

<Session A>

Developing Writer Identity in Argumentation Essays

議論文における L2 学習者の “Writer Identity”

By Carol Rinnert, Hiroshima City University

A strong writer identity or “voice” can make argumentation essays more persuasive. Even though there is increasing interest in writer voice (e.g., Canagarajah, 2015; Hyland, 2015; Matsuda, 2015), the concept is still not well understood. This presentation identifies rhetorical features such as discourse structure and metadiscourse markers that Hiroe Kobayashi and I found are involved in constructing writer identity (personal, emergent, mature voice) and how they may help L2 student writers develop their own sense of voice. After introducing the analytic approach we have developed, the presentation will provide hands-on practice analyzing how writers at various proficiency levels project their identity in argumentation essays. 書き手が自分の identity または voice を強く表現すれば、議論文をより説得力のあるものにすることができます。最近このような考えに関心が高まっていますが(例: Canagarajah, 2015 年, Hyland, 2015 年, 松田, 2015 年)、この概念はまだ十分に理解されているとは言えません。このプレゼンテーションでは、共同研究(小林/リナート 2023)を通して特定した書き手の identity (personal, emergent, mature voice)の構築に関係する修辭的特徴を紹介し、その特徴が 書き手の voice の向上にどのように関わっているかを明らかにします。更に、この分析方法をライティング能力の異なる学習者の議論文に応用し、それぞれの学習者の writer identity を分析する実践も行います。

Carol Rinnert, Professor Emeritus, Hiroshima City University, earned her Ph.D. in Linguistics at SUNY/Buffalo and taught English writing for more than 40 years. She has been working with Professor Hiroe Kobayashi for more than 30 years comparing English and Japanese writing and pragmatics. They have co-authored numerous research articles and recently published a book, *Developing Multilingual Writing: Agency, Audience, Identity*. リナート・キャロル(広島市立大学名誉教授)は ニューヨーク州立大学バッファロー校で言語学の博士号を取得し、40 年間大学生に英語ライティングを教えてきました。また研究は30年以上にわたり、日英語による文章比較と語用論を小林ひろ江(広島大学)と取り組み、数多くの研究論文を発表しました。最近では共著として *Developing Multilingual Writing: Agency, Audience, Identity* (Springer, 2023)を出版しました。

<Session B>

Conflict Resolution in the English Classroom

By Jim Ronald, Professor, Hiroshima Shudo University

We live in a society in which we encounter various kinds of conflict, whether these are expressed and addressed or just felt as unfairness, conflicts of interest, etc. Despite this, neither teachers nor many university students may be good at dealing with these conflicts. This presentation will report an English classroom project which gave students an opportunity to reflect, share, and learn about conflict resolution. This presentation will tell both about this project, and how it grew from a group reading of Barrie J. Robert's *Conflict Resolution for the ESL Classroom: What every ESL teacher needs to know*.

Following a Ph.D. in Vocabulary Acquisition, Jim Ronald's main language teaching interest has been focused on the bringing of pragmatics to the general English language class. He has co-edited two collections of pragmatics activities for the language classroom with JALT Pragmatics SIG.

Sunday, February 18, 2024 *14:00-16:00*

M215, Aidai Muse Building, Ehime University Johoku Campus

<<https://www.ehime-u.ac.jp/overview/access/johoku/>>

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