

Paul D. Boswell 教授の略歴

1943年 8 月	米国に生まれる
1967年 6 月	米国ユタ大学卒業
1972年 8 月	米国ユタ大学大学院修士課程修了
1993年12月	米国アリゾナ大学大学院博士課程修了、Ph.D.
1994年 4 月	千葉大学助教授教育学部
1994年 6 月	千葉大学助教授外国語センターに配置換
1997年 4 月	千葉大学教授外国語センター
1998年11月	千葉大学学長補佐（2000年12月まで）
2004年 4 月	千葉大学教授国際教育センターに配置換
2006年 4 月	千葉大学教授言語教育センターに配置換 現在に至る

Paul Duane Boswell was born in Provo Utah in 1943 and grew up in Salt Lake City. He received a BA in German in 1967 and a MA in Comparative Literature in 1972 from the University of Utah. After obtaining a qualification in teaching English to speakers of other languages at the University of Utah in 1978, he taught in the Middle East for five years at national universities in Libya and Saudi Arabia. He received a Ph.D. in educational psychology from the University of Arizona in 1993 after teaching and studying there for five year. He is currently a professor at the Center for Language Education, Chiba University, Chiba, Japan. He is pursuing research in ESL curriculum design, the psychology of language learning, the psychology of sex and gender, and cross-cultural psychology.

研究業績

(学術論文)				
(1)The critical period revisited: Empirical research on child-adult differences in second language acquisition.	単	March 2005.	<i>Papers on language and culture.</i> Chiba University.	Reviews recent experimental research on the critical period hypothesis and concludes that there is no support for a strong version of the critical period or for an age of onset.
(2)The critical period hypothesis for The first and second language learning: A review of theories.	単	December 2003.	<i>Papers on language and culture.</i> Chiba University.	Reviews theories of a critical for language learning and conclude that biological models of critical periods do not fit language learning.
(3)Learning from success: A survey of American intensive English programs.	共	December 2003.	<i>Papers on language and culture.</i> Chiba University	Surveys American university ESL programs and find flexibility in method and approach are key to their success.
(4)Schema theory, cultural knowledge and reading comprehension.	単	July 2001.	<i>Papers on language and culture.</i> Chiba University	Critically reviews the concept of cultural literacy and conclude that it is inconsistently applied to cases of literacy problems.
(5)The future of English education in Japan.	単	December 2001.	<i>Papers on language and culture.</i> Chiba University.	Surveys future prospects of communicative approach in Japanese English education.
(6)Dilthey's heritage and multiculturalism.	単	July 2001	<i>Papers on language and culture.</i> Chiba University.	Examines Dilthey's concern for a common core to education and the study of culture.
(7)Language planning and Japa	単	March 1997	<i>Papers on language and culture.</i> Chiba	Reviews language policy from the Meiji era to

nese modernization.			University.	post-war Japan
(8) Learning style and language pedagogy. <i>Papers on language and culture</i> . Chiba University.	単	March 1996	<i>Papers on language and culture</i> . Chiba University.	Reviews the construct of learning style and its application in language learning.
(10) The relationship of the critical period hypothesis to second language teaching methodology. <i>Papers on language and culture</i> . Chiba University. March 1995.	単	March 1995	<i>Papers on language and culture</i> . Chiba University.	Discusses how assumptions involved in the critical period hypothesis can be incorporated into methods and approaches in second language teaching.
(11) Acquisition versus long-term retention of Japanese words and syntax by children and adults: Implications for the critical period hypothesis in second language learning	単	December 1993	Ph.D. dissertation University of Arizona	Compares adult and child rates of retention and forgetting of words and syntactical rules finding that an advantage for learning language at an early age may be localized in lexical retention.
(12) Resolving cultural conflict.	単	December 1990	AZ-TESOL, 11,4	Analyzes a case of cultural conflict in a Japanese branch of an American university.
(13) Decadence and Irony in Mann and Zola. M.A. thesis, University of Utah, 1972.	単	August 1972	MA thesis University of Utah	Analyzes two different kinds of irony in the naturalistic novels of Thomas Mann and Emil Zola

(その他) 発表 (1) Using interactive media in presenting children's narratives: Enriching the context for the acquisition of communicative skills in a Second language	共	August 19, 2005	Presentation FLEAT 5 BYU University Provo, Utah	Presents a method for enriching the content of English Lessons in public schools
(2) The future of English education in Japanese public schools	単	December 19, 2000	Presentation JET conference Naha, Okinawa	Discusses the use of the communicative method in Japanese public schools
(3) Learning from success: A survey of American intensive English programs.	共	August 8, 1999	Presentation AILA conference Wasada University, Tokyo, Japan	Report the findings of 100 American university ESL programs
(4) Language planning in Japan.	単	February 10, 1988	LRC conference, University of Arizona	Reviews the language policy of Japan from Meiji era to present
(5) Tuning into international students: the four stages of adjustment	共	April 25, 1988	AZ-TESOL conference University of Arizona	Discusses the four phases of adjustment or acculturation for foreign students
(6) Dichotomous theories of cognition and second language learning.	単	February 5, 1987	AZ-TESOL conference Glendale, Arizona	Reviews different dimensions of cognitive style as they relate to language learning.