ABSTRACTS 要旨

How Can I Be Myself? The Life Story of a Language Learner from Korea
韓国人留学生のライフストーリーに見る日本語話者としての私探し
Yoshio Nakai 中井 好男
Reader Responses by Yukari Rutson-Griffiths and Huw Davies

Abstract
In this short paper, I discuss from an ecological perspective the learner autonomy of a Korean overseas student, “Kim,” learning Japanese at a university in Japan and navigating his social world and identity in Japanese. I analyze the development of Kim’s learner autonomy holistically and contextually (Aoki, 2009) by using a life story interview approach. The research reveals how Kim’s learning experiences and knowledge of Japanese impede his social interactions and constrain his sense of self. It also illuminates his struggle to find a way to become “his true self” as a Japanese language user. Kim’s learner autonomy story can be seen as an account of acquiring his own voice (Bakhtin, 1986) in his construction of social networks and identities (Riley, 2007). This ultimately enables Kim to adapt and achieve his own intentions and purposes, subject to the restrictions of social context that he faces.

Keywords: learner autonomy, voice, social network, social identity, ecological perspective, complex adaptive system

Learning to Teach, Teaching to Learn: Pragmatics Instruction by Students
教えることを学ぶ、学ぶために教える: 学生による語用論教育
Jim Ronald ジム・ロナルド
Reader Responses by Elisa Acosta and Sarah Morikawa

Abstract
This paper is a report of a near-peer pragmatics teaching project and the creation and presenting of the poster through which the project was introduced. It is also a report of student and teacher reflections on the project. Further, it is a report of the roles the poster has played in introducing the project to students and in facilitating teacher reflection concerning both the project and the teaching of pragmatics as part of English speaking classes. Finally, this paper is a reflection on the value of written teacher and student reflections to challenge our own beliefs about language teaching and, consequently, to impact that teaching itself.
要旨
本論文は、英語スピーキングクラスで学年の異なる学生がお互いに語用論を教えあうプロジェクトおよびそのプロジェクトに関する学生と教師の振り返りに関する報告である。このプロジェクトを通じて学生・教師が行ったポスタ制作が、学生にプロジェクトを紹介し、またプロジェクトやスピーキングクラスで語用論を教えることに対する教師の考えをまとめのに役立った。また学生や教員の振り返りを文字化することが語学教育に関する我々のピーリフ、また教育そのものに影響を与えるかについて論じる。

Keywords: reflection, pragmatics, learner development, teacher development, peer teaching

Promoting English-Major Students’ Intercultural Understanding through Active Learning
英語専修生の異文化理解を深めるアクティブ・ラーニング
Hideo Kojima 小嶋 英夫

Reader Responses by Shinobu Nakamura and Dominic Edsall

Abstract
Today, many teachers in Japan are involved in education reforms promoted by the Ministry of Education, Culture, Sports and Technology (MEXT) which, taking 21st century skills and competencies into account, encourage teachers to develop students’ generic skills as well as their subject knowledge and skills through Active Learning (AL). In this article, I report on a study where I aimed to examine to what extent I could help my first-year English majors to develop their intercultural understanding through AL in a flipped classroom. The students, who would like to become primary or secondary school English language teachers after graduation, continued to learn autonomously and collaboratively in an Introduction to Intercultural Understanding class. Through quantitative and qualitative analysis, I found that they tended to raise their intercultural and professional consciousness as teacher learners. Reflecting on this study, I conclude that we need to promote innovation in teacher education, critically exploring different issues around AL and learner autonomy.

要旨
今日、21世紀型スキルやコンピテンシーを意識した文部科学省主導の教育改革が進展し、これに関わる多くの日本人教員が、アクティブ・ラーニング(AL)を通して、教科の知識・スキルと同様に学習者の汎用的スキルを育むことを奨励されている。本稿では、教育学部英語専修の1年生を対象とする「異文化理解講義」の授業で、反転学習を含むALを通して本研究者がどの程度受講者の異文化理解を深めることができたか、を研究の目的とする。大学卒業後に小・中・高の英語教員になることを志望する専修生たちは、自律的・協働的に学び続けた結果、ディーチャー・ラーナーとして異文化理解や教職専門性への意識を高める傾向が、量的・質的データの分析により認められた。本研究を振り返って、ALや学習者オートノミーに関する様々な問題点をクリティカルに探りつつ教師教育の刷新を図ることが必要である、と結論づけられる。

Keywords: Active Learning, intercultural understanding, flipped learning, teacher-learner autonomy, teacher education

Special Issue: Reflective Writing on Learning Development
Learning Together across Borders: Correspondence between Hungarian and Japanese Learners of English

Agnes Patko  アグネス・パトコー

Reader Responses by Farrah Hasnain and Adrian Wagner

Abstract
Many foreign language learners I have met in Japan feel they do not have enough opportunities to practice English. They often do not like to read and write in the target language. Although learners would like to improve their communication skills, a great number of learners are afraid to speak because they are anxious about their mistakes. As a result, they lack confidence. I targeted the above challenges by setting up a bilingual correspondence project in which my students could experience authentic communication in English and act as native speakers. Corresponding with a foreign student of the same age was interesting and motivating to my students. In addition to improving their English, my students gained confidence and started to form a more positive opinion about their own language learning.

Keywords: language exchange, bilingual correspondence, writing skills, authentic communication

Emotion and Communicative Competence in English Discussion Class

Nicole Gallagher  ニコール・ギャラガー

Reader Responses by Lee Arnold and Blair Barr

Abstract
Drawing on discussions I had with participants during my Creating Community: Learning Together 3 poster presentation, in this short reflective article I reflect on the role that emotion plays in classroom language learning and use. I begin by describing how the emotional dimension of learning has informed my approach to teaching a university English discussion class. In order to improve my own understanding of emotion in learner development, I then inquire whether there is a relationship between emotional awareness and communicative competence, and, assuming there is, how empathy might play a role in the development of such an emotional communicative competence. I conclude by looking at how engaging in these extended reflections has served as a catalyst for me to think about aspects of emotion in language learning more deeply, and has led me to identify areas to explore further in future classroom research.

要旨
日本では英語を使う機会が少ないと感じる外国語学習者は多いように思われる。英語での読書や文章を書くことが好きではない人も少なくない。コミュニケーション能力をより高めたが、間違ったことが怖いためになかなか話せないという学習者も多い。これらの課題を踏まえて2言語使用の文通プロジェクトを立ち上げた。結果、プロジェクトの参加者は英語で確実なコミュニケーションを取り、母語話者のように振る舞うことができた。また、プロジェクトを通して学ぶ方向性だけでなく、自信をつけ、自分の外国語学習についてより肯定的な意見を持つこともできるようになった。

Keywords: language exchange, bilingual correspondence, writing skills, authentic communication

要旨
本稿は、Creating Community: Learning Together 3のポスターセッションで参加者と共に行ったディスカッションから、教室における語学の学習、使用の中で感情が果たす役割についての検討。
Why Don’t They Listen to You? Teaching Sports Students and Challenges in Classroom Management

Koki Tomita

Abstract
This article highlights the challenges in class management that emerged while teaching an English course for sports students at a university in Tokyo. When major classroom management issues rose to the surface, the author conducted action research to analyze the causes of the conflicts that he was facing. Four consecutive lessons were videotaped for analysis. Carefully examining the videotaped lessons, the author determined possible causes of the classroom management issues and re-thought the pro-learner autonomy approach that he had been trying to follow. After making changes to the way he taught the course, the author tried to gauge the impact of the modifications on himself and the students in the course. The article includes reflection on these questions, as well as discussions shared at Creating Community: Learning Together 3, particularly with respect to scaffolding learner autonomy over time and the need for greater educational support for university sports students.

Keywords: remedial education, learner autonomy, action research, English for Specific Purposes, class management

Special Issue: Reflective Writing on Learning Development
Academic Writing: In Search of Effective Ways of Providing Students with Constructive Feedback
アカデミックライティング: 建設的フィードバックの効果的な方法を求めて
Alexandra Shaitan アレキサンドラ・シャイタン
Reader Responses by Peter Collins and Martin A. Cater

Abstract
In this short reflective article, I explore the issue of teaching academic writing skills at a university in the Kanto area of Japan. In particular, the article focuses on different means and modes of constructive feedback I deployed while teaching an academic writing course to second-year university students. Further, I will briefly describe what problems I encountered and how I tried to address them by exploring different ways of providing feedback to students based on their needs, learning styles/preferences and abilities.

Keywords: exploratory practice, academic writing, feedback, student-teacher conferencing

Uncovering Teacher Assumptions and Developing Intercultural Communication through Heightened Local Culture Sensitivity
教師の思い込みの発見と現地文化に対する文化的感受性を高めることによる異文化間コミュニケーションの促進
Satchie Haga サチエ・ハガ
Reader Responses by Maho Sano and Trevor Raichura

Abstract
The recent official shift towards communicative approaches in English education may be seen as favouring popular pedagogies such as active learning, task-based discussions, and debate. In so far as these pedagogies embody Western linguistic and ideological beliefs, they may sometimes be applied to EFL classrooms without teachers deeply considering students’ local cultural and communicative practices. In this short reflective article the author questions her “Western” teaching practices and re-examines them in relation to typical stumbling blocks that constrain intercultural communication. She then explores differences between her own cultural ideological assumptions and her students’ worldviews and cultural expectations. In the final part of the article the author provides some practical suggestions about how to recognize local values and teach intercultural differences in order to promote students’ intercultural communicative competence in English.

要旨
文部科学省主導による日本の英語教育は、近年コミュニケーション・アプローチへ移行しており、アクティブラーニングやタスクを中心としたディスカッション、さらにはディベートといった教授法が好まれる傾向にある。これらの教授法は、欧米の言語やイデオロギーを具体化したものであり、英語教育が行われている現地の学生の文化やコミュニケーションにおける慣習を深く考えることなくEFLの授業で用いられていることがある。本稿では、異文化間コミュニケーションの妨げとなる典型的な障害という点から、自身の「西洋的な」教授法に疑問を投げかけ、再検討する。加えて、自身の文化的イデオロギーにもとづく思い込みと、学生の世界認識や文化的期待との間における違いについて考察する。最後に、学生の異文化間コミュニケーション
Keywords: stumbling blocks in intercultural communication, teacher cultural ideological beliefs, student worldviews, student cultural expectations, intercultural differences, intercultural communicative competence

Abstract
In this discussion, we reflect on our experiences with action research (AR). In particular, we focus on the application of AR in relation to promoting learner autonomy and development. We examine an AR project at a Japanese university in which Tokiko involved her students in negotiating classroom rules. Drawing on theories of autonomy and motivation, we then discuss how the increased level of organizational autonomy in the class may have been related to positive changes in students’ behaviors. In closing, we briefly describe two AR projects that we would like pursue in the future, one in a classroom context (Tokiko), and one in a self-access center (Andrew).

Keywords: action research, learner autonomy, motivation, negotiation of classroom rules, self-access centers

Tokiko Hori 堀登起子 & Andrew D. Tweed アンドリュー・トゥイード