



Learning Learning

学習の学習

Volume 17, No. 2 Autumn 2010

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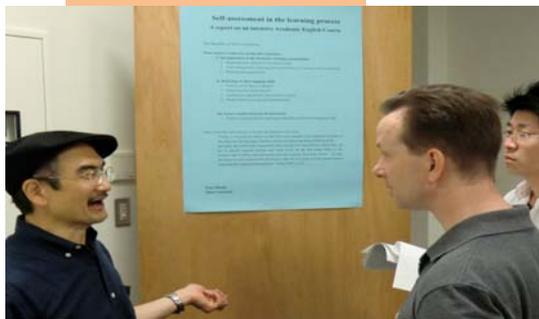
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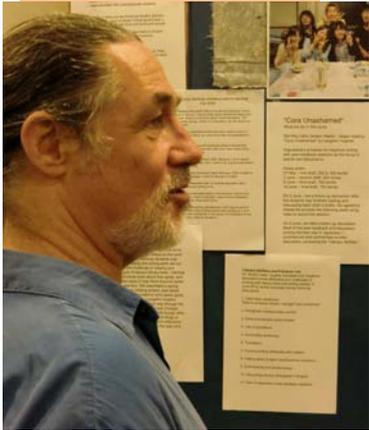
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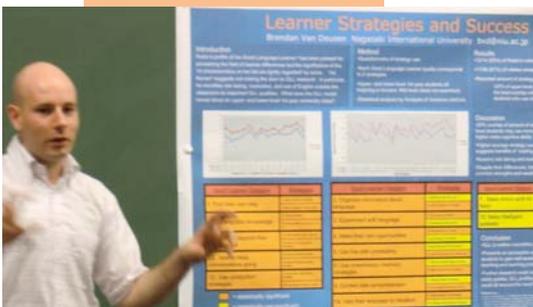
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Greetings

**FROM LD SIG LD COORDINATOR
HUGH NICOLL**

**LD SIG コーディネータより
ヒュー・ニコル**

Greetings all,

It's been a busy year so far, and will continue to be for the next five months as we finish up this academic year, and plunge ahead with preparations for the next one, now not so very far away on the horizon.

Now almost mid-October, and in less than six weeks we'll gather in Nagoya this year's national conference. I am looking forward to seeing many SIG members at the SIG Forum, at the AGM, and at the SIG party we are organizing for Saturday evening, 20 November. I hope many of you will be able to join us.

I especially want to thank Andy Barfield, Alison Stewart, Colin Rundle, Kay Irie, and Stacey Vye for the discussion they contributed to the Discussion Mailing List at the end of September. Back in June, in post-Nakasendo discussions we talked some of the SIG's mission, and the fact that some members feel that we need to re-dedicate ourselves to defining our goals as a group, and to re-evaluate our activities and practices as a SIG. In the coming weeks, leading up to the conference, I encourage as many members as possible to read and reflect on the points raised in the message Alison posted to the list, and to contribute your perspectives to an on-going discussion.

For my part, I would like to encourage a return to a shared co-coordinator leadership structure, and to ask that members not currently serving as officers contribute their ideas and energies to helping us fulfil our shared commitments to researching and reflecting on autonomy in language education.

We'll be working on the agenda for the AGM online, so please join in the conversation.

All the best,

Hugh

皆さん、こんにちは。

今年度もこの7ヶ月は忙しく過ぎ去りました。残り5ヶ月もきっと同じように目まぐるしく過ぎるのでしょう。もうあつという間に来年度の準備も始まります。

10月も半ばに差し掛かり、皆さんに名古屋の全国大会でお目にかかるまで6週間を切りました。

SIG フォーラムと、AGM、そして20日土曜の夜に計画しているSIG パーティでは多くのメンバーと会えることを楽しみにしています。是非皆さんの参加をおまちしております。

そして、9月末にメーリング・リストのディスカッションで提案をしてくれたアンディ・バーフィールド、アリソン・スチュワート、コリン・ランドル、入江恵、ステイシー・ヴァイに感謝をしたいと思います。6月中仙道カンファレンス後にSIGのミッションについて、グループの目的、活動内容を考え直すべきであると言う声があることについて話し合う機会がありました。全国大会までの数週間、できるだけ大勢のメンバーにアリソンが投げかけてくれた提案を読み、考え、そして考えをディスカッションに投稿して頂きたいと思います。

私としては、複数コーディネータ体制に戻ること、そして現委員以外のメンバーが、SIGとしてのオートノミーの研究と内省に対するコミットメントをもっと分かち合ってくれることを期待します。

AGMの議題をオンライン上で作成していきますので、是非あなたの声を聞かせてください。

今後ともよろしく願いいたします。

ヒュー・ニコル

Greetings

FROM THE EDITORS

ELLEN HEAD AND PATRICK KIERNAN

編集者より

エレン・ヘッド、パトリック・キアナン



Hello Everyone and welcome to another edition of *Learning Learning*.

At the time of writing some of us are getting ready for the Moveable Feast event at Osaka Gakuin University. Hopefully this will event will be an opportunity to share the fruits of teaching and thinking over this year's sweltering summer as well as a chance to stimulate future discussions and research projects. In any case, this issue of *Learning Learning* offers food for thought in the form of some very specific accounts from teachers who are working with students on developing autonomy in the context of the classroom and the self-access centre. Fostering independence is important in any learning situation where the aim is the massive task of acquiring a foreign language but this seems particularly important when teaching young people such as university students who are also preparing to gain independence in the world. The exploration of structures for self-assessment seems to be a common theme which has emerged serendipitously in this issue. First in the feature articles, Junko Noguchi reports on her 'hands on' approach to autonomy at Kanda University of International Studies (KUIS). She introduces an approach to helping learners reflect on and refine their learning goals through dialogue based on structured interviewing tools. Her approach to encouraging autonomy draws on David Little

皆様、「学習者の学習」の最新号へようこそ

この最新号の執筆に携わりながら大阪学院大学主催の学会「ムーバブル・フィースト（移動祝祭日）」への参加の準備をしている方もいらっしゃるでしょう。このイベントが今年の猛暑の中での様々な教授活動や考えを分ち合う場、そして将来の議論の活性化や研究プロジェクトを生み出す場となることを願って止みません。いずれにせよ、この「学習者の学習」の最新号では教室内、およびアクセス・センターにおいて生徒の自律学習をめざしている教員達の具体的な、そして生の声を載せてありますが、読者にとっても考える材料となってくれることを願っております。外国語を修得するという大変な課題に取り組むにはどんな年齢層の学習者にとっても自律心を育成することは大切なことではありますが、特にこれから社会人として自律してゆく大学生にとってはなおさらであります。様々な自己評価の方法論、枠組みが各論文の共通したテーマとして浮上してきたのは思いがけないことでありました。「フィーチャド・アーテイクルズ」の冒頭では野口順子氏が神田外語大学における実践的なオートノミーの学習活動について報告しております。様々な疑問を投げかける学習日記に基づくダイアログを通じて、学習者に学習目標を明確化し、省察するアプローチを野口氏は紹介しております。野口氏のこのアプローチはこの号のアリソン・スチュワート氏の書評書物同様、デイビッド・リトル氏の研究の影響を深く受けたものであります。野口氏の論文に続くのは

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whose legacy is also explored in the book on language learner autonomy reviewed in this issue by Alison Stewart. Following Noguchi's article is a fascinating paper by Michele Ruhl in which she proposes a technique for promoting 'flow' through a regular practice of free writing. Ruhl illustrates how practice of free writing can be developed to tap into a more profound involvement in learning as an autotelic activity by raising students' awareness of the psychological states they go through as they work. The description of flow draws on papers by Csikszentmihalyi. One major concern for anyone wishing to develop learner autonomy in the classroom is that traditional institutional practices often discourage it. This is particularly so when it comes to testing where the teacher tends to be expected by all concerned to take charge. Richard Silver in his article on fostering learner autonomy in and out of the classroom argues that this need not be the case and introduces readers to his own approach to developing self-evaluation in his classroom. In the "Voices" section we are excited to present the first of a two-part discussion between Lucy Cooker and Mike Nix on Q methodology. Q methodology makes an attempt to bridge the gap between quantitative and qualitative research, which many found of interest during Cooker's poster presentation at the Nakasendo conference in June. Cooker's research focuses on the creation of a tool for self-assessment, not of ability, but of autonomy.

For those of you who missed the Nakasendo conference in June, there is a full report on this in 'Looking back', as well as reports on the JACET conference (which was themed on Learner Autonomy

に続くのはミシャル・ルール氏のフリー・ライティングの練習によるフローの到達という興味深い論文であります。ルール氏はフリーライティングを通じて生徒がフロー到達するという事を論文で検証しております。生徒が自分の心理状態を記録することにより学びを自己目的的な活動としてその質を高めることを目指した実践報告です。このフローの定義とはチクセントミハイの論文に沿ったものであります。教室内の学習者の自律学習の育成を目指す教育者にとっての最大の問題点は自律学習の妨げとなる学校制度の慣行であります。特に試験実施においては特に教師は監視し、全責任を負うことを求められております。リチャード・シルバーはこのような従来の試験実施方法とは違った、独自の自己評価システムを紹介し、教室内・教室外でのオートノミーの育成を提唱しております。「Voices/読者の声」のセクションでは、ルーシー・クッカー氏とマイク・ニックス氏のお二人の「Q調査法」に関する2部にわたる議論をご紹介致します。「Q調査法」の方法論は6月の中仙道の学会でもクッカー氏に紹介され定量分析と定性(質的)分析の間隙を埋める重要な方法論であります。クッカー氏の研究は能力ではなく、自律学習を自己評価するツールの作成に焦点をあてたものであります。最新号ではシルバーの自己評価システム、野口氏のダイアログ、そしてルールのフロー達成に伴う心理状態の自己評価方法等、この自己評価システムの作成が共通したテーマであります。6月の中仙道の学会のいらっしやれなかった方は「Looking Back/報告」のセクションをご一読ください。また、JACET(社団法人大学英語教育学会)の今年の学会のテーマは自律学習でありましたが、その報告、そしてグローバルイゼーションをテーマとしたBAAL(British Association for Applied Linguistics Annual Conference)の学会の報告も合わせてご一読いただければ思いま

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this year) and the BAAL conference (which centred on issues around globalization). Finally, Patrick reviews his favourite book of 2010, a collection of language learning histories by famous and not-so-famous people in the ESL world. Who could resist a book with a chapter entitled “Sweating Cheese and thinking otherwise”? (Those food metaphors again!) It is worth checking out the Moveable Feast abstracts in the “Looking Ahead” section *whenever* you read this, if only to find out why Charles Adamson says “no” to scaffolding and what alternatives he offers! By the way we are not offering any preview of the JALT conference in Nagoya other than our SIG Forum about Metaphor, for the excellent reason that the on-line schedule is searchable by SIG at <http://jalt.org/conference/jalt2010/jalt2010-schedule>

It just remains for us to say two more very important things: one is, do contact us with your ideas and contribute to make the next *Learning Learning* as fascinating as this one (details on the final page); the second is to extend our very sincere thanks to all the contributors and the translation team who have put together summaries for each article in Japanese: thank you to Kay Irie, Kayo Ozawa, Junko Noguchi, Makoto Abe, and to Alison Stewart and Jim Ronald for helping with proof reading.

Best regards,

Ellen and Patrick.

す。締めくくりとしては私、パトリック・キアナンが2010年度で読んだ本の中でお気に入りの書物を紹介致します。有名人、そして無名な人々の言語学習体験を綴った作品集であります。“Sweating Cheese and Thinking Otherwise” (美味?ゲタモノ?ブルーチーズが教えてくれた他人の視点)という食物の隠喩を使用した興味深い論文もこの作品集の中に含まれております。また、「ムーバブル・フィースト (移動祝祭日)」の学会のプレゼンテーションの要約も一読していただければと存じます。特にチャールズ・アダムソンが教室内でスキップフォルディングの替わりとなる枠組みを提案しておりますが、一読に値します。これから名古屋で開催される予定のJALT (全国語学教育員学会) 関しましては、ここでは触れず、直接<http://jalt.org/conference/jalt2010/jalt2010-schedule>のページにリンクしていただければと存じます。オンラインで大会のスケジュールをご覧になれます。

最後に、お願いしたいことが2点あります。「学習者の学習」の次号に是非皆様の素晴らしい論文等の投稿を募集しております。詳細につきましては最後のページをご覧になっていただければと思います。また、今回も投稿していただいた著者の皆様、そして入江恵氏を筆頭に、小澤佳世、野口順子、阿部真ら翻訳チーム、そしてアリソン・スチュアート、ジム・ロナルドのお二人には校正を担当していただき、改めて感謝を申し上げたいと思います。

エレン&パトリック

Greetings

In this issue we meet three members: Richard Silver and Paul Dickinson have been awarded the Learner Development SIG's "first time JALT attender" bursaries, while Peter Cassidy is one of the authors involved in the SIG's forthcoming anthology Realising Autonomy, edited by Kay Irie and Alison Stewart, and coming out in May, 2011.

FROM LD SIG MEMBER RICHARD SILVER LD SIG のメンバー リチャード・シルバー

Richard Silver has been living in Kyoto since 2003. He is currently working at Ritsumeikan University and Konan University's Hirao School of Management, teaching a range of English classes. A JALT member for the past 18 months he is also a member of the Teachers Helping Teachers SIG as well as the Learner Development SIG. This autumn he will be presenting at JALT 2010 in Nagoya with his colleague Matt Coomber, and at KOTESOL in Seoul where he will lead a workshop on students leading presentations and discussions.



リチャード・シルバーは2003年から京都に住み、現在立命館大学及び甲南大学の平尾ビジネス学科で様々な英語のクラスを教えている。18ヶ月前からJALTに所属したTeachers Helping Teachers SIGとLearner Development SIGのメンバーでもある。2010年名古屋において彼の同僚であるマッシュュークーンバとともに発表する予定である。また10月にソウルにおいてKOTESOLの学会に参加し、生徒自らがプレゼンテーションとディスカッションについてワークショップを行う予定である

FROM LD SIG MEMBER PAUL DICKINSON LD SIG のメンバー ポール・ディキンソン

Hello everyone! My name is Paul Dickinson. I'm a new member of the LD SIG having joined in April this year. I haven't had the opportunity to attend any SIG events as yet, but I'm hoping to meet other group members at JALT2010. I've been teaching EFL at various locations around the Tohoku region for several years now. Prior to that, I taught ESL in Australia. Since coming to Japan I've become much more aware of the importance of learner autonomy. I hope that hearing and reading about the learner and teacher development related experiences of other SIG members will enable me to help my students (and myself) to become more autonomous learners. I'm looking forward to meeting you and sharing stories and ideas about learner development sometime soon!



皆さん、こんにちは。私の名前はポール・ディキンソンです。今年の4月からLD SIGに参加している新メンバーです。これまでSIGのイベントに参加する機会がなかったのですが、JALT2010で他のグループのメンバーに会えたらと思っています。ここ数年、東北各地の様々な場面でEFLを教えています。その前にはオーストラリアでESLを教えていました。日本に来てからは、学習者の自主性の大切さがわかりました。他のSIGメンバーが経験した生徒と指導者の成長に関する話を聞いたり、読んだりすることで、生徒たち（と私自身）がもっと自主的になれるように手助けしてあげられるようになるでしょう。皆さんにお会いし、学習者の成長についての様々な話やアイデアを共有できることを楽しみにしています。

Greetings

FROM LD SIG MEMBER PETER CASSIDY

LD SIG のメンバー ピーター・キャンディ

My name is Peter Cassidy and I joined the LD SIG in 2009 after developing a greater interest in learner autonomy through courses at Teachers College, Columbia (TC). I have been teaching young learners in Japan for ten years and autonomy is of great importance to my teaching context. I became interested in the teaching profession while in high school through my first job as a lifeguard and swimming instructor. I graduated from high school after having completed a late French immersion program (grade six to grade thirteen) and later graduated from Carleton University (English BA) in 1990. I also attended Lakehead University (1992 / 93) where I studied courses geared to teachers of young learners as well as a Native Canadian Philosophy course. My experiences as a French immersion student as well as the impact of the First Nations philosophy course taken at Lakehead University may have very well been the catalyst for my current research interests in respecting the L1 in L2 learning environments as well as language revitalization. I have recently presented my research highlighting the need for "English only" policy change with regards to how it may affect socialization as well as creativity at JALT (Hiroshima 2010) and published a very short article summarizing these findings in the recent Tokyo Chap'zine publication. My research interest in language revitalization and cultural identity is going to be my MA submission for my TESOL graduate program through TC Columbia (Tokyo campus).

Teachers College has been a wonderful learning experience and I hope to graduate in February 2011. This graduate program has led to my participation in the opening of the first Writing Center at the Tokyo campus. This valuable

こんにちは。私はピーター・キャンディです。私は現在、ティーチャーズ・カレッジ日本校で学んでいますが、修士課程を通じて特に自律学習の分野に興味を持ち、2009年に学習者デベロプメント研究部会のメンバーになりました。日本では主に子供を対象に10年教えてきましたが、その現場では自律学習はとても重要だと考えています。そもそも教師という職業に興味を持ったのは高校生の頃、水泳のコーチおよび監視員として生徒に接していた頃です。高校(6年生から13年生)ではフランス語のイマージョン・プログラムを修了し、その後1990年に、カールトン大学で英語学の学士号を取得しました。また、1992年から1993年にかけては、特に幼児教育を専門とする教員を対象とした科目とカナダ先住民の哲学に関する科目をレイクヘッド大学で受講しました。フランス語イマージョン・プログラムおよびカナダ先住民に関する授業が私の現在の研究的興味(言語復興と第2言語学習における母語の役割)のきっかけとなったのは間違いありません。最近ではJALT広島支部主催で行われたミニ・カンファレンスで、個人の社会化や独創性への影響を考慮し、英語のみで行う授業を変える必要性を訴える研究発表をしました。東京支部発行の機関誌Chap'zineにこの研究発表が記載されました。ティーチャーズ・カレッジ日本校の修士論文のテーマは「言語復興と文化的アイデンティティ」の予定です。

ティーチャーズ・カレッジは素晴らしい学びの経験の場でしたが、それも2011年2月の卒業と言う終わりに近づいています。大学院在籍中に、ライティング・センターの設立に関わることができたことを光栄に思っています。このライティング・センター誕生の発端はティーチャーズ・カレッジで行われた

Greetings

FROM LD SIG MEMBER PETER CASSIDY

LD SIG のメンバー ピーター・キャシディ

resource became a reality through a workshop at TC that had myself and four others develop the foundation for the opening of the center that supports writers in their writing assignments and of course their final thesis (MA Project). This has also lead to our contribution of a chapter to the anthology *Realizing Autonomy*. The chapter is entitled “Creating a Writing Center: Autonomy, Interdependence, and Empowerment” and it describes the autonomous nature of both the workshop that lead to the opening of the Writing Center as well as the ideals behind writing centers and tutorial sessions that are meant to empower writers in their creative endeavors. The collaborative efforts between peer readers and our group has been very rewarding during this process and having multiple perspectives working towards one paper has required interdependent cooperation, patience, and strategic independence.

I will be attending the “Moveable Feast” gathering and look forward to meeting other presenters. Although my schedule has not allowed for me to attend any Learner Development meetings in the past, I hope that I will be able to attend more in the future and learn through collaborating with others interested in learner autonomy.

ワークショップであり、私と4名の学生がこれに関わりました。当センターは、レポートなどの課題、そしてプログラムの集大成である修士論文を書くために必要な学生のライティング力を伸ばすための個別サポートをしています。またこのような経験が撰集「自律学習の実現に向けて」の一章「ライティング・センターの設立にむけて：自律学習、相互依存、そしてエンパワメント」の執筆につながっていったのです。この章では設立のきっかけとなったワークショップが学生の自律的な活動によるものであったこと、そして、チューターとのセッションおよびライティング・センターの理念が自律した書き手の育成を目指していることについて触れています。創造活動を通じて書き手が成長し、文章力をつけていくこと目標としているのです。この章の執筆にあたって、他章の執筆者とお互い査読し合う共同作業はやりがいのあるものであり、その執筆過程において様々な視点が加わることは相互的な協力関係、忍耐力、そして主体性を必要とするものでした。

多忙のため、過去の学習者デベロップメント研究部会には参加できませんでしたが、今後そのような機会が増え、自律学習に関心のある方々との連携により、学びを深めていければと考えています。どうぞ宜しくお願いします。



Learning Learning 17 (2) Autumn 2010

Feature Article: Junko Noguchi

Helping Learners Develop Reflective Skills Through Critical Dialogue

クリティカルダイアログによる学生のリフレクティブスキル向上のサポート

Junko Noguchi

Kanda University of International Studies

野口順子、
神田外語大学



神田外語大学は開学以来、学生の自立性を育成することに重点をおいてきた。授業のカリキュラムに関しても、自立性育成を眼目においたものとなっており、また授業外学習へのサポートの一環として、一万点にも及ぶ自立学習用教材を備えた自立学習センター、サルク (Self-Access Learning Centre (SALC)) が設立された。

サルクでは生徒の自立学習サポートの一つとして、「モジュール (module)」とよばれる選択制の自主学習コースを1年生と2年生を対象に開講している。最初のコースである「ファーストステップスモジュール (First Steps Module)」では学生は自らの行った学習についての考察を日記に記し、アドバイザーがその考察に関してコメントを書くという、日記を介した考察学習を行う。(Noguchi & McCarthy, 2009 を参照)。このアドバイザーとの日記を介した対話を通し、学生は多くの研究者 (Holec, 1981; Little, 1991 等) が提唱する学生の自立性 (learner autonomy) の定義と一致する、目標設定、適切な教材やアクティビティの選択などのスキルを学んでゆく。

ファーストステップスモジュールを通して学生の自

立性育成サポーをする際、目標設定、適切な教材やアクティビティの選択と言ったスキルを学ぶ中でいかにリフレクティブ (内省的) スキルを向上させるかといったことに、重点が置かれている。また、この過程を学習トレーニングという面から捉え、Holec (1980) が推奨する学生自身に「発見」をさせていくというアプローチをとっている。すなわち、日記にコメントを書く際には、答えを始めから教えるのではなく、適切な質問を投げかけることで、学生自らが疑問を持ち、またその解決策を探し出していく手助けをするようにしている。そうすることによって、学生は自らリフレクティブ・シンキング (内省的思考) を繰り返し、そのスキルを磨いていく。

具体的には、目標設定や適切な教材およびアクティビティの選択に関して自分なりに様々に考え、その考察に対してアドバイザーからコメントをもらう中で、学生は自身の学習についてリフレクティブ・シンキング (内省的思考) をする能力を向上させることができたようである。

また、学習者はアドバイザーから様々な質問をされることにより、学習目標やその目標を達成するために使用する教材、アクティビティの選択に関して、特にその目標と使用する教材、アクティビティの関連性に関してより深くその効率性を考える。学生はアドバイザーからの質問を自分のものとしていくことで、自身のリフレクティブ・シンキング (内省的思考) のスキルを向上させてゆく。Little (1991) は、この賢明な判断をする能力は自立学習者の持つ特徴の一つと述べている。このような能力を高めることにより、学習者は同時に自立性も向上させてゆけると確信する。

Introduction

Kanda University of International Studies (KUIS) was

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established in 1987 with the key concepts of fostering learner autonomy and designing a curriculum to achieve this aim. As part of fostering learner autonomy outside the classroom, the Self-Access Learning Centre (SALC) was created. The SALC is a state of the art center designed to help students become more autonomous. As learning advisors at the SALC, we encourage students to exercise the right to make decisions on their learning while giving them feedback on those decisions. Through this critical dialogue between the students and the learning advisors, it is hoped that the students will develop reflective skills. Since the capacity to reflect critically on learning is one characteristics of autonomous learners (Little, 1991), we hope that by developing this capacity we are also helping them learn to become more autonomous.

First Steps Module

Learning advisors and students primarily conduct their critical dialogue through the First Steps Module. The First Steps Module is one of a range of optional self-directed courses that the SALC provides to freshman and sophomore learners. It is designed to help students develop skills such as goal-setting, choosing appropriate materials, and selecting appropriate activities. These skills align with many researchers' (Holec, 1981; Little, 1991) definitions of learner autonomy. The skills are developed through written dialogues with a learning advisor. As students complete their modules, they write reflections on their learning and in return their advisor gives feedback on the reflections (see also Noguchi & McCarthy, 2009).

Reflecting On effective ways of learning

As a learning advisor at the SALC, my main focus when trying to help students become more autonomous learners during the First Steps Module is

to assist them in developing their capacity to reflect on their learning while they learn how to set achievable goals and choose appropriate materials and strategies for those goals. Considering this process as learner training, I take the approach that Holec (1980) promotes. He states that we should train learners by letting them discover the answers to the problems on their own since, by trial and error, they train themselves progressively. Therefore, I believe that in order to foster learner autonomy, I should ask the learners questions instead of just throwing answers, corrections or suggestions in their faces from the beginning. By asking questions, I give them opportunities to discover their own solutions, which I believe can enable them to develop critical thinking skills. For example, when one student said she wanted to improve her vocabulary skills, I asked her what kind of vocabulary (i.e. academic vocabulary, business vocabulary, conversational vocabulary etc,) she needed the most. She replied to me saying she had never thought about what kind of vocabulary she needed the most since she had not paid attention to different "kinds" of vocabulary. She decided to learn conversational vocabulary because she wanted to be able to watch and understand English dramas without subtitles. Some students quickly understand these kinds of metacognitive questions. On the other hand, others have difficulty understanding how to answer. This shows that students demonstrate a wide range of awareness of their learning process.

Goal-setting activities

In the First Steps Module, the first thing the learners are required to do is to pick a language learning goal. Many freshman students often have difficulty in deciding on which skills to improve. They have little experience of setting their personal goals for their English communication skills outside of class. Most

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likely, this is because of the Japanese education system, which tends to be teacher-centered. Students are used to being told what to do and how to do it. Their language learning goal up to this point has usually been to pass the next exam. Therefore, to make choosing a goal easier and help them narrow down their focus, the module breaks language skills into two groups:

General Skills:

speaking, listening, writing, reading

Specific Skills:

vocabulary, grammar, pronunciation

The *general skills* group consists of four different forms of communication in which language can be used. The *specific skills* group includes three different aspects of knowledge about language, which can help learners perform the general skills better. In other words, by knowing more about vocabulary, grammar and/or pronunciation, one can improve speaking, listening, writing and/or reading skills. However, using a specific skill (e.g. vocabulary) to improve one general skill (e.g. speaking) is different from using the same specific skill (e.g. vocabulary) to improve another general skill (e.g. writing). For example, remembering correct spelling may be a big part of vocabulary skills for writing while it is not necessary for speaking.

Learners must choose one skill from the general skills group that they want to work on during the module. Next, they choose a specific area within that skill to focus on. The combination of a general skill with a specific skill within that area constitutes the learner's goal for the semester. We emphasize the importance of narrowing down their focus so that they can intensively work on their target skills and see the improvement more clearly.

To help them decide which general and specific skill

to choose, the students do a needs analysis to help them think about the specific situations in which they need to use English and what skills they need to use the most in those situations. For example, students think about a situation such as going overseas and choose a general skill such as speaking that they feel will be most important. They then select a specific skill focus in this area, such as spoken vocabulary. When going through this goal setting process, what is emphasized the most is that they need to narrow their focus to decide on a specific and achievable goal.

It is common for freshman learners to have trouble choosing a specific skill that supports their general skill. For example, one student said she wanted to be able to read English books faster and also she wanted to improve her vocabulary skills for conversation. In other words, she chose a specific skill that did not relate to her general skill. In fact, what she had really done was choose two separate general skills to work on: reading and speaking. What she should have done is to think about which specific skill she needs to improve the most in order to be able to read faster and choose it as a goal. Instead, she had thought about another general skill she wants to improve and chose a specific skill in order to do so, as seen in the table below.

| | General Skills | Specific Skills |
|---|-------------------------|------------------------|
| 1 | Reading | Not decided |
| 2 | Speaking (conversation) | Vocabulary |

When this happens, it is a good opportunity to help students to improve their reflective skills. For example, for the student who chose two separate general skills to work on, I pointed out that her *specific skill* did not support her *general skill* and asked her how we could fix it. In reply to my comment, she told me that she wanted to improve her reading skills to improve her reading speed, but also wanted to

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improve her speaking skills for casual conversation with her English-speaking friends. Without realizing it, she had mixed up these two goals and put them into a single goal. That was why her goals were not focused and why she had a difficult time making her study plan based on them. She was very happy about the fact that she figured this out herself and thanked me for helping her. After more consideration, she decided that improving her conversation skills was more important than improving her reading skills because she wanted to be able to communicate more smoothly in class discussions and therefore chose speaking as her general skill and conversational vocabulary as her specific skill. This student realized the importance of appropriately selecting goals and therefore was one step closer in her journey towards autonomy.

Choosing appropriate materials and strategies

As students complete the module, they will get a chance to explore different materials and strategies/activities to improve their targeted skills. Many students often end up choosing the same materials they used to prepare for exams even though their goals have changed to communicative ones. For example, a student might choose to improve their conversational vocabulary by memorizing words from a TOEIC test preparation book. They seem to be unable to make the connection between their goals and the materials and strategies they will use to achieve those goals. They appear to believe that regardless of what activities they do, as long as it is related to English, they will somehow achieve their goal. As another example, a student might say her goal is to improve her conversational skills but the activity she chooses to achieve this goal is to listen to CNN every morning. Clearly, although listening to CNN might help her improve her listening skills, it won't directly help her meet her goal of improving her

speaking skills.

When I see this kind of mismatch between a learner's goals and their materials/activities, I write comments to point out the mismatch or ask questions to help them realize that the materials/activities they've selected aren't connected directly to the goals. For example, one student decided that for her general skill she wanted to improve her speaking skills and specifically, she wanted to improve her spoken grammar skills. However, she said for her study plan that she would watch an episode of the English TV drama "Friends" and write down some phrases and expressions she didn't know. My reply to this study plan was that it seemed like her chosen activity and her goals didn't match because she was focusing on vocabulary and not grammar. I asked her what she could do to fix it. After reading my comment, she changed her study plan so that she would write down examples of new grammar that she noticed instead of new phrases or expressions because she realized that she was not making a direct connection between her goals and her activities. In the process of selecting activities that directly help her achieve her goals, she critically thought about her decisions, which hopefully will lead her further in her journey towards autonomy.

Conclusion

Effective goal setting and material/strategies selection is a very important first step towards successful learning. However, most freshman college students that I advise have difficulty doing these things unaided. By completing the goal-setting and materials/strategies activities in the First Steps Module and engaging in dialogue on their decisions with a learning advisor, learners can develop their capacity to reflect critically on their learning. I believe that questioning learners about their decisions helps them to reflect on the effectiveness of their choices, especially the

connection between their goals and the activities they do to achieve the goals. Hopefully, students internalize this questioning and this in turn will help them improve their reflective skills. They can then make their learning more effective by making better decisions. As Little (1991) states, the capacity to make good decisions is one of the most important skills for autonomous learners.

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Learning Learning 17 (2) Autumn 2010

Feature Article: Michele Ruhl

Helping Students Go with the Flow: Using Free Writing and Graphics of Psychological States to Teach Students to Discover 'Flow'

学生をフローに到達させる：フリー・ライティング
と心理状態のグラフィックを用いた試み



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本稿は毎週の課題としているフリー・ライティング後の心理状態をセルフ・モニタリングすると言う予備的研究の報告である。これは、フリー・ライティングがフロー到達の手段の一つとなり、英語の流暢さ (fluency) に良い影響を及ぼすと言う仮説を検証するものである。チクセントミハイ (1975) によれば、フローとは、能力の水準と課題の難易度とのバランスの均衡が保たれている場合の精神状態を表す。これは心身を融合させる活動における最高の集中状態と本質的な価値による動機づけがなされていることを意味する。フリー・ライティングはその流暢さに重きがおかれ、一定の身体的な動きも伴うため、フローへの到達に適していると考えられる。この仮説に基づき、筆者は学生に時間制限を設けたフリー・ライティングを毎週の課題とした。そして、どれぐらい書いたかを明確にするため、課題終了時に、日付と語数をグラフに印してもらった。学生は学期半ばに自己評価を行った。最終クラス前に、学生はチクセントミハイのフロー状態を示すグラフを見た上で、心理状態の自己評価を行った。フローは覚醒 (arousal) の次に多く報告された。

この他には不安、リラックス、制御、心配、無気力、倦怠感などが挙げられた。これら、それぞれの心理状態は、活動の難易度と学習者のスキルとのバランスを表している。15週間の間、約1/4が覚醒、さらに1/4の学生がフローを体験したと報告している。学生自身にフローを認識させ、その体験を増やすことにより、学びの質を高めることに繋がると考えられる。

Introduction

This paper reports on a pilot study in which students were asked to self-monitor their psychological state after doing free writing for weekly homework. My hypothesis was that free writing might be one way of accessing a state of flow and might impact positively on English writing fluency (defined simply as increased written output). "Flow" was identified by Csikszentmihalyi (1990) as a psychological state in which the challenge is in balance with the learner's skills. According to Csikszentmihalyi, flow equates with a high degree of engagement and intrinsic motivation in the practice of activities which integrate the mind and the body, in optimal ways. Free writing is characterized by emphasis on fluency and also by a certain level of physical engagement, both of which make it suitable for promoting the state of flow. I believe that if we can help students to recognize and increase flow experiences, it will impact on the quality of learning not only in English class but also in other areas of their life.

In this paper, I will first explain more about "flow" before outlining how the project was presented to students and how graphic representations of "flow" and other psychological states were used by students to record their states after writing. I will give details of how students reacted to both free writing and graphing their psychological states. Finally I will argue that the combination of awareness-raising through graphic

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representation of psychological states can help students to develop skills in self-monitoring both self-study and in-class study, with important consequences for their ability to select self-study tasks and to give helpful feedback regarding classroom learning.

More about flow

The psychological state called “flow” is inherently connected to self-expression, autonomy and life-long learning. People with autotelic personalities have more complex flow activities in their life. “Flow” is the key characteristic found in autotelic activities. These are activities that we do for their own sake, not for some external goal but because they are important and valuable in their own right (Csikszentmihalyi, 1997, p. 116). In terms of learning, flow is a psychological state in learning in which the challenge is in balance with the learner’s skills. Other psychological states include arousal, anxiety, relaxation, control, worry, apathy, and boredom. Each state reflects the balance between the challenge and the learner’s skills (see Figure 1). The remarkable thing about “flow” is that we can develop activities that put us in this state so that we are in “flow” more often. With practice we can learn how to assess the balance between skills that we possess and the challenges we face in activities that we do, and manage our learning process by having the goal to increase our daily “flow” experiences. This is significant because experiencing peak performance and the additional by-product of increased feelings of well-being is beneficial psychologically, spiritually and physically. The state of “flow” promotes positive learning cycles and has positive long-term effects such as higher self-esteem and the ability to work longer without stress-related illnesses (Csikszentmihalyi, 1993, p. 186). Meaningful learning experiences result when enough skills are mastered to

find “flow” in complex activities instead of turning to passive and simple activities that often result in inner turmoil, frustration and disappointment (Csikszentmihalyi, 1993, p. 191 & 321).

Characteristics of the psychological state of flow include the following:

- developing peak performance: balance between arousal and control
- focused energy
- being aware and in the moment
- being in touch with our emotional lives – communication with ourselves
- consistent engagement with tasks that demand a high degree of skill and commitment. (Csikszentmihalyi, 1997, p. 31)

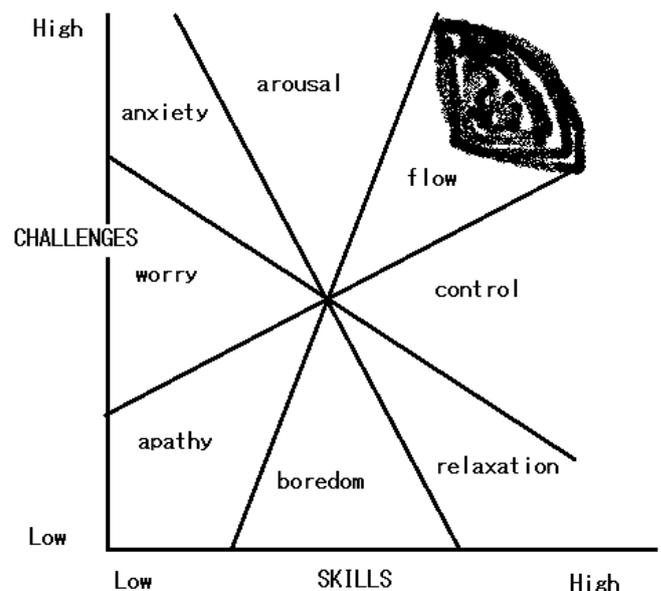


Figure 1: FLOW Adapted from Csikszentmihalyi, 1990.

Introducing timed free writing to students as a possible flow experience

A pilot study was done to investigate the effectiveness of free writing to increase English writing fluency and the possibility of using graphs of the psychological states related to “flow” as a way of raising awareness

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of how psychological states reflect students' engagement with class activities. First year students in the pilot study were from the following faculties at Nagasaki University: Economics, Education, Fisheries, Technology and Environmental Science. Data was collected from 129 first year students in the second semester of 2009. Previously, data collected from students who answered a questionnaire in Japanese about their motivation to do English class activities indicated that motivation to do writing in English at university is lower than that for speaking, listening, and reading in English. It was hoped that regular free writing practice would increase both students' level of performance and motivation in relation to writing. Therefore, a statistical study was made to examine the increase in the number of words students wrote in 10 minutes of free writing at midterm and at the end of term, and the correlations between totals from the start and midterm and midterm and the end of term. Qualitative data was also collected at those times in the form of written feedback in English or Japanese about free writing in general. Finally, students were asked to report on what psychological state characterized their free writing experience.

Introducing free writing: Parameters and ground rules

Free writing is introduced to students as a timed exercise which is part of a weekly basic homework requirement. Students set their cell phone timers and write for 10 minutes without stopping and continuing, without erasing, even if they make mistakes. Students are encouraged to use colored pens and to change colors if they get stuck. They are advised to continue writing with a focus on grammatically simple sentences, changing only the pronouns such as, "I'm hot. She's hot. They're hot." Or, "This is a pen. This is a chair." In addition, when students feel at a loss about what to

write, they can be encouraged to continue with positive self talk such as, "I don't know what to write now. What can I write now? Who can I write about? What can I write about?" This kind of practice keeps the students focused on the possibilities and potential to write about something that they know about. After writing, the total word count including English words and mistakes is noted beside the writing and then transferred to a free writing graph, with "date" on the x-axis and "number of words" on the y-axis. Typically, students are not asked to count each other's totals because free writing aims to be a safe place in which writers are developing their fluency while taming their inner critic (Brandt, 1934; Cameron, 1998). Writers should feel free to express themselves without inhibitions. Any criticism or slight correction could have a negative effect on what we are trying to nurture: a focus on what can be written instead of what the "critics" think should be written. Instead of reading each other's free writing, talking about free writing and what they wrote about is encouraged and a quick glance at classmates' writing is recommended to ensure that students: 1) feel a sense of responsibility; 2) feel that their writing efforts are recognized and 3) gauge the increasing length of each other's writing. The following goals are set for English free writing: 150 words (including mistakes) in 10 minutes by midterm and 250 words in 10 minutes by the final class check.

Weekly free writing topics are given in English and Japanese. However, students were reminded and encouraged to write about anything they choose and anything that they can write about. Mental lists are encouraged before beginning. The result is that students gradually become familiar with the activity, but also feel a pressure to perform within the 10 minutes, and they are able to see their growing totals at a glance on the graphs. While a variety of timed activities are done weekly for homework, students

report that free writing in English has had the most impact on them. It is reported to be both the most challenging activity to become familiar with and the activity with the most satisfying results.

Many students struggle with free writing initially. Some advice on how to support students in the beginning is based on the 4R rules of being environmentally friendly:

1. Recycle – Recycle all the English that you remember, and that you know and that you see around you.
2. Re-use- Reuse new English words and expressions that you want to remember or that you remember from TV, high school etc.
3. Reduce – Reduce your fear of making mistakes. Focus on using what you know and what your message is.
4. Refuse – Refuse negative thinking and self destructive behaviour. Remember the purpose is to develop communication with yourself, so be your own best friend!

Getting to “flow” by way of anxiety and arousal

Anxiety and arousal are the states in which the challenge is greater than the skills. When low skills are met with easy challenges, the psychological states of relaxation and boredom increase. Introducing a *certain level of stress* can shift the psychological state to arousal, worry and anxiety. Free writing was made into a 10 minute activity using a timer to enforce a sense of pressure, a need to hurry to write enough on time. After a few weeks, the students can see some improvement; students also notice that improvement is often not a straight line, rather a line that is up and down. One student commented, “At first I cannot understand my free writing. But now I can so fast write my free writing. 10 minutes is just time for me.” Despite the ups and downs, data shows that there is clearly an increase in free writing totals. Feedback showed that

for one third of the students, free writing became an “autotelic” activity. That is, the outside goal to write as much as possible in 10 minutes was transformed into an activity that is done for its own sake.

Using flow as a way of evaluating the effectiveness of activities in and out of class

Students can read the flow graph of psychological states and see how the balance between challenges and skills is related to the psychological states of relaxation, boredom, apathy, worry, anxiety, arousal, flow, and control. This graph will help students to assess activities, inside and outside of class, in order to understand what the balance between their skills and the challenge is. This will enable them to make informed decisions about how to make improvements. For example, if a student reports feeling bored with an activity, they would be asked to look at the graph and find the balance between their skills and the challenge and then write feedback about the balance in relation to the activity, giving details about ways they could make improvements. Since it guides students in making judgments about their learning activities, the graph may help students to be autonomous learners.

The graph also facilitates discussion of learning. In order to talk about the effectiveness of activities from an educational stand point with their peers or with their instructor, learners need to know the appropriate language. Self-assessment and peer assessment are essential in debriefing and bringing closure to activities. The assessments students make about their work and their peers’ work are the most important thing that students will take away from the learning experience. Students will often do their self assessments and peer assessments for activities much more astutely than the activity itself. Therefore, assessments need to be easy enough for students to do, interesting enough that students will do them earnestly and meaningful so that

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students will find evaluations and reflection on their class language learning experiences beneficial.

For teachers, using the graph for activity assessment is a way of gauging the challenge of the activity in relation to the students' skill. For example, in the lower skilled classes, more scaffolding and support during class time in order to motivate students to keep up their free writing is necessary. The 10 minute free writing activity offers teachers an additional way of measuring the class's fluency and the fluency of individual students. For example, the resulting learner profiles in each class were useful to consider when choosing other activities for each class. Also, the learner profiles made grouping or pairing students according to challenge-skill balances an option. This was particularly successful for speaking activities, because students with similar challenge-skill balances could be paired off and then the higher and lower challenge-skill balances could be paired together. Students were told ahead of time that they might be paired with the opposite sex or with a partner that they had never worked with before. The system was fast and students responded positively to the seemingly random pairing.

Results

Midterm free writing and the final free writing data collected in the pilot study was correlated using Pearson's Correlation and Spearman's Nonparametric Correlation. Correlations were significant in all faculties except for Environmental Science. In the case of Environmental Science, the free writing totals were higher than other faculties at the mid-term check and final check; therefore there was no significant correlation.

The significant correlation in the Faculty of Economics was 0.579 (<0.05) and the Nonparametric Correlation was 0.538 (<0.01). In the

Faculty of Education the data was well correlated, 0.585 (<0.01) and the Nonparametric Correlation was 0.605 (<0.01); in the Faculty of Fisheries the data was better correlated, 0.670 (<0.01) and the Nonparametric Correlation was 0.623 (<0.01). The Faculty of Technology had the most significant correlation of 0.623 and the Nonparametric Correlation was 0.673 (0.01). The faculty of Environmental Science showed no significant correlation with 0.317, and Nonparametric Correlation was 0.298.

This data showed that where the mid-term free writing improved the final check free writing also improved. Therefore, motivation to increase free writing totals by the mid-term is important. This was particularly the case in the faculties of Fisheries and Technology. These two faculties were considered to have lower English skills than Economics, Education and Environmental Science but made the greatest gains by the final check, if mid-term totals reflect a high motivation to write. Introducing free writing to students and maintaining free writing until the mid-term is therefore, very important.

In the faculties of Economics, Education and Environmental Science, totals at the mid-term were higher than those of Fisheries and Technology. Therefore, increasing motivation to write and maintaining free writing between the mid-term check and the final check is important.

Qualitative results

Qualitative results revealed that while students were familiar with other psychological states such as boredom, anxiety and control, they were not familiar with flow as a term. However, when students were asked to report on their experience of flow in their daily life, they could identify and describe those flow experiences and they were similar to those reported in Csikszentmihalyi's study. Finally, students were asked

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to report on their psychological states in relation to English class activities. Results showed that the predominant psychological state described by students who did free writing in English was arousal (30%), and the second most reported psychological state was 26% who reported a flow state. Worry was reported by 13% of the students.

Qualitative data collected from students in the form of comments in English or Japanese were read and interpreted by two bilingual (Japanese/English) adults. There were two sets of data collected from the same students. One set of data focussed on the psychological states of free writing. The other set of qualitative data focussed on final results and comments about free writing collected from students as self- and class activity assessment. Comments were sorted in order of clarity, and the content of the answers was translated into English. Results show that in every faculty, there were a greater number of vague answers in Japanese than in English. Similarly, there were a greater number of clear and very clear answers written in English by students in all faculties in the study.

Students' comments: Pushing OUTPUT

Most students can relate to the feeling of having a head full of English but when the need to speak arises, their mind goes blank. According to data collected congruently with this study's data, students are highly motivated to speak in English and least motivated to write in English. A first step to acquiring speaking fluency is to continually be challenged to write about what is known and familiar and to notice what is needed in order to get the intended message across. A student described it in this way, "Free writing is difficult. I can't write what I think. However, I can find out my English ability." (100 total; Japanese 12 times, increased and helpful.) Each student has their own

individual repertoire of English, but many are not sure exactly what they can do with it. Whether their repertoire is relatively small or large, fluency can be drastically improved when students begin to reuse and recycle what they know every time they do free writing. A student describes it in this way, "It is very interesting. I know about myself, my family, and my friends." (158 Total; Japanese Free Writing 20 times, same and helpful.) Increasing their English writing capacity and flexibility as much they can within a time limit, is creating the kind of aroused state that one would experience when faced with various real life speaking communication situations. Therefore, stressing that free writing is a kind of training to improve speaking communication is recommended. One student writes on the Final Class Data comment, "I can't believe 283!! Surprise!! I'm happy. I try it well."

Motivation to write

Students who reported about their "flow" experiences in this study also reported about their motivation to speak in English, listen in English, read in English and write in English. Their responses reflect the fact that students are highly motivated to speak in English but lacked motivation to write in English. Regarding the free writing activity, however, students report that they feel a high degree of "flow" when doing free writing in English. As mentioned before, during the 15 week semester, an autotelic experience begins to emerge for many students who do free writing in English. One student described the autotelic experience in free writing in this way, "Though it was difficult, I enjoyed it." (205 total on final class check.) Another reported, "My free writing skill increased. I want to try it successively. It is good method." (324 total on final class check) The autotelic experience was related to students' intrinsic motivation to continue with the activity, despite it being rather challenging or difficult. In other words, students

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wanted to try to increase their output for their own satisfaction, not only because it is a set goal in class. A different student commented, “It is difficult to write the word I think. I want to practice more.” (148 Total; Japanese Free Writing 10 times, increase and helpful.) At this stage, usually students were already paying more attention to accuracy while maintaining their maximum output. Another student enthused, “Final test goal don’t go. But I wrote many things. I glad to write about many things. Free writing is very very funny.” (175 Total; Japanese Free Writing 23 times, increase.)

Conclusion

This pilot study revealed three reasons for helping students go with the flow via free writing in English. First, flow experiences are the most challenging and the most satisfying. English Communication class activities, such as free writing, that are characterized by flow experiences not only have greater potential to be intrinsically motivating but also promote fluency. Secondly, increasing awareness through assessment

based on the psychological states in daily activities and learning experiences inside and outside of English classes might help students manage their learning, with the benefit of increasing autonomy. Finally, introducing the psychological state of flow to students will give them a language to communicate with about fluency to other students and to the instructor and to other learners outside the classroom.

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Learning Learning 17 (2) Autumn 2010

Feature Article: Richard Silver

Fostering Student Autonomy Inside and Outside the Classroom

教室内・教室外でのオートノミーを育成



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オートノミーという概念は20年にわたって言語教育の世界で受け入れられてきた。しかしその概念はどこでも同じ意味ではなく、教師の考え方によっても様々な使い方がある。その上オートノミーをどのくらい上げられるかはクラスの状況によっても違う。この論文でリチャード・シルバーは大学の言語教育の中のオートノミーという視点から自らの考えと現在行っている二つの研究プロジェクトについて説明する。

Teaching is a learning process that never reaches completion. That much I have learned since I came to Japan to teach in 2003. By way of the different institutions and learning environments that I have experienced as a teacher, I have come to realize that the content of the class is by no means more important than the process. But the process goes deeper than the way in which a 50- or 90-minute class unfolds, for any class is part of a larger process of language learning that is itself part of a process of education.

Fostering autonomy in students best describes a major part of my teaching philosophy, in spite of the fact that autonomy as a concept is not easily defined. In fact, Benson and Voller (1997) identify five different

uses of the terms autonomy and independence in research and come to the conclusion that “it is unlikely that applied linguists will arrive at single agreed definitions of these terms” (pp. 1-2). In many ways the flexibility of the term, though confusing, means it is adaptable to the different education contexts that teachers encounter and it is through the part I play in the formal education in my students’ lives that I hope to foster autonomy. I try to look beyond the curriculum goals and create conditions in which students will maintain an interest in learning, so as to be able to decide their own future paths in language learning, even after they leave my class.

In my opinion, university should be a turning point for students in their formal education. From observing my own students in the language classroom, it is clear that students quickly realise that they are no longer in the regimented world of high school with its clearly demarcated boundaries of what they should and should not do, can and cannot do. What is also apparent is that the sense of liberation can also be hard to cope with, in particular for those who are living away from home for the first time. Because of the rush of freedom many students encounter a month after finishing high school, university classes need to provide well-signposted pathways that lead students to learner independence and self-sustaining motivation. These seem to me to be desirable aims in any required university English language programme.

I strongly believe then that the strongest role of the teacher is as a facilitator, who must continually evaluate the extent to which he or she can or should play a part in the educational experience of his or her students. By the same token, this also means judging the extent to which students are willing to grasp the freedom that they are being offered. As Ian Tudor (1996) writes, “the teacher has to learn to ‘read’ both her students and the context within which they are

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working in order to identify those variables which need to be incorporated in decision-making” (p. xiii). In other words, when deciding how a class will proceed, there must be a continual process of evaluation that takes into account circumstances, contexts and goals of both students and institutions.

In discussions with other teachers, notions of autonomy are often ruled out because of what we perceive as unmotivated student groups. Though motivation almost certainly makes students more open to the idea of becoming responsible for their own learning, it remains my belief that unmotivated students are capable of becoming autonomous learners. In fact, given that university language classes may be the last formal language education for students, perhaps a greater effort to foster autonomy needs to be made with these unmotivated students. For, if we can assume that motivated students are in a strong position from which to set their own learning regime after their required classes finish, it is the weaker ones we should be concerned about. The challenge for teachers is how to create those conditions.

Though new to the research side of language teaching, by observing and reflecting on my experiences in the classroom, student autonomy has established itself as a prime area of interest. As a result of realizing the limits of my role as a teacher, the desire to help students more effectively has grown stronger. For as much as I can help my students, they must also learn to help themselves and two research projects that I am currently undertaking are concerned with how to create conditions where students can develop their autonomy.

The first project is looking at autonomy from the point of view of teachers and the way in which those who profess a belief in fostering autonomy in students actually go about it through words and actions. Following observations of first classes in April, when

students and their English communication class teacher met for the first time, I interviewed the teachers about their beliefs and asked them to explain the ideas underpinning their actions.

Though at a preliminary stage of analysis, there seem to be two educational timeframes running simultaneously under which teachers make decisions regarding their classes. The first timeframe is the length of the semester: teachers have a curriculum that dictates what they must do and what their students must achieve. As a result there are restrictions on the ways in which teachers can think of autonomy for they must make decisions within a framework that they receive from the institution. Thus, in what might appear to be contradictory to notions of student autonomy where student choice is normally cited as being crucial, teachers set up their classes with structures, rules and guidelines that will help their students in the classroom from week to week to achieve the institutions' aims. At the same time, as they imagine their contact with the group of students as being limited to 15 weeks, teachers also make decisions with reference to longer unstated timeframes by recognizing that the program they teach in has the potential to play a part in a greater system of learning. It is through actions within the greater cycle that teachers, through what they say and do, seem to aim to foster a longer lasting autonomy.

The recognition of these two, possibly antagonistic, cycles seems important in higher education that, as I mentioned, marks a turning point in students' lives. It may be that teachers accept or understand that before students can realise their own autonomy there must exist controlling order as decided by the teacher and, in consequence, before the teacher can be a facilitator he or she must be something else. Furthermore, it might be the case that teachers find curriculum aims a useful platform from which they can build their own

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goals for their students with respect to autonomy. Though far from being fully realised at the moment, in the future, I hope to assimilate this work for public presentation, which I hope will bridge the gap between a theory of education and practice. It may be the case that practicing teachers are adapting ideas of autonomy in ways that the theories proposed in the field of language education over 20 years ago could not envisage, especially when considering the pace at which technology continues to advance. Thus this project could develop into a showcase for what teachers do in the name of autonomy at the present time.

The second project that I have been researching this semester has been autonomous student learning groups. The idea was inspired by one of my former students who took the decision at the end of her second year to take a year-long break from university to study abroad in Canada, in spite of knowing she would have to drop down a year on her return. I followed her experiences on Facebook and met her not long after she had returned expecting her to be full of enthusiasm for English and learning, for she had clearly had an excellent time away. Instead though, I found her disappointed at the speed at which, she felt, her English ability was disappearing. There were, she explained, no opportunities to use her English. She rarely came into contact with foreigners and she couldn't speak English with her Japanese friends, she said. However, my own thought was that given the number of enthusiastic and able Japanese speakers of English that I encountered daily, speaking English with other Japanese people did represent the best opportunity for her to use her English. From this grew an idea that, given the right circumstances and teacher guidance and support, there are opportunities for English practice within university even among groups whose shared L1 is Japanese. As a result, students

were invited to take part in an experiment in which they met in small groups every week for an hour to do speaking activities that they themselves had agreed the format of, but without a teacher being there. In the final 10 minutes of each session, a teacher would join them to help them with any problems that they had encountered.

The very first meeting was designated a curriculum negotiation meeting in which, with me, they created a schedule for subsequent meetings. After agreeing on practicalities such as the length of time for the meetings and how they would contact each other, we discussed what they wanted from the group and the way in which each session would work. Among the ideas we discussed were what topics to use, who would decide the topic, how much Japanese might be allowed (10%-0%) and what they would do if silence descended.

This pilot program ran for four weeks after the syllabus negotiation meeting and the final week was a feedback session, so there were three sessions in which the students were on their own. The aim of these sessions was not simply speaking practice, but it was also hoped that it would encourage students to realise the benefits of speaking English regardless of the presence of a native speaker, and to lead to self-reflection on language learning because during their university years when students have time, facilities and easy contact with other learners is when they need to be establishing routines of language practice or study that they can continue into their adult lives. The sessions were recorded for future analysis, but self-reporting by the three groups that took part suggested 90% plus use of English over the fifty minutes, though not without difficulty.

Feedback from people in the groups seemed split between those who wanted the presence of a native teacher to correct mistakes and those who felt that the

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groups worked fine as they were. However, most of those who took part expressed an interest in trying the same kind of thing again. If university language programmes continue to become goal driven with standardised test scores as marks of achievement, students and teachers alike may have to find ways in which different kinds of learning can take place outside of the classroom. Setting up these opportunities where learners can explore what happens when they take control of their learning could be an answer.

In summary, my classroom experiences to date have shown me that creating appropriate conditions for autonomous learning is a valid aim for university language programs and that university teachers play a

vital role at a pivotal point in students' lives. As a result of my research, I hope to clarify the relationship between teachers and students in the language classroom and better understand the ways in which I can act to create conditions in which students can reflect on and hopefully grasp independence as language learners.

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Learning Learning 17 (2) Autumn 2010

Voices: Lucy Cooker and Mike Nix

On Q: An Appropriate Methodology for Researching Autonomy? Part 1 of a two-part e-dialogue in which Mike Nix quizzes Lucy Cooker about Q methodology and her current research on learner autonomy and self-assessment

Q 調査法について：自律性研究に適したアプローチ？

Eメールを介したマイク・ニックスとルーシー・クッカーの対談（ルーシー・クッカーQ 調査法および最新の自律性と自己評価に関する研究について語る）：パート1

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ここで紹介するのはeメール上で2部に分けて行われたマイク・ニックスとルーシー・クッカーの対談の1部である。対談では、マイク・ニックスがルーシー・クッカーに彼女の最近の研究やQ調査法(Q methodology)について質問をしていく。ルーシー・クッカーは自己(または教師、アドバイザー)による自律性評価のための手段を開発すべく取り組んでおり、Q調査法はまさにその目的に適ったものであるといえる。なぜなら、この手法を使用することにより、学習者の主観的な意見を体系的に調査できるからである。マイクの質問に答えながら、ルーシーはQ調査がどのように機能するのかの概要を説明していく。Q調査法では、まず、ある掲げられたトピックに関する多数の意見が、アンケート、インタビュー、文献などを通して収集される。これはコンコース(concourse)と呼ばれるある対象分野に関

する談話(discourse)を集めたものであるが、当研究の場合では、自律的学習環境における、非言語学的成果に関する言語学習者または教師の意見について収集される。次に、研究者はこれらの様々な意見の中から40から60を選抜し、それらを1枚のカードに1つ1つ印刷する。さらに参加者を選び出し、1人1人にQ分類(Q sort)という作業をしてもらう。参加者はカードを、カードに書かれた意見に対する自身の立場によってカードをある一定のパターンに並べていく。例えば、「自身の意見と同じである。」により当てはまるカードから順にならべてゆき、次第に「自身の意見と相違する。」により当てはまるカードを順に並べていく。研究者はその後、参加者にそのカードの並べ方に関してインタビューを行う。また、参加者のカードの並べ方を要因分析という形式で統計学的に分析し、参加者たちの意見に関しての様々な要因や全体像を見つけ出していく。クッカーの研究では、6つの要因が認められた。それぞれは6つの非言語学的成果に関する意見グループを表しており、各意見グループは1人以上の参加者により賛成されたものである。最後に、それぞれの要因は研究で使用された多くの意見やインタビューの分析結果を基に解析される。

この研究は一般化の可能性や文化ごとでの一貫性に関する議論で話を結ぶ。クッカーは言語学習者が自律的に学習する環境は文化ごとにある一貫性を含んでいると提唱する。彼女は、自身の研究が完成した暁には、学習者自律性(ラーナーオトノミー: learner autonomy)の分野の研究者が彼女の研究を通して、それぞれがいる環境において身近に感じ、興味を持ち、使ってゆけるような何かを見つけてくれればと願っている。

Mike: I know that your research is about the assessment of language learner autonomy and you've surveyed teachers online about their

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approach to this. I believe you're now using something called Q methodology to analyse learners' views of this issue. Like many other readers of *Learning Learning* I imagine, I'm not very familiar with Q, or why it might be useful for researching autonomy. But before we get into that, could you tell us a bit more about the purpose of your research?

Lucy: I hope to develop a learner generated tool for assessment of autonomy which can be used by learners themselves and others. I started by creating an online survey to investigate educators' practices regarding the assessment of language learner autonomy. I wanted to know if language learner autonomy is assessed and, if so, how it is assessed and by whom. The results of this survey indicated that it is indeed assessed, but there is no systematic approach.

One finding which surprised me was that self-assessment was used relatively infrequently. This seemed paradoxical: learner autonomy is assessed but where is the autonomy in that process? For me self-assessment is an integral aspect of learner autonomy. When I was teaching full time, I frequently encouraged my learners to engage in self-assessment practices and, in fact, for one course I used to ask my students to write their own test. Certainly now, having explored self-assessment so thoroughly, I would always attempt to incorporate self-assessment into my classes as I believe that good self-assessment empowers both the students and the teacher.

Mike: I agree there's something very contradictory about the use of teacher assessment when the development of learners' autonomy is a

pedagogical goal, but it doesn't really surprise me that learners' self-assessment of their own autonomy is quite rare. I know from my own experience that giving up control over assessment as a teacher can be quite an emotional and ethical wrench. And, during assessment, teachers often feel their own autonomy limited by the normalising gaze of their institutions and by expectations that they exercise their authority as "subject experts". So developing frameworks and processes for thoughtful and informed learner self-assessment - and being able to demonstrate to our institutions that these have as much "reliability" as other forms of assessment - seems very useful work indeed.

But why did you decide to use Q methodology for this?

Lucy: Q is a research methodology which allows for the systematic investigation of subjectivity. In other words it is designed to research viewpoints, perceptions and understandings, using techniques which are both quantitative and qualitative. By taking a more systematic approach to the investigation of this area of subjectivity, I hope we can go beyond the "reflection and reasoning" (Benson, 2001, p. 182) which has characterised research into learner autonomy to date. My research can be seen as a response to the calls from Benson (2001, 2007) and Ushioda (2008) for a more systematic approach to the analysis of data in learner autonomy research.

Mike: That's an interesting point. As you say, a lot of the research on learner autonomy - certainly much of the research associated with Learner Development SIG projects (including my own) - has used qualitative research techniques and case

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studies. Indeed, writing in the LD SIG Anthology, *Autonomy You Ask*, in 2003, Benson himself acknowledged “a tension between two apparently contradictory feelings: the feeling that we *need* more data-based research and the feeling that, at the end of the day, data-based research is not going to be enough to tell us quite what we want to know about autonomy”. So it’s significant that you

have decided to use Q to go for a more “systematic investigation of subjectivity”, as you put it. Could you explain a little more how the Q research process combines qualitative and quantitative approaches?

Lucy: In total, there are eight stages in Q. These are shown in Table 1.



Table 1: Eight stages of Q methodology

First, the researcher decides on the topic for investigation and then collects as many viewpoints as possible relevant to that area. This is the *concourse*, the collection of discourse around the particular area under investigation. In my study, I

collected the viewpoints of language learners and teachers about the non-linguistic outcomes of learning a language in an autonomous learning environment. Next, the researcher needs to create a Q set by selecting between 40 and 60 of these

viewpoints which are phrased as a single propositional statement and printed on cards. When the researcher has selected the participants for the study, each participant does a Q sort: they sort the cards into a particular pattern expressing their personal response to the viewpoints on the cards. For example they might be asked to sort cards along a cline from “most like me” to “least like me”.

The researcher then interviews the participant about their card placement. Then the researcher statistically analyses the card patterns using a form of factor analysis to generate different factors or “pictures” about the viewpoints on this issue. In my research, six factors were generated. These six factors represent six sets of beliefs, each set held by one or more participant, about the non-linguistic outcomes of autonomous language learning.

Lastly, each factor is interpreted using the collection of statements used in the study and the interview data analysis. To give an example from my research, one factor I have tentatively named ‘Oozing confidence’. Learners who share this view hold an optimistic outlook in general and feel they will have a successful life; they hold positive beliefs regarding future language learning and use and believe they are more likely to use their language well in the future; and they believe they will be able to continue their language learning when they leave education. One of the more negative characteristics held by learners who share this view is that they are not able to organise their learning time very effectively.

Mike: The development of the concourse and the Q set are clearly important stages in the Q research process, and ones that distinguish it from other

kinds of research. Could you explain a bit more about what these stages involve and what they contribute to a “systematic investigation of subjectivity”?

Lucy: To develop my concourse I scoured the literature to find statements relating to the non-linguistic outcomes of autonomous learning. In addition to trawling through the literature, I used written statements from second language learners about what autonomy means to them, written statements from English teachers about what they perceived to be the non-linguistic outcomes of learner autonomy, oral statements from students in pilot interviews, and comments that were generated from a posting I made on the AUTO-L email discussion list. These statements were not always used in their ‘raw’ form, but were edited to be understandable to typical non-native English speakers at university in Hong Kong and Japan. I used my own judgement to assess the linguistic difficulty of the statements. In keeping with Q theory, each statement contained only one proposition (Watts & Stenner, 2005). As in questionnaire writing, double-barrelled statements and long statements containing two or more ideas should not be used in Q statements as this may create confusion during the analysis of the Q-sorts. The final number of statements in my concourse was 124. I sent these to three experts in the field of learner autonomy for their face validity to be assessed. This stage is not essential to a successful Q-study, but provided me with some reassurance that my concourse was as well-defined as possible and that the statements did indeed reflect the full range of discourse surrounding the non-linguistic outcomes of

language learner autonomy. Those statements judged by the experts to be not relevant to the non-linguistic outcomes of learner autonomy, or those statements in which the meaning was duplicated or ambiguous were discarded, leaving a total of 76 statements.

Mike: Okay, so what happens next?

Lucy: The third stage in Q is to develop the ‘Q-set’. This is the collection of statements selected from the concourse to be used by research participants. In Q, the theoretically optimal number of statements in the Q-set is between 40 and 80. I categorised my 76 statements according to both my theoretical model of learner autonomy that I used for this study and to a model of ‘generic learning outcomes’ developed by the Museums, Libraries and Archives

Council (MLA) to assess learning outcomes in those environments. The theoretical model of learner autonomy I developed operationalises learner autonomy into 7 main categories which are sub-divided into a total of 34 constitutive elements. The MLA model of generic learning outcomes comprises 5 categories and was the only example of a non-content specific learning outcomes model I could find in the literature. Once I had categorised the statements according to these two models, I then chose statements in proportion to the number in each category. My final Q-set comprised 52 statements. Two examples of the statements in my Q-set and the way in which they were categorised are shown in Table 2:

| <i>Statement</i> | <i>Source</i> | <i>Learner autonomy theoretical model categorisation</i> | <i>Museums, Libraries and Archives Generic Learning Outcomes categorisation</i> |
|---|--|--|---|
| Learning without the encouragement of a teacher makes me a bit more lazy. | Written statement from a second language learner | 1. Motivation 2. Affect | Activity, behaviour and progression |
| I have a better understanding of myself as a learner. | Written statement from English language teacher | Metacognitive awareness | Knowledge and understanding |

Table 2: Two examples of how statements in the Q-set were categorised

Mike: Can I ask about the process of creating the concourse a bit more? You said you scoured the literature for statements about the non-linguistic outcomes of language learning, as well as taking statements from teachers and learners themselves. So is it important to try to gather as much as possible of the discourse on your issue out there, to find divergent views, and also to draw from different kinds of sources and different communities (e.g. teachers and

learners)? Others might be interested to do research using a concourse but perhaps on a smaller scale or adapted to local circumstances – is this possible?

Lucy: The diversity of the concourse is important. As I mentioned above, the analysis of the final data is a form of factor analysis, and so the researcher is required to meet certain requirements of quantitative research. Typically, in quantitative research, generalisability is a concern, and therefore much time

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is devoted to generating a representative sample from a larger population. In Q-methodology, the 'population' is the discourse, and the Q-set, also sometimes called the Q-sample, is the representative sample of that population. The Q researcher, therefore, is required to find statements about as many aspects of the issue as possible and different perspectives on those. Thus, depending on the research question, the discourse may be very large or very small. Clearly, if one is investigating Class 3C's views on the best strategies to use for learning vocabulary, the discourse will be smaller than if one is investigating Japanese students' beliefs about the usefulness of the TOEIC test in preparing them for the workplace, or the views of black American voters on the success of President Obama's first year in office. In some studies, a discourse can be over 1000 items but, more typically, other studies define discourses of between 400 and 700 items (e.g. Stenner & Stainton-Rogers, 1998; Bryant, Green & Hewison, 2006). Developing the discourse is one of the most time-consuming aspects of doing a Q study and the work involved in collecting the complete discourse surrounding the focus of the study should not be underestimated. One of the interesting aspects about Q is that it is not just textual statements that can be sorted - studies have been done with pictures, objects, audio-visual data and even smells.

Mike: For someone like myself, whose research has usually been focused on small groups of my own students, it is encouraging that a Q discourse can be developed with different sizes and types of "discourse communities", including a single class of students, and can also be multi-modal, with visual, material, or even

smelly elements! You mentioned that generalisability is a concern in Q and time needs to be devoted to ensuring this. Generalisability has not been an issue, I think, for much of the qualitative research done on learner autonomy, including that done in Japan and in LD SIG projects. We've been more concerned about investigating the dynamics of autonomy in the specific institutional and local conditions we work in. And we have hoped that insights from this research will "resonate" in some way with people in other situations. But we haven't really considered the key conditions that affect the development of autonomy in our own contexts or specified those in our writing so that readers in other places can relate our research to the conditions that they face. So perhaps issues of generalisability are useful to consider after all. What then do you see, Lucy, as some of the benefits for research on autonomy of the emphasis on generalisability in Q methodology?

Lucy: Perhaps I should have used the word 'generalisability' above with caution. I was using it in the sense of statistical generalisability to describe the purpose behind sampling in quantitative research within a positivist paradigm and to explain the theory behind the sampling of the discourse in Q methodology. Arguably, this is one of the ways in which Q methodology has a quantitative element but perhaps this particular quantitative element is more concerned with process than epistemology. I see my work rooted very much in the qualitative tradition and make no statistical generalisability claims - although I can see a case for claiming generalisability to theory rather than populations (Bryman, 2004), or as Bryman

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puts it, “it is the quality of the theoretical inferences that are made out of qualitative data that is crucial to the assessment of generalization” (p. 285). There is also possibly a case to be made for ‘moderatum generalisability’ (Williams, 2000). Williams defines moderatum generalisability as when “aspects of [the research focus] can be seen to be instances of a broader recognisable set of features” (p. 215). Williams argues that in interpretivist research generalisability is “inevitable, desirable and possible” (p. 209) and that “everyday moderatum generalisations are what it is that the researcher wants to understand, and of course if she can understand them then she will know something of the cultural consistency within which they reside and is then able to make her own generalisations about that cultural consistency” (p. 220). To bring this back to my work, I suggest that there is a certain “cultural consistency” in environments where language learners are learning autonomously. I hope that through examining my Q-set and the description of my research, colleagues in the learner autonomy field will find something familiar, and therefore of interest and use to them in their local contexts.

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Look forward to more about Q methodology in Part 2 of this discussion which will appear in the Voices section of the next issue of Learning Learning.

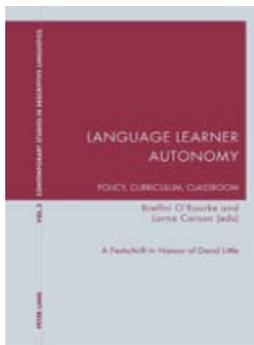


Learning Learning 17 (2) Autumn 2010

Review: Alison Stewart

Language Learner Autonomy: Policy, Curriculum, Classroom. A Festschrift in Honour of David Little (2010). Edited by Breffni O'Rourke and Lorna Carson. Bern, Switzerland: Peter Lang

言語習得者オートノミー：政策、カリキュラム、教室。デイビット・リトル氏記念論文集(2010年)。ブレフニ・オローク、ローナ・カルソン編。ベルン、スイス：ピーター・ラング出版。



Reviewed by Alison Stewart, Gakushuin University

アリソン・スチュワート、学習院大学

過去二十年間において、デイビット・リトル氏はオートノミー研究の第一任者である。そのリトル氏がアイルランドにあるトリニティ大学のCenter for Language and Communication Studies (CLCS)の所長を退官するのを機に記念論文集が出版された。この論文集はリトル氏の同僚や元教え子によってまとめられ、取り扱っているテーマはオートノミーに関する研究から小教言語にまつわる権利論争やCommon European Framework of Reference (CEFR) とEuropean Language Portfolioの取り組みに関する研究などと幅広い。

In their introduction to *Language Learner Autonomy: Policy, Curriculum, Classroom*, Lorna Carson and Breffni O'Rourke list the various projects in which David Little continues to be engaged following his retirement as Director of the pioneering Centre for Language and Communication Studies at Trinity

College, Dublin. These include the Trinity Immigration Initiative project on language support in post-primary schools; the ongoing development of the European Language Portfolio as a system of learner-directed goal-setting and assessment; the educational and linguistic integration of migrants; the implementation of the Curriculum Framework for Romani, the specification of competences in the languages of schooling and education; the renewal of language education in Kosovo; the development of language education policy profiles for Austria and the city of Sheffield. As Carson and Breffni observe, "An agenda like that makes retirement seem like a daunting prospect (p.xxiv)". The range and breadth of Little's interests and engagements testify not only to an incredible energy and drive; most importantly, they bear witness to an enduring and passionate concern for democracy in language education, and all that this implies.

Little is most widely cited for his definition of learner autonomy as a "capacity for detachment, critical reflection, decision-making and independent action" (1991, p.4). Whereas some autonomy researchers have questioned whether learners are "ready" for autonomy (Cotterall, 1994), or whether certain learners prefer to exercise "reactive" rather than "proactive" autonomy (Littlewood, 1999), Little regards learner autonomy as an absolute principle of good education. Learners have the "capacity" to act and to develop autonomously, whoever and wherever they may be. But it is up to teachers, curriculum planners, and ultimately, policy-makers to ensure that they are enabled to exercise and develop it in the advancement of their learning. The principle of learner autonomy radiates outwards and impacts on every level of the social context, just as every level of the social context, as many of the chapters in this volume amply illustrate, impacts, for good or for ill, on the autonomy of the

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individual learner.

This Festschrift is a collection of articles by Little's associates and former students. The volume is divided into three parts: Language Learner Autonomy; Second and Minority Language Education; and Implementing the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP). A Foreword by Leo van Lier and Afterword by Philip Riley frame the collection with two different perspectives on autonomy and identity.

Part 1 begins with a question by Viljo Kohonen: Why collaborative learning in language education? Interdependence - among learners and between learners and teachers - is a key element that Little introduced early on to the developing conceptualization of learner autonomy (1995; 2001). Kohonen shows that the practices Little was advocating emerged from sociocultural theories of learning. Learning occurs through dialogue (Bakhtin, 1984), experience in which beliefs and assumptions are transformed (Kolb, 1984), and from mutual engagement in the learning process (Lave & Wenger, 1991). From these actions, learners can reflect back and learn. Reflective self-assessment is a crucial element of the learning process not only of learners but of all those involved in the educational process. This spirit of critical self-reflection and constructive communication is reflected in Kohonen's account of an in-service teacher education project, known as the OK project. Teachers and university researchers worked together, setting goals, reading and sharing knowledge, and reflecting on the experience and their changing perceptions of teaching through using language portfolios. Although the researchers may have been the instigators of the initiative, it was the teachers who were responsible for its implementation and development, based on their knowledge and experience of their classrooms and learners, and

guided by a concern to enhance the "quality of life" of all participants (Allwright & Hanks, 2009).

The OK Project embodies an important principle that runs through all the chapters of the book: any development has to start with a clear understanding of where you are now; not where you are supposed to be, or where you would like to be, or where others say you are. Lienhard Legenhausen shows this with a study of weak learners, who are nevertheless able to communicate about themselves and be aware of their language use. Naoko Aoki and her student teachers at Osaka University reflect on the difficulties that understanding and realizing autonomous-fostering classrooms presents to new teachers unfamiliar with both the practices of teaching as well as the contexts in which they start to work, as well as to the teacher educators who support them. Leni Dam, too, highlights this with her study of immigrant learners hoping to enter the workplace. This is the principle that underlies the "Can-do" statements that constitute the CEFR; these are statements that are intended as a reference to guide learners in describing their present competencies, not as prescriptions or standards to be attained or fall short of. These chapters illustrate the efficacy of self-awareness through self-description as a starting point for learning (Little, 2006).

Building on this foundation of self-assessment, the following chapters offer various views on how this can be realized in curriculum-planning. Dieter Wolff offers the example of developing curricula for Content and Language Integrated Learning (CLIL), an approach which assumes that foreign languages are best learned by focusing on the subject, which is transmitted through the language. Adopting an autonomy-oriented approach means shifting from a view of curriculum that emphasizes process over product. Although the basic features of a product-oriented and process-oriented curriculum

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would contain similar features - learning goals are specified, content of the program is determined, ways and means of organizing learning are defined, and ways of assessing progress are indicated - the latter is open-ended, with learner choosing for themselves how best to meet the goals that are stated for the program.

A more specific example of a curriculum is the Language Modules (French, Spanish, German, Italian, Irish and Turkish) offered at Trinity College, Dublin, designed comprehensively on the basis of the CEFR can-do lists and comprising a series of tasks and assessment instruments addressing the needs of all levels of learners within the institution. Described from the point of view of one of the developers (Lorna Carson) and of one of the outside examiners (Bernd Voss), the program attests to the success of its blend of instructor-assigned, task-based project work and self-study in enabling learners to become effective communicators in the target language.

Part 2 of the volume is dedicated to Second and Minority Language Education, areas which have been and remain key concerns of David Little. Chapters by Ewelina Debaene and David Singleton on the language educational experience of Polish migrants in France and Ireland, Lorraine Leeson on promoting academic success in the Irish deaf community, and John Harris on attitude motivation of primary school learners toward foreign languages and Irish, the minority second language in Ireland, bring to the fore issues of multilingual and multicultural diversity in society. These are issues that go to the heart of personal and national identity. One case in point is the challenge of maintaining compulsory Irish education in a predominantly English-speaking society (Muiris o Laoire); another is the failure to implement international standards of minority language policy in Moldova (Padraig o Riagain), where the minority language communities of Ukrainian or Gagauz

speakers are opting to send their children not to schools teaching in their own or the national Moldovan languages, but to Russian-speaking schools instead, confounding a humanistic policy that aims to protect and foster their heritage languages.

The final section focuses on the CEFR and ELP, the two innovations which have been widely adopted in Europe, and for which Little deserves most acclaim. In his chapter on the Council of Europe's policy for plurilingual education, Joseph Sheils reports that surveys show the CEFR has been received warmly by practically all European countries and is felt to have had an impact on language education everywhere. Despite this, an intergovernmental Forum held in 2007 reaffirmed the purpose of the CEFR as descriptive rather than standard-setting, and warned of the dangers of overemphasizing the proficiency scales, resulting in an under-exploitation of its aims for promoting plurilingualism. The challenge is to reconceptualize language education in societies to take into account linguistic diversity and treat all language use - national language(s), minority language and foreign languages - under a single umbrella, rather than, as previously, as separate domains.

Reading this wide-ranging and thought-provoking book as a language educator in Japan, what impresses me most is the commitment Europe-wide, not only to change, but also to engage in open and critical communication at all levels of the education system, from learners and teachers, to curriculum planners and national and international policy makers. The key to this dialogue is the ELP, a simple document, yet one that allows learners to assert their identity - to state who they are, what they know and what they are capable of. David Little has been instrumental in a sea-change not only in language education in Europe, but in thinking about what it means to be European. In

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Japan, the CEFR and language portfolio have been translated into Japanese (in at least two versions) and a can-do framework of references has been adopted by at least one university (Kinki) and is being piloted in contexts from primary through junior high to university and teacher training (Schmidt, Naganuma, O'Dwyer, Imig & Sakai, forthcoming). Such initiatives are a start, but there is a long way to go for thinking about learning and learners to undergo such a radical change. David Little's achievements and the research and practices that he has engendered and that are described in this book offer a guiding light of experience and inspiration.

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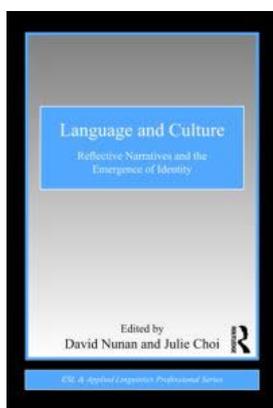
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Review: Patrick Kiernan

Language and Culture: Reflective Narratives and the Emergence of Identity (2010). Edited by David Nunan and Julie Choi. New York: Routledge

言語と文化：内省的体験談アイデンティティの出現。

デヴィッド・ヌナン、ジュリ・チョイ編



Reviewed by

Patrick Kiernan, Meiji University

パトリック・キアナン、明治大学

言語と文化：物語論の反映とアイデンティティの出現 (*Reflective Narratives and the Emergence of Identity*) は、言語を学んだときの経験に関する要約を書くこと、文化、アイデンティティ、または言語に関する物語風の出来事を1つから2つ書くこと、そして、物語論に関する解釈などの特定の課題の回答が編集された文書である。それは文書のテーマ、及び、著者の見識が展開されたすばらしいものとなった。すばらしいものとなった本書は物語論を学術研究と執筆へ導く興味深いものである。

When I planned to write a review for LL, I had a pile of eight books related to English language teaching on my desk all published within the last 12 months. Which one to choose? I dipped into a few of them

but found myself hooked on one in particular: *Language and Culture: Reflective Narratives and the Emergence of Identity* edited by David Nunan and Julie Choi. My interest in this volume began with a degree of bemusement as I perused the contents pages. Besides contributions by the editors, there were papers by ESL scholars who will probably be familiar to LL readers such as Kathleen Bailey, David Block, Suresh Canagarajah, Rod Ellis, Michael McCarthy, and Alistair Pennycook, not to mention a foreword by Bonny Norton and afterword by Claire Kramersch. But what an odd mix of authors! While Canagarajah and Pennycook have doubtless appeared side by side in collected volumes before, I had to wonder what kind of collection would juxtapose authors from such different areas of scholarship as Block (sociolinguistics) and Ellis (SLA) not to mention a host of (to me) unknowns which apparently include writers from disciplines outside language teaching or applied linguistics. I was also surprised that the contributions were so short with 29 papers crammed into a 230 page book. At only 5 or 6 pages each what could they have to say?

Even more mysterious was that few of the chapter titles promised to address language and culture or narrative and identity as the volume title seemed to promise. Instead, most chapters had idiosyncratic titles such as 'Berlin Babylon' (Stephen Mueck); 'Changing Stripes – Chameleon or Tiger' (Denise Murray); 'Vanishing Acts' (Cynthia Nelson); 'Dog Rice and Cultural Dissonance' (David Nunan) and 'Sweating Cheese and Thinking Otherwise' (Alistair Pennycook). However, the proof of a good book comes in the reading and I was pleasantly surprised to discover that this collection of papers not only addresses the issues of language and culture, narrative and identity as

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promised but does so in a remarkably engaging way and, moreover, hints at a conception of academic writing which draws on rather than obscures narrative and personal identity.

Perhaps belying an approach to language teaching that Nunan has long been associated with, the papers in the volume are the response to a “task”. All contributors were asked to include the following elements in their chapters:

a brief language learning history; one or two narrative events or critical incidents that occurred while learning or using language and that highlighted either some aspect of culture, identity or language, or the connections between some or all of these constructs; and a commentary on the narratives. (p. 1)

As the editors explain, the task, while intended to be relatively easy and fun for the authors, apparently proved to be quite challenging. Nevertheless, it was a challenge to which the authors rose. The papers are easy and fun for readers on one level because they include stories: a broad brush stroke tale of the author’s life and an anecdote from it, but they also feed into philosophical positions on language and culture which in the case of authors I was familiar offered fresh insight into their work published elsewhere. As I discovered, the choice of seemingly idiosyncratic titles actually becomes part of the joy of the book as each unfolds to reveal a highly relevant contribution to the overall theme. Pennycook’s ‘Sweating cheese and thinking otherwise’, for example, evokes a scene in rural China where he lived at one time and describes the disgusted reaction of a local chef to a taste of blue cheese given to Pennycook by a well meaning foreign visitor. In this context, where frogs, dog-meat and chilli are everyday food this otherwise familiar (to Western palates) food appears alien and the chef’s reaction perfectly

natural. Pennycook describes a moment of empathy in which he is able to see the perspective of another; a point he develops as philosophical revelation. McCarthy’s ‘festival incident’ is on one level a funny story he admits to having told many times; on another serves to exemplify the importance of multiword units, a niche area of vocabulary research on which he has staked a claim (to explain how this works would spoil the story). He also uses the story to reflect on his own prejudices.

Part of the difficulty for the authors must have come from providing a degree of self-exposure normally unnecessary. Canagarajah, for example, who takes a position of moral high ground in his book *Resisting Linguistic Imperialism* (1999) by illustrating how linguistic imperialism might be resisted in the classroom (as a representative of an area colonised by the linguistic imperialists), shares an anecdote that shows him in a much less favourable light. A story about an awkward encounter with a fellow countryman while filling up his car provides an opportunity to reflect on the relation between language and power in an apparently mundane context. What he at first represents as an unfairly snubbed greeting in their shared mother tongue, on closer inspection of contextual language and power relationships turns out to be a patronising assertion of a preferred identity.

Research projects exploring identity typically explore subjects framed by the researcher in ways that may be more or less alien to the subjects but allow for theoretical exploration. The contributions in this volume consist of subjects framing their own experiences. For this reason, I found papers like Alice Chik’s account of her complex relationship with her ancestral home in Shanghai and upbringing in Hong Kong particularly insightful.

Even so, some readers may not easily take on board the editors’ assertion that “the resulting

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pieces can be characterised as ‘research’” (ibid). This impression perhaps stems from the fact that the main focus in each paper is reflections on personal experiences. Although discussions in all the papers are thought-provoking and referenced in the conventional way most of the markings of what counts as ‘research’ as opposed to ‘reflection’ are missing. There is no reporting of an empirical project; no measuring or analysis, or even evidence of a historical search. Individual papers, having made their point, do not suggest how the issue might further be investigated. If the TEFL MAs I supervise set out on their dissertations like this I would be impressed, but also concerned about the lack of such evidence of a project.

In this sense, given that the individual contributions respond to a specific task, one might consider the whole collection as a research project. Viewed in this way, *Language and Culture* serves as an example of how narrative accounts of identity can contribute to a description of language and culture that acknowledges the importance of multiple perspectives and really does give voice to the participants. Just as individual contributions explore their own positioning, the collection as a whole serves to provide a rich and heteroglossic account of language and culture.

All in all, I came to agree with Norton who proposes in her Foreword that it serves as a wonderful example of a narrative approach to academic writing. Norton proposes that this book would particularly benefit student teachers and researchers (but also, I felt, the young at heart like myself looking for new directions) because (1) “the autobiographical commentary helps to demystify well-known authors in the field, and gives students greater freedom to debate and critique the ideas presented”; (2) “By writing in the first person and using the active voice, the authors in this volume establish a more equitable relationship with the reader, thus encouraging students to voice their

own ideas”; and (3) “the autobiographical narrative approach ... is the validation of past history and experience” which encourages readers to validate their own past histories and experiences. As, Susan Hood points out in her recent book *Appraising Research: Evaluation in Academic Writing* a major problem that novice academic writers have is showing a critical awareness of scholarship they draw on, failing to evaluate it appropriately. As she points out: “there is a sense in which the subjective is missing” (2010, p.2). The papers in this volume take the restoration of the subject quite a lot further than Hood proposes in her book but in doing so Nunan and Choi and their co-contributors/participants offer a thought-provoking answer to what a subjective narrative paradigm in academic writing might look like. In so doing, this collection also manages to provide a fresh perspective on the well-worn theme of language and culture. A question that remains for me is where one might go from here. The book seems to be conceived as a one-off project but how might the approach be developed and extended?

In conclusion, this book is not one that will make you a better language teacher or offer any tips on how to do your research. However, it does offer remarkable insights into the way personal experience shapes research and also potentially a solution for bringing the two together. In this sense, I feel it would be valuable reading both for experienced researchers as well as novice researchers and academic writers and even teachers who feel that ‘research’ is divorced from everyday experience in the classroom.

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Learning Learning 17 (2) Autumn 2010

Looking back

Reflections on Nakasendo and the Learner Development SIG Multi-session Workshop on Self-assessment

参加者らによる中仙道カンファレンスにおける LD SIG 主催自己評価についてのワークショップを振り返る

Andy Barfield, Lucy Cooker, Leander Hughes, Peter Mizuki, Hugh Nicoll, Debjani Ray, Alison Stewart, Brendan Van Deusen & Stacey Vye

The Nakasendo conference took place in June at Tokyo Kasei University. In this collectively written report on the Learner Development SIG multi-session workshop at Nakasendo 2010 different presenters and participants reflect on what they learned from taking part.

中仙道カンファレンスは東京家政大学において2010年6月に開催された。この学会では数々のワークショップが同時に開催されたが、その中でも主なものを取り上げ、発表者や参加者が学んだことについてまとめてもらった。

A few opening words from Debjani Ray (participant)

As I liked it so much last year, I attended the Nakasendo Conference this year too, and I am happy that I did. Regrettably I missed the beginning of the Learner Development multi-session workshop, but that did not bar me from understanding the rest of it as it was a multi-layered two-part presentation that ran the whole morning of the conference.

Brendan Van Deusen (presenter)

The Nakasendo conference was a great opportunity

to present some of my research on learner self-assessment and strategy use. I felt very fortunate to have an audience who took an interest in what I was presenting which allowed for a dynamic session that raised many more



questions than were answered. While it's never easy to know exactly what participants take away from a given presentation, the participants were eager to discuss how information on students' reported strategy use could be used to increase their awareness and use of strategies on an activity-by-activity basis. While research into learning strategies has received considerable attention over the years, many of the participants identified it as something that still does not receive enough attention in the classroom, especially at the JHS and SHS level.

Some other quick thoughts from the other presentations:

- Robert Murphy's presentation gave a very practical and intriguing way to tap into students' interests as a basis for self-directed project work. While project and presentation work is nothing new to many teachers, for me the most interesting part was how to get students to take responsibility for their projects through a series of brainstorming activities in which they formulate and re-formulate connections between a series of self-generated ideas to achieve a picture of the world that reflects them.
- In Steve Cornwell's presentation, I took away ideas on how to get students to test

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their own understanding of a topic. This could be done through summarizing, questioning, reasoning, or reflecting on both the parts they do and do not understand.

- Alan Milne displayed great faith in his students' abilities by challenging them to develop their conversation skills in a more humanistic way that is based on listening to the other person instead of approaching conversation in class as a set of mechanical procedures that must be done to achieve the goal of conversation. I found myself applying some of his techniques at 9am the next morning – thanks Alan!

Overall I was very impressed with the presentations I attended for one main reason – they all focussed on ways to empower students within the teaching and learning process.

Stacey Vye (presenter)



I look forward to being involved with the Nakasendo conference each year because it is a time where many diverse and

dedicated organizations associated with language learning in the greater Kanto area get together. There is also diversity in the participants' ethnicities, as well as teaching contexts, whether it is the age or level of students' English ability we teach, or both. My poster presentation focused on a self-assessment activity I try in my TOEIC Preparation course and other classes at Saitama University. Students reflect and write about what they might have learned and what their learning goals are, and as people dropped by my session at Nakasendo, we focused on their unique contexts to see what kind of self-assessment might work and

how some parts of my activity could be adapted to fit the needs of their learners. The A3-sized self-assessment sheet folded also served as a name badge, student profile, communication tool, syllabus; one participant taught me that it could also be used as a folder to hold things in such as feedback and homework, so by gosh, since my first class on the Tuesday after the conference, I've also used it as a folder to exchange papers with students. Not surprisingly, one of my students noticed the change and commented that I keep on thinking of so many more new ways to use the 'print' that one day it will become the whole class!

At any rate, it was really refreshing to focus on specific needs that students have in different learning environments, and together to try to figure out self-assessment possibilities that might work in other participants' contexts. In turn, focusing on adapting self-assessment in various contexts reminded me that I would also like to adapt and play a little bit more with various kinds of self-assessment in my own situation. I wanted to hear what other LD workshop presenters were experimenting with in their contexts, so first I was able to sneak over to Lucy Cooker's thought-provoking poster when there weren't any participants at mine! Her carefully thought-out and research-driven poster also gave a tactile element for the learners to spend a good deal of time on self-assessment, regarding their processes of learning. The only other chance I got to view another presenter's poster was Hugh Nicoll's presentation. Wow, the students get a rare chance to really figure out on their own about what their learning needs are through the seamless guidance from their teacher. Finally, I got the opportunity to learn a bit more about Anni Marlow, Peter Mizuki, and Brendan Van Deusen's self-assessment practices in their classrooms when the workshop reconvened as a group.

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After the workshop, I sat at the LD desk with Atsushi Iida, who is a PhD candidate at the University of Indiana in Pennsylvania, and we caught up on the LD SIG history by peering through



issues as they give food for thought (and it took a team of archivists some doing to retrieve all the issues)! Lastly, I was able to catch Alan Milne's presentation on how to keep students speaking by encouraging them to pay attention to their discourse in response to their group members' discussion. Alan's presentation reminded me to pay more attention to learner discourse.

Alison Stewart (participant)

The LD workshop on self-assessment was a double session throughout the morning of the conference. I think there might have been a break halfway through, but the posters and ensuing discussions were so engaging and stimulating that I was scarcely aware of the time passing.

I was particularly interested in the work presented by Lucy Cooker, Anni Marlow and Hugh Nichol. Lucy's stunning poster showed a method of research that she has been using and developing for measuring autonomy. I was particularly impressed with the rigor and systematicity that she applied to her method, which included checking her categories with some of the leading scholars in the field of Learner Autonomy. This made me wonder to what extent she was constructing a model of the discourse of learner autonomy, rather than of the

the *Learning Learning* archives that are always available at the LD Desk at conferences. I recommend people to check out the archived

phenomenon itself. Or are discourse about learner autonomy and the phenomenon of learner autonomy actually two separate things? Maybe not.

Anni Marlow's presentation showed her students working through a process of conducting and writing up a small scientific experiment. The self-assessment here comes in the students' peer review sessions, and Anni showed video footage of the students working animatedly in pairs to improve their research reports and bring them up to a standard where they felt comfortable submitting them to the teacher for a grade. The students were also shown in a final stage of the writing process orally presenting their paper to the class. What was particularly interesting to me was the way Anni had keyed into the students' passion for science (these were Tokyo University sciences undergraduates who are perhaps untypical in their level of knowledge and motivation to learn), and I was interested to hear that science writing is an area in which Anni is also a specialist. At the university where I teach, our discussions about curriculum development have revolved around ways to develop connections between the English language and Japanese-taught literature or linguistics side of the curriculum, and so I was intrigued to see the role played by the teacher not

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only in scaffolding but also engaging with students about meaningful and specialized content.

Hugh Nicoll also used video clips of his students talking about his content-based seminar course on literature. Unlike Annie's Today students, the students who go to the provincial state university where Hugh teaches do not tend to be so motivated or self-aware in their learning. It was interesting to see the dissonances between their stated desire to learn and their reluctance to engage in the practices, such as making efforts to speak only in English during the classes that would help them to develop more effectively. Seeing the students interact in the class and socializing outside also highlighted the importance and power of what Holliday (1999) calls "small cultures", in which the group develops ways of behaving and interacting that become habits and difficult to change.

I have to admit that these conversations took up so much time that I only had time for a quick look at the posters displayed by Brendan Van Deusen, Stacey Vye and Peter Mizuki. The round-up discussion facilitated by Andy Barfield at the end gave me the chance to talk to Brendan and highlighted some aspects that all the participants and presenters found to be particularly insightful. All in all, I felt that the double session was time well-spent, and the fact that there was too much to see and talk about is a tribute to, rather than a criticism, of a very high-quality, stimulating workshop overall.

Lucy Cooker (presenter)



This was my first year at the Nakasendo Conference and I was very impressed by the enthusiasm and passion of presenters and delegates. I was fortunate to be able to

participate in the LD SIG session on self-assessment, organised by Andy Barfield. My

PhD thesis is investigating the development of a self-assessment tool for learner autonomy and this forum provided me with repeated opportunities to explain my research and to engage in in-depth discussions with an audience who seemed interested in learning about my methodology (Q methodology) and my early findings. This session again made me reflect on the sense that all too often at conferences the poster



sessions are under-valued and considered simply an adjunct to the main paper presentations. My feeling is that making a poster can be very challenging: including not-too-much and not-too-little information in a visually appealing way is not easy. Furthermore, at conference, one rarely receives such provoking questions or is able to participate in such meaningful conversations after a paper presentation as is possible throughout the duration of a poster presentation. I would like to pass on my thanks to those who stopped by and took the time to engage me in discussion and challenge me with questions.

In the brief break in the middle of the session I was able to learn from Brendan Van Deusen's poster. I enjoyed seeing how he had combined self-assessment and strategy use in order to break down Rubin's concept of a "good language learner". It was also interesting to see how his learners had assessed themselves on the different aspects of strategy use.

The plenary session at the end of the session was a great way to consolidate what we had learned and discussed previously. My interlocutor

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and I discussed whether what we do in ELT, and particularly with learner autonomy, is more about self-esteem building than language building ... perhaps so ... but are the two mutually exclusive or is high self-esteem simply a building block towards language proficiency? At the end of the session, I was able to quickly grab some of Stacey Vye's handouts. I love the way that her self-assessment sheets have developed into a multi-purpose document and are used for a variety of uses including a name badge and communication aid; and I was particularly impressed that Stacey has been able to incorporate aspects of self-assessment into TOEIC preparation.

As an ELT researcher and practitioner, I believe that self-assessment is intrinsic to learner development and yet my research has shown that it is still a very under-utilised approach. Workshops such as these are important to help de-mystify self-assessment and encourage teachers to adopt it in the classroom and self-access centre.

Peter Mizuki (presenter)



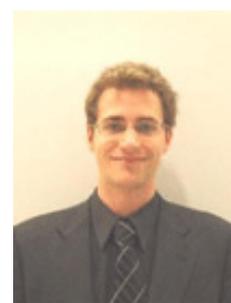
The Nakasendo conference was a fine example of how smaller language conferences can focus on more specific issues of language learning, thus allowing for more absorption and reflection of the issues presented. I look forward to attending or participating again in the future. I only wish I had more time to discuss in further detail with some of the other presenters! Specifically, I felt Lucy Cooker's poster presentation on self-assessment methodology was particularly interesting, mainly because, when researching self-assessment with my own students, I have also found there is a reliability issue (Gardner, 2000: 57). Despite this, researchers have found that self-assessment has a "positive influence on the learning process"

(Janssen-van Dieten, 1989: 44). Luckily, I did have time to discuss with Anni Marlow her work on self-assessment in the writing classroom; she showed how her students were very involved in their writing and said she found similar results in other universities where she has taught. It was not really the students being from Tokyo University, but the self-assessment activity that was important.

Participating in the conference led me to use student self-assessment in a Business English course where students evaluated themselves for their final grade. I found that, although they were initially unfamiliar with the task, the grades they awarded themselves and the justifications that they gave for their grades were very close to how I judged they had each done. I intend to use this approach in other teaching situations to encourage students to be more responsible for their own learning (Natri, 2007: 109)

Leander Hughes (participant)

Once again, the Nakasendo English conference proved to be a rewarding experience, with many quality presentations both within the LD Workshop



and from the rest of the program. With so many useful and informative presentations, the only problem was deciding which to attend, and in the case of the LD Workshop, whether to spend a long time with a few presenters or a short time with many. I did my best to strike a balance, attending four LD poster presentations and spending a good deal of time at each.

Lucy Cooker's study to develop self-assessment tools for learner autonomy impressed me with its deft application of quantitative methods to uncover patterns in autonomous behaviour and attitudes. I was particularly intrigued by Lucy's finding that, while individual learners exhibit various types and

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levels of autonomous behaviour, certain behaviours and attitudes tend to occur or be present in conjunction with certain others. Lucy's study is still in progress, but I look forward to reading her results when she is finished.

Brendan Van Deusen also made good practical use of quantitative methods in his study of learning strategy use. Brendan's presentation not only revealed some promising indicators of a relationship between L2 proficiency and strategy-use, but also engendered an insightful discussion of the challenges we face in attempting to untangle and trace the ties between motivation, proficiency, strategy use, and the myriad other factors that combine to form the learning experience.

Taking a more holistic and qualitative perspective, Hugh Nicoll described the journey in his American Literature class from having students use pre-constructed categories of assessment via questionnaires and checklists to allowing students to discover for themselves what was important for them by having them individually videotape their reflections and peer feedback on their writing. Hugh's idea of stepping back and seeing what learners come up with struck me as a liberating approach to developing a more meaningful system of assessment for one's classes.

Finally, Stacey Vye's presentation on multi-purpose self-assessments provided me with a special opportunity for new insights. Stacey and I are good friends and colleagues at Saitama University, and I had the pleasure of working with her to develop the prototype of the self-assessment she presented on. Thus, it was very interesting to compare the ways in which the assessments we currently use in our classes have evolved differently (and similarly) over the past couple of years. Thanks to Stacey, I came away with new ideas on how to further improve and adapt the self-assessments I am now using with my students.

So much useful information was exchanged in such a short time at Nakasendo, that it was difficult to take it all in. There were many other great presentations in addition to the LD poster sessions, including Alan Milne's presentation on how to help learners become aware of and improve their conversation discourse skills and Robert Murphy's presentation on a new method of language teaching which attempts to maximize learners' opportunities to integrate L2 learning with their personal interests and viewpoints. Nakasendo in general and the LD Workshop in particular provided a truly memorable opportunity for learning and reflection and have left me with high expectations for next year's conference.

Hugh Nicoll (presenter)



In my poster presentation, "*Video Self-assessment in an American studies seminar*" at the Nakasendo

conference this year I shared two sets of videos of my third-year American studies seminar students. Originally designed to focus primarily on ways in which I could help my students become more self-aware and more effectively self-regulating in the development of academic literacy skills, the project has evolved to include my own reflections on how I frame seminar goals, and on ways in which I can encourage my students to set teaching and learning goals for themselves.

The context in brief: My third-year group of seminar students is a warm, friendly, mutually supportive group of learners with hopes of developing their English competencies, mostly for practical application in the work world. It sometimes seems, however, that they lack self-awareness, and hope to somehow learn

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English by osmosis. By the end of the last academic year, I felt that they are not as focused as they should be on developing the discipline and practices that will help them achieve their language learning goals. I also felt that their reading and writing skills did not seem up to the challenge of reading and responding to authentic American literary texts.

I also felt that I needed to know more about their goals, and should explore new ways to help them become better language learners. I negotiated a spring break extensive reading project with the students, and talked about their overall academic and career goals. After a slightly bumpy start, with checklists and questionnaires, we started to use video recordings of peer review and self-assessment presentations.

As we began to negotiate how to move forward together, I was reading *The Developing Language Learner* (2009) by Dick Allwright and Judith Hanks. They offer five propositions:

1. Learners are unique individuals who learn and develop best in their own idiosyncratic ways.
2. Learners are social beings who learn and develop best in a mutually supportive environment.
3. Learners are capable of taking learning seriously.
4. Learners are capable of independent decision making.
5. Learners are capable of developing as practitioners of learning.

These propositions proved invaluable in helping me to step back, to become more of a participant observer, which allowed the students to step up and begin developing their leadership skills.

Like several other participants, I was very moved by Alan Milne's presentation, and hope he gives it a full, formal write up some time soon. I would like to close with a big thank you to Andy, and to all my

co-presenters, for a wonderfully inspiring day.

Debjeni Ray (participant)



The video clips by Anni Marlow and Hugh Nicoll showed two very different groups of students in two different classrooms with two distinctly different sets of attitudes towards learning language and self-awareness. Both were very interesting and revealed how they might or might not work depending on the situation. The handouts of Stacey Vye were intricately designed activity sheets for the students to do their own assessment by comparing their learning goals to actual learning. They were made in such a way that the students would not feel it tiring to do after each lesson. The poster on measuring learner autonomy by Lucy Cooker had many complex elements arranged in a systematic way. It was a very meticulously done poster. Finally, at the end of the session Andy Barfield facilitated an end-of-workshop discussion that gave opportunities to both the presenters and the participants to discuss different issues in a friendly atmosphere. I had the chance to talk to some other participants and had the feeling that everyone was satisfied.

All in all, the workshop presentations and posters on self-assessment gave me ample opportunities to see what other teachers are doing in their classrooms and to know the processes and/or the outcomes of their research. It was a great learning opportunity for me. It suited well with this year's theme *Teachers as Learners*. The only thing I can say is that I/we did not have enough time to see and listen to all the fabulous things and to talk to all the unique people. For the limited capacity of my brain, even if all of it was very interesting and informative, it was just overwhelming!

As for the Nakasendo Conference itself, with all

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its great aspects, I felt in one area it has some scope to develop—advertising. Except for the people directly involved and people directly connected to them, the conference did not attract much attention from the vast ESL/EFL community in Japan. With all its enthusiastic presenters and energetic organizers, however, the Nakasendo conference has a lot to offer. If it does just a bit more advertising, it should hopefully become one of the better-known language education conferences in Japan.

Andy Barfield (facilitator)



It does matter what kind of teacher education we engage in, what kind of teacher education we create together, and what kind of spaces we try to open up for dialogue and deeper exploration. Most meetings at work seem designed to kill creative, spontaneous dialogue and exploration about education, and to suppress alternative views of learners and learning; indeed, the longer I sit in bureaucratic meetings, the more I need to unlearn the deadly habitus of non-education. I want to thank the presenters at the LD multi-session workshop for creating a thoroughly energizing and fascinating morning of peer education. Everybody was willing to go with the flow, and, just as importantly, most people kept going with the flow the whole morning! As this happened, the whole-group focus got pushed further back; when it did take place, it was mostly taken up with pair discussions with each person talking with somebody they hadn't already met during the workshop. We then finished with a listening circle where people shared their insights with the whole group. This was all rather different from what we had planned before the workshop, but we created a kind of participatory dialogic teacher education event that was intriguingly motivating to

be part of. Thank you to all the presenters and participants who took part and created the whole morning together.

Part of that responsive participation seemed to come from the fact that the presenters, as much as participants, had many repeated opportunities to reconstruct and question their own practices. It seemed also to stem from the shared understanding (and commitment) that self-assessment is a core principle of autonomous learning. Little (2006: 21-23), for example, sees three core principles for the development of learner autonomy in formal educational contexts, namely: (i) learner empowerment/involvement (engaging/requiring learners to assume/share responsibility for the learning process), (ii) learner reflection (helping learners to think—critically—when they plan, monitor and evaluate their learning) and (iii) appropriate target language use (using the target language for genuine communication). Framed as self-assessment, the principle of learner reflection has, as Nakasendo showed, the potential to lead into rich, interlocking dialogic networks of experience, practice and inquiry for teachers in (re-)interpreting autonomous learning. According to Little (2006: 22), “...the principle of learner reflection is implemented interactively: the individual learner’s capacity to evaluate his or her learning grows out of the group’s ongoing discussion of the learning process.” For me, that observation also captures much about the Nakasendo workshop and the strong sense of dialogic teacher-learner (Smith, 2003) reflection that participants and presenters created together.

Just what forms of teacher education are appropriate for a SIG committed to autonomous learning nevertheless remain open to question. We seem to struggle with this in the Learner Development SIG, and we tend to meander as a result. Perhaps no bad thing, but it seems to me

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that a common, sustained (and by implication) negotiated focus for the SIG's activities has potentially many benefits in drawing us together and taking us further forward as a practitioner-researcher—aka teacher-learner—autonomous learning group.

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JACET 49th Convention: Tomorrow's Learners, Tomorrow's Teachers: Autonomous Development in College English Language Learning and Teaching, Miyagi University, 7th-9th September, 2010

第 49 回 JACET 全国大会：明日の学習者、明日の教師 - 大学英語教育における学習者と教師の自律的成長 2010 年 9 月 7～9 日 於：宮城大学

Alison Stewart and Kay Irie

アリソン・スチュワート、入江恵

9 月初旬に宮城大学（仙台）で開催された大学英語教育学会（JACET）全国大会初日と 2 日目の様子をアリソン・スチュワートと入江恵が報告。今年度のテーマは教員と学習者の自律であり、基調講演を含め、我々にとって興味深い発表・シンポジウムが多数行われた。大会委員長は LD SIG メンバーの小嶋英夫氏であり、筆者二人は、今後日本の言語教育における自律性の発展のため、JACET 自律学習研究部会との連携を考えるべきであると締めくくっている。

Just as the rain showers that greeted visitors to Sendai provided a welcome and refreshing change after weeks of searing temperatures throughout Japan, so too JACET's 49th Convention: Tomorrow's Learners, Tomorrow's Teachers: Autonomous Development in College English Language Learning and Teaching was a refreshing and invigorating opportunity to share classroom practices and research on learner-centered education in Japanese higher education. Learner Development SIG's Alison Stewart and Kay Irie report on their experience of the event.

Looking back

Alison Stewart

Learner autonomy is sometimes a buzz word in Japanese language education policy, but realizing it in the context of Japanese higher education poses a significant challenge to teachers and curriculum planners, and to students themselves. How better then to start the first afternoon with a plenary session by Barbara Sinclair, one of the pioneers in the field of Learner Autonomy? Eminently sensible and practical, Sinclair made a point of steering clear of the political or philosophical nuances of learner autonomy, and focused instead on what teachers need to understand in order to help their students to become more autonomous learners, and what they can realistically hope to achieve in the classroom. Like any other pedagogical trend, learner autonomy has grand claims staked on it, and Sinclair addressed a number of these, making the point that many of these claims are fantasy, while the reality is more complicated, since it is contingent on contextual factors as well as on the capacity and willingness of the learners themselves. One the “pink fairies” that Sinclair mentioned is the erroneous belief that learner autonomy renders the teacher’s role unnecessary. In fact, however, the teacher plays a crucial role in learner training, which she defined as aiming “to help learners consider the factors that affect their learning and discover the learning strategies that best suit them, and which are appropriate to their learning context, so that they may become more effective learners and take on more responsibility for their own learning” (Ellis & Sinclair, 1989, p.2). On top of this, Sinclair offered a series of “learner training tips”: making sure that the learners know what they are doing and why, keeping a light touch, making it relevant, giving learners time to reflect, and last but not least, being patient and not expecting instant results.

Japan is not the only country to undergo “a paradigm shift from teaching-centered to learning-centered education” (JACET 49th

Convention Statement). Taiwan is an example of a country, like Japan, in which education reform is challenged by the fact that English is a foreign rather than a second language. Hui Olivia Chang from National Ilan University talked about the reforms that have affected all levels of English education there since 1993. Interestingly, the major changes appear to represent two opposing goals: on the one hand, a national test, the General English Proficiency Test (GEPT), developed in Taiwan, sets standards for raising proficiency levels generally, and universities that institute the GEPT as an exit test for graduating students, such as National Cheng Kung University, are rewarded by the Education Ministry with lucrative grants. On the other hand, English language program coordinators have been moving toward more student-centered language education, in particular English for specific academic purposes aiming to support English-medium instruction in content areas. This is a trend that Chang sees continuing in the future. Universities and students will continue to face pressure for language certification, but at the same time, as English becomes more important in their academic and professional lives and as Taiwan’s declining student population puts more pressure on universities to be more supportive of the students they have, English education will have to be geared toward students’ specific needs, such as the adjunct language program that Chang has been developing for science major students at her university. One of the questions that she raised at the end of her talk was how to bridge the gap between the general and specific English education. But since the two approaches face opposite directions - one test-oriented, the other student need-centered - perhaps this is an impossible task.

From the social and political pressures on autonomy, a symposium at the end of the afternoon brought us back to the challenges facing teachers in individual classrooms and some creative ways

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that are being tried to promote autonomy in Japanese universities. Masuko Miyahara described a course she has developed for second-year students which aims to introduce learners to teaching philosophies and pedagogical rationale behind various teaching materials in order to help them develop a critical awareness of their own learning goals and to make better judgments about strategies and materials that best suit them. Through interviews and Moodle reflections by students, she was able to show us how textbooks and published materials could provide a starting point for learners to develop a new and different perspective of their past and present language learning and open up new possibilities for their future.

Sanae Kurauchi presented a study of cooperative learning through a practice that she has been developing of group activity. Aimed at promoting positive interdependence and personal responsibility, she assigns different roles: group leader, who checks and marks homework, time-keeper, note-taker and devil's advocate. These roles are rotated among the students each week. She found that cooperation among the learners increased over time, as they saw the importance of individual work in order to contribute to the group, indicating that the group-work had both pedagogical and motivational benefits to learners.

Yuka Kusanagi faces the challenge of students in an agricultural university who have low English proficiency, low confidence and low motivation. Building on the OECD's framework of key competencies, which emphasizes interaction, diversity and autonomy, she has developed a course based on art-based activities, such as poster-making, drama and role-play. As with Kurauchi's group-based classes, Kusanagi found that students responded positively to the cooperative nature of the classes and became more focused and more responsible for their own

work. The symposium closed with a brief commentary by Barbara Sinclair. She noted the common thread of learner collaboration in the three presentations, and highlighted the advancement of learning and critical thinking skills that are the main benefits of this kind of learning context.

Kay Irie

On the second day, the focus of the plenary and symposium shifted from learner to teacher autonomy. Simon Borg explored the relationship between teacher cognition, his primary research area, and teacher autonomy in language education. After a brief overview of the concept of teacher cognition, he referred to McGrath's distinction between self-directed action (= professional autonomy) and freedom from control by others (= professional freedom); the former is considered to be internal and the latter external. Borg elaborated the role of cognition played in the process of developing professional autonomy of language teachers by pointing out five issues: pedagogical knowledge, theoretical knowledge, educational biographies (past learning experiences), prior beliefs, practices and rationales. The first two help us to make more informed decisions in our teaching. Recognizing our own learning experiences and beliefs about teaching and learning that we have been carrying around are necessary in examining our teaching practices and rationale for them. As Borg said, if we don't know why we do what we do in classroom, we can't say that we are fully in control of our own teaching. He concluded that teacher autonomy is fostered by awareness, knowledge, and understanding.

Later in the day, the second symposium titled *Tomorrow's Teachers: Autonomous Development in English Language Teaching* was held. This comprised three presentations on teacher education: two were case studies of in-service teacher training for secondary school teachers in

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Japan and one was on a theoretical model of teacher autonomy development. Yuka Kurihara presented her study on how teachers appropriate what they gained in teacher training by comparing two teachers who experienced similar government-sponsored six-month overseas programs in the States. She argued that the degree to which the teachers can appropriate new conceptual and practical tools (e.g. constructivist views, learner-centered pedagogy and so on) depends on the social and cultural contexts in which they teach, and that the follow-up sessions are necessary to support these teachers to maximize the benefits of the training. The second presentation by Takako Nishino, who was not able to come due to health reasons, so was read by Junko Fushino. This focused on how *community of practice* plays an important role in changing teachers' practices after the training, drawing on the cases of Japanese secondary school teachers who participated in an intensive CLT training program which used to be compulsory for teachers' license renewal. Nishino argued that the existence of a *boundary broker* in connecting the teacher to new communities of practices was a key factor, and it was important to belong to multiple communities of practice. For example, in one of the cases presented, the teacher used to belong only to the community of high school English teachers, and had no contact with the global TESOL community where CLT was highly valued. The teacher's wife, who had an MA in TESOL, as well as an ALT at school, functioned as boundary brokers. With their support and influence, he was more motivated to apply CLT to his teaching context and did so more effectively than the other case presented in which there was no viable boundary broker. Finally, Yoshiyuki Nakata presented a theoretical model of teacher autonomy development. In his view, three factors, (a) behavioral, psychological, and situational readiness; (b) collegiality not only with

other teachers but also with students and themselves; and (c) sense of agency, are prerequisites for teacher autonomy. While Borg stated that teacher autonomy does not guarantee learner autonomy, Nakata emphasized their reciprocal relationship. The symposium was intriguing in that regardless of the types of presentations, three presenters all focused on support and interdependence for the development of teacher autonomy. Just as many learners need to be interdependent, it is difficult for teachers to engage in self-directed actions alone.

It was a pleasure to be able to meet many LD SIG members at this well-organized and stimulating event. At the start of the convention, we were fortunate to catch a moment to chat with LD SIG member, Hideo Kojima, who was head of the organizing committee. Referring back to the joint JALT-JACET conference in Nagoya in 2008, we agreed that more collaboration between LD SIG and other groups interested in learner autonomy would be a good thing. With the LD SIG Annual General Meeting coming up at the JALT Conference in Nagoya in just over two months, now is the time to start planning.

BAAL Annual Conference 2010 – Applied Linguistics: Global and Local University of Aberdeen September 9-11, 2010

英国応用言語学学会 2010 大会

応用言語学：グローバルとローカル

2010年9月9～11日於：アバディーン大学

Patrick Kiernan

パトリック・キアナン

2010年BAALのテーマは「ローカルからグローバルへ」であり、そのテーマについて Alastair Pennycook; Stove Skuttnabb-Kangus; Wilson McLeod と Bonny Norton の4人のプレナリースピーカーがそれぞれの角度から発表した。

Looking back

Pennycook はローカルとグローバルについての理論的概念、Skutnabb-Kangus は language genocide、McLeod はスコットランドでのゲール語の促進、そして Norton はウガンダの学校へのデジタル資源の紹介だった。各スピーカーが学会のテーマについて各々の解釈を提案した。学会は日本からの出席者も多く、応用言語学の主要分野の広範囲にわたる発表があった。

Report

The British Association for Applied Linguistics (BAAL) Annual Meeting is a relatively small scale conference that not only features a number of big names in the ELT field but is attended by a number of them too. This not only makes it a venue suitable for compiling a who's who of British applied linguists but gives presenters a chance to receive critique and advice from the experts as well as engage in discussions with like-minded individuals. BAAL is popular among applied linguists in Japan to the extent that the conference not only offers a chance to keep in touch with issues in Britain but also, oddly enough, to meet teachers and academics based in Japan. This year's conference was held at the Old Aberdeen Campus of University of Aberdeen in Scotland. The university dates back to the 15th Century and accordingly boasts some beautiful grey stone architecture set off with colourful crests alongside more modern facilities. The theme of the BAAL2010 conference was 'From Local to Global' a theme fittingly introduced by Alistair Pennycook in his plenary which kicked off the conference.

Beginning with an intriguing personal foray into his own local roots in the Scottish village of Penicuik (nothing to do with "pennies" or "cooks" apparently), Pennycook introduced "local" and "global" as theoretical concepts, outlining issues that were to be taken up in a variety of ways throughout the conference. He juxtaposed the contradictory claims that on the one hand "everything is global"

(attributed to Fuchs, 2001) and on the other "there is nothing local anymore" which he attributed to Canagarajah and warned against "demonizing the global" and 'romanticising the local". Highlighting the relevance of the conference theme to language, he suggested that the most important feature of language difference is "the way local practice divides up the world" a point elaborated in his most recent book *Language as Local Practice* (2010) and illustrated amusingly during his talk with reference to the classification system at Australian car shows but which also has implications relevant to the teaching of English in Japan. The teaching of English as an international language in Japan, for example, may very well be seen as part of globalization but also constitutes a local practice (hence the importance of a JALT LD SIG!).

The second plenary by Tove Skutnabb-Kangus took on the issue of linguistic genocide documented in her comprehensive 818 page book (Skutnabb-Kangus, 2000) but also her 35 page paper written for the conference and available online (Skutnabb-Kangus, 2010). Where Pennycook had shared something of his family roots, Skutnabb-Kangus shared something of her home today in Denmark in the form of glorious pictures of her garden which served as a backdrop to her slides, and the inclusion of her husband Robert Phillipson (perhaps best known for his coining of "linguistic imperialism" (1992, 2009) and analysis of language policy in Europe (2003)). While the colourful backdrop of hydrangeas, vegetables and sheep which they keep as part of a more or less self-sufficient organic lifestyle made reading the text on her slides difficult, her husband was given the job of reading them to bring them to life on the pretext that English was her fifth (?) language. Fifth language or not, her plenary, for me, clarified a couple of misunderstandings regarding "language genocide": (1) "Language genocide" does not simply refer to the killing off of speakers of

Looking back

a language but also the socio-economic circumstances that inhibit the passing on of the “mother tongue” (used in a positive sense) to the next generation leading to the decline and disappearance of indigenous languages. (2) That talk of endangered languages and preservation of linguistic diversity is not simply a metaphor borrowed from the ecological concerns for biodiversity but interrelated with it. Rather than the linguistic diversity being a concern competing for funding with the preservation of endangered species, Skutnabb-Kangus explained that, in practice, endangered indigenous languages are by their nature languages which contain knowledge about living in harmony with local ecosystems, knowledge which dies with the language. In other words, the preservation of indigenous languages and cultures is an important way of preserving biodiversity.

Where Pennycook and Skutnabb-Kangus provided plenary sessions which served to frame the abstractions denoted by the conference theme, Wilson McLeod’s plenary was an informative account of the development of Gaelic in Scotland. From knowing virtually nothing about Gaelic beforehand I learned of the remarkable efforts to promote a language which, while historically important to Scotland and hence potentially to Scottish identity in the way Welsh language is to inhabitants of Wales, is spoken by just 1.2% of the population who largely reside in the north west area of Scotland known as the ‘Highlands’. A remarkable ambition largely hindered by the lack of ‘capacity’ in terms of speakers available to contribute to this expansion.

As someone whose research has been inspired by Bonny Norton’s pathbreaking work *Identity and Language Learning* (1999), giving Norton the closing plenary felt like saving the best until last. It was apparently her first visit to Britain and my first surprise when I met her was her South African

accent. (This was a surprise for me, because I associate her with British Columbia in Canada, the setting for her book and current affiliation.) However, South Africa was indeed her place of birth and Africa (Uganda) was the setting for her plenary on “Imagined identities, grassroots literacy, and digital resources”. She described the effects of introducing an educational resource that mimics the Internet in villages with extremely limited resources where a single outdated laptop with no Internet connection typically constituted a school’s only digital resource. The system her research team distributed to the schools was called eGranary (see Norton, 2010), a hard disc containing a variety of Internet resources (such as the entire content of Wikipedia) and searchable in the same way as Internet. Interviews with parents and teachers as well as students at the schools underlined the fact that here, as with many of the other contexts described at the conference, the desire was not only to reach out or aspire to communities in an outside global world but also to preserve the local language and culture. One thing that was striking coming from a Japan rich in educational other resources was the resourcefulness of local practices and the eagerness to learn. While few newspapers are available, one person was shown reading aloud to a group eagerly listening.

Besides a number of presentations that focused on the conference theme there were colloquia and debate sessions (on such topics as “British ELT in existential Crisis”), SIG sessions and individual presentations and posters on a wide range of applied linguistic areas including teaching and SLA, corpus linguistics, vocabulary, discourse and narrative analysis, language and identity and critical discourse. Presenters also came from across Britain and around the world (including the sizable Japanese contingent) and accordingly reporting on a variety of languages and situations reflecting the diverse nature of applied linguistics today. Applied

Looking back

Linguistics in Britain, I felt, is not in existential crisis.

Two regular features of BAAL are the announcement of the BAAL book prize and conference dinner. The rigorously judged Book Prize is a prestigious prize for books on applied linguistics and several previous winners have earned a prized position in my modest library. Generally, the prize has gone to something published by one of the main publishers of books on applied linguistics who have stands at the conference. This year though the winner **Niko Besnier's** *Gossip and the Everyday Production of Politics* (2009) was published by University of Hawaii Press. The reception for the announcement was held at the Art gallery in the city centre. The conference dinner was prefaced by a drinks section sponsored by Multilingual Matters to officially launch a series called "Critical Language and Literacy Studies" which already includes two books on Japan that may be of interest to LL readers: Laurel Kamada's *Hybrid Identities and Adolescent Girls: Being 'Half' in Japan* (2010) and Phillip Seargent's *The Idea of English in Japan* (2009). The dinner itself was accompanied by traditional Scottish music rather than speeches and, as often happens at BAAL, led to some dancing – a fine opportunity for respected academics to make fools of themselves.

Perhaps the best way to end this review and underline the conference theme is to conclude with a story told by Skutnabb-Kangas during her plenary: There was once a man who despite being past retirement studied the indigenous language of his locality intently. "Why do you study this minority language so hard?" he was asked. "What good can it do you?" In reply the man said "So that when I die and go to heaven I can communicate with my ancestors". "I see", came the response "But what will happen if you go to hell?" "No problem" the man explained, "I know English already."

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Learning Learning 17 (2) Autumn 2010

Looking forward

A Moveable Feast

A one-day teacher development event cooked up by

JALT Learner Development SIG,

JALT Teacher Education SIG &

Osaka Chapter of JALT

DATE: Sunday, October 17, 2010, 10am-5pm

VENUE: Osaka Gakuin University, Osaka

COST: JALT members ¥1000; non-members ¥2000

Take a moment to read the abstracts of the plenary presentations and poster presentations on offer at the mini-conference at Osaka Gakuin University on October 17th which focuses on exploring the connection between teaching and learning and how to maximize learning. The conference is a collaboration between Learner Development SIG, Teacher Education SIG and Osaka Chapter and a great chance for us to get together with some provocative and inspirational speakers. There will be socials on the Saturday preceding the mini-conference and the Sunday evening afterwards so please check the Osaka homepage for the latest details.

<http://osakajalt.squarespace.com/>

Just Because You Are Teaching Doesn't Mean Everyone's Learning

その“教え”が“学び”をもたらすとは限らないから

Chuck Sandy

チャック・サンディ

学習とは何か？ 教授とは？ 教師が教えることと学生が学ぶこととのあいだにズレがあるのはなぜか？ 教えたことを学生に深く学んでもらい、きちんと定着させるにはどうしたらよいのでしょうか。参加される方にはまず、これらの疑問の答えを模索

してもらいます。そして、優れた定着度をもつような教授と学習の組み合わせ方を知るためのアクションプロジェクトやいくつかのアクティビティに参加していただきます。この問題の議論は<http://tinyurl.com/teaching-learning> のハンドアウトをご参照ください。

Imagine a reporter standing outside the door of your classroom asking students the simple question, “What did you learn today?” Anyone who tries this will find that the answers students give are extremely varied and often have little to do with that day’s lesson-plan. Why is this and is it a problem? Why is there often such a huge disconnect between what teachers think they’re teaching and what students are actually learning? Thinking about these questions leads us to another one. What is teaching and what is learning? Once we begin thinking deeply about these two acts and examining not only the many models and definitions available but also our own deeply held beliefs about teaching and learning, we begin to see that there is nothing simple about defining either teaching and learning. This raises a further issue -- what other factors can cause this disconnect? What are some things that teachers can do to make it more likely that what’s taught is actually learned and learned deeply enough to be retained? Participants in this interactive session will explore the answers to these questions before being introduced to an action project and some activities designed to better connect teaching and learning so that what’s learned has real take away value. In the week prior to the conference and in the weeks afterwards, participants are invited to discuss the issue and view handouts online at: <http://tinyurl.com/teaching-learning>.

Looking forward

Just Because Everyone's Learning Doesn't Mean You're Teaching

その“学び”が“教え”によるものとは限らないから

Charles Adamson

チャールズ・アダムソン

教室において教師が最も効果的にその役割を担うにはどうすればよいのでしょうか？ この複雑で多相的な問いに答えるために、本発表は教室を管理するのではなく、伝統的な教授をせずに起こった学びを評価する授業を紹介します。これらの授業実践の共通点から法則を導き出し、非教授による語学学習をより良いものにするための提案をします。また、非教授に対する主な反論も議論する予定です。

What is a teacher's most effective role in the classroom? Although the answer is complex, we can reduce it to two possibilities: *teaching* (presenting and explaining things) and *non-teaching* (motivating and organizing so that the students take charge of their own learning), an approach that resembles what Gattegno called “the subordination of teaching to learning”.

This presentation will answer the question by first describing various classes in which the teacher did not ‘teach’ in the traditional sense and then evaluating the outcomes, compared to control classes where possible. In conclusion the commonalities in these classes will be analyzed and used to develop principles and suggestions for improving language learning by *non-teaching*.

An analysis of a wide range of classes leads to a number of suggestions for improving the study of foreign languages, including prioritizing meaning by providing a lot of comprehensible input, arranging activities so that students are expressing their own ideas, concentrating on letting students use what they already know, avoiding scaffolding because it introduces language which has not been acquired, sequencing input based on the non-linguistic

content and avoiding correction except at the most advanced level.

It is important to remember that, when non-teaching, the students will be learning, and at an accelerated rate. However, the non-teacher has little or no control over the specifics of what the students are learning. Thus, there can be no specific linguistic goals for a class. Grammar, vocabulary, etc., will be learned in whatever order results from the student's activities. This presentation will advocate an unusual position, but one that has been successfully used in numerous classes with results that were far superior to those achieved by mainstream methods.

Education Outside of TESOL for the Language Teacher

Frank Cheang, Kyoto Pharmaceutical University

With the increase in Content Based Instruction and the rise of the programs put forth by the Japanese Education Ministry, there has been a shift towards qualified instructors in Japan teaching English through content, which are sometimes coming from backgrounds outside of direct language teaching. This poster presentation will introduce both undergraduate programs (including a detailed example at a Nebraska State University) and graduate programs (again, including a detailed example at the University of Liverpool) that are outside of TESOL or Applied Linguistics, but can assist language teaching through content as well as educators keeping current with various educational approaches such as The Theme Based Model. The two main themes that the presenter has participated in are business-related, but have relevance to other themes and subjects in management.

Passages To India: A Journey in Teacher Development through Literature with *Slumdog*

Looking forward

Bombay Millionaire

Andrew Dowling, Ritsumeikan University

Theorists may claim that Literature has a valid place in the language classroom, but what's in it for the teachers? This presentation will introduce - based on the research and preparation of a new Indian novel course, "Slumdog Millionaire", at a Japanese University - some of the typical challenges the Literature teacher faces, and offer a range of useful strategies for success. In so doing, it will examine the possibilities that exist for Literature teachers to maximize their own growth in cultural awareness, research, educational and professional skills development.

Contrasting Identities of Returnee Students: Facebook vs. Interview

Patrick Kiernan, Meiji University

With every class one encounters one learns something about them. However, when I had a particularly high level English university class including a large proportion of 'returnee' students who had spent periods of their childhood overseas I wanted to find out more. As part of their second-semester course 'Educational Issues' I had them conduct peer interviews into their educational experiences which they video recorded and wrote about in term papers. The identities revealed in this project are compared and contrasted in this poster with their shared facebook persona offering food for thought for me and hopefully other teachers!

The More You Learn, The More You Earn

Richard Miller, Kansai University

This poster presentation will look at teachers as learners in formal and informal roles. The presentation will share personal experiences as a lifelong learner from the informal "school of hard

knocks" (as an entrepreneur), and varied readings and explorations leading to deeper understanding of materials from a practical point of view. Through informal learning, I have been able to expand the depth and content of various classes that I've taught (such as global issues) and I've had the confidence to take on more diversified classes. Formal learning has been through undergraduate and several graduate schools (including an M.Ed, an MBA and doctorate level program). These studies have led to a deeper understanding of the business, economics and management disciplines and I find I've been offered teaching more specialized classes that follow those formal studies. While those examples were of a particular area of interest to me, this type of teacher education can be transferred throughout almost any discipline.

Increasing Student Motivation Using WebCT

Zane Ritchie, Ritsumeikan University

Developing intrinsic motivation is a key to learner success (Dornyei, 2001). One way of increasing intrinsic motivation is through computer assisted language learning (CALL), due to the fact that most students today are digital natives and respond positively to blended learning. This poster presentation will explicitly explain the procedure and benefits of increasing learning motivation through CALL, with particular focus on the use of Web-CT, a type of virtual learning environment (VLE). The poster will be a stand-alone presentation with screen shots to supplement the prose.

Is 'Demotivation' the Flip Side of 'Motivation'? Investigating the Relationship between Teacher 'Demotivational' Factors and Student

Looking forward

‘Demotivational’ Factors

Toshiko Sugino, Dept. of National Defense Academy

Recent Second Language Acquisition (SLA) research has explored students’ motivation extensively. It is widely recognized that ‘motivation’ is extremely important and a key factor for successful second language (L2) learning. However, can ‘motivation’ alone answer the complex demography of language learning? What about ‘demotivation’? If ‘demotivation’ is the flip side of ‘motivation’, does everyone agree about what ‘demotivation’ actually consists of? Do student demotivatioal factors match with teacher demotivational factors?

In my previous research, I investigated the factors that demotivated 97 college teachers in Japan. The results indicated among 37 items, the top seven items related to the factor of students’ attitudes including ‘sleeping’ and ‘forgetting to do homework’. In this presentation, I will investigate the students’ ‘demotivational’ factors and teachers ‘demotivational’ factors by using the survey and interviews.

“Metaphors we learn by” Forum about learner development JALT 2010

「学びの比喻」JALT2010 学習者ディベロップメント研究部会

Venue: Room 1008, Aichi Industry and Leisure Centre, Nagoya, Aichi Prefecture

Time: 1:50pm-3:20pm

場所：愛知県名古屋市 Aichi Industry and Leisure Centre, Room 1008

時間：午後 1:50～午後 3:20

Ellen Head and Andy Barfield

エレン・ヘッド、アンディ・バーフィールド

What metaphors resonate for you and your students? Metaphors such as “scaffolding” and “flow” have changed the way many people think about teaching and learning. How can changing the metaphors we use open up space for new insights for ourselves and our students? Seven presenters explore metaphors such as flow, story, visual images, parenting, a treasure hunt, and invite you to discuss the uses of metaphor in learning and teaching.

学びの比喻

今年は比喻（比喻）を取り上げます。「教える（teaching）」ということをはかに喩えてみると、それは芸術といえるでしょうか？科学またはヒーローの冒険でしょうか？それとも、一切れのケーキを食べるのと同じ位いとも簡単なことでしょうか？では、「学ぶ（learning）」ということをは喩えると何になるでしょうか？それはまるで足場にのるようなことでしょうか？ボート漕ぎまたはスポーツ？それとも園芸と言えるでしょうか？生徒に対するサポートを「足場を作る(scaffolding)」と喩えたり、生徒が熱心に学習に取り組む様子を「流れ（flow）」ているようだといえるなど、比喻は「教授」および「学習」に関しての視点に影響を及ぼしてきました。では逆に、比喻の視点を変えることで、教師や学生に新たな視点をもたらすということは可能でしょうか。今回は7名のプレゼンターが「流れ（flow）」「物語（story）」「視覚的イメージ（visual image）」「育児（parenting）」「宝探し（treasure hunt）」などの比喻をどのように「教授」および「学習」に導入していくかをご紹介します。

Presenters and Presentation Topics:

Different Images of Building Knowledge with Others

他者と知識を作り上げるイメージ

Looking forward

Andy Barfield

アンディ・バーフィールド

社会・政治問題に関する学生の研究プロジェクトを説明するための比喩

In this presentation I plan to look at how students use 'grammatical metaphor' (Halliday) in the weekly learning dairies that they write about doing self-directed research projects in English on social, political, legal and international issues. I will consider what the use of grammatical metaphor reveals about students' development of knowledge of such issues.

“Story” as a metaphor for learning

学びの比喩としての「物語」

Patrick Kiernan

パトリック・キアナン

学習を喩えると、面白い物語？ヒーローの冒険？
屈辱的体験？自身の経験と物語研究を基に語る

I will introduce examples of how the metaphor of 'story' has helped me as a language learner and teacher to stimulate discussion beginning with: learning as an amusing story; learning as a heroic adventure; learning as a humbling experience; learning as a link between past and present selves; learning as finding multiple perspectives on a situation; learning as moving across time and place; learning as story with a happy ending. I may also draw on examples from my research into narrative in language learning, ideally to promote participant discussion and development of the metaphor.

Teaching is parenting

子育てとしての教授

Tim Knight

ティム・ナイト

授業運営から語用論まで：子育て、導き、おだて、励まし、促し、育成

This presentation will explore the ideas behind the metaphor that teaching is parenting, from class management to the kind of specific use of language which is sometimes discussed in pragmatics. Like parenting, teaching involves leading, cajoling, encouraging, facilitating and developing others, sometimes through strict firmness, sometimes by way of gentle kindness. The presenter has extensive teaching experience and a limited, but fresh knowledge of parenting, and will be welcome the comments of participants in the presentation.

Exploring Metaphors in Literature Seminars

文学セミナーにおける比喩

Hugh Nicoll

ヒュー・ニコル

文学セミナーで学習・教授可能な概念としての比喩：学生と教師の視点から

My goal in the forum is to explore metaphor as a learnable/teachable concept in literature seminars from learner and teacher perspectives, as an aspect of literary texts, and as a stepping stone for learners to deepen and enhance their self-assessment routines within the seminar. Teacher and learner reflections will be supplemented by reports on an extended conversation with a Japanese colleague, exploring similarities and differences in our sense of ourselves as teachers, working to empower our students' capacities for understanding and use of metaphor in their engagement with literature and language learning.

3 Archetypes that Represent the Learner

学習概念を表すアーキタイプ(原型)

Dawn Michele Ruhl

ドーン・ミシェル・ルール

芸術家、科学者、哲学者が用いる基礎概念が学生に学びを自覚させる

Looking forward

Three archetypes that represent a learner who is learning are: The Artist, The Scientist and the Philosopher. These archetypes represent the basic concepts that learners need to keep in mind in order to make progress, express themselves and develop complexity and reasoning.

The learner as Artist develops ways of self-expression, autonomous decision making, and skills for life-long learning. The learner as Scientist develops documentation in order to measure progress, assess learning and maintain motivation. The learner as Philosopher develops complexity of thought about ethical issues, philosophical questions and the paradoxical nature of the world that we live in.

Students are asked to divide class activities into the 3 archetypes using free association and compulsory association. Analysis of this data has provided insight into 1st year students' schema of archetypes This presentation will report on using the association method for class assessment in order to understand how students grasped the concepts of Artist, Scientist and Philosopher.

Changing the Picture

イメージを変えよう

Alison Stewart

アリソン・スチュワート

上級ライティングクラスにおける、「教授」と「学習」の視覚的イメージに関する学生の考察

As Lakoff & Johnson (1980) have argued, metaphor underlies and directs all our thoughts and actions. This includes our beliefs about and practices of teaching and learning. I propose to show a poster of images that were used to stimulate thinking about concepts of teaching and learning among third-year students in an Advanced Writing class. The poster also includes students' reflections on their attempts to change their picture of teaching or learning. My aim is to promote conversation among Forum

participants on their own guiding metaphors and on the possibility and benefits (or not?) of experimenting with new metaphors.

The treasure hunt of teaching and learning

比喩を知る宝探し

Will Zhanje

ウィル・ジャンジー

英語は宝探しのツール。活発な学びと問題解決によって、宝探しに触発された学生を紹介

In many traditional classrooms, with the pattern of teacher-led Q and A, students don't have much control over their learning. In this presentation I suggest that the content of a class has to be presented like a 'treasure hunt'. English is a tool for getting to the treasure. During the course of a class the students are presented with pieces of information that they use to progress toward the treasure. In the workshop, practical examples and students' responses to using this metaphor will be presented as beginning points of discussion.

このトピックには少なくとも1001通りのアプローチがあるでしょう。もし分析的なアプローチをお好みなら、レイコフ・ジョンソン著『比喩と人生』を手にとってみてはいかがでしょうか。下記のリンクに抜粋が記載されています。

<http://theliterarylink.com/metaphors.html>

Further information about metaphors and the JALT LD Forum is available at:

<http://forums.jalt.org/index.php/topic,665.new.html#new>

Learning Learning 17 (2) Autumn 2010

SIG MATTERS

FINANCIAL REPORT BY HIROMI FURUSAWA

LD SIG 財務報告 古澤弘美

| | April 2010 2010年4月 | May 2010 2010年5月 | June 2010 2010年6月 | July 2010 2010年7月 | August 2010 2010年8月 | Sept 2010 2010年9月 |
|-----------------------------------|-----------------------|---------------------|----------------------|----------------------|------------------------|----------------------|
| Balance in Bank account 銀行口座の残高 | 539056 | 539060 | 539064 | 534068 | 534072 | 504076 |
| Reserve liabilities 本部預け金 | 100000 | 100000 | 100000 | 100000 | 100000 | 100000 |
| Cash on hand 現金 | 0 | 0 | 0 | 0 | 0 | 0 |
| Balance carried forward 残高 | 639056 | 639060 | 639064 | 634068 | 634072 | 604076 |
| Total revenue liabilities 収入負債の総額 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total revenue 総収入 | 4 | 4 | 304 | 4 | 304 | 4 |
| Total expenses 総支出 | 0 | 0 | 5300 | 0 | 30300 | 0 |
| Total expense liabilities 総経費負債 | 0 | 0 | 0 | 0 | 0 | 0 |
| End balance 残高 | 639060 | 639064 | 634068 | 634072 | 604076 | 604080 |
| Balance in Bank account 銀行口座の残高 | 539060 | 539064 | 534068 | 534072 | 504076 | 504080 |
| Reserve liabilities 本部預け金 | 100000 | 100000 | 100000 | 100000 | 100000 | 100000 |
| Cash on hand 現金 | 0 | 0 | 0 | 0 | 0 | 0 |
| LD SIG balance 残高 | 639060 | 639064 | 634068 | 634072 | 604076 | 604080 |

Major expenses April 2010 to September 2010

主な経費

| | | | | | | |
|--|--|--|------|--|-------|--|
| JALT Central Office (Banner / NPO fees) JALT 本部からの請求 | | | 5000 | | | |
| Donation to the 2010 Nakasendo Conference Nakasendo カンファレンスへの寄付 | | | | | 30000 | |

Major revenue April 2010 to September 2010 主な収入

| | | | | | | |
|------------------------------------|--|--|--|--|--|--|
| Publication sales by SIG SIG の書籍販売 | | | | | | |
|------------------------------------|--|--|--|--|--|--|

* No publication sale is recorded during the period. この期間中、書籍販売は行われていません。

SIG matters

| | | |
|--|-----------------|---------|
| Active balance September 30th, 2010 | 可動残高 2010年9月30日 | 504,080 |
|--|-----------------|---------|

PLANNED EXPENSES Oct 2010 to March 2011 2010年10月-2011年3月予定経費

| | | | | |
|--|------------------------|--------|--------------|-------------|
| Table Rental for JALT2010 | JALT2010でのテーブル賃借 | 16,500 | | |
| Shipping LD materials to JALT2010 | JALT 2010会場へのLD資料の配送料 | 10,000 | | |
| Co-sponsoring the October Mini conference | 10月ミニカンファレンス共催に係る費用 | 40,000 | | |
| Grant for 2 SIG members to attend JALT national conference | | 80,000 | | |
| | SIG会員2名へのJALT年次大会参加費助成 | | | |
| Thank-you gifts for members contributing to JALT2009 | | 10,000 | | |
| | JALT2009に貢献した会員への謝礼品 | | | |
| | | | TOTAL | 合計 -156,500 |

PROJECTED REVENUE Oct 2010 to March 2011 2010年10月-2011年3月予定収入

| | | | | |
|--------------------------------|--|---------|--------------|-------------|
| Publication sales 書籍販売 | | 0 | | |
| Membership 100 members 会費100人分 | | 150,000 | | |
| | | | TOTAL | 合計 +150,000 |

| | | |
|--|----------------|---------|
| Projected active balance March 31st 2011 | 2011年3月31日予定残高 | 497,580 |
|--|----------------|---------|

| | | |
|---|---------------------------|---------|
| LD Reserve liabilities (held by JALT National) September 30, 2010 | 2010年9月30日LD負債準備金(JALT本部) | 100,000 |
|---|---------------------------|---------|

Hiromi Furusawa 古澤 弘美

LD SIG treasurer LDSIG 財務

12 October 2010 2010年10月12日

Learning Learning 17 (2) Autumn 2010

SIG MATTERS

Contributing to *Learning Learning*

Learning Learning is your space for continuing to make the connections that interest you. You are warmly invited and encouraged to contribute to the next issue of *Learning Learning* in either English and/or Japanese. We welcome writing in different formats and different lengths about different issues connected with learner and teacher development, such as:

- articles (about 2,500 to 4,000 words)
- reports (about 500 to 1,000 words)
- learner histories (about 500 to 1,000 words)
- stories of autonomy (about 500 to 1,000 words)
- book reviews (about 500 to 1,000 words)
- letters to the SIG (about 500 words)
- personal profiles (100 words more or less)
- critical reflections (100 words more or less)
- research interests (100 words more or less)
- photographs
- poems... and much more...

We would like to encourage new writing and new writers and are also very happy to work with you in developing your writing. We would be delighted to hear from you about your ideas, reflections, experiences, and interests to do with learner development, learner autonomy and teacher autonomy.

We hope to publish the next issue of *Learning Learning* in April, 2011. Ideally, we would like to hear from you well before February 28, 2011 – in reality, the door is always open, so feel free to contact somebody in the editorial team when you are ready:

Alison Stewart
Ellen Head
Patrick Kiernan
Kay Irie

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Learning Learning is the newsletter of the JALT Learner Development SIG. We aim to publish twice a year in April and October. All pieces are copyright of their respective authors. Permission to re-print writing from *Learning Learning* should be sought directly from the author(s) concerned.

「学習の学習」原稿募集

「学習の学習」は会員に興味あるつながりを構築する空間です。次号「学習の学習」への和文（もしくは英文、及び二言語での）投稿を募集しています。形式や長さを問わず、学習者及び教員の発達に関連した以下のようなさまざまな文章を歓迎しています：

- ・ 論文（約4000字－10000字）
- ・ 報告書（約2000字－4000字）
- ・ 学習者のヒストリー（約2000字－4000字）
- ・ 自律性に関する体験談（約2000字－4000字）
- ・ 書評（約2000字－4000字）
- ・ SIGへの手紙（約2000字）
- ・ 個人プロフィール（約400字）
- ・ クリティカル・リフレクション（約400字）
- ・ 研究興味（約400字）
- ・ 写真
- ・ 詩 その他

これまでにない形式のもの、また新しい方々からのご投稿をお待ちしております。内容についてもぜひご相談ください。みなさまのご意見やお考え、ご経験、そして学習者の発達、学習者の自律性と教師の自律性に関することなど、ぜひお聞かせください。

次号「学習の学習」は2011年4月に出版の予定です。ご興味のある方は、最終入稿日2011年2月28日よりずっと前に余裕をもってご連絡いただければ幸いです。受け付けは常にいたしておりますので、アイデアがまとまり次第、遠慮なくいずれかの編集委員にご連絡ください。

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エレン・ヘッド
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「学習の学習」はJALT学習者ディベロプメントSIGの会報です。年2回4月と10月に出版予定です。全ての原稿の著作権はそれぞれの執筆者にあります。「学習の学習」の文章を他の出版物に使う場合は直接その執筆者の許可をもらってください。