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Greetings to you all, wherever you may be working to help your learners develop! We hope you are full of the joys of spring as the days lengthen and the blossoms multiply. Many of you, like us, will be at the beginning of a new year, with new faces in your classroom and fresh challenges to face — may you enjoy and profit from the experience.

As you can see from this issue of Learning Learning, members of the Learner Development SIG continue to be busy and we can all look forward to a busy and fruitful year.

- Our Anthology of Learner Autonomy project, launched at last year's Autunn Retreat on Mt. Rokko is moving ahead - Phil Benson of the University of Hong Kong (who needs no introduction, I'm sure) has agreed to be an advisor on the project.
- Phil will also be at this year's JALT Conference in Shizuoka (November 22-24), giving 2 presentations and, of course, offering his comments and advice at the LD Forum, which will be sharing of work-in-progress on the Anthology Project.
- Autumn Retreat: Last year's retreat on Mt. Rokko proved to be so rewarding (as well as a lot of fun) that we're doing it again - October 5-6, at the same place. Mt. Rokko YMCA. Put it in your diaries now!
- More exciting issues of Learning Learning will also be coming your way - as well as reading them, please don't hesitate to contribute!

That's all for now. We look forward to seeing you at the Retreat and/or the JALT conference.

Miyuki Usuki
Steve Brown
(LD Co-ordinators)

Acknowledgements
This issue of Learning Learning was edited by Michael Carroll, Miki Koyama, and Peter Mizuki.
Translation was done by Iwasa Satsuki, Kizaki Yuki, Kudo Yoji, Tatsuta Seiko, Fuji Chika, and Yaguchi Yoshiki, Layout by Malcolm Swanson
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Learning Learning
From the Horse’s Mouth:
Advice from second-semester 
Japanese-university students to J/SHS 
English teachers in Japan

Tim Murphey, 
Yuan Ze University, Taiwan

Abstract
This article reports on a content analysis of 100 short 
and anonymous letters of advice from second-semester 
Japanese-university students to J/SHS and SHS English 
teachers. Students’ own voices concerning their 
education are seldom heard and might help improve 
schooling. However, asking students for such input 
before they have contrast frames of reference may simply 
result in evaluations that reinforce the status quo.
The students in this study had completed five months 
of intensive oral English curriculum in a Japanese 
university English department before writing the letters.
The results show that students are in general negative 
about their JHS and more so about SHS English classes. 
The letters are a plea for more practical, interactive, and 
communicative pedagogy. (114)

“Kiku wa itoki no haji, kisamunawa issho no haji.” (Asking 
may be a moment’s shame; not asking is a lifelong 
regret.) A popular Japanese proverb.

Introduction
When teachers wish to teach better they typically 
look toward curriculum, methods, textbooks, 
resource books, and workshops. We test students’ learning, 
their attitudes, their abilities, and their beliefs in attempts 
to second-guess what they need. All of these are systematically interconnected and do have an impact.
However, there is one very important information source that is seldom heard—the students’ voices. Rarely do teachers ask students directly for their opinions about the ways they have been taught. Apart from participatory action research (Auerbach, 1994; Kemmis & McTaggart, 2000; McCabe, 1997), much educational research treats students as “subjects” to be studied and not as “active agents” contributing in their own development and capable of providing insight into the questions about what works for them in the classroom. The

学生達から直接得たもの：
後期の日本大学の学生から、日本における中学校、高校の英語教師に向けたアドバイス

台湾、ユアンセ大学 ティム・マーフィー

要約
この記事は、後期の日本大学学生達から中学校、及び高校の英語教師に宛てられた100通の、短くて匿名の手紙を内容分析した報告です。教育に関わる、学生達自身の声は聞いたに聞かれることがありませんし、学校教育の改善の手助けとなることでしょう。しかしながら、学生が参考にする対比的構造になるものを得る前に、どのようなデータを得るために学生達に傾め、結果として現状を強化するような評価をするにとどまるでしょう。この研究における学生達は、手紙を書く前に日本大学の英語学部で集中的にオーラルイングリッシュのカリキュラムを5ヶ月間経っています。結果が示しているのは、学生達は大抵、中学校のクラスでは消極的であり、また高校のクラスに関してはさらに消極的であるということです。この手紙はより実用的で相互作用があり、コミュニケーションのとれた教育方法を喚起するものです。（114）

“聞くは一時の恥、聞かぬは一生の恥”
日本の有名なことわざです。

はじめに

教師がよりよく教育したいとは思む時、彼らは典型的に、カリキュラム、方法論、テキスト、情報図書そして研修会などを当てにしかちがちです。私達は、学生達が必要としているものを推測するために、学生達の学習、態度、能力、そして信条をテストしました。これら全ては体系的に相互に関係しており、また影響を呈しています。しかしながら、もっと聞かれることがない、とても重要な情報があるのです—学生達の声です。教師が、学生達に今まで自分達が教えてきた方法について直接意見を求めることはめたにありません。参加型の活動的調査とは異なり、（オーエブラッチ, 1994; ケミス&マクガート, 2000; マクガート, 1997）多くの教育調査は学生を研究されるべき“対象”として扱い、自分達自身の発想に貢献したり、クラス内で何をするかという問題を調査する能力を有するような“活動的な主体者”とは扱わないのです。一方で多くの進歩を提供する客観主義者の“科学的な方法論”は、もし調査する唯一の方法として見ると、束縛するものとなりうるのです。
objectivist "scientific paradigm" while providing many advances can be constraining if seen as the only way to do research (Pavelenko & Fantoli, 2000).

Even in medicine, which certainly uses the scientific paradigm more than the humanities, doctors would think it nonsense not to ask patients what they felt and thought about a certain treatment. And yet many in education rarely consult the learner's view and simply look at the test scores. That reminds one of the sarcastic announcement that "The operation was a success, but the patient died." In education today, our methods and tests may sometimes be seen as "successes," but many of the students are deadened and silenced by our pedagogy and even killed each other (Yoneyama, 1999).

In support of asking students directly for their opinions, Light (2001) describes his research at Harvard University:

I am a statistician, but I am impressed by the power of individuals' heartfelt stories... Early on, my colleagues and I decided that to learn what works best for students, we should ask them. So we did... There is a clear lesson here. Students have a lot about what works well for them. We can learn much from their insights.

In the fall of 2000 at a Japanese university, students in two freshman classes were told that their teacher would be giving presentations to many JHS and HS teachers in the following months. They were invited to think of what kind of advice they would give to the teachers. They spent about 10 minutes to write individually open-ended and unsignaled letters to the teachers. The 100 letters, "from the horse's mouth," so to speak, then underwent a content analysis.

**Participants**
The 100 students were all first-year English-majors, 18 or 19 years old, about 83% women, in a fairly highly ranked English department within a well-known small university. They were in the second semester of study and thus had already experienced about five months of native-speaker taught oral communication classes, content based instruction workshop classes (Murphey, 1997), and reading classes. They also had other classes taught by Japanese teachers, some of whom also taught in English. They had a NS speaker at least one class a day, five days a week, and were in a curriculum which stressed oral communication and interactive learning.

葉に関してさえ、それは正確には人体用でなく科学的方法に用いられるものです。医者は、ある治療について患者がどう感じ、どう思うかを彼らに関かないと、このことはナンセンスであると思うでしょう。しかし多くの教育現場では、学習者の視点を評価することもなく、単純にテストの点数を見せるものです。これは選択的表現の1つを思い出させるものです。手術が成功した。しかし患者は亡くなった。」今日の教育現場では、私達の方法論やテストは常々「成功」として見られるかもしれませんが、しかし学生達の多くは私達の教育方法によって死亡させられたり懲罰されたりして、時には自己に殺されたりするのです。」(米山、1999)。

学生達に直接彼らの意見を尋ねる手助けとして、ライト(2001)はハーバード大学での彼の調査結果を著しました。私は統計学者です。しかし私は個人個人の感想する話の力によって印象を受けました。...早い時期に私の同様と私は、学生達にとって何が一番効果的かを学ぶために、私達が彼らに尋ねるべきであると決まったのです。だから私達は学生達に尋ねました。...ここには明かな教訓があります。私達は彼らの視点から多くを学ぶことができるのです。

2000年秋の日本の大学で、2つの新入生クラスは、社会の力に大勢の中学校、高校の教師がプレゼンテーションをするということを告げられました。彼らは教師達にどのようなアドバイスを与えるべきかを考えるために招かれました。彼らは個々に教師宛の、無形式で匿名の手紙を書くために10分間置いてありました。100通の手紙は、いわば「直接本人からの手紙」であり、内容の分析を受けたことになったのです。

参加者
100人の学生達は全て英語専攻の1年生で、18歳か19歳、83%が女性でした。有名な規模大学の間では公平に高くランク付けられた英語学部です。彼らは授業の突然で、彼らがすでに5ヶ月間ネイティブスピーカーによるオーラルコミュニケーション、指導に基づいたテーマのワークショップのクラス（マイケル、1997）、そしてリーディングのクラスを経験していました。彼らはまた日本人教員による他のクラスも履修し、その中に英語で授業をする教師もいました。彼らはネイティブスピーカーのクラスを最低で1日1クラス、週5日履修し、それらはオーラルコミュニケーションの相互に作用し合う学習が強調されたカリキュラムでした。

データ分析の方法
第1に、教師が「こうするべきだ」という学生達のアド
Data Analysis Method

First, students' advice as to what they advised teachers "to do" were calculated. Secondly, the students' comments about their JHS and HS classes were divided into positive and negative comments. Then what they said were important characteristics of a good class and what were the typical characteristics of their J/SHS classes were counted and sorted. These categories emerged from the data emically after reading them through several times.

Results and Analyses

Things students advise J/SHS English teachers to do

The participants expressed a strong desire for their teachers to teach in English, have more oral communication (OC) lessons, and to have more listening lessons (Table 1). They also wanted their teachers to speak better English and they want more contact with Assistant English Teachers (AETs), foreigners teaching in the JET program.

Table 1: Things students advise J/SHS English teachers to do.

<table>
<thead>
<tr>
<th>Subcategories</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total requests related to oral communication</td>
<td>87</td>
</tr>
<tr>
<td>To have more Oral Communication and speaking lessons</td>
<td>78</td>
</tr>
<tr>
<td>We need to have more chance to talk with friends in English</td>
<td></td>
</tr>
<tr>
<td>To have more listening lessons</td>
<td>25</td>
</tr>
<tr>
<td>I want to have more chances to speak and listen to English in JHS and SHS</td>
<td></td>
</tr>
<tr>
<td>To hear the teacher speak more English</td>
<td>20</td>
</tr>
<tr>
<td>I advise you to use more English in your class</td>
<td></td>
</tr>
<tr>
<td>To increase the number of AETs</td>
<td>22</td>
</tr>
<tr>
<td>We should have more chance of talking with native English speakers</td>
<td></td>
</tr>
<tr>
<td>[N.B. Added numbers equal more than the total number of students because each participant might advise several things]</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the requests for more oral English in classes, students also described their ideal atmosphere and conditions for learning (Table 2). They insisted on the importance of enjoying learning English and making it interesting. Most of the students stated that certain activities in a classroom were enjoyable or stimulating their interests. Therefore, activities listed in Table 2 below along with other important characteristics. The activities they suggested most often included playing games, singing songs, and doing drama. Also the students suggested having more
interaction between teachers and students, and among students.

Table 2: Students' specific requests
Sample tokens are given below the categories.

<table>
<thead>
<tr>
<th>Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You should do more active works in class. For example, sing a song in</td>
<td></td>
</tr>
<tr>
<td>English, watch movies, games and so on. It is fun.</td>
<td></td>
</tr>
<tr>
<td>Enjoyable English classes</td>
<td>49</td>
</tr>
<tr>
<td>It is important to teach the fun of English.</td>
<td></td>
</tr>
<tr>
<td>Interesting English classes</td>
<td>33</td>
</tr>
<tr>
<td>The most important thing is that the students are interested in English.</td>
<td></td>
</tr>
<tr>
<td>Interaction between teachers and students and among students</td>
<td>30</td>
</tr>
<tr>
<td>Many teachers didn’t try to communicate with students in classes.</td>
<td></td>
</tr>
<tr>
<td>We need to have more chance to talk with friends in English</td>
<td></td>
</tr>
</tbody>
</table>

What made students want more OC classes? Why did so many students want “enjoyable” and “interesting” English classes? To answer these questions, in the following section we look at how they describe their JHS and HS classes.

How students describe the English classes at J/SHS
The students were asked merely to write advice for J/SHS teachers. They were not asked to describe their classes, but in giving their advice they often did. In their descriptions of their classes they sometimes distinguished between JHS and SHS and sometimes they did not. This is noted in Table 3 below when each is the case.

Seventy-five students made such descriptions. Among them, 42 students mentioned JHS or HS or both and 33 did not. Table 3 shows the total number of the comments by their categories divided between positive and negative.

Table 3 Positive and negative descriptions of JHS & SHS classes (# of students)

<table>
<thead>
<tr>
<th>JHS</th>
<th>Positive</th>
<th>Negative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>SHS</td>
<td>2</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Not specified</td>
<td>0</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(some both positive and negative)
A comment made by one student mentioning both JHS and SHS were counted as two. A few students made both positive and negative comments about their classes.

彼らの興味・関心を刺激するものであったと述べましたが、従って、アクティビティが他の重要な特色と同様に表2に載せられています。彼らが最も頻繁に提案したアクティビティには、ゲームをする、歌を歌う、そして演劇をするということを含んでいました。また、その学生達は、教師と学生の関、学生同士の関めもっと多くのやり取りをすることも提案しました。

表2 学生の特定の要求
（主な意見は以下の中に挙げられています。）

アクティビティ
もっと活動的な作業をクラスで行うべきです。例えば、英語で歌を歌ったり、映画を見たり、ゲームをするなどです。

楽しい英語クラス
英語の楽しさを教えることは重要です。

興味深い英語クラス
最も重要なことは、学生が英語に興味があるということです。

教師と学生の関、学生同士の触れ合い
多くの教師はクラスで学生とコミュニケーションをしようと努力しなかった。

学生達は英語で話す機会をもっと持たせたいです。

何か学生達により多くのOCクラスが欲しいと思うわけだそうか？なぜこれほど多くの学生達が“楽しみ”そして“興味深い”英語クラスを望むのでしょうか？これらの問いに答えるために以下のセクションで私達は、彼らがどのように自分達の中学校や高校を述べているかを見てきます。

学生達は中学校や高校での英語クラスをどのように述べているか
学生達は単に、中学校や高校の教師のためにアドバイスを書くように求められただけです。彼らは、自分達のクラスについて説明するように求められたわけではないのです。しかし、彼らがアドバイスをしている中で、しばしば彼らは述べていました、彼らのクラスの記述の中で彼らは時には中学校と高校を区別したり、時には区別しないと述べていました。これは下の表3にそれぞれのケースごと記載されています。

75人の学生がそのように記述していました。それらの中で、42人の学生が中学校や高校、または両方について述べ、33人は語りませんでした。表3は肯定的なものと否定的なものに分類したカテゴリーにより、コメントの総数を示しています。
Thirty-three comments described their junior high school English classes specifically, and 38 described SHS. There is a big difference between the numbers of negative and positive comments about each. Fourteen comments out of 35 were positive about JHS classes. SHS had only two positive comments: one described a certain teacher's personality and the other described stimulating information about English speaking countries.

Table 4 provides a breakdown of the positive comments according to categories that emerged from the data.

Table 4 Positive comments by categories with examples of students' comments

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyable</td>
<td>7</td>
<td>It was fun.</td>
</tr>
<tr>
<td>Activities</td>
<td>6</td>
<td>I remember we acted as if we were in a hamburger shop and as if we were clerks and customers. It was fun.</td>
</tr>
<tr>
<td>The importance of each teacher</td>
<td>3 OC-1</td>
<td>My English teacher when I was in JHS, held classes in English. Moreover, he adhered to speaking English with correct pronunciation. I remember he was a little strict. However, I think his teaching made me what I am now.</td>
</tr>
<tr>
<td>Interesting</td>
<td>2</td>
<td>I was very lucky because I could notice that English is interesting very soon after I started to learning English. So I think teachers should make their students notice that English is interesting.</td>
</tr>
</tbody>
</table>

(N.B.: The 16 students counted in Table 3's positive category gave a total of 19 comments in Table 4.)

The categories of negative description are shown in Table 5 for the topic areas and Table 6 for general descriptors. Both JHS and SHS comments are combined in these tables since distinguishing between them was rarely indicated. When one student said, "We only studied grammar, reading and writing. But they are not useful when we go abroad," this comment is categorized in Grammar, Reading, Writing, and Unpractical. "To study with only textbook is boring," was categorized in Textbook and Boring and "only sitting a chair and listening to an English teachers was boring" was categorized in Passive and Boring.

Table 3  Students' school and class's comments

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle school</td>
<td>14</td>
</tr>
<tr>
<td>High school</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

(33 people in total.)

Table 4  Students' school and class's comments

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyable</td>
<td>19</td>
</tr>
<tr>
<td>Activities</td>
<td>36</td>
</tr>
<tr>
<td>The importance of each teacher</td>
<td>38 OC-1</td>
</tr>
<tr>
<td>Interesting</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
</tr>
</tbody>
</table>

(33 people in total.)

中学校と高校の両方について言及した学生によるコメントは2つとみなししました。中学生の学校は、彼女のクラスについて肯定的・否定的両方のコメントを受けた。33のコメントは中学校の英語クラスについて特に述べており、38のコメントは高校についての記述がありました。それぞれに関して、肯定的、そして肯定的コメント数の間には大きな違いがあります。33のコメントのうち14は中学校のクラスについて肯定的でした。高校については2つしか肯定のコメントはありませんでした。つまり、肯定的・否定的の教師の評価についての記述がなりません。meanheつは英語の国について非常に興味のある情報を書いてありました。

表4は、データから明らかになったカテゴリーに沿って、肯定的なコメントを分類したものです。

表4 学生のコメントの例で分類した肯定の意見

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>楽しめる</td>
<td>7</td>
</tr>
<tr>
<td>アクティビティ</td>
<td>6</td>
</tr>
<tr>
<td>各教師的重要性</td>
<td>3 OC-1</td>
</tr>
</tbody>
</table>

中学校の英語の先生は英語で授業を行いました。さらに、彼は正しい発音で英語を話すことを強調していました。彼がとても厳しかったのを覚えています。しかし、彼の教え方のおかげで今の私があるのだと思います。

興味深い

私はとても幸運でした。なぜなら私は英語の学習を始めてすぐに英語は興味深いということに気が付くことができたからです。だから私は先生達は学生達に英語は興味深いのだということを気付かせるべきだと思います。

(注意: 表3の肯定的なカテゴリーの中で数えられている16人の学生は、表4の19のコメントの数です。)

否定的な記述のカテゴリーはそのトピックの分野に関する表5と、全体的な記述に関して表6に示されています。
Table 5 JHS and SHS areas receiving negative comments from students

<table>
<thead>
<tr>
<th>Area</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>48</td>
</tr>
<tr>
<td>Reading</td>
<td>13</td>
</tr>
<tr>
<td>Writing</td>
<td>9</td>
</tr>
<tr>
<td>Textbook</td>
<td>22</td>
</tr>
<tr>
<td>Entrance Exams</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 6 General negative descriptors of JHS and SHS classes

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>16</td>
</tr>
<tr>
<td>Boring</td>
<td>15</td>
</tr>
<tr>
<td>Unpractical</td>
<td>26</td>
</tr>
</tbody>
</table>

Many students' comments pointed toward the entrance examinations. "In SHS, students have to study English so hard for entrance examinations." Several students expressed regret about the way they were taught.

"After entering the university, I have thought again and again if only I had spoken and listened English in JHS and SHS."

"I feel English I learned in my JH and HS was not useful."

"We always took a grammatical, writing class. It was boring to take." "When I come to this university, I feel all of them is not useful to speak."

Discussion
These students' reflections are valuable precisely because they had spent five months in a semi-intensive English program and had greatly increased the number of opportunities to use English. This gave them a contrast frame of reference and the time to appreciate it. Evaluations done about a course when no other way of learning is known can be misleading. Also, a certain distance in time and space can be useful so that students are not in fear of offending teachers they have in front of them everyday.

Students say in their letters that how they studied in their earlier schooling was not very useful for their present needs. Monbusho's stated goal of JHS and SHS English education is to improve students' English ability for communication. Still, most students evaluate their school-based English education as unpractical for real communication despite their hard work in their English classes and to pass the entrance exams.

While these letters of advice may speak poorly of school English education in general, we know some J/SHS English teachers are increasing the amount of English they use (Murphey & Sasaki, 1999) and trying very hard to be.

Table 5 学生から否定的なコメントを受けた

<table>
<thead>
<tr>
<th>Comment Area</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>48</td>
</tr>
<tr>
<td>Reading</td>
<td>13</td>
</tr>
<tr>
<td>Writing</td>
<td>9</td>
</tr>
<tr>
<td>Textbook</td>
<td>22</td>
</tr>
<tr>
<td>Entrance Exams</td>
<td>20</td>
</tr>
</tbody>
</table>

表6 中学校と高校のクラスの全体的な否定的記述

<table>
<thead>
<tr>
<th>Type</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>受動的</td>
<td>16</td>
</tr>
<tr>
<td>退屈</td>
<td>15</td>
</tr>
<tr>
<td>非実用的</td>
<td>26</td>
</tr>
</tbody>
</table>

多くの学生のコメントは、入学試験を指摘し、「高校では、学生は入学試験のために大変一生懸命英語を勉強しなければなりません。」とありました。何人かの学生は彼らが教えられた方法に対する後悔の念を表しました。

大学に入ってから、私は何度も何度も、中学校や高校で英語を話したり聞いたりできていればなあと思います。私は中学校や高校が習った英語は実用的ではないと感じます…私たちはいつもグラマーをקרקעのクラスを取っていました。それはとても退屈でした…...

私が大学に入ってからは、それらの全てが「英語を話す」ためには役に立たないと感じます。

議論
これらの学生の意見にははっきりとした価値があります。というのも、彼らは二度の集約的な英語のプログラムに5ヶ月を費やすし、英語を使う機会の数は格段に増えたからです。これは、参考となる対比的構造。そしてそれに感銘を受ける時間を彼らに与えました。他の学習方法などないと思われている時にされるある教科についての
more interactive (both authors personal classroom observations). After reading the students' comments, one group of graduate students, J/SHS teachers during the day, couldn't hide their disappointment. One of them said "Now I'm trying to change my English class to a more communicative one, however, it is true that students themselves show hesitation to do it and stick to study for tests." Often students who have learned in one way assume that way is the only correct and proper way to continue. In fact, many first-year university students in a study by Matsuura, Chiba, and Hilderbrandt (2001), some non-English majors and perhaps in less intensive programs, retained their desire for more traditional, non-communicative, methodologies. However, it could be that their research instruments were administered at the beginning of the year and students did not have a strong enough "contrast frame" to compare communicatively oriented teaching with traditional methods. Most people will opt for the known over something new for quite some time even after the new initially proves effective. We are creatures of habit. Being able to make true choices may require experiencing alternatives for a certain period, not simply having them described.

Entrance exams and teaching methodology

The other element in this cycle of cause and effect is of course the entrance exams themselves and the universities who make them. While some universities may be overly pushing communicative language learning in their own classes, ironically, it is often the same universities' entrance exams, or the teachers' interpretation of them (see below), which drive teachers to teach and students to learn uncommunicatively in boring, passive, and unpractical ways. These student comments, knowingly or not, reflect back to universities, mostly private, who refuse to put listening on their English exams and refuse to look more closely at other ways to improve their testing practices and their responsibility to the wider education system (Murphy, 2003).

On the other hand, there has been some research showing that at least one public university's test and Moribusho's center test are changing their exams from the typical discrete-point grammar-translation standard (Guest, 2000). Thus, J/SHS teachers may be teaching grammar more narrowly than is actually required for responding to these more progressive exams. Hopefully more universities will follow suit, especially the private ones that make up about 73% of the universities in Japan. It has also been shown that

評価は、誤ったものになることがあります。また、時間と空間におけるある程度の距離は、学生達が、毎日彼らの前にいる教師の感情を害することを恐れないため、効果的であるといえます。

学生達は彼らの手紙の中で、彼らが初期の学校教育でどのように学んできたかということは、彼らの現在必要とすることにとっては必ずしも有用でなかったと言います。文部省の発表する中学校や高校の英語教育のゴールは、コミュニケーションに対する学生の英語能力の向上です。それも、ほとんどの学生達は英語クラスにおける、また入学試験に合格するための彼らの強い勉強にも関わらず、学校を基本とした英語教育が本当のコミュニケーションのためには実用的ではないと評価するのです。

これらのアドバイスの手紙が、全体として学校の英語教育を悪く言うことがある一方で、私達は一部の中学-高校の教師が、彼らが使う英語の量を増やしており（マーフィー&佐々木, 1999）、そしてより対話式にしていくと懸命に努力していることも認めます（両方とも筆者の個人的なクラスの観察）。その学生達のコメントを読んだあとで、卒業生のあるグループのものでしたのが、中学校-高校の教師達は一目で失望を隠しきれないしながら、彼らのうちの一人、"今私は自分の英語のクラスを、よりコミュニケーションをもってクラスに変えようと試みているのですが、しかし、学生がそれに反対するためらいを示してしまい、そしてテストの勉強にかかわりきりになってしまうのです。" と言いました。1つの方法で学習してきた学生はしばしば、学習方法が継続するのに唯一正しく選択的な方法であると考え込むことがありますが、実際に、松浦や千葉、ヒルダーブラッド(2001)で勉強する多くの大学一年の学生達は、いくつかの英語専攻ではないか、もしくはより集中的でないプログラムでは、彼らはより伝統的、対話式でない方法で対話する願望を持ち続けました。しかしながら、彼らの調査方法が1年の始めに行われ、学生達は既存のやり方、会話に方向付けられた教え方を比べるための十分に強固な"対比的構造"を持っていなかったということがあったかもしれません。ほとんどの人は、新しいことが始めで効果的であると証明した後でも、非常によく既知のものを選びます。私達は習慣の生き物なのです。実の選択をすることができるということは、ある程度の期間間わりの新しいものを経験することは必要とするのであり、単にそれらについて説明されることはできないのです。

入学試験と教授方法研究

原因と結果に関するこのサイクルの中でのもう1つの要素は、もちろん入学試験そのものとそれらを作っている
wash-back in some areas, such as reading, has been exaggerated and that it is actually better reading methodology in JHS that is needed (Mulvey, 1999). Obviously the exams are not the only things that need changing. As Guest and Mulvey imply, teacher re-training that emphasizes new conceptions of grammar and reading, new curriculum, and materials may also be needed to shift the system as well. Perhaps one way of convincing teachers and administrators that changes are indeed possible is through highlighting mature students’ voices such as those in this article.

The simple contention in this article has been that one of the most important factors that can provide us with perspective are the voices and mental models (Senge, 2000) of those most impacted by the system itself, that is, the students. These voices can only express an informed choice, however, when they have had a certain amount of experience with alternative ways of learning. Thus, asking high school students which teaching methods they prefer would probably result in them saying they prefer what they have. One graduate student reported, "When I was in junior high school, we students were not allowed to utter something except for the time of repeating after the tape or the teacher. At that time I did not believe we could communicate with each other in English."

Conclusion

While the students in this study may like the new ways they are learning at the university, they may not realize that one of the major reasons teaching has changed so little in high schools is the university entrance exams wash-back on high school teaching. We feel that universities need to look beyond their own financial earnings on entrance exams and be responsible to the wider educational community and create tests that have a positive wash-back effect on high school teaching. Adding listening components we feel would move the system in a better direction. While systemically, much more will be needed in the way of teacher re-training and new materials, more universities could show more social responsibility by providing incentives in the content and form of their entrance exams.

Thanks to Mike Guest, Mameki Suzuki, Hiroko Aino and Yoshiyuki Naga for feedback on previous versions of this piece.

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きるとは信じていませんでした。”と報告しました。

結論
この研究における学生達は、大学で学んでいるような新しい方法を好むかもしれないという一方で、高校における教育がほとんど変わっていないという理由の1つは、彼らが大学の入学試験が高校の教育のウォッシュバックであるということに気付いていないということです。私達は、大学が入学試験で自分達の努力度を求めるものを探し、より高い教育コミュニティに対して責任をもち、そして高校の教育をウォッシュ・バックする積極的な動きを持つテストを作ることが求められているので、リスニングの構成を加えることは、システムをよりよい方向へ導くと私達は感じています。組織的に教師を訓練し直したり、新しい教材という点で非常に多くのことが必要とされることである一方で、より多くの大学が入学試験の内容と形態においてのインセンティブを向上させることで社会的責任を示すことができるのです。この記事の前篇にフィードバックをくれたマイク・ゲスト、マナミ・スズキ、トシ・ナガイに感謝します。

ティム・マーフィーは現在TESOL出版の語学教育シリーズの編集者におけるプロフェッショナル・ディベロッメントであり、2001年の8月から台湾のユニゾ大学で教鞭を揮っている。彼はOUP, LongmanそしてMacMillanランキングエッジハウスなどで本を出版しています。

連絡先：mits saturn.yzu.edu.tw

References
[The citation in the text is from a summary sent by Tomorrows Professor (SM) Listserv, Stanford University Learning Laboratory (SLL) http://sll.stanford.edu/ on June 21, 2001.]
Conceptual and Emotional Responses of L2 Readers to Short Fiction: Psychological and reader response criticism perspectives

Raphael K. O'Donoghue
Kyushu University

"I had an idea that a man might pass a very pleasant life in this manner – let him on a certain day read a certain page of full poetry or distilled prose, and let him wander with it, and muse upon it, and reflect upon it, and bring home to it and prophesy upon it, and dream upon it, until it becomes stale – but when will it do so? Never. When man has arrived at a certain ripeness in intellect any one grand and spiritual passage serves him as a starting-post towards all 'the two and thirty Palaces.' How happy is such a voyage of conception, what delicious diligent indolence!"  
Keats' Letters Feb, 1818

Introduction

The psychological dimension in literature has a long history, reaching from Aristotle to the implicit theories of the imagination of the romantic poets Wordsworth, Shelley and Coleridge. Recently, the psychological perspective has come to mean one based on the theories of Freud, and in particular on the aspects of Freudian theory that deal with the unconscious and with sexuality in the wider Freudian sense. There has been an attendant tendency to be either too enthusiastic or too critical of any interpretation that has Freudian undertones. Jackson (2000) strikes a balance between enthusiasm for, and distrust of, this approach to literary criticism and interpretation.

According to Jackson (2000) the reason that people read literature is because they are fantasists – the human, by nature, produces images or basic narratives, whose form and content are decided, ultimately by deeply unconscious fantasy material. The important part of literature is not the work of literature, but the repository of archetypal and instinctual images and narrative that inhabit the reader.

"A book- or the equivalent in other media, a film, a play, a painting, a piece of music – a dance — is a mind
altering drug, and hence a mood altering drug, of infinitely greater precision than any chemical; it can reach the precise neural net that stores an archetypal image. It is an addition* (P.9).

The psychological purpose of such a cognitive fantasy function is to enable us to make decisions; this in turn requires us to envisage or imagine alternative scenarios or possibilities that have not yet been born. The ability to fantasize is, according to Jackson, an important cognitive skill. It is this linking of the human fantasy function and biological (cognitive) function that is that is the cornerstone of Jackson's ideas for a dynamic psychology that seeks to explain human biologic and symbolic behavior as a coherent entity rather than as separated dimensions.

In Language, Literature and the Learner Candlin, (1996) explains that a communicatively-rich model classroom includes, among other things, the exploration of the "imaginary and reflective world of learners' own experiences and minds." Candlin (1996) traces one of the guiding principles of the teaching of communicative competence thus: to "restoring or creating within the learner the right and the means and the awareness of personal capacity to make her or his own meanings from and with texts — guided, of course, through the curriculum and facilitated by the teacher" (P. xii). Similarly, Dart, (2001) decries the "lost world of the imagination" in English teaching, a world lost to an over-emphasis on skills, measurement, assessment and referential language focus. "Development of the imagination has been sidelined" Dart (2001) laments, and calls for a "school culture conducive to imaginative work," and for restoring and careful nurturing of an imaginative, creative and self-reflective focus in the teaching of English. Practically, Dart (2001) explains the changes required in teachers' cultural and perceptual environments for such a reformation and calls for a return to a pedagogic tradition that would have a sobering effect on a profession "inbred with technology and the delivery of assessable skills, (where) the imagination, has been devalued" (P75). Students' conceptual and emotional response in reading short stories are, then, important because, to borrow from Dart, (2001) "the story might be called a unit of imagination, (and) attending to the world of the story is the beginning of imaginative and mental control — it is a kind of wealth.

Reader Response Criticism (RRC) Iser(1974,1978) is readers and readers, particularly readers and text read with the intention of finding the meaning of the text, especially the text of meaning. According to the views of Iser, the reader's understanding is the text's multiple meaning, and the reader's perspective of the text's meaning is determined by the reader's own reading. As a result, the reader's understanding of the text is not fixed, and can be changed by the reader's own reading. The reader's understanding of the text is not fixed, and can be changed by the reader's own reading. The reader's understanding of the text is not fixed, and can be changed by the reader's own reading. The reader's understanding of the text is not fixed, and can be changed by the reader's own reading. The reader's understanding of the text is not fixed, and can be changed by the reader's own reading.
Reader Response Criticism (RRC)

Iser, (1974, 1978) expanded the over-focus on the "text" to include a focus on the "reader" and "author", and in particular, the relationship between reader and text. Iser, (1978) explains how such developments reflected the broader move in science away from "the myth of objectivity" to accept the reader as at least a co-creator of what is observed or read. An alternative view is that meaning does not reside in the text, but is wholly dependent on the meaning-creating faculties and meaning-creating desire of the reader. Iser, (1978) refers us to Ricoeur's three stages of interpretation in reading: (1) linguistic structure and feature description, (2) creative engagement with the text, and finally, (3) the stage of the reader reflecting on, and making personal, the text. Stages 2 and 3 especially were reflected in the responses of readers in the current study and suggest that RRC may be useful for teaching, and measuring language competence. RRC holds that the text does not exist without a reader, and that the only meaning that can exist in a text is dependent on the meaning-making capacity of the reader. So, RRC sees the meaning of literature, to varying degrees, in the reader's response (See also Ouller, J., 1997) rather than as residing in the text independent of the reader. In this sense, the benefit of using a short story or novel, a poem or a play in the language class can be to develop the learner's ability, and desire to read, think and interpret a variety of text types. In the words of McRae, (1996), "a philosophy of language teaching which incorporates examples of text of any kind, that demonstrate how language works within the rules and beyond the rules, will expose learners to the representational possibilities of all language, including the acquisition of a new awareness of their native language. What is now required is the fuller integration of text into teaching, the mixing of representational with referential, the development of language awareness concurrently with knowledge about language" McRae, (1996, P.20 & 21). This study looks at the conceptual and emotional responses of L2 readers of short fiction trying to build up what Werth, (1999) calls a text world.

In summary, the perspectives outlined suggest the validity, purpose and rationale for using readers' responses to literature read in a foreign language. Such use may encourage student willingness to communicate, motivates students, foster autonomy, (See
Sinclair, 1996) and provides non-intrusive feedback on student progress. It develops language awareness, critical reflection and learning efficacy. It may help rescue, the "creative power which Wordsworth has called 'poetic spirit'." Hord, (1949)

**Purpose of Current Study**

The purposes of the study were to examine conceptual and emotional responses of language learners to the representational language in short fiction, to examine students' reading, text awareness, and story construction processes and to build confidence and enjoyment for autonomous learning.

**Materials and Procedures**

Impudence by Guy de Maupassant; an excerpt from Hakai, The Broken Commandment by Toosan Shinmazaki, and The Force of Circumstance by W. Somerset Maugham were assigned to readers, together with focus questions which dealt with language awareness, and with the comprehension, construction, interpretation, evaluation and comparison of the short stories. Drawing from Carter and Long's typology (1991), 29 EFL readers were given a list of 20 focus questions covering 5 topics, with explanations, to elicit their reflective, imaginative and meaning-construcing processes used in reading. Focusing questions and strategies for reading the stories and recording their reactions to the stories were practiced by and explained and given to each reader. Readers recorded their responses in a work log for partial fulfillment of course requirements.

**Reader Responses**

The sheer volume of response prohibits but the briefest examples of reader responses. Subjects' responses totaled 210 pages of notebook written material. Reported time spent on the responses ranged from two or three hours to more than thirteen hours. In general, most readers were best at understanding aspects of the readings such as:

The purpose of the writer: "I think the author of The Broken Commandment is a man. Because, he could describe the delicate relationship between father and son. A woman couldn't describe or even understand these deep and complicated feelings. And the author is knowledgeable because he also describes social problems such as discrimination."

The stories' themes, "I think both stories are human and Long's (1991) from which they are derived. 29 EFL readers were given a list of 20 focus questions covering 5 topics, with explanations, to elicit their reflective, imaginative and meaning-construing processes used in reading. Focusing questions and strategies for reading the stories and recording their reactions to the stories were practiced by and explained and given to each reader. Readers recorded their responses in a work log for partial fulfillment of course requirements.

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The stories' themes, "I think both stories are human
stories, about relations between husband and wife in Imprudence and parent and child in The Broken Commandment. The stories have a common theme: just by chance, each (story’s) couple makes sure of the other’s feeling. In one case it is a visit to a restaurant and in the other a father’s funeral.

The devices used to create a particular mood: In Imprudence, “The author uses a bright tone. For example ‘with her gay Parisian and her cool dresses, against the great horizon of the sea’ and ‘stroll under the trees on balmy evenings’ give us a vivid impression. Also the whispered goodbyes in the evening on the sand under the stars’ tells the state of affairs of the lovers.” “In The Broken Commandment the author uses a dark tone. For example, ‘the twilight scenery quite lost its charm’ and, ‘a wan November sun made the West Mouth pasture seem lonelier than ever’.” “And, to describe the father’s death, ‘the last of the late-blooming daisies had been trampled to the ground by the gravestones’ the author gives a grave atmosphere.” “The authors create sorrowful tones using words such as ‘loneliness’, ‘ill-starred birth’, ‘leafless willow branches’, ‘death cruelty’, ‘darkness’, ‘harsh world’, ‘sad privations elegy’ and in the phrase ‘A wan November’s sun made the west Mouth pasture seem lonelier than ever’.” “There are many colors in the story: The Broken Commandments which express the changes in Usimatsu’s feeling. The nearer he gets to his destination, the sadder and more painful he is, red turns to purple, purple to brown and grew dark.”

Conversely, students were less adept at drawing out or interpreting factual aspects such as the historical time period, the location and even the original language and culture of the stories. Interestingly, these last two contextual features, despite many clues, were often misrepresented in the responses. One possible reason may be that as readers become involved in a story in a second language they are more in tune with the emotional, interpersonal and dramatic aspects of the story; and less interested and focused on ‘dry’ factual aspects. As L2 students gain competence and confidence in reading in the second language their reading may closer approximate how they read in their first language. Conversely, at the beginning stages of second language competence students may be focusing on only the (superficial) text as language whereas at later stages of competence they focus on the meaning carried within and around the text.

といったような言葉を使って悲しみにくれた感じをつくりだしており、フレーズとしては弱々しい11月の太陽が西河口の牧草地をかすめていたほど遅れて見せる「ある」。彼は彼の感情の変化をあらわすのにいろいろな色を使っている。彼の自分が目的の近くに近付けば近付くほど、悲しみや苦しみがどんより深まっていく。現在、紫が茶色して次第に黒になっていった。

逆に学生たちはストーリーの歴史的時期、場所、ストーリーがかかれた原語とその文化といったような事実面を掘り出したり解釈することに慣れていたかった。体験深いことに、これら最後の2つの文脈の主要な要素は、いくつかのヒントがあるにもかかわらず、しばしば誤って述べられていた。考えられる理由の1つは、読者が第二外国語でかかれたストーリーに入り込んでもとの、そのストーリーの感情的、劇的な面や個人間で見られる局面にどんな焦点をあわせていて、あまりのままで「事実」の側面に興味を持ったり注意したりしきるからである。L2学生が第二外国語の文章を読む能力にけた、自信を持っていると、その読み方は彼らの母国語で読むのとほんと変わらないところまで来るだろう。

逆に、第二外国語の初心者は言語用のテキストとして表面的なところだけに焦点をあわせる。それに対して言語能力にたたえた学生はテキストの中や周辺の行間の意味に注目する。テキストを読むときの概念的的感情的反応を対比してみると、Imprudenceでは感情が会話の中でストーリートに述べられているが、破戒ではそれが風景描写の中でそれとなく暗示されている。

概念的反応——質問：どの様にしてストーリーを理解するに至ったかを説明しなさい。Imprudenceに対して：「彼の恋愛ストーリーの理解、つまり私がこれまで読んだ本からの記憶や知識を使ってこのストーリーを理解した。」ストーリーの基本的なあらすじを扼え、それから語を述べたと日本文学の歴史データや島崎藤村が記した事実を参照した。「私は自分が恥ずかしい（破戒の主人公）だと思い込むようにして、もし自分の父親が死んだら私は何ができるのかを考えた。」著者は破戒の中で有形無形の風景を描こうとしている。「私はその場面に思い描こうとしています。」それは語や映画からヒントを得た。「これらのストーリーを理解するために使った2通りのやり方：第1は、分からない部分があればストーリーの趣旨や背景事情を推測したり熟考するために努める、あるいは全然分からない
Contrasting conceptual and emotional responses used in reading the texts, most readers expressed the interpretation that in Impudence, emotion is described directly in the conversation, whereas in The Broken Commandment it is alluded to in scenery descriptions.

**Conceptual Responses - Focus Question:**

**Explain how you came to understand the story.**

To Impudence: "Memory of other love stories" I used my memories and the knowledge from the books that I have read to understand this story. I got a basic outline of the story, then used a dictionary, also used the data of Japanese history of literature and the fact that it was written by Tousen Shinmatsuzaki. I tried to think I was Usimatsu, (the main character in The Broken Commandment) I thought if my father died, what I can do. "In The Broken Commandment the author tries to describe visible and invisible scenes." I try to imagine the scene. I used a dictionary and film models. Two ways I used to understand these stories first, I try to guess or think over the contents or background of the stories when I don't know parts, or skip over them when I don't know them at all. I try to look for the words which have similar meaning or when I don't know the words at all, finally I use a dictionary and look them up. "I think that Impudence tells us the different thinking about love between men and women. I could feel the difference in the conversation. The conversation pattern is very important to create naturalness, easy (sic) of comprehension and interest." To be honest I could not understand this story the first time, but when I found words like kimono etc in the story I could understand that it was a Japanese story. The story Impudence reminded me of the proverb that a hedge between, keeps friendship green. People should have etiquette even between lovers who have lived together for a long time. The story is about the importance of choosing words when people talk with their lovers. The following passage from The Broken Commandment "Usimatsu turned back to look again at his father's grave, but even the corn was out of sight. He could see, beyond the lonely pasture it would be, only a column of smoke trailing off into the sky" was the most commonly cited example of the use of nature to communicate images or emotion.
To conclude, the conceptual and emotional responses of readers of short stories in the current study suggest the potential of literature to foster critical reflection, language awareness and linguistic imagination in foreign language learners. From the emotional and conceptual responses of the current sample this may also aid in understanding learner autonomy and intrinsic motivation. A key conclusion then, is that readers create texts as much as writers, especially when the text is considered in terms of its meaning to the reader. This process of meaning construction by the reader happens with or without a teacher's or writer's knowledge or approval. Where there is approval and knowledge, there is also an opportunity to facilitate students' humanistic and imaginative development. There is the opportunity for the writer to stimulate the reader to in turn become the writer. RRC, from a psychological perspective models this cycle.

Bibliography


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I must admit I was already harbouring positive inclinations towards the use of writing as a tool of self-development when I walked into the workshop slightly late, clutching my notebook and pen. But after the workshop with Naoko and An Nyugen I felt both encouraged and inspired.

The experience of devoting time to one's own reflective writing is, not exactly top priority for most teachers. In their workshop, Naoko and An encouraged us to take the plunge into writing about our own development, by sharing their own stories. Naoko talked about developing her identity as a pro-autonomy teacher through writing and research, after years of feeling uncomfortable with teacher-centred methodology. An told of her struggles to find autonomy for herself and her students within the restrictions of the Vietnamese communist education system in the seventies.

The audience seemed to be nodding in recognition at many points. For myself two things stood out in particular: An's anecdote about some adult Vietnamese students in a private language school who rejected the teacher's invitation to autonomy. This story highlighted for me the fact that learner autonomy is a partnership, which relies on the willingness of the students.

In my own classes I have sometimes tried to rush towards learner autonomy, for example by instituting group work before the students felt completely safe. One danger of being a pro-autonomy teacher is that one may be tempted to disappear too soon, instead of staying with the students to work out a compromise between their felt needs and one's own interpretation of their needs.

The other point at which I identified was when...
Naoko talked about her sense of being surprised at finding herself a teacher, having slipped into the profession almost by default. She described the process of coming to accept it, through feedback from grateful students, that she actually had a positive impact on those she had taught.

After this introduction, we broke into small groups and discussed the issues that were pertinent for us, then we were invited to write our own stories, with complete freedom as to which part of the story to choose. We were to write for about 40 minutes and then mill around looking at each others’ writings, as a wall display. Chosing brightly coloured paper to write on made the task more enjoyable and also helped me to remember other people’s stories. Even now I can visualise contributions by “the blue” contributor (“we need to wait for students to develop, spend time with them, develop with them”) “the pink” (“the burden of the class slowly shifted from teacher to students”)

Contributions ranged from personal development of learner autonomy, to accounts of how we had tried to develop our students’ autonomy.

In the plenary we brainstormed themes from the different accounts we had read, then divided into four groups to look at some of the themes, what are the roles of the pro-autonomy teacher? what is perceived as success in an autonomous classroom, and how can we inspire that sense of success in students? which comes first, autonomy or motivation? what were the turning points in the development of autonomy for us or for our students, and did those turning points invariably involve conflict and pain?

My group discussed the teacher’s role as a facilitator within the classroom, and as a mediator between the institution and the students’ “real” needs as perceived by themselves and by the teacher. Some of us felt a need to encourage learner autonomy across the curriculum within our institutions. We talked about the need to build towards autonomy step by step, balancing teacher-centred and student-centred activities and moving gradually towards giving more responsibility to the students and creating opportunities for the students to reflect and speak or write about their learning process.

The workshop facilitators offered us excellent role models, rounding off the workshop by talking about the interdependence of teacher and students.

別に教師になりたいという希望を持っていた訳ではないが気づいたら教師をしていったという話をしてくれたときである。彼女は、学習者の感謝に満ちたフィードバックを受けて、自分が教えてきた学習者が良い影響を与えているという事実を受け入れるようになった過程を説明してくれた。

こういった前置きの次の私たちはグループに分かれ、自分たちに関する問題について話し合い、それから自由に好きな部分を選んで自分たちの経験を書くように勧められた。40分間ほど自分の経験について書いた後、壁に貼られた他の参加者の書いた経験を見回った。書くのにカラフルな用紙を選んだことは、作業よりも面白うものにし、また他の参加者の意見を覚えるのにとって良かった。今でさえ、黒い用紙に対して「私たちは学習者の上達を待ち、彼らと共に過ごし、また彼らと共に成長することが必要だ」と書かれていたこと、またピンクの用紙には「クラスの要點を教師から学習者にゆっくり伝えること」と書かれていたことをはっきり思い起こすことができる。作品は学習者オートノミーの発展という個人的な経験から、どのように自分自身の生徒のオートノミーを引き出そうと試みてきたかという報告に至るまで様々であった。

最後に、私たち参加者は全員で、そこで読んだ記述から取り上げたテーマをプレーンストーリングした。それから、いくつかのテーマに絞っていくために4つのグループに分かれた。そのテーマとは「オートノミーに賛同する教師の役割とは何か。」、「自律的なクラスルームにおける成功とは何か。」、「どのようなにして、教師が生徒に達成感を与えるのか。」、「オートノミーとモチベーションはどちらが先か。」教師もしくは学習者オートノミーの発展において何がターゲティングポイントでだったか、また、そのターゲティングポイントはいつも衝突と痛みを伴うのか」の5つあった。

私のグループはクラスの進行役としての教師の役割と、教育機関と学習者が自ら、またその教師によって気づかれる学習に本当に必要なものをと同様の観点としての役割についてディスカッションを行った。中には、教員の中での教科の枠を越えて学習者オートノミーを奨励する必要を感じる者もあった。教師の活動と学習者の活動のバランスを保ち、徐々に学習者の責任を大きくしながら、学習者が反応し、学習課題について話し、書く機会を設けることによって少しずつオートノミーを築いていく必要性について話し合った。

このワークショップの進行役であるAnさんなら今、私は選べるらしい役割モデルを示してくれた。そして、教師と学習者は互いに協力し合うべきだという話で会を締めくくった。
Two of Ellen's stories of learner autonomy

I was thrown into a learner autonomy environment aged 10, when I moved to a village school with only 9 other pupils. Since our ages ranged from 4 to 10 years old, we did English and Maths in the mornings and worked on projects together in the afternoons. Among other exciting activities, we photographed local buildings for a competition, and re-erected the battle of Culloden. It was fun, but I longed for a conventional classroom sometimes, and I was critical of the teacher. She was a maths specialist and I felt that she was too relaxed about the way she taught me English. After a year I moved back to a more conventional school. However, that experience probably forced me to think independently. When I find that my students are resistant to autonomy, I suppose I should think back to how uncomfortable I felt the first time I was asked to set my own targets for English and Maths.

Perhaps the biggest plank in my bridge to teaching in a pro-autonomy way was working with children with cerebral palsy. In the methodology and the systems for record keeping, my school (Mekirath Manor) emphasised the right to personal choice. Making choices was the basis of most of the interaction with the students because sometimes it was very difficult for them to communicate a preference, for example the choice of coffee or tea might be indicated using an eye movement only. In this teaching context, implementing autonomy meant thinking how to make lessons that incorporated choices for the students. Students often showed real delight when they were asked to do something. I think that the pleasure of autonomy is the same for all students, although the details of how to participate and what kind of choices, may be different.

I think that the pleasure of autonomy is the same for all students, although the details of how to participate... may be different.

In their workshop Naoko Aoki and An Nguyen suggested that sharing our stories of autonomy, either as teachers or learners, was a powerful way of thinking about helping our own students to become autonomous. In an email discussion following the workshop several people took up this idea, and in this issue of *Learning Learning*, Ellen Head shares two stories of her own. In the next and succeeding issues Ellen will coordinate a new section "Sharing our stories of autonomy". Please send in your stories to Ellen at: <ellenkobe@yahoo.com>
教室での自律学習奨励と発展に関する
発表要旨（於：京都外国語大学）
ビタ・ミズキ
京都外国語大学

2001年11月、京都外国語大学において、教室での自律学習の奨励とその発展についての短い発表を行った。その発表は、10月の六甲山研修で、ポスターテで行った講義と基本的に同じものであった。

講義の要旨
自律学習の定義についての公開講義から講義が始まった。その定義では、全員が同意していたように思われるが、生徒に自分自身の学習についての選択権と管理権を与えることは、自律学習の重要な要素である、というものである。生徒に自分自身の学習についての選択権と管理権を与えることによって、学習に対して本来備わっている動機を刺激し、さらに、自分自身の学習に対して責任を持つようになる。

講義の中で、京都外国語大学の多くの教師は、学生に自分自身の学習を管理させることによって、すでに自律学習のある形を実践していた。その中で、学生に選択権を与え、それゆえに、自分自身の学習に責任を持たせていた。教師は、グループ発表、ライティングのコースでの雑誌プロジェクト、などの活動を行っていた。学生が大学の教育にかなり高い満足度を抱いていたのも、確かにそういった理由からであろう。

研修のときに提示された質問を今回の講義の中で挙げた。その質問は、「他の教師が行っていないのに、教室での自律学習を確立するのはどの程度意味があるのか」というものである。全員が、他の教師が行っていなくても、自分自身の教室で自律学習を確立することには意義があると感じていた。なぜなら、自律学習は、学習者に新たな別の学習方法を経験する機会を与えることができるからである。

この講義の後、2つの活動（新聞紙と個人発表）を利用した教室内で自律学習を発展させる方法について講義を行った。当発表の中で、学生が新聞紙の活動を行っている短いビデオを提示し、さらにによる先生から、新聞紙活動は、教室に自律学習の原理を取り込むための比較的容易な方法を提供している、とコメントをいただいた。

当発表に参加してくださった先生は、主に学部の英語科の先生であり、中には、スペイン語科やポルトガル語科の先生も参加されていました。
tonomy into the classroom.
In attendance at my presentation were mainly faculty
members from the English department and some fac-
ulty members from the Spanish and Portuguese lan-
guage departments who participated in the discussion.
After the various discussions at the retreat in Oc-
tober I felt the need to include a self-evaluation section on
the newspaper talk and individual presentation eva-
ualuation sheets and to include those in my overall eva-
uation of the students’ presentations.
Below is an outline I used as a handout for my pre-
sentation:

Encouraging and Developing Autonomy in
the Classroom

What is Learner Autonomy?
Learner autonomy has been generally defined as grow-
ing: “out of the individual learner’s acceptance of re-
ponsibility for his or her learning. This means that
learner autonomy is a matter of explicit or conscious
intention: we cannot accept responsibility for our own
learning unless we have some idea of what, why, and
how we are trying to learn. The learner must take at
least some of the initiatives that give shape and direc-
tion to the learning process, and must share in monitor-
ing progress and evaluating the extent to which learn-
ing targets are achieved. The pedagogical justification
for wanting to foster the development of learner au-
tonomy rests on the claim that in formal educational
contexts, reflectivity and self-awareness produce better
learning” (Little & Dam, 1998).

To add to the above definition, Benson and Voller
(1997) defined autonomy as “the ability to take charge
of one’s learning”. They listed five different interpreta-
tions of how autonomy is defined in second language
acquisition below:

• for situations in which learners study en-
tirely on their own;
• for a set of skills which can be learned and
applied in self-directed learning;
• for an inherent capacity which is suppressed
by institutional education;
• for the exercise of learners’ responsibility
for their own learning;
• for the right of learners to determine the di-
rection of their own learning;

( Ibid. pp. 1–2)

10月の研修での様々な議論の後、新聞話の自己評
価と個人発表評価シート、さらに、学生発表の教師に
による全体的評価を提示する必要があると感じていた。
下記の発表の際にハンドアウトとして利用したアウトラインである。

教室での自律学習奨励と発展

自律学習とは何か?
自律学習は一般的に成長することとして定義されて
いる。「学習に対する責任を個々の学習者が受け入れ
ないこと、この意味は、自律学習とは、明示的あるいは
は意識的な意思である。つまり、何を、なぜ、どうやっ
って学習しているのかについて何らかの考え
がない限り、我々は自分自身の学習に対して責任を持
つことができない。学習者は学習過程を形作りま
た方向性を与えるために、少なくとも何らかのイン
シダチプを取る必要があり、進歩をモニタ―し、学習
目標がどの程度達成されたかを評価することを共
有しなければならない。自律学習の発展強化の必要
性への教育的正当性は、体系的な教育現場では、反省
と自己認識がより良い学習を生むという主張に依
存している。」(Little & Dam, 1998)

上の定義に加えて、Benson and Voller (1997)
は、自律学習を「自分自身の学習を管理できる能力」
と定義している。彼らは以下のように、自律学習が第
二言語習得においてどのように定義されるかについ
て5つの異なる解釈を提示した。

• 学習者が自分自身で完全に学習できる状況
• 学習者指導型学習の中で学習し、また適用で
できる技能
• 組織の中での教育によって抑制された生まれ
つきの能力
• 学習者が自分自身の学習に対して持つ責任の
遂行
• 学習者が自分自身の学習の方向性を決めること
ができる権利

( Ibid. pp. 1–2)

自律学習活動

新聞話と個人発表

新聞話と個人発表は、基本的な違いが1つあるだけ
で、本質的に同じものである。新聞話が、新聞、雑誌、
インターネットなどのニュース項目に限られているので、
個人発表では、情報源は全く制限さ
れて、生徒は自由に趣味、興味深い情報、重要なニュースの出来事などを話すことができる。

Learning 22 Learning
Autonomous Learning Activities

Newspaper Talk and Individual Presentations:
Newspaper Talk and Individual Presentations are essentially the same activity with one fundamental difference. Newspaper Talk is restricted to some form of news item from newspapers, magazines, the internet, etc. In contrast, Individual Presentations are not limited to any one source of information. The students are free to talk about their hobbies, an exciting vacation, or an important news event.

Pre-teach:
- Strategies for presenting a topic
- Metacognitive strategies for presenting a topic
- Compose discussion questions that will elicit a more detailed response from your audience.
- Pre-select and explain any vocabulary necessary for understanding the presentation.

Topic selection:
Advise students to choose topics which will interest other students which will help ensure active participation by their audience.

Handouts:
1. Newspaper Talk presentation outline summary form:
   This form is to help the students organize their presentations and serve as part of the students' overall evaluation. These forms are to be returned to the instructor for evaluation at the end of class.

2. Newspaper Talk assessment form:
   This form is used by the students to evaluate the other students' presentations and to do a self-evaluation. These evaluations form part of the students' overall evaluation.

3. Individual Presentation outline summary and assessment forms:
   These are basically the same as the Newspaper Talk presentation forms discussed above.

Evaluation:
Evaluation is based on the instructor's personal observations, peer-evaluation and self-evaluation.

Student Feedback
Students' presentation outlines returned with comments on preparation and their presentation.

Reference:

Ellen Head:
The Learner Development Forum
Poster sessions:
Shuji Hanaoka used the process of developing his own MA TESOL portfolio, as an example of the process of developing autonomy. He highlighted the importance of feeling part of the learning community, development and change through participation, which is less tangible (than knowledge) but more meaningful. The question of 'appropriation' of new ideas and the difficulty of putting one's beliefs into practice remain key issues for him as a reflective teacher.

Melissa Megan and Richard Pemberton reported on creating a course for engineering students at the Hong Kong University of Science. "Confidence precedes motivation"; their aim was for the students to develop a repertoire of personal language learning strategies. They decided that the course should not be graded, other than a pass/fail grade, to encourage students to focus on them selves not on comparison with others. They emphasised depth of reflection as a goal of learning journals kept by students. The feedback from the course (of 750 students) was very positive.

Miyuki Osuki reported an in-depth study of learners' strategies and beliefs about learning. She identified two types: (1) non-conformist, who show an active attitude and awareness of their own non-conformity, and (2) conformist, who were afraid of sticking out, but contained both passive and active attitudes inside themselves. This leads her to say that the stereotypical (passive?) Japanese learner can be reconsidered. One learner had some problems due to "the gap between what she thought she needed to do and what she actually did".

Emiko Abe's students used L1 to reflect on the process of making a speech in L2; the next step was that they were asked to come up with criteria for a 'listener-friendly' speech, and those criteria were articulated in English. The students were then asked to use the criteria they had devised, to write and revise and deliver a second speech. Students used the criteria to make peer assessment of each other's second speeches. Finally they evaluated the benefits of peer assessment, initially discussing...
in Japanese and then generating a list in English.

Yuko Suzuki asked students to write action logs in Japanese, reflecting on the process of corresponding in English with a group of Korean students. She published the students' comments in a newsletter so that students could see what their peers were doing. This helped students to develop a critical perspective on their learning, especially since the Korean students learning style was rather different to that of the Japanese students (the Korean students were more fluency-focused, the Japanese students inclined to be correctness-focused). The students gained control of their own learning through the process of reflection and reading each other's reflections.

 Goals, Genre, Autonomy

Andy Barfield:
Goals, Genre, Autonomy
(Posted previously)

I would like to respond to Emika Abe's presentation on Reflective Learning: The Writing Class. First, I was interested to see how Emika had developed the writing class since last year and whether she had dealt with the question of speech as a genre. My motivation for these questions came from my own classes this year in writing, reading and speaking, and from some questions that Mike Nix raised in the collaborative discussion of last year's forum in Volume 7 of Learning Learning.

I've been moving to the position where I feel quite strongly that students need to articulate their individual goals for a particular piece of writing or for a particular poster presentation. They need to do this at different stages in the process of making and delivering the final product (be it a term paper in the writing class, or a poster presentation about an issue that they have read about in the reading class, or about a film they have watched for themselves for the speaking class). And they also need to do this collaboratively in pairs or small groups.
I've noticed that if students articulate several times their goals as they move towards giving such a product, their goals tend to become more specific and personal, which I've taken to be more meaningful for their own learning.

The question remains though for me as to whether such goals move towards a clearer sense of the product as a particular genre. I'm not sure it does all the time, but I get a sense of developing genre awareness from most students as they began to focus on their product as a means of shared communication. That is, as their goals start to become other-oriented, they find a space in which to see the communication in a detached light. But a necessary part of that is confidence through pair, group work and whole class work.

If you like, as the sense of the other becomes stronger (the audience, the reader) and as a sense of self becomes stronger through enhanced confidence, the groundwork for the individual seeing their communication as a genre under their individual control (and creation) also becomes stronger: I think under their creative control is the key point, here.

What I mean is that we can easily teach a genre externally to students (this is how you organize an introduction, for example) but many students do not connect that external explanation with what they actually do or think for themselves. So the problem, if you like, is (but not always) how to move learners towards creating a genre awareness for themselves, at some point, and over some stages.

So, that was all behind my thinking when I asked Emika whether she explained speech organization (not that I expected her to, but I was wondering how she helped students look at that).

What I got from our discussion and from her poster was that students were noticing and reporting many features of effective speech, and that this awareness increased clearly from Speech 1 to Speech 2. But what was missing for me was how students individually acquired this and adopted such features to their own individual goals, because the data from Emika reported was from across the whole class. I think this is a problem of class surveys, in a sense, because they normalize the picture taken of a class, and average out the edges. So, I wondered out loud about the possibility of group work and students articulating their own individual goals as a means for developing this awareness further.
From what Emika mentioned, and from other conversations with Miyuki Usuki and Mike Nix about collaborative awareness (see the previous issue of Learning), I've since come to think that Emika's speech class is raising the students' collaborative awareness of speech within the whole group. And that this collaboration is highly effective as a starting phase. But what is perhaps also needed is a space in which students can develop their genre awareness within pairs and small groups. What I also noticed, then, is that the question of genre awareness is hard to deal with when the question of genre gets raised, but it is not just a question of students working on their own.

I notice this often in my writing classes where students are working on a hybrid genre like term paper. I also notice that, with poster presentations, the less dogmatic any guidelines are, and the more the focus is simply put on effective communication of ideas, the more individual and confident students do their poster presentations in small groups. They start from a common general awareness and individualise through collaborative pair, group and whole class discussion to their own creative genre (ideally).

What I want to say is that the practice of Emika's speech class resonated strongly with my own perception of critical questions in developing learner autonomy: It didn't provide any ready-made answers for me, but the resonance allowed me a space in which to consider further my own practice and to see the process of what my students do in a different light. For me, then, Emika's presentation was both instructive and motivating.

Thank you, Emika.
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もうすぐやってくる...
学習者ディベロップメントと自律の探求 II
学習ディベロップメント SIG 週末合宿 2002
10月5日、6日
六甲山 YMCA, 神戸

第2回の六甲山週末合宿学習者自律のideas・reflectionのアンソロジーへこの週末合宿はちょっとくだけた、交流しやすい場所にして、みなさんが関心を持つような学習者自律とその発展に向けて、様々な側面に関しての疑問や内省などを交換しやすいように、また発展に向けての研究や研究のための意見などが出やすいようにしていきたいと思っています。この合宿が共有できる関係作りや話し合いの続きとなり、それによってその後協働的研究やライティングをすすめていけることを私達は望んでいます。

詳細と、オンライン登録申し込みについて
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