お待ちしました。JALT学習者ディベロップメントN-SIGニュースレター『学習の学習』第1号です。昨年の秋から本格的にメンバーを募り始め、現在、全国に数ばれているメンバーの数は70名を超えました。一月にはJALTから正式にN-SIGとして承認されましたが、このN-SIGは、以下のような教師のための論論の場として機能することを目指しています。（1）学習者トレーニング、学習ストラテジーのトレーニング、スタディ・スキルのトレーニング、セルフ・アクセス、プロジェクト・ワークなどを通じて学習者の自律を育てたり、より効果的学習をひきおこしたりすることに関心を持つ人、（2）学習者の学習ストラテジー、学習スタイル、学習に関する信念や学習者ディベロップメントの有効性について研究している人、（3）自分自身の第二（あるいは第三、第四の）言語の能力を伸ばしたいと考えている教師。

これらの方向を一つの流れにどうまとめるか、というのがこの号の目的のトピックです。残りの記事は、「学習法の」教育、研究、（教師の）学習の3つの視点に大別できます。記事の内容についてさらに詳しく知りたいという方のために、記事を書いた人たちの住所が最後のページに載っています。『学習の学習』は読者が作るニュースレターです。皆さんからの投稿をお待ちしています。

リチャード・スミス、青木直子

Welcome to the first issue of "Learning Learning", a newsletter produced by members of the newly-formed Learner Development N-SIG (National Special Interest Group) within JALT (the Japan Association of Language Teachers). This group, which now has seventy members all over Japan, was set up (and officially approved within JALT in January) to serve as a forum (1) for language teachers interested in furthering learner "autonomy" and/or more effective learning through approaches including (but not necessarily confined to) learner training / learning strategies training, communication strategies training, language awareness training, study skills training, or configurations such as self-access, project work etc.; (2) for those doing background research into learner strategies, styles, beliefs etc., or the effectiveness of learner development; and/or (3) for teachers interested in developing their own competence in a second (or third, fourth etc.) language. How these strands may be brought together is the topic of the first article in this newsletter, while the remainder is divided fairly evenly between the three areas of (1) Teaching (to learn), (2) Research, and (3) Learning (as teachers). If you'd like to follow up an interest in any of the articles, the names and addresses of all contributors are listed on the back page; and please start thinking now of what you would like to contribute to future issues of "Learning Learning", then send it to either of us, as soon as you can!

Naoko Aoki and Richard Smith
Some thoughts on the formation of the JALT Learner Development N-SIG

Richard Smith

What is “learner development”? And what's the point of devoting a “special” interest group to it within JALT? I'll try to address, if not fully answer these two questions in the suggestions which follow.

First, a rather zen-like response to the problem of definition: the term “learner development” hasn’t been widely used before (in fact, we fondly supposed we'd coined it until we came across a mention of it recently in Sheerin (1989.34)), and this lack of “semantic baggage” might actually be quite liberating. In other words, defined negatively, “learner development” isn't a prepackaged formula of any kind, and instead seems to allow for a certain flexibility of interpretation.

Let's look at this in another way: if we'd called ourselves, for example, the “Learner Strategy Training N-SIG”, we might have wound up drawing exclusive inspiration from that strand of empirical North American research which leads from the pioneering “Good Language Learner” studies of Rubin (1975) and Naiman et al. (1978) to more recent work in second language acquisition by, for example, O’Malley and Chamot (cf. 1990) or Oxford (cf. 1990). Such studies are of obvious value as a source of ideas for anyone interested in helping learners learn more effectively and/or autonomously, but, as a recent review (Reese-Miller, 1993) has implied, it might be unwise to swear uncritical allegiance to these ideas, given the dearth of evidence regarding what kinds of learner strategy training actually “make a difference” in practice. Also, as teachers, we'd probably do well not to ignore the European tradition of practical initiatives in developing “autonomous” or “self-directed” learning, independently of strategy research, as represented by, among others, the work of CRAPEL in France (cf. Riely, 1985) or Dickinson (1987).

How about the more generic “Learner Training”, then, as a name for the new N-SIG? One trouble with this is that certain approaches which might seem relevant to teachers interested in developing learners' ability to take control of their own learning (learner “autonomy” in Holec's (1985) sense of the term or “self-direction” in Dickinson (ibid.)) have developed or are developing their own separate traditions, and tend to be discussed in isolation from “learner training” per se. One could think here, perhaps, of certain aspects of Silent Way, Community Language Learning and other humanistic approaches, task-based teaching (including project work), syllabus negotiation, development of self-access arrangements and self-instructional materials in general, language awareness training or “consciousness-raising”, communication strategy training, and training in study skills. The list can doubtless be extended, but the point here is that “learner training” may be too narrow as a conceptual framework for teachers wishing to pursue development of learner autonomy as an aim; instead, we may find value in seeking out and synthesizing insights from a wide variety of sources.

What, then, if we raised the aim of learner autonomy to the status of an N-SIG title, and called ourselves the “Learner Independence” N-SIG after our sister group in IATEFL? Problems arise here too, though, in that the North American tradition referred to previously appears to have developed more with the aim in mind of making learning more effective (by encouraging students to use the strategies employed by “good language learners”) than of developing learner “autonomy”. Though Wenden (cf. 1991), for one, sees no reason for conflict between the two emphases, we should perhaps reserve a place in the N-SIG for those interested in learner strategy training (or other approaches) as a means of enabling more effective learning but not necessarily willing to accept a vision of learner “autonomy” as an overriding aim.

We chose “Learner Development” as the name of the N-SIG, then, precisely because of its relative obscurity and concomitant capacity to embrace and, we hope, enable synthesis of a wide range of hitherto separate interests. To summarize the above discussion, learner development as an aim could be construed as implying both or either of: (1) helping students “learn how to learn”, and deploy what they've learned, as a route towards more effective language acquisition and use; and (2) enabling learners away from an attitude of teacher-dependence and towards an assumption of greater responsibility for and control of their own learning, as a means of more general empowerment. Within these broad approaches, learner development as a teacherly activity could, as suggested above, derive support from a wide range of possible sources, including: (1) research into learner strategies, styles and beliefs, both published and still to be shared or started; and/or (2) reports of practical initiatives in learner training, other kinds of relevant training (e.g. in study skills, language awareness or communication strategy use), syllabus negotiation, self-instruction, self-access, project work etc., and other springs of possible, as yet unchannelled inspiration.

As a forum for the discussion and practice-oriented synthesis of such resources, the Learner Development N-SIG finds one justification for its existence: partly, it will tend to be what's called in Japanese a “benkyoukai”, or “study group”, since, after all, there's a lot to study, and some of the background research, in particular, isn't easy to interpret for practical purposes. The proof of the learner development pudding, though, is ultimately in the eating, and - as a group of teachers - we should perhaps be particularly wary of allowing talk to become a

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replacement for action. Instead, we might be encouraged by Ellis’s recent (1993:9) suggestion that “one of the ways in which knowledge and expertise can be built up is not through research but through teachers... trying to develop coherent programmes of learner training”. There’s no time like the present (especially with a new academic year fast approaching), so maybe we should start thinking now of ways to actually implement an enhanced degree of learner development for the benefit of our own students. Then, if we can extensively share both our practical successes and failures, in terms of syllabus, materials and methodology, the N-SIG will be playing a useful role as a kind of ongoing “tournikai” (or “teachers’ forum”) of benefit not only to ourselves and our own students, but to others elsewhere (since relatively little seems to have been done so far in the area of providing “material” - as opposed to theoretical - support for potential “learner developers”). The best source for practical ideas, then, may turn out to be the experience of other N-SIG members, though manuals or texts which do exist, such as those by Dickinson (1987), Ellis and Sinclair (1989), Willing (1989), Oxford (1990) or Wenden (1991) are likely to be of help in starting us off on one of the “right tracks”. And finally, once we've gone a certain way in implementing and evolving a variety of practical approaches, the N-SIG may come into its own as a “kenkyuuukai” (“research group”), with a particular emphasis, perhaps, on objective evaluation of the effectiveness of learner development in practice.

Finally, as a kind of appendix, I'd like to conclude with suggestions for two additional, perhaps less obvious sources of practical inspiration for the contents and methodology of learner development, one concerned with the teacher's own experience of learning, and the other with the experience that learners themselves bring to the classroom. Both of these relate to a second, rather more trendy reason for emphasizing “development” as opposed to “training” in the title of the N-SIG, namely that, by analogy with reasons for a recent shift in preferred usage from “teacher training” to “teacher development”, the learner (“trainee”) can’t be considered an empty slate waiting to be written upon, nor is the teacher (“trainer”) necessarily the fount of all wisdom where language learning is concerned, however versed in the literature!

Taking our status as “trainers” first, we might consider approaching the task of learner development with some humility in particular if we ourselves have learned a language as our L1 which we are teaching as L2, in other words if we have very little conscious recollection of ever having actually learned it (analogy: wouldn’t you feel suspicious about being trained as a teacher (of a particular language) by someone who’d never taught (that language) before?). On the other hand, all teachers - in their guise as human beings - obviously do have a consciousness of “having learned”, whether what they’ve learned be other subjects or skills, certain facets of the language they’re teaching, or a second, third or fourth language. Delving into our own memories of both successful and unsuccessful learning, in particular of an “other” language, may produce insights which are useful for our students, and give us added credibility (and humility?) as “co-conspirators” with them in a shared experience. This is one potentially useful kind of “teacher-research”, and we hope you’ll feel encouraged to publish some of your own introspections about language learning in this newsletter, as well as applying them in your teaching. Please read onwards in this edition of “Learning Learning”, also, to find out about other ways in which, within the N-SIG, we’re attempting to facilitate teacher reflection about language learning.

Moving on to our learners, though, and what they can bring to the contents and methodology of learner development, here are two suggestions: one is that learners themselves may have good ideas if given chances to share them, the second is that if learner development isn’t “learner-centred” and “negotiated” in other ways, too, we may risk alienation, not to say abject failure. Sheerin’s (1989:34) view is that “learner development... should aim to offer alternatives and plant seeds, but not impose a particular way of operating on the student”, and to this could be added that to know what seeds might grow we first have to “know the soil”. Again, this is a question of teacher-research: finding out about the current learner styles, strategies and beliefs of our students, seen as individuals, and what is likely to be both useful and acceptable to them, rather than basing our training exclusively on research results or practices advertised as successful in other climes. In addition, the N-SIG surely has a unique role to play (again, as “kenkyuuukai”) in furthering rather more academic research into the learner styles, strategies and beliefs of Japanese students, or of learners of Japanese, and seeing whether the results of such studies replicate those in other contexts.

In conclusion, I hope these suggestions have given you not only food for thought but something of a spur to action; in a roundabout way, I think I’ve defined what “learner development” might be, and some ways in which the N-SIG could find a reason for its existence, but after all these are just ideas, and learner development in practice, as well as the mission of the N-SIG, will ultimately be defined by what we all do, from now!

References


学習者ディベロップメントの定義とはいう問題に、無意識的に答えることはある。学習者ディベロップメントという用語は、これまであまり使われてこなかった。（実際、我々はSheerin (1989:34) にこの言葉を発見するまで、学習者ディベロップメントという言葉は我々が作ったと考えていた）学習者ディベロップメントという用語は、新しい概念を入るためのかばんのようなものだと考えよう。そうしようという、いろいろなことがわかって来るかもしれない。つまり、学習者ディベロップメントは、いかなる既成の考え方に当てはまらない、柔軟な解釈を許す用語なのである。


より広い意味を持ち学習者トレーニングという名前ではどうだろうか。この言葉の問題は、学習者が自分の学習をコントロールする能力（Holec 1985）のいう学習者の自律やDickinson (1977) のいう自己制御を育てるということに関心を持つ教師にとって意味を持つアプローチのいくつかが、学習者トレーニングとはまったく別の伝統の中で発展し、論じられていたということである。サイレント・ウェイ、CALLなどのヒューマンティック・アプローチ、プロジェクト・ワークを含むタスク中心の教授法、学習者との交渉で作るシラバス、セルフ・アクセスのシステムや自己学習教材一般の開発、言語への気づきのトレーニング、あるいは言語の意識化、コミュニケーション・スタディのトレーニング、スタティ・スキルのトレーニングなどが考えられる。ここにあげたものがすべてでないことに疑いの余地はないが、要するに、学習者の自律を求める教師にとって、学習者トレーニングという概念的枠組みは抜群のかもしれないということである。

それでは、IATEFLのLearning Independence SIGのように、学習者の自律をSIGの名前にしてしまうという見方もあるだろう。しかしここにも問題がある。前述の北アメリカの伝統は、学習者の自律を促すことよりは、学習者に「よい言語学習者」を使うストラテジーを使うように奨励することで学習の効率をあげることを目的としているように思われる。Wenden (1991) などのように、二つの方向が対立しないでなければならない理由はないと考える方も多いが、SIGの中には、効率のよい学習を実現する手段としての学習者ストラテジーのトレーニングに関するものはあるが、学習者の自律という目的をそこに入れても見てみる必要を覚えされるとわけがないという人のための場所を確保するべきであるかもしれない。

つまり、学習者ディベロップメントという用語を選んだのは、まさにその曖昧さと、それに伴う学習の範囲の広さのためである。そうすることで、これまでに別れで存在してきた広い範囲の関心を統合できればいいと思う。以上の議論をまとめれば、目的としての学習者ディベロップメントは、以下の2点のどちらか、あるいは両方を意味するところである。（1）学習者が学習の方法を学ぶことへの助け、より効率のよい言語習得と言語使用への道として、彼らが学んだことを利用する。（2）より一般的なエンパワーメントの手段として、教師に依存する態度から、自分自身の学習に対してより実在を持ち、自分を自己をコントロールする方向に向、学習者を乳幼児させることのよい間を広げることで、教師の自活動としての学習者ディベロップメントは、以下の二つ広いた領域を情報源とすることはできる。（1）学習者ストラテジー、学習スタイル、学習に関する信念についてすでに出版さ
客観的に評価するという形で、研究会の性格をもつようになるだろう。最後に、一種の付随として、もう二点、おそらくここまでに述べたものより自明でない。学習者ディベロップメントの内容と方法の実践的ヒントとなりうる情報源をつけてみる。一つは教授者自身の学習経験であり、もう一つは学習者が教室に関係する経験である。これらは、SIGの名前として、トレーニングよりもデベロップメントという用語を選んだ第二の、少なからずファジーな理由で関係している。教授者のトレーニングというよりは教授のディベロップメントという用語を選んだのは、そのアナロジーもあるのである。学習者（トレーニー）は何も勉強にとれる実用的知識ではない、教授者（トレーニー）はどれほど文献に通じていても、言語学習に関するかぎり、すべての知識の深さであるとは限らない。まず教授の側から言うと、特に自分の第一言語を教える場合、我々は学習者ディベロップメントという仕事にいくぶんかの難しさをもって臨んだほうがいいかもしれない。第一言語を実際に学習した教授員の経験を我々はほとんどを持っていない。（ある言語の教授となるトレーニングを受けると、トレーニーがその言語の初学者でも一度教えられたことのない人だったが、うさんくさいと思わないのではならないだろうか。ある言語を学習したという事実はないがその言語の学習のしかたを説明するというのでは、それと同じである）一方、教授者は、人として、習慣として、過去に何かを学んだという意識を持っている。それ故言語の科目やスキルはもちろなく、教えている言語の側面や内容やしかもししれないし、学習の場を考慮した上で学習しようとする。すなわち支援すべき材料（理論ではない）は比較的少ないように思えるからだ。

以上の提案を読者の皆さんが、たんに思考に喚起するものとしてとくでなく、行動のきっかけとして促し、いずれも受け入れていただきたい。上記は、学習者ディベロップメントの内容と方法について書かれたものの一部である。なお、この文脈における学習者ディベロップメントの定義は、教員が座るだけではなく、学習者の観点からも適用することができる。
Language Learning Strategy Training Workshop

Karen Love Brock

The purpose of this workshop was to introduce participants to language learning strategy training. The speaker began by saying that this area has gained popularity only recently, although learning strategies have been a consistent topic of SLA research since the mid-70's.

The speaker then gave definitions of key terms. "Learning strategies" were defined as specific actions the learner takes to make learning more effective, self-directed, enjoyable, etc. (Oxford, 1990), and which "... facilitate acquisition, storage/retrieval and use of information" (Rigney, 1978). "Learning styles" were defined as preferred ways of learning (e.g., visual or auditory), which are relatively stable indicators of how learners interact with the learning environment and which influence learner selection of strategies. Because individual learners vary in their preferred styles and strategies, Brock pointed out the problems of stereotyping learners by nationality or other broad categories.

Participants then worked in groups to identify strategies they would use in scenarios provided in the "Strategy Search Game" from Oxford, 1990. Next, groups reported on their scenarios and the strategies they chose.

Near the conclusion of the workshop, Brock discussed two instruments teachers can use to help students become more self-aware as language learners: the "Strategy Inventory for Language Learning" (Oxford, 1990) and the "Beliefs About Language Learning Inventory" (Horwitz, 1987).

References


Report by Greg Jewell

(Chinese translation by Tomoko Ikeda)

言語学習ストラテジー・トレーニング・ワークショップ
カレン・ラブ・ブロック

このワークショップの目的は言語学習ストラテジー・トレーニングを紹介することであった。まず、言語学習ストラテジーは、第二言語習得の分野において1970年代半ばから研究されてきたが、ストラテジー・トレーニングが注目を集めるようになったのはつい最近のことである、との指摘があった。

次に以下のようなキーワードの定義があった。「学習者ストラテジー」とは、学習をより効果的、自己管理型で楽しいものにするために学習者がとれる特定の行動（Oxford, 1990）であり、習得を高め、情報の保存・検索・利用を促進する（Rigney, 1978）ものである。「学習スタイル」とは、学習者が行うやり方（資格・意見のいずれを用いるかなど）のことで、比較的一定して学習者の学習環境との関わり方を示し、ストラテジーの選択にも影響を及ぼす。どのスタイル、ストラテジーを好むかは個人的なものであり、国籍その他の一般的なカテゴリーで学習者を分類することの問題点が指摘された。

次にワークショップ参加者はグループに分けられ、Strategy Search Game (Oxford, 1990) の中からとったシナリオ（状況）におかれた場合、自分ながらどのようなストラテジーを用いるかについて話し合った。話し合いの後で、各グループは自分たちで割り当てられたシナリオと、選んだストラテジーについて発表した。

最後に、Strategy Inventory for Language Learning (Oxford, 1990) と Beliefs about Language Learning Inventory (Horwitz, 1987) という言語学習の意識化を助けるのに使用できる2種類の測定表が紹介された。

（報告：グレッグ・ジュエル
翻訳：池田智子）

注：参考文献は英語版の教科書にあります。

Autonomous Vocabulary Development for Learners of Japanese

Naoko Aoki

The presenter examined techniques which English speakers may use when they learn new Japanese vocabulary.

First, the mechanism of memory was introduced. New information is stored temporarily in the sensory register, then transferred to the working memory, and lastly stored in the long-term memory. In activating this mechanism, it is more effective for some people to use the visual sense, some the auditory sense, and for others to write the information down.

Conference participants experimented to find the most effective strategies for themselves, comparing retained memory of...
日本語習得者のための自律的言語の習得

背木 直子

この発表では、また語者が日本語の習得を覚える際、どのようなテクニックが用いられるかを紹介した。

まず、記憶のメカニズムについて簡単に言及した。新しい情報は、まず感覚器に伝えられる。そこから行動記憶に移り、最後に長期記憶に記憶される。このメカニズムをうまく利用するために、ある人にとらわれて視覚の方法を用いないこと、ある人にとっては聴覚を使うこと、またある人にとっては書いて覚えることが有効である。今回は、二人組で無意味な数がアルファベットの連続を、(1) 15秒で見つめる、(2) 相手に5回読みなさい、(3) 目をつぶり、相手にみて取ってもらい、おの上に3回繰り、という方法で暗記して、どちらの方法が一番良く覚えられたかを、各自が自己主観的に評価した。

次に、記憶を助ける方法として、長期記憶に寄せるためにどのようなテクニックに有効かが紹介された。

まず、音声のリハーサルの重要性が指摘され、そのための道具として、日本語の音声の特徴をいくつか採用するように、英語話者が教室内の日本人の席を回って、実際に発音の聞きもあった。

他にも、個人的経験のエピソードやよく覚えていた言葉と結びつけるなどの方法が紹介された。例えば、一つのような図が示され、ブランクになっているところにどんな動詞が当てはまるかを考えさせた。

「ごはんを食べる」という答えで出たものに、正しい答えに「適正」を知っていた人が正しい答えに出たようだ。この発表を聞いた人は、「ご飯を炊く」という意味をしっかりと記憶したことである。

報告 本谷まり

Reporter by Mari Nishitani;
(English adaptation by Yoko Naito)

A Language Teacher’s Guide to Memory

Will Flaman

Will Flaman began his presentation by inviting the audience to learn a Chinese sentence meaning “I can speak Chinese”. Summarizing participants’ reflections on how they approached this task, he pointed out the importance of “AIR” in learning new language items: “A” stands for affectivity and association, “I” for intelligence, impression and interest, and “R” for retention, review and relevance.

Following this introduction, the presenter gave examples and organized experiential activities to illuminate a variety of concepts in memory studies, including: structure of memory (sensory memory, short-term memory and long-term memory); primacy and recency effects; chunking; organization; context dependent knowledge; arousal levels; and the forgetting curve.

Report by Naoko Aoki

記憶の効用
ウィリアム・フランマン

この発表は、参加者に「私は中国語が話せます」の意味の中国語の文を覚えてくださいという活動で始まった。このタスクにどう挑戦したかについては参加者のコメントを集めて、フランマン氏は、新しい項目を学ぶにはAIRが必要であると指摘した。
Aは、affectivity（情感情、）
association（連想）のこと、Iはintelligen-
ce（知性）、impression（印象）、Rは、re-
tension（保持）、review（復習）re-
levance（関連性）のことだということ。

さらに、記憶研究の中の基本的な概念が、豊富な例と実体験を通じて、紹介された。それは、記憶の構造（覚せい記憶、短期／作動記憶、長期記憶）、初頭効果と近接効果、マジックナンバー7±2、チャージン
グ、体制化、知識の文脈依存性、覚
醒水準、危険曲線、先行オーガナイ
ザーなどである。

報告 背木直子

March, 1994
7
Learning Learning : 1/1
Communication Strategies Training Workshop

Don Maybin

This was a fast-paced, hands-on introduction to communication strategies training. If you came to the presentation looking for a theoretical introduction, you probably would have been disappointed, but if you were in search of practical advice and ideas to take home to use in your own classroom, then this was the workshop for you.

One of the first pieces of advice participants received was about what type of class to start using communication strategy training with. The presenter pointed out that, as a general rule, teachers will have a better success rate by taking new ideas (such as communication strategy training) to good classes, rather than trying to use them to solve problems with bad classes.

Maybin's working definition of a communication strategy is very straightforward: whenever a language learner hits a problem, they need to learn to take some kind of specific action to alleviate the problem. To demonstrate what he meant, participants were immediately given a situation with a communication problem and asked to find a way to solve it. Through a quick brainstorming session, a variety of interesting solutions were then generated - which served to emphasize the presenter's point that learners never need to be trapped (by their linguistic deficiencies).

Maybin proposed that having students memorize strategy training models can be especially effective in Japan, since most students are very comfortable with learning techniques that utilize memorization. He then introduced participants to what he terms the "Control Model." The three steps in the Control Model are: (1) Stop (for example, say "pardon me...") (2) Understand (for example, say "speak more slowly, please"), and (3) Check (for example, by paraphrasing). After explaining the model, Maybin then demonstrated how it works by getting several of the non-native audience members to role-play an activity he calls "The Control Game".

Most participants seemed thoroughly satisfied (if not a little out of breath) by the end of the 75-minute workshop. If there was an overarching theme to the presentation, it was that we should try and find ways to give students a greater chance to take control.

Report by Charles Browne

(Japanese translation by Morio Harada)

ワークショップ：
困った時のコミュニケーション術
をどう指導するか

ドン・メイビン

このワークショップでは、困った時のコミュニケーション術指導が近辺ベースで、しかもすぐ役に立つ形で紹介された。

はじめに、どんなタイプのクラスでこのコミュニケーション術の訓練を始めるべきかという話があった。一般的に、このコミュニケーション術のような新しいアイデアは、問題のあるクラスで問題解決のためには試してみるよりも、いいクラスで利用した方がよりよい結果が得られるということである。

次に「コミュニケーション術」をどう定義するかという課題が取り上げられた。ここでなされた定義は実際で、非常にわかりやすいものであった。つまり、外国語学習者がコミュニケーション上何か問題に遭遇したときは、その問題を対処するべくなるかの具体的な行動をとらなければならない。その行動がまさにコミュニケーション術であるというのである。さらに、この定義を具体的に説明するために、定義の提示後すぐに、参加者はコミュニケーション術上問題を含む状況を与えられ、その解決法を見つけるように指示された。皆は互いに意見を交換し、そして、この課題自体を通して、学習者は言語的制約によってならどう進むべきか、という問題を一層とっくり込んだ。

Learning Japanese: a Student's Perspective

Tim Newfields

Tim Newfields has been developing - and in the course of work for a graduate dissertation - reflecting on a number of techniques for Japanese self-instruction which go beyond the exercises provided in commercially made materials. These include ideas for language exchange, learning kanji according to a system based on what he calls "elementals", and multiple skills practice for purposes of memorization. This last strategy is an aspect of what Newfields refers to as "multitask learning", drawing an analogy to the way modern computers process various types of data simultaneously and the way learners can also process diverse aspects of language at the same time (see p.15 of this issue of Learning Learning for Newfields' own explanation of this, in Japanese).

Report by Richard Smith

March, 1994
Research Notes

Research in progress: links between learning styles, strategies and achievement

Sukero Ito

We are currently investigating the interrelationships between achievement and the factors of personality type/learning style and use of learning strategies.

The term ‘learning style’ indicates a preferred or habitual pattern of mental functioning in dealing with new information. Strategies may be defined as conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, or use of new information (cf. Oxford, 1990a).

We have been examining the roles of learning styles and learning strategies in Japanese learning in a one-year intensive Japanese language training setting at Tokyo University of Foreign Studies. Two paper-and-pencil type instruments were used: the Myers-Briggs Type Indicator (MBTI) for personality type, and Oxford’s (cf. ibid.) Strategy Inventory for Language Learning (SILL), for language learning strategies.

The four indices of the MBTI are as follows:

- Extroversion - Introversion: An extrovert puts primary interest in the outer world of people and events. An introvert is oriented primarily toward concepts and ideas in the inner world.
- Sensing - Intuition: A person with a preference for sensing perception sees the world in a practical and factual way. An intuition is likely to be aware first of relationships, possibilities and meanings and will be drawn to the innovative and theoretical.
- Thinking - Feeling: A preference for thinking judgments results in decisions made on impersonal, objective, cause-and-effect criteria. Judgments made on feeling grounds are made on the basis of personal or social values.

Judging - Perceiving: A person who prefers judging deals with the outside world through thinking or feeling and is likely to gravitate toward a planned, organized life. The perceiver deals with the outside world through sensing or intuition and likes to “play it by ear”, adapt, and stay open.

Source: Myers and McCaulley (1985)

Regarding learning strategies, Oxford has identified six categories, as follows:

- Memory strategies aid in entering information into long-term memory and retrieving information when needed for communication.
- Cognitive strategies are used for forming and revising internal mental models and receiving and producing messages in the target language.
- Compensation strategies, such as guessing unknown meanings while listening or reading, or using circumlocution in speaking and writing, are needed to overcome any gaps in knowledge of the language.
- Metacognitive strategies help learners exercise “executive control” through planning, arranging, focusing, and evaluating their own learning outcomes.
- Affective strategies enable learners to control feelings, motivations, and attitudes related to language learning.
- Social strategies facilitate interaction with others, often in a discourse situation.

Source: Oxford (1990b)

Preliminary results seem to indicate that there may be regularities in the association of preferred learning strategies with the eight psychological type preferences, and that there may also be links between learning style and/or use of learning strategies and achievement, in the particular context investigated. We hope to report further on our results in a future issue of “Learning Learning”.

References


学習者教育:
学習スタイルと学習ストラテジーからのアプローチ

伊藤祐郎

外国語教育における「学習者教育」には、それを構成するさまざまな要素の方法が考えられるが、ここではその要素のひとつとりいう「性格」と、学習者の「言語学習ストラテジー」使用傾向に焦点をあてた筆者の調査について報告する。この調査では、東京外国語大学留学生日本語教育センターの国際留学生を対象に、ユングの性格類型理論に基づくMyers-Briggs type Indicator (MBTI)を用いて学習者の学習スタイルを分類、また、Oxford発表のStrategy Inventory of Language Learning (SILL)を使って学習ストラテジー使用傾向を割り出そうとここらみっている。

MBTIは以下の4つの指標からなっている。

(1) 外向型か内向型か
(2) 感覚型か直感型か
(3) 思考型か感情型か
(4) 判断型か知覚型か
envelope (90 yen postage for a regular 120 X 325mm envelope for delivery without the hard plastic disk case); * information about your system : KanjiTalk or English?; * screen size : 9" or larger? (The 9" version requires the user to hide the menu bar by typing command-space (show/hide toggle) to see the entire database window).

From a grateful user

Naoko Aoki

I have found the bibliographic database to be very user-friendly, to the extent that it could even go commercial. Greg spent hours revising it from his personal original version, not to mention the time required to input the 630 items. We are very lucky to have such a generous member in our N-SIG, and let us not forget that the copyright of the database belongs to Greg. Thank you immensely, Greg!

学習者ディプロメント文献データベース

学習者ディプロメント文献データベースは、メンバーシップ担当のGreg Jewellさんが、個人的に作っていたものを、SIGのメンバーに提供しようと申し出てくれたものです。HyperCardを使っていて、編集や検索が誰でもかんたんです。現在630点を超える学習者ディプロメントに関連のある文献のデータが入力されています。

このデータベースは英語を使っていて、9インチ以上の大きさのモニターがついたMacintoshコンピュータと、英語あるいは日本語のHyperCard（バージョン2.0以上のもの）が必要です。Macintoshのシステムは、6.0.5以上が必要です。

このデータベースをほしい方は、以下のものをGreg Jewellさんにお送ってください。（宛先は、最終ページにあります）

* マック用にフォーマットされた3.5インチの2HDフロッピディスク
* 90円切手を貼った120 x 325 mmの宛名を書いた封筒

March, 1994

** ** ** **

このデータベースをもらって使ってみましたが、売ってもいいぐらいuser friendlyに仕上がっています。これだけ多くの文献のデータをインプットするのはもちろん、自分用に作ったものを誰にも渡るように改善するためにも、Jewellさんは、信じられないほどの時間を費やさざるを得ません。こんなに実用的なメモリーポケットのSIGは本当にラッキーです。彼の好意を裏切らないためにも、Jewellさんの知的の所有権はみんなで守りますよう。Thank you immensely, Greg!

Publications by Learner Development N-SIG Members

Members are encouraged to share information about their learner development related publications in this column. Please don't be modest! Send us details (including a short summary, if possible) of anything relevant you've written, helped write, or written in the future. For a starter, two articles by N-SIG members are summarized opposite.

この欄は、皆さんに書きかった学習者ディプロメント関連の著作物に関する情報を交換するための場です。積極的に情報をお寄せ下さい。皆さんのお書きになったもの、書くのを手伝ったもの、或いは将来書こうと思考えつつあるもので何かふさわしいものがありませんか？その詳細（できれば短い要約を併せて）をお送り下さい。
Teachers as Learners
学習する教師

We hope that one area in which the Learner Development N-SIG might be able to make a contribution is in expanding opportunities for self-improvement in teachers’ own second (or third, fourth etc.) language abilities. Debateably (and we hope you will join in the debate in future issues of “Learning Learning”), there are two types of reason why this might be important: (1) purely practical, or instrumental reasons connected with our work as teachers, and (2) vaguer, but perhaps no less important reasons related to “putting ourselves in a learner’s shoes” and so developing an ability to help our own students learn more effectively.

With this aim of self-improvement partly in mind, we’re attempting to continue with a generally bilingual (English and Japanese) policy where N-SIG communications are concerned, and we’d encourage you to take advantage of this to challenge your linguistic abilities, for example by comparing English and Japanese versions of newsletter articles, or, more ambitiously, perhaps following some of Tomoko Ikeda’s suggestions regarding contributions to the newsletter, on page 13.

A second aim of our bilingual policy, of course, is to encourage equal participation by and exchange of ideas between native speakers of different languages; in fact, at present there are approximately equal numbers of non-Japanese and Japanese members, many of the latter being teachers of Japanese. Depending on how things develop, two useful by-products of this could be: (1) that members of the N-SIG wishing to learn a language taught or known by other members enlist their support (on a collective or individual basis), and (2) at the same time, the “providers” of help may gain useful insights from a particularly “aware” sub-set of learners! Admittedly, these are rather vague ideas at the present, but if you’re interested in helping develop them, for example with requests for assistance or suggestions for particular projects, please don’t hesitate to contact Trevor Hughes Parry (if you’re interested in Japanese learning) or Tomoko Ikeda (for learners of English), both of whom introduce themselves below, after some details about “Learner to Learner”, a self-help project already underway for learners of Japanese.

March, 1994

Learning Learning : 1/1
About Learner to Learner

Learner to Learner is a bimonthly, non-commercial publication started up in January, 1993 by three learners of Japanese (Jonathan L. Golin, Trevor Hughes Parry and Richard Smith) as a forum for the sharing by learners of concerns, support and ideas connected with Japanese language study. Features in previous issues have included "confessions" of lazy learners, hints on organizing oneself for learning, computer software, television and book reviews, advice on "coping with conversation" and using the surrounding linguistic environment for learning, and opinions on the links between teaching and learning a language.

Strictly speaking, Learner to Learner isn’t a Learner Development N-SIG publication (being available to members and non-members of JALT alike, and supporting itself entirely by readers’ subscriptions), but as of this year it has become available to Learner Development N-SIG members for a special reduced subscription (1,000 yen for the calendar year, compared with 2,000 yen for other subscribers). In return, the present editors hope that N-SIG subscribers will be particularly active in volunteering for writing articles, guest editing and other onerous (but rewarding!) tasks connected with the publication of Learner to Learner.

If you’d like to receive a free inspection copy of Learner to Learner, please write to Trevor Hughes Parry, whose address is on the back page of this newsletter (if you already know you’d like to subscribe, enclose 1,000 yen, stating that you’re a Learner Development N-SIG member, or 2,000 yen for non-members). And/or if you’d like to receive all 6 back issues for 1993, send 1,000 yen to Richard Smith (address also on back page).

Message from Japanese Learner Liaison

Trevor Hughes Parry

Most people tend to give a generally positive response when asked whether they think language teachers should also be active language learners. However, this in itself may be deceptive: the question, with its in-built sense of necessary reciprocity, seems to beg for agreement. Language teachers should stand up for a bit of their own medicine! Or, put more analytically: If you assume that learning one language involves the same general processes as learning another, then presumably any discovery about learning that teachers make while studying Japanese will be directly relevant to their students of, say, English. Therefore good language teachers should be assiduous language learners.

The moral overtones are inescapable... and they just invite one to play devil’s advocate. Surely you can be a good language teacher without learning a foreign language? And surely it could also be that the experiences the teacher has acquiring Japanese in a seedy bar somewhere in shitamachi might represent one subset of possibilities in language learning, while, thousands of miles from the target culture, the teacher’s students are experiencing completely different aspects of that process. Surely neither is relevant to the other...?

So is the “teacher as learner” line merely a knee-jerk reaction to an already oversimplified situation?

The Learner Development N-SIG tie-up with Learner to Learner (see preceding announcement) presumes not! However, our mutual usefulness probably lies less in the area of particular content than overall method. The clever little gambits you use in that downtown bar to elicit
Message from English Learner Liaison

Tomoko Ikeda

One of the aims in forming the Learner Development N-SIG was to help learners of Japanese or English in the membership improve their own language skills. We'd like to start by providing opportunities for members to translate articles for this newsletter from and/or into Japanese. I will make a list of people who are interested in doing this, then contact them when we need translations, according to their preferences (i.e. from or into Japanese). Of course, we'd also like to encourage you to try submitting bilingual contributions to the newsletter. We plan to have native speakers check/give feedback on translations before they appear in the newsletter, so we hope to find volunteers to do this as well. If you would like to challenge yourself by translating or proofreading, please get in touch with me at the address on the back page of this issue of Learning Learning.

Ed. note: Tomoko Ikeda's message above is followed in the Japanese version by comments on her own experience of language learning, excerpted from an article she wrote in English for "Learner to Learner", 1/5. And our final article in this section, which appears on the following page, was also first published in "Learner to Learner" (1/6). In it, Tim Newfields considers, on the basis of his own experience of learning Japanese, some parallels between learning and the way computers process data.
「マルチ・タスキング」と語学習得
“Multitasking as a Model for Language Learning”

T.J. Newfields

機の上にコンピューターがあります。手紙を印刷しながら、スプレッド・シー
トで計算をして、そして別のウィンドウではワープロソフトで日本語の記事
を翻訳している最中です。10年前、パソコンでは同時に複数の処理をこ
なうことは不可能でしたが、現在では可能であり、処理の範囲や種類
も増え、以前よりもずっと人間の頭脳に近づいています。人間の脳は日常生
活の中で様々な情報を収集、分析、管理し、処理を行ないます。そして、さ
らにそれに思考をし、行動を起こすという、コンピューターの上を行く、同時
進行処理を行っています。この同時進行処理をマルチ・タスキングと言います。

これを学習に当てはめて考えてみると、日本語を勉強しながら、私たちが
発音や文法、あるいは文化的な内容を同時に意識の中に組み込んでいるわけ
です。能率的な学び方者は勉強法においてもマルチ・タスキングが必要なま
リます。しかし、それを助けるはずの語学教材の多くはぎっとう見たところ
では非効率的で単一作業的でなってきます。多くの教材は文法
や発音だけを重視しすぎて、語学の他の面を無視しています。これは非能率
的なだけではなく、学習者にとって、つまらないはずです。言葉は生きている
のですから、機械的に文法を教えるだけでなく、その背後にある文化をも伝
える必要があるのではないでしょうか。

言語は一面だけではなく、もっと多面的に考えるべきものなのです。例え
ば、文法を意識しながら、同時にその言葉の時代背景や使われ方も学ぶ必要があ
るのです。

BILINGUAL SUMMARY: In this article a parallel between the way modern
computers process various types of data simultaneously and the way language learners
can process diverse aspects of language is drawn. The value of working concurrently on
multiple linguistic tasks is emphasized.

KEY WORDS: 範囲 extent, degree 同時進行処理 multitasking
機械的 mechanical 能率的 efficient

当記事編集においては大石雅人氏と伊藤博章氏に感謝いたします。

The author thanks Masato Oishi and Hiroyuki Itoh for their editorial assistance.
In Conclusion... 最後に

Message from Membership Co-chairs

Greg Jewell and Mari Nishitani

Just a reminder to N-SIG members to send back the questionnaire you received earlier this year as soon as possible, if you haven’t done so already. We’re working on inputting the details now, so as to provide you with a database of all members’ interests before the summer, to facilitate networking. Don’t worry if you don’t feel up to filling in all the sections - just send what you can to Greg Jewell (address on back page).

先日お送りしました学習者ディベロップメントN-SIGのメンバーに関するアンケートをまだ書いていらっしゃらない方は、できるだけ早くご返送ください。現在情報を入力しているところで、夏前には、すべてのメンバーの情報が入力されたデータベースを皆さんに提供し、ネットワークを柔らかにしたいと考えています。すべての項目に記入する必要があります。書くところだけで結構ですので、Greg Jewellまでお送りください。宛先是、最終ページにあります。

Gregg ジュエル + 西谷まり

Message from Programs Chair

Morio Hamada

Anyone interested in giving a one hour presentation (in either English or Japanese) on a topic related to learner development at the Annual N-SIG Symposium slated for November this year in Tokyo is invited to send a title / abstract to me by the end of June (address on back page).

今年11月に東京で開催予定のN-SIG年次シンポジウムで、学習者ディベロップメントに関する1時間のプレゼンテーション（英語または日本語）を行いたいと考えている方は、タイトル及び概要を

From the editors

We hope you enjoyed reading this issue of “Learning Learning”, and didn’t mind the long wait for it! We underestimated by a long way the amount of time it would take to put together a bilingual newsletter, but we’ve been learning from the experience! A big “thank you” to all the contributors, including those who helped out with translation, and also to Akiko Kashiwamura for her help with inputting and distribution for this issue. Now we’re looking forward to putting the next edition together, and for this we need your help; contributions of all kinds will be most welcome: articles, messages or reports similar to those in this issue, or different types of content altogether (book reviews, lesson reports, opinion pieces, miscellaneous news items, for example). We’d particularly like to have a focus on “Learner Development in Practice” in forthcoming issues, and reports of any materials, approaches, techniques etc. you use in your own lessons will be much appreciated. If at all possible, send contributions in both a printer-out version and on a 3.5” disk (Solo or saved in Teach Text if you’re using a Mac; saved in MS-DOS if using another type of computer). We’re looking forward to hearing from you!

編集者から

『学習の学習』第1号はいかがでしたでしょうか。発行が大幅に遅れていたのは申し訳ありませんでした。この理由は、とんでもなく完全にバイナーグルのニュースレターを編集するためにどれだけの時間と労力が必要かについて、編集者が見失いを恐れたためです。次回からは、もう少しスムーズに行おうとすれので、ご期待ください。この号に記事を書いてくださった方々には、心からお礼を申し上げます。また松村慎一さんには、アインシュタイン発送をお手伝いいただきました。どうもありがとうございました。

私たちは今日から次号のことを考え始めますが、皆さんのご協力はぜひ必要です。この号にあるような記事や報告やメッセージ、また書評、授業報告、意見、その他の情報などどんなものでも結構です。皆さんのお書きになったものはどれもお送りください。特にこれから何号かは、学習者ディベロップメントの実践に焦点を当て、皆さんのが教科書や教材に使っている教材やアプローチ、テクニックの報告をできるだけたくさん掲載したいと考えています。マッキントッシュをお使いの方は、ハードコピーの他に、ディスクでお送りいただければ助かります。Soloのテクテクのファイルなら好都合ですが、それが無理なら TeachTextのテクテクでも構いません。また3.5インチのディスクなら、MS-DOSのファイルでも対応できます。

皆さんのお投稿をお待ちしています。
Involved in this issue of Learning Learning この号を作った人々

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Karen Love Brock (LD N-SIG publicity chair till June) has been teaching at Waseda University, but will be returning to the U.S. in the summer. Present address: Institute of Language Teaching, Waseda University, 1-6-1 Nishi Waseda, Shinjuku-ku, Tokyo 169. Tel. (H): 03-3980-5779.

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