LEARNING LEARNING

学習の学習

ISSN 1882-1103

▷ CONTENTS・目次

Message from the LD SIG Coordinator – *Hugh Nicoll*
• コーディネータからのメッセージ　— ヒュー・ニコル *1*

About this issue of *Learning Learning*　今号について . . . *3*

▷ VOICES・読者の声

Introducing LD SIG Members –*Colin Rundle* • LD SIG メンバー紹介 — コリン・ランドル *5*

Making Connections: 「つながり」を求めて • "A Dialogue with Chikahiro Tsue of Grassroots Teachers' Group, Alter the Status Quo" *reported by Ellen Head* • 津江親博 先生とのインタビュー: ＡＳＱ研究会について - エレン・ヘッド. . 6

▷ ARTICLES・アーテイクルズ

"What Advisors Do" – *Tanya McCarthy* • 親愛なるアドバイザーへ: 言語学習相談とは — ターニャ・マッカーシー *8*

"Analysis of Japanese Books for English Self Learning" *Atsushi Iida* • 英語学習本を通じて見られる学習ストラテジー: 学習者自律への影響 – 飯田 敦史. *15*

Pedagogy for Autonomy and Educational Success – What Relation? A Multi-Disciplinary School Project - *Isabel Barbosa* • オートノミーと教育上の成功: どんな関係?学際的学校プロジェクト - イザベル・バルボサ *23*

▷ REVIEWS・書評

"Lessons from Good Language Learners" by Carol Griffiths – *Reviewed by Kay Irie*
• 書評　－入江　恵. *30*

JALT LEARNER DEVELOPMENT SIG NEWSLETTER
VOLUME 16, NO. 1, 2009

"Language and Education in Japan: Unequal Access to Bilingualism" by Yasuko Kanno - *Reviewed by Alison Stewart* • 書評　- アリソン・スチュワート *32*

▷ THE ADVENTURES OF MAGENTA M.　マジェンタMの冒険

Episode 3 - Dinner for Two　– *Steve Davies* • 第三話:スパムはお好き?　—　スティーブ・デイヴィス *35*

▷ LOOKING BACK　報告

JALT LD SIG FORUM 2008 – *Ellen Head* • JALT LD SIG フォラーム　2008 - エレン・ヘッド . *38*

Local Get-Together Reports from Greater Tokyo and Hiroshima – *Kay Irie & Alison Stewart and Jim Ronald* • 東京　広島エリア　ミーティング　レポート　– 入江恵、アリソン・スチュワート、ジム・ロナルド. *39*

▷ LOOKING FORWARD 今後のイベント

Book Proposal: Up Date - *Alison Stewart and Kay Irie*
• 新刊:アップデート - アリソン・スチュワート　入江　恵. *43*

Nakasendo 2009 Conference – *Stacey Vye, Steven Herder, and Hiromi Sakamoto*
• 中仙道　２００９　–　ステシイー・ヴァイ、スティーブン・ハンター、坂本ひろみ. *44*

JALT LD SIG FORUM 2009 - *Masuko Miyahara, Alison Stewart, and Martha Robertson*
• JALT学習者デイベロプップメント研究部会フォラーム２００９－宮原万寿子、アリソン・スチューワート、マーサー・ロバートソン *46*

ILA Hong Kong Conference 2009 – *Jo Mynard* • ＩＬＡ　香港　２００９ － ジョー・マイナード
47

▷ ACKNOWLEDGEMENT 感謝

Acknowledgement to Teachers College, Columbia University, Japan Campus •
TCコロンビア大学日本校のMA TESOLプログラム紹介 *49*

▷ BUSINESS MATTERS インフォーメーション

LD SIG Financial Report — *Hiromi Furuzawa* • LD SIG財務報告　—　古澤弘美 *51*

Learner Development SIG Officers 2009 • 学習者ディベロップメント研究部会
2009年度　委員リスト *53*

Contributing to *Learning Learning*
「学習の学習」原稿募集 *54*

コーディネータからのメッセージ 2009年3月

ヒュー・ニコル

皆様、こんにちは。ＬＤＳＩＧコーディネーターとして、まずは、皆様が良い春休みをとられ、新学年の良いスタートを切ったことを願っております。ご挨拶の皮切りとして、大阪で2月7日、8日の週末に行われましたＪＡＬＴ全国語学学会理事会の簡単なご報告から始めさせていただきたいと思います。

明るい話題としては、新旧役委員の交代がスムーズに行われ、新メンバーシップのデーターベースが整い、11月21日から23日に行われる静岡でのＪＡＬＴ全国大会について話し合われました。しかし、2010年の大会の場所についての決定までには至りませんでした。これに対し少し暗い話題としては、昨年の大会での利益が思いのほか伸び悩み、従って、ＪＡＬＴは財政的な難局に直面しているということです。私も全国の支部や研究会役員と協力して、財政確保に回り、例えば、来年度の主賓講演者の渡航費等を支援するなどして、バランスの良い予算のもとに今年度の活動を行えるよう、努めていきたいと思います。

次に、最近読んだ（または読み直した）書物をご紹介させていただきます。私が今、関心を持っているreflective practiceについてです。これらの書物は大変興味深く、共感の持てるものばかりですので、是非、ご一読されることをお薦めします。

Allford, D. and Pachler, N. (2007) *Language, Autonomy and the New Learning Environments*. Oxford: Peter Lang.

Carter, Beverly-Anne (2006) *Teacher/Student Responsibility in Foreign Language Learning.* New York: Peter Lang.

Raya, M. J. and Sercu, L. (2007) *Challenges in Teacher Development: Learner Autonomy and Intercultural Competence*, Oxford: Peter Lang.

また、The Language Teacher 2008年3月号に掲載のFergus O'Dwyer著、 "Supplementing a task-based curriculum with European Language Portfolio" をまだご覧になっていない方には、これもお薦めしたい読み物です。自己評価チェックリストやアセスメント基準についての具体例が豊富に盛り込んであり、我々ＬＤ ＳＩＧメンバーにも興味深い内容でなかろうかと思います。また、役に立ちそうな参考文献やダウンロード可能なＰＤＦファイルも最後に掲載されています。著者のO'Dwyerさんは新しく立ち上るFramework & Language Portfolio SIGのコーディネーターでもあります。この研究会はわたしたちのグループと共有するテーマが多かろうと考えます。

最後に、今回の編集テームが行いました新たな試みをご紹介させていただきます。これはいかに「学習の学習」 を読者の皆さんとインターアクテイブするかという考えの元に行われました。今号の主な掲載文に対して皆さんのコメントや質問をLD-SIG.ORGブログを通して、より有意義に、また幅広くご意見をいただきたいと思います。この機能により、各々のテーマについて、より深く内容の濃いディスカションが、時間、場所を越えた空間で行えればと考えます。どうぞこの機会をお見逃しなく！ 皆様からのフィードバックを楽しみにしております。

ヒュー・ニコル

COORDINATOR'S MESSAGE MARCH, 2009

HUGH NICOLL

Greetings all!

I'll begin this coordinator's message with the hope that everyone has had a bit of a well-deserved spring break, and that your planning for the new academic year has been satisfying. I also want to share a brief report with you from the February Executive Board Meeting (EBM), held in Osaka over the weekend of 7-8 February.

The good news from the EBM is that the transition to the new team of directors has been smooth, the last kinks are being worked out of the new membership database, and we have a bang-up looking conference coming up in Shizuoka, 21-23 November. At last report, the conference site for JALT2010 was still under discussion. The less good news is that revenues from JALT2008 were disappointing, and JALT faces budget constraints. I will be working with chapter and SIG officers to develop fund-raising efforts and come up with ways that SIGs and chapters may donate funds to help support the conference plenary speakers, for example, to help us get through the year with a balanced budget.

During the last few weeks, I've been reading (and re-reading) several challenging books which I'm convinced will segue well into my

reflective practice, and may prove useful to many of you. The citations are:

Allford, D. and Pachler, N. (2007) *Language, Autonomy and the New Learning Environments*. Oxford: Peter Lang.

Carter, Beverly-Anne (2006) *Teacher/Student Responsibility in Foreign Language Learning.* New York: Peter Lang.

Raya, M. J. and Sercu, L. (2007) *Challenges in Teacher Development: Learner Autonomy and Intercultural Competence.* Oxford: Peter Lang.

Please look for a review of these titles in a forthcoming issue of the JALT Journal.

Also, if you haven't seen Fergus O'Dwyer's "Supplementing a task-based curriculum with European Language Portfolio" in the March issue of The Language Teacher, please do give it a good look. The article includes descriptions of the use of checklists and self-assessment protocols that I suspect many interested in learner autonomy will find helpful. It includes a number of useful references, and offers a set of appendices for downloading in pdf format. Fergus is the coordinator of the Framework & Language Portfolio SIG, a new forming SIG with whom many LD members will surely find common ground.

Finally, I'd like to commend our editorial team for their plan to make *Learning Learning* an even more interactive publication by including links to discussion pages on our LD-SIG.ORG blog. I hope this initiative will stimulate more group discussions and inspire many of us to do more writing and sharing of our efforts to become reflective practitioners in a more dynamic, ever developing community of practice.

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

More Autonomy You Ask(MAYA)はJALT2006において公式に出版されました。MAYAの特徴はEric Skier とMiki Kohyamaによる編集、そして日本における学習者と教師の自律性を探る13章にわたる研究論文とStephen Krashen, Chitose Asaoka とTerry Lambが書いたゲストチャプターです。購入方法についてはここをクリックしてください。

LEARNING LEARNING 16 (1) SPRING 2009

Welcome, once again, to *Learning Learning*, the Learner Development SIG's biannual online newsletter! There is a wide range of contributions to this Spring issue – some will cause you to review, reflect, and take stock, and others, we hope, will inspire, motivate and stimulate. What's more, starting this issue, there is a new dimension to the newsletter that may provide further opportunities for reflection and development: *Learning Learning* has become INTERACTIVE!! Or, at least, it will be as soon as someone clicks on the link to the LD-SIG blog provided next to the English title, and leaves a comment or question. As an initial attempt, links to the blog will be provided for the three main articles and for the science fiction serial, The Adventures of Magenta M. We look forward to meeting you in this common "virtual space".

Now, as for the contents of this issue, the *Voices* section introduces Colin Rundle, an active joiner (or welder?) of the Tokyo get-togethers, and Chikahiro Tsue, who tells us about the intriguingly named ASQ teachers' group.

This issue contains three very different, and very informative, articles. Tanya McCarthy tells about her job working as an advisor with language learners, both offering a glimpse into what "they" do and into what the rest of us may bear in mind when advising language learners ourselves. Atsushi Iida reviews and analyses Japanese self-help guides to learning English beyond the classroom. The third article, by Isabel Barbosa, gives an account of a project fostering collaborative commitment to the development of learner autonomy among language teachers at a Portuguese secondary school. We are very glad to publish this piece, which originally appeared in *Independence* (Issue 45), the newsletter of IATEFL's Learner Autonomy SIG. It is published here with LA-SIG's and the author's permission as part of a reciprocal agreement between L*earning Learning* and *Independence.* Please don't forget the link we have provided for these featured articles.

Kay Irie and Alison Stewart have provided two great book reviews that you will want to

学習の学習 16 (1) 2009 春

こんにちは！「学習の学習」へようこそ。本誌は春と秋、年に2回発行されるＪＡＬＴ学習者ディベロップメント研究会（ＬＤ　ＳＩＧ）のオンライン・ニュースレターです。

今回の春号も豊富なライン　アップで様々なテーマについて掲載いたします。これが皆さんに考え直す機会になったり、また、刺激になったりすればと願っております。今回からの新たな試みとしては、なんといっても「学習の学習」をＬＤ　ＳＩＧブログにリンクさせたことです。これはたくさんの方々が意見交換することで、よりインターアクティブなニュースレターを目指そうとするものです。今号では四つの掲載文に限定させていただきましたが、今後はこれを全誌面にわたるようにしていきたいと考えております。でも、実際に皆さんがクリックしない限り、インターアクティブにはなりませんので、是非、試してみてください。時間、空間を越えたスペースで多いに皆さんと語り合えたらと思います。

今号の概要を説明します。「読者の声」VOICESでは東京エリア　ミーティングで活躍されています人徳の持ち主、コリン・ランドル，　そして熊本県でＡＳＱ研究会というユニークなグループを立ち上げた津江親博 先生をご紹介いたします。

「アーティクルズ」ＡＲＴＩＣＬＥＳでは全く違った刺激的なものを三つ掲載しました。タニャー・マッカーシーは多くの教育者にとって未知な存在である学習アドバイザーの役割や研究について語ってもらいます。飯田敦史さんには英語学習本を通じて見られる学習へのストラテジーと自立学習に及ぼす影響について述べてもらいます。三つ目はＩＡＴＥＦＬ　Learner Autonomy 研究会の発行物であるINDEPENDENCE　からイザベル・バルボサがポルトガルの高等学校で、語学教師による共同プロジェクトで、オートノミーを促進する新たな試みについて報告しています。「学習と学習」とINDEPENDENCEとは兼ねてから、お互いの掲載文を交換し合う取り組みができており、今回、この論文は皆さんにとって興味深いのではないかということで掲載いたしました。

「書評」BOOK　REVIEWでは入江恵とアリソン・スチュワートが最近の刊行物から話題性のあるものを二冊紹介してくれました。考え深い、手ごたえのある論文ですので、是非、お読みください。今回が第三段になりますが、本誌のサイエンス　フィックション小説　「マジェンタ　Mの冒険」をお読みください。さらに、これにはＬＤ　ＳＩＧ　ブログのリンクが貼ってありますので、皆さんのコメントをお寄せください。

「報告」LOOKING　BACKではエレン・ヘッドが昨年のＪＡＬＴ　ＬＤ　ＳＩＧ　フォーラムの様子を生き生きと報告しております。また、最近の東京　及

read, for two great books you shouldn't miss. Following these, Steve Davies' sci-fi *Adventures of Magenta M.* continues with a humorous yet thought-provoking swipe at e-learning – and anything else at hand! Your comments via the link to the LD-SIG blog would be welcome.

In the *Looking Back* section, Ellen Head looks back at the LD Forum at JALT 2007. We also hear more from recent LD get-togethers, with Kay Irie and Alison Stewart covering the meetings in Tokyo and Jim Ronald reporting from Hiroshima.

Finally, as you can see from this issue, especially the *Looking Ahead* section - there is a lot happening: a call for papers for a new LD-SIG book, an announcement about the next LD Forum, and two conferences. So look at what's coming up – and start planning!

As new lead co-editors for this issue, this was a steep learning experience for us. But through it we have come to realize how much this is a team effort, and would like to especially thank all our contributors and supporters for their time and commitment to *Learning Learning*. Many thanks to Yoko Wakui, Kay Irie, Etsuko Shimo, Kayo Ozawa, Stacey Vye, Ellen Head, Alison Stewart, and Tanya McCarthy who helped us diligently with numerous translations, proofreading, and, in some cases, both! And very often at short notice. We would also like to thank Hugh Nicoll for his advice and help in setting up the link to the LD SIG blog. Special thanks also go to all contributors of this issue who toiled many hours with us in trying to meet our "requests". Without the co-operation of those involved, this issue would not have been possible, and we are indebted to them for their dedication.

Finally, many many thanks to Malcolm Swanson for his care and dedication with the layout and design of this issue of *Learning Learning*.

Masuko Miyahara
(MasukoM AT MARK aol.com)
Jim Ronald
(jamesmartinronald AT MARK yahoo.co.jp)
Co- editors
Learning Learning

び、広島エリア　ミーティングについては東京からは入江恵　とアリソン・スチュワート、広島からはジム・ロナルドソンがそれぞれの地域の最新の活動を伝えています。

また、「今後のイベント」LOOKING　AHEADではＡＹＡ，　ＭＡＹＡに続く、　ＬＤ　ＳＩＧの新刊行物の進行状況、今年のＪＡＬＴ　ＬＤ　ＳＩＧフォーラムについての詳細や募集情報、さらに今後、行われますカンファレンスいついての情報を紹介しましたので、今から予定に入れておきましょう！

新しいエディターとして、わたしたちはいろいろと学ぶことがありました。特に感じたのは「学習の学習」の発行にあたっては、チームワークが最も大切であること。　多くの時間をさいてくれた翻訳者、校正者〈時には両方〉を引き受けてくださった方々（湯井陽子、下絵津子、入江恵、小沢佳代、エレン・ヘッド、アリソン・スチュワート、ステイシー・ヴァイ、タニャー・マッカーシー）には深く感謝しております。また、今回のブログへのリンクの件ではヒュー・ニコルにお世話になりました。さらに、いつも本誌のレイアウトを担当してくれているマルコム・スワンソンとPukeko　Graphics社にも感謝の気持ちを述べたいと思います。

〈敬称略〉
共同責任編集者
宮原万寿子　と　ジム・ロナルド

SELF-INTRODUCTION BY NEW MEMBERS

メンバー自己紹介

COLIN RUNDLE

FOUNDATION FOR ADVANCED STUDIES ON INTERNATIONAL DEVELOPMENT (FASID) / NATIONAL GRADUATE INSTITUTE FOR POLICY STUDIES (GRIPS) , JOINT GRADUATE PROGRAM
EMAIL: CRUNDLEAT MARKFASID.OR.JP

I've been interested in LD SIG for quite a while, so I'll use the occasion of an education-anniversary to introduce myself. It was exactly 30 years ago that I decided against college and instead signed my indentures as an engineering trade apprentice. I did not even know what a graduate school was at that time, so nothing could have been further from my mind than one day becoming a teacher, preparing graduate students, to study economics in English, in Tokyo. That is what I've been doing for nine years now, and with that unlikely beginning I guess it is no coincidence that I am drawn to a group that emphasises diversity, identity, community, learning by doing, and even the notion of apprenticeship. I really find the LD SIG very welcoming, supportive, and stimulating, so I look forward to participating more in the local get-togethers, as well as in the SIG generally. I work in a hectic one-year masters program, where I spend a lot of time trying to exploit the mutually constitutive relationship of language, content and learning, and convincing others that such a relationship exists. The generous and knowledgeable members of LD SIG are helping me to develop my ideas, and I look forward to a lot more productive sharing. And if anyone needs any welding or machinery repairs, …

コリン・ランドル

（国際開発高等教育機構　政策研究大学院大学　連携大学院プログラム）

LD SIGに以前から興味を持っていたので、私の「教育記念日」を機に自己紹介をしたいと思います。私が大学を拒否しエンジニアの見習いとなったのがちょうど３０年前のことでした。その時には大学院とはどんなものかも知りませんでした。それが東京で教員になり、大学院生に英語を教え、彼らが将来、経済を学ぶための準備をさせる仕事にかかわっていくことになるとは夢にも思いませんでした。そしてこの仕事について9年が経ちました。そんな予想外の始まりを持つ私が多様性、アイデンティティ、コミュニティ、「なすことによる学習」(learning by doing) や「従弟制」の概念を大切に思うLD SIGに惹かれたのは偶然ではないはずです。今後は、私をいつも歓迎し、サポートし、そして刺激を与えてくれるLD SIGのローカル・ミーティングにはむろん、SIG活動全般にもっと参加していくことを楽しみにしています。私は慌ただしい1年間の修士プログラムにたずさわる中で、言語とコンテンツと学習が相互的に作り上げる関係を見いだし、それを広く訴えようと思います。LD SIGの寛大で博識なメンバー達はいつも私の考えを発展させてくれます。これからもさらに創造的な分かち合いができることを望んでいます。そして皆さんが溶接作業や機械修理が必要な時は. . .

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

A DIALOGUE WITH CHIKAHIRO TSUE OF GRASSROOTS TEACHERS' GROUP ASQ ("ALTER THE STATUS QUO")

津江親博　先生（熊本県　芦北町立　田浦中学校）とのインタビュー：ＡＳＱ研究会について

CHIKAHIRO TSUE (TAURA JUNIOR HIGH SCHOOL)
EMAIL: TSUE000ATMARKDREAM.OCN.NE.JP
ELLEN HEAD (POOLE GAKUIN UNIVERSITY)
エレン・ヘッド　(プール学院大学)
EMAIL:ELLENKOBEAT MARKYAHOO.COM

三年前ほどからＪＡＬＴメンバーとして活躍されている津江親博先生（熊本県　田浦中学校）が県内で同僚と共に始めた研究会、Alter the Status Quo（ＡＳＱ）の発足にまつわる話しをエレン・ヘッドがレポートします。これはエレンと津江先生とのメールのやり取り、及び、ＡＳＱのニュースレーターから再現し、インタビュー形式にまとめたものです。

We introduce Tsue Chikahiro, who teaches at a junior high school in Kumamoto. Tsue Sensei joined JALT three years ago. Below he describes how he and others founded a local teachers study group with the inspiring name ASQ – "Alter the Status Quo". This report draws on Tsue Sensei's ASQ newsletters together with recent e-mail exchanges with Ellen Head.

Ellen Head: *Please tell me about ASQ!*

Chikahiro Tsue: ASQ is the name of our study group, whose main goal is to improve our teaching ability in English education. There are nine members, mainly junior high school (JHS) English teachers in the Minamata-Ashikita district in Kumamoto Prefecture, but now three members live outside of this district and are participating only by writing for the newsletter. ASQ is an abbreviation for "Alter the Status Quo" and is pronounced as "ask" with the connotation that "We can ask each other anything without hesitation," as we would like to keep this relaxed and anti-authoritarian atmosphere in our meetings. If you ask "what aspects of the "status quo" do you want to alter?" I would say, altering the status quo is not any special behavior. Personally I am not comfortable with my present ability in using English. So I want to alter myself. Gathering once a month may seem an easy task, but actually getting to meet is very challenging for busy junior high school teachers. We are trying to alter ourselves by discussing various matters in our regular meetings.

Ellen: *How did the group start?*

Chikahiro: We have a pre-history prior to beginning ASQ four years ago. It was on the 4th of December in 2000 when some teachers in the Minamata district voluntarily gathered to study English teaching and decided to keep going with it. So we have continued our study meetings for more than eight years in this way. In 2004, a big conference of JHS English teachers in Kumamoto Prefecture was held in the Minamata-Ashikita district and all JHS English teachers here had to contribute to it as staff members, so we had to stop having our regular meeting for some months in order to concentrate on preparation. After the conference, which was successful, the members of the former study group reunited and decided to start regular study meetings with the newly created name, ASQ.

The first meeting of ASQ was held in February, 2005. We set some simple rules at that time: 1) Anyone can join us any time; 2) Anyone can leave any time; and 3) Every member has to be a reporter at least once a year. Four full years will have passed by this February since ASQ was created. There have not been so many

participating members in each meeting, usually only two to four, but we are proud that we have continued holding regular meetings and issuing newsletters every month.

Ellen: *What kind of thing do you talk about in meetings?*

Chikahiro: Typical topics at meetings include: warm-up activities, effective ways to increase students' vocabulary, how to enhance students' motivation, etc. For example, the most recent topic was "A big change of my teaching style". I found that my Small Talk activities and my lesson style that used a lot of pair-work were sometimes too stressful for some students. In my Small Talk activities, there were a lot of scenes for students to decide what they should do. In pair activities, students are given a chance to build positive relationships with their partners, so most of the students liked it, but it may have been difficult for some types of students to have to pay attention to their partners during a lesson. It was my first experience, at least in my 'English' lessons, to see my students rudely disobey my instructions or even escape from my classes as an expression of resistance to my teaching. After discussion with one of my co-workers who is in charge of the class for handicapped students at my school, I have recently adopted a lesson style in which I control the flow of the lesson, trying to keep the students' thoughts in line with the schedule as much as possible. These strategies have worked very well, I believe. Now I feel all the students are following my lessons, more or less. You can see from this example the kind of honest and practical discussion we enjoy at ASQ meetings.

Ellen: *This may seem a little abrupt but I would like to ask you another question about something that has been in the news recently. What do you think of recent MEXT policy initiatives such as teaching "English through English" at high schools?*

Chikahiro: I have not read the new guidelines for high schools, but if it is advocating "English through English" policy, it apparently contradicts the contents of the guide line for junior high schools. The new guide line for junior high schools is encouraging us (junior high teachers) to teach English sentence structures through comparing them to Japanese sentence structures. This means, I think, an "English through Japanese" policy. This leads to a conclusion that the two sets of guidelines were made by different groups of people with very different policies in English education.

Ellen: *Do you think this will have any effect on junior high schools in the future?*

Chikahiro: Yes, I do, but only if this teaching style is practiced as MEXT expects. I agree with the teaching method, English through English, but it has to be adopted from the first stage to the last. I mean from elementary school to college this is unrealistic from the point of view of status quo.

Ellen: *I suppose it depends on individual schools how this will play out in practice. Thank you for telling me and LD members about ASQ. I feel that our group shares some of your aims in relation to free and honest communication and learner-centered teaching. Since many of our members are, like me, NESTS working in Japanese universities we can really benefit from your perspective.*

DEAR ADVISOR: A LOOK INTO THE WORLD OF ADVISING
親愛なるアドバイザーへ：言語学習相談とは

TO JOIN A DISCUSSION ON THIS PIECE, CLICK HERE. "LL6.1_MCCARTHY"

TANYA MCCARTHY (KANDA UNIVERSITY OF INTERNATIONAL STUDIES)

ターニャ・マッカーシー　（神田外語大学)

EMAIL: TANYA-MAT MARKKANDA.KUIS.AC.JP

過去2年間で言語学習相談の仕事は活動範囲を拡げ、EFLの分野においてより認められる職種になりつつあります。これはおそらく自律学習の促進に対して関心が高まってきたことと、一生涯使えるスキルの発達を奨励する方針が多く見られるようになってきたためでしょう。日本の高等教育機関には相談を受けられる数多くの自習センターがあり、そこでは自律的な言語学習の促進において学習アドバイザーが中心的な役割を担っています。しかしながら、多くの教育者にとってまだこの分野はやや未知な存在です。というのもこの分野における学習アドバイザーや研究が増えつつあるとはいえ、まだ数に限りがあるからです。この論文では言語学習相談の仕事の概要と、相談に用いられるカウンセリングの技術と実践について紹介します。言語学習アドバイザーになりたいと考えている教師やこの新しい分野についてさらに知識を深めたい読者にとって、この論文は最適な入門となることでしょう。

INTRODUCTION: A PLEA FOR HELP

Dear Advisor

I have to give a presentation at the end of the semester for my Freshman English class. I don't like to speak in front of the class because my English is not good. But, I try hard. Usually, we have to present in pairs. This is okay because the last time, my friend Paddle helped me. But, this time, I have to present by myself. Advisor, I feel stressed. I don't want to fail the class, but it is really difficult to stand in front of my friends and speak English. What should I do?*

*-Up a Creek**

Dear Up a Creek

I understand how nerve-racking it is to stand in front of people to give a presentation. It's great that you try hard and are eager to do well. That's most important! First of all, you need to take a deep breath and relax. You will perform better if you feel less anxious. Giving presentations is not that difficult if you really enjoy the topic. Are you passionate about the topic? Is it something you would talk to your friends about in your own language? Try to imagine talking to your friend about your presentation, and then practice in front of the mirror. This should help you to feel more confident. Maybe you can ask Paddle to help you? Good luck with your presentation Up a Creek. If you still have questions, please make a reservation to see me.

- Advisor

**Names changed to protect the identity of the learners.*

THE ROLE OF THE ADVISOR

Before coming to Kanda University of International Studies (KUIS) to work as a learning advisor, I first worked as an Assistant Language Teacher (ALT) at elementary, junior and senior high schools and later, as a lecturer at a university. As ALT, my role was that of motivator, 'edutainer' and live tape-recorder. As lecturer, I retained some of my 'talents' as an ALT, but my role switched to more of facilitator of learning and support for students. Since starting my job as a learning advisor, I find that I have had to change hats yet again, but this time it has been a bit more

challenging trying to adjust to the fit. Over the past year, I have been asked countless times by colleagues, "So, what exactly do you do?" As the position of learning advisor is rather new to the field of EFL, it has been difficult providing a quick answer to this question. Many teachers and students perceive advisors to be experts across disciplines and to be able to provide answers to any problem. Others find us quite useful as resources when trying to find specific study materials. However, there is more to the advisor than that of problem-solver or resource-finder.

The role of the advisor is a complex one, further confused due to the variety of terms used to describe it. Mozzon-McPherson (2002) and Gardner and Miller (1999) have identified terms such as 'facilitator', 'mentor', 'counsellor', 'adviser', 'helper', 'learner support officer' and 'consultant', which have often been used to characterize the role of the advisor. Regardless of the terminology, the central idea is that learning advisors serve as guides or facilitators of self-directed learning, usually within self-access systems. This means, in effect, that the advisor's job functions directly correlate with the self-access centre and in particular, the promotion of learner autonomy. In our capacity as advisors, we help learners reflect on their learning, try to narrow their focus to decide on an achievable goal and then guide them through a process of self-discovery towards that goal, so they can become more autonomous learners. How then should advisors respond to queries by learners? Do you think the advisor's response to the learner's query in the letter above was appropriate? Did it help the learner to exercise more autonomy?

ADVISING 101

The "Dear Advisor" letter is fictional but a clear example of how NOT to do advising. A letter format was used to highlight one of the major problems that advisors currently face, and that is learners approaching us for a quick one-off solution to their language learning problems. As advising usually takes the form of an on-going dialogue, giving advice through the medium of a letter in this one-off format is far from what would be considered the ideal advising situation. The discourse between advisor and learner is instrumental in advising, and is key to unravelling or deciphering the learning problem. Although the situation presented in the letter can be seen as typical of what learners approach us with on a day-to-day basis, the response given is not reflective of our role as advisors. First of all, there is insufficient information on which to give advice. The response written by the advisor is pretty general, and with the information presented by the learner, many other responses were possible. According to the learner, the problem is that his English is not good and he feels stressed. The advisor assumed it was a matter of confidence, but maybe the problem was with his pronunciation, or lack of vocabulary, or maybe even his inability to do research and write up a presentation. Here, we can only guess at the nature of the problem. However, in order to understand the precise needs of the learner, it would be best to sit and have a one-to-one dialogue to get a deeper understanding of his learning experience.

Advising is a skill that many teachers have and use to a certain degree in the classroom. It may be more difficult within the time allotted to a lesson, or in a classroom with a large number of students, but all teachers give some form of advice: when giving students feedback about their work, when supporting learners in their language learning efforts, or when helping students to improve specific skills such as writing, reading, etc. The main distinguishable feature of advising however is that it is the *learner* who is in control of the interaction. Whereas teachers usually react to a group of learners in a unified, structured manner (Gardner and Miller, 1999: 180), the advisor is reactive to an individual learner's needs and should be prepared to offer advice on a variety of levels in as non-prescriptive a manner as possible. Using various advising techniques, advisors can then engage in a purposeful dialogue with learners, helping them to identify their learning problem and then guiding them to possible solutions or alternative study methods through self-reflection.

Let's examine the learner's problem again, but this time putting it into an advising context (See Appendix 1). This is only a hypothetical advising situation, but after having a session with an advisor, the aim is for the learner to leave the session feeling more positive about his learning, to have more insight into himself as a learner, a clearer focus and

finally, a concrete goal to work on. This lays the foundation for a follow-up session where the advisor can check how the learner is progressing.

ADVISING SKILLS

Although not an exhaustive list, Kelly (1996: 95-96) provides us with a table of macro- and micro-skills frequently used in advising discourse (See Table 1). Not all these skills will necessarily be used during a session, but ideally, the advisor should try to incorporate most of them into the discourse. Now, let's examine the dialogue in closer detail to see which of Kelly's skills were employed by the advisor (See Appendix 2).

Table 1: Kelly's macro- and micro-skills of language counselling

Macro Skills	Description	Purpose
Initiating	introducing new directions and options	to promote learner focus and reduce uncertainty
Goal-setting	helping the learner to formulate specific goals and objectives	to enable the learner to focus on a manageable goal
Guiding	offering advice and information, direction and ideas, suggesting	to help the learner develop alternative strategies
Modelling	demonstrating target behaviour	to provide examples of knowledge and skills that the learner desires
Supporting	providing encouragement and reinforcement	to help the learner persist; create trust; acknowledge and encourage effort
Giving feedback	expressing a constructive reaction to the learner's efforts	to assist the learner's self-awareness and capacity for self-appraisal
Evaluating	appraising the learner's progress and achievement	to acknowledge the significance of the learner's effort and achievement
Linking	connecting the learner's goals and tasks to wider issues	to help establish the relevance and value of the learner's project
Concluding	bringing a sequence of work to a conclusion	to help the learner establish boundaries and define achievement

Micro Skills	Description	Purpose
Attending	giving the learner your undivided attention	to show respect and interest; to focus on the person
Restating	repeating in your own words what the learner says	to check your understanding and to confirm the learner's meaning
Paraphrasing	simplifying the learner's statements by focusing on the essence of the message	to clarify the message and to sort our conflicting or confused meanings
Summarizing	bringing together the main elements of a message	to create focus and direction
Questioning	using open questions to encourage self-exploration	to elicit and to stimulate learner disclosure and self-definition
Interpreting	offering explanations for learner experiences	to provide new perspectives; to help self-understanding
Reflecting feelings	surfacing the emotional content of learner statements	to show that the whole person has been understood
Empathizing	identifying with the learner's experience and perception	to create a bond of shared understanding
Confronting	surfacing discrepancies and contradictions in the learner's communication	to deepen self-awareness, particularly of self-defeating behavior

DISCUSSION

As we can see from the discourse in Appendix 1, the learner's problem was not a matter of lacking confidence after all, and so the advice given to the learner initially may or may not have been useful. By using a series of elicits (or questioning), the advisor was able to help the learner uncover the real learning problem and help the learner take steps towards finding a solution. Although this in itself does not guarantee success, the learner is more aware of his learning and has taken steps to becoming a more responsible learner (Dickinson, 1987; 1992). Of the eighteen proposed macro- and micro-skills, more than half were used in the discourse. As this is only a fictional example, and shorter than a typical advising session would be, other commonly used skills such as initiating, goal-setting and interpreting were not seen and more probing questions would have been asked. My sole purpose here was to introduce readers to the role of the advisor, and to provide a view into the world of advising. Basically, the function of the learning advisor in an advising session is to constantly elicit to help the leaner gain more insight into his/her learning while at the same time, avoiding being too prescriptive or direct.

CONCLUSION

Learners cannot be expected to become autonomous learners overnight, but they can be transformed into autonomous language learners more quickly by reflecting on their learning with the help of an advisor. The role of the advisor also has wider implications for life beyond the classroom, as learners should become more confident and motivated about their learning and less dependent on external instruction. Presently, KUIS is the only self-access centre in Japan to employ such a large number of full time advisors. This shows that there remains a strong belief in the concept of the self-access center as envisioned by Lucy Cooker seven years ago and that is to provide a service to help learners to become more proficient, life-long learners of English and other languages (Cooker, 2004: 16).

REFERENCES

Cooker, L. and Torpey, M. (2004). From the classroom to the self-access centre: A chronicle of learner-centred curriculum development . *The Language Teacher, 28*(6): 11-16.

Dickinson, L. (1987). *Self-instruction in language learning.* Cambridge: Cambridge University Press.

Dickinson, L. (1992). *Learner autonomy 2: Learner training for language learning.* Dublin: Authentik.

Gardner, D. and Miller, L. (1999). *Establishing self-access: From theory to practice.* Cambridge: Cambridge University Press.

Kelly R. (1996) 'Language counselling for learner autonomy', in **Pemberton R. et al. (eds.)** *Taking Control: Autonomy in Language Learning.* Hong Kong: Hong Kong University Press: 93-113.

Mozzon-McPherson, M. (2002). 'Language advising'. Subject Centre for Languages, Linguistics and Area Studies Good Practice Guide. Retrieved 29 July 2008, from http://www.llas.ac.uk/resources/gpg/93.

Appendix 1: A fictional dialogue between learner and advisor

L = Learner A = Advisor

1. L	I have to give a presentation at the end of the semester for my Freshman English class. I don't like to speak in front of the class because my English is not good. But, I try hard. Usually, we have to present in pairs. This is okay because the last time, my friend Paddle* helped me. But, this time, I have to present by myself. Advisor, I feel stressed. I don't want to fail the class, but it is really difficult to stand in front of my friends and speak English. What should I do?
2. A	Well, Up a Creek, it's wonderful that you are working so hard. You seem to be very eager to do well in English. Can you tell me why you are so nervous to speak in front of class?
3. L	I can't speak English well.

4. A	Do you feel the same when you are speaking Japanese in front of class? Or is it only when you give presentations in English?
5. L	(Thinks about it) um. A little the same. I…I don't like presentation.
6. A	(Waits to respond to allow the learner to say more…silence…) Okay. Can you think of a situation when you are doing a presentation (pause) Okay? Now, can you tell me what the problem is?
7. L	mm, I don't remember all the words sometimes. I don't want to make mistake.
8. A	So, you have difficulty trying to remember the words for your speech.
9. L	Yes. (silence)
10. A	Can you tell me how you prepare for your presentation?
11. L	uh? one more?
12. A	When you have to speak in front of people, how do you practice?
13. L	I, I write down the presentation and memorize it. But I forget words sometimes and get nervous. Then I have to read the paper and I lose points because the teacher want eye contact.
14. A	So, is memorizing your presentation helpful?
15. L	(Thinks) Yes…No…Sometimes it's difficult
16. A	Okay, so memorizing is not very useful to you. Can you think of a better way to prepare for presentations?
17. L	Eh?...eeeh?
18. A	What can you do to remember words?
19. L	(Silence) …
20. A	(Waits) …
21. L	(More silence) …
22. A	How do you study vocabulary?
23. L	I make vocabulary cards and write sentence and I review the cards on the train.
24. A	That's an excellent idea! Can you think of how you can do the same thing for your presentations?
25. L	I write my presentation on cards and study it?
26. A	You could do that. But wouldn't it be difficult to write the whole presentation on cards?
27. L	(Thinks) eeh?..what should I do then?
28. A	Well, how about making note cards?
29. L	Note card?

30. A	When I have to give a speech, I find it useful to make small note cards with important points written on it. This way, I can remember what I want to say easier. Do you know what I mean?
31. L	Mm, maybe
32. A	(Shows learner how to make a note card and demonstrates how to use it) Does this seem useful to you?
33. L	Ahh. I think useful. I can try.
34. A	How about we make one now, okay? (Makes sample with learner using information from presentation). Now, let's see if it works for you. Can you do a one-minute presentation for me?
35. L	Eh? Now?
36. A	Yes, just one minute. Use the card for reference.
37. L	(Gives one minute presentation)
38. A	(Listens attentively) Well done Up a Creek. Do you think this will help you to remember words for your presentation?
39. L	mm, I think useful. I will try. I can practice with Paddle.
40. A	Sounds good! Please come and see me again and let me know if the note cards helped you.
41. L	Okay. Thank you

Appendix 2: An examination of the macro- and micro-skills used in the advising session

Line	**Skill**	**Comment**
2	Supporting Questioning	The advisor starts of with a positive comment to create trust. Then, immediately begins questioning to encourage the learner to think about the problem.
4	Linking	The advisor seeks to discover if it is a language problem or an affective issue. The learner's response does not add much clarity.
6	Attending Questioning	The advisor waits for the learner to speak rather than filling the empty silence. When there is no response, the advisor resumes the same line of questioning
8	Restating	The advisor confirms the problem ensuring that both parties are working towards the same goal.
10	Questioning	The advisor resumes the line of questioning to try to get to the root of the problem.
12	Paraphrasing	Simplifying the question but remaining focused on the message. The learner offers a more substantial reason for not liking presentations than "My English is not good."

14	Questioning Guiding	The advisor tries to help the learner explore past study habits to see how effective they are. It is important for the learner to understand for himself if the learning strategy is useful. Only then can he be open to new experiences.
16	Restating Guiding	By repeating this, the learner is committing himself to a new or different study method. The advisor tries to help the learner develop a new learning strategy.
18	Questioning	The learner having abandoned his method of learning is at a loss as to what to do next. The advisor continues the questioning strategy in the hope that the learner discovers a new way of learning.
20	Attending	The advisor gives the learner time to formulate a reply. When there is still no reply, the advisor tries yet another line of questioning.
22	Questioning	The advisor tries to provide a connection to the learner's present study habits and the learning problem, in the hope that the learner can find a way to study before the advisor makes a suggestion.
24	Giving feedback/ Supporting / Guiding	The advisor acknowledges and praises the effort the learner is making. The advisor continues to elicit to try and get the learner to formulate a new strategy
26	Supporting Guiding	Even though the learner has not arrived at a manageable goal, he is thinking of a new method showing a new self-awareness The advisor continues the questioning to encourage deeper thought
28	Guiding	As the learner seems to be getting frustrated, the advisor makes a suggestion
30	Empathizing	This shows the learner that the advisor understands and shares his experience
32	Modeling	This helps the learner to understand how to employ the new method
34 & 36	Modeling	It is important for the learner to leave a session with something concrete. It could be just a list of points raised by the learner during the session, but it helps the learner to feel a sense of accomplishment.
38	Attending Summarizing	To focus attention on the learner To bring the learner back to the main focus of the discourse
40	Conclusion	Bringing the session to an end and encouraging the learner to come back for a follow-up to check progress.

AN ANALYSIS OF LEARNER STRATEGIES AND LEARNER AUTONOMY IN JAPANESE BOOKS FOR ENGLISH STUDY

英語学習本を通じて見られる学習ストラテジー：学習者自律への影響

TO JOIN A DISCUSSION ON THIS PIECE, CLICK HERE:"LL16.1_IIDA"

ATSUSHI IIDA
(INDIANA UNIVERSITY OF PENNSYLVANIA, PENNSYLVANIA,USA)

飯田 敦史
EMAIL:A.IIDAAT MARKIUP.EDU

本研究の目的は、日本で出版されている英語学習本を通じ、日本のコンテクストにおける英語自律学習の動向を明らかにすることである。本稿では、学習ストラテジーと学習者自律に関する先行研究に言及し、30人の著者による英語学習本の中で紹介されている学習方法や学習ストラテジーを検討する。この結果、すべての英語学習本は、self-management ストラテジーの重要性を主張するという点で一致する一方、日本のコンテクストにおいて英語学習者の自律心を育成するのにふさわしい日本特有の学習方法があることが明らかになった。本稿は、これらの結果を踏まえ、日本の英語教育における学習ストラテジー訓練の導入について議論する。

The aim of this study is to investigate learner autonomy in the Japanese context through a survey of Japanese books for English self-study. The paper begins by reviewing the literature on learner strategies and learner autonomy before presenting a survey of 30 self-help guides to learning English published in Japan. The survey found that, similar to previous research on learner strategies, an emphasis on self-management strategies was a common feature in all the self-study guides. However, the survey also revealed that the Japanese self-study guides shared some approaches that are particularly appropriate for fostering learner autonomy in the Japanese context. The paper ends by discussing these approaches and considering measures for introducing strategy training in Japanese classroom settings.

INTRODUCTION

English language teaching (ELT) in Japan has been gradually changing. With a goal, set by the Ministry of Education, of cultivating 'Japanese with English Abilities' (MEXT 2002), the focus of ELT has shifted from teaching the grammatical aspects to developing communicative language proficiency. However, Japanese teachers of English in middle and high schools are inclined to use traditional approaches such as Grammar-Translation or Audiolingual methods because they believe that success in the university entrance examinations hinges on accurate memorization of vocabulary and discrete grammatical items rather than language use. The pressure exerted on students and teachers to succeed in entrance examinations leads to the situation where teachers are unwilling to change their teaching practice and relinquish control over their students' learning and students are also reluctant to assume control themselves.

At the same time, the fact is that, even in this environment, some Japanese learners of English do become successful autonomous learners. The concept of learner autonomy is very important in considering the time currently given to English education. Classes present some limitations to what students can learn, but autonomous language learning ability fostered through a class is unlimited. Developing learner autonomy enables students to be more self-directed and to understand how they can learn English by themselves both inside and outside class.

From this viewpoint, understanding successful learners' strategy use can provide students with possibilities to gain success in language learning and more specifically, to learn to listen to, speak, read, and write the target language for communicative purposes even in an unsupportive environment where English is taught as a means for passing entrance examinations.

This study starts with a review of research into learner strategies and considers the importance of particular strategies for learner autonomy. Next, a survey of 30 Japanese self-help guides to learning English is presented and the strategies for learning that are introduced in these guides are analyzed and discussed. Lastly, this study provides suggestions regarding how Japanese teachers of English can introduce strategy training in classroom settings.

RELATIONSHIP BETWEEN LEARNER STRATEGIES AND LEARNER AUTONOMY

Learner strategies facilitate language learning and contribute to L2 development. Richards and Schmidt (2002) state that an L2 learning strategy is an intentional or potentially intentional behavior implemented with the goal of learning. In addition, Wenden (1991) defines learner strategies as "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so" (p.18) and develops her argument: active or successful language learners are inclined to be willing to use these strategies in language learning, but what strategies can be used varies according to the learner. In short, strategy use is determined by individual differences including attitudes, aptitudes, preferences or learning styles, and it has positive impacts on L2 learning.

Previous studies have indicated the importance of developing metacognitive strategies to foster learner autonomy (e.g. Thanasoulas, 2000; Wenden, 1991). Wenden (1991) categorizes learner strategies into two groups: cognitive (select input, comprehend input, store input and retrieve input); and self-management (planning, monitoring and evaluating), and highlights the significance of developing the latter strategies to encourage learners to become self-directed. Metacognitive strategies, which can allow learners to use any appropriate strategies for tasks or their goals, are regarded as one of the most important factors in language learning. Success in learning very much depends on learners having a responsible attitude toward their own learning (Sharle & Szabo, 2000). Therefore, learners are encouraged to develop a sense of responsibility and have positive attitudes in making decisions regarding their learning so as to become autonomous.

Autonomous learners have a capacity to use metacognitive strategies and utilize other strategies appropriate for their purposes in language learning. Wenden (1991) points out two attitudes necessary for promoting learner autonomy: "willingness to take responsibility for one's learning and confidence in one's ability as a learner" (p.59). As has been mentioned above, Japanese high school classrooms tend not to foster these attitudes in students, due to an anxiety about university entrance examinations which discourages both teachers and students from adopting a more learner-centered approach. It is interesting, therefore, to examine a body of literature that has been produced in the Japanese context which advocates autonomous learning.

In this study, two questions will be addressed:

- Do Japanese self-study guides for English share a common view of learner strategies and learner autonomy with that defined by scholars?
- What strategies do these guides advocate to develop communicative language proficiency in an unsupportive environment where success depends largely on their individual efforts and initiative?

SURVEY

In order to investigate the relationship between learner strategies and learner autonomy, 30 self-study guides of English were randomly selected on the basis of the title of books such as 'this is how I learned English' or 'this is how I mastered English' (see Appendix 1). The approaches to English learning presented in the books were associated explicitly with the authors who are assumed to be highly successful or communicative English learners. They had some commonalities

in their background: they were born in Japan; they began to study English, in earnest, after the age of 11 or 12; they had studied English primarily in Japan without studying abroad in English speaking countries; they had few situations where English could be used in their daily lives; and they currently worked using English.

Data were collected by extracting descriptions of learning styles from each book. Since all the books were published in Japanese, data presented in this study have been translated from Japanese to English. Data analysis consisted of the grouping of similar descriptions of learner strategies given by 30 authors and counting how many of them used each category of learner strategies so as to clarify common strategy-use among them.

RESULTS

SELF-MANAGEMENT STRATEGIES

Table 1 shows the 30 authors' English learning approaches. Their approaches varied from author to author, but all of them reported the intentional creation of opportunities for themselves to use English in their daily lives and describe how they found their own ways to learn the language by trial and error. In addition, almost all authors report becoming responsible for their own learning by setting up short-term and long-term goals and keeping a strong motivation to achieve their goals. In short, a commonality among these learners was the use of self-management strategies in their learning.

Most of the authors seemed to regard language learning as a long process, indicating that they studied English everyday with continuation and repetition. In a series of learning processes, they emphasized the significance of keeping a balance between input and output. Specifically, one author recommended focusing on 'input' in the early stages of language learning, and then putting a special importance of generating output of what was learned. In addition, keeping an equal balance among the four skills of listening, speaking, reading and writing, rather than focusing on just one skill was also an important strategy in their language learning,

Along with these learning approaches, minor and unique views included: ignoring strange 'superstitions' or 'delusions' (e.g. it is impossible to learn English without studying abroad for a long time); or working on English learning

Table 1: Learning strategies in 30 Japanese self-study guides to English (n=30)

Learning Strategies	Number
Intentionally creating one's own opportunities to use English.	30
Finding one's own way to learn English (with trial and error).	30
Studying English with a strong motivation while setting up short term and long term goals.	26
Studying English every day (with continuation and with repetition). Regarding English study as a habitual action.	26
Putting a special emphasis on 'quantity' rather than 'quality'.	18
Spend much time on input at the beginning stage and then focus more on output. Keep a balance between input and output in learning	17
Making errors work. (Studying English without being worried about mistakes)	15
Studying listening, speaking, reading, and writing equally, not focusing on just one skill.	6
Selecting teaching materials appropriate for one's own ability by taking TOEFL or TOEIC.	5
Finding weak points in English learning and resolving.	5

while imagining oneself as a successful language learner.

One of the principal findings is that the authors of the self-study guides that were surveyed all presented themselves as autonomous learners who have a positive attitude towards language learning and take charge of their learning. As the above table illustrates, authors were inclined to find and apply their own approaches to their English learning and to study the target language with a strong motivation while setting up not only short-term but also long-term goals in their language learning. These features mirror the theory of autonomy and learner strategies: successful or active learners are those who take "responsibility for one's own learning and confidence in one's ability as a learner" (Wenden, 1991, p. 59). They also support the concept which considers autonomy as "learner's internal attitude" (Usuki, 2002, p.1).

JAPAN-SPECIFIC LEARNING STRATEGIES

While the findings in this study support the results of previous studies of learner autonomy, they also reveal a variety of unique learner strategies or learning approaches among this group of successful Japanese learners of English which related specifically to English learners in the Japanese context (see Appendix 2).

For instance, all the guides advocated intentionally creating situations where they had to use English for their self-study. This approach is closely related to one of the typical features of language learning in EFL Japanese contexts: a limited opportunity to use the target language in their daily lives. Textbooks are the primary mediator between learners and English in and out of class, and this limitation restricts their development of English proficiency in EFL contexts (Iida, 2009). A major reason why Japanese learners have been so dependent on the textbooks is not simply because the use of textbooks issued by the Ministry of Education is mandatory in public schools, but because the content of textbooks (e.g. grammatical structures and vocabulary items) and that of the nationwide university entrance examination, the National Center Test for University Admissions, are inseparable. Hence, Japanese learners must study English primarily using the textbooks to earn high scores and pass the examination. From this viewpoint, it was crucial for authors to find ample opportunities to use English by going beyond classroom settings and to incorporate their English use into their lives in order to compensate for the limited time and opportunity to use the target language. This perspective is also associated with the concept of 'quantity' rather than 'quality' in their self-study. 'Quantity' referred to the amount of time to practice English and thus the word, 'repetition', 'continuation', or 'habit' was the key to English language learning.

Self-study guides advocated a positive attitude toward language learning. Some authors studied English by making errors work; others emphasized the importance of 'forgetting' and developed a recursive process of 'memorizing-forgetting-memorizing'. They regarded 'error' and 'forgetting' as being necessary in language learning. This approach provides an interesting relationship between autonomous learning through self-study and English learning in the classroom. In general, EFL Japanese students are not allowed to make mistakes in the classroom, where 'accuracy' is much more focused on than 'fluency', and those who make many mistakes and cannot memorize grammatical features are labeled as less successful learners. On the other hand, the authors of English self-study books seemed to consider that making errors or forgetting is a natural process in language learning which no one can avoid as they try to improve their language proficiency. That is why the concept of 'repetition' or 'continuation' was important to their learning. In this way, situating language learning as an on-going process could allow these authors to take a positive attitude towards their learning while reducing the degree of negative feelings regarding mistakes and forgetting which affect L2 learning.

In addition, some of the self-study books indicated the significance of equally developing listening, speaking, reading, and writing skills through maintaining a good balance of the four skills in self-study. Developing both receptive and productive skills in self-study was important to this group of successful learners, because the English which they had been taught in school was focused on grammar and translation from L1 to L2, and language learning was not for

communicative purposes. For that reason, they needed to take approaches different from what was experienced in preparing for high school or college entrance examinations. More specifically, many of them attempted the following: to listen to authentic English (e.g. NHK [Nihon Hoso Kyokai] radio programs, AFN, FEN, CNN, BBC, etc…); to read interesting publications (e.g. Time, Newsweek, Readers Digest, novels, etc…); and to speak and write English in the same way as native speakers of English do. In other words, imitation is also another crucial strategy. Thus, finding access to 'authentic' English and imitating are the key strategies which could enable this group of Japanese learners of English to be successful without studying abroad in English speaking countries.

SUPPLEMENTING CLASSROOM ENGLISH

Learner strategies which were described in Japanese books on English study demonstrate some successful models of English learning. These models are necessary not only for students but for teachers also. Japanese teachers of English are required to teach English within a limited context, but it is quite difficult to teach every aspect of the target language within the school curriculum. Hence, the concept of learner autonomy comes to be important, and it is necessary to teach students what strategies are available and how the strategies can be used in language learning. Strategy-training is one of the crucial perspectives in EFL contexts to encourage students to become self-directed. While Japanese books for English study illustrate effective learner strategies and learning styles for EFL Japanese students, teachers should keep in mind that these strategies are not everything and that they are not always applicable to every student. It is, therefore, crucial for Japanese teachers of English to show students as many strategies as possible and have them choose ones which are most appropriate for their own language learning.

As long as entrance examinations keep pressure on both teachers and students, few people from either group are likely to think of the development of learner autonomy as being actually desirable and practicable. In addition, it may be difficult for teachers to change their classroom practices and approaches to enable students to become autonomous learners. However, as this study reveals, there do exist some suitable learner strategies for developing learner autonomy and some Japanese learners of English do become self-directed learners even in this unsupportive environment where English has been taught as a means for passing entrance examinations rather than for developing communication skills. Understanding these strategies will provide Japanese teachers of English with opportunities to gain awareness of the importance of fostering autonomous learners and to consider how effectively the teachers can introduce strategy training in a given context. Language learning is an on-going process and it may take a long time for EFL Japanese students to become autonomous learners; however, it is crucial for Japanese teachers of English to give students some clues to become self-directed in their language learning and help them to develop their autonomy in classroom settings by extending beyond the perspective that they have been studying English as a means for passing entrance examinations.

REFERENCES

Iida, A. (2009). Research in weblog pedagogy: Blogging and developing learner autonomy in a JFL context. *The Language Teacher*, *33*(2), 3-7.

MEXT (2002). Developing a strategic plan to cultivate "Japanese With English Abilities": Plan to improve English and Japanese abilities. Retrieved February 14, 2009, from the Ministry of Education, Culture, Sports, Science and Technology Web site: http://www.mext.go.jp/english/news/2002/07/020901.htm

Richards, J. C., & Schmidt, R. (2002). *Dictionary of language teaching & applied linguistics*, third edition. Harlow: Longman.

Scharle, A., & Szabo, A. (2000). *Learner autonomy: A guide to developing learner responsibility.* Cambridge: Cambridge University Press.

Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered? *The Internet TESL Journal, 6*(11), 1-12.

Usuki, M. (2002). Learner Autonomy: Learning from the Student's Voice. *CLCS Occasional*

Paper, 60, 1-37.

Wenden, A. (1991). *Learner strategies for learner autonomy*. London: Prentice Hall International.

APPENDIX 1

SELF-STUDY BOOKS (REFERENCES)

Aoyama, S. (2002). *Kosodate shuhuno eigo benkyou hou*. Tokyo: Chukei Shuppan.

Chino, E. (1985). *Gaikokugo joutatsu hou*. Tokyo: Iwanami Shinsho.

Foresight-Henshubu. (2003). *Eigo ga dekiru! Seikoshita hyakunin ga oshieru "taiken teki" eigo jotatsu hou.* Tokyo: Shinchosha.

Hirata, Y. (1996). *Watashi wa kou shite eigo wo seihuku shita*. Tokyo: Goma Shobo.

Ishii, S. (2003). *Eigo ga dekiru*. Tokyo: Shinchosha.

Ishii, T. (2000). *Eigoryoku wo ageru jissen benkyo hou*. Tokyo: Bere Shuppan.

Kato, K. (1997). *Eigo wo manabu nara konna huni*. Tokyo: Nihon Hoso Shuppan Kyokai.

Kobayashi, K. (2001). *Eigo no kusuri*. Tokyo: E-frontier.

Matsumoto, M. (1990). *Watashi wa koshite eigo o mananda*. Tokyo: Seishun Best Shuppansha.

Noguchi, Y. (2004). *Cho eigo hou*. Tokyo: Kodansha.

Okamoto, K. (1996). *Saikyo no eigo joutatsu hou*. Tokyo: PHP Shinsho.

Ozaki, Y. (2001). *Otona no tame no eigo gakushu hou*. Tokyo: PHP Shinsho.

Sasano, Y. (2000). *Yonjusai kara no eigo dokugaku hou*. Tokyo: Kodansha.

Shiono, M. (2002). *Tatta sankagetsu de eigo no tatsujin*. Tokyo: Shodensha.

Shinmyo, M. (1994). *Yonjukkakokugo shuutoku hou*. Tokyo: PHP Shinsho.

Tokunaga, T. (2001). *Eigo ga joutastu shinai no niwa wake ga aru*. Tokyo: Sunmark Shuppan.

Yamada, A. (2001). *Eigo ga kakujitsu ni minitsuku gijyutsu*. Tokyo: Kawadeshobo.

Yasui, K. (1999). *Onna wa eigo de yomigaeru*. Tokyo: Hamano Shuppan.

Yasukochi, T. (2001). *Otona no yarinaoshi eigo gakushuu hou*. Tokyo: Kodansha.

Yoshii, Y. (1996). *Eigo cho dokugaku hou*. Tokyo: Nan'un-do.

Yoshida, S. (2001). *Sanjugosai kara eigo wo zettai ni minitsukeru hou*. Tokyo: Chukei Shuppan.

APPENDIX 2

30 AUTHORS' LEARNER STRATEGIES ACCORDING TO THE FOUR SKILLS

LISTENING STRATEGIES

Listening to Japanese radio programs for English learning (e.g. NHK radio program). • Listening intensively and gaining awareness of pronunciation, rhythm, and intonation. • Imitating pronunciations of a native speaker of English. • Memorizing structures by listening over and over again.
Listening to US radio programs (e.g. AFN, FEN etc...) • Listening extensively and focusing on the comprehension of the content rather than the meaning of each sentence. • Listening for five minutes a day being aware of 'what is the main point' in the content. • Being accustomed to rhythm and speed in English speech. • Putting an emphasis on speech acts: intonation, speed, pitch, and accent. • Imitating a MC's speech acts.

Watching TV programs. (e.g. CNN, BBC, NHK bilingual news, etc…)

- Trying to get accustomed to speed spoken by native speakers of English while studying new words.
- Listening extensively.

Watching Hollywood movies.

- Watching movies in Japanese once, and then watching them in English without subtitles.
- Watching same movies over and over again. (Start with subtitles and then take them out.)

Using audio materials sold in book stores. (e.g. 'English Journal', 'Hearing Marathon')

- Shadowing.
- Taking the dictation of 100-200 word descriptions listening by repetition.

Listening to US President's speech

SPEAKING STRATEGIES

Finding opportunities to speak English:

- Attending private conversation school
- Making friends with native speakers of English and talking to them.
- Practicing a conversation with Japanese friends who have the same proficiency levels.
- Trying to continue to speak English ignoring correct use of grammar or pronunciation.

Talking to oneself

- Imagining a specific situation and a person with whom he/she talks.
- Talking to a wall with consideration of contexts.
- Being conscious of situation, human relationship, and function of language.
- Asking oneself 'how do you say in English', and answering the question in daily life.

Imitating the way native speakers of English speak.

- Observing speech acts of native speakers of English.
- Imitating speech acts by asking colleagues from English speaking countries to teach correct pronunciation and its mouth shape.

Reading aloud of textbooks

- Putting a special emphasis on accurate pronunciation.
- Listening to radio program and practicing, by repetition, basic structure of sentences.
- Reading aloud of textbooks used in a middle school and memorizing structures.
- Reading aloud for thirty minutes a day, and trying to change one's facial expressions, or voice tones depending on the content of the reading.
- Continuing to read aloud of favorite sentences until he/she memorizes them.

Describing a situation in English.

- Explaining, to oneself, what he/she is doing right now (e.g. cooking)
- Describing somebody's behavior or what is seen in a specific situation.

Karaoke training
- Imitating how a musician sings a song and improving his/her habits in speaking English.
- Being aware of liaison or rhythm rather than speed in songs.

Tape-recording one's speech and comparing it to that of native speakers of English
- Improving pronunciation by recognizing the difference between his/her speech and that of native speakers of English.

Debating
- Being conscious of logic in speaking English.

READING STRATEGIES

Reading interesting or favorite books:
- Trying to comprehend the content in English without any process of translating.
- Reading interesting essays or articles extensively.
- Focusing on the content, not grammar.
- Considering a balance between intensive and extensive reading depending on learning stage.
- Reading same articles twice: Trying to understand the summary (top-down approach) in the first reading; and then checking the content word by word (bottom-up approach).
- Guessing meanings of new words

Reading newspapers or magazines
- Trying to read English sentences, as they are, without translation to Japanese.
- Trying not to read articles with Japanese translation.
- Guessing meanings of new words from the context, and looking at them in the dictionary.
- Reading an article a day and writing a short summary.
- Reading a newspaper every day.
- Reading Readers Digest for ten minutes every night before going to bed.

Reading English poems or short stories

WRITING STRATEGIES

Imitating writing styles of native speakers of English
- Practicing writing with imitation of writing formats (e.g. business letters)
- Increasing repertoires of writing via email exchange with native speakers of English.

Emailing Japanese friends in English
- Being aware of writing extensively without being worried about making mistakes.

Keeping diaries in English
- Having somebody (Japanese as well as native speakers of English) check one's writing.

Writing one's argument about some topics.

Working on free writing about one's interests.

Studying writing patterns by reading many English articles, and increasing writing repertoires.

PEDAGOGY FOR AUTONOMY AND EDUCATIONAL SUCCESS – WHAT RELATION?
A MULTI-DISCIPLINARY SCHOOL PROJECT
オートノミーと教育上の成功：どんな関係？学際的学校プロジェクト

TO JOIN A DISCUSSION ON THIS PIECE, CLICK HERE."LL16.1_BARBOSA"

ISABEL BARBOSA
(UNIVERSITY OF MINHO, PORTUGAL)

イザベル・バルボサ

EMAIL:ISABELMARIABARBOSAAT MARKGMAIL.COM

ポルトガル・ブラガ在住のイサベル・バルボサは1975年に教職に就いた。1993年にオートノミーのための教育学の研修に参加して以来、この教授法に関心を寄せている。教員そして教員教育者としてミンホ大学に約14年勤務。昨年度、サ・デ・ミランダ高校（Secondary School）に戻り、現在はそこで英語を教えている。本稿では、イサベル・バルボサが、オートノミーのための教育学への取り組みを通した、個人そして専門家としての継続的成長について語る。他の分野の同僚たちとの協働プロジェクトとして、オートノミー促進を試みる方法を探究し始めたのは、高校での教育に戻ってからのことである。この協働が、教育的革新、大会発表、そして生徒も巻き込んで開催する公開セミナーへとつながっていった。これらの総合的観点から、バルボサは、小さな変化がプロジェクトの初期の成功の中核となったと認識する。調査結果が報告され、2年目にはプロジェクトにさらなる同僚の参加があるということで、本稿は楽観的な兆しのもとにまとめられている。

PEDAGOGY FOR AUTONOMY – A MATTER OF ENTHUSIASM

The development of learner autonomy has been one of my professional priorities since 1993. If it is true that I had been a "restless" secondary school teacher of English and German for about 18 years, I must admit that getting acquainted with the theory and practice of pedagogy for autonomy (see Barbosa, 2008) didn't make me a more "tranquil" teacher. In fact, broader horizons stimulate the need to go further, and the further you reach, the more you realise how much there is to be explored. In my case, personal and professional growth has been the rewarding result of this process of permanent search.

Trying to implement a pedagogy for autonomy, either as a language teacher or as a teacher educator, means focusing on the Other, which necessarily implies looking at practice in a more (self-) critical way. As you teach how to learn, you learn how to teach, developing your own autonomy while trying to help your students become more autonomous learners and citizens.

In this process, I have learnt that autonomy development is a collaborative endeavour, rather than a matter of independence, and the more I have grown, the more I have needed to share knowledge and experience with others. This has been a source of enormous professional satisfaction, and after 33 years of teaching practice I feel as enthusiastic as at the beginning of my career, because I know that I am still growing, and I am in good company.

AUTONOMY DEVELOPMENT – A MATTER OF COLLABORATIVE COMMITMENT

After working as a Foreign Language Teaching Methodology teacher and teacher educator at the University of Minho for 13 years, I returned to my former secondary school as a teacher of English. Although I hadn't lost contact with the

school reality, as a supervisor of student teachers in training, I was aware of the new challenges of this change in my professional life. It was the same school, but school wasn't the same as in 1994. Neither was I, and my previous experience in the field of pedagogy for autonomy made me feel the need to give continuity to the work I had been involved in at the university. I started implementing aspects of pedagogy for autonomy with my 10th year students, but knowing that my individual action would bring about very limited results, I designed a collaborative project that might involve other colleagues, from other disciplinary areas.

The project, whose objectives were (i) to promote the integrated development of competences, (ii) to promote practice coherence, with reference to curriculum objectives, and (iii) to promote professional dialogue, was approved by the School Pedagogical Board[1] and became part of the School Annual Plan of Activities. All 10th year teachers were informed about the initiative at the end of the first term, but some teachers of other levels heard about it and came to me asking if they could join the project. So, this made it possible to form a multidisciplinary group of 20 teachers (including 11th and 12th year levels) interested in experimenting what for most of them was a new pedagogical approach.

In January 2008, we started working as a group, and the first meetings were dedicated to the discussion of the concept of autonomy and some forms of operationalising it. I shared some of the materials I had designed for my classes, and some of these were analysed according to parameters of pedagogy for autonomy (Vieira, 2001: 97-100) (see Appendix 1). Some colleagues adopted or adapted some of the examples provided, while others designed their own materials, according to the aspects they decided to focus on.

In the English teaching context, the teachers involved in the project experimented different strategies, aiming at the integrated development of the communicative and learning competences. Although most of the things we did – engaging the learners in systematic experimentation, reflection, negotiation and regulation practices – were not extraordinarily innovative, they were new to most students, and are not part of most teachers' practices in our educational context. Therefore, I thought that our project deserved disseminating more widely, and I invited two of my colleagues to make a joint presentation at the annual conference of the Portuguese Association of Teachers of English, which was held in May; in July, a Maths colleague accepted my invitation to present with me at the GT-PA (Working Group-Pedagogy for Autonomy) conference at the University of Minho. A Philosophy colleague couldn't be present, but I represented her, making reference to a paper (Barbosa & Cerqueira, 2008) we had written for "Cadernos 5"[2], which was distributed to all conference participants. We got very positive feedback from colleagues, who saw this project as an extension of GT-PA. However, these colleagues, who came from other schools, found the project a good idea, but considered it difficult to put into practice, not only because there is no culture of collaboration in our schools, but also because it hasn't been easy for teachers to cope with all the recent changes imposed on them by the Ministry of Education.

At the end of the school year, the project was very positively evaluated by the team members, and all the respondents to the evaluation questionnaire (see Appendix 2) stated their willingness to continue this work, despite the difficulties they had experienced and modest results achieved.

In October we organised a public seminar to inform the whole community about our work. The seminar was open to all the school teachers, students, the representative of the Parents Association, and teachers from all the other secondary schools in Braga. To make this seminar not only informative but also formative, I invited my friend Flávia Vieira to make a presentation on the theme of our project, which she kindly accepted to do. And as students are at the centre

1 This Board is formed by the Head of the Executive Board and all Department Coordinators, who approve the Annual Plan of Activities, in accordance with the School Educational Project.

2 "*Cadernos*" is a GT-PA publication, which includes articles, papers and teaching materials authored by members of the group.

of the whole process of autonomy development, we thought we should give voice to some of those directly involved, but only two accepted the challenge to participate. They took it very seriously and appreciated the chance to express their opinions on pedagogical matters in public. Their presence was considered one of the strong points of the seminar, and some of the teachers didn't miss the opportunity to get the students' perspectives on the project. The students' views confirmed our belief that a learner/learning-centred approach is a valuable means to foster their success as learners, mainly if teachers work in a concerted way.

We'll try to repeat the experience, engaging as many students as possible, both as presenters and as participants, because their voices can have a stronger impact on the most sceptical members of the audience.

PEDAGOGY FOR AUTONOMY TOWARDS EDUCATIONAL SUCCESS – A MATTER OF HOPE

We are aware that this project is just the beginning of what may become an important change in our professional life, and in the academic life of our students. As many of these have started realising that they *do* play the most important role in the learning process, we all have become aware that it is up to us to give them this chance.

After the seminar, a few more colleagues became members of the team. This gives us reasons to hope that it is possible to swim against the tide of professional demotivation and dissatisfaction, making it easier to promote learner and teacher autonomy. We have come to understand this as "the competence to develop as a self-determined, socially responsible and critically aware participant in (and beyond) educational environments, within a vision of education as (inter)personal empowerment and social transformation" (Raya et al., 2007: 1).

REFERENCES

Barbosa, I. (2008). Getting on the autonomy train – a life-changing experience. *Independence, Newsletter of the IATEFL Learner Autonomy Special Interest Group,* 44: 7.

Barbosa, I. & Cerqueira, B. (2008). Pedagogia para a autonomia e sucesso educativo – que relação? Testemunhos sobre um projecto multidisciplinar em curso na Escola Secundária Sá de Miranda. In F. Vieira (Ed.) *Cadernos 5 – Grupo de Trabalho - Pedagogia para a Autonomia.* Departamento de Metodologias da Educação do Instituto de Educação e Psicologia da Universidade do Minho: Braga.

Raya, M.J., Lamb, T. & Vieira, F. (2007). *Pedagogy for Autonomy in Language Education in Europe: Towards a Framework for Learner and Teacher Development.* Authentik: Dublin.

Vieira, F. (Ed.) (2001). *Cadernos 2 – Grupo de Trabalho - Pedagogia para a Autonomia.* Departamento de Metodologias da Educação do Instituto de Educação e Psicologia da Universidade do Minho: Braga

Please note, this article has been reprinted with the author's permission from Independence 45, the newsletter of the IATEFL Learner Autonomy SIG.

APPENDIX 1

PLANNING AND EVALUATING A LEARNER DEVELOPMENT ACTIVITY

GUIDING QUESTIONS

The following questions aim at helping teachers plan and/ or evaluate a Learner Development Activity (LDA), i.e. any activity that seeks to develop learning competence (willingness and ability to learn = readiness to manage learning). Sections A-C refer to general characteristics of the LDA; Section D focusses on the learners' roles in accomplishing it; Section E is a self-regulation checklist for the teacher who seeks to develop a pedagogy for autonomy.

A. TRANSPARENCY/EXPLICITNESS

- WHAT: What aspects of the learning competence are involved in the LDA?
- WHAT FOR: What are the LDA aims/ purposes?
- WHY: What is the rationale of the LDA?
- HOW: What tasks increase the learners' willingness and ability to learn? How ex-

plicit are the answers to the above questions in the learning material? Are there strategies to compensate for lack of explicitness?

B. INTEGRATION

- Is the development of learning competence articulated with the development of communicative competence, i.e. does the LDA comprise both learner training and language training as integrated purposes?
- In case the LDA solely focusses on the learning competence, what strategies are used to increase the learners' perception of the relevance of the activity in terms of language improvement?

C. APPROPRIATENESS TO CONTEXT/ MEANINGFULNESS

Does the LDA…

- require a diagnosis of the learners' readiness to accomplish it?
- Does it respond to the learners' characteristics, interests and needs?
- Does it build on the learners' previous knowledge and experience?
- provide authentic and useful learning experiences?
- involve competences that can be transferred to other learning situations?
- promote progress in the learners' learning competence?

D. LEARNER ROLES TOWARDS SELF-DIRECTION

LDAs may involve learners in a variety of roles. Each LDA should have a particular focus. The questions below may help you to determine it.

REFLECTION

Does the LDA allow the learners *to develop language awareness*?

- Formal properties of language
- Pragmatic properties of language
- Sociocultural aspects

Does the LDA allow the learners *to develop learning awareness*?

- Sense of agency (self-control, self-esteem, self-confidence)
- Attitudes, representations, beliefs
- Preferences and styles
- Aims and priorities
- Strategies (cognitive, metacognitive, strategic, socio-affective)
- Tasks (focus, purpose, rationale, demands)
- Instructional/ didactic process (objectives, activities, materials, evaluation, roles, …)

EXPERIMENTATION

Does the LDA allow the learners *to experience learning strategies*?

- Discover and try out learning strategies in class
- Use learning strategies outside class
- Explore (pedagogical/ non-pedagogical) resource materials

REGULATION

Does the LDA allow the learners *to regulate learning experiences*?

- Monitor/ evaluate attitudes, representations, beliefs
- Monitor/ evaluate strategic knowledge and ability
- Assess learning outcomes and progress
- Identify learning problems or needs
- Set learning goals
- Plan their learning
- Evaluate the instructional/ didactic process

NEGOTIATION

Does the LDA allow the learners *to co-construct learning experiences*?

- Work in collaboration with peers
- Work in collaboration with the teacher
- Take the initiative, choose and decide

E. TEACHER ROLES TOWARDS LEARNER SELF-DIRECTION

The following questions may help teachers become more aware of their readiness and roles in developing a pedagogy for autonomy. Although

the ideal answer to the questions is YES, no teacher is an ideal teacher. In this sense, the checklist should be understood as a self-development instrument rather than an assessment tool. You may select or add questions which are more appropriate/ relevant in your own professional situation.

AM I WILLING TO... ? AM I ABLE TO...?

- Understand what is involved in language education and its role in school curricula
- Understand the theory and practice of a pedagogy for autonomy (assumptions and principles; methodological approaches; research studies)
- See teaching as an inquiry-oriented, exploratory profession as situations are often unique, uncertain and problematic
- Challenge routines, conventions and traditions (be subversive if necessary)
- Share my personal theories and practices with peers
- Encourage the learners to be critical towards social and educational values and practices, and involve them in finding common solutions which seem appropriate (though not necessarily ideal)
- Share responsibilities and decisions with the learners
- Share my pedagogical beliefs with the learners
- Accept the fact that the learners may not share my own expectations, opinions or beliefs, and that it is not always easy or even desirable to reach a single conclusion or point of view
- Articulate the personal dimensions of learning (individual expectations, needs and interests) with the social/ interactive nature of the classroom culture
- Foster interaction where everyone has the right to speak and to contribute towards the co-construction of meanings
- Collect learner data so as to understand learning processes and their evolution (eg. through observation, questionnaires, diaries, interviews, checklists, etc.)
- Analyse learner data to find relevant cues to improve teaching and learning
- Find ways to take learning competence into account when assessing the learners (eg. through self-assessment)

402849
Escola Secundária Sá de Miranda
Direcção Regional de Educação do Norte

APPENDIX 2

PEDAGOGY FOR AUTONOMY AND EDUCATIONAL SUCCESS – WHAT RELATION?

QUESTIONNAIRE

The aim of this questionnaire is to collect data that may enable us to make a global evaluation of the work done within our project. Please give a sincere answer to all the questions.

A. What motivated you to join this project?

B. To what extent have you got involved in the work done so far? Choose (X) the statements that best correspond to your personal case:

1. Team meetings

Took part in all the meetings.	
Took part in some meetings.	
Took part in only one of the meetings.	
Didn't take part in any meetings, but kept informed about what was discussed there.	

2. Pedagogical intervention

Designed didactic materials focused on the learning process.	
Adopted/adapted materials used by colleagues.	
Implemented strategies/activities focused on the learning process	

If you have chosen any of these statements, please give examples of the main focus of the work done with the learners.

3. Peer-collaboration

Shared materials/experiences with team members

Shared ideas with colleagues about pedagogical issues, within the project.

Other forms of collaboration:

C. In a scale from 1 to 5, indicate your degree of satisfaction about the project. Justify your answer briefly.

1 – very dissatisfied 2 3 4 5 – very satisfied

D. Name what you consider to have been the positive and negative aspects of the project.

- Positive aspects:
- Negative aspects:

E. Would you like to give continuity to this work in the coming year?

YES NO

What do you suggest, in order to better meet the project objectives?

Thank you for your collaboration!

Isabel Barbosa

ANSWERS TO THE QUESTIONNAIRE (N=16)

A. Reasons for joining the project

- improve practice / increase knowledge about pedagogy for autonomy
- share/confront practices
- need for collaborative work
- reflect on pedagogic issues
- improve learners' active involvement
- curiosity/ interest in new approaches and innovative strategies
- participate actively in a relevant and useful school project

B Personal involvement

1. Meetings

- took part in (almost) all the meetings (8)
- took part in some meetings (7)
- took part in one meeting (1)
- didn't go to any meeting but kept informed about the work done (0)

2. Pedagogical intervention

- Designed learner development materials (3)
- Adopted/adapted materials used by colleagues (12)
- Implemented learner development activities/strategies (8)

3. Peer-collaboration

- Shared materials/experiences with team colleagues (7)
- Exchanged ideas with colleagues about pedagogic issues (12)

C. Degree of satisfaction

- 1—very dissatisfied (0)
- 2—dissatisfied (1)
- 3—neutral (3)
- 4—satisfied (6)

- 5—very satisfied (4)

N.B. One response was halfway between *satisfied* and *very satisfied*; one response was blank.

Justifications (positive)

- "this project 'made me' stop to think and change attitudes"
- enriching project
- fill in 'theory gaps'
- sharing of concerns, experiments and materials
- personal growth
- opportunity for critical reflection (on teaching and learning practices)

Justifications (negative)

- difficulties to meet
- unclear understanding of objectives
- irregular participation of team members
- low personal involvement

D. Evaluation

Positive aspects

- sense of 'not being alone'
- team work
- informal working atmosphere/ good interpersonal relationship
- sharing of pedagogic experiments, ideas, materials
- meeting colleagues from different disciplinary areas
- theoretical support
- 'waking up' for innovative approaches/ need to innovate
- project coordinator's role (enthusiasm, availability, sensitiveness, commitment, competence, patience)

Negative aspects

- late start
- lack of time for meetings
- meetings after classes (low motivation and productivity)
- unclear understanding of objectives
- "tiredness"
- time management

E. Willingness to continue

- Yes: 16
- No 0

Suggestions

- start activities at the beginning of school year
- early action planning
- clearer definition of objectives
- definition of common goals
- inclusion of the project in the teachers' timetable
- better coordination among team members
- more time for the project
- inclusion of more teachers from other disciplinary areas
- more sharing of materials
- more motivation and commitment on the part of team members
- more materials production

LESSONS FROM GOOD LANGUAGE LEARNERS, EDITED BY CAROL GRIFFITHS (2008). CAMBRIDGE UNIVERSITY PRESS.

ISBN: 978-0-521-71814-1

REVIEWED BY KAY IRIE (J.F. OBERLINE UNIVERSITY)

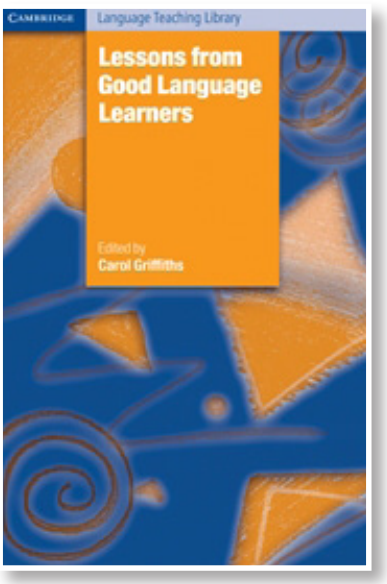
入江恵 (桜美林大学)

EMAIL:KAYIRIEAT MARKMAC.COM

Griffiths編集によるLessons from Good Language Learners は1975年にTESOL Quarterlyに掲載されたRubinのWhat the “good language learner” can teach usの30周年を記念して出版された書籍である。この論文がgood language learnerと言う研究概念を取り上げたことにより、その後、第二言語習得研究の対象がそれまでの教授法や習得メカニズムから学習者中心へと広がった。この本では動機づけ、年齢、学習スタイルと言った11の学習者要因 と語彙、文法、機能などの12の学習要因についてのこれまでの研究の中から見えてきたgood language learnerについて27人が執筆。本論評では筆者は学習者要因good language learnerと言うコンセプトの曖昧さを指摘しつつも、多くの研究が学習者の柔軟性と自律性について言及していることに注目した。

We all know second language learning is a long and winding process that requires a tremendous amount of time, effort, and energy. Many learners simply give up before they reach the level they hoped to attain. Knowing that there is no magic in language learning, whenever we meet someone who is fluent in their second (or even third or fourth), we still can't help but wonder what their secret is. So when I saw the title, Lessons from Good Language Learners (2008), I couldn't resist believing that book might reveal a formula or two that those successful learners secretly use.

The book commemorates the 30th anniversary of Joan Rubin's seminal 1975 article: What the 'good language learner' can teach us. The article was essentially an inventory of learning strategies used by good language learners that Rubin discovered through observation. The idea of identifying common characteristics of good learners and trying to nurture them in less successful learners was a revolutionary concept at a time when SLA research was still predominantly focused on instructional methods. Rubin's article contributed not only to the development of studies on learning strategies and to the exploration of individual difference factors such as metacognition, motivation, and beliefs, but



also generally to the shift of research interest in the field from teaching to learning. According to Carol Griffiths, the editor of the book, the aim of Lessons from Good Language Learners (2008) is to look at the development of various research areas that relate to the concept of 'good language learners' in the 30 years since Rubin's article first appeared and to find common threads in the current findings as well as to suggest directions for future research.

The book is divided into two sections. Following the prologue by Andrew Cohen and some opening reflections by Joan Rubin herself, Part I examines 11 learner variables; motivation (Ema Ushioda), age (Carol Griffiths), learning style (Carisma Nel), personality (Madeline

Ehrman), gender (Martha Nyikos), strategies (Carol Griffiths), metacognition (Neil J. Anderson), autonomy (Sara Cotterall), beliefs (Cynthia White), culture (Claudia Finkbeiner), and aptitude (Leila Ranta). Part II deals with learning variables: vocabulary (Jo Moir and Paul Nation), grammar (Margaret Bade), functions (Zia Tajeddin), pronunciation (Adam Brown), listening (Goodith White), speaking (Yasushi Kawai), reading (Karen Schramm), writing (Louise Gordon), teaching/learning method (Carol Griffiths), strategy instruction (Anna Uhl Chamot), error correction (Michael Roberts and Carol Griffiths), and tasks (Joan Rubin and Patricia McCoy). The book ends with a helpful summary by Rebecca Oxford and Kyoung Rang Lee. The content coverage is extensive and the contributors are well balanced with big names and fresh faces from various parts of the world including countries such as Germany, Japan, Korea, Mexico, Iran, and South Africa. Each chapter starts with a development and overview of the particular learner or learning factor, and moves on to explain buzz words or key concepts, or an actual study, implications for teaching and learning, and questions for further research. In the conclusion to each chapter, the authors comment on findings common among good language learners or how the construct focused on in the chapter relates to good language learner studies.

I will limit my review on Part I as the learner variables discussed are of great interest to most SIG members. I think most people would agree that anybody can reach a certain level of attainment in an L2 as long as they are motivated and persistent. I believe that the issue of motivation is not which type of motivation (i.e. integrative, instrumental, intrinsic, or extrinsic) is most frequently observed among successful learners. Rather, it concerns how learners themselves find personally meaningful motivation and cope with its inevitable decline over time. Naturally, motivations that drive them should be individually different. From the first chapter on motivation, I was reassured of my belief by Ushioda. The key issue she discusses is motivational self-regulation which refers to the skills and strategies learners use to get their motivation on line again. She argues that good language learners develop these skills. I was also encouraged by the chapters on such learner factors as autonomy, and metacognition in which the authors recognize that good learners can also vary in these aspects. Furthermore, flexibility seems to be the key to successful language learning for factors such as learning styles, strategies, and beliefs. Nel, Griffiths, and Anderson are more or less in agreement that it is not a matter of what good learners have but how flexible they are in using them to regulate their own learning.

Overall, the uniformity of the organization across the chapters is easy to follow and the review of the research on each factor is skillfully summarized. The coverage of topics is extensive. Lessons from Good Language Learners functions as a good introduction to current findings and directions of research in language learning and instruction. However, one thing that concerned me while I was reading the book was that I kept wondering whom we are referring to by the expression, good language learners. Each author seems to use the concept differently and the agreement on the loose concept seems to be taken for granted, as there was no discussion of the term itself or a definition set at the beginning of the book. For some, good language learners are those who have scored high on proficiency tests, and for others, those who continue to make effort and progress regardless of their current attainment level. However, what many chapters suggest is that good learners are successful in individually different ways. The key is in the flexibility that learners bring to bear and exploit in the process of language learning. It is their ability to mix-and-match what they know and have in order to maximize their learning in a way that makes most sense to them consciously or unconsciously. If so, we should define successful learners are those who are aware of their learning and who can (and do) take control of their learning. So, the magic is autonomy! I should have known! After reading the book, I became even more convinced of the importance of our role as classroom teachers in helping learners become more autonomous.

REFERENCE

Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly* 9(1), 41-51.

LANGUAGE AND EDUCATION IN JAPAN: UNEQUAL ACCESS TO BILINGUALISM. YASUKO KANNO (2008). PALGRAVE MACMILLAN

ISBN 1-4039-3732-X

REVIEWED BY ALISON STEWART (GAKUSHUIN UNIVERSITY)

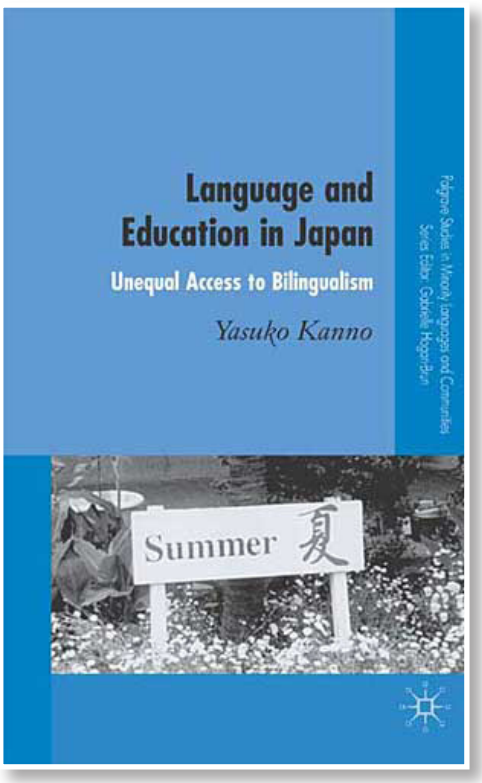
アリソン・スチュワート (学習院大学)

EMAIL:STEWART_ALAT MARKHOTMAIL.COM

この書評では、アリソン・スチュワートが、ヤスコ・カンノの新刊書「Language and Education: Unequal Access to Bilingualism」を紹介する。日本でバイリンガル教育を提供する学校をエスノグラフィー的手法で調査した研究をまとめた著書で、カンノは、英語による部分的イマージョンを提供する日本の私学、有名な国際学校、華人学校、最近の移民の子どもたちを支援する2つの公立小学校の5つの学校について、洞察力に満ちた詳細な報告をしている。他の学校に比べ、バイリンガルの子どもの育成において比較的成功している学校があるが、カンノは、その成功を説明するのは教材や教授法だけでは十分でないとしている。それぞれの学校が児童・生徒のための「想像されたコミュニティ」をどう認識しているかがより重要な要因であり、その認識が、教育のあり方を直接的、間接的に左右されるという。

What is it that makes some bilingual schools better than others? In an age when many parents in Japan, both Japanese and non-Japanese, are considering bilingual education for their children for a variety of reasons, this is an important question. In her new book, Language and Education in Japan: Unequal Access to Bilingualism, Yasuko Kanno contends that teaching methods and resources on their own do not account for the relative success of some bilingual schools over others. The idea she presents is "that schools have visions of imagined communities for students, which explicitly or implicitly guide their pedagogical practices".

The concept of 'imagined communities' has proved to be extremely fruitful for researchers who see identity as a key factor in the process



of language acquisition. First used by Benedict Anderson (1991) in his study of the mechanisms that originally contributed to people's sense of a national identity, the term was adopted by Bonny Norton in her seminal work, Identity and Language Learning (2000), which examined the language development of immigrant women in Canada. Kanno has worked closely with Norton, co-editing with her a special issue of the Journal of Language, Identity, and Education, entitled Imagined Communities and Educational Possibilities (2003), in which an article describing this research on bilingual schools first appeared. Both Norton and Kanno draw significantly on the work of the French

social theorist, Pierre Bourdieu, in particular, his post-Marxist notion that language is a form of cultural and symbolic capital (Bourdieu & Passeron, 1990). Concentrating on individuals, Norton shows that many immigrants are denied access to the kind of participation that they need, not only to develop their language skills, thus enhancing their symbolic capital, but also to become active members of the new society. Similarly, Kanno seeks to show how schools, far from offering all children equal opportunities to succeed, tend instead to reproduce the class differences into which they are born. Schools take it for granted that their students are destined to live at a certain socioeconomic level and it is around these expectations that they shape their teaching practices.

There is perhaps nothing new in the critical notion that schools tend to perpetuate rather than eradicate class differences. What is new, and what makes this book such a fascinating read, is the wealth of experience, detail and insight that emerges from her ethnographic study of five bilingual schools in Japan. Eschewing more distant approaches, Kanno spent several months attached to each institution, observing classes, talking to teachers and parents, playing with the children, and experiencing the nitty-gritty of day-to-day life at each school.

The five schools she studied are markedly different in many respects, and Kanno devotes a full chapter to each one. The first, which she calls Nichirei Immersion School (all the schools are anonymised), is a private school that offers a partial English immersion program to children in the Japanese mainstream. Although the school aims to provide children with high-level English proficiency and intercultural understanding, these children are aiming for university in Japan, and the pressure to succeed in the competitive entrance examinations increasingly takes priority over English immersion. The second is Zhonghua, a Chinese ethnic school, mostly catering to the children of Chinese immigrants in Japan. Although the socioeconomic class of most parents at Zhonghua may not be as high as that of Nichirei, the school envisions a future for its students as a bridge between China and Japan. Brought up in Japan, children are nevertheless encouraged to learn about China's traditions and history and to identify themselves as instrumental in its future as a growing world economic power. The third school, Hal International, is the most expensive of the five schools, and is the school of choice for many international diplomats and businesspeople, as well as wealthy Japanese. The schools shares a vision of its students as members of the global elite, where English proficiency is crucial, but proficiency in other languages, such as Japanese, is seen as an added advantage. At this school, the mothers of the Japanese children play a major role in supplementing the school's teaching of Japanese to ensure that proficiency levels in English and Japanese remain equally high.

Further down the social scale, two public elementary schools, Sugino and Midori, cater to relatively large numbers of immigrant children, but have a markedly different view of the merits of bilingualism. Whereas the first three schools in the study all pursue an ideal of additive bilingualism, both Sugino and Midori seem to view the children's L1 as an impediment to integration in Japanese society. Sugino, in fact, claims to value cultural and linguistic diversity amongst its children, but in practice, Japanese only is encouraged, seemingly often at the expense of the children's L1. The final school in the study, Midori, is located in an area with a large Brazilian population, many of whom are viewed as migrant workers, rather than permanent residents. With little communication between teachers and mostly working parents, the well-meaning and often highly skilled teachers try to encourage the children's integration into Japanese society, but in the cases where they seem not to succeed, console themselves with the assumption that these children will in any case probably return eventually to their home country.

One of the weaknesses of the comparative approach that Kanno adopts is that it constructs the erroneous premise that all five schools offer a bilingual education, whereas in fact, the two elementary schools do not purport to do so at all; rather, they try to provide L1 support so as to facilitate children's acquisition of Japanese. It could also be argued that Nichirei and Hal International School also do not claim to offer a balanced bilingual education. From the junior

high school on, Nichirei devotes far more time to study in Japanese, and the students for their part, seem increasingly reluctant to speak any English at all. Hal International, on the other side of the coin, is English dominant. Although all non-Japanese students and are expected to speak Japanese in their Japanese language classes, overall at this school the onus is on the Japanese students to exhibit the same level of English proficiency as their non-Japanese peers, rather than the other way around.

The most impressive school in this study, and the only one which does indeed appear to live up to its claim to offer a truly bilingual education, is Zhonghua Chinese Ethnic School. Contrary to the assumption that money (or economic capital) provides access to cultural or symbolic capital, Zhonghua is a school which struggles financially and lacks many of the resources enjoyed by Nichirei and Hal. Despite that, this is a school whose teachers share a common and firm purpose in developing high levels of proficiency in two languages. Significantly, three generations of its graduates now serve as teachers, suggesting a degree of commitment, or to use Norton's term, investment, in the school and in the Chinese community that surely exceeds what would be possible in most other schools.

In the final analysis, it matters little whether the five schools do or do not provide a bilingual education, for the implications of Kanno's study extend far beyond the specialized schools she describes in her book. If identity matters in all instances of language learning, then questions about our own and our students' visions of their imagined community, and about the pedagogical practices we adopt to help them to realise them, are well worth asking.

REFERENCES

Anderson, B. (1991) *Imagined Communities.* (Second Edition) London: Verso

Bourdieu, P & Passeron, J.C. (1990) *Reproduction in education, society and culture.* London: Sage

Kanno, Y. (2003). Imagined communities, school visions, and the education of bilingual students in Japan. *Journal of Language, Identity, and Education*, *2*(4), 285-300.

Norton, B. (2000*) Identity and language learning; gender, ethnicity and educational change.* London: Pearson ESL

LEARNING LEARNING IS FOR YOU!

We welcome contributions of various types and lengths (but no spam please!), such as…

- book reviews
- articles
- reports
- learner histories
- stories of autonomy
- letters to the SIG
- personal profiles
- critical reflections
- research interests
- poems… and much more!

For more details of what, when, where, how, and how long, turn to page 54.

In our next issue, Colins Skeates will be reviewing *The Developing Language Learner: An introduction to Exploratory Practice* edited by Dick Allwright and Judith Hanks. Palgrave Macmillan, 2009.

THE ADVENTURES OF MAGENTA M. EPISODE 3: DINNER FOR TWO
マジェンタMの冒険：第三話：スパムはお好き？

TO JOIN ON THIS DISCUSSION PIECE, CLICK HERE. "LL16.1_DAVIES"

STEVE DAVIES (MIYAZAKI INTERNATIONAL UNIVERSITY)

スティーブ・デイヴィス (宮崎国際大学)

EMAIL: SDAVIESAT MARKMIYAZAKI-MIC.AC.JP

はじめに: 宇宙空間における学習者オートノミーを調査する研究員マジェンタMシリーズ第三話。サイバーキャット・カミラの力を借りてなんとか付け焼き刃のプレゼンテーションを乗り切ったマジェンタが、今回は惑星Thrallanの大学にe-learningシステムを売り込みに行った。テクノロジーを軽蔑するとされてきたThrallanでの意外な商談成立にマジェンタの上司・デクスターは驚く。さてその成功の秘密とは．．．！？デクスターとマジェンタの微妙な関係にも注目！

"That was a lovely meal."

"You can't go wrong with fillet steaks unless you overcook them. Fancy a nightcap?"

"Yes, that would be nice."

Dexter and Magenta got up from the table, walked to the Lounge Bar, and sat down on comfortable chairs.

Dexter ordered a malt whisky and a brandy.

"Here's something for you," Magenta said, reaching into her handbag, taking out a gift-wrapped parcel, and handing it to Dexter.

"Thanks very much, " Dexter said, smiling.

The birthday present was a paperback book entitled: "Eats, Grunts, and Leaves". Dexter flicked through a few pages, curiously. "What's this about?"

"It's about how to deal with teenagers. Your son is fourteen now, isn't he?"

"Yes, it seems only yesterday he was a baby. Now he's growing a moustache."

"Really?"

"Well, he's got a few straggly hairs at the corners of his mouth; I suppose I'll have to talk to him about shaving… and all the other stuff."

"I'm sure you'll find plenty of good advice in the book."

"Thanks again," Dexter said. "Now, how did your trip to Thrallan go? I expect e-learning was a hard sell. Did Nazgul College decide to buy any computers?"

"The journey took nearly two months; by the time I got there my skin was horribly puffy and flaky. I should have traveled in a cryo tank."

"And risked a pulmonary embolism? Forget about economy class skin syndrome, the flight crew might have found you dead at the bottom of your tank."

"You're exaggerating."

"Maybe, but there's no sense in taking unnecessary risks on long-haul flights. So tell me about the Thrallanite students. How was your presentation? Are they interested in e-learning at all? Did you manage to convince them?"

Magenta flashed a triumphant smile. "Absolutely. The college bursar has ordered 100 personal computers, the latest models, and wants them shipped out immediately."

Dexter looked surprised. "Are you serious?"

"Yes."

"But I thought the Thrallanites had moral objections to technology."

"That was just a hangover from the Missionary Era. Things are different now."

"Really? When did they change?"

"How much do you know about the history of the planet?"

"Just a little. The missionaries were the first to visit, weren't they?"

"Yes, but the Thrallanites weren't interested in the word of God; all they really wanted was the food the missionaries brought with them."

"Really? What kind of food?"

"Cans of meat. Once the Thrallanites got a taste for preserved meat they were totally addicted."

"I see… but what's that got to do with them not liking computers?"

"Along with the Bible-readings, prayers, and happy-clappy Jesus songs, the missionaries insisted that computer technology was the Devil's work."

Dexter laughed. "Those fanatics – it all started with that blockbuster movie 'Porn Wars', didn't it?"

"Yes, all that raunchy business was just too much for the missionaries; they thought people should use their computers for balancing the household budget, not for watching pornography. So off they went into Deep Space to try to find somewhere to live where they could spread the word of Christ. But as the years passed they began to think that *all* computer technology was evil. You know their saying: 'The keyboard finds work for idle hands.'" That was what they told the ancient Thrallanites. But things have changed a lot since then."

"So the modern Thrallanites are happy to use computers?"

"Yes."

"What about pornography? Is it banned?"

"No, they like it."

"How do you know that?"

"At the start of my presentation, I needed to get the students' attention, so I showed them a few clips from 'Hot Earthling Teen Action', from the Humanoid Development series. They were absolutely fascinated. There's nothing like showing aliens groping each other to get the students' attention. And, of course, the actors were speaking English in between all the grunting and squealing."

"I see… So as well as setting up an EAP program, we might try to use PEA."

"PEA?"

"Pornography for English Acquisition. I'll contact the Materials Department to see if they have anything suitable. Watching porno flicks is a great way of learning about human behavior, and the grammar in the dialogues is regular and repetitive. That makes it easy to memorize."

"For example?"

"Comparatives." Dexter pouted his lips, raised his chin, and closed his eyes. Then he began to moan softly in a falsetto voice: "Harder… faster… deeper. Yes… yes… yes."

Magenta tossed her hair and laughed. She swallowed some brandy. "Dexter, that was quite a performance. Have you ever considered amateur dramatics?"

"You must be joking," Dexter said. "Sorry, I got a bit carried away." Then he said matter-of-factly: "So the Thrallanites are happy with computers. That's great. But weren't there any other problems? I always thought they were a bit difficult to deal with."

Magenta considered this for a few moments. "Well, there were a few issues, but nothing terribly serious."

"Such as?"

"Thrallanite society is caste-based. Members of the different castes – I think there are about 17 of them – aren't allowed to speak with each other."

"So that means CALL will be perfect for them: they can stare at their computer screens all day without any need for social interaction. In fact, if we put the computers in separate booths, the students won't even have to have to sit next to each other."

"Yes, I realized that CALL would be better than mixed-caste communicative teaching, but

there was another issue."

"Oh? Was funding a problem?"

"No. Nazgul is a private college with lots of wealthy alumni and most of the students come from well-off families."

"Cultural acceptance?"

"No, staring at screens is considered to be an appropriate activity for the leisure classes. Only the peasants do any real work. Mainly in the plasma mines. That's where most of the wealth comes from, you know."

"Technophobia?"

"No."

"What then?"

"Well, after the students had understood that they could study English wherever there is a learning portal, they wanted to know if they could work at home. I told them, yes, in theory they could – but only if they owned their own computers."

"… But then they wouldn't need a computer lab."

"Exactly."

"I don't understand. You just told me the Thrallanites wanted us to set up a lab at the college."

"They do."

"But – "

"I managed to convince the students they really ought to come to the college to study English."

"How?"

"At the end of my presentation I said: 'You'll find plenty of spam in the computer lab.'"

REPORT ON JALT LD SIG FORUM 2008:

SCAFFOLDING: LOOKING THROUGH LEARNERS' EYES.

A FORUM ABOUT LEARNER DEVELOPMENT FACILITATED BY DERYN VERITY

学習者ディベロップメント研究部会フォーラム：

「足場組み」 -学習者の視点から

REPORTED BY ELLEN HEAD (POOLE GAKUIN UNIVERSITY)

エレン・ヘッド　(プール学院大学)

EMAIL:ELLENKOBEAT MARKYAHOO.COM

2008年度のLD SIG Forum は大成功に終わりました。デイラン・ウ“エテイの進行、説明のもとに9人のプレゼンターが今回のメイントピックである、「scaffolding」（足場組み）に関してそれぞれの経験を発表しました。従来、scaffoldingというと、先生側からの立場から語られること多かったのですが、今回は学習者の視点から考えてみることにしました。9人のプレゼンターのポスターを見た後、参加者はデリンが用意したアクティビティをグループで行い、scaffoldingの概念について探求し、様々な意味を兼ね備えていることを認識しました

“In keeping with our understanding that learning and teaching go hand-in-hand as an interactive dialogue, this workshop will try to swing around from the typical perspective that is adopted by writers on scaffolding (the teacher) over to that of the learner.”

This was Deryn's introduction to the forum at JALT 2008. Colourful posters around the walls provided examples of nine different stories about scaffolding in learning and teaching from different presenters.

After a brief look at the posters, we were asked to think of our own learning stories using a template designed to elicit a contrast between positive and negative learning experiences:

> In my life I have learned two very different things: [a] _____and [b]_____. The way I was taught to do those things was very different too….

This template evoked a wide variety of learning experiences, from learning to cook, to playing soccer, to speaking Japanese and Korean. Deryn then offered brief definitions of scaffolding as follows:

- Definition A: Scaffolding is often defined as help that changes the learner's understanding of what the task can be.
- Definition B: Scaffolding can be defined as help that the learner can actually use.
- Definition C: Scaffolding has been defined as any help that is orientated towards the learner's cognition and not towards the correct answer.

Next, Deryn introduced the idea of mediational tools through an ingenious game. Participants rolled dice to select a piece of information, tool or learning activity. The group had to decide whether the information/tool/activity could be thought of as scaffolding.Is a packet of cigarettes bearing a warning logo an example of scaffolding? An umbrella used as a walking stick? It became clear that almost anything could be a mediational tool depending on the context and attitude of the learner. A final game asked participants to imagine associations between a learning goal and a mediational tool picked at random. For example “How green onions helped me to learn hula dancing”. This discussion led to a serious point: matching mediational tools to goals is a key of successful scaffolding. Forum participants were asked then to read the posters, chat to poster-presenters and decide which definition of scaffolding fitted best with each story.

Hideo Kojima's poster, beautifully handwritten and detailed, explained his use of co-operative learning and comprehensive program for introducing co-operative group activities in class; next to that, a poster with an eagle soaring towards the sun, expressed Bruce Lander's emotional connectivity with learning and teaching; moving round the room, there was my poster, an attempt to explain my experience of studying Japanese and difficulties learning "keigo"; then in the corner Amanda Bradley displayed an elegant poster focusing on empathetic listening skills, with interesting comments from students:

- Listening is a technique not only of our ears, but of our whole body and heart. I use my eyes, hands and feelings.
- We need scaffolding to develop. Also helping others will be helpful for us. We will learn to help.

The next poster was Etsuko Shimo's, and focusing on ways to stimulate student to student scaffolding. Next door was a poster many overlapping ovals like petals: Naoko Harada's account of how she used Venn diagrams to interpret data about ethnicity and identity in a study of Junior High School textbooks. At one end of the room Alison Stewart's poster featured photos of real scaffolding and an account of her induction as teacher of writing on-line. She was helping her on-line student) and receiving help herself from trainers who inducted her into their house-style. Then came Kayo Ozawa's poster about teaching strategies for the TOEIC. In particular Kayo selected speed reading and listening as useful strategies.

I began to see that scaffolding could include some of the messy, sometimes frustrating negotiation of meaning which I engage in every day with students. Looking at the three definitions of scaffolding introduced by Deryn above, we can see that they are all characteristics of scaffolding. If we had to attempt a re-definition, we could say: scaffolding is any kind of help that is cognitively useful to and usable by a particular learner in a particular context, even if the result of the scaffolded interaction is different from the predicted outcome of a particular learning task.

REPORT ON THE TOKYO GET-TOGETHER (JANUARY 2009)

LD SIG 東京エリア ミーティング （２００９年　1月）

COMPILED BY ALISON STEWART (GAKUSHUIN UNIVERSITY) AND

KAY IRIE (J.F. OBERLIN UNIVERSITY)

〈編〉アリソン・スチュワート　(学習院大学)
EMAIL:STEWART_ALAT MARKAOL.COM

入江　恵　　(桜美林大学)
EMAIL:KAYIRIEAT MARKMAC.COM

LD SIG東京エリア　ミーテイングは２ヶ月に一度の割合で定期的にTeachers College コロンビア大学日本校で行われております。前回は２００９年一月に行われ、「アイデンテイテイ」をテーマに活発な議論が展開されました。当日、参加された方々のコメントを一部ご紹介します。

The Tokyo Get-togethers continue to offer LD members a community of fellow teachers interested in development of their students and themselves and a forum for lively and constructive discussion. Teachers College, Columbia once again provided a venue for the afternoon event on January 18th, which was attended by a number of regular participants and by John

Fanselow, whom we welcome as a new member of the LD SIG.

Kay Irie and Masuko Miyahara took turns in chairing the meeting. Kay kicked off by announcing a general aim of the meeting to discuss and agree some ideas for the LD Forum at JALT 2009, which we then passed on to the LD SIG committee for discussion. Since the theme of the conference is "Active Mirrors", we agreed that identity might be an appropriate theme. (Please see page 46 for the confirmed details of the forum and a call for proposals.) And since identity was the topic of the meeting, following on from our reading of the review article by Masuko and Mike Nix (Nix & Miyahara ,2008), this gave our discussion a focus and an edge.

Here are some reflections sent in from some of the participants.

Stacey Vye said she was inspired by the discussion on the topic of "socializing in schools and how not only verbal utterances but the physical set-up of classrooms can influence the identity construction and formation of students." The topic was brought up by John Fanslow in reference to the work by Douglas Barnes (1976) and Neil Postman (1975). Stacey recalled her own experiences at an open-concept elementary school and the Prussian model of sitting in desks in row in junior high school. Reflecting on identity in the classroom, she is now planning to revisit the book Deschooling Society by Ivan Illich (1971).

Yoko Wakui came to the meeting without much prior knowledge about identity. However, she found it interesting to learn that identity may change across situations, people we talk to, languages, and over time with age. This made sense to her when she thought of a friend who seems to put on a different identity when she switches the language between English and Japanese.

Two topics that resonated with Jodie Sakaguchi are a) "Real" identities (the way that people see themselves) versus "projected" identities (that institutions may envision for their students, for example) and b) Using snapshots (sketches, photographs, word images, etc) to discover how students see themselves as English learners/users, and how this identity compares to their identities in other settings (e.g in their club/circle, at work, home etc).

Colin Rundle commented that the concept of identity and its multiplicity and malleability "started to come to life" as he was able to actually talk about them with people. He appreciates the LD SIG as "powerful learning community where I can assume an identity as a more legitimate professional, in contrast to the peripheral role I feel as the only English teacher at my school." Indeed, as Jodie Sakaguchi observed, it was another "stimulating and thought-provoking get-together."

The Tokyo get-together is a bimonthly meeting held at Teachers College Columbia in Suidobashi. An announcement email with a theme of discussion will be sent to those who are in the greater-Tokyo area. However, anybody interested in joining the get-together is welcome. Please contact Kay Irie (kayirie@mac.com) or Masuko Miyahara (MasukoM@aol.com)

REFERENCES

Barnes, D. (1976). *Communication to curriculum*. Portsmouth, NH: Boynton/Cook-Heinemann.

Illich, I. (1971) *Deschooling Society*. New York: Harper & Row

Morita, N. (2004) 'Negotiating participation and identity in second language academic communities.' *TESOL Quarterly, 38*, 4 573-603

Nix, M. & Miyahara, M. (2008) 'Linking identity and language learning'. *Learning Learning* 15, 2 (ld-sig.org LL/15-2toc.html)

REPORT ON THE HIROSHIMA GET-TOGETHER (FEBRUARY 2009)

LD SIG 広島エリア ミーティング (２００９年　２月)

COMPILED BY JIM RONALD (HIROSHIMA SHUDO UNIVERSITY)

（編）ジム・ロナルド（広島修道大学）

EMAIL: JAMESMARTINRONALDAT MARKYAHOO.CO.JP

ＬＤ　ＳＩＧ広島エリア　ミーテイングは通常、月一回のペースで広島駅付近で集まっております。参加者の半分がメンバーでない時もありますが、皆、自立学習というテーマにはたいへん興味をもっており、毎回、活発な議論がされます。先回のミーテイングではＬＤ　ＳＩＧの集まりが参加者にとってはどのような意味をもっているのか聞いてみました。それでは、いくつかご紹介します。

The learner development-related get-togethers in Hiroshima usually take place once a month near Hiroshima Station, recently alternating between Friday evenings over a meal in a restaurant and Saturday afternoons in the upstairs room of an old café (Pearl, see below). Fewer than half of the usual six to eight participants are LD SIG members, but all are interested in some aspects of learner development and autonomy. Main topics for the meeting on February 20th, for example, were developing learner responsibility for task creation and recycling, and the setting up of intra- and inter-university Scrabble clubs and contests.

Following the last meeting, I asked participants to tell me their specific interests within learner development/independence, and what the local meetings mean to each of them. Here are the responses I received, edited for reasons of space.

WHAT ARE YOUR SPECIFIC INTERESTS WITHIN LEARNER DEVELOPMENT/INDEPENDENCE?

"Students have to learn how to study. In fact, they should have already learnt that before going to university. So, what are the best ways to teach study skills to students? How can you change their views about learning?... Dictionary skills are very important if you want to study on your own, so I am most interested in these." Monika Szirmai

"For me, it's learner motivation, and materials development." Simon Capper

"I am particularly interested in how instructors can help Japanese learners of English to become more autonomous learners, to develop metalinguistic awareness, and to take more responsibility for their own learning. How to present this advice to large classes of learners is a conundrum I have been mulling over for some time now." Ken Fordyce

"I am always looking for ways that students can learn or study English outside of the classroom. I try to introduce activities or books (such as graded readers) or websites which they can use on their own. Students often ask what they can do to improve their English, but I'm not sure how serious they are when they ask. Do they really act on the suggestions I give them? This is what interests me." Naomi Fujishima

"I am interested in several aspects of LD, such as getting students to use a self-access center, helping students develop an awareness of their own learning and encouraging students to continue learning outside of class and after the course is over." Tim Buthod

"I think language learners should do most of their learning outside of class, and I think the usual failure of our learners to learn is partly the result of our own failure to guide them to ways of doing that. With this in mind, I've been trying to put some materials on the web

to help learners who live in English-deprived environments (such as Japan) to get more access to English content that they can understand. Gordon Luster

WHAT DOES OUR LOCAL GROUP MEAN TO YOU? WHY DO YOU JOIN MEETINGS? WHAT DO YOU TAKE HOME?

"It's a way for me to find out what others with common interests are up to. The informal, conversational format allows more direct interaction among participants than the presentation-centered JALT chapter meetings." Gordon Luster

The stimulation of sharing ideas, conviviality of meeting like-minded people.
Simon Capper

"Ideally, you should have an intellectually stimulating atmosphere at your workplace, facilitating finding solutions to problems and support for ideas. Unfortunately, I am not in such an ideal situation now. This is really what I miss. The LD group can ease the pain by providing that kind of atmosphere and serving as a testing place for ideas."
Monika Szirmai

It's nice to have a discussion about teaching issues that is more open-ended than a presentation at a JALT meeting, but more focused than a simple chat with your friends. Rather than specific lesson ideas, I enjoy the abstract discussion of how students might get their heads around the idea that they themselves are responsible for their learning."
Tim Buthod

"Although I am very interested in learner development, above all I come to meetings because it offers the opportunity to talk, share ideas about teaching and research, and socialize, with fellow teachers. Ken Fordyce

"It is smaller and more relaxed than our JALT chapter meetings, and it is the only time I can chat with Jim! I really like listening to other people's experiences with students and hear what things they do in the classroom. I also like to listen to problems other teachers have and enjoy helping analyze those problems as a group."
Naomi Fujishima

So, 10 people 10 colors, as we don't say in English. How about me? All of the above!

Photo collage by Florence Nobuko Smith: flogentlyphotography@gmail.com

BOOK PROJECT: UPDATE

"DEVELOPING LEARNER AUTONOMY: PRACTICES AND REFLECTIONS IN CONTEXT"

EDITED BY KAY IRIE AND ALISON STEWART

The Learner Development SIG's exciting new book project, which was approved at the Annual General Meeting at JALT2008, is now well under way. The book, which will be edited by Kay Irie and Alison Stewart, will comprise a collection of articles on classroom practices that teachers actually use to help their students become more autonomous. In addition to an account of the activities or approaches, their rationale, and the experience of implementing them in a specific context, each article will also include a reflective critique by a peer reviewer and a final response by the author. The primary focus of the articles is intended to be on practice, with the theory/reflection emerging out of that practice. Proposals from hopeful authors have been coming in steadily over the past few months, and we can already see that the task of choosing a successful fifteen will be extremely difficult. The final selection will be announced in early May on the Learner Development SIG website.

LD SIGの出版プロジェクト：アップ　デート

（編）入江　恵　，アリソン・スチュワート

2008年のJALT学習者ディベロプップメント研究部会(JALT LD SIG) Annual General Meetingで承認されたLD SIGの新しい出版プロジェクトは順調に進んでいます。アリソン・スチュワートと入江恵によって編集されるこの本は、教員がより自律学習を向上させるために行っている取り組みの実践例集となります。アクティビティやアプローチの解説、論理的根拠や導入・実践の状況はもちろんのこと、各章にはクリティカルなピア・レビューとそれに対する筆者の反応が含まれます。焦点はあくまでも実践であり、理論及び内省はその実践に基づいたものとなります。ここ数ヶ月に渡り有望な応募が集まってきており、その中から15本を選ぶのは至難の技となりそうです。選考結果の発表はLD SIGのホームページにて5月初旬を予定しています。

NAKASENDO CONFERENCE 2009: PATHS TO LEARNING (JUNE 28TH, 2009 TOKYO KASEI UNIVERSITY)

STACEY VYE (SAITAMA UNIVERSITY)
STEVEN HERDER (SEIBO JOGAKUIN JUNIOR & SENIOR HIGH SCHOOL)
HIROMI SAKAMOTO (TOYO GAKUEN UNIVERSITY)

HTTP://ACTJ.ORG/NAKASENDO2009/

In this dialogue, Steven Herder from MASH (Meet, Ask, Share, Help) and Stacey Vye are going to introduce an exciting and collaborative conference called Nakasendo 2009 being held on June 28th, 2009, at Tokyo Kasei University.

Stacey: So, why did you get involved in Nakasendo, Steve?

Steve: For me the exciting thing about this conference was that it brings so many cool people together: teachers from different contexts, different cultures and different educational backgrounds. We currently have nine groups involved in planning the conference, and we work hard to get as many JTEs and NTs collaborating as possible. I really like the theme, too.

This year's theme, "Paths to Learning" offers a really engaging day of professional development through collaboration. We are also very lucky to have a great keynote speaker, Dr. Kensaku Yoshida. He will discuss "MEXT's New Path to Learning and its Impact on Japan's English Education." How did you first find out about Nakasendo 2009?

Stacey: I heard about the conference last year and was particularly interested that the Omiya chapter of JALT was able to reach out to people from a variety of English language groups enough to create this new learning experience (a focus of the LD-SIG). Nakasendo offers all teachers of English a great chance to find common ground where people work together professionally to create practical hands-on materials that teachers can use without trying to reinvent the wheel, so to speak.

Steve: Yeah, it seems like the Nakasendo organization is really into practical ideas and materials. Even the conference planning is extremely hands-on and clear. Do you often check the public shared Google document that the conference team uses for planning?

Stacey: I try to, but when I don't have much time to follow the threads, I look to see if people have posted questions for me. I think sharing ideas on one document gives me a feeling of the true collaborative effort involved - similar to the conference theme itself.

Steve: Yeah, so do I. I've been amazed at how in-depth the collaboration has been.

Stacey: Yeah, one aspect I like is that the Google document helps keep me organized with deadlines, and another is that I feel people are really open and willing to take the time to comment, so the conference is growing and evolving as the dialogue goes;

it's as if the conference theme reflects our own learning paths as we create this conference.

Steve: I agree, and yet I found that when the time came around to propose our ideas: logos, themes, speakers, etc., it was pretty scary to post ideas up and ask for feedback. But by then, I felt there was enough trust between us to just say "let's see what happens" And after I posted my logo idea I was happy because I noticed that five or six other ideas popped up suddenly.

Stacey: Suddenly, yeah, I noticed your logo post (loved your road sign image by the way), and it was great, because other people felt comfortable from your action to jump in and share their designs, so it was like we are co-constructing our shared paths in making the conference.

Steve: I think this whole thing ties in together with co-constructing; even what we are doing now in this dialogue, is what MASH is all about, and what the conference is all about. It's just about building trust between people. And the trust leads to connections and new ideas. I think that's the beauty of this project. The fact that I could expand my own network a little more and meet other cool people is pretty much what got me interested in Nakasendo.

Stacey: Well, let's hope lots of people come check out our homepage and then consider coming to the conference. We sure have lots to offer.

中仙道 2009:「学びへの道」英語教育研究集会についての対話 （於 2009年6月28日に東京家政大学)

ステイシー・ヴァイ 〈埼玉大学〉
スティーブン・ハーダー（聖母女学院中学・高等学校)
坂本 ひろみ〈東洋学園大学〉

この対話では、MASH (Meet, Ask, Share, Help)という研究会に属するスティーブン・ハーダーとステイシー・ヴァイが、「中仙道２００９」というタイトルの英語教育研究集会について紹介をします。これは、みなが共に学び合う活力あふれる大会で、今年の6月28日に東京家政大学で開催されます。

ステイシー：スティーブはどういうわけで「中仙道」に関わるようになったの？

スティーブ：僕にとってこの研究集会のエキサイティングなところは、様々な分野、様々な文化、様々な教育的背景を持つ素晴らしい人たちが一同に会するところだよ。

今、この集会の企画を進めているところだけれど、９つもの団体が参加してくれることになっているので、日本人の英語教員にもネイティブ・スピーカーにも呼びかけて、できるだけ多くの人に来てもらい、一緒に学びたいと思っている。

大会のテーマもとてもいいよ。今年のテーマが「学びへの道」ということで、共に学び合うことを通じて、教師として一段の成長が期待できる充実した一日になると思う。基調講演のスピーカーも素晴らしい先生をお招きすることができた。吉田研作教授で、講演のタイトルは「文部科学省の新しい学びへの道とそれが日本の英語教育に与える影響」というものだ。あなたはどうやって「中仙道２００９」のことを知ったの？

ステイシー：去年、この研究集会のことを聞いたのだけれど、ＪＡＬＴ大宮支部のメンバーたちが中心になって、いろいろな英語教育研究グループに呼びかけて、この新しい学びを体験する試みができたということで、とても興味を持ったの。これはまさに、ＬＤ　ＳＩＧのめざすところとかさなっているでしょう？「中仙道」は、すべての英語教員がプロフェッショナルとして一緒に仕事ができる共通の地盤。つまり、一から自分で始めなくても、実際にクラスで役立つ教材を共に作り出せる場が見つけられる素晴らしい機会を与えてくれることと思うわ。

スティーブ：そうだね。「中仙道」という組織は、とりわけ実践的なアイデアや教材に関することを重視していると言える。この研究集会の企画進行そのものも、とても実践的で具体的でわかりやすいよ。この企画のティームが使っていて、誰でも見ることができるグーグル・ドキュメントは見たことある？

ステイシー：なるべく見るようにしているわ。でも、あまり時間がないときは、自分に対する質問などが寄せられているかどうかだけをチェックするの。グーグル・ドキュメントでアイデアを共有するのって、本当にみんなで作り上げているという感じがするわね。これはまさにこの会のテーマそのものよね。

ステイシー：そうね。そして、このグーグル・ドキュメントのもう一つのいいところは、ある仕事をいつまでに

仕上げないといけない、というようなスケジュール管理に関してもきちんとやれるところよ。それに、みんな、とてもオープンだし、ちゃんと時間をとってコメントを書いてくれるのでどんどん議論が盛り上がって、この会も発展続けていると思うの。まるで、この企画を作り上げていくうちに、この会のテーマである「学びへの道」が私たちの学び方にも反映されてくるみたいね。

スティーブ：まったく同感だね。協力関係がとても深いレベルにまで浸透していることに驚いているよ。

スティーブ：その通りだよ。でもね、自分たちのアイデア　ロゴとかテーマとか講演者だとかを出す期日が近づいたとき、自分のアイデアを表明して、その後みんなから何ていわれるかと考えたとき、ちょっと不安になったことがあった。でも、そのころまでには、お互いの信頼がすっかりできあがっていて、「よし、どういう反応が返ってきてもいいと思えるようになっていた。そして、僕がロゴのアイデアを出したら、その途端、5つも6つも別のアイデアが次々にポスティングされてきてうれしかったね。

ステイシー：ホント、ホント、急にどんどん出てきたわよね。あなたのロゴがアップされて（あなたのあの道路標識のイメージ、とてもいいと思ったわ）、その後ほかの人たちも安心して次々とデザインを出してきたのはすごくよかったわね。こんなふうに、私たちはこの会を作り上げながら、共通の道をみなでさらに構築していっているのよね。

スティーブ：これらすべてのことが、皆で一緒に作り上げることに通じているんだよね。今、こうしてあなたとこのような対話をしていること自体、MASHがやろうとしていることだし、この研究集会がめざしていることだと思う。みなが互いに信頼しあうことがまず最初にある。そして、その信頼が、結びつきや新しいアイデアを生み出すことに通じていく。それがこのプロジェクトの最も素晴らしいところだね。僕個人としても、自分のネットワークを広げることができて、ステキな人たちとの新しい出会いがあることが、「中仙道」にひかれる一番の理由だよ。

ステイシー：それでは、多くの方々が私たちのホームページを見てくれて6月の大会に来てくださることを期待しましょう。いらしてくだされば、きっと得られるものは多いと思います。

JALT2009 LD SIG FORUM: CALL FOR PROPOSALS

学習者ディベロプメント研究部会　JALT2009 フォーラム: 発表応募要項

HTTP://JALT.ORG/CONFERENCE

"SNAPSHOTS: ACTIVE MIRRORS OF IDENTITY"

This year's JALT LD SIG FORUM takes the theme of IDENTITY, exploring teachers' representations of their students, and students' representations of their teachers. SNAPSHOTS is a way to capture and present learner and teacher identities, both in and out of the classroom, in the present, past and future, using a variety of media, such as posters, narrative, graphics, photography, video etc. Through presentations, activities and discussion, we will explore how perception of ourselves and others shape our learning experience. Dare to be bold: we are looking for interesting and innovative ways to represent and think about learner and teacher identity.

The Forum will consist of presentations which can be in various ways by using different forms of medium. The presentations will then be followed by a panel for the presenters to explain their approach and talk through their ideas. The Forum will conclude with questions, answers, and open discussion with all participants.

We are now calling for proposals from LD SIG members. Please send us your proposed title and short (100 word) description of your presentation by 30th June.

Masuko Miyahara (MasukoM@aol.com)

Alison Stewart (stewart_al@hotmail.com)

Martha Robertson (marrober@alumni.iu.edu)

Facilitators, JALT2009 LD SIG Forum

「スナップ・　ショット：アイデンティティとそのアクテイブ 鏡像」

2009度の学習者ディベロプメント研究会発表テーマはアイデンテイテイです。教師からみた学習者のアイデンティティ、または学習者からみた教師のアイデ

ンティティなど、鏡を通してみる像によって、様々な角度からいろいろなことを垣間見ることができます。スナップ・ショットでは教師、生徒の教室内、教室外のアイデンティティだけではなく、現在、過去、未来のアイデンティティをポスター、写真、ビデオなどの様々な媒介を通して発表していただきます。教師や生徒のアイデンティティについて、大胆、かつ創造性に満ちたあふれた取り組みをお待ちしています。

フォーラムは各々のプレゼンテーション後、発表者によるパネル・デイスカションという形式をとります。その後、出席者全員が参加できるインタラクテイブな質疑応答の時間等があります。

応募方法は英語１００語以内で発表概要を書き、下記の研究部会員までご提出ください。締め切りは6月30日です。

多数の応募をお待ち申し上げます。

宮原万寿子　(MasukoM@aol.com)
アリソン　スチュワート　(stewart_al@hotmail.com)
マーサー　ロバートソン　(marrober@alumni.iu.edu)
Facilitators, JALT2009 LD SIG Forum

2009 ILA HONG KONG CONFERENCE: INDEPENDENT LEARNING: BUILDING ON EXPERIENCE, SEEKING NEW PERSPECTIVES

(THE HONG KONG POLYTECHNIC UNIVERSITY, HONG KONG. JUNE 3RD-5TH, 2009)
HTTP://INDEPENDENTLEARNING.ORG/ILA/

INTRODUCED BY JO MYNARD (KANDA UNIVERSITY OF INTERNATIONAL STUDIES)
EMAIL:MYNARDJOAT MARKHOTMAIL.COM

You might remember the last Independent Learning Association conference at Kanda University of International Studies in Japan, and maybe, like me, you have been looking forward to the next one. This year's event will be held in Hong Kong and promises to provide, once again, a significant contribution to the field. The event will feature workshops, posters, roundtable discussions and talks from presenters from around the globe. There are also plans to produce a conference book after the event.

Past events have featured some influential speakers, and this year is no exception. David Little will be talking about how the Common European Framework of Reference for Languages (CEF; Council of Europe, 2001) and the European Language Portfolio (ELP) accommodate the processes and outcomes of learner self-assessment. Claire Ellen Weinstein discusses the Model of Strategic Learning, which has implications for the assessment of strategic and self-regulated learning. Philip Benson will examine research into second and foreign language learners' use of new literacies (primarily web-based content) and discuss the relevance for the field of autonomy in language learning. Marina Mozzon-McPherson will provide an insight into

language advising. In her workshop, participants have the opportunity to practice active listening skills and develop an awareness of strategies for ongoing language learning support. Cynthia White will provide a brief critical overview of landmark studies in independent learning and propose a new paradigm based on emerging perspectives.

There will also be over 130 concurrent presentations under eight themes related to independent learning. These include teacher education, classroom approaches, life-long learning, e-learning and self-access. Some of the abstracts have already been posted on the conference webpage, and so far it looks like there will be a nice balance of theoretical perspectives and examples of good practice. I look forward to seeing you there!

FURTHER INFORMATION:

- The Independent Learning Association: **www.independentlearning.org**
- Early-bird registration (HK$950) closes on 31 March.
- Full registration (HK$1300) closes on 15 May.
- For more information, see http://ilac2009.elc.polyu.edu.hk/index.php/ILAC/ILAC2009/schedConf/registration

REFERENCE

Council of Europe, 2001: *Common European Framework of Reference for Languages: Learning, teaching assessment*. Cambridge: Cambridge University Press.

2009年自立学習学会香港大会：自立学習、体験と新たなる視点

(於　香港理工大学　2009年6月3日-5日)

紹介者：ジョー・マイナード　(神田外語大学)

神田外語大学において開催された前回の自立学習学会日本大会を覚えていますか？もしかすると私のように次の大会を楽しみにされていた方も多いかもしれません。自立学習研究領域に貢献が期待されるこのカンファレンス、今年は香港で開催されることになりました。この大会ではワークショップ、ポスター、パネルディスカッション、そして世界中からの参加者による発表が予定されています。また、大会後には紀要も出版される予定です。

過去の大会同様、今大会も著名なスピーカーによって講演が行われます。David　LittleはCommon European Framework of Reference for Languages (CEF; Council of Europe, 2001)とヨーロッパ言語ポートフォリオ(European Language Portfolio) が学習者の自己評価のプロセスとその結果をどのように適用しているかについて話す予定です。Claire　Ellen Weinsteinはストラテジー及び自律学習の評価に関わるthe Model of Strategic Learningについて、Philip Bensonはインターネットを中心とした新しいリテラシーと第二言語学習における自立学習の関連についての研究を考察します。Marina　Mozzon-McPhersonは言語学習アドバイジングについてのワークショップを開催。参加者は、継続的な学習サポートのためのアクティブ・リスニング・スキルとストラテジーに対する認知を体験します。Cynthia　Whiteは自立学習に関する代表的な研究をクリティカルに総括し、新たなる視点を加えたパラダイムを提案します。

その他にも教員教育、授業実践、生涯学習、e-learningとself-accessなどを含む8つの自立学習に関するテーマに分かれ130もの個人発表が行われ、理論と実践がほどよくバランスされています。すでにこの中のいくつかの概要は大会ウェブサイトで閲覧することができます。皆さんと現地でお目にかかれることを楽しみにしています。

詳細：

- 自立学習学会　www.independentlearning.org
- 大会参加費早期申込割引 (HK$950) 3月31日まで。
- 大会参加費 (HK$1300) 5月15日まで。
- 更に詳しい情報はホームページを参照http://ilac2009.elc.polyu.edu.hk/index.php/ILAC/ILAC2009/schedConf/registration

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 22 years to provide teachers with the same quality graduate studies as the New York campus. The campus offers an MA in TESOL program, providing opportunities to study the theory and practice of teaching English as a Foreign Language (EFL) in Japan. In addition, students accepted into the Literacy Specialist and Comparative and International Education & International Educational Development Programs, at the NY Campus can begin their coursework with summer classes in Tokyo.

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.

Teachers College Columbia University JAPAN

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 has an *MA in Art and Art Education* program in development. 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.

Teachers College will hold information sessions in March, June and October for those who would like to apply for either the Japan or New York campuses. Places are limited, so a reservation is required.

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>)

コロンビア大学ティーチャーズカレッジ日本校

LD-SIGの東京でのミーティングはティーチャーズカレッジ日本校で行なわれています。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（東京・水道橋）は、２２年間にわたって日本の教員を対象にニューヨーク本校と同等の教育を提供し続けてきました。英語教授法(TESOL)修士課程プログラムでは日本におけるEFL（English as a Foreign Language）教育の理論と実践を学ぶことができます。また、NY本校のLiteracy Specialist,　Comparative and International Education & International Educational Development プログラムへの入学が認められた学生は、日本校で夏学期からコースを取る事が可能です。

ティーチャーズカレッジ日本校は、２００６年9月２０日、文部科学省(MEXT)より「外国大学院の日本校」として正式に指定を受けています。本国アメリカにおいてティーチャーズカレッジは、米国最大の私立教育大学院として、教員を対象とした革新的・実践的な教育を展開してきました。２００７年のＵＳニューズレポート紙の評価では、米国の教育大学院部門で第一位に選ばれています。

英語教授法（TESOL）修士課程は、週末に行なわれるクラスに出席することによって修士号を取得できるコースです。通常の課程の一部として、教師経験年数が少ない方々と小学校の教師を特に対象とした単位の取り方も用意されています。出願は1年間を通じて受付けており、秋、春、夏のどの学期からでも入学できます。このプログラムでは、より学習効果の高い授業を創り出すために、教育現場での実践を、語学教育と学習における主要理論に関連付けて分析することを重視しています。また、ティーチングアイデアを探求するために、学生が実際に教鞭をとる学校へ教授が訪問し、授業を見学する機会を設けていることも大きな特長です。

現在日本校で準備が進められているアート&アート　エデュケーション修士課程では、伝統的な美術からポップアートまで広い範囲の芸術について研究します。プログラムの中心となる理念は、生涯を通じて人々の成長と発達を育むことにおける芸術の役割です。この理念に基づき、アート　エデュケーションコースでは様々な芸術様式が鑑賞される環境　—　それは学校・大学・美術館・アートセンター・病院など多岐に渡りますが　—　について検証していきます。

ティーチャーズカレッジでは、日本校、あるいはニューヨーク本校への出願を考えている方々のために、3月、6月、１０月に説明会を開催しています。席数に限りがあるため、事前のご予約をお願いします。詳細につきましては、ホームページwww.tc-japan.eduをご覧いただくか、TC Office (TEL: 03-3221-9771 または Email：office@tc-japan.edu

LD SIG財務報告 2008年9月 - 2009年1月
LD SIG FINANCIAL REPORT SEP 2008 - JAN 2009

	Sep 2008 2008年9月	Oct 2008 2008年10月	Nov 2008 2008年11月	Dec 2008 2008年12月	Jan 2009 2009年1月
Balance in bank account 銀行口座の残高	193959	236886	236904	235364	258383
Reserve liabilities 本部預け金	100000	100000	100000	100000	100000
Cash on hand 現金	16443	16443	16443	0	0
Balance carried forward 残高	310402	353329	353347	363364	358383
Total revenue liabilities 収入負債の総額	0	0	0	0	0
Total revenue 総収入	65019	22	21	5023	2502
Total expenses 総支出	22092	4	4	4	0
Total expense liabilities 総経費負債	0	0	0	0	0
End balance 残高	353329	353347	353364	358383	360885
Balance in bank account 銀行口座の残高	236886	236904	253364	258383	260885
Reserve liabilities本部預け金	100000	100000	100000	100000	100000
Cash on hand現金	16443	16443	0	0	0
LD SIG balance 残高	353329	353347	353364	358383	360885

Major expenses 主な経費 Sep 2008 to Jan 2009

Table Rental for JALT JALTでのテーブル賃借	20000				
Withdrawal by JCO for supplies ordered fiscal 2007 JCOへ消耗品代金支払(2007年度発注分)	2000				

Major revenue 主な収入Sep 2008 to Jan 2009

Publication sales by SIG　SIGの書籍販売				5000	2500
Membership April - July 2008 会費4月-7月2008	60000				
Reimbursement from National JCOからの払戻	5000				

We sold a copy of AYA and MAYA in December 2008, and another copy of AYA in January 2009.
２００８年12月にAYAとＭＡＹＡをそれぞれ１冊、２００９年１月にはＡＹＡ１冊の売り上げがありました。

Active balance Feb 20th, 2009 可動残高2009年2月20日	260,885

PLANNED EXPENSES March to August 2009　2009年2月- 8月予定経費

Postage LD materials LD資料　郵送料	15,000		
LD Retreat (July) honorarium for a speaker with transportation LDリトリート(7月)　謝礼・旅費他	80,000		
TOTAL　合計			95,000

PROJECTED REVENUE March to August 2009　2009年2月-8月予定収入

Publication sales書籍販売	7,500		
Membership 40 members 会費 40人分	60,000		
TOTAL　合計			67,500

Projected active balance August 31st 2009 2009年8月31日予定残高	233,385

LD Reserve liabilities (held by JALT National) August 31st2009 2009年8月31日 LD負債準備金（JALT本部）	100,000

Hiromi Furusawa 古澤　弘美
LD SIG treasurer　LDSIG財務
20 February 2009　２００９年２月２０日

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>.

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！

あなたの近くですでに行われているミーティングについて、または地元でのLDミーティングを始めるにあたってのサポートについて、
ステイシー・ヴァイ<stacey.vye AT MARK gmail.com> まで是非お問い合わせください！

LEARNER DEVELOPMENT SIG OFFICERS 2009
学習者ディベロップメント研究部会　2009年度　委員リスト

Coordinator:	Hugh Nicoll	hnicoll AT MARK gmail.com
Web and IT Communications	Hugh Nicoll	hnicoll AT MARK gmail.com
International Liaison	Andy Barfield	barfield.andy AT MARK gmail.com
Treasurer:	Hiromi Furusawa	admin AT MARK eigoya.com
Membership:	Jodie Sakaguchi (Michele Ruhl (Stacey Vye	jodie.jsAT MARKmac.com micheleAT MARKnet.nagasaki-u.ac.jp) stacey.vye AT MARK gmail.com)
Publications:	Alison Stewart Masuko Miyahara Jim Ronald Kay Irie	stewart_al AT MARK hotmail.com MasukoM ATMARK aol.com jamesmartinronald AT MARK yahoo.co.jp kayirie AT MARK mac.com
Programme:	Ellen Head (Martha Robertson (Michele Ruhl	ellenkobe AT MARK yahoo.com marrober AT MARK alumni.iu.edu) micheleAT MARKnet.nagasaki-u.ac.jp)
***Learning Learning* editorial team:**	Masuko Miyahara Jim Ronald (Ellen Head (Tanya McCarthy (Alison Stewart (Kay Irie (Peter Mizuki	MasukoM AT MARK aol.com jamesmartinronald AT MARK yahoo.co.jp ellenkobe AT MARK yahoo.com) tanya-mAT MARKkuis.ac.jp) stewart_al AT MARK hotmail.com) kayirie AT MARK mac.com) peter.mizuki AT MARK nihon-u.ac.jp)
Members at large:	Chris Carpenter Etsuko Shimo Greg Rouault Marlen Harrison Mike Nix Naoko Aoki Phil Brown Steve Brown Yoko Wakui	chris AT MARK dokkyo.ac.jp etsu321 AT MARK hotmail.com synectix AT MARK hotmail.com scenteur7 AT MARK yahoo.com mikenix1 AT MARK tamacc.chuo-u.ac.jp naoko AT MARK let.osaka-u.ac.jp philza2003 AT MARK yahoo.com brown AT MARK konan-wu.ac.jp ywakui AT MARK bu.iij4u.or.jp
Get-Together Coordinator	Stacey Vye	stacey.vye AT MARK gmail.com

LOCAL GET-TOGETHER COORDINATORS:

Hiroshima	Jim Ronald	jamesmartinronald AT MARK yahoo.co.jp
Kitakyushu	Malcolm Swanson	msswanson AT MARK pukeko.ws
Kobe	Naoko Aoki	naoko AT MARK let.osaka-u.ac.jp
Osaka/Kyoto	Etsuko Shimo	etsu321 AT MARK hotmail.com
Miyazaki	Steve Davies	sdavies AT MARK miyazaki-mic.ac.jp
Nagoya	Ashurova Umihadon Robert Croker	uzfemida79 AT MARK yahoo.com croker AT MARK nanzan-u.ac.jp
Nara	Ann Mayeda	KFA05374 AT MARK nifty.ne.jp
Greater Tokyo (Omiya,West Tokyo, Tokyo, Ibaraki, Chiba, & the Yokohama)	Kay Irie Masuko Miyahara	kayirie@ AT MARK mac.com MasukoM AT MARK aol.com

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 October, 2009. Ideally, we would like to hear from you well before the final due date but, in reality, the door is always open, so feel free to contact somebody in the editorial team when you are ready:

Alison Stewart	stewart_al AT MARK hotmail.com
Ellen Head	ellenkobe AT MARK yahoo.com
Jim Ronald	jamesmartinronald AT MARK yahoo.co.jp
Kay Irie	kayirie AT MARK mac.com
Masuko Miyahara	MasukoM AT MARK aol.com
Peter Mizuki	peter.mizuki AT MARK nihon-u.ac.jp
Stacey Vye	stacey.vye AT MARK gmail.com

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

「学習の学習」原稿募集

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

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

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

次号「学習の学習」は2009年10月に出版の予定です。ご興味のある方は、ご連絡いただければ幸いです。受け付けは常にいたしておりますので、アイディアがまとまり次第、遠慮なくいずれかの編集委員にご連絡ください。

アリソン・スチュワート	stewart_al AT MARK hotmail.com
エレン・ヘッド	ellenkobe AT MARK yahoo.com
ジェームス・ロナルド	jamesmartinronald AT MARK yahoo.co.jp
入江　恵	kayirie AT MARK mac.com.
宮原　万寿子	MasukoM AT MARK aol.com
ピーター・ミズキ	peter.mizuki AT MARK nihon-u.ac.jp

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