

学習の学習 Learning Learning

JALT Learner Development SIG Newsletter, Volume Seven, December 2000

なんと一年ぶりの「学習の学習」の発行になってしまって
ニュースレターの読者のみなさまには心からお詫びいたしま
す。学習者ディベロップメントSIGは、私達皆が、違った仕
事場から、また時をかけ離れた所からでさえも意見を交換し
合い、考えを分かち合い、直面する難問について考え合い、
成功を祝い合える、そんな所なのです。だからこの新刊号に
よって「学習の学習」が今またまさに、広がる対話の中で、
ネットワークの築かれる中で、そして私達の活力を作り出す
中でエキサイティングな役割を果たせる事を切に願っていま
す。

本号では参加、協力、コミュニティーについての問題の投稿
が中心でした。これらの質問は記事のテーマについてだけで
なく、またどのように私達がこのニュースレターを進展させ
ていくかといったことも表しています。私達二人は日本の
SIGのメンバーや、アジアや遠くの海外で学習者ディベロッ
プメントに関して取り組んでいる人々の様々な声を集めたい
と思ってます。そのため私達の目的の一つとして、多種多様
な環境や国で働いている先生達とのつながり、教師の自律と
学習者の自律とのつながり、自律と、言語学習の他の側面、
及びジェンダー、評価、コンピューターによる言語学習の指
導とのつながりを発見すると言う事があります。

私達の願いはつまりたくさんの皆さんの声によってもっと活
発で協力的でダイナミックなコミュニティーを作り出し、そ
の中でそれぞれ読者が何か特別なものを見つけだして欲しい
と言う事です。本号を楽しんでいただく事を願いつつ皆さん
からの御意見を首を長くしてお待ちしています。

共編者アンディ・バーフィールドとマイク・ニックス

本号作成にあたって、下記の皆さんの御協力、本当に本当に
ありがとうございました。

臼井美由紀、大原ユミコ、熊本たま、鈴木裕子、田畑恵、
中尾真希、ヒュー・ニコル、サミュエル・バーンズ、
スティーブ・ブラウン、エロイゼ・ペゴラロ・レモス、
まえかわふみ、宮本茂生、吉田ゆか子。

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This is the first issue of *Learning Learning* for over a year, and for that a big apology to all readers of the newsletter. The Learner Development SIG can be a place where all of us, in our different and sometimes rather isolated workplaces, can exchange our ideas, share our reflections, think through the challenges we face and celebrate our successes with each other. So, with this new issue of the newsletter, we hope that *Learning Learning* is once again on its way to playing an exciting role in extending dialogue, creating networks, and generating energy amongst us.

In this issue, several contributions foreground questions of participation, collaboration and community. Themes in the articles themselves, these questions also express our approach to developing the newsletter. Both of us would like to bring together the different voices of SIG members in Japan and others working on learner development in Asia and wider afield. That's why one of our goals is to explore connections between teachers working in different

environments and different countries, between teacher autonomy and learner autonomy, and between autonomy and other aspects of language learning and teaching such as gender, evaluation, and computer-assisted language learning.

Our hope, in a nutshell: Through the participation of many, individual voices we create a more active, supportive, dynamic community where each reader finds something special. We hope you enjoy this issue and we look forward to hearing from you soon.

Andy Barfield and Mike Nix, co-editors

Many thanks for their participation and collaboration on the production of this issue to: Steve Brown, Samuel Byrnes, Kumamoto Tama, Maekawa Fumi, Miyamoto Shigeo, Nakao Maki, Hugh Nicoll, Ohara Yumiko, Eloise Pegoraro Lemos, Suzuki Yuko, Tabata Megumi, Yoshida Yukako, Usuki Miyuki

Exciting Participation: The Learner Development Network

Tim Murphey talks with Andy Barfield about collaborative communities, both within his classes and within the SIG, and how participation is one key to extending a learning network.

Andy: Tim, hi, what's the most exciting you've done in the field of learner autonomy in the last while?

Tim: Hi! Much of the excitement comes from seeing how socialization, collaboration, and community create hyper-fertile breeding grounds for learning about metacognition and new tools to use "autonomously".

Watching how Vygotsky's "Intermental to Intramental" happen before my eyes in my Second Language Acquisition Class (see the article, 'Tools of Recursivity, Intermental ZPDs & Critical Collaborative Autonomy' [provisional title] that I have submitted to *JALT Journal*. This is a follow-up to my article in the November 2000 *JALT Journal*, 'Encouraging Critical Collaborative Autonomy').

Andy: That's a great response from you, and thanks for sending the follow-up article. I read through it quickly, as well as read the one in the latest *JALT Journal*. It's all fascinating, but I wish you'd cite me more ! :)

You wrote at the end of the 'Tools of Recursivity, Intermental ZPDs & Critical Collaborative Autonomy' article: "As professional educators, perhaps our own discourses of potential lie within our ability to find recursive means to become aware of one another's thinking, to scaffold intermental spaces of overlapping ZPDs [Zones of Proximal Development], and to create collaborative learning communities."

I'm just wondering what "(re-)creating a collaborative learning community" might mean to the readership of the next issue of *Learning Learning*. Could you share some thoughts, given that we have the newsletter, like your SLA students, but we don't have the weekly class (i.e., we rarely have the chance to meet up face-to-face)?

Tim: If it is OK with you, I will write to YOU for the moment because I feel like I know some of your thinking and that we share some "intermental spaces" of understanding, we are a community of two, a community of explanation and practice although we

