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Linking Identity and Language Learning – Mike Nix & Masuko Miyahara ç ž ĀĩĀŸĀŸ q ¶¶6wì •ws{ymyÚ «~Ç¿«µzvja# 15

Perspectives on the Self-Access Learning Centre (SALC) at Kanda University of International Studies – Jo Mynard ‹ > Ž G¶y·çÑyâ"Çĩ-yž«·µy·ĩ»" ç 4" - \$ Æ¼ ^ymy'ã"~ŸÆ"Ā 22

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Z REVIEW {°

Howard Gardner's Five Minds for the Future – Yoko Munezane ©ìÔwhšw'mwÚ ĩ ĀĒè"Ā~"ĀÆ"¶y•y+îE 35

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LD SIG Financial Report — Keiko Kawazu • -% 4*(R¿C yšyOáB 42

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Contributing to Learning Learning ©¶¶6w¶6jØ7B 45

LEARNING LEARNING
15 (2) FALL 2008

学習の学習
15 (2) 2008 秋

Welcome to *Learning Learning*, the Learner Development SIG's biannual online newsletter.

As the summer heat and humidity finally give way to cooler, dryer days and the fall semester kicks off, we hope that you will find plenty in this exciting new issue to galvanize your practice and thinking about teaching and learning throughout the remainder of the academic year.

The LD SIG continues to be a forum for face-to-face as well as online interaction. Some of you will have met Tanya McCarthy and Kayo Ozawa already at events and get-togethers over the past six months. They introduce themselves in our PEOPLE section. You can also find out what is happening in some of the local get-together groups in this section.

A new RECENT EVENTS section provides an overview of some of the most interesting happenings of the summer: Martha Robertson writes about the first joint JALT-JACET conference, co-sponsored by the LD SIG, which was held in Nagoya in June, Alison Stewart remembers the LD SIG retreat, and Kay Irie reviews the Learner Autonomy Research Network Symposium at the AILA conference in Essen Germany. If you weren't able to attend these events yourself, these reports will give you a taste of the ideas and collaborative activities that have been prominent this summer.

Our FEATURED ARTICLES in this issue include a genre-breaking review by Mike Nix and Masuko Miyahara of the latest publications - most of which you can access immediately on the web - regarding research into identity and language learning, and a personal perspective on managing the self-access centre at Kanda University of International Studies by Jo

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Z ABOUT THIS ISSUE

Mynard. This section also includes a brand new episode of Steve Davies's far-out sci-fi explorations in Learner Autonomy: *The Adventures of Magenta M*.

In addition, we have a new book review by Yoko Munezane, and notices about important dates for your diary: don't miss the LD SIG Forum on November 1st at PAC7 at JALT2008, the LD SIG Annual General Meeting, and a party afterwards with the CUE SIG at the fabulous *Pink Cow*.

In what is now becoming a tradition of sharing responsibility and mutual self-development, this issue welcomes on board Masuko Miyahara as co-editor. Having had the privilege of working on *Learning Learning* for three issues, I will now be passing the baton on to Jim Ronald, who has been shadowing this time round and helping out with editing and proofreading from the other side of the world. As always, *Learning Learning* has relied on the amazing goodwill and cooperation of a diligent team of proofreaders and translators. Thanks go to Ellen Head, Martha Robertson, Stacey Vye, Michael Carroll, Kay Irie, Etsuko Shimo, Yoko Wakui and Naoko Harada. And of course, a round of applause to all contributors.

If you would like to be involved in *Learning Learning*, whether as a writer or a member of the editorial team, please let us know. New members, new ideas and new ways of doing things are what keep the SIG alive and kicking!

We hope you enjoy the issue. Please feel free to share your reactions, comments and questions on the LD SIG Discussion List (discuss@ld-sig.org) or by emailing us directly.

Best wishes

Co-editors

Alison Stewart

(stewart_al@MARK@hotmail.com)

Masuko Miyahara

(MasukoM@MARK.aol.com)

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COORDINATOR'S MESSAGE
OCTOBER 2008

Greetings all from New York City. I am writing this message while still enjoying the end of my summer research trip and holiday: time I've found increasingly useful in recent years for gaining fresh perspectives on issues related to learner autonomy. One of the best parts of my visit here is the chance to swap stories with my sister and her partner, both involved in arts education projects. Their experiences segue in inspiring and challenging ways to my efforts to develop a vocabulary for an interdisciplinary discussion of poetry and poetics, literary studies, and philosophy in relation to learner autonomy and curriculum reform.



One project that I've learned about this year is Project Zero, <http://www.pz.harvard.edu/index.cfm>, a research project sponsored and coordinated by the graduate school of education at Harvard University. A quick visit to the site may leave you in awe at the range of projects that they have developed over the past forty years. Two of the most immediately appealing substitutes are Artful Thinking <http://www.pz.harvard.edu/tc/index.cfm> and Visible Thinking http://www.pz.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html. My encounter made me wonder why college and university teaching seem so lacking in comparison with the education resources focused on K-12 programs, but it is also clear that the thinking routines described there are portable to any institutional setting. The thinking



routines discussed are not new, and will no doubt be familiar to many, but they are well-organized, and lend themselves to reflecting on one's teaching, and re-evaluating our classroom practices. If you are interested in stimulating your thinking about teaching and learning, these sites should prove inspiring and useful as we prepare for this year's Forum at the national conference.

Learner Development will, of course, be in Tokyo for PAC 7 at JALT2008 at the end of this month, and our big day will be Saturday, November 1st. Further details about the Forum, AGM, and annual SIG party are included in this newsletter, and I hope to see as many members as possible at our scheduled events and at the other learner autonomy themed presentations. We also need as many volunteers as possible to welcome new and old members at the SIG table in the EME (the Educational Materials Exhibition or publishers area) so please try to make a bit of time to lend a hand.

I am especially looking forward to the Forum and to a lively AGM discussion on future directions for the SIG in the coming year. At least some committee members will need to change hats or take a step back from their current roles to focus on research, family responsibilities, or to simply make room for new initiatives. Our system of shadowing committee positions is working well (especially for our publications team), and our fantastic treasurer, Keiko Kawazu, is keeping the books up-to-date, so I'm happy to report that we are moving toward the end of 2008 having hosted national and local events, and can feel confident that we will keep on keeping on next year. From all the members of the committee, all the best with your teaching and learning; we're looking forward to seeing many of you at PAC7 at JALT2008 next month.

Hugh Nicoll

GETTING YOUR COPY OF MORE AUTONOMY YOU ASK

JALT2006 saw the official launch of More Autonomy You Ask (MAYA), edited by Eric Skier and Miki Kohyama, and featuring 13 research chapters exploring learner and teacher autonomy in a Japanese context, with guest chapters by Stephen Krashen, Chitose Asaoka, and Terry Lamb. Click here for more details.

More Autonomy You Askのご購入について

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SELF-INTRODUCTION BY NEW MEMBERS

メンバー自己紹介

TANYA MCCARTHY

KANDA UNIVERSITY OF INTERNATIONAL STUDIES
 EMAIL: RASTANYA AT MARK GMAIL.COM



Hi everyone! My name is Tanya McCarthy and I am a brand new member of the LD SIG. So far, I have only been to one meeting, but I hope to become a more active member as I feel that this SIG has a lot to offer to those interested in learner development. Currently, I work as a learning advisor in the self-access center at Kanda University of International Studies in Chiba. As an advisor, I help learners to become more aware of their role in their learning, and help them to take more responsibility for their development. I have been doing this for only a few months, but it has been very rewarding. I hope to meet more of you in the coming months, and I look forward to sharing classroom and advising experiences with you!

ターニャ・マッカーシー

神田外語大学

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KAYO OZAWA

KYORITSU WOMEN'S COLLEGE AND ICU HIGH SCHOOL
 EMAIL: KAYO AT MARK TA2.SO-NET.NE.JP



I'm thrilled to join the LD SIG, as I have been looking for a group of professionals with whom I can share ideas. I have been at ICU High School for twenty years teaching literature, writing, and skills classes, to returnees and non-returnees. Starting this April, I have started teaching a TOEIC and a Current Events class part-time at Kyoritsu Women's College, in addition to teaching just one literature class at ICU High. I have found teaching at the Women's College to be a totally new experience, since the students have all been taught by the grammar-translation method, not immersion. I look forward to attending the LD SIG get-togethers to gain ideas of how to bridge the "gap" between these two different learning styles, and how to enable my university students to become autonomous learners despite the fact that the syllabus for these classes is prescribed.

小沢佳代

共立女子大学、 国際基督教大学高校

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Please send in your own self-introduction with a photo for the next issue of *Learning Learning* in April 2009!



As ever, the heart of *Learning Learning* is the living contact between us all. What's been getting you excited, puzzled and motivated with learner autonomy recently? Send in your short reflections, ideas and articles. We want to hear from you! Let's keep on making the connections!

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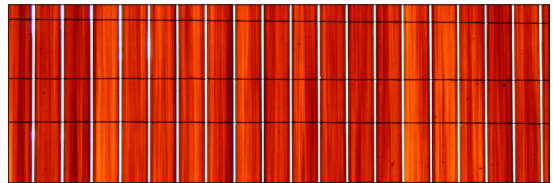
SYNERGISTIC COLLABORATION ROCKS! THE JALT/JACET REGIONAL CONFERENCE AT CHUKYO UNIVERSITY, NAGOYA

揺るがすシナジー効果：第一JALT-JACET合同大会(名古屋)

MARTHA ROBERTSON,
AICHI UNIVERSITY,
TOYOHASHI CAMPUS
マーサ・ロバートソン
愛知大学 豊橋キャンパス
EMAIL: MARROBER AT MARK ALUMNI.
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ferent structures and practices met to achieve a common goal. Conference participants shared in the synergy as they listened to presentations, engaged in Q & A sessions, browsed the publishers' offerings and socialized with colleagues from a variety of educational institutions across Central Japan and beyond.

The Conference took place on Saturday, June 14th at Chukyo University's Nagoya Campus, the day before the LD Retreat at neighboring Nanzan Gakuen Research Center. Over 150 participants took part, choosing from nearly 30 presentations during the morning session. In the afternoon, participants came together for a talk by Professor Hideo Kojima of Hiroasaki University, *Promoting Learner and Teacher Autonomy: Collaborative, Autonomous, and Reflective Approaches to ELT*. Afterwards, the audience had an opportunity to engage Professor Kojima in a lively Q & A session. Such



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sessions were an integral part of the day, allowing participants to personalize the exchange of ideas and receive answers to individual concerns that are often overlooked in more formal

Following Professor Kojima, was a Symposium, moderated by Professor Tomoyasu Kimura of Nagoya University of Foreign Studies. The opening speech by Professor Sanzo Sakai of Chukyo University, *Integration Cycle of 'World Englishes' Concepts: From High School to Graduate School at Chukyo University*, described a pilot program developed by Chukyo University involving high school, undergraduate, and graduate students in the study of World Englishes. The cycle of integrated coursework challenges the established paradigms of English Language education and offers a model for reforming secondary and post-secondary English education in Japan.

The second Symposium speaker, Professor Nancy Graves of Kobe International Communication, posed the question "What difference does *Autonomy* make?" Drawing on her experience in

hat, pray tell, is *Synergistic Collaboration*?" asked many people when the Chubu Chapters of JALT and JACET announced the first JACET/JALT Regional Conference, *Toward a Synergistic Collaboration in English Education*. The Conference name derives from the spirit in which teams from two organizations with dif-

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teacher education, Professor Graves illustrated how learner autonomy inspires teachers to engage in self-development and how collaboration with colleagues serves both teachers and students by improving classroom practice.

The third speaker, Juanita Heigham of Sugiyama Jogakuen University, spoke about her role in developing the University's Communicative English Program in which both full-time and part-time teachers work together to develop and maintain an integrated English curriculum. Claiming that *The Proof is in the Pudding*, Professor Heigham described the Program as "an example of the synergy that dedicated professionals can develop and enjoy" when autonomous learning and collaboration among teachers is encouraged and nurtured.

Synergy-inducing socialization took place throughout the day. Comfortable lounges invited the informal exchange of ideas among participants, and the publishers provided drinks and snacks for morning and afternoon coffee breaks. At the day's end, a buffet was served to celebrate the coming together of the two organizations. As one organizer commented, the day was not only an opportunity to exchange ideas, but also "a great way to meet a whole bunch of new friends and colleagues." Although "synergistic collaboration" may elude succinct definition, synergy was evident in the energetic exchanges among participants and in smooth collaboration of all components - facilities, publishers, organizers and participants - coming together to create an enjoyable and edifying day.

Synergism, in Christian theology, is the doctrine that human will and the Holy Spirit work together to manifest spiritual regeneration. Although the Conference organizers cannot claim to move in such sanctified realms, there was indeed something transformative in the journey from idea to reality. Now that our first joint venture has been a success, we hope that other JALT groups will reach out to our JACET colleagues and initiate further opportunities for collaboration. For, in the words of Conference organizer, John Gunning, "Synergistic collaboration rocks!"

THE CONFERENCE TEAM WOULD LIKE TO THANK THE LD AND CUE SIGS FOR THEIR GENEROUS SUPPORT OF THIS VENTURE.

POETRY, MUSIC AND SEX: FOOD FOR THOUGHT AND SOUL AT THE 2008 LD SIG RETREAT IN NAGOYA ポエム、ミュージック、そしてセックス: 2008 LD SIGリートリト報告

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If the idea of a retreat conjures up images of solitary and silent contemplation away from the hustle and bustle of ordinary life, then the title of this report may strike you as somewhat odd. The one-day retreat at Nanzan Gakuen Research Center in Nagoya on Saturday, June 15th was a full day of lively workshops addressing a common theme: *Crossing Boundaries: An Interdisciplinary Approach to Learner Autonomy*. The reflections, the "aha's" and "doggie bags," that participants were asked to write at the end of the day confirm that the retreat left

people feeling as energized and refreshed as if they had spent the time at a spa.

The LD SIG retreat took place the day after the seminal JALT-JACET conference at Chukyo University, and about a dozen participants took advantage of the chance to attend two events in one weekend. Just a short walk away from the conference venue, the Nanzan Gakuen Research Center offered simple but comfortable accommodation in a quiet, leafy corner of the university area of Nagoya. Thanks to the seamlessly efficient organization of Robert Croker, assisted by Ashurova Umidahon and Toru Terai, LD SIG members were able to relax completely.

For the overnighters, the event started off the evening before with a walk through the grounds of a nearby temple, stopping to admire a selection of bugs captured by a band of intrepid small boys, and ending up at the Rosetta Stone pub. Here, we crammed into the tiny bar to listen to the amazing Prisca Molotsi singing the blues, joined halfway through by Marlen Harrison who gave his own fabulous rendition of *Summertime*.

The morning of the retreat started early for a handful of the participants, who cleared their heads with a morning stroll around the temple, while others lingered over breakfast and in the quiet sunny corners of the Research Center. Gradually, people rolled in, over 30 in all, hailing from far and near, and seated themselves around the spacious seminar hall.

First up was High Nicoll, talking about *Autonomy and Literature*. He shared with us his use of a range of poems, activities aimed at evoking an emotional response from learners and enabling them to find, construct and share meanings in texts. His ideas struck a chord with Ellen Head, who reflected that the session had prompted her to think about “how to share the things we love with students... choosing (texts) appropriately, the passion of the teacher, offering space and time for students to have chance to read a text many times, introducing paradigms of narrative construction, e.g. ‘hero archetypes’: cultural knowledge to help students ‘get it’”.

Next came Stacey Vye with a session on *Using Music for Listening and Discussion in the Classroom*, where she showed us how she transforms song lyrics into texts that could be employed in a number of novel, creative activities.

Stacey had us all working in groups completing a gap-fill activity with Alanis Morissette’s song, “You Learn” and that led naturally to discussion and brainstorming about how we would use this kind of activity in our own classrooms and how music might enhance learner autonomy by motivating students to search for songs they love and sharing them with others.

After lunch, Prisca, still in excellent voice, arrived to talk about *Creating Songs in the Classroom*. She took us through a variety of different genres of music - blues, jazz, calypso, rap - and showed how music can raise learners’ (and our own) awareness of features of the language, particularly rhythm, stress, diphthong and liaison. Above all, she demonstrated that our voice is an instrument, something we can use for the sake of performance and pleasure.

Our last presenter was Marlen, whose theme was *Language Learner Identities and Sexuality*. Marlen’s stories of learners who “discover” or feel empowered to express gay sexuality through English led all of us to reflect on our identities in the classroom. In addition to being teachers, we inevitably carry a baggage of identities with us that influence what we do and how others see us. As Etsuko Shimo commented, “I agree that identities are made up of various aspects: society, culture, family values... all of them influence our identity. I’m sometimes thinking of what I do as a woman, as a female teacher, or as a wife, and it’s always about relating to others in society, of course.”

Each of the sessions was packed with ideas that stimulated and provoked in-depth discussion and reflection. A number of participants commented that the sessions and the discussions encouraged them to explore previously untried ground, such as music or poetry, in their own lives and with their students. As one person wrote, “After a teacher-supported introduction to music in the classroom, even a person like me who is not very interested in music, can use the students’ interest to develop activities that are student-selected and student-developed for autonomous learning opportunities”.

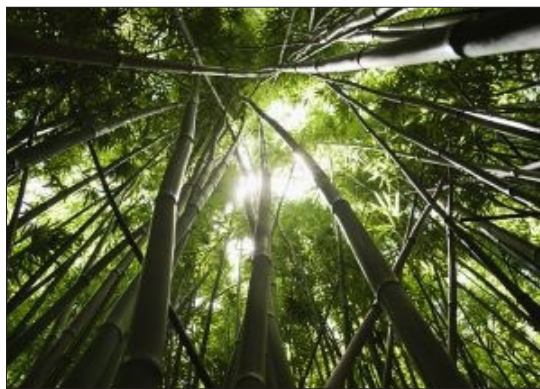
The relaxed atmosphere encouraged frank discussion among participants. After hearing a participant use the term “airy-fairy” in reference to the inclusion of extra-linguistic topics in the

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language classroom, Ellen reflected: “I wonder if we need to find academic vocabulary to honour working “airy-fairily” with its implications of using space and creating magic... actually perhaps this is a great new term we could use?” Another participant responded to Marlen’s session: “Sexual identity: do we have to address this as teachers?” These questions demand serious consideration, and it is a credit to the friendly, open atmosphere of the retreat that differences of opinion could be voiced and discussed constructively.

Learner autonomy was at the heart of all the sessions. Coincidentally, all of the presenters quoted or made reference to David Little, confirming the close connection between questions of identity and artistic expression with autonomous learning. The concept of autonomy figured significantly in the reflections of Retreat participants. A newcomer wrote, “It was my first LD event and I felt warmly accepted. I’m now interested in learning more about what autonomy is and what it’s not”. Another participant admitted to having “become a little jaded with the whole English teaching scene of late... it’s good to know that there are teachers out there motivating students to invest themselves in their learning, to take care of it, and that there are still schools/venues out there that let teachers do this.” The reflections underscored the continuing interest and deep commitment of LD SIG members in discovering and implementing new avenues toward learner autonomy.

At the end of the day, there is no denying that putting together an event like this involved a great deal of work for the organizers, Robert, Ellen and Martha, and a great deal of preparation on the part of the presenters, Hugh, Prisca, Stacey and Marlen. However, the camaraderie and spirited discussion during the day and the feedback from the retreat participants gave the impression of a day of fun and open-mindedness, essential qualities for crossing boundaries and exploring new territory. One participant summarized the experience as “Unlike a workshop... where you are expected to do something productive and pressured to squeeze out some output ... the LD event felt like a spa retreat, healing both body and soul, enjoyable and satisfying”. Despite the hard work, the organizers

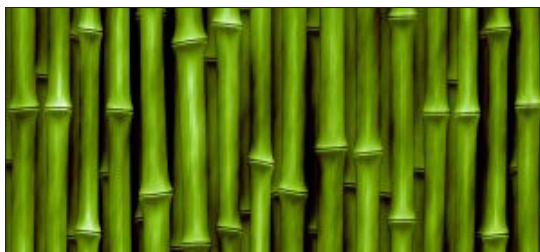


and presenters felt much the same way. On the shinkansen ride home, Ellen was moved to compose the following poem, with which we shall end this report of the 2008 LD SIG Retreat:

*We went to a bamboo forest
to a very light room
a space to contemplate
where work and love meet
love of music/poetry/words/people
a profession that just might be sacred
might be a way of just getting by*

*on days like this I'm proud and comfortable
to be a learner-teacher-facilitator
active-subject-magical-realist-airy-fairy-
participant-observer
amateur-ethnographer
talk about identity, talk about sexuality, talk
about love*

*love of men/love of women/love leaving self
behind
co-constructing many meanings spiraling out
to trains of thought, new understandings of
past, new energy for future teachings and
meetings, more music tomorrow.*



AILA 2008

MULTILINGUALISM:
Challenges & Opportunities



REPORT: AILA
RESEARCH NETWORK
ON LEARNER
AUTONOMY IN
LANGUAGE LEARNING
SYMPOSIUM AT 15TH
WORLD CONGRESS OF
APPLIED LINGUISTICS,
ESSEN, GERMANY

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At this year's AILA (International Association of Applied Linguistics) conference in Essen, Germany, the ReN (Research Network of) Learner Autonomy symposium, organized by Terry Lamb and Garold Murray, was held on the morning of Wednesday, August 27, the middle day of the one-week conference. Titled *Identity, Motivation and Autonomy: Exploring their links*, the symposium featured the following six papers; *Motivating learners to speak as themselves* by Ema Ushioda, *A realist perspective on autonomy, agency, and identity* by Xuesong (Andy) Gao, *Identity, Motivation, and Autonomy: A Chinese Perspective* by Xiaoli Jian, *Identity, motivation and autonomy in long-term EFL learning trajectories* by Martin Lamb, *"I failed because of English": Agency of Arab Medical Students* by Diane Malcolm, and *The desire to help: Identity and motivation in fostering autonomy* by Hayo Reinders and Noemí Lázaro.

As the first speaker, Ushioda discussed reasons why we should value learners' identities in our teaching and research and encourage them to speak as themselves in their L2. From the beginning, Ushioda made her critical stance toward the previous studies on L2 motivation clear. These had been predominantly carried out in the psychometric tradition with learners perceived as "componentized subpersonal parts orchestrating courses of action (Bandura, 2001, p2)" and not as people. She emphasized that findings from such research and abstract models tended to lead teachers to generalize types of learner behavior and attitudes as well as methods of dealing with them. On the other hand, theories and studies of autonomy and practice provide more insights into learners' minds as they are treated as fully rounded people with social identities and situated in particular contexts. At the end of her talk, she stressed the importance of invoking students' own transportable identities in classrooms, as being able to speak as who they are is indispensable to their L2 motivation. Although I was initially a little taken

aback by how strongly she stated her position against quantitative research on L2 motivation, I was relieved to hear her recognition of the merit of the approach and expectation of more mixed-method studies in the future. Opening the symposium, Ushioda's talk effectively set the stage for the subsequent presentations of clearly contextualized studies.

Following Ushioda, Gao, Jiang, Lamb, and Malcolm presented their own interview-based studies in specific contexts in Hong Kong, China, Indonesia, and Bahrain respectively. Drawing on a case study of a student from mainland China in Hong Kong learning Cantonese (social language) and English (academic language), Gao illustrated the learner's strategic learning capacity, metacognitive knowledge and strategies facing sociocultural differences and language barriers. Jian presented the particularity of autonomy of Chinese students and different forms shaped by different learner identities under the influence of school and family education. Her distinction of proactive, semi-active, exam-active, and teacher-active autonomy was an original and useful way to conceptualize autonomy. Malcolm's study was unique in the sense that she examined four medical students who faced academic failure in Bahrain. She portrayed their attitudes to English, attribution of academic success or failure to English ability and measures adopted to deal with the problems.

Lamb's longitudinal study of Indonesian teenagers was of great interest to me as its primary focus was on the changes over time of young learners' perception of themselves as L2 users. Lamb studied a small group of Indonesian junior high students (Lamb, 2007) and the motivation gained from identification processes not with native-speakers of the language but with a future self whose competence in English opened avenues to academic and professional successes as well as diverse forms of other benefits. Lamb recently returned to interview some of the motivated students who are now 17 or 18 years old. Among other things, he discovered that his students' images of their future L2 selves have become much more elaborated and focused, and that English was strongly implicated in the future self-images of autonomous learners. He speculated that comparing the future self-imag-

es of more/less autonomous learners may provide more insights into how the vision of future L2 using selves relates to the development and lack of autonomy.

Contrary to the preceding studies, the final presentation of the symposium by Reinders and Lázaro shifted our attention from learners to teachers promoting learner autonomy; a large-scale study with managers of 46 self-access centers in five countries (Germany, Hong Kong, New Zealand, Spain and Switzerland). Their analysis revealed the teachers' beliefs about self-access center, conflicts between their beliefs and students' beliefs, and conflicts between their beliefs and (de-)motivating factors. The last point included such factors as lack of integration to the institution, understanding among colleagues, funding, and professional training and proper recognition. Reinders and Lázaro clearly emphasized that the managers' beliefs about autonomous language learning and the concept of agency, the roles they fulfill everyday, are inseparable from the concepts of motivation and identity. In addition to the slides of the presentation, many of their publications on the study are available online <http://www.hayo.nl/self-access.html>.

The symposium was much too short to do justice to the presentations, as only 15 minutes was given to each speaker. However, I was impressed by the speakers' professionalism in delivering concise and effective talks and finishing on time thus allowing some time for Q&A in the middle and at the end of the symposium. One of the questions raised from the floor was about how the presenters viewed the relationship between identity, motivation and autonomy. Although a definitive answer that would satisfy everyone was not expected, Martin Lamb offered his view: "Part of our identity is the self we want to become, and the vision of this future self is an important component in motivating us to learn, so it may push us towards autonomous learning (at least in contexts where formal school does not seem to provide for this vision)" (comment confirmed by Lamb). All the presentations of the symposium shared a common view that motivation is a prerequisite to autonomy and identity plays a significant role in motivating students.

Investing your limited time at a conference

AILA 2008

MULTILINGUALISM: Challenges & Opportunities



on a two-hour symposium is a big decision to make. But the room remained full for the whole time unlike some other symposiums I went to in which people came and left in between presentations. It clearly showed the high standard of the presentations as well as the growing interest in autonomy in language learning and teaching. I felt the last two hours of my stay at the conference were well spent.

CONFERENCE WEBSITE FOR ABSTRACTS:

- <http://www.aila2008.org/symposiaindividual-papersposters.html>

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LINKING IDENTITY AND LANGUAGE LEARNING

アイデンティティと語学学習の相関関係への探求

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This is a re-constructed conversation from post-structuralist and socio-cultural perspectives between Mike Nix and Masuko Miyahara about issues of identity in language learning with links to online articles, and book previews, reviews and notices. Our aim here is to provide a broad overview of some of the main areas of research on identity and language learning: 1) social identity and SLA; 2) identity and language learning in Japanese contexts; 3) identity and bilingualism/multilingualism; and 4) identity in the foreign language classroom. It is by no means a comprehensive review of

work done in this area, but we hope that our exchanges highlight the significance of identity in the language learning process and raise issues of interest, and that the links help you follow those issues further.

Mike: Identity has become a buzzword in second language acquisition research and a key concept for understanding how language learning happens (or doesn't happen). Post-structuralist theories of identity - which see identities as constructed and re-constructed in specific social and historical contexts - played a big part in my Masters Degree in Cultural Studies (which I did before becoming a language teacher). Now I'm interested in using identity to help me better understand how the students in my English classes can develop their language learning and use. But the relevance of theories of social identity to foreign language classrooms is maybe not as obvious as it is to second language learning contexts, where learners are often using the language to negotiate relationships in work, home and study environments. This is a point you raise, Masuko, in your interview with David Block in a previous issue of *Learning Learning, People Who Cross Borders: Perspectives On Second Language Identity*. So what's your interest in this area?



Masuko: The issue of identity formation and its relation to language development is the central theme of my research at the moment. In a nutshell, I'm looking at how learners (re)construct their identities, and how this relates to the individual's language development. Like you, I also understand the concept of



identity from a post-structuralist, constructivist position, and tend to look at it from a socio-cultural rather than a psychological orientation.

A useful, up-to-date introduction to this whole area is David Block's 2007 book, *Second Language Identities*. This book starts out by reviewing how identity became an issue for applied linguists studying different language contexts such as (1) adult migrant education, (2) foreign language classrooms and (3) study abroad programs. Block gives readers an overview of the literature on identity research in each context, and argues that much of the early work underestimates or ignores the social aspects influencing identity formation in language learning.

1. THE TURN TO SOCIAL IDENTITY IN SECOND LANGUAGE ACQUISITION RESEARCH

Mike: A short article that helped me understand more about why some SLA researchers looked to post-structuralist and socio-cultural theories of identity in the mid-1990s is Char Ullman's **Social Identity and the Adult ESL Classroom**. This explains how researchers like Bonny Norton used the concept of social identity to break with two mainstream ways of understanding SLA: one, a focus on the characteristics of individual learners (their learning strategies, motivation, language anxiety, etc), as fixed, ahistorical aspects of their personality; the other, a reductive explanation of an individual's learning styles and preferences in terms of their ethnicity.

Understanding identity as social made it clearer how a second language learner's identity, and their ability to actually use the language for their own purposes in specific environments, were constructed by the social and power relations of those environments and by broader societal discourses about gender, race, ethnic, class and other identities. It suggested, for example, that theories about the importance for successful language acquisition of *comprehensible input*, or *integrative motivation*, or *engagement in meaningful communication* are not very relevant to Martina, one of the subjects in Norton's (2000) study of immigrant women in Canada. As a Czech woman in Canada, Martina finds that her

Canadian co-workers position her as an immigrant - and therefore not a 'legitimate' speaker of English - and won't talk to her except to tell her to go and clean the floor.

Masuko: That's right. Back in the early 90s, Norton's work on immigrant women was regarded as pretty sensational, since up until that time little thought was given to how language learners are positioned by others and how this affects their access to language and their investment in learning it.

Much of Norton's work on social identity is available in the '**Publications (& full texts)**' section of her website. This includes her first main article in this area, **Social identity, investment, and language learning** from 1995, and **Fact and fiction in language learning** from the first chapter of her book *Identity and language learning: Gender, ethnicity and educational change*, published in 2000.

Mike: In this early work, Norton doesn't ignore these women's experiences of classroom-based language learning, but her focus is very much on what she calls "the natural language learning experiences of the women in their homes, workplaces, and communities". It seems to me that one useful consequence of this is to shift the focus in thinking about successful language acquisition from questions of how to learn a language to how to use it for 'real' purposes in 'real' contexts. But this poses a challenge for those of us working in the 'unnatural' language learning context of 'foreign language' classrooms in Japan: how does a theory of social identity, subject positioning and language use in homes, workplaces and communities, help us support our students' in-class language learning? One very general response is that because classrooms *are* perhaps, in a sense, more 'unnatural', it is more possible to reconstruct their social relations than in the world outside. This means we can play a significant role as teachers in creating classroom environments in which learners are positioned as legitimate users of the language they are studying. Masuko, do you know of any classroom-based research on social identity?

Masuko: Well, there are quite a number of studies on identity in school contexts, although the focus has been on second language, multicultural classrooms, rather than foreign language learning contexts. One important early contribution, which applied Norton's idea of social investment to the experiences of Chinese students learning English in a high school ESL program, was McKay and Wong's **Multiple Discourse, Multiple Identities: Investment and Agency in Second-language Learning among Chinese Adolescent Immigrant Students**. There's also **Learning English in Schools: Identity, Social Relations and Classroom Practice** by Kathy Toohey.

These early studies of identity and language learning make a point that applies to both ESL and EFL classroom contexts: in our interactions with others, we are not only exchanging information, but also providing information at the same time about who we are ourselves, and who we think our listeners (or readers) are. Consider a simple conversational exchange such as "Where are you from? What do you do?" with someone we meet for the first time. Here, we may be genuinely interested in obtaining information about the other person but, whether consciously or unconsciously, we are simultaneously "categorizing" them or ascribing "identities" to them. We not only wish to be understood but also, I think, to be respected and believed. In these terms, identity is a site of struggle or a two-way process, in which an individual is not only conditioned by her surroundings, she also has an effect on those surroundings.

Norton points out another important facet to the notion of identity: its multiple and shifting character. For instance, some students may be "good English speakers" in a certain community (such as back home), but in another context, they may be regarded as the opposite. In fact, I quite often see this happening with the students in my present teaching context at a mid-sized co-ed private university in Tokyo. What kind of implications this aspect of identity holds for learners and their learning process is also intertwined intricately with affective factors characteristic of each individual learner.

2. LANGUAGE LEARNING AND IDENTITY IN JAPANESE CONTEXTS

Mike: Speaking of the multiple and shifting nature of identity, there's an interesting collection of articles from 2002 that highlights this, written by Japan-based teacher-researchers, and edited by Eton Churchill: **The Language Teacher**. **Special Issue: Social Identity and Language Learning**. As well as a short **Interview with Bonny Norton**, it includes a number of articles that raise issues and approaches that have become central in recent research on language learners' (and teachers') identities.

Mika Toff's article, **A Language of Their Own: Young Japanese Women Writing Their Life in English** suggests how writing in a foreign language can help students to explore, and re-construct, their own identities. Cheiron McMahaill looks at the intersections of gender, generational, regional, professional and national identity in a linguistic co-construction of identity with her 74 year old neighbour, Mitsuko, in **Dry Winds and Bossy Women: Acquiring a Second Dialect and Social Identity in Gunma, Japan**. And in **Unfinished Business: Identity Formation and Rejection Through Language Learning**, Jackie Beebe also looks at how language(s) can be used to construct and re-construct identity in its multiple dimensions, in this case by someone moving across linguistic and cultural borders.

Masuko: What I found particularly interesting in Cheiron McMahaill's work was her study of Japanese female EFL learners enrolled in a 'feminist English class' where English is taught through a 'feminist second language learning pedagogy' (McMahaill, 1997:612). What is most intriguing for me here is that through the discussions and interactions in class, the students appeared to adopt new identities for themselves of which they had no previous conception. Following the course of the development of these female students through in-depth interviews, McMahaill shows how they negotiated, or voiced, their identities as members of international communities of feminists. This shows that certain pedagogical approaches can have significant implications on learners' identity construction even in the rather formal setting of an EFL classroom.

Mike: Another issue - what it means to be a 'non-native' speaker of English - is addressed in Toff's article and also in Keiko Sakui and Steven Gaies' **Beliefs and Professional Identity: A Case Study of a Japanese Teacher of EFL Writing** which explores the tensions in one teacher's professional identity. The use of narrative enquiry as a way of researching the dynamic, shifting quality of identity is a notable feature of several papers including Sakui and Gaies' and an article by Yasuko Kanno, **The Development of Bicultural Identities: Japanese Returnees' Experiences**. This brings us to another important area of work on identity, concerning issues of bilingualism/multilingualism.

3. IDENTITY AND BILINGUALISM/ MULTILINGUALISM

Research on bilingual/bicultural or multilingual/multicultural identities throws light on what it means to say language learners and users have multiple identities, on how they relate these different identities and how they move between or negotiate them. For example, Yasuko Kanno suggests, in a longer article, **Bilingualism and Identity: The Stories of Japanese Returnees**, that for Japanese teenagers at high school in Canada their bilingual identities involve both a desire to be part of the English 'mainstream' of Canadian society and a desire to assert their Japanese 'uniqueness'. And she looks at their identities in terms of life stories to chart how they move from seeing themselves as marginalised 'non-native' learners of English as a second language in Canada to being more fully bilingual and bicultural after they return to Japan.

Post-structuralist perspectives also raise the question of what form the multiplicity of bilingual and multilingual identities takes: is it the multiplication of identities (both Japanese speaker and English speaker) or the emergence of new *hybrid* forms of identity and cultural *third spaces*? One article that suggests - against the grain of its own individual-psychological, additive/subtractive model of identity - how bilingualism and biculturalism can take a hybrid form is **The Influence of Partial English Immersion Programs in Taiwan on Kindergartners' Perceptions of Chinese and**

English Languages and Cultures by Ya Ling Chen.

Masuko: A major book in the area of bilingual/multilingual identity is **Negotiation of identities in multilingual contexts**, edited by Aneta Pavlenko and Adrian Blackledge. The articles in this collection look at identity negotiation in local contexts across five continents, including by high school students from non English speaking backgrounds in Australia, by language minority pupils in a Japanese elementary school, by youths of North-African origins in the Paris suburbs, and by women in rural Nigeria. The book also recognises that language ideologies and wider sociohistorical discourses about class, gender, sexuality, generation, race and ethnicity may marginalise people and limit their ability to negotiate their identity.

Mike: Again, the question arises of what the relevance of all this is to the identities of Japanese students learning a foreign language in Japan. A recent article on bilingual identity by David Block, **Bilingualism: Four Assumptions and Four Responses**, with its characterization of bilingual identity as "an individual's ongoing sense of self vis-à-vis two or more languages used as modes of communication" suggested for me some interesting possibilities for rethinking 'foreign language learning' identities as bilingual identities.

4. RE-THINKING IDENTITY IN THE FOREIGN LANGUAGE CLASSROOM

Block describes two ways that identity may be attributed to, or imposed on, bilingual people by others: in terms of their level of *expertise* in their languages, and in terms of their language *inheritance* or which language tradition(s) they were 'born into'. When applied to foreign language learners, as they often are, these approaches emphasize that the learners are 'non-native' and usually focus on their lack of expertise in the language, thus attributing to them an identity as marginal or illegitimate users of that language.

But Block also describes two ways of understanding identity in terms of a language learner's own agency. One is *language affilia-*

tion, a person's sense of attachment to or subjective identification with a language. This can cut across simplistic, attributed 'native/foreign' distinctions. The other form that agency takes is what Le Page and Tabouret-Keller (1985) have called *acts of identity*: the utterances (and other 'multi-modal' signifying practices such as wearing certain kinds of clothes, using certain body language and gestures) that enable speakers to take up particular subject positions, such as teenager, foreigner, or feminine, for themselves (as well as to attribute these to others), and to participate in communities of practice.

In one sense, language affiliation is rather like integrative motivation, an emphatically individual-psychological concept, but one that Emi Ushioda has tried to rethink in terms of post-structuralist perspectives on identity in her article, **Language Motivation in a Reconfigured Europe: Access, Identity, Autonomy**. Ushioda points out that, in the case of learning and using English, it doesn't make much sense to talk about integration into, and identification with, a foreign target language or culture when English is already a global lingua franca and its association with particular 'native speaker' communities is increasingly challenged by globalization. These issues of language learner identity, who 'owns' English, and the native speaker/non-native speaker dichotomy are also addressed by Norton in **Language, identity, and the ownership of English**, her introduction to a 1997 TESOL Quarterley Special Issue on language and identity. Instead of an integrative identification with English as a foreign language, Ushioda (following Dornyei) suggests we look at a learners' identification with a conception of their own possible or ideal future self as a proficient user of the L2. And she suggests that learners may be associating English with processes of globalisation - which they see themselves as (becoming a) part of - rather than with 'native speaker' others.

Masuko: This relates to another aspect of research on identity that has been receiving considerable attention, the role of imagination as a part of identity formation. Here the understanding is that learners exhibit a desire to belong to a community of speakers of the target language

and strive to construct the identities they would eventually like to have in that community. A recent interesting study in this area is **Learners' constructions of identities and imagined communities**, by Tim Murphey, Chen Jin and Li-Chi, in **Learners' Stories : Difference and Diversity in Language Learning**, edited by Phil Benson and David Nunan. Bonny Norton has also written about imagined identities and imagined communities, with Yasuko Kanno in **Imagined Communities and Educational Possibilities: Introduction** and with Farah Kamal in **The Imagined Communities of English Language Learners in a Pakistani School**, in a special issue on this topic of the *Journal of Language, Identity and Education*.

Mike: The ideas of acts of identity, and identity work as the imagining of future selves, are echoed in Leo Van Lier's recent article, **Action-based Teaching, Autonomy and Identity**. This touches on a lot of the points that seem important about language learning and identity. Learning an L2 involves a struggle to create a new identity, and both processes are based in the learner's engagement in meaningful activity. This means we have to respect the learner as a speaker of the L2 in their own right and for their own purposes. We should see learning an L2 as involving what Larsen-Freeman calls *grammaring* - becoming able to use language accurately, meaningfully and appropriately - and what Swain refers to as *linguaging* - the process of putting thought into action - rather than as mastering the grammar rules of a foreign language and practicing output of it. And we should think of L2 learners, not as 'non-native speakers' learning a 'foreign language', but as people creating a current and/or future identity as active, proficient users of the language for themselves.

Masuko: I agree with you, Mike, when you say we have to treat language learners as legitimate users of the language. We have focused on the identity of the second language learner, but there is, at the same time, an increased attention in the areas of identity and the second language teacher, the second language teacher educator, and the second language researcher. If we

take a socio-cultural approach to identity, as we have here, then there are inevitably implications for teachers, researchers, administrators, and policy-makers.

The main purpose of our dialogue has been to provide an “interactive-sort-of-book-review”. We have opted for this format as a way to personalize our review of work on identity, and to relate the concept to our own teaching and research. We have also tried to choose works that have direct electronic links so that readers can have immediate access to the works listed here. As we stated at the beginning, what we have presented here is by no means a comprehensive account of the subject, but we hope that it will serve as a springboard for all those interested in the relationship between identity and language learning.

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PERSPECTIVES ON THE SELF-ACCESS LEARNING CENTRE (SALC) AT KANDA UNIVERSITY OF INTERNATIONAL STUDIES

神田外語大学セルフアクセスラーニングセンター (SALC) の今後の展望

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I. INTRODUCTION

When Masuko and Alison first asked me to write something about the SALC at Kanda University of International Studies (KUIS) for *Learning Learning*, my initial response was to ask them if they would simply like to reprint the article Lucy Cooker wrote last year for IATEFL's *Independence* (Cooke, 2007). Lucy was responsible for setting up the original SALC which opened in 2001 and has been developing it and shaping it ever since. I was recruited as the new SALC Director starting April 2008, but Lucy retains a position as an external consultant. Lucy's article is an overview of the history of the SALC followed by a very enthusiastic description of some of the key features. Instead of repeating what Lucy has already written about, I plan to do three things in this article. Firstly, I will share my experience of working in the field of self-access. Secondly, I will discuss some of my favorite

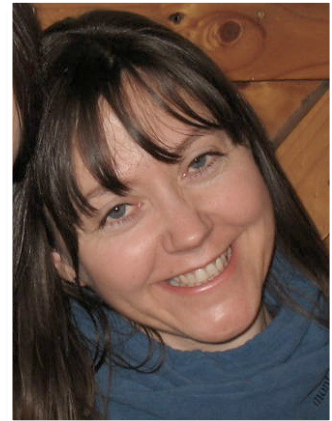
features of the SALC. Finally, I will share some of the plans we have to develop aspects of the SALC over the coming years.

II. HOW I BEGAN WORKING IN THE FIELD OF SELF-ACCESS

My interest in self-access began in 1996 back at Trinity College Dublin where I was doing my M.Phil. in Applied Linguistics. I had a part-time job working in the Centre for Language and Communication Studies (CLCS) with David Little. Part of the CLCS is a self-access centre and my job was to keep the books, tapes and magazines in order, check out self-access materials, keys and equipment, answer the phone, assist language teachers to provide extension activities for their students and help foreign languages students find what they needed and advise them on language-learning strategies. During my time in Dublin, I took it for granted that self-access was an integral part of language learning.

In 1998 I began working at a brand new institution in the United Arab Emirates, Zayed University. For the first two years I taught foundation English while working with a team to develop the curriculum and course materials. We had no self-access centre at the time, but after one semester

we were given permission to use one classroom for the purpose of providing a different kind of learning environment for students. There was no budget available to purchase materials, but we managed to locate a couple of boxes of reading materials (SRA boxes), produce a few generic worksheets and develop some online activities (all the students at Zayed University have laptops and the classrooms are all connected to the Internet). The program had no clear philosophy; it was simply a place for students to go to do extra self-paced English practice, mainly reading and gram-



mar, and to keep records about what they did. In 1999 the new library building was being planned and discussions began about incorporating a self-access centre. The new library director, Carol DiPrete was very enthusiastic about the project and pushed for it to happen. The centre was named the Learning Enhancement Centre (LEC) and my colleague Robin Sorflaten was appointed as the Coordinator on the Dubai campus. The position was advertised for LEC Coordinator for the Abu Dhabi campus, and I applied and was appointed in September 2000. During the first year, we read everything we could about self-access and began to develop our philosophy which was to create a pleasant environment where students could extend their learning beyond the classroom, analyze their needs, work at their own pace and develop strategies for autonomous learning. We visited other self-access centers throughout the United Arab Emirates, hired technicians and student employees, ordered materials, equipment and furniture, cut up books and laminated them into worksheets, worked out a system of organization and met with faculty in various departments. We officially opened one year later in September 2001, but students and faculty had been using the LEC informally long before that. I didn't realize at the time, but in Japan at KUIS, Lucy Cooker was involved in much the same process and opened the SALC in June 2001.

Over the following years at Zayed University, we extended our materials and programs to incorporate workshops for students, activities to develop autonomous learning skills, a writing centre, a conversation club, a website full of study activities for students, advising services and a peer tutoring program. 2004 was my final year at Zayed University, and one of our important projects was to design how the new LEC would look when the university expanded onto new campuses. We incorporated various features into the plans such as: group study rooms, classrooms with glass walls, sound-proof listening and speaking booths, stations for watching videos and DVDs, an Arabian *majlis* (low seating) conversation area, a learning help desk and tutoring / advising rooms. I only ever saw the design on the architect's plan as I left the UAE in 2004 before building began.

In April 2005 I came to Japan and worked at

a women's college in Nagoya for three years and was not involved in self-access. At JALT I always attended any learner autonomy sessions or presentations about self-access, which is how I met Lucy. In 2006 Lucy gave a presentation as part of the JASAL forum (Japan Association of Self-access Learning). She talked about the history and philosophy of the SALC and showed a lot of pictures. The audience was amazed that such a centre could exist in Japan as many institutions do not have the budget or the vision to create one. I was stunned at the similarities between the SALC and the LEC in both philosophy and appearance. In fact, as I looked at Lucy's slides, it felt like I was seeing how the new LEC would look based on the plans we had drawn up. There were the speaking booths as I had imagined them, the glass-walled classrooms (which, at KUIS, are called Blended Learning Spaces or BLSs), the advising rooms, a learning help desk, plenty of windows, comfortable seating areas and light wood furniture. I couldn't wait to talk to Lucy after her presentation and tell her about the startling coincidence.

I have now held the position of SALC Director for one semester and it has been an interesting experience so far. In a recent article (Cooker, 2008), Lucy outlined some principles for successful self-access based in the model created at KUIS: self-access should be optional and voluntary, students should be involved in running the centre, learning should be fun, and the centre should be in pleasant surroundings where students choose to be. I think these are sound principles and ones I will continue to adhere to. In many ways my new job is a continuation of the job I did in Abu Dhabi, but so far it has also been an intense period of learning. I have spent much of my time this semester learning about the students, the staff, the services, the systems and the procedures. In my previous position I was largely responsible for recruiting the staff, training them, and developing the philosophy, systems and procedures. As the new director of an established self-access centre, I have inherited these things this time. This of course makes me feel that I have not yet invested much of myself into the Centre, as I was not involved in setting up the current SALC. It is inevitable that I will implement changes and new initiatives in time, but it would be counter-productive to be-

gin making major changes so early on. Instead, my approach has been to learn from the people who have spent time developing the program and to work with them to develop strategic goals for the coming years.

III. MY FAVORITE FEATURES OF THE SALC

HELPING LEARNERS TO ACCESS AUTHENTIC TEXTS

One of the aspects of the SALC that I particularly like is how we help learners to access authentic texts. Movies, music, websites, games and certain popular books aimed at native speakers are of huge interest to our students. Authentic texts play a role in fostering an interest of the target language culture and make the learning experience more enjoyable (Little, Devitt and Singleton, 1988). The danger is that the intrinsic interest the learners initially feel towards these resources may quickly turn into despair as they realize that their level of English is insufficient to access them as a native speaker would. One way of making authentic texts accessible to EFL students is to help them to realize that they do not have to understand everything. We also help learners to access small sections of the texts and develop strategies in order to learn from them. One good example of this is our “Learning with Movies” section which is stocked with support materials such as screenplays, graded readers, and worksheets. We usually purchase DVDs overseas so that students cannot just read Japanese subtitles, but instead develop comprehension strategies. One of our learning advisors, Azusa Kodate, developed a range of strategy worksheets which help students see different ways of using short sections of their favorite movies for focused learning. Such strategies include shadowing and dictation. Other learning advisors are also applying this approach to various materials in the SALC. Tanya McCarthy is working on a series of activities for “Learning with Music”, and Yuki Hasegawa is developing a “Learning with Manga” section. English teachers also develop SALC materials and have created activities such as how to understand chapters of Harry Potter books, how to listen to travel podcasts, how to access and discuss news articles, how to play certain board games and

how to understand scenes of popular movies in more depth.

THE SALC RESEARCH GROUP

Another feature of the SALC that I am really impressed with is the research group dedicated to SALC issues. All KUIS lecturers become members of one of the department’s research groups and the SALC research group is made up of both learning advisors and English lecturers. This supportive team of 10 members is coordinated by Scott Crowe (who is also a learning advisor). There are various research projects currently in progress, all designed to help us learn more about how students use various aspects of the SALC so that we can continue to improve our facilities and services. For instance, Luke Carson, our Academic Services Coordinator, is currently researching metacognition, some groups are investigating our advising services, and others are focusing on how we can improve materials on offer in the SALC. Our Administrative Services Coordinator, Yuko Momata, is looking at ways to improve our database system. This kind of research ensures that the SALC never stagnates.

ONGOING PROFESSIONAL DEVELOPMENT FOR LEARNING ADVISORS

Our commitment to ongoing professional development has largely emerged from the SALC Research Group projects. The field of learning advising is relatively new (Rubin, 2007) and does not often form part of an MA TESOL course. Most learning advisors join KUIS with a TESOL background but not much actual experience in advising so need to receive ongoing training. Learning advisors Hisako Sugawara and Satoko Kato have taken the lead in conducting regular workshops to provide the team with opportunities for discussion and reflection and to focus on various advising skills and tools. They have also adapted some skills associated with the field of coaching for our purposes. First year students at KUIS work through optional “First Steps” modules, which are designed to help them to become more autonomous learners (see Cooker, 2007). In our weekly learning advisor meetings,

we discuss module units that the students are currently working on so that we can offer better advice.

IV. SOME FUTURE PROJECTS

MAKING WHAT WE DO MORE TRANSPARENT

One area that the team feel we need to develop is to educate the KUIS community about what the learning advisors do. We need students to know how a learning advisor can help them, and we would also like KUIS teachers and the management team to understand more about our role. We want to highlight that what we do in an advising session is quite different from how someone might give advice in other situations. We would also like the community to know more about various features of the SALC, which may not have been covered during the initial orientation. This can be done through workshops and optional class extension activities. We would also like to emphasize that our focus is promoting learner autonomy, but this does not mean that learner autonomy cannot also be promoted in the classroom and in other areas of KUIS.

DEVELOPING THE EXAM SECTION APPROPRIATELY

Lucy's (Cooker, 2007) article stressed that it is a dilemma whether or not to provide materials for students which help them to prepare for external exams such as TOEFL and TOEIC as we aim to help students learn English for communicative purposes and not for taking tests. I agree with Lucy that our aims should not be to promote test-taking, but the reality is, many students use the SALC only for that purpose. Accepting that this will always be a student need, I think we should develop the section to be maximally helpful for learners. Some of the learning advisors have already begun to do this by running workshops and providing study guides for external exams which incorporate autonomous learning skills. Techniques such as doing a needs analysis, self-evaluation and goal setting are not only useful skills for being a successful test-taker, but also for being a successful learner. My previous research (Mynard, forthcoming) has shown that the typi-

cal approach for preparing for the TOEIC test is to work blindly through a textbook. The exam section in the SALC could be an ideal place for a learner to begin to analyze his or her needs and to locate a suitable learning or practice activity. While this activity may be found in a textbook, we can use the interest in this exam section to create pathways into other areas of the SALC and highlight alternative activities, which might be equally useful and more motivating.

PROMOTING COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

CALL can be a powerful tool for promoting learner autonomy (Mynard, 2003; Schwienhorst, 2008) and I see many ways to increase the ways computers can be used in the SALC for meaningful learning. Over the coming years I intend to continue researching how students use computers and use this information to make decisions about purchasing, development and implementation. One project that we are already working on is the development of *SALC Online*, our website. Our aim is that this will not just be an information vehicle, but also a place where learners can access resources and get support anytime. The philosophy and layout of *SALC Online* will mirror that of the physical SALC and could include features such as virtual online communities, advisory tools and skills practice. Lucy (Cooker, 2007) pointed out that much of the SALC software is underused, and we plan to create a CALL section within the physical SALC so that resources are easy to find through clearer display techniques. In addition, we are in the process of trialing and purchasing more recent language-learning software with more appealing interfaces for our users. Much of the software needs scaffolding, and a team is currently developing user guides with plenty of visual support. When we have extended our range of CALL resources, we will need to run ongoing workshops and courses. These will hopefully provide opportunities for us to encourage learners to reflect on their learning needs and make informed choices when using CALL applications. Finally, we plan to investigate what applications for learning could run on mobile phones and offer some m-learning possibilities.

V. CONCLUSIONS

I hope I have managed to build on what Lucy has already written about and provide some up to date information about the SALC from a different perspective. Look out for learning advisors and teachers from KUIS at the upcoming JALT conference and feel free to ask any of us for more information about our philosophy, facilities and services. You can access our website at <http://www.kandagaigo.ac.jp/kuis/salc/index.html>

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GETTING YOUR COPY OF MORE AUTONOMY YOU ASK

JALT2006 saw the official launch of More Autonomy You Ask (MAYA), edited by Eric Skier and Miki Kohyama, and featuring 13 research chapters exploring learner and teacher autonomy in a Japanese context, with guest chapters by Stephen Krashen, Chitose Asaoka, and Terry Lamb. Click here for more details.

More Autonomy You Askのご購入について

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THE ADVENTURES OF MAGENTA M.

「マジェンタMの冒険」

BY STEVE DAVIES,
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INTRODUCTION

This is the second episode in a series of stories about roving reporter, Magenta M., who investigates learner autonomy in outer space. In the first episode, Magenta traveled to the planet Talut 9 to investigate an unusual case of gender bias in reading proficiency. At the Language Empowerment Center, she interviewed the head teacher, Chet Divine. Afterwards, she decided to visit the local Talutian village, where, after talking to some local tribeswomen, she was finally able to solve the mysterious reading proficiency issue. With her work completed, Magenta decided to return to



Earth. Soon, however, she was looking forward to her next trans-galactic assignment...

EPISODE 2: THE STRANGE CASE OF LADY CAMILLA BLEMLEY

第二話：不思議なレディ・カミラ・ブレムリー

“Magenta, we need to talk. Could you come to my office?”

“Of course. What’s it about?”

“A new assignment.”

“Doing what?”

There was a pause, then Dexter said, “I’ll tell you when you get here.”

“...Okay,” Magenta said, “I’m on my way.”

She put down the receiver, picked up her compact, and checked her teeth. Good – there were no remnants of the lite-bread tuna sandwich she’d eaten for lunch.

Satisfied, she stood up, straightened her grey pencil skirt, and sashayed towards Dexter’s office, high heels clicking on the floor. She was hoping for another off-planet mission. Recently, there’d been some communication problems with alien guest workers on Thalmoss, the resort planet. It had a tropical climate, luxurious spas, and an excellent range of restaurants.

Would Thalmoss be her next mission?

She stopped in front of Dexter’s office, pressed her thumb onto the I.D. pad, and waited.

Seconds later, Dexter’s voice crackled through the intercom. “Come in, Magenta.”

The door de-sealed.

“Have a seat,” Dexter said, taking off his Oakley reading glasses. “Coffee?”

“Thanks.”

Dexter filled two Styrofoam mugs. He handed one to Magenta. “I expect you’re wondering what this is about?”

“Yes.”

“Something’s come up, and I think you’re the right person for the job.”

Magenta smiled. She imagined a blue ocean, a white sand beach, a hammock... "What kind of job is it?"

"As you know, there's an ingathering next week. I want you to make a presentation."

Magenta swallowed hard. That was the assignment? A presentation? "But the ingathering is on Monday."

"Yes."

"But today's Friday."

"Right. You'll have the weekend to knock your talk into shape."

"I – "

"What?"

"I really haven't got anything to talk about."

Dexter leaned back in his chair. He studied Magenta for a few seconds. "What about your PhD? How long have you been working on it?"

"Umm...about 10 years."

"Then you must have plenty of data. Remind me – what's your research area?"

"Ancient Learning Theory."

"ALT? Isn't that flogging a dead horse?"

"Not a horse. A cow. And I'm not doing any flogging. And the cow's not dead. Yet."

Dexter frowned. "I don't understand."

"I'm interested in humane killing methods. Most cows end up being killed for their meat, but we mustn't let them know they are going to die because that would be really awful for them. Don't you agree?"

"...Yes, I suppose so."

"Do you know how they die?"

"In the Termination Center, of course."

"Yes, that's right, but do you think they're killed humanely?"

Dexter shrugged. "I don't see your point."

"My point is the Finalizers **try to make termination stress-free**. They lead the cows along quiet, darkened pathways to the Killing Room. They try to keep them calm, because they panic terribly easily. Just about anything can set off a panic attack: a loud noise, a can rolling on the floor, someone coughing. Anything. And if a cow dies terrified, that's not a humane death, is it?"

Dexter glanced at this watch. "Yes, I see, but what's all this got to do with your research?"

"I'm trying out an old teaching method on a cow. She's a Friesian heifer called Daisy. The method is called 'scaffolding' – basically, when a learner is in the ZPD, that's the Zone of Proximal Development, it's possible to empower them to do a task that is beyond their normal capability, as long as there is guidance – known as 'other-regulation' – from a teacher."

"You mean...you're trying to teach a cow to die peacefully?"

"In a way, yes. I'm teaching Daisy to regulate her 'fight or flight' reaction, so she won't react to stimuli that trigger her alarm response."

"With the ultimate aim of...?"

"Making all cows more manageable. Then they'll be easier to control."

"I see. Basic and applied research. That's good," Dexter said, making some notes on a pad. "The corporate bigwigs like data with some practical use. But...surely this stuff has been tried before?"

"Yes, but my method is different. I'm communicating with Daisy in her own language – cowspeak."

"Cowspeak?" Dexter said. "That's certainly original." He made a few more notes on the pad. "Excellent. Could you email me a synopsis of your presentation this afternoon?"

Magenta shook her head. "Sorry, but my data are all higgledy-piggledy. I can't possibly sort them out by Monday."

"Higgledy-piggledy?"

Magenta nodded.

"Well, you know the drill: crunch the numbers, tabulate the results, and discuss your findings. There's nothing too complicated about that, surely?"

"Perhaps not," Magenta said, "but I don't really have any numbers. I'm using ethnographic methods. As a result my data are rather...unstructured"

"I see," Dexter said. "But you have a viable research sample. Was the cow randomly selected?"

"Not exactly. I'm doing my research at a local farm. I'm using a single case study approach. It's

just me and Daisy?”

“You and Daisy?”

“Yes, she’s quite charming. I’ve been compiling a longitudinal case study of our interactions, beginning with greeting scenarios. Some of the interaction is non-verbal, of course, like tail swishing.”

“Greeting scenarios?”

“Yes. How many moos she utters when she sees me. How many shakes of her head. That kind of thing. I write down my observations in a notebook, and I include my own feelings. I’m part of the research, you see. Or at least my subjectivity is. Only –”

“Let me guess. You’ve got Daisy’s moos mixed up with your moods.”

“Very funny,” Magenta said icily.

Dexter stiffened. “Look, the ingathering is important. I don’t want people to get the wrong impression about what we do here.”

“What’s that supposed to mean?”

Dexter took a deep breath. “I want you to present some solid, empirically-derived research findings in a systematic way.”

“I’ve already told you. I don’t have that kind of data.”

“Then find some. Get back to the basics. Start with controlled observations. Use an ethogram. Use a timer.”

“That’s going to be difficult.”

“Why?”

“Daisy’s been a bit withdrawn recently. She seems depressed about something. She’s very sensitive.”

“So?”

“It’s a question of trust. I’ve spent ages working with her. I can’t just stand in front of her with a clipboard and a stopwatch taking notes. She’ll feel excluded.”

Dexter shook his head. “She’s a cow, for God’s sake. If she won’t cooperate, then find another sample. Try some chimps. They perform well in experimental tests.”

“There’s been umpteen studies of chimps. And I want to do more than test; I want to get close to my sample. I want to share with Daisy... I want to feel with her... I want –”

“Researchers don’t care what a sample thinks or feels. They care about data.”

“What do you mean?”

“I mean your methods are unscientific. I –”

But Magenta was already on her feet and striding towards the door.

To hell with Dexter and the ingathering.

As the late afternoon traffic slowed to a steady crawl, Magenta switched her car to auto-mode, leaned forwards, and checked her make-up in the rearview mirror.

She was still feeling a bit upset about the meeting with Dexter, and her mascara – hastily reapplied in the loo before leaving work – had smudged again. She pulled a tissue from a box on the dashboard and began to blot under her eyes.

Somehow, she’d convinced herself that Dexter was going to send her to Thalmoos; instead, he’d tried to bully her into making a presentation.

As if.

But...she really did want to go to the ingathering – there’d be loads of single men – even, maybe, that blonde hunk from the fourth floor – not to mention all the delicious cakes – but making a presentation to the big mucky-mucks? No way!

Unless...

Could she possibly do a bit of cross-sectional, snapshot research over the weekend? Could she come up with a provable hypothesis and some boring, predictable results? Could she impress Mr. Rats and Stats?

What had he said?

“...there’s nothing too complicated in it...”

Well, perhaps she would show him how right he was.

And how clever she could be. And how deserving.

But where could she find an animal to use in the experiment?

There were plenty of pigeons in the park near her home. Perhaps she could use one in a behavioral study of some kind?

But hadn't someone done that before?

As she struggled to remember, the traffic speeded up, and Magenta switched the car back to manual mode.

Exit 10 wasn't far away.

Magenta's home resort, an Orbit 7, was a cellular structure, one of many identical apartments in a large housing unit known as the "Busy Bee" complex, occupied by single workers, located at a convenient homespace-workspace intersection.

She parked in front of the building, got out, walked through a Perspex tunnel, and stopped at the elevator. She pressed her thumb onto the I.D. pad and the elevator door de-sealed.

"Welcome home, Magenta," the auto-voice said.

"Orbit 7, please."

Noiselessly, the elevator whooshed upwards.

"Have a wonderful evening."

"Thanks."

Magenta walked the short distance to her front door. A green light was flashing on the parcel box. She pulled a miniature, palm-sized remcon unit from her belt pouch, pointed it at the parcel box, and the lid flipped open.

She peered inside. There was a large cardboard box.

The sender-label said it was from her twin sister, Marzipan.

Puzzled but pleased, Magenta told the front door to open, stepped inside her apartment, slipped off her shoes, and carried the parcel into the kitchen.

She could smell an insta-dinner in the macro-oven but, as she turned around, she noticed a red light flashing on the video-phone.

Seconds later, a pretty woman's voice announced: "You have an incoming call."

Magenta pressed the 'image activation' button on the wall console, and the video-phone screen swelled with her sister's familiar features. She smiled at the image: a cascade of grey-blonde curls framed an ovate face, heavily rouged lips, and perfectly plucked power-brows.

Lower down, Marzipan's boobs bulged under a tight-fitting charcoal suit jacket, unbuttoned to show just the right amount of tanned cleavage. Nestled there and gleaming was an Interac Inc. company pendant.

Magenta pressed the 'voice engage' button, and Marzipan said brightly, "Hi, sis. How are you? I see you've found the parcel!"

"Yes. What is it?"

"Something to keep you company on your me-nights." Marzipan's face blurred, then shimmered back into focus.

"Where are you?" Magenta asked.

"I'm on Thalmoss. With Talent. He's just won an award for his cyber-pet designs, so we decided to take a mini-break."

"Oh my God. That's fantastic. What's the weather like?"

"Terrific. I'm in the beach restaurant right now, using my cell, so reception might be a bit dodgy. Listen. There's a cyber-cat in the parcel. She's our latest prototype. If you like her –"

"A cyber-cat?"

"– you can keep her. She's our latest prototype. We're aiming at the singleton market – you know, thirty-somethings in need of a home companion – women like you."

"I don't need a cyber-cat."

"I designed the cognitive architecture; Talent worked out the cerebral encryptions. He's been experimenting with celebrity profiles, mainly vintage actresses. She's poly-lingual, but there's no need to touch the language control buttons. They're on her neck. Guess what? –"

"Mazza!"

"– the DNA was bio-engineered by the same company that produced the featherless chicken. She's one of an original litter of three. The others perished in the tube."

"MAZZA! Are you listening? I'm really busy right now. Something's come up at work, and I don't need any extra hassle."

"Extra hassle? Is that what you think she is? Fine. Have it your own way. You can keep her in sleep mode 'til we get back, if you can't even be bothered to get to know her."

"Wait a minute... get to know her... just how

intelligent is she?”

“Very.”

“I mean does she do all the stupid cat things like scratch stuff and pee everywhere and yowl in the middle of the night and puke up horrid balls of goop on the carpet and shag all the tom-cats in the neighborhood?”

“Only in Basic Pet Mode. Why don’t you read the manual and check out all the options? You’ll have so much fun. Look, I have to go.”

“Mazza?”

“What?”

“You owe me for this, and I know how you can pay me back.”

“How?”

“I want to borrow your little black number. The Giovanni cocktail dress. There’s an ingathering coming up, and I need something special to wear. What do you say?”

“Sorry, sis, but I don’t want you turning into a fashionista spinster. Anyway, your bum’s way too big.”

“It is NOT!”

But the on-screen image fractured and faded.

A message flashed up:

Zimtek Inc. apologizes for any interruption caused by space debris.

Magenta turned around. She looked at the parcel. She could hear a soft scraping noise.

She stepped closer.

Was the cat awake? She reached down, tore at the wrapping.

A tortoiseshell cat, thin as a whip, sprang from the box.

Magenta gasped: the animal was incredibly realistic.

“I thought you were supposed to be in sleep mode,” she said eventually, “but it looks like you’re in...cat mode.”

Magenta walked towards the macro-oven, the cat trotting at her ankles, softly purring.

She took her “Slim Jane” bachelorette insta-

dinner out of the macro-oven, dropped one sliver of meat product onto a small, polystyrene tray, and grinned.

Now – thanks to Mazza – she had the *purrfect* opportunity to do some scientific observation. Over the weekend, she would record all of the cat’s utterances, noting their duration, frequency, and intensity. By Sunday evening, she ought to have a complete taxonomy of catspeak. Then she would use the language to train the cat to do some simple tasks, like fetching some chocolate mints, say, or a copy of Singleton Life. Later, she could invent a suitable research hypothesis: plausible, yet provable. And the title of her presentation? Something snappy and original-sounding, bisected by a colon.

Feline Development Through Scaffolding: orientation to task through catspeak.

And, of course, she’d need to dignify it with plenty of obsolete jargon. Zone of actual development. Private speech.

And so on. And so on. And –

Sighing, Magenta carried the insta-dinner and the polystyrene tray into the living room.

“Here you are, pussy,” she called, putting the tray on the floor.

The cat glared and hissed.

“What’s wrong? Need some ketchup?”

Flicking its tail from side to side, the cat walked to the tray, sniffed, then snapped greedily at the food, gnawing and growling.

“My, you are hungry,” Magenta said, taking a notepad and a pen from a small table.

Observation 1. Time: 19:15. Cat acknowledged offer of food with a short, intense vocalization – hiss: level 3 – that lasted approximately 1 second.

Better make that 1.35 seconds. Sounds a bit more scientific.

Magenta put the notepad and pen back onto the table and started eating. She reached for the remcon and pressed a button.

Instantly, the large plasma TV on the wall lit up. Magenta channel-surfed, stopping at a

program about cats. Curious, she upped the volume.

A plummy-voiced narrator, annoyingly Dexterish, said:

Felis catus, the common cat, first domesticated by the Ancient Egyptians, has been humankind's constant companion for at least seven thousand years...

Magenta listened and forked in another mouthful of food.

...However, not all aspects of feline behavior are fully understood. Why, for example, does a cat bring its dead prey home? Does it consider its human owner to be a god to whom votive offerings must be given?

The cat, curled at Magenta's ankles, made a strange raspy cackle. It turned and glared at her, twitching its white, down-curved, otter whiskers.

"Are you trying to laugh?" Magenta asked, reaching down and stroking the soft fur on its neck.

She felt a row of small lumps about the size of lentils.

She pressed one, gently.

The cat yawned, shook its head, and parted its lips. Then it began to speak in a slow, soft, sibilant voice, like whispering bells: "I certainly was laughing, darling. This TV program is absolutely hysterical. My name is Lady Camilla Blemley, by the way. Plain 'Camilla' will do, but please don't ever call me 'pussy' again. Are people really that dumb?"

"What...do you mean?" Magenta asked.

"Votive offerings. Cats worshipping humans. Absolute pish-posh."

"You're called Camilla?"

"Yes, darling."

"Amazing."

"Thanks. It is a nice name. There used to be a Queen of England, you know, with the same name. She was married to that odd-looking fellow with big ears. Do you remember him?"

Magenta shook her head. "Sorry, history's not my strong point."

Camilla smiled. "HERstory, darling. Never underestimate the importance of girl power. Now, I absolutely would love to know what you were writing in that notepad."

"I'm doing some research."

"What about?"

"You."

"Me? My agent didn't say anything about research. What's the name of the show? Celebrity Lives?"

"It's called the 'ingathering'."

"The ingathering? Another chat show, I suppose?"

"It's not really a show as such, it's more of a... meeting. I'm supposed to be presenting some objective data about scaffolding, and I thought I could use you as my research subject. My plan – if you agree – is to compile a taxonomy of your cat utterances. Then I thought I would train you to do a few simple tasks."

Camilla yawned. "I don't need to be trained, darling; I'm pre-programmed to do most things. I'm sorry, but the whole thing sounds terribly tedious to me."

"I suppose so," Magenta agreed. "Still, I really do want to go to Thalmoss."

"Thalmoss? Isn't Marzipan vacationing there?"

"Yes, she's gone for a mini-break. If my boss, Dexter, is impressed with my talk, he might send me to Thalmoss on a mission, so I can have a bit of fun in the sun."

"Are you sure you're bikini-ready?" Camilla asked, staring uncertainly at Magenta's waist. "It never harms to have a few nips and tucks, you know, before you strut your stuff. I know an excellent doctor. He lives in Beverly Hills."

Marzipan chose not to discuss her fat deposits. "I'm sure Marzipan is sitting by the pool, sipping a margarita, writing another brilliant, insightful paper," she said dreamily.

Camilla laughed: a soft, throaty purr. "I could tell you a few things about Marzipan and her papers. But before I do, let me tell you what I think about cats and humans."

Magenta smiled. "You have a theory?"

"Theory' sounds terribly grand, darling. Just a few random thoughts."

Magenta reached for the notepad. “Go on. I’d like to hear them.”

“Of course, but do please turn this nonsense off first,” Camilla said, wrinkling her nose at the screen. “It really is the most frightful drivel.”

Magenta reached for the remcon, pressed ‘off,’ and settled back in her chair. “So tell me. What do you think?”

“I think human females want to be cats. They’re using...umm...what did you call it? Ah, yes, scaffolding techniques borrowed from feline femmes.”

Magenta spluttered: “That’s ridiculous.”

“Really? Then perhaps you could explain a few things to me?”

“Such as?”

“Well, why are your fingernails so long? Do you envy mine?” Camilla asked, upturning a paw and flashing out a neat row of curved talons.

“You need your claws for hunting,” Magenta answered firmly. “My nails are...for decoration.”

“Is that so?” You mean you’ve never scratched anyone?”

“Well...maybe once or twice.”

“So?”

“That doesn’t mean my nails are weapons.”

“But they could be.”

“I suppose so,” Magenta agreed, scribbling some notes. “Is there anything else?”

“You’re wearing scent. Cats are terribly good at noticing smells, you know. Are you trying to attract a mate?”

“Perhaps,” Magenta admitted, reddening.

“Well, I suggest you try something a bit muskier. It will blend better with your body odor.”

Alarmed, Magenta sniffed an armpit, and made another note.

Camilla continued: “Is that a yoga mat in the corner?”

“It is.”

“Do you stretch regularly?”

“What’s the connection?”

“I think you can guess,” Camilla said, flexing her thin, sinuous body.

Magenta felt a touch of envy. “Nails, scent, and

yoga. What else?”

“You need more? Well, what about that mascara you’re wearing?”

“What about it? Women have been wearing make-up since ...Ancient Egypt.”

“Precisely, darling,” Camilla acknowledged. “You know they worshipped Bast, the cat goddess?”

“Yes.”

“Well, Bast had the most gorgeous eyes.”

“You mean...”

“Yes. The Egyptians admired Bast so much, they started to put make-up around their eyes. To look more alluring. More sexy. Like Bast. Like cats. Of course they had to use whatever materials they could find,” – Camilla glanced at Magenta’s feet – “but they didn’t paint their toenails, even though they wore sandals. Cleopatra had some fancy footwear, but not as nice as yours.”

“What have my shoes got to do with this?”

“Don’t those high heels help you to digiti-grade?”

“What does that mean?”

“Walk nimbly on your toes. Just like a – ”

“Cat.”

“Precisely,” Camilla said, closing her eyes. For a few seconds, she seemed to be concentrating on something. She twitched her whiskers a couple of times, shook her head, then opened her eyes and said: “I just self-selected my Academic Mode and came up with a good title for your talk. How about this: Human Development Through Scaffolding: orientation to feline form through body-scaping.”

But then she shook her head again. “Golly, Academic Mode does make me sound frightfully pompous. It’s just not me. And what a terrible title. I’ve got a better idea. Let’s just call the show ‘Cats’.”

“Wait a minute. You think your theory is good enough for my talk? At the ingathering?”

“Why not? Think about it. A live performance by a cyber-cat. I’d love to sing a few songs.”

“You want to give the talk?”

“Absolutely.”

“That’s impossible.”

“Why?”

“Because Dexter got angry with me for talking

too much with my PhD research sample, Daisy. He told me I had to do some cross-sectional analysis, present some cut-and-dried observational data. He'll go crazy if I put you on the stage."

"Nonsense, darling. I'm a star."

Magenta considered the idea for a few moments. Perhaps a compromise might work? "Why don't we co-present?"

"You mean...a double-act?"

"Yes. I'll tell the audience you were treating me as a Divine Being – a theory based purely on my observation of you – until I found your English mode button, and then we started chatting and you explained your theory that women want to be cats, which also turned out to be wrong because –"

"All I'd done was...observe you."

"Exactly."

"So, what does that tell us?"

"We need more than observation. We need to involve ourselves with our research subjects, we need to find out what they think."

"Umm...to be honest, darling, the material does sound a bit thin," Camilla said, flicking her tail. "What about the climax? Any ideas?"

"Well, to conclude, I thought we might argue in favor of a mixed method approach. Combining the quantitative and qualitative paradigms."

"That's it? That's the grand finale?"

"Yes."

"Well I think it's a crock, darling. Listen. I have a much better idea. How about some exotic dancers? Thongs and stilettos and diamond tiaras? I know a lovely troupe of girls. And some fireworks would add a bit of pizzazz, but please watch out for my fur."

"There's a problem," Magenta replied, lost in thought.

"With my fur?"

"No, it's beautiful."

"You've got stage fright?"

"No, it's not that."

"Well, what is it?"

"I simply haven't got a thing to wear. I wanted to borrow Mazza's Giovanni cocktail dress, but

she refused to lend it to me."

Camila whispered: "I think I can help."

Magenta leaned closer. "How?"

"Remember she told you she 'designed my basal cognitive architecture'?"

"Yes..."

"Well, Talent did most of the work. He designed my ZX chip – it controls my motor neuron system – and my CPU."

"So?"

"Talent helps Marzipan with a lot of things. He's a genius, but some of his ideas are a bit odd. He's trying to design an intelligent dog. Can you imagine?"

"How?"

"With some canine DNA."

"That's not what I meant. How does he help Mazza?"

"Well, I've seen him writing quite a few of her academic papers, but she doesn't tell people they work together. So... a little bit of blackmail should do the trick. You'll soon be wearing that dress," Camilla said triumphantly.

"But..."

"What?"

"Marzipan said my bum was too big."

"Absolute nonsense, darling. Your bum is fine. Marzipan's the one with the big behind. She's just had liposuction. Both cheeks. That dress still doesn't fit, though."

"Mazza must be spending a fortune. She's already had implants."

"You have to fight gravity every inch of the way." Camilla sighed. "Who wants a pair of dugs around her waist? I've been thinking getting about mine fixed."

"Your dugs?"

"Why not? Every girl needs to look her best. Speaking of which..." Camilla said, springing to her feet and looking closely at Magenta, "...you absolutely will need to do something about your hair. It's looking a bit rat's taily at the moment. And you'll need to wear a lot more make-up, too. Lashings of it. After all, darling, we **are** going to be the stars of the show."

Camilla smiled – a happy, sphinxlike smile.

FIVE MINDS FOR THE FUTURE BY HOWARD GARDNER

「明日のための五つのマインド」

ハワード・ガードナー著

REVIEWER: YOKO MUNEZANE,
UNIVERSITY OF ELECTRO-COMMUNICATIONS, TOKYO

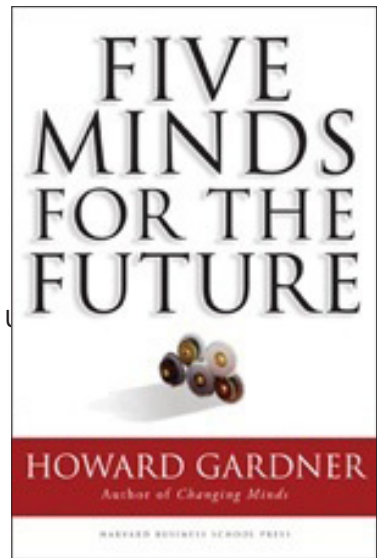
宗実陽子 電気通信大学

EMAIL: MUNEZANE AT MARK ZEPHYR.
DTI.NE.JP

Yoko Munezane reviews *Five Minds for the Future* by Howard Gardner, psychologist and Harvard professor, renowned for the theory of Multiple Intelligences. In his new book, Gardner describes the kinds of minds - disciplined, synthesizing, creating, respectful and ethical - that people will need in this globalizing world of accelerating change. Explaining why each is important, Gardner presents the best way to cultivate the different kinds of mind across all ages. The author interweaves his own experiences, invokes the theory of Multiple Intelligences when appropriate, and introduces ample anecdotes and quotes to illustrate the five minds. This book is Gardner's grand project to convince people that the very survival of our species will depend on nurturing minds and potentials that are uniquely human. The message in the book is especially inspiring to all of us who are engaged in the field of education, and to all lifelong learners who would like to cultivate the mental abilities necessary for tomorrow.



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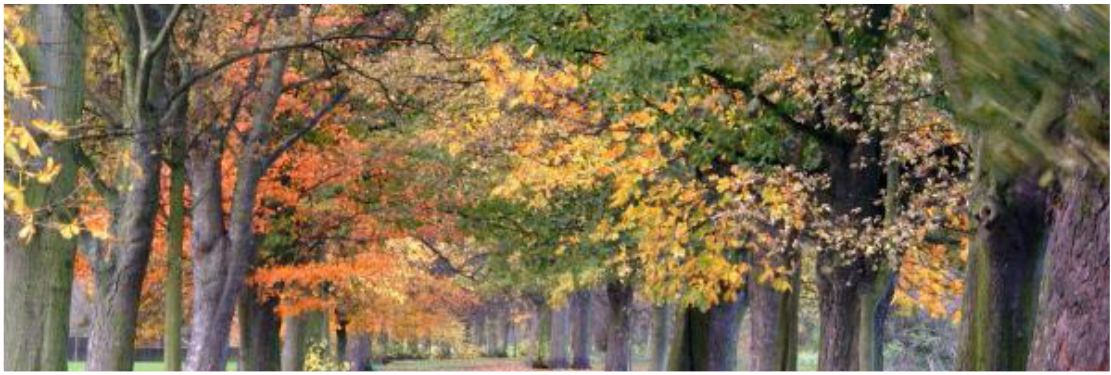
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LD SIG FORUM — PAC7 AT JALT2008

SCAFFOLDING: LOOKING THROUGH LEARNERS' EYES

INTERACTIVE POSTER PRESENTATIONS AND WORKSHOP
WITH DERYN VERITY

- **November 1, Saturday**
- **Time: 4:10 - 5:50**
- **Room: 513**

Do you remember a time in your life when you learned or failed to learn something as a result of “scaffolding”? To share your stories and find out more, come and join the discussion and activities facilitated by Deryn Verity.



Posters on personal experiences of scaffolding include the importance of dialoguing in learning by Etsuko Shimo, Venn diagrams as a vehicle for academic learning by Naoko Harada, becoming autonomous through cooperative and reflective group work by Hideo Kojima, learning from “expert” writing samples by Alison Stewart, in-depth listening as a teaching technique by Amanda Bradley, and learning to speed-read by Kayo Ozawa.

**CHALLENGE YOUR ASSUMPTIONS ABOUT SCAFFOLDING AND AUTONOMY.
DON'T MISS THIS KEY EVENT!**

『学習者ディベロプメント研究部会 PAC7 at JALT2008 フォーラム』

「足場組み」: 学習者の視点から
インターラクティブ・ポスター発表とワークショップ
デリン・ヴェリティ氏とともに

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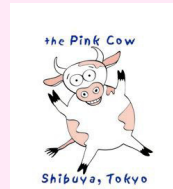


この機会をぜひ活用し、「足場組み」と「自律性」に関する新たな視点を模索しましょう。

COME JOIN US FOR DINNER AND AN EVENING OF FUN AT PAC7 AT JALT2008!

The friendly folks at the College and University Educators (CUE) SIG, the Learner Development (LD) SIG, and Teachers College (TC) Columbia University Tokyo are having a joint dinner party at the PAC7 at 2008 JALT conference in Tokyo to celebrate our learning/teaching community. The Party will be held at *The Pink Cow*, for an amazing buffet with plenty of vegetarian dishes.

- Date: Saturday November 1st, 2008
- Time: Buffet from 8:00pm to 10:00pm, followed by after dinner drinks and mingling
- Price: 3,500 yen
- Address: Villa Moderuna B1, 1-3-18 Shibuya, Shibuya-ku, Tokyo 150-0002
- Getting there: <http://gmap.jp/shop-912.html?&uid=197621>
- Telephone: 03-3406-5597
- Website in Japanese: http://www.thepinkcow.com/NewHome_j.htm
- Website in English: http://www.thepinkcow.com/NewHome_e.htm
- Food menu: Amazing dinner buffet! Plenty of vegetarian dishes available!
- Drink menu: One free drink, including non-alcoholic drinks, beer, wine & basic mixed drinks
- Limit: Seating is limited: Reservations on a "first come first serve basis." We'll have the restaurant section to ourselves with a seating capacity of 90. Deadline for reservations is October 24th. Best to reserve your seat early for this festive event at JALT2008.



**Please reserve your seat by emailing Yumiko Tamura at Teachers College: yumiko@tc-japan.edu including your name and which of the three organization(s) you are from **

Maps of the restaurant will be available at the LD-SIG Desk at the conference

JALT 2008での素敵なディナーと楽しいひとときはいかがですか？

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THE LD SIG THANKS TEACHERS COLLEGE FOR PROVIDING THE MEETING VENUE FOR THE GREATER TOKYO LD GET-TOGETHERS FOR FREE!

AS A TOKEN OF OUR THANKS, WE ARE PLEASED TO RECOMMEND THE MA TESOL PROGRAM AT TC COLUMBIA UNIVERSITY, JAPAN CAMPUS:

The Teachers College, Columbia University Japan Campus has been successfully offering graduate courses in Suidobashi, Tokyo for the past 21 years to provide teachers with the same quality graduate studies as the New York campus. The campus offers two MA degree programs: an MA in Art Education, providing opportunities to study the traditions of fine art and the popular arts of mass culture, and the MA in TESOL, providing opportunities to study the theory and practice of teaching English as a Foreign Language (EFL) in Japan.

The Teachers College Japan Campus was officially designated by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) as a “Foreign Graduate School, Japan Campus” on September 20th, 2006. As the largest private graduate school of education in the U.S. (ranked the number one graduate education schools for 2007 by *U.S. News Reports*), Teachers College continues to develop innovative and practical programs for teachers.



The *M.A. in TESOL* program provides opportunities to earn a graduate degree part-time by attending weekend classes. This program offers degree concentrations for novice and elementary school teachers, as part of its generalist degree for teachers in other English teaching contexts. Applications are accepted throughout the year, allowing students to start in the fall, spring, or summer semesters. The cooperative nature of the program emphasizes systematic analysis of actual practices, in relationship to

key theories in language teaching and learning, and the opportunity for students to be observed by professors in their schools in order to explore teaching ideas.

Teachers College also offers an *MA in Art and Art Education* program. The study of art encompasses the traditions of fine art and the popular arts of mass culture, and a central tenet of the program is the role of the arts in nurturing human growth and development throughout the lifespan. Within this context, courses in art education examine the different environments in which the various art forms reach their audiences: private and public schools, colleges, museums, arts centers, hospitals and other settings.

For more information on these and other programs visit www.tc-japan.edu or contact the TC Office (Phone 03-3221-9771 or Email <office@tc-japan.edu>)

LD SIGの東京のミーティングはティーチャーズカレッジ日本校を無料で利用させて頂いています。感謝の気持ちを込め、このコーナーではTCコロンビア大学日本校のMAプログラムについてご紹介します。

コロンビア大学ティーチャーズカレッジ日本校



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LD SIG財務報告 2008年4月 - 2008年8月
LD SIG FINANCIAL REPORT APRIL 2008 - AUGUST 2008

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LOCAL GET-TOGETHERS: SHARE, TELL, ASK, CHALLENGE, HELP, LEARN, ENJOY!

For information on local LD meetings that are taking place near you, or for advice and financial support to help start a new local get-together venture, contact us: Stacey Vye <stacey.vye AT MARK gmail.com> or Mike Nix <mikenix AT MARK tamacc.chuo-u.ac.jp>.

エリアミーティング:分かち合い、話し合い、聞き合い、助け合い、そして共に挑戦し、学び、楽しみましょう!

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LEARNER DEVELOPMENT SIG OFFICERS 2008

学習者ディベロップメント研究部会 2008年度 委員リスト

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Note: People in () are shadowing and assisting.

CONTRIBUTING TO LEARNING LEARNING

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

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

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

We hope to publish the next issue of *Learning Learning* in April, 2009. Ideally, we would like to hear from you well before March 15th 2009 – in reality, the door is always open, so feel free to contact somebody in the editorial team when you are ready:

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

「学習の学習」原稿募集

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