avoid expressing their opinions.

There are such good things and bad things. It is important to realize this in order to improve

Japan. This is possible through understanding cultural differences. To know others is to know

oneself.

<p style="text-align:center">2023 卒業生卒業論文概要</p>

Azusa Akahira **Differences between American English and British English**

There are many different kinds of English in the world. This thesis analyzes the differences between American English and British English, which are the most familiar English languages to Japanese.

Chapter 1 introduces the history of the English language. What kind of language was English and what changes has it gone through until today? It will be introduced in connection with the historical background. Chapter 2 describes the differences in pronunciation. It introduces the three major differences between American and British English: the pronunciation of "r", the pronunciation of "t", and the pronunciation of vowels. Specifically, the presence or absence of the pronunciation of "r", the way of pronunciation of "t", and the detailed differences of vowels will be introduced with examples. Chapter 3 describes the word differences between the two English languages. To be specific, it is divided into three categories: spelling is different, form is the same, but meaning is different, and form is different, but meaning is the same. In addition, the differences in slang and how to write dates are also introduced   as a visual difference. This chapter also introduces the topic with some example words.

In this thesis, the historical background, aural and visual differences, and differences in usage of English language, especially in American and British English, are described. There are many differences, even in small details. Through this thesis, you can understand a little more about the differences between the two English languages, which are often confused in Japan, and use them correctly.

Shinji Abe   **Commentary on English-Speaking Films:**

<p style="text-align:center">Considerations in the Movie Billy Elliot</p>

This paper will focus on the movie *Billy Elliot*. It is to explore cultural and social themes through its story and characters. It will also examine England at the time by focusing on the messages and meanings the movie raises. Chapter 1 depicts social elements in England. The story depicts a coal mine strike. It incorporates the events that led to the closure of many coal mines due to Thatcher's policies. The movie depicts violent clashes and picketing between miners and police. Chapter 2 discusses gender. In this section, we consider what roles men and women play in the movie. Then write about the relationship between the movie protagonist's friend and the movie director, as well as gender in the film. Chapter 3, I will discuss class society and the British region. At the beginning I will write about the social roles of the three classes. Through the class system, I will explain the differences in British English. Later I will write about language and society in England and introduce the class of

the main character in the movie and the Irish region. Through this paper, you will gain a better understanding of the relationship between society and language in England in 1984-1985.

Miwa Ishikawa   **Rehabilitation Systems in the U.K. and Japan**

Mental disorders are always suspected in delinquent offenders and a psychiatric evaluation is conducted. This study also compares how developmental disabilities are viewed and rehabilitation systems in Japan and the U.K., which are different from Japan in terms of national differences. This study will also compare the perception of developmental disabilities and rehabilitation in Japan and the U.K., which have different national characteristics, and consider what kind of system is needed in Japan.

In Chapter 1, the definitions of developmental disabilities and intellectual disabilities, and the status of juvenile crime in Japan and the UK are described. In the UK, there is no law or system using the term developmental disability. In Japan, the law assumes that a person has a disability, and the target population is very narrowly limited. The second paragraph describes the characteristics and psychology of juvenile delinquents. There is some causal relationship, though not direct, between crime and developmental disabilities. The third paragraph describes the rehabilitation system and national character in juvenile crime. Comparing rehabilitation systems, in the UK, there is a concept of "parental intervention in rehabilitation," while in Japan, it is more about "correcting the wrongdoings of the delinquent" rather than parental intervention.

Through this thesis, we can review Japan's rehabilitation system, recognize the suffering children are going through before they commit crimes, and prevent them from committing crimes.

Haruka Odagiri   **Food culture in Japan and America**

How Japan and America's health issues began, and how they are being deal with, was explained in detail. This thesis was written in light of the fact that in recent years, there has been a tendency to be more conscious of food. This is because more and more people have various ideas such as health awareness, beauty, diet, and reducing the risk of illness.

Chapter 1 first it described the beginning of fast food in America, from the earliest creation of the hamburger to the more well-known establishment of McDonalds. Second, it explained the various health issues that have arisen as fast food as become more popular. Finally, it explained policies to be implemented in America to address health issues. Chapter 2 provided an overview of Japanese food culture. First it described history of Japanese food. Second, it explained the changes in modern diets. Finally, it explained polices to be

implemented in Japan to address health issues. Chapter 3 has summarized some differences between food culture in the US and Japan. It started by explaining the major difference in staple food, and then explained the differences in health between American and Japanese school lunches. Finally, the chapter explained how eating habits are connected to lifelong health. "Eating" is indispensable for human beings to live. However, food is deeply connected to health. It is necessary to eat what you like and enjoy food, but also pay attention to your health, acquire a well-balanced diet and moderate exercise habits, and avoid leading an unhealthy lifestyle.

Riko Odagiri   **The four Harry Potter dormitories and their Characteristics**

This thesis will focus on the four dormitories in the Harry Potter series and will explore in detail the characteristics of the characters produced from each dormitory. Through this thesis, we aim to gain an in-depth understanding of the characteristics of dormitory life in England and the characteristics of the four dormitories and the characters that emerge from them, and to gain insight into the characters and themes in the Harry Potter series. In addition, the influence and significance of the dormitory system on the story will be discussed and the overall appeal of the work will be explored.

Chapter 1 compares dormitory life for British students with dormitory life in the Harry Potter world. Chapter 2 describes the history and characteristics of the four Harry Potter dormitories. Chapter 3 describes the characteristics of the main characters produced by the four dormitories.

Throughout each of the chapters, we found that there are significant differences between the dormitory life of British students and that of Harry Potter. We also analyzed the personalities and other characteristics of each person produced by each of the four dormitories, and found that they produced the right person for that dormitory. We also found that the eye in the magic hat that determines dormitory sorting is not wrong.

Shuntaro Ono   **War Economy and Mass Consumption in *The Great Gatsby***

The U.S. in 1920's is called Roaring Twenties. Things got cheaper and more practical, and more people consumed lots of stuffs. In *The Great Gatsby*, there are many depictions of mass-consumption in 1920's. There is the same result both in the U.S. economy which prospered by producing and consuming and in Gatsby's life in the novel. The U.S. economy collapsed by the Great Depression, and the ambition of Gatsby to get Daisy, used to be his lover, back ceased.

In Chapter I, the abstract of Roaring Twenties and how U.S. prospered in economy in the decade which is the model of *The Great Gatsby* are shown.

In Chapter II, the depictions of Gatsby's parties are shown. This indicates that he did not hold the parties just for fun. The parties are just one step of his ambition. He tried to get and maintain status or respect as upper class throughout the consumption in huge parties.

In Chapter III, the cars in *The Great Gatsby* are shown. Cars are also the foundation of status or respect for Gatsby. The color of them shows the changes of character's emotion. The symbols of the colors imply the emotions which are not cleared in the novel.

In Chapter IV, the relation between "green light" and mass-consumption. The symbol of green leads the result of U.S. economy in 1920's and Gatsby's ambition and goal. His life indicates the culture in Roaring Twenties and implies the society toward the Great Depression.

Manaka Ono   **Japanese and Intercultural Communication**

In recent years, Japan's economic development has triggered an influx and expansion into foreign countries. As a result, the number of people with various cultural backgrounds will increase in Japan, and situations that require international communication will become more common in daily life. Even within Japan, there is a growing need for internationalization and international education and learning.

This paper analyzes cross-cultural and intercultural communication in the Japanese context. Chapter 1 analyzes the respective modes of communication in the historical context of both Japan and the United States. In Chapter 2, Japanese communication is explained from a cultural perspective. Based on previous studies, the characteristics and differences of each form of communication will be analyzed. In Chapter 3, the environment of Japanese society surrounding communication will be explained. At the end of this paper, it will summarize the above and describe the characteristics of Japanese communication culture.

Based on the above, this paper analyzed cross-cultural and intercultural communication in the Japanese context. In order to facilitate dialogue in intercultural communication, it is important for Japanese people to open up their closed-mindedness and approach the other person in an attempt to understand him or her.

Momoka Ono   **Why Is It Difficult for Japanese Learners of English to Acquire the Present Perfect?**

The present perfect is one of the most difficult grammatical items for Japanese learners of English to master. This thesis clarified why Japanese learners of English have a difficulty in learning the present perfect, and to propose an effective teaching method for it.

Chapter 2 illustrates two teaching methods used in secondary education that hinder mastery of the present perfect. One of them is to connect a target grammar with Japanese translation. The other is to have students pay attention to the co-occurrence relationship

between the present perfect and certain time adverbials. The common problem with these methods is that they do not help students to understand the essential meaning and linguistic function of the present perfect. Chapter 3 illustrates the essential meaning and linguistic functions of the present perfect that facilitates acquisition of it. The essential meaning of the present perfect is defined as "combination of a result state of an event in the past (represented by the past participle) and continuation of (the relevance of) the state until the present (represented by the auxiliary verb "have")." And then the linguistic function of the present perfect is defined as "to express a present situation affected by a state described by a past participle." Chapter 4 proposes the use of focus-on-form and core-meaning-based instruction that help students understand the essential meaning and linguistic function of the present perfect.

Through this thesis, I conclude that teachers can promote mastery of the present perfect by teaching the essential meaning and language function of the present perfect.

Rina Kakizaki   **"Gone with the Wind" and Feminism**

This section examines how feminism was portrayed in the work Gone with the Wind. In chapter1, I summarized the history of feminism, examining how it has shifted from the 1600s to the present. In particular, I summarized in detail the period before and after the Civil War in this work. In Chapter 2, I summarized the overview of the work. I gave a synopsis of the work and the historical background of the period. In Chapter 3, I discussed the relationship between the work and feminism. It was found that the values of the time regarding marriage, appearance, and work were well expressed. Through this it, gained a good understanding of the feminist views of the time. In particular, the views on marriage and work are still relevant today.

Ryusei Kitayama   **The Differences between British and American English**

This thesis analyzed the differences between American English and British English. There are many different types of English in the world, but British English and American English are often compared. Therefore, this paper began by explaining the origins of the English language and then explained how the English language has changed over time. It also explained how different types of English came to be used in Japan, and the current state of English education in Japan. By doing so, clearer picture of how and why English is taught in Japan was presented. This provided a solid understanding of the origins and changes of the English language.

Yuriko Kudo   **Racism in *Gone with the Wind***

Gone with the Wind is the story of Scarlett O'Hara. She lives her life from the eve of the Civil War through the wartime and postwar years.

It has been called a racist novel and Margaret Mitchell has been called a racist by protection of human rights group. Just because this novel is racist, does not mean that the author is as well. In this thesis, the contradiction will be discussed between this novel and the author.

In this thesis, in Chapter 1, the criticisms of this novel will be analyzed. In Chapter 2, Scarlett O'Hara's ideas and attitudes about African Americans will be examined. In Chapter 3, Margaret Mitchell's attitudes toward African Americans in this novel will be examined. In Chapter 4, the author's honest opinions about the Southern system and life in this novel will be examined.

In conclusion, but according to the letters, she is not a racist. We must separate between Scarlett O'Hara and Margaret Mitchell.

Tofy Yuan   **An Analysis of Representations of American Culture in Hollywood Films from Late 1980s to about 2010**

Every adult has seen a Hollywood movie at least once, and foreigners who have never been to the U.S. almost always learn about the U.S. and American culture through Hollywood movies. Therefore, we decided to study American culture more objectively through the study of Hollywood movies.

So far, many researchers have presented the positive aspects of American culture in Hollywood films through their studies of Hollywood films. However, since there are two sides to everything, this paper will analyze the positive aspects of Hollywood films and will also discuss the negative aspects of Hollywood films.

By reading and studying the results of previous researchers, the author has roughly summarized the American dream in Hollywood movies into three aspects: the dream of Freedom, the dream of Happiness, and the dream of Heroism. As the Chinese proverb says, " Things will develop in the opposite direction when they become extreme. Going too far is as bad as not going far enough". Then the dream of Freedom will turn into Individualism, the dream of Happiness will turn into consumer Hedonism, and the dream of Heroism will turn into Hegemonism.

Konoka Sato   **English education in Japan – What should be done in English education for Japanese to be able to speak English?**

This thesis considers what should be done in English education for Japanese to be able to speak English.

Chapter 1 describes the characteristics of English spoken by Japanese. There are two characteristics. The first is that they translate from Japanese to English based on Japanese sentences. The second is that they focus on sentence forms strongly. Chapter 2 describes the characteristics of English spoken by native speakers. There are three characteristics. That is, (1) that the order in which they speak is different from the order in which the Japanese speak, (2) that there is peculiar expression that is difficult for Japanese people to understand, and (3) that they do not recognize words by their meanings, but by the images of the words. Chapter 3 describes effective teaching methods for improving Japanese speakers' speaking skills. The first solution is to have students recognize words by imagining what they represent. It's a good way to show students a word with pictures or images that represent the word or by paragraphs or sentences in which the words they want to learn are used. The second solution is to have students do activities that they have to use English actively. Particularly, Task-Based Language Teaching is a good idea.

In this way, teachers should focus on areas where Japanese are weak and teach them to strengthen those areas. There are many possibilities for Japanese people to be able to speak English. By increasing their opportunities to connect with foreign countries, they will be able to realize new possibilities that were previously unthinkable.

Yuna Sariishi   **A Study of Haruki Murakami's Translation of "*The Catcher in the Rye*"-Comparison with Takashi Nozaki's Translation**

Some scholars believe that Haruki Murakami has a different type of translation style compared to other translators when he translates American literary works. For example, he uses too many *katakana* characters instead of Chinese characters. My opinion has opposite side to that scholar's opinion. This study deals with J.D.Salinger's *Catcher in the Rye*, comparing two translations, Haruki Murakami's translation and Takashi Nozaki's translation.

From Chapter 1. through 3. of this thesis, the tendency and intent of Murakami's vocabulary selection in the translated works, comparing it with Nozaki's translation, focusing on *katakana* words will be explained. The comparison is based on a list of words that Murakami uses *katakana* and Nozaki uses *hiragana*. And while the differences between the two translations are obvious, there are multiple interpretations that can be drawn from them.

In part 1. words unfamiliar to the Japanese people to preserve the tone of the original text are listed. In part 2. Murakami's purpose of showing symbols between words in compound words and why he is concerned with their form. In part 3. the reasons for using the words as they are pronounced in the English original is treated.

In the conclusion, it is summarized that his extensive use of *katakana* words is a proof that he is translating for readers of all nationalities, not just Japanese. The meaning behind this

is to maintain rhythm while remaining ambiguous, in order to provide readability and multiple interpretations for the multiple readers reading the work.

Asahi Shibata   **Racism from the perspective of football**

"You're a monkey." This is the words thrown at a 22-years-old footballer, Vinicius Junior of real Madrid, who was racially abused by Mallorca supporters during the 20th La Liga match between Mallorca and real Madrid on February 5, 2023. He is a Real Madrid forward player and black player of Brazilian origin. This is not only one case of Racism, but there have also been numerous instances of racism and against blacks and Asians in the sport of football. While watching European football leagues, I saw the players kneeing on one knee on the ground before football matches and have learned that this action is an anti-racist behavior. I also came to be interested in other racism cases that mostly become problematic issues during games and on the players' social networking sites. At the same time, I have chosen this theme because I would like to think about what causes racism in the first place, about the relationship between racism and sports, and how to improve the situation in order to eliminate racism.

In Chapter 1, we will first confirm what racism is and examine the causes of racism. In the second half of the chapter, in particular, I will discuss racism and the day-to-day lives of those involved in racism. In Chapter 2, the history and current situation of racism in football will be discussed. In the second half of the chapter, provide actual examples to better understand discrimination. In the Chapter 3, with which this comes to a conclusion, I will describe organization that are fighting against racism on a daily basis how to improve the situation in order to eliminate racism and specific examples of racism in these leagues will be presented.

Nami Shundo   **Aomori Prefecture vs. State of Maine: Regarding the outflow of young people from Aomori Prefecture**

I want many people to know about Aomori Prefecture for its development. When considering Aomori Prefecture's attractiveness and population issues, I chose the American state of Maine as a comparison target. The reason for choosing it is that the natural environment is similar to Hirosaki City, Aomori Prefecture, and the state of Maine has a friendly relationship with Aomori Prefecture. While making comparisons, students will think of solutions to the problems faced by Aomori Prefecture.

Chapter 1 explained the history of the relationship between Aomori Prefecture and the state of Maine. The relationship between the two began in 1994 and continues to this day. Next, Aomori Prefecture's appeal is its natural beauty and its variety of agricultural products, including apples. Finally, Aomori Prefecture's population continues to decline. In particular,

the exodus of young people from the prefecture is becoming more and more serious. Chapter 2 explained the natural and cultural characteristics of Maine. Maine has a thriving forestry, fishing, agriculture, and tourism industry that takes advantage of its natural environment. However, Maine has a large population over the age of 65, and there is a serious labor shortage. Therefore, they focused on the fact that there are many immigrants. We are working to promote economic growth by welcoming diverse people from Japan and abroad as workers. Chapter 3 compares Aomori Prefecture and Maine from all aspects. Maine's total population is increasing due to immigration. However, Aomori Prefecture's population is decreasing and young people are moving out of the prefecture.

Salaries are high in the Kanto region, and there are a variety of job types. Young people should express their opinions to Aomori Prefecture regarding the problem of youth migration. By doing so, we believe we can create an environment in which young people want to live.

Momoe Seito   **Painters in Conflict An Examination of the Struggles of the Spanish Court Painter**

Diego Velázquez through his Paintings In this paper, I analyzed Velázquez's works with reference to Diego Velázquez (1599-1660), a Spanish court painter of the Baroque period, and "Campaspe," based on the hypothesis that the conflict between his position as a court painter and his private thoughts may have influenced his works. Through these works, we also studied the impression of the court painter of the time, his connection with the high nobility, and the reasons for his influence on later artists and musicians.

Chapter 1 examines the relationship between Diego Velazquez, who was active as a Spanish court painter, and Princess Margarita, who was his model. In Chapter 2, the English literature of the comedy "Campaspe" (1584) by John Lilly (1554-1606) and the portrait of Princess Margarita by Diego Velázquez, a Spanish court painter of the Baroque period, gave us an idea of the relationship between court painters of the time. John Lillie (1553 - 1606) was an English playwright during the reign of Elizabeth I. He wrote plays mainly for court entertainment, and is thought to have greatly influenced the later comedies of Shakespeare (1582-1616).

Chapter3: Velázquez's masterpiece, the painting Las Meninas, influenced many artists and musicians. He considered why he was an influence.

I think that Velázquez was conflicted about how to depict the realism of the princess in his position as a court painter in close proximity, and how to depict the truth in a mirror. Velázquez's paintings are unique in that they do not conform to the rules of the time, and his

paintings may have influenced Dali and Picasso Ravel, who later became famous for their paintings.

Yuri Serikawa   **Discrimination against Jews in Europe -Through Anne Frank's Diary-**

There is a long history of discrimination against Jews in Europe, and I will focus on the most tragic of these, the discrimination during the World War II. Through the work Anne's Diary left behind by Anne Frank, who lived during that time, explore how Anne Frank and the Jewish lived and died.

Chapter 1 the History of Jewish Persecution. The persecution against Jews began in 1096 in earnest. The Jews were wealthy because they were moneylenders, and this aroused the resentment of the poor Christians. Chapter 2 about Jews life during World War II. Hitler came into power, the Holocaust began, the most tragic event in the persecution of Jews. He spread antisemitism even to the people and expanded it. And he committed the genocide of the Jews. Therefore, they had to live in hiding. Chapter 3 life in a concentration camps. Those deemed unable to work were immediately sent to the gas chambers and they were killed. On the other hand, those who were deemed able to work were used as manpower until they died.

Jews were persecuted and not treated as human beings for a long time. The fact that they had to live in hiding, or were used as manpower until they died, indicates that they were not seen as human beings, but as tools. Also, we must consider the issue of Jewish persecution as if it were our own and strive to prevent the same thing from happening again.

Mahiro Soma   **Thanksgiving Day in the U.S.**

This paper describes the origin, history, and food of Thanksgiving Day, which was created by food, as well as the things that make it a grand celebration.

Chapter 1 describes history of Thanksgiving Day. The holiday has a wonderful history of rescuing Pilgrims from difficult situations and helping and celebrating with Native Americans. As the years passed, however, the Pilgrims' desire to expand their colony worsened relations with the Native American, leading to disastrous battles. Then, after the American Revolution, the Civil War, and the Great Depression, the holiday was officially celebrated on the fourth Thursday of November each year. Chapter 2 describes how Thanksgiving Day is celebrated. There are also events that the entire country can get involved in, such as the Thanksgiving Parade, presidential turkey pardon, and football games. They also eat a special meal with family and friends, with Turkey as the main dish. Chapter 3 describes events that affect the U.S. after Thanksgiving Day. This chapter describes Black Friday, Cyber Monday, and Giving Tuesday. Black Friday and Cyber Monday are days of consumerism, while Giving Tuesday is focused on altruism, generosity gratitude, and giving.

Through this thesis, since food is essential for people to survive, we should use holidays meaningfully as a time to appreciate food and spend time with precious people. Gratitude can be expressed either by consuming or by using to help those in need, and that there are a variety of ways to express it. Giving my happiness to others is very nice and people will continue to pass it on.

Shin Tateda   **Witches in *The Scarlet Letter***

In this paper, witches in Nathaniel Hawthorne's *The Scarlet Letter* will be discussed. The paper focused on the main character, Hester, who is described as a witch. And, her behaviors and the characteristics of witches will be discussed in this paper. In chapter I, witches will be treated. The definition of witches will be discussed in this chapter and the characteristics of witches will be described. Also, in this chapter, two types witches will be discussed. They are a healer and a curser. Hester as "a healer" will be discussed.

In chapter II, Hawthorne's representational techniques in his novels will be treated. He has ideas or thoughts of Christian, and these are well expressed in his novels. Also, his ancestor —John Hawthorne—was deeply involved in the witch trial judge and Nathaniel attitude of witch hunting will be discussed.

In chapter III, a witch and Hester in *The Scarlet Letter* will be treated. Hester is described as witch in *The Scarlet Letter.* Also, whether Hester is heretic like the witches will be discussed. Based on the characteristics of Hawthorne's expressions and witches described in chapter 1 and 2, in this chapter, Hester as "a healer" will be discussed. The reason why, she used her embroidery skills which she showed on the execution stand, as a job in the city and played a social role, and that some people respected her and said that the "A" was "Able". It is argued Hester is "a healer".

Minami Tsushima   **Comparison of American and Japanese Education**

This thesis explained the history of compulsory education in the United States and Japan and compared them. "Compulsory education" is a system that systematically guarantees that everyone can receive and learn equally the basic part of public education, which each citizen should acquire in common.

Chapter 1 explains the history of compulsory education in America. Compulsory education in the United State has been established over many years, starting with the colonial era. It explained that the characteristics include a 12-year compulsory education period, "acceleration" and "primary detention". While the learning part, the children and teachers have parties together, dress up in costumes, and have parades. From here, it can see that the focus is on human growth. Chapter 2 explains the history of compulsory education in Japan

and the learning in each curriculum. Education began in Japan during the Meiji period and was established relatively early. Some of the characteristics were that compulsory education was nine years long and did not include high school, that tests were held regularly, and that everyone was responsible for school lunches and cleaning. In terms of learning, students take classes in subjects determined by the School Education Act, and during long breaks, they are given problem booklets, calligraphy, crafts, and other assignments. From here, it can see that the focus is on the intellectual part. Chapter 3 compares various aspects of America and Japan.

From these, you can see that there are many differences between the United States and Japan, even when it comes to the word "compulsory education."

Haruto Tsubota **Western and Japanese Heavy Metal**

There was music since we were born, and we have been listening to music. Even though metal, there are many kinds of metal, and there are cases that it is different by country. So, I am this thesis is interested in whether there are differences between American and Japanese metal rock, because western and Japanese heavy metal are familiar things. This thesis explains difference between Japanese and America heavy metal, because sounds, fashion, style of play and performance are different.

Chapter 1 describes about western heavy metal. Ther are explanation of rock, process of development from rock to heavy metal in western and feature of western heavy metal. Chapter 2 describes Japanese heavy metal. There are Japanese heavy metal history and features. Chapter 3 describes differences between western and Japanese heavy metal based on chapter 1 and 2.

Through this thesis, it can be understood about history and features of rock, heavy metal and these sub-genres in western, and Japanese heavy metal. Also difference of heavy metal between western and Japan.

Koki Terasawa **Corpus-based synonym analysis of the adjectives "fast, quick, and rapid"**

The purpose of this paper is to demonstrate the utility of corpus studies in the semantic analysis of words by using a corpus to analyze the meaning of fast, quick, and rapid. In Chapter 1, as an introduction to this thesis, I explain the difficulty of learning synonyms in learning English and introduce previous corpus-based studies. In Chapter 2, I explain the numerical indices and research methods used in this study. It also describes the corpus and tools used in the study. In Chapter 3, a semantic analysis of the data is presented. The co-occurrence of the adjectives under study and the nouns they modify or are modified by was

examined to analyze the usage range and trend of the words. As part of the results, trends were found such as fast expressing speed, quick expressing quickness or shortness of action, and rapid expressing continuous speed. In Chapter 4, I compare and analyze the examples with common nouns extracted from the corpus. No significant differences were found among adjectives with the same noun as a modifier. However, I was able to conduct a more specific semantic analysis than in Chapter 3. In Chapter 5, I explain the conclusions and issues of this thesis. fast, quick, and rapid are analyzed in terms of the temporal aspects of the start point, the end point, and the state of progress of the action.

Hiyo Nakajima   **Yokai and Ghosts**

This paper deals with Japanese Yokai and Western ghosts. After explaining their appearance and anecdotes in the chapters, it compares Yokai and Ghosts and summarizes the author's thoughts on the significance of their existence. This report mentions "Hyakki Yagyo," "Kappa," and "Baku," and conversely, "Mother Maize" and "Wendigo," which have long been believed in the West. The author hope that everyone reading this report will imagine their appearance, read their anecdotes, and feel the relationship between them and us humans.

Chapter 1 discusses "Hyakki Yagyo," "Kappa," and "Baku," giving an overview of the origins of yokai, Hyakki Yagyo, and the appearance of Kappa and Baku, as well as folklore stories from various regions. Chapter 2 discusses "Mother Maize" and "Wendigo," referring to the ideas about them that have spread to Western countries and the horror of ghosts. Chapter 3 compares Yokai and Ghosts and discusses the author's thoughts on the significance of their existence that can be read from their anecdotes.

It is likely that many people will never see Yokai or Ghosts during their daily lives. The author hope that through this paper reader will be able to relate to Yokai and Ghosts and learn a little more about them.

Momoka Nishiya   **The History of Dance in Britain and America**

My "street dance" began with a single street in the city of Charleston, South Carolina, New York, in the United States. The street was called "Charleston" using the name of the place. There is also a step called "Charleston" because it was danced on that street. From there, various genres emerged through the Old School, Middle School, and New School periods.

In this paper, we will explore "contre-dance," which originated in England, and "street dance," which originated in the United States. Chapter 1 explored the history and customs of contre-dance, and Chapter 2 explored the history and customs of street dance. In Chapter 3,

we explored the differences between contre-dance and street dance with respect to the modern era, etc. In Chapter 4, we explored the history of street dance with respect to the modern era. I had some knowledge of "street dance," but no knowledge of "contre-dance. Through this paper, I was able to learn about "contre-dance.

In recent years, dance has been gaining recognition around the world, and at the Paris Olympics to be held in 2024, "breakdance," a style of street dance in which people spin around with their heads, has been appointed as an official event. I am a hip-hop dancer among street dancers, and I like to watch breakdancing, so I am very much looking forward to the Olympics.

However, I feel that people often have a bad impression of me just because I dance. I think that dance is a very wonderful thing. It can both entertain and inspire people. Many people who dance are very hard-working, self-motivated, and wonderful people. It is such a wonderful thing, but I often feel that it is a waste. Dancers should make efforts to change the impression of dance so that people who do not dance will not be prejudiced against it.

Mayu Hashimoto   **Exploration of power to live: A Comparison between Japan and England**

Today, it is said that the developing idea of "Ikiruchikara" is important in Japanese education. There are no words which have the same meaning as "Ikiruchikara" in English. The word means three skills; knowledge, moral, and physical health. It is necessary to live in knowledge-based society. In the background, society is moved by the trends in neoliberal international society. Then, why do Japanese education believe the need of "Ikiruchikara" and not the skill of winning the international competition? To answer that question, I have compared the neoliberal policy in Britain and in Japan. Then I have researched the relationship between neoliberalism and education.

In England, Margaret Thatcher, the 71st Prime Minister of Great Britain, started neoliberal policy to win the international competition and introduced it into the education. Then, she made new systems called National Curriculum and National Tests, and they made schools set in competitions.

In Japan, Yasuhiro Nakasone, from the 71st to the 73rd Prime Minister, also started neoliberal policy to make school condition normal and tried to introduce it into the education. For example, he tried to deregulation the systems of making schools and becoming teachers to make education improve by competitions.

However, introducing competition system into education has a lot of demerits. For instance, we can see the widening disparity and unfair educational chances and so on.

In conclusion, developing the skill of winning the competition is not good in public education, so today's Japanese education needs to develop "Ikiruchikara". But it is unclear, and we cannot understand what we learn in education. So, Japanese education should have clearer prospect and educational goal.

Aika Fukushi   **Americans, Coffee, and the Future**

In the first chapter, we unraveled Americans' coffee preferences based on differences in taste and flavor by processing method and region of origin, as well as rankings of domestic supply. It also revealed that in the U.S., where diverse ethnic groups live, their preferences are born and favored by their folk cultures.

Next, Chapter 2 discussed the origins of coffee eating, the differences in coffee cultivation methods and regional characteristics between Ethiopia and the U.S., and two coffee legends that helped us understand that coffee is a food and drink with medicinal properties.

In Chapter 3, I explained that coffee was finally introduced to the United States and that the first American coffee house was also built in Boston. Coffeehouses became salon-like places for the exchange of information as newspapers became widespread in the 18th century. In addition, the Boston Tea Party incident caused Americans to stop drinking tea, which they had been drinking, and shifted to coffee, and coffee further penetrated into the lives of Americans.

Chapter 4 then explained how Peet's Coffee, a pioneer in opening coffee shops, was born out of the desire to serve good coffee, and what we should do about ethical coffee production, consumption, and the future in order to solve the SDGs issues. Buying specialty coffee also formally gives back to the producers and prevents poverty. This is a small action, but one that can have a big impact on solving the problem.

Sakura Fukushi   **The Influence of Personality on Learning**

This paper focuses on learner personality, how it affects learners, and what teachers and others who support learners need to be aware of.

Chapter 1 used research to describe each component of the Big Five concept developed in the United States: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness.

Chapter 2 examined how personality affects learners. Lower scores for Neuroticism and, in contrast, higher scores for Extraversion, Openness, Agreeableness, and Conscientiousness have a positive effect on learning. In other words, they are more

emotionally stable, have lower hurdles to actively engage and cooperate with other learners, and are more likely to engage in learning.

Chapter 3 considered what to look for when providing learner support. Personality traits are unique to each learner, and not everyone fits the typical personality that appears in the results of diagnoses and tests. It is also impossible for an outsider, the learning support person, to fundamentally change the personality. However, it is possible for teachers who support students to learn about their personality traits so that they can work together to create a learning style that suits the student and an environment that is conducive to learning.

Although I had been able to somewhat surmise that learner's personality has an influence on learning, through this study I was able to further realize the significance of the influence of personality. In my job as a teacher in the future, I want to use these ideas to help my students become better learners.

Momoka Fujimura **Yōkai in Japan and America**

Yokai have existed in Japanese lore for hundreds of years. They are as well-known now as they were hundreds of years ago. It is only recently that Yokai have gained popularity in the U.S. With the increase in interest in both Japan and Japanese culture, many Americans now know what Yokai are. This thesis will discuss the history of Yokai both in Japan, where they originated, and the U.S, where they have only recently become popular.

Chapter 1 is some of the earliest works featuring Yokai. It has explained what those early Yokai were and where they came from, such as originating as tool, and explain how this idea was connected to the culture of the time. Chapter 2 is several major researchers of Yokai in both Japan and America. There are some examples. Yanagita Kunio, Mizuki Shigeru, and Matthew Meyer. Chapter 3 is how yokai became popular in Japan and abroad. There are some examples of anime, GegegenoKitaro and Yokai Watch. Chapter 4 is Amabie, one of the Japanese Yokai. The chapter explained how Amabie came from the sea with a warning for people how Amabie became popular on social media during the coronavirus pandemic. Chapter 5 is conclusion. The chapter lists similarities and differences between Japan and the U.S. through the contents up to Chapter 4.

Yokai are originally from Japan. At the same time, they are one of the good examples of how people overseas are interested in Japanese culture.

Viktor Hosokawa **The State of Multicultural Education in Japan**

This paper examines the state of multicultural education in Japan based on the cases of the United Kingdom and Singapore. Both are multicultural countries, and as examples of multicultural education, the classes are designed to have students to think about how to deal

with intercultural problems in their daily lives after learning about the religious and moral views and societies of different countries from historical and cultural anthropological perspectives in Chapter 1. However, this is not the case in Japan. The excessive emphasis on the "interculturality" of foreigners is a major factor in the decline of multicultural education in Japan.

However, I believe that it is important for students to learn deeply about the thought backgrounds and historical awareness based on the influence of nature on human beings, religious view of the world, whatever Christianity, Islam, or Buddhism, and the social way of behavior, which are the fundamental principles behind the cultural differences that I wrote in Chapter 2.

According to the reasons stated above, I believe that a new subject, "Multicultural Studies," should be established. The curriculum that I envision that having students read works that depict the richness of cultural and ideological differences and the cultural conflicts of people in the past (e.g., George Orwell's *Shooting an Elephant*), that I wrote in Chapter 3. Students will learn that hatred and enmity exist even in the commonality and universality of human begins, even beyond their own feelings and the differences.

Riku Maeda   **People's Perception towards Moneylenders in Europe from the High Middle Ages to the Early Modern Period**

This paper focuses on people's perception towards moneylenders in Europe from the high middle ages to the early modern period, and clarifies people's perception towards moneylenders in terms of social conditions.

In Chapter 1, I described at people's perception towards moneylenders during the high middle ages. In Europe during the high middle ages, moneylenders were condemned and those who engaged in this practice were forbidden to be buried as Christians. In England, moneylenders were also considered as a national crime. The reasons for this perception in Europe during the high middle ages had to do with the spread of Christian thought and ethics, as well as the fact that natural law was regarded as the supreme law. It also involved scapegoating, especially in England, where Jews were sacrificed to warn Christian loan sharks. In Chapter 2, I described at people's perception towards moneylenders in the early modern period. Moneylenders were gradually tolerated in the early modern period. The reason interest was tolerated in this way in early modern Europe was to limit loan sharking by capping interest rates. In fact, in order to limit loan sharks, Queen Elizabeth I set a cap of 10% on interest and banished those who exceeded this limit. The background of setting the cap on interest and restricting loan sharks was related to the Christians who still existed as loan sharks.

Through this paper, we can see that the perception towards moneylenders in Europe from the high middle to the early modern period, gradually changed to a more positive one.

Manato Wada   **Differences in Japanese and American SNS Use**

SNS is a membership-based online service that provides a variety of functions to maintain and promote connections between people. SNSs can be viewed and used through websites or dedicated smartphone applications, and are widely used in Japan, the U.S., and other countries. They are widely used in Japan, the U.S., and other countries.

I decided to conduct this research because I believe that I can gain a deeper understanding of each culture by analyzing the differences in the types of SNSs used, the cultural differences between real names and anonymity, and the purposes of using SNSs in different countries.

Both Japan and the U.S. have a variety of SNSs, but they all have one thing in common: Japanese people use SNSs anonymously. That is that Japanese people tend to use SNS anonymously, while Americans tend to use SNS with their real names. In this paper, we examined why Americans tend to use SNS anonymously, including cultural differences, from a Japanese This paper discusses why Americans tend to use SNS anonymously, including cultural differences, from the perspective of the Japanese.

弘前学院大学英語英米文学会活動記録

● 総会　　　　　　　2023 年 4 月 25 日

　　（1 号館 4 階　大講義室）

　2022 年度の活動、決算を報告して、2023 年度の役員改選、予算、学会行事案について話ました。総会の後、新入生 Welcome Party を行いました。

● 新入生歓迎会　　　2023 年 4 月 25 日（1 号館 4 階　大講義室）

　多くのゲストが参加し、盛大な歓迎会になりました。

● 三沢 American Day　　2023 年 6 月 25 日（青森県三沢市）

　学生と先生たちがアメリカンデーのイベントに参加しました。

● 2023 年度弘前学院大学英語弁論大会 2023 年 7 月 27 日

　　（1 号館 4 階　大講義室）

　発表課題：異文化理解

　三上　　結愛（英語英米文学科 1 年）

　三浦　　愛菜（英語英米文学科 1 年）

　伊藤　　靖将（英語英米文学科 1 年）

　奥口　奏未　(英語英米文学科 1 年)

● 4 年生卒業論文ポスター発表会　2024 年 1 月 27 日

　　（1 号館 ラーニングコモンズ）

会員活動記録

フォーサイス・エドワード
論文
"Trends in Japanese University Students' Interests as seen in Graduation Thesis Topics" (単著、弘前学院大学文学部紀要第 59 号、2023 年 3 月、pp. 31-35.)

"Reflections on the Effects of Free Writing in an EFL Writing Class" (共著, PanSIG Journal 2022, 2023 年 6 月, （編集者：Patrick Conaway, Duncan Iske), 共著：Steven G. B. MacWhinnie, pp. 198-206.

口頭発表
Student Perceptions of Benefits of Free Writing in English, PanSIG2023, 2023 年 5 月、京都産業大学、京都市

Student Perceptions of Benefits of Free Writing in English, JALT2023, 2023 年 11 月、つくば国際会議場、茨城県つくば市

川浪 亜弥子
論文
『ヴェニスの商人』における「金」のイメージについての考察、単著、2023 年 3 月、弘前学院大学「文学部紀要」第 59 号、pp. 1-7

マックウィニー・スティーブン
著書
"Incidental Environmentalism: Cultural Driven change and its effects on sustainability in Japanese burial practice" (In: The Sustainable Dead eds. Ruth MacManus). Cambridge Scholars Publishing. 2023.
論文
"Reflections on the Effects of Free Writing in an EFL Writing Class" (共著, PanSIG Journal 2022, 2023 年 6 月, （編集者：Patrick Conaway, Duncan Iske), 共著：Steven G. B. MacWhinnie, pp. 198-206.

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Student Perceptions of Benefits of Free Writing in English, PanSIG2023, 2023 年 5 月、京都産業大学、京都市

Student Perceptions of Benefits of Free Writing in English, JALT2023, 2023 年 11 月、つくば国際会議場、茨城県つくば市
その他
月刊「弘前」エッセイ、単著、2019 年 5 月から 2024 年 1 月まで

齋藤 章吾
論文
Timing of Copy Deletion、単著、2023 年 3 月、東海英語研究会、東海英語研究、85-100.

書評: Stefan Keine, Probes and Their Horizons、単著、2023 年 3 月、日本英文学会、Studies in English Literature、215-224.

同一性条件から得られる帰結の探求、単著、2023 年 7 月、日本英文学会、日本英文学会第 95 回大会 Proceedings、1-2.

口頭発表
省略のタイミングと省略箇所からの抜き出し、日本英語英文学会第 32 回大会、2023 年 3 月 4 日、オンライン、オンライン.

同一性条件から得られる帰結の探求、日本英文学会第 95 回大会、2023 年 5 月 20 日、関東学院大学関内キャンパス、横浜市.

ボックス理論に基づく転移現象の線形化、日本英文学会第 78 回大会、2023 年 12 月 9 日、東北学院大学五橋キャンパス、仙台市.

石垣雅子
対外社会活動
日本キリスト教団教務教師として
５／２１・６／１８・７／９・１０／１５　日本キリスト教団青森戸山教会　礼拝説教と聖餐式執行
５／１１　日本キリスト教団青森松原教会　礼拝説教と聖餐式執行
９／２４　日本キリスト教団浪岡伝道所　　礼拝説教を担当

弘前学院大学英語・英米文学会会則

第１条　本会は、その名称を弘前学院大学英語英米文学会とする。本会の事務局は、弘前学院大学文学部事務室におく。

第２条　本会は、英米文学・英語学・欧米文化の研究、英語教育の促進、および会員相互の親睦を目的とする。

第３条　本会は、その目的を達成するために次の事業を行う。

1. 大会（年１回）。
2. 機関誌を発行。
3. その他、研究発表会、講演会の開催等必要と認められる事業。

第４条　会員は、次のいずれかに該当し、所定の会費を納めた者とする。

1. 弘前学院大学文学部英語・英米文学科所属の専任教員。
2. 弘前学院短期大学英米文学卒業生ならびに弘前学院大学文学部英語・英米文学科学生および卒業生。
3. 本会の趣旨に賛同する人。

第５条　本会に次の役員をおく。

1. 会長　　１名
2. 委員　　若干名
3. 会計　　１名
4. 監査　　２名

第６条　役員の選出は次の方法による。

1. 会長は、弘前学院大学文学部英語・英米文学科所属の専任教員の互選による。
2. 委員は、第４条１項および第２項の中から会長がこれを委嘱する。
3. 会計は、第４条１項および第２項の中から会長がこれを委嘱する。
4. 監査は、第４条１項および第２項の中から会長がこれを委嘱する。

第７条　役員の任期は１年とし、再任をさまたげない。

第８条　本会に名誉会長をおくことができる。

第９条　本会は、会費、寄付金、補助金によって運営する。会費は年額 2,000 円とする。また、専任教員の会費は年額 3,000 円とする。

第１０条　本会の会計年度は毎年 4 月 1 日に始まり、翌年 3 月 31 日に終る。

第１１条　会則の変更は、大会出席者の過半数の賛成をもって成立する。

付　則　　この会則は 1971 年 4 月 1 日より施行する。

付　則　　この会則は 1986 年 7 月 4 日より施行する。

付　則　　この会則は 2004 年 4 月 1 日より施行する。

付　則　　この会則は 2017 年 4 月 25 日より施行する。

弘前学院大学英米文学

第 48 号

The English Department Review
of
Hirosaki Gakuin University

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Department of English and English Literature