

Attachment 2: Evaluation Sheet.

Evaluation Report on GCOE-CbLLE's Activities (2007-2011)
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This evaluation is based on the report titled "Corpus-based Linguistics and Language Education" and the GCOE-CbLLE website (<http://cbllle.tufs.ac.jp/index.php?id=134/>).

1) Project Planning

To become a top-level institution in linguistics and language education, especially in the three research approaches, that is, Field Linguistics, Corpus Linguistics, and Linguistics Informatics, the Center for Corpus-based Linguistics and Language Education was established with the following goals.

1. To foster internationally competitive researchers in the three areas of linguistics
2. To enhance academic and educational functions by doing collaborative research activities and establishing educational programs that fit the needs of academic societies
3. To collect, analyse, and use corpora for language education

It seems to me that the project planning was very well thought out in terms of fully using the university's resources, and the outcomes are very promising. In order to make the most significant and meaningful contribution to society, the strategic planning of resource use, and the relevance of each activity in the program, would be very important.

Another indication that might be used to measure the achievement of this project would be the increasing number of Ph.D. degrees and graduate students enrolled in the Ph.D. program. I could not find a figure for this for 2007-2011 in the report.

2) Originality

This project is original from the standpoint that it supported information and studies not only of main languages but also of less-studied languages.

3) Scientific Quality

The scientific quality of this project can be judged from whether it meets the needs and expectations of partner institutions, academic staff and graduate students or not.

The active use of the research results, and the corpora, the citations of publications, and the number of research papers written by doctoral students or research fellows published in international journals with high impact factor, would assure the scientific quality of this project.

4) International Contribution

Fourteen items related to activities to promote research and the academic environment were undertaken via international conferences, symposia, workshops, presentations of post-doctoral researchers and Ph.D. candidates, etc.

Corpora and websites which are freely available for research and education on linguistics and language education, such as IPA modules, TUFSS language modules with 4 screen patterns, and the JEFLL (Japanese EFL Learner) Corpus, were released.

Research results were published in various channels, such as publications in the series of book vol. 1-3 published by John Benjamins Publishing Company; studies in corpus-based linguistics and language education I-IV; and working papers in corpus-based linguistics and language education 1-7.

The project has made a major and lasting contribution to the field of corpus-based linguistics and language education.

5) Feasibility (Results)

The integration of multi-level corpus leads to a number of possible applications and a wide range of target audiences. For example, general public prefers web-based dictionaries for their daily usages; language students have an opportunity to further their education by attending on-line courses; linguistic researchers can analyze the corpus of different languages for language similarity and difference. All applications are feasible under this project because the project gathers corpus information of a number of languages and invites people with various apprentices, not only limited to linguistics.

6) Scientific Results

The results of the GCOE-CbLLE activities are disseminated via a number of

channels: conferences, presentations, publications, etc. Opportunities to make presentations and discussions outside the organization would assist the development of students' presentation skills.

The publication of research achievements helped to enhance the transparency of the research activities of Tokyo University of Foreign Studies and to increasingly appeal to society and advertise the university research activities as well.

The positive feedback received proves the need for collaborative projects that allow researchers to exchange good practices; this represents an important opportunity for professional development; and for encouraging research fellows and junior fellows to reflect on their own practice.

The importance of the assessment methods of each activity should be stressed and continuous support should be given to disseminate the results of the project.

The scientific results should be applauded, as evidenced by numerous important scientific publications (i.e., the series of book Vol.1-3 published by John Benjamins Publishing Company; studies in corpus-based linguistics and language education I-IV; working papers in corpus-based linguistics and language education 1-7; and textbooks on lexicology).

7) Fostering Young Researchers

The report provides a brief summary of six main activities undertaken to foster young researchers.

1. Providing opportunities for researchers, junior fellows, and doctoral students to discuss their research themes intensively at seminars or workshops
2. Implementation of education programs in three areas of linguistics
3. Support program for professional development
4. Support program for young researchers
5. Invitational program
6. Exchange program for young scholars

Each year the Global COE project provided approximately 40-50 grants for research fellows to do independent research and junior fellows to write doctoral dissertations.

The grant or funding system for selected research fellows should plan for 3-5 consecutive years so that they can complete the research. Further, a tenure track system would help provide young researchers with active research opportunities.

The engagement of faculty members, research fellows, and young doctoral degree students from partner universities in joint research projects would contribute to international collaboration and is essential for access to the world pool of knowledge.

References

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