

Foreword

In this volume of Polyglossia the five research papers have varied themes, but they are broadly united by an emphasis on the influence of culture on language learning. **Yu's** contribution examines the attitudes of Chinese university students towards writing textbooks for EFL students. The study is wide-ranging, looking at the students' general satisfaction through a 15-point assessment, including the content, genre coverage and design of the textbook. The study also provides an interesting comparison of three writing textbooks popularly used in China, focusing on their interest, difficulty and the quality of their samples and tasks. **Kojima's** paper argues that teachers must possess an awareness of the influence first classroom culture has on the learning and instruction of students from different countries and cultures and focuses on the different learning styles of students from Japan, Saudi Arabia and Mexico. Of particular interest are Kojima's consideration of the preservation of face and the impact of the students' culture-bound study methods on their writing and speaking performance. **Hu** explores the advantages and disadvantages of teaching Japanese students Chinese characters in the Chinese language class. After acknowledging the fact that Japanese students have a head start in terms of character recognition, this paper goes on to note the negative transfer that can have a detrimental impact on learning related to differences in pronunciation and meaning, for example. Hu provides a guide to practical steps that can be taken to exploit the advantages Japanese students have from the outset. **Zhang, Huang and Chen** report on their research into self-assessment training and its influence on students' writing ability as well as teachers' performance in instructing students. The description of the training model used to evaluate the students' writing performance, along with the comparison of pre- and post-training performance, provides a useful template for replicating such research. The final research paper is from **Reyes and Jubilado**, whose contribution offers an insightful examination of the assimilation of borrowed words into the Spanish lexicon. The paper focuses on the prevalence of words borrowed from English as a consequence of technological advancements and explains how such words undergo morphological and phonological changes during the assimilation process.

黄力游・林翠芳の論考は音声・語彙の対照を目的に広東語、日本語間を往復する。広東語入声と日本語促音に触れた2章に「両者とも古代漢語の入声が現代に引き継がれたもの」とある。**金贊會**の説話論は瓜生島伝説を東アジア文明圏の枠域で俯瞰。博搜資料により渡来系伝承の可能性を論証している。壮大な歴史絵巻を解いていくような語り口だ。方言研究の沃野を独行する**王振宇**が今後は湘語蔡橋方言接辞、名詞、形容詞の領野を開墾した。**王振宇・李小捷**は「ちょっと」に相当する中国語表現（“有点儿”、“一点儿”、“一下儿”）の習得状況に関する授業学的論考を寄せている。**大喜多紀明**の最近の関心はアイヌ語構文に現れる交差対句にあり、これに修辞論的考察を加えることに余念がない。**鄧凌志**は中国語学習者の鬼門とされる「離合詞」に着目。言語学的考察を加えるに止まらず、これをいかに教えるかに踏み込んだ議論を展開している。**翟勇**は心理言語学的視点からDui（対）構文の特徴を論じる。Ba-構文、Bei-構文との比較手法に工夫がみられる。

The first three papers on teaching practices are linked by their emphasis on creating a student-centred classroom. **Haswell's** paper explains in detail the steps taken when conducting a systematic assessment of the listening curriculum at Ritsumeikan Asia Pacific University. The main thrust of the paper is to highlight what would be required to instigate a process-based listening curriculum and determine how close the current curriculum is to achieving this goal. **Sevigny** introduces the Harkness Method of conducting reading circles in his paper, explaining how it can be adapted for use in any size of classroom, providing practical advice as to how this method can be successfully implemented, and reporting on a student's experience of learning by this method. In the first of two papers, **Smith** discusses the attempts to implement a Communicative Language Teaching (CLT) curriculum in secondary schools in Japan. He points to the ongoing influence of the teacher-centred yadoku method of instruction favoured by many Japanese teachers of English, as well as the realities of the classroom and institutional regimes as the main hurdles that must be overcome if a CLT curriculum is ever to be properly established. Lastly, **Smith's** second paper argues that a comprehensive knowledge of pronunciation patterns in Japanese is essential if English language teachers are to provide effective instruction to Japanese students of English.

鳥井俊祐は自律的推敲の促進を目的とした日本語学習実態調査の結果を報告。調査は浙江樹人大学における日本語作文コースで実施され、ピア・レスポンス(PR)の重要性を浮かび上がらせている。**梅田千砂子**は勤務校における学習支援システムBlackboard活用実態を報告。日本語教育におけるe-learning論として読める。

It has been discovered that a paper published in Polyglossia 18 plagiarized from the journal English Language and Linguistics (see Erratum). The editorial myopia involved in its publication in the 18th volume should be blamed seriously on the members of the editorial board. As part of recurrence prevention measures, Polyglossia has introduced the plagiarism check system Turnitin with Volume 23 as a starter.

Not that the journal means to cast a suspicious eye on authors, but the editors wanted to use this occasion to reconfirm it is incumbent on them to take meticulous pains to publish papers written academically correctly.

ポリグロシヤ18巻掲載の或る論文で剽窃が行われていたことが調べにより明らかになった (Erratum参照)。他論文からの盗用を見逃していたことは編集委員会の重大な過失であった。再発防止の一助として、23巻より剽窃チェック・システムTurnitinを導入することとしたが、もとより執筆者を疑いの目でみようとする意図から出たものではない。今回の教訓を生かして、学術的論述の原点に悖らぬ論文掲載に向け細心精緻の努力を怠るまいとの決意から出た措置である。

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編集委員会

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