

Learning Learning

学習の学習

JALT LEARNER DEVELOPMENT SIG NEWSLETTER VOLUME 16, NO. 2

ISSN 1882-1103



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Coordinator's message



Greetings all,

Wow! (Double wow!) Where does the time go? It's now the beginning of October, and before you know it, we'll be approaching the end of yet another academic year. But of course just as the beginning of entrance exam season is upon us, many of us will have a chance to get together in Shizuoka for JALT 2009. Conference news will be updated by e-mail and on the SIG website and blog, but I want to encourage as many of you as possible to turn out for the AGM (annual general meeting) on Saturday evening, to be followed by another Teachers College/LD-SIG dinner party. At the AGM we'll need to re-confirm our officer team for next year, so please do come along to contribute and volunteer your talents to the SIG, in events planning and publications efforts. The forum is scheduled for Sunday, 22 November, from 11:10 to 12:50. Hope to see many SIG members there too.

This past summer I had the opportunity to participate in the Tenth Nordic Conference on Learner Autonomy in the Foreign Language Classroom, held in Bergen, Norway, 27 through

こんにちは。

ああ！（ホントにああ！）いつの間に時が経ってしまったのでしょうか。すでに10月初め、そして気が付けば、またしても年度終わりに近づいているのです。でももちろん、入試の始まるこの季節、静岡で開催のJALT2009年大会で会える仲間も多いでしょう。大会についてはEメール、研究部会のホームページやブログでお知らせしますが、できるだけ多くの方に土曜日夕方のAGM（年次総会）に参加していただけるようお願い申し上げます。総会後にはコロンビア・ティーチャーズ・カレッジ、CUE、LDの合同パーティも予定しています。AGMでは来年度に向けて役員を再確認します。ぜひお越しいただき、この研究部会での活動計画や出版作業にご協力ください。11月22日（日）の11時10分から12時50分にはフォーラムを実施します。多くの研究部会会員の方にお会いできるのを楽しみにしています。

この夏、8月27日から29日までノルウェーのベルゲンで開催の、第10回「外国語教室における学習者オートノミー」北欧大会に参加する機会がありました。これまでに北欧の研究集会に関する記事を読んだことがある方は、名称の違いに気付いたかもしれません。以前は、この北欧のグループが学習者オートノミーに関する北欧ワークショップを行っていました。今年は厳粛な総会議の形式が採られ、朝から夕方までセッションの続く、内容の濃い、情報豊かな3日間となりました。Chris Candlin, Leni Dam, Edith Esch, Henri Holec, David Littleら、この分野の先駆的な研究者による講演があり、学習者オートノミーの内容、根拠、方法に関する「難題（チャレンジ）と変

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29 August. For those of you who've read about the Nordic gatherings in the past, you may notice the change in wording; in the past the Nordic group has dubbed itself the Nordic Workshop on Learner Autonomy. This year a rigorous plenary format was adopted, which made for an intense and information rich three days, with sessions running from morning till evening. A number of the pioneers in the field – including Chris Candlin, Leni Dam, Edith Esch, Henri Holec, and David Little gave talks on the themes of "Challenges and change" to the what, why, and hows of learner autonomy. Relative newcomers to the field also shared their experiences and research, highlighting the importance of our shared challenge of supporting autonomous learning in a wide variety of settings.

Although I tend to favor a workshop format, I left Bergen with a bundle of handouts and a head full of questions for further study and reflection. Now more than six weeks have passed, and I've not managed to do as much reading and writing as I'd hoped, but three or four big issues continue to resonate as I consider the themes we discussed, work with my students, and ponder the opportunities for and obstacles to research and collaboration in the field.

The themes that keep rattling around in my head are: (1) The relationship of theory to practice; especially where we as teacher/researchers are trying to puzzle out the relationship of the wider world to the learning environments we are trying to create in our classrooms; (2) The developments in motivation research within that rapidly changing world; (3)

化(チェンジ)」をテーマとした話が聞けました。比較的最近の研究者も経験や研究を発表し、その中で、様々な状況における自律的な学習の支援にあたっての共通した難題の重要性が強調されました。

私自身はワークショップ形式を好むほうですが、多量の印刷物を抱え、さらなる研究と内省への課題でいっぱい頭でベルゲンを立ちました。あれからすでに6週間が経ちますが、文献に目を通し執筆する時間が思っていたほど持てないところです。しかし、議論したテーマを考え、学生とともに時間を過ごし、この分野の研究と協力への機会と障害を熟考すると、3, 4の大きな課題がずっと頭に残っています。

私の頭の中で鳴り続けているテーマは(1)理論から実践への関係、特に我々が教師・研究者としてより広い世界から教室の中で作ろうとしている学習環境への関係をどこに解き明かすか、(2)この急激に変化する世の中での動機づけ研究の進展、(3)教室データの継続的な重要性、そして最後に(4)教師オートノミー促進における内省的、批判的振り返りの基本的な重要性です。これらの課題はどれも新しくも「独自性があるもの」でもありません。強いて言えば、すっかりなじみのテーマであるゆえに、これらテーマへどのように新しい角度で取り組むか、また十分に知り尽くしていると思っている分野をどう再検討するか、といった方法を我々教師が学ぶことの重要性を示唆するものでした。さらに、教師が自分の教授状況で自

Coordinator's message

The continuing importance of classroom data; and finally, (4) The fundamental importance of introspective, critical reflection to the development of teacher autonomy. None of these issues is "original" or new. If anything, it is their familiarity that signals the importance for us as teachers at learning how to look at them from new angles, to revisit territory we sometimes believe we know too well. A further crucial issue is the importance of teacher training programs that help teachers develop the skills and attitudes that can sustain them in building relationships within their teaching contexts that will support autonomous teaching and learning. I will be exploring my conference reflections in a longer article to be published in Independence, the newsletter of the IATEFL Learner Autonomy SIG.

Participants in the Nordic conference are working on making Powerpoints and other resources available online, and I hope to share access information with SIG members in the not too distant future. This raises the issue of interactivity and our on-line presence and participation, a bit of a sticky wicket for all of us as we try to balance our often over-busy personal and professional lives. We are going to try to encourage greater interactivity with this issue of Learning Learning. My greatest hope is that we will find some practical solutions to developing the skills and team-work necessary to make more effective use of the potential of online collaborative tools.

Hugh Nicoll,
LD SIG Coordinator
17 October 2009

律的な教授と学習を支援する関係を築く中で自身を維持するスキルと態度を身に付けるのに役立つ教員研修プログラムの重要性もまた必要不可欠な点です。IATEFL学習者オートノミーSIGのニューズレター

「Independence」に掲載のより長い報告の中で、大会についてさらに振り返る予定です。

北歐大会の参加者は、パワーポイントなどの資料にオンライン上でアクセスできるように作業を進めています。近いうちにこの研究会会員にもアクセス情報を提供することができるとでしょう。普段は忙しすぎる個人そして専門家としての生活のバランスを保とうとする中、相互交流、そして、私たち皆にとってちょっと難しい窓口であるオンライン上での存在と参加という課題への関心が高まります。今回の「学習の学習」で、さらなる相互交流が生まれることを期待しています。そのスキルと、オンライン上の協働手段の可能性をさらに有効に活用するために必要なチームワークの促進のためのより実践的な解決策を見つけられるよう、切に望んでいます。

2009年10月17日

LDSIGコーディネータ

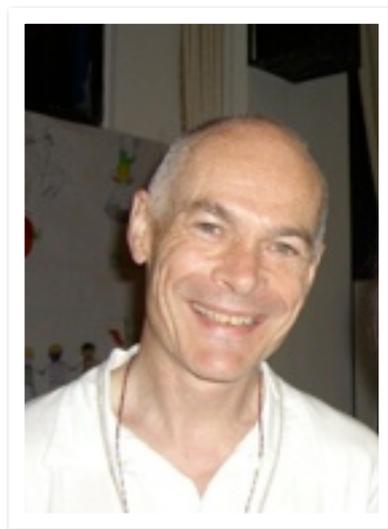
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About this issue

Learning Learning, 16.2 Fall 2009

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

At this half-yearly stage for many of us, with temperatures falling, and perhaps motivation and energy levels falling too, and at a time when many of us are busier than we would like to be, working on *Learning Learning* has been a good reminder of what it is all about: interacting with students, changing, being changed by exchanging ideas with others. We hope that in this issue of *Learning Learning* you too find fresh inspiration, new ideas and perspectives, and good opportunities for reflection – and that these will give you renewed enthusiasm, insight and purpose to keep you going and finding fulfillment as a teacher and learner.



編集者よりご挨拶

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

年末が近づき、気温が下がり、それに伴って、ひよっとしたらやる気やパワーも落ちていると感じている人も多いかもしれません。仕事に忙殺されて毎日が過ぎようとしているこの時期、「学習の学習」に関わることにより、教師としての原点に立ち戻ることが出来たと感じております。生徒と関わることはどういったことなのか、また、変化すること、他者と意見交換をすることにより変化させられることはどういったことなのかを自分に問い直す機会でもありました。今回の秋号が皆さんにとっても考え直す機会や視野を広げる機会となり、刺激になればと願っております。そして、教員としての新たな熱意、洞察力、そして目的意識を再発見することにお役に立てればと願っております。

About this issue

We are proud to include a tribute to the local LD group meetings from John Fanselow in our article section, in which he likens the atmosphere of Tokyo meetings to the passionate debates at the Athenian *agora*. Please check out the links to John's longer articles at the Peace Corps website if you want to know what he is currently thinking. Equally stimulating for those of us who want to know what our students are thinking about, is Satoshi Nagaba's article on "Students' Conceptions of Language Learning". He reports fascinating research in which students share their conceptions of language learning as a class activity, and is very much in the LD tradition of seeing students as collaborative partners in research. Finally in our article section we introduce a voice from further afield. Cem Balcikanli is a teacher trainer in Turkey and writes about the importance of developing autonomy in pre-service teacher training. In Balcikanli's article, too, we can see the thread of "students as co-creators of the learning experience".

We are glad to have this opportunity to introduce, in our *Voices* section, two LD-related people you may already have met at get-togethers or conferences: Fumiko Murase, a member currently doing postgraduate work in Australia and Hiromi Furusawa, our all-important Treasurer (oops – nearly wrote "treasure", that would also be true!).

今号の概要を説明します。「アーティクルズ」(ARTICLES)では、まず、ジョン・ファンズロー氏によるLDの地区別集会を高く評価する記事を紹介します。ファンズロー氏は最近の東京でのミーティングにおける熱心な議論や意見交換をアテネのアゴラ(古代ギリシャの集会場)に喩えています。興味のある方は是非、平和部隊ホームページに掲載してあるファンズロー氏の論文をご覧ください。学習者の態度について知りたいという読者の方にとって同じく示唆に富むのは、長場氏の研究です。この研究では、日本で英語を学習している高校生の「言語学習の概念」を探っています。生徒にとってクラスで言語を学習することはどういうことであるかを分析したこの研究は大変興味深いものであり、また、生徒を共同研究者とみなした視点はLD SIGの基本的なスタンスに沿ったものであります。「アーティクルズ」(ARTICLES)のセクション最後では、遙か遠い国であるトルコの教員養成の専門家、チェム・バルキナクリ氏が、教育実習の段階で教員のオートノミーに対する意識を高めることの重要性について報告しています。そしてこの論文でも「生徒が学習経験の共同構築者である」という考え方が貫かれています。

この機会をお借りして、「読者の声」(VOICES)では皆様がすでに地区別集会や学会でお会いしたことがあるかもしれないお二人、村瀬文子氏と古沢博美氏をご紹介します。村瀬氏は現在オーストラリアで大学院に在学中、古沢氏はJALT学習者ディベロプメント研究会の貴重な会計の仕事を担当してくださっています。

About this issue

We have two book reviews for you in this issue; thanks to Colin Skeates and Kay Irie for these. In “The Developing language learner” (reviewed by Colin Skeates), Dick Allwright and Judith Hanks call for a world of language teaching with the language learners at the centre as key developing practitioners. “Maintaining control”, edited by Sarah Toogood, Richard Pemberton and Andy Barfield, has a deep connection with certain members of this SIG who were at the Hong Kong conference where many of the papers were first given in 2005. You can read about the 2009 Hong Kong ILAC conference in the piece by Alison Stewart, Jo Maynard and Tanya McCarthy, which shows how some of those threads are developing in new ways. In her report on the IATEFL conference in Cardiff, Jodie Sakaguchi argues the case for pre-conference get-togethers by particular SIGs, along the lines of the IATEFL Learner Autonomy SIG. Since it is impossible to do justice to a conference in a short report, Ellen Head writes about one aspect of the Nakasendo conference only – her collaboration with Fergus O’Dwyer, focused on using portfolios to raise student motivation.

These are followed by a further episode in Stephen Davies’ sci-fi and vaguely LD-related irrepressible *Adventures of Magenta M*. For the first time we are including foot-notes in which Mr Davies pre-views the next episode of the story and explicates the themes in response to some heckling from the editors.

We also have a preview of the LD Forum at the upcoming JALT national conference – read it then come along and join us at the real thing!

今号の「書評」(BOOK REVIEW)ではコリン・スキーツ氏が“*The Developing Language Learner*”、入江恵氏が“*Maintaining Control*”と、最近の刊行物から話題性のある2冊を紹介しします。前者ではデイク・オールライト氏やジュデイス・ハンクス氏が教えることにおいて言語学習者を主要な、そして常に発展し続けている言語使用実践者としてとらえることの大切さを強調しています。後者の“*Maintaining Control*”(サラ・トゥーグッド氏、リチャード・ペンバートン氏、アンデイ・バーフィールド氏編集)はこのJALT学習者ディベロプメント研究会(LD SIG)の多くのメンバーも香港、中国において開催された同名の学会に参加し、深い関わりを持っています。

香港で開催されたILAC2009年大会についてアリソン・スチュアート氏、ジョー・メイナード氏、タンニャ・マカーシー氏が報告しますが、その報告でそれまでの研究が新しい形で発展していることが確認できます。また、ウエールズの首都カーディフで開催されたIATEFL会議について、ジョディ・坂口氏が報告しますが、会議に先立って開かれた分科会集会の様子をLearners Autonomy SIGの実例に従って議論します。中山道の学会については、紙面の関係上、すべて報告することはできませんが、エレン・ヘッドが、ファergus・オデウワイヤー氏との共同作業の試みとして、生徒の動機づけにつなげるためのポートフォリオ使用に焦点をあて、報告します。

さらに、前回のニュースレターからシリーズとなっている、スティーブ・デビス氏によるSF小説「*マジエンタMの冒険*」をお読みください。今後取り上げられるテーマについての予告編も掲載しております。

About this issue

This issue is a “first” in several ways. It is the first time that Jim and Ellen have been lead editors. It is the first time that Kayo Ozawa has co-ordinated the Japanese translation team (no mean feat with us throwing new articles at her even during the final week before going public!) It is also the first time that Alison Stewart has been responsible for the layout. We need to say a big “thank you” and *yoroshiku* to Alison and Kayo and other members of the editorial team, especially Masuko Miyahara for helping us with decisions about content and other queries. Many thanks to the many who have worked with us to produce this issue – particularly to Kay Irie, Etsuko Shimo, Tanya McCarthy, Stacey Vye and Makoto Abe for helping the editorial team, to Anne Marie Tanahashi for her autumn leaves photos, and most of all, to the contributors without whom we wouldn’t have much point at all.

This is an appropriate time to say a huge “thank you” to Malcolm Swanson for not only taking care of the layout of *Learning Learning* since (we think) 2002, but also for working on our “AYA” and “MAYA” anthologies in 2003 and 2006 and for creating the SIG banner which graces our table at conferences. We are grateful to Malcolm for giving a professional appearance to LD publications and waiving the layout cost several times, for example in order to donate it to the Asia Pacific Youth Forum in 2008 in LD’s name.

今号では新たな試みが色々ございました。まず、今号で初めてジム・ロナルドとエレン・ヘッドが共同責任編集者となりました。また、小澤佳世氏が本誌の翻訳者チームの調整役となったのも初めてです。本誌のレイアウトをアリソン・スチュアート氏が担当したのも初めてです。多くの時間を割いてくださったこの二人を含む翻訳者、校正者（宮原万寿子氏、入江恵氏、下絵津子氏、タンニャ・マカーシー氏、ステシー・ヴァイ氏）そして特に本誌の内容や決定にも貴重なアドバイスをくださった宮原万寿子氏には深く感謝を申し上げたいと思います。そして本誌に投稿してくださった皆様（投稿がなければ本誌は成り立ちませんので）にも感謝しております。

そして、この場をお借りして、マルコム・スワンソン氏に感謝の気持ちを述べたいと思っております2002年以來、本誌のレイアウトをいつも担当して下さっているだけではなく、2003年には「AYA」や2006年には

「MAYA」（オートノミーに関する論文集です）のレイアウト、学会におけるバナー（垂れ幕）の作成にあたってくださり、大変お世話になっています。LD SIGの刊行物をより専門的なものにするために様々な助言をくださったことには特に感謝しております。出版に必要な費用を免除して下さることもあり、2008年には、その費用をLDからアジア環太平洋諸国青年フォーラムに寄付することができました。

About this issue

Learning Learning has a fine tradition of “revolving editorship” so we are constantly in need of people prepared to proof-read, write, and work with writers on editing articles. If you are interested please get in touch. To facilitate the change-over to different editors in future, we are going to try a shared e-mail address for the next issue. You can contact us at [learninglearning1 AT mark yahoo.com](mailto:learninglearning1@mark.yahoo.com). If you don't hear from anyone within a week then do contact one of us using our personal mail address too, as this is a new scheme. Apologies to any contributors who have slipped through the net during editorial handovers in the past! We really do want to hear from you, so please do share your thoughts and experiences here! We have the advantage over most journals in that we welcome articles written in more unconventional voices as well as more traditional academic styles. We are thinking about becoming a blind-reviewed, refereed publication (which means your articles are read by outside editors with your name removed). Please let us know what you think about this! And above all *contribute!* See the details for contributors at the back of this issue.

Best wishes,
Co-editors,
Jim Ronald
and *Ellen Head*

<[learninglearning1 AT MARK yahoo.com](mailto:learninglearning1@mark.yahoo.com)>

「学習者の学習」は持ち回り式で編集作業をしてきたという伝統があります。本誌掲載のための論文の投稿、編集、校正にご興味のある方はご連絡いただければ幸いです。編集者交代の時期にも対応するため、次号から編集委員が共通のメールアドレス <[learninglearning1 AT MARK yahoo DOT COM](mailto:learninglearning1@mark.yahoo.com)>を使用することにしました。編集者交代の時期に論文を投稿し、メールアドレスが無効となっていたり、連絡がつかなかったりしたために論文が本誌に記載されなかった方々には深くお詫び申し上げます。皆様のご意見やお考え、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是非お聞かせください。本誌は通常の学術論文の形式だけでなく、型にはまらない形式で書かれた様々な文章も歓迎しております。今後は本誌をブラインド・レビューの学術論文誌（つまり、執筆者名を伏せた上で第三者に査読してもらう）にすることも検討しております。これについては皆様のご意見をお聞かせください。そして何よりも皆様の論文の投稿をお待ちしております。詳細については本誌最後のページをご覧ください。

「学習と学習」共同編集者

ジム・ロナルド & エレン・ヘッド

Voices

Hi, everyone.

I'm Hiromi Furusawa. As some of you know, I volunteered as Treasurer for LD, not because I'm so nice and don't have enough to do, but because of my career background. I was a Certified Public Accountant before I was fed up with it and took a teaching job. I thought I could use some accounting knowledge for LD before I forget everything. Now I teach adult learners at a small school in Osaka, which I founded in 2000. Since its beginning, I have been helping business people prepare for TOEIC, a popular English proficiency test. While most of them are serious about learning, they still find it difficult to retain their motivation and monitor their learning, as they are also busy with other duties. That's how I became interested in autonomous learning/learners. As a beginning-level learner of Chinese myself, I have been experimenting with many ideas on myself, too. I look forward to meeting you all and sharing ideas. You can see the diary of Hiromi's school at <http://diary.eigoya.com/>

Hiromi Furusawa (Learner Development SIG Treasurer)

E-mail: *admin AT MARK eigoya.com*



皆さん、はじめまして。古澤 弘美と申します。ご存知の方もいらっしゃると思いますが、私はLDの会計係に立候補いたしました。というのも、私って本当にいいひとで、且つ時間を持て余してるんですよ・・・というのはウソで、私の職経に関係があります。私の前職は公認会計士で、その仕事に嫌気がさして英語教師になった変わり種です。会計の知識を忘れ去ってしまう前に、少しでもLDのお役に立てればと思い、お引き受けいたしました。現在、私は大阪で社会人向けの英語塾を運営しています。2000年に創立したのですが、立ち上げ当初より、TOEICというテスト対策を社会人向けに指導しています。英語学習に真面目に取り組む方がほとんどなのですが、それでもモチベーションを維持しつつ自分の学習度をモニターすることは難しいようです。お仕事などでお忙しい方ばかりですので無理はありませんが、何かお手伝いできることはないかと探っている中で、自律学習・学習者に興味を持ちはじめました。現在、様々な自律学習のアイデアを自ら試すため、中国語を独習しています(まだ超初心者レベルですが)。皆さんとお会いして、意見交換ができるのを楽しみにしています。

Voices

Hi, I'm Fumiko Murase.

Currently I'm living in Sydney, Australia, and working on my PhD at Macquarie University.

Unfortunately, I haven't had much opportunity to meet you in person as I became a JALT and LD SIG member after I moved to Sydney for my study, but I may have met some of you at conferences.

Before I started my PhD, I used to teach English at a university in Japan for six years. I first learned about, and became interested in, learner autonomy when I was still teaching and doing my MA in Japan – it's been about five years now. I'm particularly interested in assessment of learner autonomy, and in my current research I'm exploring the possibility of 'measuring learner autonomy' by using the questionnaire I developed. It's a challenging area of research, but I think it is something worth challenging. Apart from my research itself, I'm also learning a lot from my experience as a student. Being a PhD student in Australia means you have no compulsory coursework - everything is up to you. In a way, doing my PhD is actually the process of developing my own autonomy as a learner and researcher. I'm very happy to have this 'dual-experience'. I'm looking forward to meeting you.

Fumiko Murase

Macquarie University

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こんにちは。村瀬文子です。

現在はオーストラリアのシドニーに在住、マッコーリー大学で博士論文に取り組んでいます。JALTとLD SIGのメンバーになったのはシドニーに来た後ですので、残念ながら皆さんと直接お会いする機会はあまりありませんでしたが、もしかしたらどこかの学会でお会いしたことがあるかもしれませんね。博士課程での研究を始める前は、日本の大学で6年間英語を教えていました。私が初めて学習者オートノミーというトピックと出会い、興味を持ったのは、私がまだ日本で教えながら修士課程で勉強していた頃でした。それから約5年になります。私が特に関心を持っているのは学習者オートノミーのアセスメントで、現在取り組んでいる研究では、私自身が開発したアンケートを用いて「学習者オートノミーの測定」の可能性について模索しています。非常にチャレンジングな分野ですが、チャレンジし甲斐のあるものだと思います。また、研究そのものだけでなく、学生としての自分の経験からも多くを学んでいます。オーストラリアの博士課程には必修のコースワークがなく、すべては自分次第、自分の責任です。ですから、ここで研究をするということは、実は私自身の学習者として、研究者としてのオートノミーを発達させていくプロセスでもあるのだと思います。この「二重の経験」を得ることができて、とても嬉しく思っています。皆さんと直接お会いできる機会を楽しみにしています。

村瀬文子

マッコーリー大学



Feature article: Satoshi Nagaba

Conceptions of Language Learning:
The Case of Japanese High School
EFL Students, *Nagaba Satoshi*,
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本研究の目的は、日本で英語を学習している高校生の「言語学習の概念」を探ることである。ここで言う「言語学習の概念」とは、被験者が外国語学習の本質をどのようなものと考えているか

(例、単語や文法の暗記、異文化理解)を意味している。一般的な「学習の概念」に関する研究は教育心理学の分野で1970年代末から行なわれており、本研究は、そのフレームワークを日本における英語学習の文脈に応用しようと試みた。

Research Questionは以下の2つである。

1) 日本で英語を学習している高校生は、どのような「言語学習の概念」を持っているのか？ またそれらの概念が生み出される原因は何か。

2) 概念の種類と学習成果の間に相関関係はあるのか？

本研究の被験者は都市部の私立女子高校に通う生徒78名である。この学校の生徒は定期考査の成績によって、3段階の習熟度別クラスに分けられている。彼女たちの「言語学習の概念」を抽出するため、研究者は下記の質問を設定し、自由作文形式で60字以内の答えを書いてもらった。

Rationale of the Study

Often in the English-language classroom, some students prefer a certain type of lesson, while others prefer another type (e.g., form-focused vs. meaning-focused). This discrepancy may be partially attributed to the students' conceptions of language learning. Some students believe that learning a language is simply a matter of memorizing vocabulary and grammar, while others may believe that it is a more complex process requiring other elements such as understanding a an unknown culture.

Investigating the types of conceptions held by students helps language teachers understand why certain students perceive particular learning activities as useful since the existing research (e.g., Van Rossum & Schenk, 1984) shows that one's conceptions of learning influence one's approach to learning.

Since the 1980s, the Japanese Ministry of Education has advocated the promotion of communicative language teaching in the government course guidelines, whereas classroom teachers have long been struggling to adopt such method (Komiya Samimy & Kobayashi, 2004). Under this situation, it is highly important to investigate what students think of this inconsistency, in order to better understand Japanese EFL students.

Language teachers may believe that one conception (e.g., understanding an unknown culture) is more sophisticated than another (e.g., memorizing vocabulary and grammar). However, it is still unclear whether such sophisticated

Nagaba (continued)

「英語を学習する」とは、より具体的に言うと、あるいは自分なりの言葉で言いかえると、何をすることだと思いますか。

記入された回答は、先行研究 (Marton et al., 1993) に基づいて、主に以下の項目に分類された。

- 1) 暗記と再現 (例、単語や文法の暗記)
- 2) 利用 (例、コミュニケーションなどの実用)
- 3) 理解 (例、異文化理解)
- 4) 違った視野から物事を見ること (例、異文化との比較によって、自国の文化をより良く知ること)
- 5) 人格的な変化 (例、人間的な成長)

Säljö (1979) によると、これらの概念は低次のもの (1) から高次のもの (5) へ段階的に分類することができる。なお本研究の被験者は「利用」の概念について最も多く言及し、回答数は全体の半分以上を占めている。

<回答例：利用の概念>

完璧な文法などではなくて、楽しく英語で会話し、コミュニケーションをとれるように学習することだと思います。

このような「利用」の概念は、世間が英語学習に要求する規範の域に留まっているものが多いものの、高次の概念においては、そこから逸脱するものも見られるようになる。

conception is associated with better learning outcomes in a particular context. Therefore, the present study aims to explore the conceptions of language learning held by Japanese high school EFL students across three different achievement groups, and see if it has any positive effects in terms of learning outcomes.

Definition of the Terms

The term *conception* in the existing research (e.g., Marton, Dall'Alba, & Beaty, 1993; Säljö, 1979) is almost identical to *an individual's definition* in its meaning, in a sense that such research ultimately aims to extract the participants' ideas of 'what learning means'.

In the field of L2 learning, a variety of similar concepts such as learner belief (Horwitz, 1987, 1988) and metacognitive knowledge (Wenden, 1998, 1999) have been so far proposed (see Bernat & Gvozdenko, 2005 for a summary of recent research). However, learning-conception research is distinguished from the others because it focuses exclusively on higher abstraction of human thinking (Benson & Lor, 1999). In this sense, the present study is concerned with 'what is meant by learning' by certain individuals rather than miscellaneous ideas of 'how languages are learnt'.

Literature Review

A large body of educational research (Marton et al., 1993; Säljö, 1979; Van Rossum & Schenk, 1984) has been concerned with conceptions of learning. Marton et al. (1993) followed students of the Open University in Britain for six years, and reported six learning conceptions that include:

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<回答例：違った視野から物事を見ること>

国際的な視野を広げるもの。自分の知らない世界をみつけだす手段だと思っている。

このように高次の概念においては、日常的な学習や受験のような目的を離れ、未知の世界への個人的な好奇心が表出される例が多く見られた。このような好奇心が言語学習の概念形成と密接な関わりを持っていることを本研究のデータは示している。また3段階の習熟度別クラスごとに各概念の回答比率を調べたところ、高次の概念は必ずしも上位クラスの生徒に特有のものではないということがわかった。下位クラスの生徒であっても、英語学習に独自の目標を見い出している生徒は、高次の概念を保持している。



- a) Increasing one's knowledge (e.g., learning by observing or listening to something new)
- b) Memorizing and reproducing (e.g., learning by rote)
- c) Applying (e.g., learning for practical purposes)
- d) Understanding (e.g., understanding the meaning of what has been learnt)
- e) Seeing something in a different way (e.g., being able to compare something with another)
- f) Changing as a person (e.g., growing up to be mature).

Säljö (1979) claimed that these conceptions could be hierarchically structured from a surface level (a) to a deep level (f). In addition, Biggs (1994) considered such conceptions as a dual taxonomy: quantitative (a-c) and qualitative (d-f). In this categorization, the quantitative conception focuses on accumulation of content, whereas the qualitative conception entails understanding its meaning.

This kind of learning-conception research led to some additional findings:

- 1) Conceptions of learning are influenced by the learner's cultural background (Purdie, Hattie, & Douglas, 1996; Watkins & Regmi, 1992).
- 2) Conceptions of learning affect one's approach to learning (Purdie et al., 1996; Van Rossum & Schenk, 1984).
- 3) Conceptions of learning show a

Nagaba continued

Ramsden, 1987; McCrindle & Christensen, 1995).

With very few exceptions (e.g., Gan, Humphreys, & Hamp-Lyons, 2004; Purdie & Hattie, 2002), learning-conception research has not been conducted in relation to a specific subject area. The initial discussion on learning conceptions in L2 learning was conducted by Benson and Lor (1999), who argued learning conceptions should be regarded as a higher-order concept of learner beliefs, which are a popularly examined learner attribute in the L2 field (Horwitz, 1987, 1988).

One interesting example of research in this area is Gan et al. (2004), who conducted a comprehensive study concerning successful and unsuccessful Chinese university EFL students' learning conceptions, learning strategies, and motivation. The results identified a wider variety of learning conceptions among successful students as compared to the unsuccessful ones. Successful students identified 1) increase of knowledge, 2) understanding the target culture, and 3) application (communicative purpose), while unsuccessful students mainly conceptualized learning as the increase of knowledge.

Research Questions

The above research (Gan et al., 2004) found that successful Chinese L2 learners conceptualized language learning in various ways as compared to unsuccessful learners. However, other

research (Purdie et al., 1996; Watkins & Regmi, 1992) suggests such conceptions are influenced by the learner's cultural background. Thus, the present study takes one step further, and addresses the following questions:

1. What types of conceptions of language learning are held by Japanese high school EFL students? Where do such conceptions come from?
2. Are qualitative (deeper) conceptions of language learning associated with successful learning in the Japanese EFL context?

Method

Participants

Participants were second-year senior high school students of a private girls' high school in a metropolitan area of Japan. The school's academic level is considered relatively high, and many students pursue further studies in universities after graduation.

The total number of participants was 78, between 16 and 17 years old. All of them belonged to two classes selected from a total of six classes from the relevant grade. For English language study, students are reorganised according to three different achievement levels: advanced ($n = 25$), intermediate ($n = 35$), and elementary ($n = 18$). This grouping is based on the results of regular English examinations conducted four times a year.

Nagaba continued

These examinations are created in-house by the teachers at the school and comprise listening, short-passage reading, and discrete-point grammar and pronunciation exercises. The classes are shuffled after each examination. The borderlines for reallocations are decided by the relevant English teachers in a staff meeting, and the class groups are reorganised so that each class is as uniform as possible in terms of achievement levels.

In the present study, the terms ‘advanced’, ‘intermediate’, and ‘elementary’ refer to the participants’ relative positions within the school and, thus, cannot be generalized to other contexts. However, the average proficiency of each group can be assumed from the English qualification they hold. Of the 78 students, 61 students had taken and held grades of the Eiken (STEP) test. As depicted in Table 1, the distribution of the grades reveals a moderate difference across groups (advanced students account for a majority of Grade 2 holders), although the mode in each group is Grade Pre-2 (except ‘none’).

Table 1

Numbers of students who had each grade of the Eiken (STEP) qualification

Eiken (STEP)				Correlation with TOEFL ^a	
	Advanced	Intermediate	Elementary	PBT	CBT
Grade Pre-1	1			530	197
Grade 2	8	2		450	133
Grade Pre-2	9	21	4	400	97
Grade 3	1	5	3	NA	NA
Grade 4	2			NA	NA
Grade 5		2	2	NA	NA
None	4	5	9	NA	NA

Note. Information obtained from the official website of Eiken (STEP).

See <http://www.eiken.or.jp/english/index.html>.

Instrument

The participants were assigned an open-ended question designed by the researcher on how they understand language learning. They were required to reflect on their school life and describe the definition of English language study. The minimum length of the answer was set at 60 characters (the number of characters are usually designated in the composition of Japanese texts) to avoid very short answers. The question assigned is included in Appendix 1.

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Procedure

All the data were collected by an English teacher at the school where the study was conducted. The students were asked to complete the task during class, and all the relevant instructions and information were provided in Japanese in order to avoid misunderstanding and confusion.

Data Coding

The students' responses were first classified by the researcher into five categories, adapted from Marton et al. (1993):

- 1) Memorizing and reproducing (e.g., learning vocabulary or grammar by rote)
- 2) Applying (e.g., learning for communicative purposes)
- 3) Understanding (e.g., understanding the meaning of English language study)
- 4) Seeing something in a different way (e.g., being able to compare one's own culture with another)
- 5) Changing as a person (e.g., growing up to be mature.

Marton et al.'s first conception, increasing one's knowledge, was not included in this study as all such answers suggested any of the above five as well. Responses were written in Japanese, and I have translated them into English for this paper.

Some responses easily fit into one of the five conceptions (e.g., *I think learning English is memorizing vocabulary* → memorizing and reproducing), while others required the researcher interpretation of the writer's intended meaning (e.g., *It is to know the foreigners' way*

of thinking through the language → understanding).

On the other hand, it was difficult to classify some responses into any of the five categories available (e.g., *Learning English is spending a fun time*). Thus, the researcher added another category: 6) learning voluntarily (e.g., learning for fun).

A single response from a student sometimes covered more than one conception. In this case, it was classified into the higher category, because in most responses, it was assumed from the context that a higher conception (e.g., understanding) resulted from the lower one (e.g., memorizing and reproducing). One such case involved the following response, *It is to understand the message of English speakers based on studying through such methods as memorizing vocabulary and learning grammar*. The wording suggests both the conceptions of memorizing and of understanding and was therefore classified as understanding.

The above data coding process was repeated by a colleague who is familiar with the relevant research area. Our results were compared, and interrater agreement was 90%. Finally, we discussed the categorization of the data and reached consensus in cases of disagreement.

Results

This section summarizes the distribution of six language learning conceptions across the three achievement groups. Among the six, the first two (memorizing and reproducing & applying) were labelled as 'quantitative', the next three

Nagaba continued

(understanding, seeing something in a different way, and changing as a person) as 'qualitative' (Biggs, 1994). The last one (learning voluntarily) was not included in this taxonomy, since it mainly focused on how languages are learnt rather than what is meant by learning. The percentage of the students who held each conception was also calculated (Table 2).

Table 2
Numbers of students in each category of conceptions of language learning across the three achievement groups

Conceptions of language learning	Advanced	Intermediate	Elementary
Quantitative			
Memorizing and reproducing	2	5	5
Applying	12	21	9
Subtotal (%) ^a	14 (56)	26 (74)	14 (78)
Qualitative			
Understanding	3	7	2
Seeing something in a different way	4	0	1
Changing as a person	0	2	1
Subtotal (%) ^a	7 (28)	9 (26)	4 (22)
Learning voluntarily (%) ^a	4 (16)	0 (0)	0 (0)
Total (%)^a	25 (100)	35 (100)	18 (100)

Note. ^aPercentage of students within the achievement group (e.g., 56 + 28 + 16 = 100 in the case of advanced students).

It is evident from the data that the quantitative conception was reported by approximately three quarters of elementary students (78%) and intermediate students (74%) and was lower among advanced students (56%). On the other hand, the qualitative conception was cited almost equally by the three groups.

With regard to individual conceptions, applying was the most frequently cited conception in each group ($n = 12, 21,$ and 9 , for advanced, intermediate, and elementary groups, respectively). These students conceptualized language learning as acquiring something practical or necessary for their future. Another interesting finding is that the conception of learning voluntarily was reported only by advanced students ($n = 4$).

In addition, Table 3 shows a typical example of each categorization. These responses include a variety of conceptions, despite the fact that the students have relatively similar cultural and learning background.

Nagaba continued

Table 3

Examples of six language learning conceptions

Category	Examples of Responses (Translated from Japanese)
1) Memorizing and reproducing	<i>It is to get high marks in the test. It is to memorize new grammar, words, and idioms, and to read example sentences repeatedly.</i>
2) Applying	<i>I think it is one of the actions to contribute to the world community. English is something all humans should learn as a lingua franca of the world.</i>
3) Understanding	<i>Making conversation with people around the world results in knowing their ways of thinking.</i>
4) Seeing something in a different way	<i>I think learning English leads to recognizing its difference from Japanese and understanding interesting aspects of language.</i>
5) Changing as a person	<i>If you can speak English even a little, you can communicate with foreign people who speak different languages, which leads to expanding your inner world.</i>
6) Learning voluntarily	<i>It is to set a goal and to make continuous efforts with a fondness for English and ambition.</i>

Discussion

The students reported learning conceptions in a variety of manners, many of which were related to the activities outside the classroom. The conception of memorizing and reproducing, which connotes a school-based view of learning, was not dominant. A similar finding was also observed in Purdie et al. (1996), who argued the result was related to Japanese culture and society. In this study, a number of students expressed their

preference for communicative approaches, although many of which did not accompany any specific reasons:

I think it is not to learn something like perfect grammar, but to learn to be able to communicate with others. (conception of applying: student 11)

Among the six conceptions, 'applying' was the most frequently cited conception, regardless of achievement level. It is rather common to consider English language study in a practical sense such as a means of communicating with foreigners. Although the majority of students have not started considering the aim of communication, some have already looked towards higher levels of communication such as the understanding and appreciation of art and culture:

Learning English allows you to communicate with many people in the world, which results in appreciating their art or culture. (conception of understanding: student 44)

It broadens your view of the international world. It is also a means to discover the world you did not know. (conception of seeing something in a different way: student 21)

The above comments may be understood in the framework of 'international posture' proposed by Yashima (2002), which denotes learners' personal interest in the world where the target

Nagaba continued

language is used. It can be seen from the data that the formulation of each conception is closely associated with the students' inquisitive mind: in other words, the students have already set their own goals of English language study. Such qualitative conceptions are not necessarily unique to successful students at least in the particular context of this study. The data show that even less successful students hold qualitative conceptions once they have developed their own personal interest in the English speaking world. However, it should be noted that without that personal interest in English, learning a language could become a tool only for university entrance examination:

It used to be a study to communicate with foreigners, but it is becoming a study of memorizing things for the entrance exam as I became less interested in international relations. (conception of memorizing and reproducing: student 13)

Finally, the conception of learning voluntarily was reported only by advanced students, which suggested that successful learners are more inclined towards autonomous learning. However, it is also true that the less successful learners have difficulty in working independently, even though they are willing to do so. Thus, it is not always appropriate to attribute this difference simply to the learners' motivation.

Pedagogical Implications

Language teachers or material developers need to consider learners with various conceptions as their targets. It means that they should not rely on a single teaching style in the classroom, and should be aware of the message they are giving about what language learning is. One thing they should keep in mind is to encourage students to find their own personal interest within the English speaking world, part of which will probably need to go beyond the school requirement.

On the other hands, students may benefit from reflecting on language learning from a broader perspective. In reality, the importance of English as a communication tool is often highlighted in the classroom, whereas the question of 'why such communication is important' is not discussed as frequently. This reflective process does not have to be conducted on an individual basis. Even though students are concerned only with the quantitative conception of learning, they can compare their ideas with their classmates and develop them, for example, through group discussion. Students can discuss why one conception is more fruitful than another, based on their previous learning experiences.

Another possible activity in the classroom is to complete a reflective journal as a group, where one student writes his/her opinion and other students criticize it and add another viewpoint. When the journal is written in English, the students' conceptions may become slightly

Nagaba continued

different from the ones reported in the present study, because of the lack of writing skills in English. These activities enable language teachers to discover how their students conceive language learning. This information further will result in better understanding of the students.

Acknowledgement

This study is based on my MA thesis at The University of Queensland. I wish to express my gratitude to my supervisor, Dr Noriko Iwashita, for her guidance, support, and encouragement throughout the project. I also wish to express my appreciation to Masami Yamazaki and Mie Kato for their assistance in data-collection.

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Appendix 1

The open-ended question

これまでの中学高校生活を振り返って、＜英語を学習する＞とは、より具体的に言うと、あるいは自分なりの言葉で言いかえると、何をすることだと思えますか。60字程度でできるだけ詳しく説明してください（多少長くなってもかまいません）。もし可能なら例も挙げてください。

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Appendix 2

The open-ended question (English translation)

Looking back on your high school life, what do you actually understand by 'learning English'? You may paraphrase the term 'learning English'. Please give as detailed an explanation as possible in 60 characters or a little more. You may give some examples if possible.

Article: John Fanselow

On the Komachi Super Express from
Tokyo to Akita,
*John Fanselow, University of Columbia Teachers'
College*
E-mail: jff15 AT MARK columbia.edu

「秋田からこまちに乗って」ジョン・ファンスロー
秋田インタナショナル大学



「要約」

30年以上もJALTに関わってきたジョン ファンスロー先生は8年ぶりに来日され、現在は秋田と東京を往復されているお忙しい日々を送られています。各月で行われているLD SIG東京のミーティングに毎回出席されている同氏は、以前とは違ったかたちでJALT活動に参加しています。テーマが前もって設定されているLD SIG東京ミーティングですが、毎回、それとは違う方向に話しが流れれていくことが多いことに、ファンスロー先生は新鮮さと柔軟性そして、創造性を感じられているようです。LD SIGは同先生に感謝すると共に、今後もファンスロー先生の鋭い洞察力を期待しています。

Though I have been involved with JALT for 30 years, because I have been living in New Zealand for the last 8 years, I have not recently been involved with JALT. Happily, I am now once again involved, but in a totally different way.

Through the years, my main involvement has been doing workshops at chapter meetings, attending conferences and serving on the editorial board of *The Language Teacher*. Since January 2009, I have joined around a dozen members of the Tokyo JALT LD SIG Forum (i.e. local Tokyo group meetings) which meets every two months at the Teachers College, Columbia University site in Suidobashi.

At the 3 meetings I have participated in, I have been meeting not only a new generation of language teachers but also meeting them in an atmosphere which I imagine to be similar to the agora in Athens where people gathered to question conventional ideas and practices. Though we sometimes start our 3 hour get togethers by discussing a common reading, planning a presentation for JALT, or dealing with themes such as teacher autonomy, identity and student-centered learning, we frequently veer off in many different directions.

I find the veering off very stimulating because to me it shows what genuine student centered learning is. In Akita Prefecture, as in many New York City public schools, the teachers are required to write on the board what the students are going to learn in each lesson. When students have been asked what they learned in a lesson, either when it was written on the board or not written on the board, there has rarely been any relationship between what the teacher thinks the goals are with what the students think they are! Our free flowing discussions confirm this

Fanselow continued

obvious fact! For whatever reason, each of us feels quite free to spontaneously say what we feel about what another has said.

Though each of us has told the group our names and where we teach, and some in the group have known each other for some time, status seems non-existent! There is a feeling of freedom that I have rarely felt at other professional meetings. Having said this, most of the other professional meetings I have attended were TESOL, New York State or New Zealand TESOL (CLESOL) Board or planning Meetings. I would of course have to attend other SIG Forum meetings to see to what extent the LD SIG Forum is distinctive.

I have been writing a book on student centered learning for the last 4 years called *Huh? Oh. Aha!* which was to be launched at TESOL in Denver in March 2009. Due to among other things the economic downturn, my publisher cancelled the contract. As a result of comments fellow teachers have made in the 3 LD SIG Forums I have participated in, I have become aware of ways I can make my book much more accessible and relate it much closer to the reality that teachers face every day.

I have had many teachers try activities in my book and comment on them. But as soon as they tried the activity, I was controlling them and so though their comments were honest, they were limited by what I had asked them to do. But in the LD SIG Forums, I hear comments related to student-centered learning

and teacher and learner autonomy that are not controlled by my activities.

One regret is that the LD SIG Forum does not meet more frequently. Another regret is that I have not recorded our conversations so I could listen again to what others said and transcribe comments that I would like to share with those unable to attend our get togethers. But I have just bought a Belknap recorder to attach to my I-pod so I can record the conversations we have in the future.

There is a lot of focus on the annual JALT and TESOL conferences and on chapter workshops, which as I have said, I have done my share of. But I think that JALT should consider ways it can encourage SIG Forums which from my perspective are much more fruitful ways to engage members as they have the potential to enable each person to participate on a person to person equal to equal basis and more regularly rather than just once a year.

I am now 40 minutes from Akita. I have done other things on my laptop between the time I started to reflect on the LD SIG Forum. Both the fact that I have done other things and the fact that I wrote a few thoughts reminds us that learning is constant and requiring teachers to write goals on the board limits our own and our students' learning. To assume that the classroom is the central place where we learn is one of the many educational myths that we are trapped by.

Refreshed as I am by our meetings, I am distressed to be reminded over and over how oppressive are the many restraints on our autonomy: external

Fanselow continued

examinations, textbooks, course outlines, the need for grades, Ministry of Education regulations and guidelines, the fact that English is required and that we teachers are forced to do many things we know are a total waste of time and additionally demean both us and our students.

Einstein among others has said that if we continue to do anything in the same way with consequences that are consistently ineffectual we should of course change. But alas, in the world of education, as in the world of drug policy, we continue to pursue policies and activities that have failed for at least a century! Why oh why?

Walt Whitman, in 1885, wrote his take on reminding people of the value of trying to forget what others require us to do in his poem, *Leaves of Grass*.

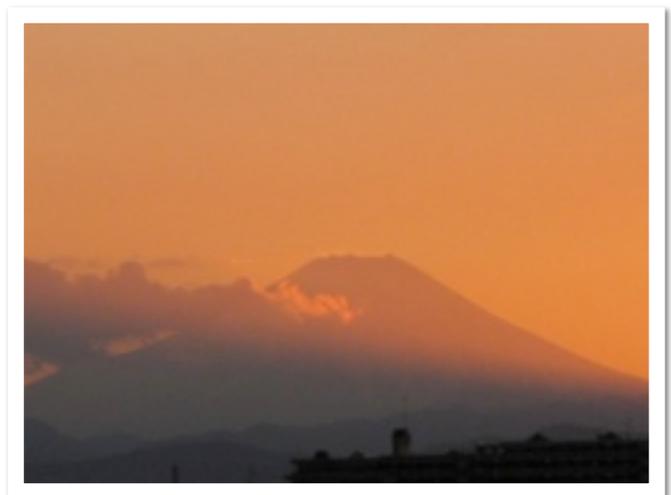
I tramp a perpetual journey, (come listen all!).
I lead no man to a dinner-table, library, exchange,
But each man and each woman of you I lead upon a
knoll,
My left hand hooking you round the waist,
My right hand pointing to landscapes of continents
and
The public road.
Not I, not any one else can travel that road for you.
You must travel it for yourself.

Countless teachers paraphrase Whitman's claim on a regular basis in questions such as, "What can I do to free rather than constrain those I teach? And in the process, can I or anyone else make a real difference?"

Or, would those we think we free [d] have been able to free themselves without us? What difference, if any, does any of my teaching make? To what degree can I get another person to don my lenses to see a slice of reality I consider critical? To what degree can my experiences prevent others from falling the ways I have fallen or enable others to ascend in ways I have ascended?"

In response to such questions, Whitman, wrote, "You are also asking me questions and I hear you. I answer that I cannot answer, you must find out for yourself." When will the Ministry, our Department chairs, the leaders of our educational institutions allow us and our students to "find out by ourselves"? Fortunately those of us to come to the LD SIG Forum have a few hours every once in a while to find out for ourselves.

Flesch Reading Ease 60% Grade Level 10



Afterword

Afterword: John Fanselow's influence,
Ellen Head, Poole Gakuin University
E-mail [ellenkobe AT MARK yahoo. com](mailto:ellenkobe@MARK.yahoo.com)

John Fanselow has been a hero of mine ever since I found *Breaking Rules* in the London University bookshop in 1987. Cool title, fantastic cover with that multi-coloured cockerel on it, and the author was actually delving into what I was into at the time, which was classroom interaction. John's approach was highly analytical, complex and simple at the same time. "To explore congruence between what you think, plan and actually do...transcribe some actual communications.... Code them." (*Breaking Rules* p. 3) In his groundbreaking article *Beyond Rashomon*, he compared our accounts of classes to the biased narrators in Kurosawa's movie (*Rashomon*) and suggested that coding what was said and done might be a way to see patterns in our teaching, which we might want to change. In *Breaking Rules* he explains in detail the FOCUS system of classifying observations looking at "who", "why", "to whom" and "how" people interact, and how using such a system can enable teachers to generate alternatives for themselves and becoming in effect their own trainer. One of the most stimulating aspects of FOCUS is that it can be used to analyse any communications (outside as well as inside the classroom). Many of the examples Fanselow draws on come from the "real world", and this, to me, has an important

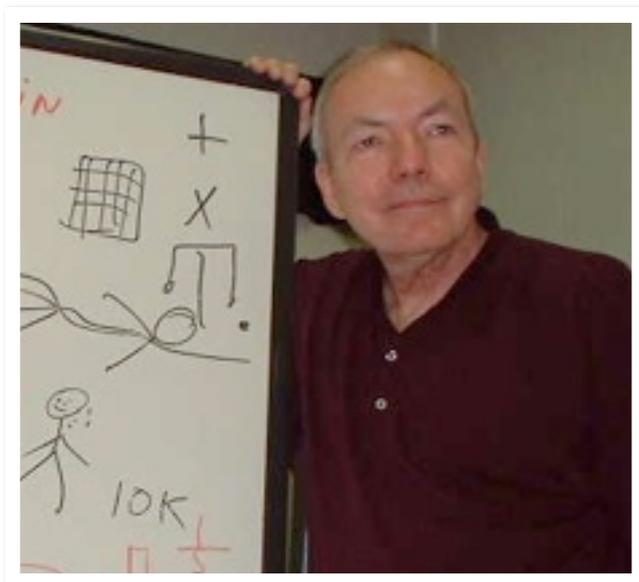
bearing on the authenticity of classroom communication, because it enables us to see many features which are like (or unlike) "real world" communication. He is as at home talking about William Blake ("to see the world in a grain of sand") as about the mail system ("Looking at the postage rate is important for getting the mail through, but while focusing on the rate we fail to see the figure, the caption, the design, or the date. Looking at the teacher when we observe a class can be important... But with our eyes on the teacher, we fail to see the students." *Contrasting Conversations* p. 26)



Fanselow's writing style, which is informal, witty and challenging, embodies the idea of "breaking rules", and he is one of the first academics to have tried breaking the mould of academic writing to communicate academic content in a different style. As such he has been a trail-blazer for writers in the Learner Development SIG. After reading his article about LD I suggest you have a look at the link below, and contact him for a copy of his latest

Afterword

book, *Contrasting Conversations*, as well as getting hold of *Breaking Rules* if you can. Back in 1987 it was too expensive for me to buy and the library copy was on reserve so I spent a lot of time in the shop reading. It was therefore a great and pleasant surprise to find myself standing next to John at the LD SIG party last year and even better to actually sit down and read a bit more of *Breaking Rules* this summer.



John has posted several articles at the Peace Corps website, where there is also an opportunity to discuss them with him. I particularly recommend *Postcard Realities* on this site as an entertaining read, and *Contrasting Conversations* as a means of stimulating your reflection on your teaching.

John comments:

Jeremy Harmer says "Breaking Rules and changing environments are not for the faint-hearted." If trying alternatives is "groundbreaking", our field is in trouble. I think we underestimate the teachers we work with and teachers in turn underestimate their students. We are all capable of much more than we think - that is another theme of my work. We don't need experts but just ways of looking and focusing on data - transcriptions and recordings. I have asked many teachers about the "not for the faint-hearted" quote. They suggested this work is for the observant, curious, spontaneous, open, humble, persistent, playful, experiential, ignorant.

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<http://peacecorpsworldwide.org/teaching/>

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Article: Cem Balcikanli

Teacher autonomy: a qualitative research study with student teachers, Cem Balcikanli, Gazi University, Turkey, and Fulbright Scholar at the University of Florida, 2008-9

E-mail balcikanli@ufl.edu.



(チエム・バルチカンリ) はトルコで教員養成の仕事をしています。この論文では、良い教員の条件そしてオートノミー（自律性）に関して一般的に教員はどのような考えを持っているのかという質的研究を行いました。彼は研究の中で、100名を超える教育実習生をグループ面接し、以下の質問をして調査を行いました。教員がオートノミーを持つことは必要でしょうか？もしそうであれば、それは何故でしょうか。教員の自律性を促すには具体的に何をすればよいのでしょうか。調査の結果、実習生は教員の自律性は(教員同士、そして教員と生徒の)共同作業であり、また教員が生涯目標とする試みであると考えていることがわかりました。また、バルチカンリは、教員の自律性に関する意識を最初の教育実習の段階で高め、その実践を促すことが大事だと考えています。省察、ポートフォリオや実践の記録はそのための教員の大切な道具です。また、教員が教育実習を終えた後も成長し続けるためには、様々なサポートが必要だと強調しております。

*Give a man a fish,
Feed him for a day.
Teach a man to fish,
Feed him for a lifetime.*

Introduction

When I first heard this proverb, I could hardly make a connection between the concept of learner autonomy and what its ongoing development might involve in practice. Yet, as I got trained to be a teacher and came into contact with learner autonomy, academically and personally, I came to realize that, in order to become a successful learner and teacher, you have to display autonomous skills as a language learner and teacher. Yes, autonomy is in every single phase of education. In this short article, I'll seek to relate teacher-learner autonomy, simply defined as —the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others (Smith, 2003: 1) to a qualitative research study that I carried out with a group of student teachers.

I really relish the process which each and every student teacher has to go through as they are trained to be teachers, for it looks like a striking transition —from a caterpillar to a butterfly (Enyedi, 2007). Indeed, I cannot help myself thinking about whether they will experience this transition as an autonomous teacher or not. If the answer is 'Yes', how will they achieve that? My focus on teacher autonomy from student teachers' perspectives stems from the belief that — language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous (Little, 1995: 180).

Balcikanli continued

For me, this means that student teachers need to be encouraged to display autonomous skills in their initial teacher training, so they will be able to take a positive stance towards the development of learner autonomy in their own future teaching.

Little (1995), Tort-Moloney (1997), McGrath (2000), Smith (2000), Aoki and Hamakawa (2003), Huang (2005), Vieira and Schwienhorst (2008) all take the view that teachers who themselves are autonomous learners may have a positive influence on the development of autonomy in their students. Similarly, Leni Dam (2007), in her introductory article in

Independence about teacher education for learner autonomy, raises the importance of learner autonomy in initial teacher training by putting the following quote at the very beginning of her article —... teachers will hardly be prepared or able to administer autonomous learning processes in their students if their own learning is not geared to the same principles. (Edelhoff, 1984: 189, cited in Dam, 2007: 1)

Therefore, if our aim is to lead our student teachers to become autonomous teachers, isn't it definitely worth a try to understand their perspectives on teacher autonomy when they are being trained to be teachers?

On the way

Without doubt, it is worth trying to learn the way these caterpillars-to-be-butterflies perceive the term 'teacher autonomy'. Nonetheless, although I was interested in finding out more about this issue, I had a problem to get around. How was I going to do that? As far as autonomy is concerned, I tend to refrain from employing quantitative tools mainly because we cannot

directly observe the students or teachers' level or state of acting autonomously. I also knew from experience that the student teachers I worked with would be willing to tell their stories, so I did not want to limit their creativity to some closed-ended survey questions. Instead, I got motivated by considering different definitions of teacher autonomy (Barfield et al., 2001; Aoki, 2002; Smith, 2003; Huang, 2005). After spending a considerable amount of time on different definitions of the concept, I came up with six questions that might assist me in collecting student teachers' perspectives on teacher autonomy. Those questions are:

- How do you define a successful teacher?
- What are the characteristics of a responsible teacher?
- What do you understand from the term 'teacher autonomy'?
- Is it important to have teacher autonomy? Why?
- What should a teacher do to promote her/his own autonomy?
- How do you interpret your own teaching in terms of autonomy?

The next thing I did was to set off to explore the way student teachers perceive the term 'teacher autonomy'. I could easily find a large number of student teachers (over 100) since I work as a research assistant in a large English Language Teaching (ELT) Department at Gazi University in Turkey. I had an appointment with them in groups of 10 students in my office at different times. I used a voice recorder while interviewing them and I deliberately avoided taking notes so as not to disturb them. I interviewed each group for around 45 minutes, which took a lot more energy and time than I anticipated it would; yet, I did not complain as I

Balcikanli continued

was becoming more and more curious about the views that the student teachers started sharing with me.

Sort of data

Following the interviews, I coded the data and grouped similar responses into categories. Concerning the question *How do you define a successful teacher?*, the student teachers' responses concentrated on three basic dimensions, namely, subject knowledge, teaching knowledge, and intellectual knowledge. They mentioned other important factors as well, as illustrated in the following direct quotations from the interviews: *... is always open to change ... is the one who knows what, when and how to do when s/he is teaching ... is the teacher who manages to reach his/her goals ... should involve students in the learning process (learner-centeredness) ...is aware of him/herself as a teacher.*

These comments seem to construct successful teaching as an ability to plan and take action in collaboration with learners, within one's awareness of oneself as a teacher, by being flexible towards others and others' involvement in a non-dogmatic way. What is interesting here is that the comments indicate that student teachers believe that there are other dimensions to 'successful teacher' than the three dimensions of skills, knowledge and attitude mentioned in Smith's definition of teacher-learner autonomy. In responding to the question *What are the characteristics of a responsible teacher?*, the following views were fairly representative:

...is creative, open to development, ready to take risks, willing to search, planned

*...is aware of what is happening around
...has self-esteem and self-confidence, good time-management skills
...has the ability to self-criticize, to self-regulate, to make decisions regarding his/her own teaching, problem-solving skills.*

There is some overlap with the first set of comments like openness/planning. Along with this, the student teachers indicated that teacher responsibility involves for them more particular skills, confident self-awareness and a creative perspective-taking.

The interviewees gave a greater variety of views in response to *What do you understand by the term 'teacher autonomy?'*:

*... the awareness of his/her own strength/weaknesses
...the capacity to develop certain skills for oneself as a teacher, the tendency to criticize oneself
...self-development, self-observation, self-awareness of his/her own teaching, continuous reflection, sustainable development, self-control
...taking responsibility for his/her own learners, being open to change through co-operation with others, questioning oneself in particular positions
... the responsibility to make choices regarding his/her own teaching.*

Their comments suggest that self-awareness, self-development, self-control, co-operation, and criticism seem to be cognitive and social dimensions that have already been internalised in their initial conceptualizations of teacher autonomy. In addition to this, they view 'taking responsibility for his/her own learners' and 'questioning oneself in particular positions' as related to teacher autonomy. That is, they have a

Balcikanli continued

developing awareness of teacher autonomy for their future practices.

In response to the question *Is it important to have teacher autonomy? Why?*, the student teachers had the following opinions:

...one should criticize and evaluate oneself

...teacher autonomy is essential for successful language learning/teaching

...it is necessary because it leads teachers to catch up with the innovations

...I think the lack of teacher autonomy causes some problems

...one cannot become a successful teacher unless s/he knows how, what and why to do

...it is important because one who doesn't know oneself fails to know others.

As one can easily recognize in all of these comments, teacher autonomy, in their remarks, is of great importance, especially in connection with the ability to catch up with the recent innovations and with having a critical self-awareness of oneself as a teacher. Also, these teachers-to-be believe that teacher autonomy is a requisite for successful teacher education.

Regarding the question *What should a teacher do to promote her/his own autonomy?*, the student teachers came up with various suggestions/ideas:

... should read a lot to be familiar with current subjects ... should cooperate with others ...it is really necessary to be open to criticism ... may take notes at the end of each lesson, then s/he evaluates them ...video-taping themselves would be beneficial ...self-observation forms may be supplied to the teachers ...teachers should

observe each other to give feedback (peer-observation). Their general view was that teachers have to do something to promote autonomous skills. Co-operating with others, accepting criticism, video-taping classes and doing self-observation are among the activities that they consider important. Above all, teachers should be able to observe each other in order to provide feedback to each other; thus, teacher autonomy is understood as a collaborative process, as Smith's definition points out, and one which needs specific tools to sustain and transform it.

Responses to the question *How do you interpret your own teaching in terms of autonomy?* revealed the following views: *...I believe that it is a continuous process, but I am at the very beginning of teaching ...I strongly believe that teacher's own autonomy is a life-long process, so I cannot say I am totally an autonomous teacher ...I need an atmosphere in which I can feel more autonomous in my teaching ...I can say that I am using internet to catch up with the latest innovations ...today, I taught English for the first time, which was perfect; even though I made lots of mistakes, nobody realized it except for me, I think autonomy is important at this point ...I am aware of my weaknesses, I think I will overcome them once I start to teach in real classrooms.*

It occurs to me that student teachers, who generally do not regard themselves as teachers yet, have quite strong claims about their own autonomous skills for their future identities as teachers. They seem to be aware of their own

Balcikanli continued

strengths and weaknesses and consider the development of a teacher's own autonomy as a life-long process. In this way, they relate the development of their sense of teacher autonomy to the importance of working in an environment that will encourage them to do this. In other words, teacher autonomy is projected as an important professional process that they need to engage with, but is also understood as subject to external constraints and affordances.

Concluding thoughts

These student teachers, on the whole, feel that teacher autonomy is an essential aspect of successful language teacher education in a way that it enables teachers to conduct their own teaching more effectively, become more aware of whats and whys of teaching processes, and follow new trends in language teaching/learning. Looking at the characteristics of successful language teachers and those of autonomous teachers, one can easily see from the student teachers' responses that there are overlapping features, including awareness of their own teaching, creativity, and problem-solving skills. This suggests that teacher autonomy should be emphasized in initial training, not just in in-service training as it usually is. Student teachers seem to have various working concepts of teacher autonomy; these range from self-development, self-observation, self-awareness of his own teaching to continuous reflection, sustainable development, and self-control. This indicates that they already have a well-developed idea of what

teacher autonomy may involve for them in the future. Yet, it seems that student teachers are not aware of their own teaching skills, possibly due to the fact that they have not experienced real teaching yet. In turn, this leads me to suggest four fundamental routes to assisting the ongoing development of teacher autonomy:

- (1) Student teachers must be given room to develop their own autonomy in their own initial teacher training. As Little (1995: 180) suggests, — first-hand experience for student teachers in their own early teacher education facilitates their adoption of learner autonomy principles in their future teaching practices.
- (2) Teacher autonomy should be emphasized in initial training, as well as in-service training, through a focus on teacher reflection and taking responsibility for one's own learning/teaching processes.
- (3) In order to help teachers develop their own autonomy, using portfolios should be required in initial teacher training. Portfolios are themselves the gradual outcome of a materials and teacher-encouraged process of cultivating and exploiting teacher autonomy in many respects, which is why they can enable student teachers to keep track of their own progress.
- (4) Teacher logs are also a very important means of raising teachers' autonomy, as such logs provide them with a concrete record to observe

Balcikanli continued

themselves, become aware of what they have or have not acquired, and explore their own thinking and assumptions.

One dilemma still remains unexplored here: Will these butterflies later keep believing in the importance of teacher-learner autonomy and developing it for themselves in collaboration with them with a concrete record to observe others? We want it to be so, because hungry butterflies need to satisfy their appetites, with different types of food, including the unbearable lightness of teaching for real. Their hunger is always there, even if it is sometimes suppressed, but will they find the appropriate sustenance?

Acknowledgement

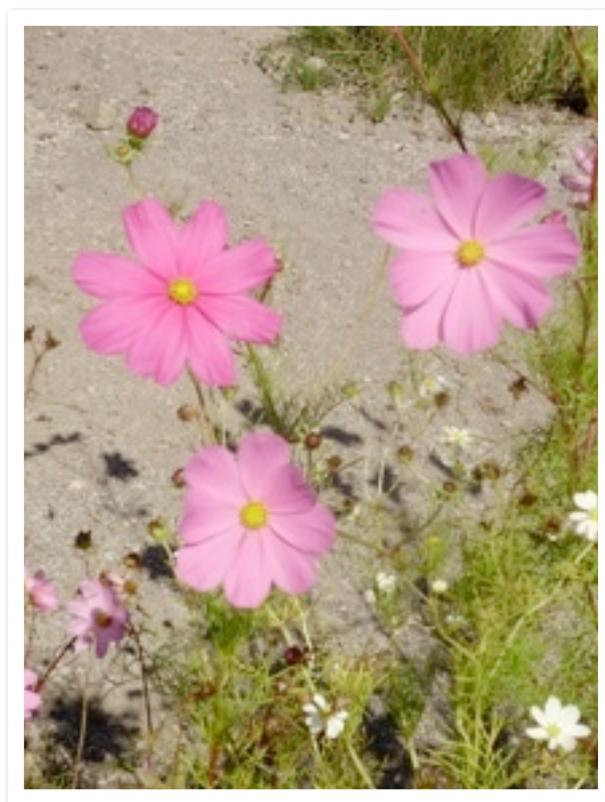
The Learner Development SIG thanks Cem Balcikanli for permission to re-print his article, which first appeared in the newsletter of IATEFL Learner Autonomy SIG, *Independence* Vol 46 Spring 2009

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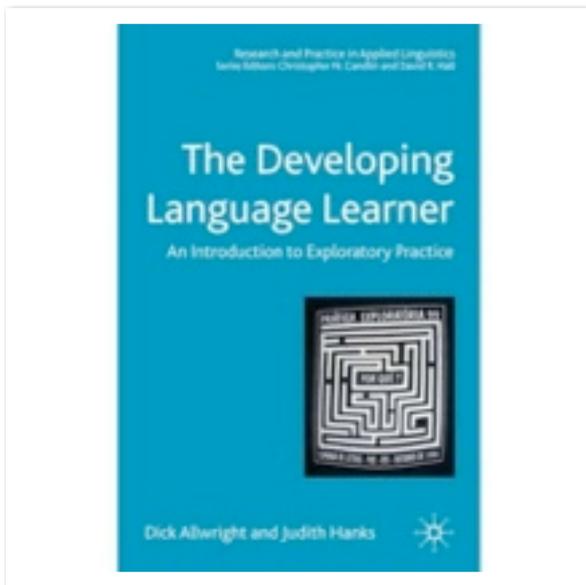
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Book Review: Colin Skeates

The Developing Language Learner: An Introduction to Exploratory Practice. Dick Allwright and Judith Hanks. New York: Palgrave Macmillan, 2009. xv + 312. ISBN 978-1-4039-8532-3

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Dick Allwright氏、Judith Hanks氏の共著による本書*The Developing Language Learner*では、Exploratory Practice (EP)について手引きする。まず冒頭に、EPとは「語学学習者を key developing practitionersとしてとらえること」と定義している。すなわち、「意思決定が生じるすべての場面において、学習者は教師と同等に重要な役割 (=key) を果たし、授業計画の策定、授業の実施、評価、さらには研究活動に従事(=practitioner) すべきという見方である。また、学習者を成長過程にある一人

の人間としてとらえ、継続的な学習が必要なのは、語学の授業に限ったことではない(=developing)」という考えが説明されている。続くパート1では、学習者をkey developing practitionersとしてどう扱うのが理想的であるとされてきたかという観点から文献レビューを行い、過去における言語習得の研究が学習者にとってどのように手助けまたは妨げになったか分析している。次に、今後EPを促進していくために必要な方向づけを示すため、研究方法を検証し(パート2)、学ぶ側および教える側がEPを実践に移していくための提案を行う(パート3)。最後には、さらなるEP探求のためのリソースが満載されており、総じて、本書は情報量の豊富なEP入門書といえる。

What would the classroom be like if learners were encouraged to actively inquire into subject matter that truly interested them? What if the teacher's main purpose was to continue to learn and to discover ways that enable learners to find answers for themselves or in co-operation with others? It is the answers to these two questions, among others, Allwright and Hanks explore. In *The Developing Language Learner* they offer an initial guide to how such a paradigm shift may transform the roles of both learners and teachers. *The Developing Language Learner* begins by orienting the reader to a central concept that defines, for Allwright and Hanks, the field of Exploratory Practice (EP) – that students should be seen as *key developing practitioners*. This

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means: propose 5 propositions which serve as lenses through which to perceive learners as key developing practitioners:

- the students' voice in English language learning, teaching and research is paramount, equal to that of the teacher or researcher;
- learners should be seen as developing through responsibility for their own education and, therefore, it is part of the teacher's job to aid in that development.

From this perspective, Allwright and Hanks propose 5 propositions which serve as lenses through which to perceive learners as key developing practitioners:

Learners are both unique individuals [proposition 1] and social beings [proposition 2] who are capable of taking learning seriously [proposition 3], of taking independent decisions [proposition 4], and of developing as practitioners of learning [proposition 5].

Using the five propositions as a benchmark, Part One provides an analysis of how various aspects of the language learning world may aid or hinder the learner's development. The five chapters in this part are concerned with assessment, teaching methodology, teacher training, learner variables, and second language acquisition.

The authors offer a valuable perspective on the above areas of language learning, by

interpreting them through the 5 propositions. As an example, the page-and-a-half coverage of task-based learning (TBL) meets with two or three of the propositions as it provides the learner with the freedom to express ideas to complete a task (proposition 1) and trusts the learner to do so (proposition 3). In addition, most tasks require the interaction with other learners to complete (proposition 2). One failing of TBL, from the perspective of exploratory practice, is that it is the teacher who typically sets the tasks, thus taking important decision making away from the learner (proposition 4). Another area of difficulty identified is that many tasks do not lead to the development of learners as practitioners of learning (proposition 5). Teaching methodologies, such as TBL, then are not judged as good or bad, but rather according to the extent that they recognize learners as key developing practitioners. This perspective brings home Allwright and Hanks' point that "[c]hoosing a methodology means choosing a view of the learner" (pg. 38).

Part Two of the book focuses on how current research practices and direction do not provide what is needed to realize learners as key developing practitioners of research in language learning. Topics such as models of research, quantitative and qualitative data collection, and issues relating to validity and reliability are all discussed. Just as in their review of the literature on teaching methodology, Allwright and Hanks find fault with directions researchers have pursued rather than actual schools of research. This section concludes with clear suggestions of

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what research is needed to expand exploratory practice further.

Perhaps the most interesting section of the book is Part Three – inclusive practitioner research in practice. My expectation, prior to reading, was that there would be many “activities” that language teachers could use in the classroom. However, in place of activities are detailed suggestions on providing an environment for students to learn or do research for themselves on topics that they wish to explore. My initial reaction to this idea was rather sceptical, but upon reflection on the general message of the book, it is clear the authors were laying the groundwork for how students and teachers can participate in the discovery of language and understanding of language learning, as researchers do. This is a truly innovative way of learning and teaching languages.

Part Four contains sources and resources for those interested in furthering their understanding of exploratory practice. Included here are numerous websites, in various languages. From the perspective of book layout, this text is superb. There are long quotations from other researchers that serve to emphasize main points. These quotations summarize significant points and these points are then used as anchors for future reference points. This type of information weaving aids in better understanding and knowledge retention. In addition, the use of

pictures is an effective complement to the short stories included in chapter 14. They make the story contents more believable, adding a human element to the introduction of EP.

In addition to experienced practitioners of exploratory practice, this book will also be of interest to people interested in learner and teacher autonomy, in the utilization of personal narrative in research, and in the exploration of power relationships in the classroom. In conclusion, what *The Developing Language Learner* offers readers is a platform through which to grow as learners in reflecting on our craft of teaching, as teachers in aiding students to develop as active learners, and as researchers in challenging and reviewing our focus and practice.



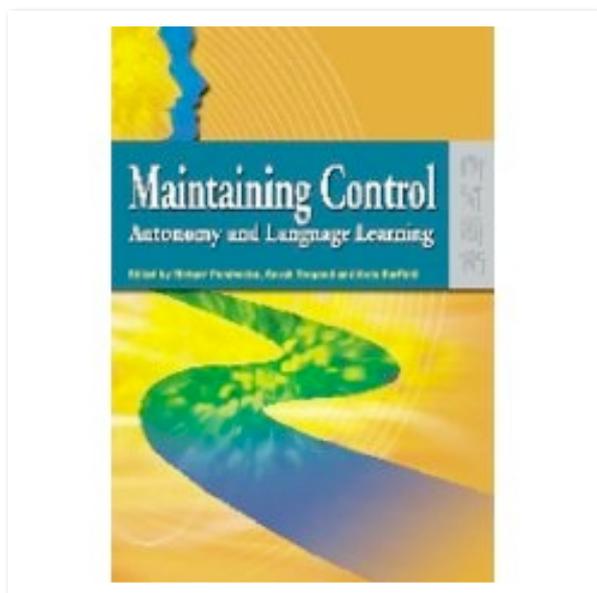
Book Review: Kay Irie

Maintaining Control: Autonomy and Language Learning, Edited by Pemberton, R., Toogood, S., and Barfield, A.

Published by Hong Kong University Press
(2009) 292 pages
ISBN: 978-962-209-954-8

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Pembertonらによって編集されたMaintaining Control: Autonomy and Language Learningは2004年に香港と中国において開催された同名の学会における11本の基調講演者及び招待講演者の発表をまとめた書籍である。すべての執筆者が言語教育におけるオートノミーに深く関わり実践してきたため、いずれの論文も経験に基づく見識と示唆に富んでいる。本論評では何人かの筆者がオートノミーの概念が一般的に受け入れられるにつれ増えつつある様々な理論的・実践的問題について述べていることを取り上げている。



Back in 1994, a year after the birth of LD SIG (and I was still living my previous life in advertising), there was a landmark conference on autonomy in language learning in Hong Kong, entitled *Taking Control: Autonomy in Language Learning* (Pemberton et al., 1996). Although the concept of autonomy was mainly considered in connection with technology development and self-access centers and virtually unknown to language teachers at the time, the turn of the century saw an upsurge of the interest in autonomy in language learning. Pushed by the rise in interest, another but much larger conference was organized 10 years later in Hong Kong and the mainland China entitled *Maintaining Control: Autonomy and Language Learning*. This second conference produced four publications (Benson, 2007b; Gardner, 2007; Miller, 2007; Fan & Pang, 2007). The book reviewed here is the fifth born out of the conference presenting the works of plenary and invited speakers.

Maintaining Control: Autonomy and Language Learning is comprised of three sections: *Theories and discourses of autonomy and language learning*, *Practices of learner autonomy*, and *Practices of teacher autonomy*. The three articles in the first section by Benson, Esch, and Riley present theoretical issues that surround the concepts of autonomy in language education today. Lamb, Cotterall, Esch, and Riley present theoretical issues that surround the concepts of autonomy in language education today. Lamb, Cotterall, Miller, and Dam in the second section

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discuss their individual research on learner autonomy in the classroom or portray their practices to promote it in various contexts including EFL in secondary school in England, a university ESL academic writing course in New Zealand, secondary schools in Hong Kong, and logbook workshops in European countries. The contexts of the third section on teacher autonomy range just as far and wide, starting with Little on the use of European Language Portfolio for ESL teacher development in Ireland. The section also includes Sinclair's discussion on the development of an e-teacher training program through a collaboration between a UK university and a Chinese university, Aoki's narrative-based research on a JSL teacher in Japan, and a critical reflection on the process of collaborative curriculum development at a Japanese university by Nix and Barfield. As the editors mention, the divisions of the sections are somewhat loose. Some articles in the learner autonomy section could have been placed in the teacher autonomy section and vice versa, reflecting the fact that successful realization of learner autonomy in the classroom depends on the teacher's commitment to the idea of autonomy. The book ends with a guiding commentary chapter in which Smith and Ushioda effectively and helpfully point out some conceptual trends and movements. Readers who are new to the literature on autonomy may benefit from reading

this final chapter first, as suggested in the introductory chapter. Despite the variety of contexts and writing styles, and the five years that have passed since the conference, collectively the articles represent the leading edge of autonomy studies. I was engrossed in finding out how the authors interpret the concept of autonomy and carry out their research or apply it in their teaching. The articles on learner and teacher autonomy provide abundant models and examples to follow.

However, the book reminded me how complex and nebulous the notion of autonomy is, despite the fact that it has already made its way into general language learning dogma and teaching goals. Today, the term, autonomy, can be found in just about any governmental or institutional statement of goals for education and is commonly mentioned in corporate training contexts. Once the term becomes so popularized, it is conveniently interpreted to the advantage of the users. Some articles in the book, namely those by Benson and Esch, encourage us to keep critically assessing and filtering our interpretations and practices through sharing how the authors do this.

While both Benson and Esch welcome the wide dissemination of autonomy and accept the necessity of localization, each points out emerging problems. Benson tackles the dilemma of whether to accept diverse definitions and interpretations as equally legitimate and advocates "going beyond autonomy can be whatever we want it to be (p.17)." I was also

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jolted by his concern at the recent trend in which autonomy is treated as a matter of injecting a sense of responsibility into learners and teaching them to display “a set of desirable behaviours matching the demands of the school and the society (p.25).” I am sure that I have done that without even giving a second thought and forget that my students are already autonomous in some ways. As Benson suggests, we should keep in mind that our role as teacher is to support their autonomy by providing suitable conditions for it to grow. Similarly, Esch expresses her frustration with the persistent inclination to associate autonomy with mere individualism and leaving what is conducive to development of autonomy behind – collaboration and interdependence.

Riley, on the other hand, focuses on “discursive dissonance”, another problem in educational contexts surfacing together with the globalization, and emphasizes the importance of localization of the concept of autonomy. The author uses the term to refer to political and cultural conflicts that arise between (sometimes unacknowledged) pedagogical traditions/cultures or folk linguistic beliefs and so-called official or academic approaches. In other words, no matter how the official discourse within an institution may encourage the communicative approach or the development of autonomy, they are unlikely to be taken up unless they are contextually consistent

with considerations of power and control at all levels of the institution. What Nix and Barfield describe in their article in the teacher autonomy section shows an example of this. They critically reflect on the problem they faced in setting autonomy as a goal in the curriculum and forcing an “interdependent autonomy” among teachers by inviting part-time instructors to participate in the process of the curriculum development. In their case, it was the existing power relationship between the full-time and part-time instructors that impinged on the development of collaborative autonomy.

Anybody interested in autonomy in learning and teaching can gain much from *Maintaining Control: Autonomy and Language Learning* as it presents the development of the concept, the issues accompanying the dissemination and the popularity of the concept, and practical ideas for teaching and researching, all from those who have been taking the lead in the field. While it is a privilege for me to write about the book, I couldn't help wishing I had been at the 2004 conference. Yet, I am grateful to the editors and the authors for publishing the book so that we can now experience undoubtedly some of the best presentations given at the conference five years ago in a possibly even more refined form and without having to run from room to room and be getting lost!

The Adventures of Magenta M. : Stephen Davies

The Adventures of Magenta M. Episode 4: Mandroids, Fembots, and the Power of Learner Literacy

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ある晴れた朝、マジエンタは学習者のリテラシーについての本を読んでいた。すると、姉のマージパンから電話がかかってきた。スージー・ラムボイド健康センターにマッサージをしに行かないかとの誘いの電話だった。最初はバービー人形のような格好をしたロボットがマッサージパーラーで従業員として働いていたのであまり乗り気ではなかった。しかし、マージパンが男性型ロボットのマッサージ師もいるということ、そして彼らが読書好きであることをマジエンタに伝えると、マジエンタの気も変わり、彼らにインタビューすることを決めた。その後、ソーというTレベル・ロボットと話しを進めるうちに、マジエンタはロボット・リテラシーについて思いがけない発見をする。健康センターの経営者であるスージー・ランボイドはマジエンタの努力に感謝の気持ちを表し、女性型ロボット従業員の制服を抜本的に変えてゆくことを決心した。

At 10.00 a.m., a phone call –

‘Magenta, it’s me.’

‘Mazza! I thought you were still on vacation.’

‘I just got back. I flew economy class with SleazyJet Galactica. My muscles ache like hell so I’m going for a massage. Do you feel like a rub?’

‘Maybe...Where are you going?’

‘Suzie Rhomboid’s Health Parlor.’

‘Where’s that?’

‘Zone 7. It’s just re-opened. Suzie’s hired some awesome T-model mandroid masseurs. You’ll love them.’

‘And lots of super-skinny fembots, too, no doubt, all with pneumatic boobs and perfect make-up. They always make me feel so depressed.’

‘Fembots aren’t real; they’re just mannequins that can walk and talk.’

‘I know that, but they still make me feel inadequate. Why don’t the manufacturers ever make any with bingo wings, cellulite, and waistline issues like real women?’

‘Because...’

‘Yes?’

‘Because they’re not supposed to look like real women.’

‘Why not?’

‘Men don’t like looking at real women; they prefer computer-generated fantasy droids.

Remember Angelina Jolie? She was the first fembot that really worked. She was an amazing success. It took people years to realize she was a machine.’

‘But Angelina just made things more difficult for real women. And now we have to compete with thousands of beautiful fembots. It’s ridiculous.’

‘So that means you won’t have a massage? Because you’re jealous of fembots?’

‘I’m not jealous of fembots.’

‘Then why don’t you come with me?’

‘Because I’m too busy.’

‘But it’s Sunday... Oh My God! You mean you’ve got a date?’

‘No.’

‘Then what are you doing?’

‘I’m working.’

‘On what?’

‘I’m reading a book.’

‘Reading a book? No one reads books anymore. Why don’t you just have a brain upgrade?’

‘Mazza! Brain surgery isn’t like having a boob job. There are serious risks.’

‘I know, I know. I was only kidding. So what are you reading that’s so important?’

‘I’m working on a new project. It’s about the development of learner literacy through reading.’

‘You know what? If you’re interested in reading, you should talk with the mandroid masseurs at the parlor.’

‘Why?’

‘Because they like reading books.’

‘What? I thought mandroids never read books.’

‘T-model mandroids are different. Do you know much about them?’

‘Not really.’

‘Well, years ago, Zeddicus D. Zornder, the famous robo-engineer, developed some mandroids with very human characteristics. He called them “T-models” after his daughter,

Tinkerbell. But he could never get them to work right. In the end, he dumped them on the garbage planet, Tyros 7.’

‘But you’ve just told me that T-models work at Suzie’s Rhomboid’s Parlor.’

‘That’s right.’

‘So how did they get there?’

‘After years on Tyros 7, the mandroids were discovered by some trans-galactic salvage merchants who transported them back to Earth. Later, they were sold at a robot auction. Suzie Rhomboid bought them and trained them to work as masseurs at the parlor.’

‘But you still haven’t told me why they like reading. I just can’t imagine a robot reading a book.’

‘T-model mandroids are really weird. I mean they like reading to each other. They use loads of quaint words – ‘hithers’, ‘yons’, and all that kind of stuff. No one knows why. Suzie would love to find out more about them.’

‘Do you know her well?’

‘Yeah. We met at a Human Resources Seminar a few months ago.’

‘Gosh. She’s a real high-flier isn’t she?’

‘You bet.’

‘What’s she like?’

‘Very worker-focused. She loves all her employees, especially the mandroids. But they’re not very open with her.’

‘Why not?’

‘I don’t know. Maybe she’s a bit too high-powered for them. She’s probably not your type either, if you know what I mean. Still, she’s a

good friend to have. All those high-level connections.'

'She's your *friend*?'

'Sure. We sometimes meet up for coffee and girl-chat. But I doubt we'll meet Suzie at the parlor – she's way too busy with other stuff. Now, are you having that massage or not? I have to make the reservation real soon.'

'Okay, Mazza, you've almost convinced me. I've got a good idea. Perhaps I can try talking with a mandroid why *you* have a massage. How does that sound?'

'Sorry, Magenta, that won't work – employees aren't allowed to stand around chatting to customers. But I guess you could try interviewing a mandroid *while* he gives you a rub. There is one thing, though, to watch out for.'

'What's that?'

'Just make sure you don't get too involved. In the past, there's been some stuff going on between mandroids and clients, and Suzie told me she wants to put an end to it.'

'Mazza! I wouldn't get involved with a machine.'

'Just wait until you see one. They're drop-dead gorgeous. Now, what time is good for you?'

'How about 2:00?'

'Fine. Just one last thing. Can you choose a suitable look? Glam-up a bit, maybe?'

'Why?'

'It's that kind of place. You know what I mean.'

'Which look do you think would work?'

'How about *Power-Babe*? Shoulder pads, big hair, heels, and lots of make-up? And don't forget to super-boost your tooth whiteness. Or...'

'Yes?'

'*Sexy Librarian*. Tie your hair up, put on fake glasses, a tweedy suit, mid-level heels. Don't forget the lip gloss.'

'Mazza!'

'What?'

'Those looks are so out-of-character for me. I'm not starring in a porn movie; I want to interview a mandroid. I think I'll choose my own look.'

'Okay, okay. Don't get mad – but just don't wear anything too frumpy.'

'All right. I'll see what I can find. Now, if there's nothing else, I really must have a bath before I go out.'

'Fine. I'll see you at Suzie's at 2:00.'

'Okay.'

'Bye then.'

'Bye'.

'Glam-up a bit', Magenta repeats as she puts the receiver down. That's easy for Mazza to say – she always looks so effortlessly fantastic. As for me...

Sighing, she stands up and walks towards the bathroom. She waves the door open and steps inside. As the tub fills with water, she shimmies out of her tee shirt and sweatpants and drops them into a wickerwork basket. She unhooks her bra and tugs down her panties.

Davies

For a long moment, she stares at the image of her naked body in the mirror, sucking in her stomach and uplifting her dark-capped breasts. Then, with a shrug, she steps into the tub and slides beneath the surface of the steaming water.

It feels very pleasant to lie in the hot water and enjoy the lux-feeling of a mid-morning soak. She leans back, closes her eyes, and thinks about the mandroids at Suzie's parlor.

Why do they like reading books? Why do they like reading to each other? Robots don't usually read anything; they don't need to – they get brain upgrades, like all intelligent machines. Perhaps they're bored with working in the parlor... Or did they become social learners while they were stranded on Tyros 7? Reading might have helped them to pass the time, I suppose, but I didn't think there was any burnable garbage on the planet, so where did the books come from?

After a few more moments, Magenta stops thinking about the mandroids – the hot and fragrant bath water, rich with enervating minerals and trace elements, has warmed and soothed her to the point of sleep; but then, with a determined movement, she sits up, reaches forwards, and presses a green button located on a small control panel on the left side of the tub.

Seconds later, a submerged door opens and a shoal of brightly-colored daradi fish, their sucker mouths puckered and eager, dart through the portal and cluster at Magenta's ankles. Working together, they begin to depilate her; gently rasping at her legs, moving slowly upwards, extracting hair nubs and follicles, leaving her skin as smooth and soft as a baby's bottom.

Ooh... This does feel a lot nicer than waxing. As for shaving...

As soon as the fish have finished their work, Magenta steps out of the bath tub, pauses under the auto-drier, reaches for a bath robe, strides into the bedroom, stands in front of the full-length mirror, and thinks about what to wear.

'Jermaine, I need your advice,' she says to the mirror. 'I'm going to Suzie Rhomboid's Health Parlor for a massage. Mazza asked me to glam-up a bit, but I don't really feel like making the effort. What do you think? Is it worth it?'

'Why'd she ask you to glam-up, babe?' asks the mirror. 'You hot enough already.'

'She says it's "that kind of place." What she really means is that they'll be loads of gorgeous fembots hovering around so we need to look our absolute best.'

'That woman crazy!'

'I know. It's really depressing. So what do you think I should wear?'

'You going for a massage, right?'

'Yes.'

'That all?'

'I'm also hoping to interview a mandroid masseur about reading.'

'What kind of mandroid?'

'One of the T- models.'

'Those guys that got dumped on Tyros 7?'

'That's right. How did you know about that?'

'You left the TV on. Last night. Whilst you was takin' a bath. I seen a program about them dudes.' 'And what did you learn?'

'T-model mandroids like strong, earthy women. They have a saying, go something like this: 'A good woman can pull a plough.'

‘You mean they prefer the natural look.’

‘That’s right. They hate all them waxed-to-perfection fembot cuties: fake fingernails, fake boobs, fake eyelashes, fake asses. They hate that stuff. You want my advice? Keep it natural, babe. Your brother Jermaine know his shit. Now, how about the ‘warrior princess’ look?’

‘Warrior princess? Ummm... that *will* surprise Mazza. But if it helps me communicate with a mandroid, it will be definitely worth it. I think I have an outfit that will work.’

‘Yeah! Now we talking. And forget about make-up, babe. You don’t need that shit. What you need is some zits. Or a scar. Or-’

‘Jermaine! You’re getting carried away. I’m supposed to be a warrior princess, not a mutant from the Outer Zone. Now, I think I’ll turn you off while I get ready. I need some peace and quiet.’

Magenta reaches forward and presses a button. The mirror hums for a few seconds – a descending, metallic whine, like a switched-off vacuum cleaner – and then falls silent.

Enjoying the quiet, Magenta stands in front of the mirror, and braids her hair into a long ponytail. Next, she reaches into a closet, takes out a chunky-knit sweater and pulls it over her head. She reaches behind her head and flips out her ponytail. Then she pulls on a pair of baggy, beige corduroy pants, and steps into some retro-Ugg boots.

A bit of eyeliner ought to be enough...

‘Oh My God! What do you look like?’ Under a pair of gently-swaying faux palm trees, sitting at a small coffee table, sipping a latte, Mazza is wearing steep wedge sandals with gold lame straps that coil around her slender shins;

a mid-thigh, off-the-shoulder dress by Bertoni; and gold hoop earrings that are so large Magenta is tempted to throw something through them. Instead she replies: ‘It’s the *Warrior Princess* look. It’s nice and simple and straightforward. By the way, do our masseurs have names?’

Mazza sighs, tucks a loose strand of hair behind an ear, and says: ‘Thor and Odin. You’re with Thor. I just know you’re going to have a great time. Speaking of which...’ she glances at her watch, ‘I think we’d better get going. You’re in Cubicle 7.’

Magenta knocks on the door and enters Cubicle 7. Thor turns to face her. He is tall and muscular and tanned and handsome. He looks at Magenta for a few moments and then says: ‘My name is Thor.’ He bows deeply and then continues: ‘My Queen, it is indeed an honor to meet you. Please be seated while I complete my preparations.’

Magenta sits on a chair at the foot of the bed, crosses her legs, and says: ‘I’m sorry, Thor, but there must be some kind of mistake. My name is Magenta. I’m a trans-galactic educational researcher. I’m not a queen of anything.’

Thor laughs. ‘I know, Your Highness. I was merely paying you a compliment. Although I must say your countenance does bear a striking resemblance to an esteemed woman with whom we have become most familiar.’

‘You mean I look like Suzie Rhomboid? But I thought she was one of those glam-fantastic types.’

Thor laughs again. ‘No, I didn’t mean Suzie Rhomboid; I meant the noble Queen

Magenta considers this. She's never heard of the Kingdom of Thrall, or of Queen Arcasia. Is Thor talking about something that happened years ago, or is he talking about some current events in a far-flung corner of the galaxy? Or is he in need of re-programming? Finally she says: 'I'm sorry, Thor, but I'm afraid I've never heard of Queen Arcasia. Where does she live? Who are her people?'

Without replying, Thor walks across the room and opens a small cabinet. He reaches inside and takes out a thick, well-thumbed paperback. He hands the book to Magenta. On the cover is a picture of a Viking queen, astride a chariot. 'This is Queen Arcasia,' Thor says.

Magenta studies the cover. The Queen's dark hair is braided. Her fierce eyes are bright and brown. Her white bodice is partly open, exposing the tops of her breasts. A short dagger is strapped to her waist. She is wearing thick-soled riding boots. 'Yes, I suppose she does look a bit like me,' she admits. 'Have you read this book? It's from the ancient fantasy genre, isn't it? All those tales about dark towers, princesses and magic amulets.'

Thor sits down on the bed and looks at Magenta. His eyes are shining with excitement. 'You mean there are other books like this one?'

'Yes, there are sure to be some copies, tucked away in library vaults somewhere. Where did you find this one?'

'It was in the hold of the ship.'

'Which ship?'

'The vessel that brought us back from Tyros 7. We were locked in the hold for many months. It was a cold, barren, desolate place.'

'We were forced to endure agonies of endless boredom. We would have perished were it not for the discovery of this venerable tome. Truly, it was our salvation.'

'In what way?'

'We took it in turn to read the book aloud to one another to wile away the tedium of our journey. By the time we reached the Earth, most of us had memorized all of the words.'

'So that's why you use old-fashioned language! Fantasy novels were often written using archaic diction. Fascinating.'

You said that you read aloud to one another?'

'Yes. Reading aloud enabled us to enjoy the story together.'

'So that's why you like choral reading?'

'Indeed. In fact, after many months of reading together, we were able to recite the words without even referring to the text.'

'Amazing,' Magenta says, glancing at the clock on the wall. 'I'm sorry, Thor, but perhaps we should get on with the massage. You can tell me a bit more about your reading experiences while you're giving me a rub. Would that be okay?'

'Absolutely, my Queen.'

A skinny-fantastic woman panthers across the foyer towards the 'Morning High' coffee shop where Magenta is sitting at a small table, sipping a latte, waiting for Mazza.

Bronzed legs. Wasp waist. Rouged lips. Chiseled cheekbones. Blonde hair.

A fembot?'

My name is Suzie Rhomboid', the woman says, extending a well-manicured hand. A gold bracelet gleams on her slender wrist. 'Nice to

Davies

meet you.'

'Nice to meet you, too,' Magenta says, 'Please sit down. My name is Magenta.'

Suzie slides onto a chair, crosses her legs. 'You're called Magenta? Really? I thought you were Queen Arcasia,' she says, smiling.

'How...?'

'Don't worry,' Suzie says. 'You haven't done anything wrong. In the last few months, there've been some over-friendly relationships between masseurs and clients, and so I decided to install secret surveillance cameras in all the cubicles. I watched you interviewing Thor. You did a fantastic job. It was very clever of you to dress as a warrior princess; it put Thor completely at his ease. I've had a lot of trouble getting to know the T-model mandroids, but I never guessed my appearance was intimidating them. I really should glam-down a bit, and perhaps I ought to change staff uniforms, too,' Suzie adds, glancing across the foyer towards the elevator where two fembots, both wearing low-cut tank tops and sardine-tight micro-shorts, are chatting. 'Elevator fembots,' she sighs, 'fresh from the factory. They spend all day talking about clothes, make-up, and boyfriends. How was your massage, by the way?'

'Lovely. I feel totally relaxed. Thor has very gentle hands.'

'Yes, I know. All of our clients like him, but they tell me he never says very much to them. But he certainly told you a lot of things – all that information about learning to read in the hold of the spaceship was fascinating. Are you a researcher, by the way?'

'Yes. I work for the Trans-Galactic Language Agency.'

'Are you going to publish your findings?'

'I'd love to, but only if you agree.'

'No problem. I see this as a win-win situation: you get your article into print, and the

parlor gets some important exposure. I can provide you with sponsorship, but you must promise to mention our name in the title.'

'Of course', Magenta says, brightly. But then her face clouds a little. 'I'm sorry, Suzie, but first I'll have to discuss this with Dexter. He's my boss. He's the one who decides what goes into print and what doesn't.'

'Dexter? From the Trans-Galactic Language Agency? I met him a few months ago. I'll give him a call. I'm sure there'll be no problem.'

'Where did you meet him?'

'At a Human Resources Seminar. He seemed really nice.'

'You met my sister, Mazza, at the same seminar didn't you? She told me she was your friend.'

'Mazza?' Suzie repeats in a puzzled voice. Then she shakes her head. 'No, I don't remember that name.'

'Really? She told me you sometimes had coffee and girl-chat together. She told me...'

'What?'

'Well, she seemed rather proud to know you because you're, well, I mean I don't want you to take this the wrong way or anything, but she seemed to think you were a good friend to have because you're so powerful and well-connected.'

Suzie arches a well-shaped eyebrow. 'Really? So she treats me as a trophy-friend even though we haven't met?'

Hearing this, Magenta feels uneasy. Wondering what to say, she glances across the foyer.

Mazza, looking refreshed and relaxed, is walking towards the coffee shop. She pauses at the foot of a small flight of stairs, glances down at her wedge heels, holds onto the handrail, and places her feet carefully on the steps.

When reaches the top of the stairs, she walks to the table.

'Hi Mazza!' Magenta says in a bright, brittle voice. 'You know Suzie Rhomboid, don't you...?'

The Adventures of Magenta M. : Endnote

Magenta Endnote:

Editors write:

Editor A:

I felt a somewhat guilty pleasure reading this, rather like reading Cosmopolitan (which I hasten to add I haven't read for years!)

Editor B:

In my character of frumpy quasi-feminist EFL researcher I felt frustrated that Magenta would deign to go to a place where she needed to get dolled up in order to have a massage. I'm worried about the gender-marked terms for the -bots too, what with the fembots being mindless and the mandroids being intelligent social learners, I think you need to watch out for the subtext. I don't think I will be the only reader to be sensitive to this! Couldn't you have a think about introducing some kind of person (could be a handsome femisit-thinking guy) who could be a spokesman for a more right-on point of view and also give Magenta a chance to display her efl-ness a bit more?

Steve writes:

As for the points you make, my view of Magenta is that she is a sort of middle-of-the-road woman, somewhat intimidated by her flashy, partnered, upwardly-mobile older sister, Mazza. So in this episode, Magenta is relieved to accept Jermaine's suggestion of wearing non-glamorous clothes, which leads to Thor opening up with his revelations. As for the gender issue, my point about the mandroids in the story is that they are

*T-Level mandroids, rather different from the ordinary mandroids and ordinary fembots. Another issue is the question of how, in the future, humans will respond to replicants, borgs etc. Asimov, for example, has treated robots as figures of fun; alternatively they might be death machines, infiltrators etc., as in *Battlestar Galactica*. Anyway, I can hear you saying, what has all this got to do with EFL? In this episode, I agree, the learning issue is subordinated somewhat but I think it is still an important part of the story.*

Moving on. One way of dealing with this would be to have two parts to Episode 4. My thinking is that the characters have been introduced and left in the coffee shop in the health parlour. What follows in Part 2 will be some sort of reconciliation between Mazza and Suzie. While they are still in the parlour, a discussion of learning takes place between Thor and a fembot with Magenta asking questions. Thor is a representative of text-based, mono-cultural learning and culture (think the Koran); the fembot argues in favour of situated learning in context, augmented by brain upgrades to deal with vocabulary attrition. The argument could touch on current controversies about the amount of exposure needed to learn a word etc. If necessary, the name 'fembot' could also be discussed, with the mandroid suggesting an alternative name but with the fembot arguing that 'fembot' is the name that the female replicants prefer.

Looking back: IATEFL Cardiff

Conference Report: IATEFL 2009 – Balancing the Serious, the Social and the Silly,

Jodie Sakaguchi, Rikkyo University, E-mail: jodie.js@MARK.mac.com

IATEFL 2009: アカデミックで有意義な、そしてユーモアに富んだ社交場であった今年の会議 ジョーデイ・坂口が今年のIATEFL会議の分科会、Learner Autonomy SIG について報告しています。この会議の特徴は、通常の会議日程の中に、楽しいイベントや参加者に自分を振り返る場を与えてくれたことです。このような素晴らしいプレゼンテーションの中でも、特に筆者が注目したのはLienhard Legenhausen (リーエンハード・レーゲンハウゼン) の「自律性 (おオートノミー) とオーセンティシテイ (つまりテキスト、教材、相互関係の信憑性) との関係について」、そしてアリソン・デイケنزの「学習者のオートノミーをカフェ文化を利用して育てる」という、二つのプレゼンテーションです。

Introduction

The 43rd annual IATEFL (International Association for Teachers of English as a Foreign Language) conference was held in Cardiff, Wales from March 31 to April 4, 2009. The conference had a very international feel – with

plenary speakers from Argentina, Israel, Pakistan, and North America, and 1700 participants from all over the world. The plenary sessions covered topics from technology in language teaching to identity and language policy. These presentations were streamed live through the Cardiff online website and can still be viewed at <http://iatefl.britishcouncil.org/2009/>, along with many other sessions. As most presentations will be accessible either online on video or in the conference proceedings, in this report I'd like to focus on aspects of the conference that probably won't be reported in other places – conference logistics and the Learner Autonomy SIG Pre-Conference Event. For those who are interested in watching online, I recommend the plenaries, which were all very interesting and thought-provoking, and Richard Gallen's presentation on making mistakes. Richard shares his experiences and frustrations learning Spanish, describes how his teaching practice has been shaped by those experiences, and makes a very persuasive case for giving immediate corrective feedback during speaking tasks.

Conference Logistics – Scheduling for Serious, Social and Silly

This was my first time to an IATEFL conference and it was one of the best conferences I've been to. In large part this was due to the high quality

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presentations, but other important factors were the attention to detail in the organization of the conference and the variety of opportunities to refresh body and mind with tours of the local countryside, classes in Welsh and drawing, and evening social events.

With limited places, tickets for the tours were snatched up quickly and unfortunately by the time I tried to sign up there were no tickets left. However, I was able to get a spot in the free drawing workshop for beginners. We laughed at ourselves and each other as we learned how to draw stick figures and other basic pictures to use in the classroom. The evening events were free and open to all and included a Welsh dancing lesson (Celidh) complete with a live band, an open mic music and poetry night, story telling, and Pecha Kucha (6-minute presentations in which presenters are limited to 20 slides at 20 seconds each). In some cases, in addition to being great fun, these non-academic events provided just as much food for thought about teaching and learning as the presentations. I was so glad that I went to the drawing class and the Celidh. I came away from both amazed at how much I learned despite my jet lagged and exhausted state, and realized it was due to a combination of fun, flow, good pacing, the right amount of challenge, and repetition. Oh and having some background music, and a nice glass of wine don't hurt either.

Introductory and Reflection Sessions

On the more serious side, I particularly appreciated the early morning sessions which were held before the plenaries. On the first day of the conference, I attended Susan Baraduhn's introduction on how to get the most out of the conference. A 20-year IATEFL conference veteran and former IATEFL president, Susan had lots of tips for deciphering the conference handbook, deciding which presentations to attend, and organizing conference notes and handouts. This was a practical session useful not only to first time participants, but also for anyone who wanted to get more out of the conference.

On the second and third days of the conference the early morning sessions were reflection sessions. I only managed to make it on the second day, where Mario Rinvoluceri had us sit in groups of 6-8 and share what we had gotten out of the previous day – the good things, less good things, and ideas we had created ourselves. We then discussed our plans for the day ahead - our musts and maybes and our thoughts on how we would pace ourselves. This session was a great time to meet new people, to be able to think again and talk about what I had learned the previous day and to hear about some of the sessions I hadn't attended. It was also a good way to learn how other people approached the conference and how they spent their time. For example, we learned that Mario challenges himself every conference by attending one session on a topic that is not he's not particularly interested in.

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I was grateful that these introductory and reflection sessions had been timetabled in to the conference and I found them very valuable. I heard that JALT used to do something similar, but stopped. I wonder why...

More serious stimulation: The Learner Autonomy SIG Pre-Conference Event (LASIG PCE)

The Learner Autonomy Pre-Conference Event was a fantastic chance to meet members of the SIG and to hear some of the things that people are doing to encourage autonomy in their particular teaching contexts. It was stimulating on both an intellectual and a social level and set a positive tone for the rest of the conference. This event included about a dozen posters, workshops and presentations covering topics from autonomy and young learners to self-access and autonomy and authenticity. I focus on four of the presentations below.

Lienhard Legenhausen (The University of Munster) spoke on the impact of authentic communication in the autonomous classroom on linguistic competence. After explaining the dimensions of authenticity (authenticity of texts, materials, language, and interaction) and showing the interconnection between authenticity and autonomy, Lienhard provided examples of tasks in which students interact authentically, i.e. in which they say what they mean and they mean what they say. These tasks included Two-Minutes' Talk where students divide into pairs and from a card choose a topic that

they talk about for two minutes; project work, where students plan, carry out and evaluate a project; and cooperative writing, where students work together in small groups to write a story. Lienhard ended his presentation by comparing the test results of students in this autonomous classroom with students in more traditional teacher-centered classrooms. These test results indicate when language classes which are built around principles of authenticity and autonomy, even without any explicit grammar instruction, learners can acquire both natural and accurate language more effectively than in traditional classes.

Alison Dickens presented the language café concept – an initiative to promote independent learning using social and informal features of café culture (see www.languagecafe.com). A language café is a group of adults who meet in an informal environment such as a café, library or cinema to socialize and improve their language skills. As facilitators, the job of Alison and her colleagues is to provide the basic framework for the language café. They help people find an existing group, provide support for those who want to set up their own group, help groups find native speakers, and help groups find funding if they want it. I know that some universities in Japan provide similar opportunities for practice in more informal settings such as teacher-led chat rooms. Language cafés seem like a great way to give students more control, and to help students connect with others who have similar goals. While it may be difficult for individual teachers to set up language cafés, with the support of university self access centres perhaps this framework could also work in Japan.

Richard Smith talked about the online community he and his colleagues at the University of Warwick are developing to support the teacher-learner autonomy of MA students after they finish their degree and return home. Teacher trainees are asked to choose an aspect of their teaching that they want to improve based on an initial peer-teaching task. They then interview other teachers about the issue they have chosen, read up on the subject and finally do another peer teaching task, demonstrating that they have improved in their chosen area. In order to help students find other teachers to interview and interact with, the University of Warwick created an online community in which alumni students were invited to join along with current students. The benefits of this system are that it connects current students to the real world of teaching practice and provides a community of near-peer role models. At the same time, it allows the university to support the continual development of former students.

Annamaria Pinter showed how younger learners are able to take control of their learning. Sharing observations of her son at home and her students in the classroom, she described children's ability to make choices, take control of their learning, and reflect. She gave examples of how children spontaneously take to things that they like and want to repeat them, and showed how they are naturally able to adapt and create tasks on their own. In one such example, students in her class adapted an information gap task that Annamaria had given them. Students work in pairs, asking each other questions

to find the differences in the pictures they have been given. The original task was based on pictures from a textbook, and after completing the task students began drawing their own pictures to use in the task. As students had produced the materials, their engagement and enjoyment increased, and they were content to repeat the task numerous times. In another example, Annamaria's 9 year-old son, after a visit to a museum, was so impressed by one of the displays there that he decided to create a power point presentation to share his experience with his classmates. Annamaria described how he taught himself to use PowerPoint and how engaged in the task he was. Annamaria believed that even if she had suggested the same things to her students or to her son, the level of engagement and enjoyment would have been much lower. She believes the challenge for teachers of young learners is to be able to recognise when they are really engaged with a task and to give them the freedom to experiment with it and adapt it.

Looking ahead to next year

The next IATEFL conference will be in Harrogate from April 7th to April 11th. Plans are already underway for the LASIG Pre-Conference Event on April 7th. With the theme of "Learner Autonomy and Current Trends in Language Teaching and Learning" it promises to be a very interesting day. Although the IATEFL conference is inconveniently scheduled at the beginning of the Japanese academic year, if this year's conference is anything to go by, if you can manage to attend, it will be time, money and energy well spent.

Looking back: ILAC Hong Kong

[ILAC 2009 at Hong Kong Polytechnic](#)

University: Enter the dragon: Seeking new paths to learner autonomy, *Tanya McCarthy, Kanda University of International Studies, Jo Mynard, Kanda University of International Studies & Alison Stewart, Gakushuin University*

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今年の6月に、香港にてIndependent Learning Association Conferenceが開催されました。世界各国から約250の代表者が出席し、学習者オートノミーに関する100件以上のセッションが行われました。Tanya McCarthy、Jo Mynard、Alison Stewart の3人が出席した発表のうち、特に彼らの関心の高い分野であるadvising, Web 2:0, identity などについて報告します。

The Independent Learning Association Conference took place this year on 3-5 June in Hong Kong. Roughly 250 delegates from around the world gathered to present and listen to over 100 sessions on cutting-edge practice and research on learner autonomy.

Tanya McCarthy, Jo Mynard and Alison Stewart report on some of the presentations they attended that reflected their particular areas of interest: advising, Web 2:0 and identity.

Tanya McCarthy: Advising

What was impressive about ILAC was the number of presentations by learning advisors showcasing self-access research from centers around the world. This reflects the steady growth of advising as a legitimate practice in education.

Marina Mozzon-McPherson has been an instrumental figure in this growth over the past two decades and her workshop titled “Advising in Practice” aimed to help attendees understand and internalize skills used in advising. The dialogue between advisor and learner was presented as key to the advising process and, following some theoretical background, attendees were separated into groups to practice the skills of active listening. The question we were asked to reflect on throughout the workshop was “Are you *really* listening?” Picking up on non-verbal clues is a key element in advising sessions as it helps the advisor determine how best to guide the learner. This workshop made us more aware as educators (not only advisors) of how important it is to listen actively to our students and to develop our skills of communication.



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Yukiko Ishikawa and Daniel Sasaki presented research on their English Consultation Room (ECR) at Soka University in Japan. Yukiko introduced a task-based advising approach to help foster learners' autonomous development. In this approach, the advisor gave the learner a series of tasks related to their learning goals, and then asked the learner to report back to check on progress. Research literature suggests that advisors help learners, through self-exploration and self-discovery, to carry out self-designed tasks for independent study. Yukiko however, found that the new, and more structured task-based approach resulted in an increase in the number of students using the ECR. Participants were asked to reflect on and discuss the effectiveness of giving specific tasks to learners as a support for their development. This raised a question that resurfaced in other presentations: How much and what kind of support should we give to learners?

Scaffolding was one of the main points raised throughout this conference. Sarah Toogood and Peter Voller effectively used metaphors of bamboo scaffolding and yacht rigging to emphasize the need to support learners. These powerful images served as a reminder for teachers and advisors, that learners cannot be expected to become autonomous learners overnight. A flexible, as opposed to rigid, approach was suggested to help learners reach their full potential.

Jo Mynard: Web 2.0



Another interesting theme which emerged throughout the conference was the use of Web 2.0 technology as a tool or environment in which to develop autonomous learning skills. The terminology varied: for example, Phil Benson used the term “new literacies”; Jo Mynard used the terms “CALL environments” (citing Klaus Schwienhorst, 2007) and “Mindtools” (citing Jonassen, Peck and Wilson, 1999); Chen-Yu Lin used the term “digital realm”. What these terms all highlighted was the way that interactive, online tools and websites are providing motivating opportunities for language learners to interact with a real audience in the target language while giving opportunities for learners to develop their autonomous learning skills.

Phil Benson suggested in his presentation that educators may have traditionally made the assumption that learners do not have opportunities to use English outside the classroom. In the age of new literacies, this is changing. Phil went on to show some examples of interactive websites where enormous numbers of L2 speakers were interacting as equal interlocutors with native speakers. He cited examples of online gaming sites, social networking sites and fan-related sites.

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Cynthia White highlighted the importance of communities and showed examples of online communities using technology which facilitated communication. Cynthia described a project involving learners of German in New Zealand and learners of English in Germany using each other as a resource for separate projects. A web-based platform was provided for these learners in order to facilitate their interaction, but instead they found their own tools for interaction with which they were more comfortable with (for example Skype and Facebook).

Chen-Yu Lin, a graduate student of Rebecca Oxford (who was not present), made the excellent point that, although “digital natives” (Prensky, 2001) are able to *use* technology, this does not mean that they know how to use technology *to learn*. This highlighted the need for us as language educators to help students to develop the strategies for using the technology appropriately for learning.

Alison Stewart: identity



A third theme from the conference was identity in language learning. Research into learner and teacher identity usually concentrates either on

how identity changes over time, or on how past, present and future identities can and should be represented, and I was particularly interested in presentations that touched on these questions. Stacey Vye and Nanci Graves have long been honing their techniques for enhancing learner autonomy in the M.A. TESOL program they teach at Teachers' College, Columbia in Tokyo. In this presentation, they argued that learner autonomy is justified both by the diversity of learning styles and preferences among individual learners and by the principles of democracy. Ever practical, they demonstrated a range of learner-centered teaching strategy activities, such as use of multimedia and music, project work, and learner histories which can be used even in classrooms where there is little support for learner autonomy.

Learner histories were also the subject of the presentation given by Felicity Kjisik and Leena Karlsson, “Whose story is it anyway?” Inquiring more deeply into the reasons for asking students to write about their language learning histories, they demonstrated the powerful emotional impact of articulating both positive and negative experiences in language learning, and questioned the role of the educator in reacting to these stories. This presentation-workshop followed a presentation by Leena alone in which she talked about the process of conducting narrative research for her PhD thesis. As with the presentation on learner histories, this paper emphasized the complexity involved in hearing and understanding participants' voices in the research process. Stories have the capacity to change the lives of the narrator and the listener, and this open-ended

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reflexivity is something that Leena and Felicity have attempted to incorporate in their research and pedagogy.

Andy Barfield's presentation, "Problematizing learning learner development" concerned the identity of the Learner Development SIG itself. Having been a member since the first year of its inception, Andy started with an overview of the SIG's history, before going on to present extracts of interviews with four current LD SIG members about their motivation for joining and their reasons for staying. One of the purposes of the presentation was to consider an Activity Theory model as a means of presenting and interpreting the stories that were told by the participants. Regardless of what they thought of the model, the participants were clearly inspired by the stories to talk about their own experiences and identities, and perhaps to consider possibilities for change in their circumstances and in themselves.

The identity of the ILAC conference was also a topic of conversation in the evening after the scheduled sessions. Now a regular two-yearly event, the conference has become a forum for a variety of interests and ideas about learner autonomy, and yet despite this diversity, there is something about it that is distinctive and special. If you haven't experienced it yet for yourself, make a point of going to the next ILAC conference in 2011.

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Andy Barfield, "Problematizing learning learner development"

Phil Benson, "Language learning and autonomy in the age of new literacies"

Nanci Graves & Stacey Vye, "More learner autonomy with less frustration"

Leena Karlsson, "A narrative of learning and teaching EFL"

Chen-Yu Lin, "Autonomous learners in the digital realm: Exploring digital language learning strategies from multiple theoretical perspectives"

Marina Mozzon-McPherson, "Advising / Counselling in practice"

Jo Mynard, "Benefits and challenges of computer-based resources for self-access"

Cynthia White, "Inside independent learning: Old and new perspectives"

Yukiko Ishikawa & Daniel H. Sasaki, "What is the Role of an Advisor for Independent Learning?"

Looking back: Nakasendo

A New SIG on the block: collaboration between Portfolios SIG and Learner Development SIG at Nakasendo Conference, June 28th 2009, Ellen Head, Poole Gakuin University

2009年度6月28日に開催された中山道の会議についての報告：Portfolios SIG の設立とLD SIGとの共同作業（コラボレーション）について

エレン・ヘッドがファーガス・オードワイヤー氏との協力のもとで新しい研究会、Framework and Portfolios SIG(F L P S I G)を設立しました。FLP SIG は、ヨーロッパ言語ポートフォリオを日本的な教育現場へ採用する試みに挑戦します。ELPは学生の持つ様々なスキルを評価し、彼らの実力についてのデータを収集し、学力の向上を一定期間において評価することができるという点において革新的であります。FLPとLDには多くの共通点があることも確認されてます。ホレックやリトルがELPの発展に貢献したこともその証拠です。ポートフォリオ作成の一環として学生が自分の英語力を振り返り、自己評価するための教材のデータベースは下記の記事の最後部に記載されてありますので、興味のある方はアクセスしてみてください。

The roots of learner autonomy studies are closely intertwined with the development of the European Language Portfolio. Scholars like Holec and Little have been involved with the ELP since its inception in the 1990s and the way we think about

learner development has been vitally influenced by longitudinal studies made possible (or easier) by portfolios. After all, the portfolio is a means of data collection as well as a means of assessment. (For example, Murphey's use of Language Learning Histories, in Murphey, Chen Jin and Chen Li-Chi, 2004, Little's paper about ELP students in Toogood et al, 2009.)

So it was of great interest to me that JALT now includes a group focused on applying the European Language Portfolio in the Japanese context. Much of the energy for this project came from Fergus O'Dwyer, currently the chair of the Framework and Language Portfolios SIG. Many readers of LL probably noticed O'Dwyer's article in TLT detailing his use of language portfolios in Japanese University class, and announcing the availability of a bi-lingual materials pack that can be used in class as a portfolio base, the "Language Portfolio for Japanese University". The translation is reported to be debatable in parts, but it still creates a useful base on which to work. One of the tasks awaiting the portfolios SIG is the refinement of this translation, and the other on-going task is that of sharing models of portfolio assessment. For example, Alexander Imig at Chukyo University, Nagoya uses Moodle discussions of videoed conversation as part of the students' portfolio, while O'Dwyer has students do peer evaluation of presentations at the end of each teaching unit. I ask my students to self-evaluate against a can-do checklist at the beginning, middle and end of the year.

Nakasendo

“The Language Portfolio for the Japanese University”, like the ELP, includes a language biography (honouring non-English language knowledge), a language learning history, and, of particular interest to me, self-assessment checklists which can be done before and after a spoken task, thus raising students’ awareness of the various skill components underlying successful spoken performance. The way of thinking which underlies this kind of “skills-based portfolio” is rather like giving students a copy of the rubric against which they are assessed. It makes assessment transparent and raises issues they might not even have thought of in relation to their performance, such as the idea that they may have good skills in one area but not in another. This kind of profiling helps to build the confidence of students who have the image of themselves as “no good” because they cannot write grammatically. It provides a reality check for others who may be complacent, and helps them to focus on what they might need to learn. My prejudice in favour of this way of thinking may reflect that my training took place just at the time that the European Framework was being worked on, and one of my first projects was to profile a learner. (I can’t remember according to what criteria, it must have been some kind of ESOL framework because the EF wasn’t yet in place in 1990.) It is fascinating to see how much has been done in the intervening years, and to be working in a context where portfolios have not yet been widely institutionalized (Kinki University is a notable exception, so look out for research from Etsuko Shimo and others working there).

I attended a meeting of the FLP at Tokyo University of Foreign studies on June 27th. There was a very focused group of about 12 people in a small room, working on documents from the portfolio and discussing (in pairs and then plenary) how they used them in their classes.



I soon found myself looking through the can-do list I had made for my class and checking whether all my can-do objectives were actually covered in my scheme of work for the previous term. Some of them weren't! But this process made it easy to see how to re-write (both the plan and the can-do list) for the following semester. The following day I was due to present with Fergus O'Dwyer at the Nakasendo conference. Fergus introduced some of the background to the ELP and explained how he has been working with the ELP in Japan, while I talked about my work with pre-service teacher trainees and use of can-do lists with them. Another presenter at Nakasendo, Barry Keith, was presenting how he uses portfolios with self-evaluation checklists for a newspaper presentation class, and

Nakasendo

mentioned to us that he had been inspired by FLP. If the reader is interested she or he may pursue portfolios using the links given below.

References

Little, David, (2009), "Learner Autonomy, The European Language Portfolio, and teacher development", in Toogood, S., Pemberton, R. and Barfield, A. (Eds), *Maintaining Control: Autonomy and Language Learning*, Hong Kong University Press, Hong Kong.

Murphey, Chen Jin and Chen Li-Chi, (2004) "Learners Construction of Identities and Imagined Communities", in Benson P. and Nunan D. (Eds), *Learners' Stories: Difference and Diversity in Language Learning*, Cambridge University Press, Cambridge, UK.

Links

FLP SIG website: <<http://sites.google.com/site/flpsig/home/FLPSIG>>

FLP SIG Moodle site (initially appears in German, but can be changed to English, on registration you have access to printable bilingual *Language Portfolio for Japanese University*): <http://kurse.o-daf.org/>

Kohonen, V. (2007) *Developing Foreign Language Education through Transformative teacher growth* available at: <http://www.hltmag.co.uk/jan07/mart01.htm>

About the CEFR (English): CEFRについて(英語) :

HTUhttp://www.coe.int/T/DG4/Portfolio/?L=E&M=/documents_intro/common_framework.htmlUTH

(Japanese): 国際交流基金『ヨーロッパにおける日本語教育とCommon European Framework of Reference for Languages』での日本語での説明

HTU<http://www.jpf.go.jp/j/publish/japanese/euro/pdf/01-3.pdf>UTH

About the ELP (English) : HTUhttp://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/introduction.htmlUTH

(Japanese): 国際交流基金『ヨーロッパにおける日本語教育とCommon European Framework of Reference for Languages』での日本語での説

<http://www.jpf.go.jp/j/publish/japanese/euro/pdf/01-4.pdf>UT



Looking forward: JALT Forum

JALT LD SIG Forum 2009: "Snapshots: Active Mirror of Identity"

「学習者ディベロプメント研究部会 JALT2009フォーラム」
「スナップ・ショット:アイデンティティとそのアクティブな鏡像」

Date: November 22nd, Sunday

Time: 11:10 AM – 12:50PM (100 minutes)

Room: 1003

Facilitators: Masuko Miyahara, International Christian University, Alison Stewart, Gakushuin University, Martha Robertson, Aichi University

MC: Steve Brown, Konan Women's University

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. Interesting and innovative ways to represent and think about learner and teacher identity will be presented. The presentations will 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.

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ィティです。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、鏡を通して見る像によって、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がそろいました。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・ディスカッ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ィブな質疑応答の時間等があります。

Forum Presentations:

1) “Snapshots of Significant Others in Language Learning” by Alison Stewart, Gakushuin University

How important is the role of “significant others” for language learners? Language learning histories written by university students in two advanced academic writing classes indicated that certain individuals - in particular family members, but also peers or teachers - have played a crucial role in their language learning development. Subsequently, these students wrote “snapshots” descriptions of their role models, which are presented and discussed in this poster. Although role models feature prominently in first language literacy education, a focus on significant others from the perspective of the learner suggests new directions for research into the social conditions of foreign language learning and development.

語学学習に重要なもう一人の学習者 (学習院大学 アリソン スチュワート)

言語学習者にとってもう一人の重要な人物がおります。これがsignificant others (影響力のあった他者) です。それは時には家族であり、あるいわ、時には教師や仲間です。ある二つの大学のアカデミックライティングのクラスで記述されたsignificant othersが果たす役割について、学習者の観点から検証した発表である。

2) “Expressions Through Cinquains: Snapshots of Current and Future Selves” by Kay Irie, Oberlin University

Pattern poetry provides language learners a unique avenue for self expressions and language development. As a creative writing part of a reading and writing course for second year university students who returned from a short-term overseas program, students write cinquains to express their perception of current and future selves. The aim of this presentation is to explore how students can have moments to think about themselves and express themselves in their second language as well as enhance their feel for the language.

The students share their work using a poster or slide of the poems accompanied by visuals and their impressions about the work in a language of their choice. The presentation will include selected works from the project.

五行連による表現: 自分の現在と未来をみつめて (桜美林大学 入江 恵)

この発表では、短期留学から帰国した学生が、ライティングクラスにおいて挑戦したシンクエイン (五行連) を通して、彼らが現在の自分と未来の自分を見つめているかを考える。

3) “Looking in the Mirror: Difficult Teachers” by Miguel Sosa, International Christian University.

Participants in this session will be encouraged to consider ways and reasons why students may perceive some teachers as difficult people. The notion of “difficult teachers” is based on the fact

that many teachers develop a reputation for not seeing the world through the eyes of their students. This makes students' lives difficult. Participants will be asked to look at "snapshots" of their past experiences as students themselves, and to examine what teacher attitudes, behaviors and practices had an effect on them and may continue to influence their teaching and their students.

鏡に自分を映してみる：とっつきに教師像 (国際基督教大学 ミゲル ソーサ)

このセッションの参加者は、学生が教師たちをどうして、また何故とっつきにくい人物と見なすかを考察してみる。とっつきにくい教師像という見方は、多くの教師が学生たちの立場にたつて物事を見ていないという評判を、自らつくりだしている事実にもとづいている。こうした事態は、学生の生活をやる気のないものにしてしまう。参加者は、めいめいが学生時代の過去の経験を振り返ってみて、かつてどのような教師の態度、行為または授業が自分に影響を及ぼしたのか、さらにはそれらが今日なお、自分の教授法や学生に影響を与え続けているかを吟味する

4) "Pre-Service EFL Teachers' Professional Identity Construction: Collaborative, Metacognitive, and Reflective Learning Processes" by Hideo Kojima, Hirosaki University

In my presentation, I introduce my approach to fostering pre-service EFL teachers' professional identity construction, and use narrative as a way to capture and present their identity development. In my approach, teacher-learning through collaborative, metacognitive, and reflective learning processes involves not only discovering more about the skills and knowledge of language teaching but also what it means to become an EFL teacher and how professional identity is developed in the process of learning to teach. "Becoming a teacher" is an ongoing process and the conscious construction of teacher identity is a major challenge for pre-service teachers. Teacher educators need to help them to enter the profession with a developing sense of self-efficacy and professional autonomy.

英語教員志望者の教職アイデンティティの形成：協働的・メタ認知的・省察的学びのプロセス (弘前大学 小嶋 英夫)

大学英語科教員養成における教職志望者を対象に、教育実習での協働的・メタ認知的・省察的学びのプロセスを通して、専門的知識・教育的スキルのみならず教職アイデンティティがいかにして形成されるかを探る。実習を省察する際の語りから彼らの自律的成長がうかがわれる。

5) “Learner and Teacher Roles: Developing a Writerly Consciousness” by Hugh Nicoll, Miyazaki Municipal University.

This presentation will report on a series of short-term self-assessment cycles focusing on how learners may, through an exploration of learner and teacher roles, raise their awareness of themselves as writers. Student participants are members of An Introduction to Paragraph Writing, the writing module for first-year students, and of the presenter's American Studies seminar. Questionnaires adapted from the European Language Portfolio and from Elaine Horwitz's Beliefs About Language Learning Inventory (BALLI) provide the primary investigative framework, and will be supplemented by teacher-learner and peer-to-peer interviews and guided discussions on learner understanding of topic sentences and coherence in paragraphs as goals in academic writing.

学習者と教師の役割：書き手としての意識を発達させること(宮崎公立大学 ヒュー ニコル)

この発表では、学習者と教師の役割についての調査を通して、学習者は書き手としての自己認識をどのように高めていくのかということに焦点を当てながら、検証する。調査方法としてヨーロッパ・ランゲージ・ポートフォリオ (ELP) やホロウィツのBALLIを使用しながら、いくつかの短期間の自己評価を繰り返すことにより、学習者が書き手としての意識を高めていく課程を報告する。

6) “Snapshots of Teachers’ Shared Learning Journeys” by Stacey Vye, Saitama University and Teacher Columbia Tokyo

At the graduate TESOL program at Teachers College Columbia, in-service teachers who enrolled in the course, “Facilitating Autonomy in Language Learning” will share media snapshots of their perceptions about autonomy at various stages of their shared learning journey. Through a wide range of extensive reading options, group posters, reflective journal activities, movie takes, songs, and discussions, the teachers searched for spaces in which autonomy may already exist in their own learning and teaching. Concurrently, they also analyzed how they can create additional spaces to develop autonomy further in their contexts based on their perception of what autonomy means to them.

共に学ぶ教師たちの探求——スナップ・ショット (ビジュアル・イメージ) の共有 (コロンビア大学ティーチャーズカレッジ日本校、埼玉大学ステイシー ウ“イー)

コロンビア大学ティーチャーズカレッジ日本校 (TESOL大学院課程) は、現職教師たちが学ぶ場です。ここでの講座のひとつにFacilitating Autonomy in Language Learning (自立学習を様々な角度から考察する講座) があります。教師たちはこの講座で多様な取り組み——広範囲にわたる本を読む、グループ・ポスターの制作、日記をつける、歌の利用、ディスカッションなど——をし、その過程で、自分たちが学び教えている現場のなかに既に<自立の精神>が存在すると想定される機会や場を共に探してきました。同時に、

自分たち自身にとっての〈自立〉の意味を認識した上で、現場で〈自立心〉をさらに発展させることができる機会や場をいかにして作り出せるかを考察しました。講座のさまざまな段階で、教師たちは〈自立〉というテーマについてアンテナを張り巡らし、そのヒントを写真、ビデオ、絵などのメディア・スナップショット（ビジュアル・イメージ）に求め、それらの情報を交換し、共有してきました。本発表では、それらメディア・スナップショットを紹介し、出席者とも共有したいと思います。

7)“The Electronic Dictionary: Changing Perspectives and Identities” by Jim Ronald, Hiroshima Shudo University.

The identities of language teachers and learners have been fundamentally changed by the widespread presence and use of the electronic dictionary in the classroom. Expert linguistic knowledge, formerly the preserve of teachers, is now in the learner's hands; and it is to these language experts that learners most often turn for help.

This presentation will present, in a visual and kinetic form, both these basic changed identities and various opportunities for learner and teacher development that the electronic dictionary offers: from receiving to conveying information; from one-way teaching to shared learning; and from language expertise to learning expertise.

電子辞書：教師と学習者の立場と主体性の変革（広島修道大学ジム ロナルド）

電子辞書が広く普及し教室内で使用されるようになって、言語教師と学習者の主体性が根本的に変化してきている。言語学的な知識をもった専門家としての教師の立場は、今や学習者の手にある。そして学習者が言語の専門家として最も頼っているのは、電子辞書である。この発表では、教師と学習者の主体性の変革と、電子辞書がもたらす様々な可能性を、目を使って体を動かしながら探っていく。情報を受け取る側から伝える側へ、一方的な授業から共同学習へ、言語専門家から学習の専門家へ、電子辞書が学習者と教師の成長にどう関わってゆけるのか、その可能性を議論する。



Looking forward: New book

"Realizing Autonomy: Practice and Reflection in Language Education" edited by Kay Irie, (Oberlin University), and Alison Stewart (Gakushuin University)
E-mail: *kayirie AT MARK mac.com*, *stewart_al AT MARK hotmail.com*

「言語教育におけるオートノミーの実現にむけて：実践と内省」

(仮邦題) アリソン・スチュワート、入江恵 (編)

The book project is taking shape! We are delighted to announce the authors of the 16 proposals that have been selected for the book. Since the productive Writers' Retreat at the beginning of July in Tokyo, which 24 writers, reviewers, and editors attended, the writers have now sent in their first drafts. We are aiming to complete the first round of peer reviews by the end of the year. Our goal is to publish the book in 2011. Thank you for your support.

LD SIGの出版プロジェクトが形になりつつあります！多数の申込の中から、下記の16本の応募が採用されました。おめでとうございます。1. 総勢24名の執筆者、レビューアー、及び編集者が参加したリトリートが7月初旬に東京で開かれ、実り多きものとなりました。その後、全ての執筆者が第一稿を提出し、順次ピア・レビューが始まっています。全ての原稿に対して、このプロセスを年内に終了させる予定です。最終的には2011年の出版を目指しています。引き続き皆様のご支援よろしくお願いいたします。

Authors:

Goals & Frameworks

1. Phil Shigeo Brown
2. Chris Wharton
3. Tomoko Ikeda/Nobuko Saito/Shoko Ieda
4. Masuko Miyahara

Strategies & Scaffolding

1. Chika Hayashi
2. Joe Siegel
3. Martha Robertson
4. Colin Rundle

Collaborative Learning

1. Hideo Kojima
2. Peter Cassidy/Sandra Gillespie/Greg Glasgow/Yuko Kobayashi/ Jennie Roloff
3. Darren Elliot
4. Sue Fraser

Problems & Possibilities

1. Fumiko Murase
2. Naoko Harada
3. Stacey Vye/ Nanci Graves
4. Colin Skeates

Looking forward: JALT2009

Recommended presentations at JALT 2009

Here are some extracts from the conference schedule. Please note that there may be some alterations to the schedule nearer the time and also that this reflects a biased view of one person, who was flicking through the schedule pretty quickly and may have missed a lot of good stuff.

Saturday

Exploring the emotional content of satisfaction

1:05 PM - 2:05 PM	Hikae 2	Snyder, Bill - Teachers College, Columbia University, Japan Campus	914
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Context: College & University Education
Content area: Teacher Education (TED)
Format: Workshop
Language: English

This workshop will ask teachers to reflect upon satisfying events in their teaching work, and through use of the Positive Affect/Negative Affect Schedule (PANAS) explore more specifically the emotional content of those satisfying events. Following discussion of the results of the PANAS with the participants, the presenter will link the discussion of satisfaction to more general theories of engagement (flow) and offer some suggestions for how teachers might increase their satisfaction with teaching.

Framework & Language Portfolio (FLP) SIG Forum

4:00 PM - 5:40 PM	1002	O'Dwyer, Fergus - Momoyama Gakuin University; Atobe, Satoshi - Keio Research Center for Foreign Language Educati; Nagai, Noriko - Ibaraki University; Sato, Yoko - Hosei University	196	Framework & Language Portfolio
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Context: General
Content area: Framework (CEFR etc.) & Language Portfolio (FLP)
Format: Forum
Language: English, Japanese, others also

The inaugural forum of the FLP SIG will be comprised of case studies on the use of frameworks (CEFR etc.) and language portfolios in educational institutions in Japan. Speakers will focus on pedagogical issues and learner reactions. Presentations will offer hints for those thinking of using these tools for language classes as well as offering those currently using these tools a chance to get new ideas.

English for life: Making students independent

4:00 PM - 5:00 PM	1003	Shearon, Ben - Tohoku University
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Context: General
Content area: Learner Development (LD)
Format: Workshop
Language: English

Most university students only have a year or two of compulsory English classes. In order to maximise the benefit of English classes, both while students are taking them and after they finish, teachers should introduce independent study skills and resources to students. This workshop will introduce techniques and resources that allow students?and any other learners?to practice practical English skills by themselves, without a teacher. Some audience participation and activities will be included.

Open Discussion with James Lantolf

4:00 PM - 5:00 PM	1202	Lantolf, James P. - The Pennsylvania State University, USA
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Context: General
Content area: Culture (CUL)
Format: Workshop
Language: English

In this informal Q & A session, Jim Lantolf will take participants' questions for reflection and discussion. Graduate students, readers of sociocultural theory, or just interested teachers are all welcome. The discussion should be lively, and it will be a great chance to get caught up on some of the latest ideas in circulation.

Fostering autonomy: A matter of choice

4:10 PM - 5:35 PM	Dai 2-2	NUANGPOLMAK, Apiwan - Macquarie University	597
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Context: College & University Education
Content area: Learner Development (LD)
Format: Short Paper
Language: English

This presentation will discuss the development and implementation of a series of ten multilevel writing tasks with a class of university EFL students. To encourage learner autonomy, learners were given the responsibility of choosing the level of task that they believed to be most appropriate for their needs. Interview and questionnaire findings will be presented to show the positive effects on motivation, confidence and learner self-concept that emerged from this study.

Sunday

Learner autonomy and conversation lounges

9:20 AM - 9:45 AM	1003	Murphy, Philip - Kanda University of International Studies; Wright, Shelley - Kanda University of International Studies; Shanley, Michael - Kanda University of International Studies; Johnson, Nathan - Kanda University of International Studies	429	Learner autonomy and conversation lounges
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Context: College & University Education
Content area: Learner Development (LD)
Format: Short Paper
Language: English

This presentation describes the research and development of a conversation lounge for English language majors at Kanda University of International Studies (KUIS) in Japan. The overall goals of this facility are to promote learner autonomy and foreign language proficiency. Practical topics of discussion will include setting up, scheduling, training, management, and research & development of the lounge. It is hoped that this presentation will be of interest to anyone involved with setting up or running such a facility.

Monday

Mind your own learning! Online reflection mirrors

9:20 AM - 10:20 AM	1202	Fanselow, John - TC Columbia; Graves, Nanci. - TC Columbia; Vye, Stacey - Saitama University	647
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Format: Workshop

Content area: Learner Development (LD)

Self-determined learning has consistently inspired people to re-examine their beliefs about learning and teaching and thus avoid succumbing to daunting directives without taking into account the autonomous nature of the learning experience. Can meaningful dialogues and exchanges based on short transcriptions of these interactions about learning and teaching be mirrored online? Optimistically, this workshop will explore how participants can interactively sample and give feedback on the features of a new teacher/learner development website

Promoting autonomy through materials design

9:55 AM - 10:20 AM	901	Mynard, Joanne; Stillwell, Christopher; Kershaw, Matthe; Sakaguchi, Marc; Yamamoto, Kentoku; Slobodniuk, Adam; Brinham, Asa; Promnitz-Hayashi, Lara - Kanda University of International Studies	647
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Context: College & University Education

Content area: Materials Writing and Design (MW)

Format: Short Paper

Language: English

Can original materials enhance learner autonomy? A panel of materials designers for Kanda University of International Studies' Self-Access Learning Centre share their responses through the presentation of original work in the form of DVDs, podcasts, worksheets, and other material. Lessons learned from student trials and teacher feedback will be shared, along with general principles of self-access learning and materials design, such as providing multiple pathways through material, offering ample support, and drawing interest.

Reflective self-study: Fostering learner autonomy

11:10 AM - 1:10 PM	Tenji Gallery	Noguchi, Junko; Mynard, Jo; Thornton, Katherine; McCarthy, Tanya; Morrison, Brian; Navarro, Diego - Kanda University of International Studies	431
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Context: College & University Education

Content area: Learner Development (LD)

Format: Poster Session

Language: English

The Self-Access Learning Centre (SALC) at Kanda University aims to develop learners' cognitive and metacognitive skills, helping them take responsibility for their own learning and become truly autonomous language learners. In this poster we will demonstrate the ways in which independent study modules offered in the SALC help to support our learners' development through ongoing written reflections. Attendees will have the opportunity to see extracts from students' reflective diaries reports from the modules.

Looking forward: conferences

Call for Papers

8th FEELTA conference

From Broadcasting to Narrowcasting: Global Englishes, Local Contexts

The Far Eastern English Language Teachers' Association invites proposals for their conference on language teaching and learning to be held June 28 - 30, 2010 at the Far Eastern State University of Humanities, Khabarovsk, Russia.

About FEELTA:

The Far Eastern English Language Teachers' Association (FEELTA) was founded in 1995 in order to strengthen the teaching and learning of English in the Russian Far East, to promote the professional development of EFL teachers, to support networking with colleagues all over the world, and to give access to the latest EFL resources.

FEELTA's premier event is the international conference, which is held every other year and attracts some 500 participants. It is a major event and EFL practitioners from even the remotest parts of the Russian Far East come to network and expand their knowledge. FEELTA is affiliated with NATE, TESOL and IATEFL. It is part of the Pan-Asian Consortium of ELT associations (PAC).

About the Conference Theme:

The basic image of *broadcasting* is a farmer scattering seed more or less at random. This is what TV did in the 60s and 70s, sending out its shows to anybody who cared to watch. The concept of narrowcasting came in when it became possible to target TV broadcasts at a smaller, more specialized audience. So, the metaphor, as applied to teaching English makes a contrast between indiscriminate, one-size-fits-all methods and approaches to teaching in the same way all over the world (and teaching the same English everywhere) and context-sensitive teaching methodology and content. Just as we have become aware that English, as a newly global language, is being adapted and shaped to suit a variety of local contexts, we must also be ready to adapt our teaching methodologies to local contexts.

The goal of this conference is to gather teachers together from far and wide, so they can share their techniques and approaches to teaching Englishes, not so we can all teach in the same way, but so that we can learn from each other how best to teach in our local context. Presentations within a wide range of topic areas are acceptable.

Proposals:

Proposals are invited for conference presentations on the following categories:

short papers (25 minutes)

papers (50 minutes)

panels (110 minutes)

workshops (110 minutes)

poster sessions (displayed all day - presenters are expected to stand by their posters ready to explain and discuss them, for 60 mins.)

Conferences

Other sessions:

There will also be a Materials Share Fair and Publishers' Displays.

Deadline for the receipt of proposals and abstracts:

February 1, 2010

We are planning to publish Proceedings and presenters are encouraged to submit their paper during the conference.

For further information

- for international participants: Stephen Ryan ryanyama@hcc5.bai.ne.jp

- see FEELTA website at <http://feelta.wl.dvgu.ru/>

Autonomy in a Connected World

Friday 11th December 2009

<http://learnerautonomy.org/open2009.html>

Sponsored by IATEFL Learner Autonomy SIG, the SWON (formerly SWAN) one-day conference will be hosted this year by the Open University, Milton Keynes (within easy reach of London and Birmingham by train). SWON is a network of academics and research students at the universities of Sheffield, Warwick, Nottingham and the Open University, who share an interest in researching and promoting autonomy in language learning.

This year's event entitled 'Autonomy in a connected world' will take place at the [Open University in Milton Keynes](#) on Friday 11 December 2009. As well as a number of researchers from the Open University, three invited speakers will be giving presentations at this event:

- **Elsbeth Broady**, Independent educational consultant, joint editor of *Language Learning Journal*
- **Bernd Rüschoff**, Professor of Applied Linguistics, Duisburg-Essen (UDE), Germany
- **Ema Ushioda**, Programme Director of the Doctorate of Education in Applied Linguistics, University of Warwick, UK.

Please check the website for details of the presentations and read the abstracts.

<http://learnerautonomy.org/open2009.html>

Come Join Us For Dinner and an Evening of Fun at JALT2009!

JALT2009:楽しい夕食会へのお誘い

静岡で開催されるJALT2009に集う学習者及び教育者の親睦をはかるイベントとして学習者デベロップメント研究部会 (Learner Development SIG), 大学外国語教育研究部会 (College and University Educators SIG, そしてテイチャーズ・カレッジ・コロンビア大学の三つの団体が夕食会を共同開催したいと思っております。このパーティーは居酒屋「村さ来」で開かれる予定で、ベジタリアンも楽しめるメニューを含む静岡郷土料理が出される予定です。



日時：2009年11月21日 (土)

時間：時間7時半から10時半

費用：一名様4500円

場所：静岡市駿河区南町8-1(JR静岡駅南口付近)

アクセス：<http://hotpepper.jp/strJ00002359/map/>

電話番号：054-289-1170

日本語のホームページ：

<http://www.hotpepper.jp/strJ000023659/?vos=nhppapis00004>

お料理：静岡の郷土料理「黒はんてん」がおすすめです。伝統的な居酒屋料理。菜食主義者向けの料理もありますが、お魚料理が多種類あります。

ドリンクメニュー：飲み放題

- * 尚、畳のお部屋が貸し切りとなりますが、お席には数の制限があります。予約は先着順となりますので、お早めに。
- * 予約方法：テイチャーズ・カレッジ・コロンビア大学の田村由美子宛にメールを送信してください。yumiko@tc-japan.edu お名前、そして所属しているJALTの団体名(上記)もお忘れなく。
- * レストランへの地図は学会中、LD-SIGのデスク上に置いてあります。

Come Join Us For Dinner and an Evening of Fun at JALT2009!

The friendly folks at the Learner Development (LD) SIG, the College and University Educators (CUE) SIG, and Teachers College (TC) Columbia University Tokyo are having a joint dinner party at the JALT2009 conference in Shizuoka to celebrate our learning/teaching community. The Party will be held at Murasaki, for traditional Shizuoka style Izakaya fare with some vegetarian dishes.

Date: Saturday, November 21st, 2009

Time: Party from 7:30pm to 10:30pm

Price: 4,500 yen

Address: 8-1 Minami-cho, Suruga -ku, Shizuoka-shi (Near the South exit of the JR Shizuoka station)

Getting there: <http://www.hotpepper.jp/strJ000023659/map/>

Telephone: 054-289-1170

Website in Japanese: <http://www.hotpepper.jp/strJ000023659/?vos=nhppapis00004>

Food menu: A traditional Izakaya meal with Shizuoka flavor including a local dish called, "kuro hanten!" And a few vegetarian dishes available, but more options with fish.

Drink menu: All you can drink from a fine selection on the menu!

Limit: Seating is limited. Reservations on a "first come first serve basis." We'll have a section to ourselves on the tatami floor (no chairs folks!). Deadline for reservations is November 14th. Best to reserve your seat early for this festive event at JALT2009.

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

Acknowledgements

The LD-SIG Thanks Teachers College for Providing the Meeting Venue for the Greater Tokyo LD Get-togethers for Free!

As a token of our thanks, we are pleased to recommend the MA TESOL program at TC Columbia University, Japan Campus:

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

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

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

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

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

Acknowledgements

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いたします。

コロンビア大学ティーチャーズカレッジ日本校

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、21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。日本校では現在アート エデュケーションと英語教授法の2つの修士課程プログラムを行なっています。

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学部大学院として、教員のために革新的・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、米国の教育学部大学院部門で第一位に選ばれています。

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形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。

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、秋学期、春学期、夏学期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に重きをおき、学生が実際に教鞭をとる学校へ教授が訪問し、授業を見学してフィードバックを与える機会を設けています。

詳細につきましては、ホームページwww.tc-japan.eduをご覧ください。TC Office (TEL: 03-3221-9771 または Email : office@tc-japan.edu)までご連絡ください。

Business matters

LD SIG財務報告 2009年4月 - 2009年8月 LD SIG Financial Report April 2009 - August 2009

	April 2009 2009年4月	May 2009 2009年5月	June 2009 2009年6月	July 2009 2009年7月	August 2009 2009年8月
Balance in Bank account 銀行口座の残高	271889	418891	422394	372597	376100
Reserve liabilities 本部預け金	100000	100000	100000	100000	100000
Cash on hand 現金	0	0	0	0	0
Balance carried forward 残高	371889	518891	522394	472597	476100
Total revenue liabilities 収入負債の総額	0	0	0	0	0
Total revenue 総収入	148502	3503	3803	3503	303
Total expenses 総支出	1500	0	53600	0	4320
Total expense liabilities 総経費負債	0	0	0	0	0
End balance 残高	518891	522394	472597	476100	472083
Balance in Bank account 銀行口座の残高	418891	422394	372597	376100	372083
Reserve liabilities 本部預け金	100000	100000	100000	100000	100000
Cash on hand 現金	0	0	0	0	0
LD SIG balance 残高	518891	522394	472597	476100	472083

Major expenses April 2009 to August 2009

主な経費

JALT Central Office (Banner / NPO fees)	1500		5000		
JALT本部からの請求					
Travel Reimbursement to Officer 役員への払戻					3000
Postage and Freight 送料					1020
Donation to Asian Youth Forum AYFへの寄付			48000		

Major revenue April 2009 to August 2009

主な収入

Publication sales by SIG SIGの書籍販売		3000	3000	3000	
Membership Aug 2008-Mar 2009 会費 2008/8月-2009/3月	148500				

* Each in May, June, and July 2009, we sold a copy of AYA and MAYA

Business matters

* 2009年5月、6月、7月には、AYAとMAYAをそれぞれ1冊ずつ販売しました。

Active balance September 15 th, 2009 可動残高2009年9月15日	372,083
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PLANNED EXPENSES Sep 2009 to March 2010 2009年9月 - 2010年

3月予定経費

JALT Conference(November) Table rental, miscellaneous, JALT 大会 30,000

(11月) SIGテーブル貸与・他

Postage LD materials LD資料 郵送料 15,000

TOTAL 合計 45,000

PROJECTED REVENUE Sep 2009 to March 2010 2009年9月 - 2010年

3月予定収入

Publication sales書籍販売 15,000

Membership 40 members 会費 40人分 60,000

TOTAL 合計 75,000

Projected active balance March 31st 2010 2010年3月31日予定残高	402,083
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LD Reserve liabilities (held by JALT National) August 31st2009 2009年8月31日LD負債準 100,000
備金 (JALT本部)

Hiromi Furusawa 古澤 弘美
LD SIG treasurer LDSIG財務
15 September 2009 2009年9月15日

Contributions

Contributing to *Learning Learning*

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

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

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

We hope to publish the next issue of *Learning Learning* in April, 2010. Ideally, we would like to hear from you well before March 10th 2010. If you write in English it is very helpful for our team if you can provide an abstract in Japanese, but don't be discouraged if you can't, as we do have people who can help! But this process takes time so earlier submission is better. In reality, the door is always open, so feel free to contact us when you are ready, at <learninglearning1 AT MARTK yahoo.com> in the first instance. Feel free to approach via the personal mail of a particular team member if you wish for advice before submitting a piece.

If you write in English:

Ellen Head
Alison Stewart

ellenkobe AT MARK yahoo.com
stewart_al AT MARK hotmail.com

If you write in Japanese:

Kayo Ozawa
Kay Irie

kayo AT MARK ta2.so-net.ne.jp
kayirie AT MARK mac.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な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2010年4月に出版の予定です。ご興味のある方は、最終入稿日2010年3月10日よりずっと前に余裕をもって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。

If you write in English:

Ellen Head

Alison Stewart

ellenkobe AT MARK yahoo.com

stewart_al AT MARK hotmail.com

If you write in Japanese:

Kayo Ozawa

入江恵

kayo AT MARK ta2.so-net.ne.jp

kirie AT MARK mac.com

「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。全ての原稿の著作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。