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研究課題名(和文) Analysis of English Language Instruction of Japanese Craft

研究課題名(英文) Analysis of English Language Instruction of Japanese Craft

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研究成果の概要(和文)：このプロジェクトでは、陶芸、金属工芸、および染色の分野で、日本の伝統工芸家がL2で技術的な指示を与える仕方を談話分析を用いて調査した。重要な発見として、日本の伝統工芸家のL2による技術的な指示には、手の使用に関する語彙知識の不足、結束装置の欠如、方略的能力の不足、そして実践的ワークショップのジャンルにおけるスキーマ構造に関する不慣れなどが見られることがわかった。これらの結果は、工芸専門家が、中級下レベルのL2言語習熟度で基本的な指示を与えたり、日本を訪れる外国人を対象としたクリエイティブツurisズム・ワークショップを計画する助けとなる、効果的な言語学習教材の開発に有用であった。

研究成果の学術的意義や社会的意義

The significance of the project, in terms of impacting Japanese society, is that its research products support the training of human resources in both the tourism and traditional craft professions by providing essential language as well as guide to organizing workshops for the first time.

研究成果の概要(英文)：This project employed discourse analysis to investigate how Japanese practitioners of traditional craft give technical instructions in L2 for the mediums of ceramics, metalcraft, and textile dying. The study's significant findings included: deficiencies in knowledge of lexical items involving the use of the hands, a lack of cohesive devices, limited range of strategic competency, and unfamiliarity with the schematic structure of the hands-on workshop genre.

These results were instrumental to develop effective language learning materials to help craft professionals, with low-intermediate L2 proficiency, give basic instructions and plan creative-tourism workshops targeted at international visitors to Japan.

研究分野：English for Specific Purposes

キーワード：traditional craft creative tourism discourse analysis ESP Materials hands-on workshops procedural discourse

様式 C - 19、F - 19 - 1、Z - 19、CK - 19 (共通)

#### 1 . 研究開始当初の背景

With the expected increase in international travelers to Japan in proximity to the Tokyo Olympic Games in 2020, added-value tourism programs have become significant elements of planning strategies of Japanese governmental ministries involved in trade, culture, and tourism. (Japan Ministry of Land, Infrastructure, Transport and Tourism, 2016). Such efforts include promoting hands-on workshops that involve tourists personally experiencing traditional craft as instructed by Japanese craft professionals. These workshops are an integrated component of *creative-tourism* efforts sponsored by public and private initiatives including the seven Japanese municipalities of the UNSECO Creative Cities Network (UNESCO, 2016). Despite the importance of training human resources to conduct hands-on workshops, there have been no studies that explored the linguistic needs of the workshop instructors, which has limited the ability to produce pedagogical valid language learning materials to support the traditional craft communities. This study attempted to fill this gap by using tools from discourse analysis to produce effective learning materials for craft practitioners with low-level English proficiency.

#### 2 . 研究の目的

Purpose of the research was twofold: 1. To identify salient problematic factors of spoken procedural discourse of Japanese traditional craft (伝統工芸) practitioners engaged in giving technical instruction in English as a foreign language; 2. To create and disseminate training materials to prepare human resources for hands-on workshops in contexts of creative-tourism.

#### 3 . 研究の方法

The study comprised three stages. The first focused on analysis of procedural discourse of four case studies of workshops organized specifically for data collection by first time participants, who were recruited from students at Kanazawa College of Art. Data, collected by video, was transcribed and unpacked using a modified version of the Francis & Hunston (1992) framework of interactive discourse analysis. The second stage centered on the current professional practice of creative-tourism workshops by collecting data from established commercial workshops to identify common elements and schematic structure of the hands-on workshop genre. The principle investigator participated in 15 workshops, in Kyoto, Kanazawa, and Tokyo, in order to gain perspective of experienced instructors. The third stage involved the development of English language learning materials for workshop instructors, which addressed problematic factors found in case studies and provided a guide for organizing a workshop for the first time.

#### 4 . 研究成果

Qualitative analysis from stage one case studies resulted in identifying several patterns of problematic procedural discourse of first-time workshop instructors: 1. A lack of cohesive devices was found, notably those relating to temporal conjuncts and language to signal progression in essential steps of procedures. 2. A deficiency was found in the instructors' knowledge of essential lexical items, particularly verbs involving the use of one's hands required for imperative commands. 3. Unfamiliarity with key components of the workshop genre relating to: introducing the craft medium, engaging in personal conversation, using language to confirm understanding of processes, and staying on a predetermined time schedule. 4. Concerning the strategic competency of instructors to overcome breakdown in communication: ineffective use of code-switching, lack of analogy or paraphrasing to compensate for gaps in lexical items, and failure to use multimodal devices when explaining procedures. Final outcomes of the project encompass two areas. Firstly, the project brought

awareness to the gap in research as findings were disseminated via presentations at domestic and international conferences and published papers. The study provides points of departure for further investigation related to the field of English for Specific Purposes. Secondly, by developing and publishing a 34-page guidebook to train craft professionals to give workshops for the first time, the project directly addresses the needs of the Japanese craft communities and may contribute to an increase in hands-on workshops in line with the 2020 Olympics. To date, the guide book has been distributed to approximately 100 craft professionals at four public lectures given by the principle investigator.

5 . 主な発表論文等

〔雑誌論文〕(計 3 件)

Hammond, M. (2018). Using Discourse Analysis to Develop L2 Learning Materials for Hands-on Creative-Tourism Workshops. *OnCUE Journal*, 11.2, 123-131.

Hammond, M. (2018). Exploring L2 Strategic Competence in Hands-on Creative Tourism Workshops for Ceramics, Metalcraft, and Textile Dyeing. *Studies of Language and Culture*, 22, 31-43.

Hammond, M. (2017). Developing a Diagnostic Test of Verbs for Hands-on Craft Workshops. *Studies of Language and Culture*, 21, 25-41.

〔学会発表〕(計 4 件)

Hammond, M. (2019, March). Procedural Discourse in EFL: Case Studies of Japanese Traditional Craft Artists. Oral presentation given at the 54th SEAMO-RELC International Conference, at the RELC Center, Singapore.

Hammond, M. (2017, September). English Language Learning Materials for Creative-Tourism Workshops. Poster presentation given at ESP Symposium – JALT CUE-SIG, at Keio University.

Hammond, M. (2017, May). Developing Learning Materials for Japanese Traditional Craft Workshops Taught in English. Oral presentation given at JALT Pan-SIG Conference, at Akita International University.

Hammond, M. (2016). From Language Learning Spaces to Traditional Japanese Craft Studios: Using Hands-on Workshops to Promote Autonomous Learning. Oral presentation at The Japan Association of Self-Access Learning (JASAL), at Konan Women's University.

〔図書〕(計 1 件)

Hammond, M. (2018). Hands-on Kogei: A guide to help Japanese practitioners of traditional craft develop hands-on workshops in English. 34-page guidebook published by the principle investigator for use in public lectures.

〔産業財産権〕

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〔その他〕  
ホームページ等

*Hands-on Kogei: A guide to help Japanese practitioners of traditional craft develop hands-on workshops in English* is available at: <https://researchmap.jp/hammond/>

## 6 . 研究組織

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