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## Greetings

### FROM THE LD SIG COORDINATOR

**Greetings all,**

Now April, so I'm woefully behind schedule it seems. For the last few years, I've tended to wish everyone well in this beginning of the new school year here in Japan, and expressed the often vain hope that SIG colleagues have managed to recover from the previous year. The emotions and experiences that underlie those sentiments haven't changed, but this time out I'll simply say I hope you are all getting along, dealing with the various pressures and challenges you face with grace, good humor, and courage.

In March, I tried without success to explore building a bilingual capable version of the SIG website by experimenting with a short catalog of content management system (CMS) platforms. One problem of course is that we all seem to be so busy that even keeping up with mailing list discussions can be a challenge. I am, however, very interested in hearing from members on suggestions (and/or offers to help) for making our online presence more interactive.

Ellen Head has recently polled the SIG membership on the question of how we have Learning Learning laid out on the web site, and inquired about member preferences regarding password protection and download options. We're discussing various options with the main aim of improving communications and publishing opportunities.

The year is off to an interesting start, and according to the Japanese Meteorological Agency, we can look forward to a cool, rainy spring. We can also look forward to the Nakasendo Conference in June, an LD, Teacher Ed, and Osaka JALT mini-conference in October, and our big get-together at the national conference in Nagoya in November.

Best wishes to all in 2010!  
Hugh

### LD SIG コーディネーターより

皆さんへ

4月も半ばにさしかかり、すでにスケジュールに大幅に遅れをとっているような気持ちです。ここ数年、年度始めの挨拶には皆さんが、前年度の疲れから回復していることへの微かな期待を込めていました。もちろんその気持ちに変わりはありませんが、今年は、欲張らず、皆さんが様々なプレッシャーと困難に、品位とユーモア、そして勇気を持って立ち向かっていらっしゃることをお祈りすることとします。

3月にCMSプラットフォームを使った日英バイリンガルのSIGホームページを作ろうと努力をしてみましたが、成功には至りませんでした。私達は皆忙しく、単純なメーリングリストでの意見交換ですらままならないことが現状です。しかしながら、どうすればSIGメンバー同士がインターネットを介して積極的に交流しあえるのか、皆さんからご意見とともにアドバイスや支援を頂きたいと思っています。

最近、エレン・ヘッドが「学習の学習」のインターネットにおける閲覧システム（パスワードの有無、ダウンロードオプションなど）についてアンケートを行ってくれました。現在、SIG内のコミュニケーション促進と出版の機会向上のため、このアンケートの結果に基づいての変更を検討中であり、そう遠くないうちに報告をする予定です。

気象庁によると、この春はいつもと違って肌寒く雨が多いとのことですが、LD SIGにとっては、6月の中山道カンファレンス、10月のTeacher Edと大阪JALTと共催学会、11月の名古屋での年次大会での集まりなどイベントが目白押しの楽しみな1年となりそうです。

2010年度がよい一年となりますように！

ヒュー・ニ科尔

## FROM THE EDITORS

Are we reaching you? One of the perennial themes of Learning Learning is connectedness. We hope the new way of sending out the Learner Development SIG newsletter will stimulate you to read it and that reading will both stimulate your learning/teaching life and encourage you to contribute an article, a report, review or short point-of-view piece. There is always a strong sense of connection and shared interests at LD SIG events, but wouldn't it be great to extend this to Learning Learning as well? As members of the editorial team of Learning Learning we are privileged to see connections between events and the research explorations undertaken by various LD members. It is fascinating to see the evolution from research project, to workshop/presentation, to paper (not always in that order of course).



The three feature articles that are presented in this issue are prime examples of this kind of connectedness. "Standing in a new place" by Rob Moreau and Allen Lindskoog started out as a workshop on "Creating a Classroom Presence" at the Nakasendo conference last year. Their paper encourages us to be more connected in our classrooms by raising our awareness about the actions, reactions and sensations of our students and ourselves, so as to look for opportunities to change and improve in each moment. Makoto Abe's article "Scaffolding

## 編集者より

私たちの声はもうお手元に届いていますでしょうか。LL17.1で繰り返されるテーマの一つに“connectedness (関わり)”があります。発信方法がリニューアルされたLLが皆さんの興味を刺激し、学習者として、教師としての毎日に刺激を与え、論文、報告、書評、コラムなどを投稿する気になっていただけたら幸いです。



Learner Developmentのイベントでは、毎回メンバー同士が強い関わりをもち、興味関心を共有していますが、それをLearning Learningに持ち込むことができれば素晴らしいと思いませんか？ LLの編集チームのメンバーである私たちは、毎回のイベントがいかにメンバーによる研究の進展に関わっているかを見てきました。研究プロジェクトからワークショップや発表、そして論文へ（この順番にことが運ぶとは限りませんが）発展していく様子を見るのはとても興味深いものです。

今号に掲載されている3件の論文はテーマである「関わり」を説明するのにふさわしいものばかりです。ロブ・モロー氏とアレン・リンズクグ氏による論文「新たな立場に立って」は昨年の中山道の学会における”Creating a Classroom Presence”というワークショップとしてスタートしました。この論文は学生と私たち教員の行動、反応の仕方、感情などを意識することで教室に深い関わりをもたらし、それによって授業を変化、改善しようとする大切さを教えてください。阿部真氏による論文「模範文を利用したライティングの協働学習におけるスキヤフォールディングと知識の共構成」は学習者が模範文との関わり、そして、習熟度の異なる学習者同士がどのように関わりあうのか、そのプロセスに関する興味深い知見を与えてくれます。この研究では2人組の学習者のインタラクションを注意深く

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and knowledge co-construction in collaborative L2 writing using model texts” offers a fascinating insight into the process by which learners with differing levels of language ability connect with model texts and with each other. His study takes a close-up look at pair interactions to investigate the optimal conditions for productive collaboration. Collaboration and reciprocal learning between teacher and students is a theme pursued in Joseph Falout’s article on task-based learning, プロジェクト型科学技術英語教育：教員と学習者間の相互学習効果 (“Project-Based Science English Education: Reciprocal Learning among Teachers and Students”). Joe reports on his experience of designing and implementing a project-based curriculum, and the reciprocal learning between students and teacher that resulted.

The close of 2009 brought the publication of two books which readers of Learning Learning are likely to find of great interest. Mapping the Terrain of Learner Autonomy (Kjisik, Voller, Aoki and Nakata, 2009) gives new perspectives and makes new connections in terms of both the big picture and detailed case studies of autonomy-building practice in Japan and worldwide. The book is reviewed in this issue by Ellen Head. A second new book, Qualitative Research in Applied Linguistics edited by Juanita Heigham and Robert Croker, reviewed by Alison Stewart, explains and exemplifies the full range of qualitative research methods in a way that can enable and inspire all of us to connect more deeply to language learning by conducting and publishing our own research on learners, teachers, and schools.

Some of the most important connections we make in LD SIG are with fellow members at the various events that take place throughout the year. We have reports on recent get-togethers by Kay Irie and the LD Forum at JALT 2009 by Masuko Miyahara, as well as information about

## 編集者より

最適な条件を調査しています。教師と学習者の共同・相互学習というテーマはジョセフ・ファラウト・氏のtask中心の学習に関する論文「プロジェクト型科学技術英語教育：教員と学習者間の相互学習効果」でも扱われています。ファラウト氏はプロジェクト中心のカリキュラムを設計、実践した経験をもとに、それにより生み出された学生と教師の間の相互学習について報告しています。

Learning Learningの読者の関心が強い2冊の本が2009年の終わりに出版されました。Mapping the Terrain of Learner Autonomy (Kjisik, Voller, Aoki and Nakata, 2009)は国内外における自律を促す実践の大本柢と詳細な事例研究の観点から、さまざまな新しい論点を紹介し、それらがどんな関わりをもっているかを整理する1冊です。今号ではエレン・ヘッドによる同書の書評を掲載しています。もう1冊のJuanita Heigham 編 *Qualitative Research in Applied Linguistics* の書評はアリソン・スチュアートが担当しています。この本は質的リサーチの手法に関して具体的、包括的に説明しており、私たちが学習者、教師、そして学校に関するリサーチをおこなうことで言語学習により深く関わるができるよう我々を導いてくれます。

様々な年間イベントにおいてメンバー同士の交流をもつのも、LD SIGにとって大切な関わりの一つです。この号は入江恵氏による最近の親睦会に関する報告と、宮原万寿子氏によるJALT 2009のLD Forumに関する報告、そして来月から始まる楽しい共同イベントについてもお知らせします。今年6月に埼玉で開催される中山道の学会とJALT Nagoya 2010の Learner Development Forumに関してアンディ・バーフィールド氏がお知らせします。また、Teacher Education SIGとJALT 大阪支部共催で2010年10月17日に行われる1日限りのイベント“A Moveable Feast”には、ステイブ・コーンウェル、エレン・ヘッド並びに学会準備チーム一同、皆さんの参加を心からお待ちしています。学会にご参加いただく費用が高額になる上、所属機関からの

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three exciting collaborative events that are coming up in the next few months – the Nakasendo conference in Saitama in June this year and the Learner Development Forum at JALT Nagoya 2010, both previewed by Andy Barfield, and a one-day event called “A Moveable Feast” with Teacher Education SIG and Osaka JALT Chapter on October 17th 2010, to which you are warmly invited by Steve Cornwell, Ellen Head and the conference planning team. Of course, getting to conferences can be expensive, so in order to help LD members who don't receive financial help from their employers, the LD SIG is offering two travel grants of ¥40,000. If you think you might be eligible, you can find out more details in this issue and on the LD SIG website.

The connections we make with each other in LD SIG often turn into friendships. It is thus with great sadness and regret that we announce that our good friend Stephen Davies passed away in January this year. This issue includes a tribute to Steve, and to his wonderfully inventive and anarchic fictional takes on learner autonomy. We hope you will take a moment to remember him and to re-read his stories by following the links provided within.

Involvement with Learning Learning is always a learning experience. When we recently surveyed members of our Learner Development SIG we found that only a small proportion actually read and write for this newsletter, but we hope that this is going to change from this issue, with our new, more accessible format. As always we are very grateful for the support and commitment of our translation team, headed this time by Kayo Ozawa, with Kay Irie, Masuko Miyahara and Makoto Abe (thanks also to those wonderful authors who provided their own translations). The job of editing is one that we aim to pass on every two or three

## 編集者より

財政的援助を受けていないLDメンバーをサポートするため、40,000円の助成金を2口用意しています。ご自身が該当すると思われる方は、今号もしくはLD SIGのウェブサイトにて詳細な情報を参照ください。

LD SIGでの関わりから多くの友人関係が生まれます。今年1月に私たちの良き友、スティーブン・デイヴィス氏が逝去したことをお知らせするにあたり、悲しみと遺憾の思いに堪えません。今号はスティーブと彼の学習者の自律に関する才気溢れ、革新的なフィクション形式の論文に対してトリビュートを捧げます。今号に収録されているリンクをたどり、皆さんが彼の物語を今一度読み返し、ひととき彼の思い出にひたっていただけたら幸いです。

Learning Learningとの関わりは、常に何かを学ぶ経験です。最近のLearner Development SIGのメンバーに関する調査によると、このニュースレターを実際に読んだり、執筆しているメンバーはごくわずかなようです。装い新たにアクセスしやすくなった今号を機に、それが変わることを願っています。今回、小澤佳世氏を筆頭に、入江恵氏、宮原万寿子氏、阿部真氏ら翻訳チームのサポートに毎回ながら心から感謝します(そして自身の論文の翻訳を提供してくださった素晴らしい著者の皆様にも感謝します)。SIGのメンバーがそのスキルを磨き、常に新たな情熱と斬新なアイデアを持ち続けられるよう、編集の仕事は2、3号ごとに他のメンバーに引き継ぐ予定です。ですから、編集、執筆、翻訳、校正などに興味がおありの方は編集チームにご連絡を頂きますようお願いいたします!今号はパトリック・キーナン氏が投稿されてくる論文の校正をバックアップしてくれました。彼が次号においても編集スタッフの主力メンバーとして参加してくれることを心から歓迎いたします。

現在、Learning Learningは転換期にあり、通常よりもお届けする時期が遅くなることをご容赦いただき、私たちのニュースレターをより利用しやすくするためにも皆さんのご意見を伺いたく思います。それでは、この春、夏もよろしく願いいたします。新しいLearning Learningの論文に関する感想、コメントを皆さんにお寄せいただくことを楽しみにしています。

## FROM THE EDITORS

issues, in order to develop this expertise among members of the SIG, as well as to ensure a constant supply of new energy and fresh ideas. So please get in touch with one of the editorial team if you are interested in editing, writing, translating or proof-reading! For this issue, Patrick Kiernan has been shadowing and proofreading the articles as they come in. We are delighted that he will be one of the lead editors for the next issue.

## 編集者より

Learning Learning is going through a period of change at the moment so please bear with us if this arrives to you a little later than usual, and please give us feedback as we work to make our newsletter more accessible. We wish you all the best for the Spring and Summer and we look forward to hearing from you with your impressions and comments and new articles for Learning Learning.

Ellen & Alison  
エレン&アリソン

## FROM LD SIG MEMBER PATRICK KIERNAN

Hello, LL readers! My name is Patrick Kiernan. I joined the LD SIG last year and have found it a welcoming home for my personal interests in narrative and teacher and learner identity. I have attended two meetings so far which were both so wonderful I found myself volunteering to do editing work on future issues of LL (no arm twisting, I promise.) After three exhilarating years teaching on the English Language Program at Rikkyo University I moved to Meiji University this April. I am looking forward to finding new ways for my new learners to develop and to meeting more of you and hearing your stories of learner (or self) development.

## LD SIG のメンバー パトリック・キアナン

LL 読者の皆さん、今日は。キアナン・パトリックと申します。LDSIG のメンバーとなったのは去年でした。そしてこの研究部会で自分が興味を持つ物語論および教員と言語習得者のアイデンティティについてより理解を深めることが出来ると感じたのです。今まで、二回ミーティングに参加しましたが、どちらも素晴らしくて、将来のLLの編集を手伝うことを名乗り出てしまいました（別に圧力はありませんでした、本当です。）立教大学の英語プログラムという恵まれた環境でわくわくしながら教えて3年経ちますが、この4月に明治大学に移りました。これからは、この研究部会を通じて自分の生徒の英語力をさらに伸ばす方法を見つけることを期待しております。また、読者の皆様ご自身の言語習得体験談等もお聞きすることが出来ればと思います。



## FROM LD SIG MEMBER MICHELE RUHL

Hi – I'm Dawn Michele Ruhl, also known as Do-n Mi'shieru Lu-lu in Katakana!

I'm taking over the LD SIG membership chair post this year, replacing Jodie, who has moved Down Under! Hope all is going well for you Jodie!!

I work at Nagasaki University, teaching 1<sup>st</sup> year and some 2<sup>nd</sup> year English Communication classes. I also teach an English class to foreign students in the NISP program at Nagasaki University, a chain lecture on culture, an advanced English certificate class and some volunteer classes.

I've been hugely influenced by what I've read about FLOW in sports and everyday life. Flow is the state of relaxed focus, described by Csikszentmihalyi as absolutely necessary for enhancing quality of life. As a result, I've become fascinated with autonomy, and the balance between "Wet" (right brain) and "Dry" (left brain) learning experiences that will effectively propel our cycles of learning and motivation. I realize how difficult it is to manage my learning and maintain good learner habits in my hobbies and life work! I believe that Miles Davis was correct when he said, "Do not fear mistakes; there are none." However, many learners, myself included, have trouble finding their ways back to the right "key" on time! And so the job of learner and teacher becomes more challenging because we have to allow for the process of learning from mistakes.

Compiling learner resources and progressive assessments in order to make the learning journey interesting and meaningful for ourselves as teachers and our students is a never-ending task that I'm sure all LD SIG members are familiar with.

Thanks to the LD SIG, I learn a lot from the action research that members are involved in and feel inspired to try my action research ideas.

## LD SIG のメンバーミシェル・ルール



こんにちは。私は、ドーン・ミッシェル・ルールと書きます。カタカナ読みの発音はこうなりますが、実際の名前の発音とは違います。私は、今年度、オーストラリアに移動したジョディに代わり、学習者デベロプメント研究部会のメンバーシップ担当になりました。ジョディの仕事がうまくいきますように願っています。

私は長崎大学で1, 2年生に英語コミュニケーションを教えています。また、長崎大学留学生プログラムの中で、留学生にも英語を教えています。その長崎大学留学生プログラムでは、文化に関する講義、英語上級クラス、ボランティアクラスも担当しています。

私は、FLOWの理論に関する論文に夢中になっており、多大な影響を受けています。そして、自律学習、私たちの学習サイクルや動機付けを効果的に促すウエットとドライ学習体験のバランスに関心を持ちました。私は、学習を自ら管理し、学習習慣を継続していくことがどんなに困難なことか認識しています。音楽家のマイルス・デイビスが「失敗を恐れるな。恐れているは何も生まれません。」といい放った言葉は正しいと私は信じています。しかし、多くの学習者は、自分に合った学習方法を探すのに苦労しています。そして、その仕事はさらに困難となってきたと思います。

LD SIGのおかげで、メンバーの方々が行っているアクション・リサーチから多くのことを学び刺激を受け、自分の研究アイデアを実践してみようと思っています。

## Feature Article: Makoto Abe

### Scaffolding and knowledge co-construction in collaborative L2 writing

ライティングの共同学習におけるスキヤフォールディングと知識の共構成

**Makoto Abe,**  
**Poole Gakuin University**  
阿部 真 (プール学院大学)

英語ライティングの指導は複雑で時間を要します。学生の自律的な学習を促すためには、教師が英作文を添削してあげるだけでは不足かもしれません。学生の自主学習をサポートするために、私は2つのことを考えました。一つは学生に模範文を渡すことです。自分の書いた英作文と模範文を比較することで学生はいろいろな言語的な側面に気づき、ライティングの技術を向上させることができます。もう一つは友人と一緒に学ぶ環境を用意することです。同じ目標をもった学習者が共に英作文を書き、模範文と比較することで、言語への気づきだけでなく、対話を通して様々な知識や理解を共に作り上げていくことができると考えたのです。

本研究は日本の大学に通う2組4人の大学生による英語の共同学習のプロセスを報告します。題材となったライティングタスクは英検準1級の面接試験で使われる問題です。結果は、学生は模範文との比較をすることで、語彙や文法といった言語的な側面だけでなく、タスクがどのような解答を求めているのかという内容的な側面にまで細かくディスカッションできたことを示しています。本研究はさらに、習熟度に差のあるペアが自分の個性を発揮しながら、共にライティングタスクに関する知識を深めていくプロセスを分析、報告しています。



### Introduction

This paper explores the interaction between student peers as a source of learning support for each other in the context of constructing a narrative based on a picture-story. There are various feedback tools in L2 writing instruction. Traditionally, teachers' correction was regarded as superior to peer-feedback until the late eighties, when research studies started to show that students do not necessarily learn from having their errors corrected directly by a teacher. (Ferris, 2003, p. 59). As the view of language education has changed from favouring explicit teaching to more implicit support, English teachers need to think about the most effective ways of supporting students to learn L2 writing autonomously. The most accessible resource may be a model text in textbooks for L2 writing as a model text "encourages and guides learners to explore the key lexical, grammatical, and rhetorical features of a text and to use this knowledge to construct their own examples of the genre" (Hyland, 2002, p. 88). Abe (2008) found

that a model text gave opportunities to learners to critically reflect upon their own writing, notice shortcomings, and work out solutions. However, the lower the level of the learner, the less they seemed to be able to utilize the model and derive any benefit from it. Combining a model text with near-peer feedback might be a helpful way to scaffold the novice writers' understanding of the model. In this paper we will explore the dynamics of noticing as they evolved between two different pairs: one a high-level learner with a low level learner, the other two high-level learners.

## ***Collaborative learning: patterns of pair interaction***

The use of pair work in L2 instructional settings rests on Vygotsky's (1978) socio-cultural perspective arguing that human cognition develops through social interaction. According to Vygotsky, there is a gap between what individuals can do by themselves and what they cannot do even with help (*Zone of Proximal Development*, or *ZPD*). Researchers such as Wood, Bruner, and Ross (1976) called support from adults or more knowledgeable others in the ZPD "scaffolding". Based on Vygotsky's theory, his followers have argued that knowledge is constructed not in our minds but through social interaction with others. This study presents detailed analysis of the process of scaffolding that occurs in pair interaction and the co-construction of knowledge between two individuals.

A number of recent studies have demonstrated the positive impact of peer-peer interaction on L2 writing (e.g., De Guerrero & Villamil, 2000; DiCamila & Anton, 1997; Swain & Lapkin, 2002). As far as L2 writing is concerned, Donato (1994) found that collaborative writing enables L2 learners to jointly pool their knowledge to resolve their language problems.

Storch (2002) investigated the nature of peer interaction in an ESL university-level class. Using two indexes, equality (i.e., equal distribution of turns, or equal contribution to the task) and mutuality (i.e., reciprocity of turn-takings), she identified four distinctive patterns of pair interaction: *collaborative*, *expert/novice*, *dominant/dominant*, and *dominant/passive*. *Collaborative* interaction consists of highly reciprocal turn-takings and equal contribution to their joint activity, where two learners share the ideas, discuss them, and are equally engaged in the same task. On the other hand, although *expert/novice* pairs are characterized by mutual interaction like *collaborative* pairs, one more knowledgeable learner leads the whole activity and continuously invites the other less knowledgeable peer's contribution. Interaction in *dominant/dominant* and *dominant/passive* pairs is prone to lack of reciprocity. *Dominant/dominant* refers to an activity carried out with little negotiation, while *dominant/passive* consists of an activity solely done by one participant with little contribution from the other participant. Storch (2002) demonstrated that *collaborative* and *expert/novice* patterns result in more opportunities for transfer, co-construction, and extension of knowledge about L2 writing.

From the perspective of developmental psychology, Granott (1993, 2005) specified nine patterns of pair interaction using two indexes: degree of collaboration and relative expertise (symmetric vs. asymmetric). This conceptual model was similar to that of Storch (2002) in that pairs with more "mutuality" were more *collaborative* and pairs with less "equality" were referred to as *expert/novice* in Storch (2002). Granott (1993) defined interactional patterns between two collaborative participants with symmetric expertise as *mutual collaboration* and asymmetric expertise *scaffolding*

(*collaborative* and *expert/novice* patterns respectively in Storch's study). However, Grannot's (2005) comprehensive review of scaffolding suggests that pair interaction with symmetric expertise also create a ZPD and scaffolding.

Based on the literature review, the two research questions explored in this study are as follows:

1. What interactional patterns are identified when a particular pair of Japanese EFL learners compares their own composition with a model text?
2. Can we identify any difference in the nature of scaffolding between different partners with interactional patterns?

## Methodology

### **Data collection procedure**

The participants were four Japanese EFL university students (all females – Aya, Eri, Sae, and Ai, all names are pseudonyms) studying English. The students' majors were English, early-childhood education, and intercultural studies. Aya, Eri, and Sae held 2nd and Ai held 3rd grades of *STEP Eiken*. In this study, the 2nd grade *Eiken* holders were regarded as intermediate learners and the 3rd grade holder as a beginning learner. The students, who were on friendly terms with each other, paired up into two dyads consisting of a high-high dyad (Aya and Eri) and a high-low dyad (Sae and Ai).

The study was conducted in a small, quiet self-study room, which the participants were accustomed to using to prepare for the *STEP Eiken* test. On this occasion, they were asked to complete a collaborative writing task, which was a new experience for all of them. The data collection procedure consisted of three stages: writing, comparing, and revising. In the writing task, the students were asked to

describe what was going on in a four-framed picture (see Appendix A). The task was adopted from a speaking task from the textbook for the *STEP Eiken* test. Each pair of students was asked to complete the writing task while discussing it with each other. Both students were asked to hold a pen to avoid unilateral completion of the task.

In the comparing stage, each pair of students was provided with a model text, the sample answer for the task contained in the same textbook (see Appendix B). Then, they were asked to discuss what they noticed when comparing their own composition with the model text. As the participants' speaking skills were not very high, they spoke Japanese in their discussion. After this, the participants in each pair were asked to revise their text, individually, based on what they noticed through discussion with their partner.

### **Data analysis**

The students' interaction in the comparing stage was tape-recorded, transcribed, and segmented into language-related episodes (LREs). One LRE is equivalent to a segment of the conversation discussing a particular feature of the text, such as the use of a particular word or verb tense. Each LRE was translated and sorted into three categories: those related to vocabulary (lexical), those related to grammar (form), and those related to content. In order to measure the quantitative aspects of "mutuality" and "equality" seen in the participants' interaction, frequency of LREs initiated by each student was also measured, along with the number of turns (per LRE), and the length of speech (number of words) were also measured. Excerpt 1 shows a lexical LRE consisting of two turns by Aya and Eri. Words that are underlined represent phrases used in the model text.

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## Excerpt 1

Aya: The model says “because someone”.

Eri: Oh, “someone”.

Aya: What did we write instead?

Eri: It’s “unknown people”. I think it is OK.

This episode implies that Aya and Eri noticed lexical aspects by comparing their original composition with the model text. So, one instance of “noticing” can be defined as equivalent to a “language-related episode” for this study. Below we will see how the interactional patterns of the two pairs relate to Storch’s patterns and explore the scaffolding in each type of interactional pattern.

## Findings

### **Students paired high-high: a collaborative pair**

First, the data was globally analyzed based on Storch’s (2002) four patterns of dyadic interaction (*collaborative, expert/novice, dominant/dominant, dominant/passive*). As a result of the analysis, Dyad 1 (high-high) was labeled as *collaborative* and Dyad 2 (high-low) as *expert/novice* pairs.

Excerpt 2 is an example of LREs produced by Dyad 1, Aya and Eri (high-high pair). The two participants continuously provided each other with comments and responded to them using phatic utterances such as “yeah”. This cohesiveness between their turns is one of the most important characteristics of collaborative pair work in that it enables interaction to be more mutual (Storch, 2002). The number of turns was similar between the two students as Table 1 shows, which indicated the high equality of contribution to the pair work.

## Excerpt 2

L 14Aya: The model says “because someone”.

15Eri: Oh, “someone”.

16Aya: What did we write instead?

17Eri: It’s “unknown people”. I think it is Ok.

L 18Aya: “shutter”, yeah it is “shutter”. I thought that “shutter” is Japanese English.

19Eri: I see. But it seems “shutter” is the most appropriate word describing this picture.

C 20Aya: yeah. Then, oh...yeah, “it was not the first time” the model says. We didn’t mention this.

21Eri: Yeah. We should have... Maybe it is not such a big difference.

22Aya: Hmmm...

Notes. L=lexical LRE; F=Form LRE; C=content LRE.

Table 1

*The frequency of LREs, turns, and the length of speech in each dyadic interaction*

	Dyad 1 (H-H) Aya - Eri	Dyad 2 (H-L) Sae - Ai
LREs (lexical/ form/content)	22 (11/6/5)	24 (10/2/12)
Turns	58 (30-28)	66 (35-31)
Length of speech (n)	1035 (581-454)	1738 (1254-484)
Length of speech (%)	(56-44)	(72-28)

Notes. H=high; L=low.

### **Students paired high-low: expert/novice pair**

Excerpt 3 shows an example of interaction by Sae and Ai (high-low pair), who were labeled an *expert/novice* pair. As is obvious from both Excerpt 3 and Table 1, Sae’s turns were more frequent and the length of her speech was longer than Ai’s.

## Excerpt 3

C 6 Sae: We missed so much information which should be included in our writing. There were two solutions, right? We wrote only one.

7 Ai: Two? Yeah, yeah.

L 8 Sae: How about vocabulary?

9 Ai: Vocabulary? "Graffiti"? Oh, it is "graffiti".

10 Sae: Yeah, we should have used "graffiti". We should have come up with this word. What did we say?

11 Ai: "draw"...

12 Sae: See? The vocabulary is better. It often rephrases words. Here it says "picture" but here it says "graffiti." We repeated "drawing pictures, drawing pictures, drawing pictures" so many times. Too much, isn't it?

13 Ai: Yeah. I see.

### **Scaffolding and knowledge co-construction: collaborative vs. expert/novice**

The results revealed that both *collaborative* and *expert/novice* pairs were willing to actively exchange their own ideas so as to co-construct and share their knowledge. In this section, I will closely examine how the two participants were providing each other with scaffolding. The following excerpt is from Dyad 2, Sae and Ai (high-low pair).

## Excerpt 4

C 16 Ai: We wrote "everyone was happy". But the model doesn't.

17 Sae: I see. "Everyone was happy"... This is their emotion, right? The model writes only what is going on in these pictures. Maybe we shouldn't use emotional expressions in this kind of task.

18 Ai: Really?

19 Sae: Maybe. I don't know...  
(omission)

L 33 Sae: Well, we repeated the same words many times, didn't we? The model used more varied vocabulary. For example, here it says "painted", and it says "draw".

34 Ai: Yeah.

F 35 Sae: Here, it says "this gave her an idea". We wrote "she found a good idea". Non-human subjects can be used like this sentence.

36 Ai: Non-human subject.

F 37 Sae: Here, again, it says "they were upset". Something "upset" these people, you know? Same thing as non-human subject.

38 Ai: Is "upset" a verb?

39 Sae: Yeah, it is a passive sentence.

40 Ai: It looks like an adjective.

41 Sae: Maybe, yeah. It can be used as an adjective, too.

C 42 Ai: But it's emotion. Same as "happy"

43 Sae: Right! So, we can use emotional expressions in descriptive writing!

In Excerpt 4 Sae and Ai produced content LRE questioning whether or not "emotional expressions (*kanjo hyogen*)" such as "happy" can be used in a descriptive writing task. This was their common language problem which they failed to figure out in the first content LRE (lines 16-19) but successfully solved afterward (lines 42-43). The second, third, and fourth LREs (lines 33-43) in Excerpt 4 were connected. The lexical LRE stimulated the following form LRE in which Sae noticed that use of "non-human subjects" in their composition would lead to "lexical variety". This and following form LREs were directly related to a common point of "non-human subjects" and Ai posed the question whether the word "upset" is a verb. Ai's question

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triggered the more interactive form LRE, which finally led to the following content LRE where Ai deduced that it is possible to use the word “happy” as an emotional expression. Here, the important thing is that, despite the smaller contribution to the task, Ai played an important role in the dyadic interaction. She replied to her partner, posed questions, and sorted out her partner’s explanations, and noticed something that her partner failed to notice by remembering their common language problem. Sae led for the most part in the task, attempting to involve her partner in the interaction, while Ai contributed to their joint work by letting her partner notice what she could not notice and attempting to extrapolate general points from their ideas. In the revising stages, both Sae and Ai revised their texts in accordance with what they discussed (e.g., used non-human subjects) and agreed on (e.g., used “happy”) in many parts.

The other pair, Aya and Eri produced a substantial number of LREs with a number of cohesive turn-takings and phatic utterances. In spite of the high mutuality of turn-takings and equality of contribution, their interactions produced LREs which were relatively disconnected from each other. The first half (lines 14-27) of Excerpt 5 shows that although it seems that the two participants were actively transferring their knowledge, their LREs were not closely related to each other and there was no sign of co-constructed knowledge. Although the second half has the content LRE which reflects their language problem accompanying descriptive writing tasks (lines 55-58), there was no resolution between them.

## Excerpt 5

- L 14Aya: The model says “because someone”.
- 15Eri: Oh, “someone”.
- 16Aya: What did we write instead?
- 17Eri: It’s “unknown people”. I think it is Ok.
- L 18Aya: “shutter”, yeah it is “shutter”. I thought that the “shutter” is Japanese English.
- 19Eri: I see. But it seems “shutter” is the most appropriate word describing this picture.
- C 20Aya: yeah. Then, oh...yeah, “it was not the first time” the model says. We didn’t mention this.
- 21Eri: Yeah. We should have... Maybe it is not such a big difference.
- 22Aya: Hmmm...
- L 23Eri: This model uses “discussion”, here.
- 24Aya: Yeah.
- 25Eri: I think it is okay to say “talk about”?
- 26Aya: Yeah, but don’t you think “discussion” sounds appropriate when describing this kind of meeting.
- 27Eri: Yeah, you are right. “Discussion” is better, here.  
(omission)
- C 51Aya: “the shop owners were talking”, yeah, yeah, here, wait, it says “two suggestions writing on the board” We didn’t write this information.
- 52Eri: Look how the model describes it... We couldn’t do this.
- C 53Aya: And here, “the introduction of security camera”. We should have written more.
- 54Eri: We wrote just what...oh, we just didn’t write what the picture says in words.
- C 55Aya: The model says “the woman was at home reading a book.”
- 56Eri: That kind of information is not necessary. It is too detailed.
- 57Aya: But, maybe, in a picture-describing task, we have to write everything in the picture.
- 58Eri: Really? Who knows it is a “book”? It may be a magazine.

From this, we can see that Eri and Aya, unlike Sae and Ai, had difficulty assigning roles in a way that would make their collaboration productive. Although they noticed more varied aspects of L2 writing than Sae and Ai (see Table 1), they failed to share a common understanding about what should be done to complete the L2 writing task. From a different perspective, excessive attention to linguistic aspects (lexical and form) may have been an obstacle to sharing and co-constructing their common knowledge. Although several refinements regarding linguistic aspects in their revised texts were added, the basic content of their composition was untouched.

## Discussion

The results show that the dynamics of noticing various aspects of L2 writing in dyadic interaction enable students not only to notice the gap between their interlanguage and target language but also to provide each other with scaffolding triggering co-construction of their common knowledge. Unlike Storch's (2002) study conducted in a classroom setting, only two interactional patterns, *collaborative* and *expert/novice*, were detected in this study. That may be partly because this study was conducted in a tutoring context, where the students were actively involved in the task. The high "mutuality" of their interaction may also be attributed to a particular cultural element, namely, how Japanese people typically behave in pair work, while the observations in Storch (2002) were conducted in an ESL class with students from various cultural backgrounds. On the other hand, the dimension of "equality" of contribution in their interaction can be explained by the relative expertise as Granott (1993) suggests, at least in this study, where Dyad 1

(high-high) can be defined as *collaborative* and Dyad 2 (high-low) as *expert/novice* pairs.

Focusing on the similarity of indexes adopted by Storch (2002) – mutuality and equality- and Grannot (1993) – degree of collaboration and relative expertise, this study attempted to reveal what Storch's model does not explain. In these two case studies, all the participants indeed shared a common activity, observation, and problems, but the *collaborative* pair may have been constructing their understanding independently of each other. This indicates that the quantitative data such as frequency of LREs, turns, length of speech cannot necessarily determine a particular interactional pattern. Hence, the nature of these patterns should be closely analyzed by referring to what exactly is going on in their pair work.

In the *expert/novice* pair, both participants benefit from the interaction with the partner. That seems to be consistent with the finding of Dishon and O'Leary (1984) who claim that group work in which heterogeneous participants are engaged has more possibilities for collaborative learning than a group consisting of homogeneous participants. The participants' social roles which include initiating discussion, posing questions, explaining complicated issues, putting ideas together, and monitoring their own strategies of L2 writing may result from the heterogeneity between participants in a pair. As greater proficiency in L2 skills does not necessarily mean greater proficiency in other social skills, it is important for English teachers to take students' gender, personality, power relations, previous interactions, and willingness to communicate into account in considering the feasibility of

introducing pair work. Close examination of students' interactional moves enables English teachers to grasp students' levels of understanding as well as their degree of collaborative orientation. Thus, collecting protocol data such as students' collaborative dialogues is significant not only for research purposes but for pedagogical reasons too.

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## Appendix A

You have **one minute** to prepare.

This is a story about a shop owner who wanted to deal with a graffiti problem.

You have **two minutes** to narrate the story.

Your story should begin with the following sentence:

**One day, a woman was in front of her shop talking to another shop owner.**



From the pre first grade STEP Test in Practical English Proficiency, 2009. Used with permission from the Society for Testing English Proficiency, Inc.

## Appendix B

Sample answer

**One day, a woman was in front of her shop talking to another shop owner.** They were upset because someone had sprayed graffiti on their shops' shutters. The woman complained to the other shop owner that it was not the first time it had happened. Later, at a shop-owners meeting, there was a discussion about possible solutions to the graffiti problem on the shopping street. The shop owners were talking about two suggestions written on the board – the introduction of security cameras or street patrols – but could not decide what to do. That night, the woman was at home reading a book. She was sitting beside her son, who was drawing a picture of a house. This gave her an idea about how to solve the graffiti problem. A month later, on the shopping street, the woman and the other shop owner looked on as some young children painted pictures of animals on the shutters of the shops.



## Feature article: Allen Lindskoog & Robert Moreau

### Standing in a New Place: Reflecting on Awareness and Development

新たな立ち位置：気づきと成長を考える

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本稿でモローとリンズクーグは、Immediacy behaviour(教員の近接行動)すなわち言語・非言語行動によるインタラクションを試みることで、授業における教師の存在感とマインドフルネスを発展させる手法を提唱している。

Immediacy behaviourの例としてはアイコンタクト、ジェスチャー、生徒に対して名前でも呼んだり意見を求めるなどの行為が挙げられる。われわれ教師が生徒とのインタラクション、つまり交流に目を向け、教師が教室内で醸し出す雰囲気や習癖が影響を及ぼしていることに意識を向けるようになると、授業でのどのような行為が効果的か気づくことができる。

さらには、クラス内での様々な意思決定に関してより深く注意を向けることにつながる。教師が自己のImmediacy behaviourを内省するなど授業における意識を高める手法を採用することで活気あるスムーズな授業展開だけでなく、生徒の前向きな態度を引き出すことも期待できるだろう。

Krishnamurti (2000) states that the “teacher who is really teaching is one who is growing, awakening intelligence in himself and thus is awakening intelligence in the learner” (p 86). But how does a teacher grow when there is little time due to lesson and test preparation, teaching a class or because ingrained habits feel like the norm?

One answer could be by taking the time to step out of our daily routine and develop mindfulness and presence.

The impetus of this article came out of our experiences outside of the teaching context. Both of us have experience as meditation practitioners, and one of us has been a musician and the other an actor. We began to look at how these connected to our teaching. The common threads we found were concepts such as presence, being in the moment and mindfulness. One such connection was that fostering “mindfulness” could help build meaningful relationships with our students.

The concept of mindfulness, as it is used in this paper, follows the two-component model as defined by Bishop et al. (2004):

The first component involves the self-regulation of attention so that it is maintained on immediate experience, thereby allowing for increased recognition of mental events in the present moment. The second component involves adopting a particular orientation toward one’s experiences in the present moment, an orientation that is characterized by curiosity, openness, and acceptance. (p. 232)

For example, as the well-known Vietnamese Buddhist monk Thich Nat Hahn (2001) so eloquently states: “When you drink tea in mindfulness your mind and your body are perfectly united...When you sit in a café with music in the background and a lot of projects in your head, you are not really drinking your tea. You’re drinking your projects, you’re drinking your worries” (p 42). In the context of

teaching, we may be so focused on the fact that we don't have time to get through the allocated portion of the textbook or lesson plan that we don't really notice the fact that the students are smiling and enjoying the class. To be mindful is to deliberately notice our actions, reactions, and sensations, those of our students and the physical aspects of the classroom situation. If we are purposefully staying with the experience of teaching then we are actively engaged in every moment.

With this background in mind, we began our research journey looking for ways to explore interactions in our classroom environments in order to discover a means of fostering professional development. What we found were concepts such as reflection and behaviors that increase positive affect in the classroom, called 'immediacy behaviors', which we will discuss in greater detail in the next section of this paper.

Our next step was to take immediacy behaviors and marry them together with the concept of mindfulness and to try some classroom experiments. From there we introduced these experiments at various conferences around Tokyo. One very simple experiment, for example, was to ask participants to sit in silence for one minute focusing on their breath. This generated a wide variety of feedback, from those who felt completely comfortable, to those who felt sleepy and to those who felt quite uneasy with the experience. This has direct implications for how we behave in the classroom, in how we deal with silence and how we may sometimes be manipulated by students' silence.

Another experiment involved "repetition", a technique used by actors in training in which one of the partners makes a statement about the other person. The

respondent has to repeat their partner's statement, changing only the pronoun ("You look cheerful." "I look cheerful".) Intonation and timing can be used to question the meaning of the statement. This activity forces participants to focus on the feelings that exist between them in the present moment. The feedback we received varied from "I do not need to change a thing, everything is fine" to "the approach is fresh and new". The one surprise we found was that the concept of immediacy was virtually unknown to many language educators we spoke to during the various conferences and was one area we found that made the intangible concept of mindfulness tangible.

### **Immediacy behaviors and classroom interactions**

In *Contrasting Conversations*, Fanselow (1992) states that there is no need to make drastic changes in the classroom in order to explore and develop our teaching practices. As an example he recommends asking a question with genuine interest as opposed to a neutral tone of voice (p. 52). This could be considered a verbal immediacy behavior. Verbal immediacy behaviors also include calling the students by name, finding out about their interests and opinions and incorporating the information into class activities, using self disclosure in the classroom, as well as using group reference, saying "we" as opposed to "I" (Bainbridge, Frymier & Houser, 2000; Witt & Wheelless, 2001; Kucuk, 2009). Additionally, non-verbal immediacy behaviors include, but are not limited to, eye contact, smiles, nods, gestures and body orientation (Andersen, 1979). As can be seen from these examples, immediacy behaviors are communication strategies that can help to bridge the teacher-student divide and may serve to create more

effective channels of communication. They are also, according to Gorham and Zakahi (1990), traits “which can be modified through training and practice” (as cited in Rocca & McCroskey, 1999, p. 315). We feel therefore that these micro-strategies of communication behavior can make a good starting point for teachers to reflect on their teaching practice, develop mindfulness, and initiate change into the classroom.

Andersen was the first to examine immediacy behaviors in the context of the classroom as a way of providing empirical evidence on what constitutes an effective teacher with regards to teacher-student interactions (Andersen, 1979). In the 30 years since then, research on immediacy has been published dealing with such varied contexts as students in cross-cultural situations (Park et al, 2009), the effects of immediacy on student compliance-resistance in learning, (Burroughs, 2007) and teacher immediacy in computer mediated education (Kucuk, 2009). Research on immediacy has shown that the non-verbal behaviors, which signal the teacher’s attentiveness to the students produce consistently positive results with regard to students’ affect towards the teacher and subject (Andersen, 1979; Frymier & Houser, 2000; Witt & Wheelless, 2001).

Verbal and non-verbal immediacy behaviors could both be significant for the EFL classroom where the teacher’s manner of interaction plays an important role in creating a classroom environment where learners feel safe to develop communicative skills, as well as providing a language model that students will take with them outside of the classroom. Students are likely to be more motivated if their teacher is a good role model as a communicator and seeks to develop good relationships with them (Dornyei & Csizer, 1998). A further advantage

of reflecting on immediacy behaviors is that it can allow us a means to become more aware of the environment in which we teach. Being mindful of how we communicate both verbally and non-verbally may also lead to an understanding of other people’s needs, and consequently to a better working relationship with our students.

Teaching is both relational and content driven. We know what we have to teach given the curriculum, but how effective is the channel of communication within the student-teacher relationship? Studies on immediacy behaviors, as previously mentioned, provide a well-researched pool of information that teachers can draw on in order to look at their own classroom interactions with a fresh perspective or to perhaps discover some alternatives to introduce into their practice. Experimentation in the classroom can provide the opportunities we need to explore and develop.

### **The classroom as an experimental space**

We suggest treating the classroom like an experiment, looking at the reactions of the students to our actions and movement and noticing what works. Which of our behaviors are mere habits and which are done with meaningful intent? Teachers can take note of these results themselves or, if possible, have a colleague observe their behavior in order to offer an alternative opinion or different perspective. This can help raise awareness of communication behaviors in a way that is impossible for a teacher to do on their own (Croker, 2007).

By knowing our habits we can begin to reshape our presence in the classroom, which will contribute to our growth as a teacher. For example, in one of Robert’s classes, with eight adult students, he found himself falling into the habit of starting the class with the same

activity, mainly because it was easy and popular with the students. Time was given for students to catch up with the people next to them about their weekly activities. He felt, upon reflection, that it was producing similar statements from the students from week to week and his role and interaction with the students felt stagnant. As an experiment, Robert asked the students to stand and mingle with different partners away from their chairs. Timing the students also allowed them to speak to more people. He joined various pairs for a short time each, becoming more of a conversation partner rather than a “traditional” teacher, thus somewhat changing his role and relationship in the classroom. This was a small change but Robert believed that it helped to foster a stronger bond between him and the students. In trying variations on this activity and taking note of the results Robert felt that he had developed a sense of mindfulness about an aspect of the classroom that had, in the past, gone largely unnoticed thus opening the door for future developments in the classroom.

Experimentation with an activity such as this doesn't have to stop at the first iteration. For example, instead of only catching up on weekly activities, Robert might want to ask about the students' opinions of class activities, or ask for suggestions in order to make the class more effective. Through small modifications an activity that was at one time merely a classroom habit can be transformed into a more dynamic learning experience for both the teacher and the students.

Allen conducted a simple experiment by standing in a new place when teaching. He noticed that more often than not he stood in one particular area, at the front of the room behind the lectern. He tried moving out from behind the lectern to different areas of the of the classroom noticing how the changes

affected the students. He taught from the back of the room, sitting down in a chair, from the opposite side of the room from the podium location and circulating amongst the students. What was evident right away was that teaching from the back of the room grabbed the students' attention in a very different way. Rather than focusing on Allen's physical presence, there was a feeling that they were paying attention to his voice. Sitting down brought a sense of equality with regards to power, which was evident in the students' laughter, playfulness, lighthearted feeling and Allen's sense of a closer connection to the students. Teaching from the opposite side of the room from the podium actually raised the level of attention and a feeling of inclusion of students who had been originally the furthest away from Allen. When circulating around the classroom, there was less connection and more of a sense of monitoring students.

The main objectives are to approach the class in a spirit of experimentation, not knowing quite what to expect but being open to what occurs and fostering a sense of awareness and presence. Additionally, it may not be sufficient to try this just once. Trying a new behaviour a number of times may be necessary to really feel the different changes. In many cases classroom dynamics may change right away.

Good intentions alone could become counter-productive if teachers are not aware of what students will be comfortable with. If the teacher suddenly introduces too high a degree of immediacy into the classroom, an uncomfortable classroom atmosphere may result. In a class of adult learners, Robert changed the position of the students' chairs into a tight circle and he joined the group as an equal participant. Students in that class found this new configuration strange - the teacher was just too close for comfort. This was evident in the body language of the students as well as their uncomfortable silence. Later in the class

Robert resumed his place at the front of the room with the students in a semi-circle in front of him, and the class interactions felt different and went smoothly.

Knowledge of the students' needs as well as their classroom expectations can be useful information that can guide our own development as teachers. Sharing journals with students, employing immediacy behaviors, asking about past learning experiences, as well as discovering what students' expectations are for the class can all add to creating a base of knowledge from which a teacher can be more mindful of the interactions in the classroom. It is experimentation in the classroom which brings this background knowledge to the forefront. Above all, the goal is to effect meaningful change for development, not change for change's sake.

### Conclusion

Everyone's teaching journey is different and requires a unique set of solutions for relevant change. This paper recommends increasing attention to immediacy behaviours as a means of raising our awareness of our interactions with students and of the impact our behaviors, moods and habits have on these interactions. It is not intended as a prescriptive set of techniques for creating the ideal student-teacher relationship; instead it is a particular perspective from which teachers can experiment in order to gather information about what works and what doesn't work in the classroom so we can be more mindful of the choices we make as educators. Engaging in practices that increase awareness of our classroom situations, such as self-reflection on immediacy behaviors, can help us develop a

fresh, flowing teaching style, and in the process, encourage a positive attitude in our students toward their learning journey.

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## Feature article: Joseph Falout

### プロジェクト型科学技術英語教育：教員と学習者間の相互学習効果

#### Project-Based Science English Education: Reciprocal Learning among Teachers and Students

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The Ministry of Education, Science, and Sports issued a policy in 2002 that science and engineering students should receive practical education for working in international contexts. In response, many colleges are shifting from classrooms with template dialogue recitation and lecture-based learning to project-based language learning (PBL). Science subject classes and science English classes offer PBL in workplace-like situations for students to develop autonomous attitudes and social skills, which are perceived to be lacking among Japanese youth. This paper reports on one teacher's experience of collecting ideas and information for designing such a curriculum, the difficulties of its implementation, the solutions, and the reciprocal learning among the teacher and learners that resulted. Additionally described are a series of motivational strategy treatments to help learners set their learning goals.

### プロジェクト型教育

プロジェクト型教育は理工系技術分野の科学実験等で利用されてきた。しかし、2002年の文部科学省による国際的な活躍ができる科学技術者の育成計画強化に伴い、理工技術系大学の英語教育重点目標が日常会話から理工技術系専門分野の実践的教育へと移行し始め、東京大学、早稲田大学、慶応義塾大学、東京理科大学、東京電機大学等が大学教育改革の一環として科学技術英語教育カリキュラムにおけるプロジェクト型の授業を採用した。東京大学と早稲田大学ではその後更にカリキュラムを発展させ、学科の枠組みを越えた統合型カリキュラムを実現した。日本大学理工学部でも理工技術系教員がプロジェクト型協調学習を導入している。本稿では英語教員である私がプロジェクト型協調学習を如何に科学英語教育へ導入し、それが学習者の動機づけ、協調性、自律性の向上に与えた効果と影響、それに伴う英語学習者の変化を報告する。

プロジェクト型教育は従来の座学中心の教育とは対照的に、学習者が実践的な学習活動に積極的に参加する能動的な教育方法である。学習者はプロジェクトを通して問題の発見と解決策の提案を行い、その過程で教員と学習者、学習者同士で活発な対話を行い、協調性、社会性、自律性、及び思考力を発達させるとされている (Beckett & Miller, 2006; Galloway, 2008)。

学習者に学習の主導権を与えることは自分の言動に責任を持たせることであり、自律性を発達させる目的がある。多くの学習者が座学座学経験者の殆どが自分の英語学習

成果は教員の責任だと回答している半面 (Falout & Maruyama, 2004)、自律学習を伴うグループプロジェクト経験者は自分の英語学習成果は自分自身の責任だと回答しており (Hood, Elwood, & Falout, 2009)、この対照的な帰属原因から学習者が主導権を持つ自律学習では他人からの強制感は希薄になり、学習結果は自分次第だと認識し、自分の行動に責任感を持つようになるのではないかと思われる。

この主張を裏付ける理論にDeci & Ryan (2002) が提唱する自己決定理論がある。これは人間は先天的に持っている3つの基本的心理欲求が満たされると行動意欲が高まるという理論である。3つの基本的心理欲求とは自分の居場所となるコミュニティに属したいという帰属欲求、自分自身の意思で物事を実行したいという自律欲求、自分の能力を認めさせたいという能力誇示欲求である。グループプロジェクト型の授業では、英語学習者はプロジェクト作業過程にてグループ内で友達を作り（帰属欲求の満足）、プロジェクトの内容や進め方を自分達で決め（自律欲求の満足）、お互いの理解不足を補い、長所を活かしあってプロジェクトを完成し、発表する（能力誇示欲求の満足）ことで3つの基本的心理欲求が満たされ、学習意欲が高まると考えられる。

このような教育界での理想論と近年の多くの日本人学習者は対極的な状態にあるように見受けられる。社会生活における人間関係の希薄化から若者の社会性や他人への共感の欠如が指摘され、大学生の引きこもりによる長期休学や退学が増加している。退学者の多い大学では入学者数の4割もが退学し（読売新聞, 2008a, 2008b）、文部科学省は大学別退学者情報の公表義務化の是非について審議を始める（読売新聞, 2009）など深刻な問題となっている。

各大学では退学防止策に苦心しており、その解決策としてプロジェクト型の教育方法が注目された。これは日本だけの問題ではなく、世界各国では以前から理工系大学ではグループでの行動や協調性の発達に焦点を置いた教育が行われておらず、学生が就職する技術系企業のグループプロジェクトで必要とされる対人スキルが欠如していることが問題点として指摘されてきていた。90年代以降米国のノースウエスタン大学を始め、多数の大学が技術系専門科目にコミュニケーション学習を組み込んだプロジェクト型統合学習カリキュラムを採用し、対人スキルの優れた技術者の養成に尽力している (Galloway, 2008)。

このように従来は理工技術系の専門知識を伝授するための手段であったプロジェクト型教育が、学習者の人間性を高める教育方法としての側面が注目されるようになり、学科を越えて英語教育へも導入されるようになってきた。本稿では日本大学理工学部での取り組みを紹介し、その運用を高める要素としての動機づけ教育と相互教授について論じる。

### 統合型科学技術英語教育カリキュラム

本学では理工技術系学科を中心にプロジェクト型の協調教育が取り入れられ、2007年にグループワーク室が建設された。グループワーク室は様々な方法でコミュニケーションが取れるように構造上の工夫が施されている。複数の班を形成できるように学習者用の机が向かい合せに設置され、教員や学習者は自由に移動できる。キャスター付きの椅子の利用により、グループメンバーと話す際に学習者は着席状態のまま椅子ごと容易に移動できる。机上コンピューターは学習者同士の会話を妨げないようサイズは小さく、位置も低く設置され、不要時には取り外すことができる。電子ホワイトボードが多数配置されている。これらの構造上の特徴により、学習者の行動に目が届き、教員が指導しやすくなっている。

## ジョセフ・ファラウト

プロジェクト型教育は理工技術系科目では学科レベルで実践されているが、英語教育では個人レベルで行われている。入学直後の早い段階で学習者が履修できる入門レベルの科学技術英語コースを設計できれば、後年学習者が理工技術系専門科目で専門性の高いプロジェクトを英語で行う基礎体験ができ、心的・習熟度の観点からも円滑な移行が可能になると私は思った。この考えに基づき、私は英語教育に理工技術系専門知識の要素を組み入れたシラバスの設計に着手した。シラバス草案作成時に役立ったことは、私が以前から技術者から業務内容を聞き、大学教員や学生に専門学科の現行授業内容について尋ね、理工技術系専門学科教員の話を読み、大学のニーズをある程度おおまかに理解していたことであった。

私が設計した科学技術英語コースの特徴は理工技術系学科の授業内容に密着している点である。私が収集した情報から科学技術英語コースに利用できると考えた点は、一年生が前期に理工技術系必修基礎科目でプロジェクトを経験する点である。例えば、社会交通学科では学生が都市計画プロジェクトの一環として実際に街へ出かけ、その街の設計を分析し、問題点を指摘し、次に解決策を提案し、それらをレポートとして提出し、更にパワーポイントを用いた口頭発表を行う。土木学科では学生が自分で材質を選択して橋の仕様書に沿って模型を製作し、建設学科の学生は自分で建物の設計図を作成し、それに沿って模型を製作する。精密機械学科の学生は仕様書を見ながらCADで製品の設計図を作成する。海洋建築学科では世界的に有名な橋の設計を比較し、様式美と機能についてレポートを作成する。電子情報学科ではコンピューターを分解し、部品や機能を分析してレポートを作成する。これらの専門学科の共通プロジェクト形式は学生が各種文書を作成し、口頭発表を行うことである。

つまり1年生の前期に日本語で行った理工技術系学科のプロジェクトを、後に科学技術英語コースで今度は英語で行うことが可能なのである。1年生前期終了時点では学習者の理工系専門知識は既に日本語で構築されているため、それ以降はそれらの専門知識を英語で文脈の中で使えるようにすることを学習目標にできる。これによって理工系の学生は英語の専門用語はわかるが文脈で使えないという問題の解決を図ることができる。この学部レベルでのカリキュラムの特徴を利用し、段階的に難易度と専門性を上げるスキヤフォールディング式の科学技術英語コースを設計した。各コースではプロジェクトの進捗度を管理し、学習上の問題を解決するために学習指導面談を義務付け、面談予約をするための英文Eメール指導も行っている。

<コース1> 1年生が履修対象者である。バイリンガル理工技術系教員からのアプローチで実現したチームティーチング方式の英語でのイマージョン授業である。学習者がネイティブ教員から英語で学習支援を受けることに抵抗がある場合に、理工系教員やティーチングアシスタントが日本語で指導ができる点が利点である。この授業では学習者が国際学会で自己紹介をした後、研究発表をする状況を仮定して行われる。学習者は英語で履歴書と自己紹介を書き、口頭発表原稿へと発展させ、パワーポイントを使用した個人口頭発表を行う。口頭発表の内容は学科に関係のある関連組織のホームページに掲載されている情報を図やグラフと一緒に説明する。そのため、グラフ、図、方程式等の読み方や説明の仕方を学習する。

<コース2> 2年生以上が履修対象者である。学習者各人の専門分野に関連のある既存物を分析し、長所と問題点を指摘し、改善策を考える。更にキャンパスの学生にアンケートを取り、アイデアを発展させる。

させる。それを基に改善用の仕様書と宣伝・マーケティング方法について、序論、仮説、方法、分析、議論、結論から成るショートペーパーを執筆し、パワーポイントによるグループ発表を行う。既存物の問題点となる背景知識が必要となるため、情報収集・調査方法を教える。仕様書作成時には計測・計量用語、図解の説明や物体の表現能力を学習する。コロケーション辞書、類語辞典等の執筆補助教材の使い方も学習する。そしてキャンパスの学生から収集したアンケート回答をExcelワークシートへ入力し、図やグラフ等へ変換してデータを表示する。必要性に応じて、プロジェクトチームごとに統計学的分析方法を教えている。これによって学習者は適切なデータ分析とデータ解釈を行うことができるようになる。

<コース3> 2年生以上が履修対象者である。キャンパスを利用してプロジェクトグループがマーケティング調査を行い、需要の高い製品の調査とその需要を満たすために必要な科学技術に関して、序論、仮説、方法、分析、議論、結論から成るショートペーパーを執筆し、パワーポイントでグループ発表を行う。英文科学論文執筆指導に関しては、コース2と同様である。

### 動機づけ教育

プロジェクト型教育の実践上で重要な点は学習目的の周知である。学習者の自律性がプロジェクトの成功を左右するために、目的意識無しには学習意欲も維持できず、プロジェクトが頓挫する可能性がある。本学の英語学習者の多くが英語学習に価値や目的を見出せず、英語学習の必要性を感じていないため、以前からの試みとして私は動機づけ教育を導入し、英語学習の必要性と目的を具体的に説明している。国際ビジネスコミュニケーション協会 (ETS) のホーム

ページには国際ビジネスに携わる関係者を対象に、職場での英語使用状況と必要とされる英語技術についての調査結果がデータとして集計されており (ETS, 2007; 2009)、私はこれを配布して学習者同士が内容を分析して話し合うことで、英語学習の目的を理解できるようにしている。さらに私は技術者の業務内容、問題点とその解決策等をまとめ、毎週1話ずつ学生に話している。企業の現場の声の収集は、友人、企業での勤務経験がある大学教員、卒業生、海外客員教授、学内イベントの出席者に私自身が質問して集めた。

また本学では学生や教員が研究成果を発表する学術講演会という学内研究発表会に卒業生や学外の研究者を招待し、仕事の内容や要求される能力について学習者へ直接体験談を語る機会が設定されている。また各理工技術系研究室では毎年客員研究者を海外から招聘しており、客員研究者が自身の研究内容、自国と日本との関わりについて講演し、学習者が質疑応答を通して科学分野での英語の役割を理解する試みが行われている。本学の理工技術系教員の多くは海外で学位を取得して国際共同研究プロジェクトに従事しており、授業やキャンパスでの学習者との日々の交流の中で各教員が英語の重要性を自分自身の経験から話す機会もある。

これらの動機づけ教育の目標は、学習者に将来なりたい自分の姿を具体的に設定させることである。具体的な将来の目標を持つことで学習者は困難に直面しても英語学習意欲を維持し、様々な解決策を見出すことができ、その方向性を見失わずに高い確率で目標を達成できるとされている (Dunkel & Kepelman, 2006; Markus & Nurius, 1986)。学習者が将来像をイメージし (長期目標)、その将来像に近づくために在学中にすべきことを具体的に考え (短期目標)、それらをレポートとして提出することを私は義務付けている。そし

て、学習者が設定した目標を達成する過程の中間目標の一つとして、彼らが現在履修している科学技術英語の授業が位置することを説明している。これは一部の日本企業の新人教育で実際に行われている動機づけ教育でもあり、私自身も自分のキャリアで実践して役立っているため、英語教育にも導入した。

この動機づけ教育が学習者にどのような意識変化をもたらすか、8週間に三度のアンケート調査を行った。調査対象は2009年後期に私が理工技術系専門学科教員とティームティーチング方式で担当した科学技術英語コースの一年生である。一回目の調査として授業初日に、学習者は英語を学習する理由を日本語で回答した。この日の授業の冒頭では理工技術系教員が、戦後の日本の復興に果たした技術者の役割と将来アジア諸国で日本の技術者が担うべき役割と英語の重要性について話した。学習者の回答分類結果は以下の通りである。

英語を学習する理由 (n = 70)	回答合計数97 (複数回答有)
外国人と話したい/友達になりたい	33 (32%)
仕事のために必要	26 (25%)
外国へ行きたい/住みたい	15 (15%)
世界中で使われている言語だから	9 (9%)
英語/英語圏の文化が好き	8 (8%)
TOEICで高得点を取りたい	4 (4%)
単位取得のため	2 (2%)

表1

「外国人と話したい/友達になりたい」という学習理由が1番多いが、具体的に挙げられている国名はアメリカが最多であり、次にイギリス、

オランダ、イタリアの順となっている。2番目に多い回答に「仕事のために必要」とあるが、実際に仕事上どのように英語を使うのか具体的な回答はない。

二度目の調査は4週目に行われた。「国際ビジネスにおいて求められる英語力に関するアンケート調査結果報告」(ETS, 2007)を学習者に分析させ、日本語での感想を求めた。回答の分類結果は以下の通りである。

学習者のコメント (n = 70)	回答合計数98 (複数回答有)
海外出張者が多い	24 (24%)
将来における中国語の必要性	16 (16%)
ビジネスでは英語が最も多く使われている	12 (12%)
Eメールに英語が使われている	7 (7%)
会社員はTOEIC高得点者が多い	7 (7%)
TOEFLを受験する会社員が少ない	7 (7%)
英検を受験する会社員が少ない	6 (6%)
職場での英語使用頻度が高い	6 (6%)
会社員は英語で苦労している	5 (5%)
会社ではTOEICが必要だ	5 (5%)
急に英語が必要になる会社員が多い	2 (2%)
英語で電話をする	1 (1%)

表2

この調査結果から学習者は職場での英語の使用状況を具体的に知り、日本企業で英語が予想以上に使用されていることと、要求される具体的なスキルの意外性に驚いたことが伺える。

三度目の調査は8週間目に行われた。学習者は7週目の授業でベトナムの客員研究者によるベトナムの国家プロジェクトと日本との関係の講演を英語で聞き、英語での質疑応答を体験した。この時、学習者は自分の専門分野を英語で学び、会話をするのを初めて経験した。つまり学習者は、国際的なプロジェクトに従事する際に起こりうる状況を体験し、将来なる可能性のある自分について考える機会を得たことになる。このアンケート調査で、学習者は学習目標の変化の有無とその理由を日本語で記入した。調査対象者55人中、変化ありと回答したのは35人、変化無しは25人であった。変化がなかった理由は、既にどの企業で何をしたいか具体的な目標があるためだった。学習目標に変化があった35人の回答の分類結果は以下の通りである（表3）。

学習者のコメント (n = 35)	回答合計数35 (複数回答有)
外国人と英語で話せるようになりたい	9 (25%)
外国人と一緒に働けるようになりたい	7 (20%)
外国へ行きたくなった	5 (14%)
リスニング能力を向上させたい	3 (8%)
TOEIC で高得点を取得したい	3 (8%)
外国で自分の専門分野で働きたい	2 (5%)
クラスメイトの学習目標がわかった	2 (5%)
国土交通省で国家公務員になりたい	2 (5%)
ライティング能力を向上させたい	1 (2%)
外国文化を知りたい	1 (2%)

表3

第一回目の調査結果（表1）と比較すると、回答が具体的になっている。漠然と「仕事に必要」

と言うのではなく、具体的なスキルを挙げている点、英語能力を活かして働きたいと言う意識の変化が表れている。アジア諸国で科学技術を伝授したいと言う回答があったことも、日本の新政府によるアジア諸国との外交・経済関係の重点化、日本企業のアジア進出、中国の経済的台頭と中国企業の日本進出、日本国内企業での外国籍労働者の増加、アジア諸国での国家プロジェクトの日本企業の受注率の高さを考慮すると興味深い将来像であるかもしれない。海外に興味がなかった学習者が本コースで英語を学習するうちに、学んだ英語を試しに海外へ行きたくなくなったことも興味深い変化である。

## 相互教授の意義

科学技術英語教育上の問題点として英語教員の科学技術分野の知識の欠如が挙げられ、これは私自身が何度も痛感している。また理工技術系専門科目の教員が指摘する学習者の問題は、国際会議で英語での質疑応答が円滑にできないことである。学習者との個人面談によって判明した質疑応答を英語で上手にできない理由は (1) 質問の英語自体が理解できない(英語能力の不足)、(2) 質問の内容が理解できない(理工技術系専門分野の知識不足)、(3) 答えがわかっても英語で表現できない(英語での発話能力不足)、(4) 極度の緊張で質問自体が頭に入ってこない(自信不足)がある。これらの問題への対応策が相互教授 (Schunk, Pintrich, & Meece, 2008)である。これはより高い能力のある学習者が他の学習者に理解できるレベルや方法で教えることである。

プロジェクトの一環として私との学習指導面談を義務付けているため、学習者はプロジェクト内容を私に説明し、レポートと口頭発表を改善しなくてはならない。自らの理工技術系専門分野の知識を素人の私に理解できるように英語で説明することで、学習者は自分の専門分野を英語で論理的に考え、話し、書く能力が向上し、学習意欲と自信も増加することに気付いた

(Falout, 2008)。この現象はSwain (2006) が第二言語習得に効果的だと提唱する languaging とする概念に合致する。Languaging とは学習者がスピーキングやライティングを大量に行うことで、自分の中間言語知識を何度も再構築して言語習熟度を高める理論である。私と理工技術系英語学習者の相互教授による languaging では、私の質問に学習者が英語でアウトプットを行うことで、学習者は知識不足（理工技術系専門分野の知識と英語能力）に気づき、次の languaging に備えて自主的に学習する。この過程で英語学習者は知識の再構築を何度も繰り返す。教科書を丸暗記した説明しかできなかった学習者が languaging を繰り返すうちに、自分の言葉で柔軟な説明を多角的視野から即興的にできるようになり、人前で話すことへの抵抗感も減少し、学習者の英語能力とプレゼンテーション能力の向上を私も学習者自身も実感する。

学習者が報告した languaging の利点には、文法への意識の高まり（語形変化、時制等）、英単語の発音、イントネーション、論理的な考え方と話し方がある。また理工技術系の学習者には素人の私からの質問は意外な視点から提起された内容である場合が多く、自分の研究を異なる角度から考え直し、理解を深める機会になったとの報告もある。私は学習者から様々な科学技術専門分野の知識を基礎レベルから丁寧に教えてもらい、それらが他学習者を指導する際に役立つため、私にとっても利益のある相互効果的な教授法である。学習者から教わる理工技術系専門知識、彼らの研究への情熱と志の高さを知るたびに、私自身が仕事や研究に対する姿勢を内省する機会となっている。

### 学習者の変化

本学の英語学習者の多くは英語学習意欲や自信が低く (Falout & Maruyama, 2004)、グループでの英語学習経験が殆どないと報告されている (Hood et al., 2009)。学習者を観察すると、

プロジェクト上の問題点を学習者同士が相談して解決し、互助することでグループが結束力を高め、グループ内での自律学習活動が活発化するように見受けられる。Hood et al. (2009) の調査結果によると、プロジェクト型英語教育の利点として学習者595人の回答総合計数666中88% (回答数292) が英語能力とスキルの向上、80% (回答数269) が英語学習への情意の改善、32% (回答数105) 実践的な授業内容を挙げた。具体的には「実際に英語を使える」「コミュニケーションの勉強になる」「他人の意見やアイデアを聞くことで沢山のことを学べる」等が挙げられている。さらに上級学年生ほどこの授業形式に対する評価が高く、グループ内の人間関係問題も減少することから (p. 36)、プロジェクト型英語教育の経験が対人スキルを向上させるように思われる。学習者を観察していると、プロジェクト型教育の経験者が未経験者を支援して作業を進めている。これは過去のプロジェクト経験を通して、達成感と自信を得た (Bandura, 1997) ことが要因の一つであるように思われる。一年目には口数が少なく、目を伏せて脅えた様子で身を縮めていた学習者が二年目にはリーダーとして積極的にプロジェクトを進め、教員に助言を求め、渋るメンバーに指示を出すまでに変化した。この学習者に激変の理由を尋ねたところ、英語学習の必要性を具体的に理解するようになったこと、理解できるまで教えてくれる教員がいると知ったこと、授業を通して得た自信が変化の理由だと答えた。事実、キャンパス内の様々な関係者からの話で、この学習者があらゆる学習支援を最大限に利用している様子を後日知ることができた。これは一年目のプロジェクトチームでリーダー格の学習者が行っていたことであり、変化を遂げた学生が課題を完成させるためにこのリーダーと行動を共にして、プロジェクトの進め方や支援の受け方を学んだように見受けられる。グループプロジェクトを経験したことによる情意と学習

態度の改善に関しては、授業に関するフィードバックや面談を通じて学習者から報告されており、Hood et al. (2009) の研究結果とも合致している。

## 結論

本コースで習得した科学技術英語は卒業必修単位の取得だけでは終わらない。カリキュラム外では学術講演会と呼ばれる学内の研究発表会が毎年開催され、学習者は英語での研究成果発表と口頭論文発表原稿の出版ができる。更には海外の国際学会での口頭発表と国際学会誌への論文投稿へと、具体的な目標へ段階的に挑戦できるように連携しており、学部全体でこのような徹底した学習支援体制があることが、継続的英語学習への支援要因となる。しかし、現行カリキュラムでは英語と科学の学科の枠組みを越えた統合的な教育体制が実験的に一部で実施されているのみである。本学は段階的なカリキュラム改定の過程にあり、前述のコース内容も流動的である。シラバス、教科書、教授方法をも厳密に統一化する大学も存在するが、強制的にクラスと担当教員を割り当てられた学習者が教授法や教育内容を嫌悪し、学習意欲を喪失する話をよく聞く。そのため、英語学習者が好む学習方法、多様化した学習目標と目的を社会的ニーズと照会して考慮し、各教員の持ち味を活かした教授法を用いた多様性のある内容豊かなコースが混在するカリキュラムの実現が望ましいのではないかと私は思っている。そして学習者自身が自分の学習目標・目的に合ったコースを自由に選択し、履修上限単位を設けないことも私は望んでいる。そのためには私自身も含め、教員が常に学習と教育経験を積み重ね、年々多様化する英語学習者と社会のニーズに柔軟に対応できるスキルと知識を身につけるよう心がける必要がある。

## 謝辞

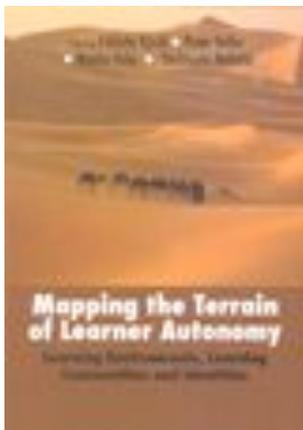
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## Review: Ellen Head

### *Mapping the Terrain of Learner Autonomy*, by Felicity Kjisik, Peter Voller, Naoko Aoki and Yoshiyuki Nakata



自律学習研究領域を  
描く、フェリシチ・キ  
シク、ピーター・フォレ  
ル、青木直子、中田賀之

### Reviewed by Ellen Head, Poole Gakuin University

エレン・ヘト、プール学院大学

*Mapping the Terrain of Learner Autonomy* (「自律学習研究領域を描く」) は自律学習研究分野に新たに興味を持った読者に対しては導入の手引書となり、この分野に精通している読者に対しては新しい研究の方向性を示唆してくれるという貴重な書籍である。この本は2007年に神田外語大学で開催されたILAでの筆者らのディスカッションからアイデアが生まれ、出版に至ったものである。この一冊の中に集められた大きく異なった学習環境における実践研究に共通するテーマの一つはテンション(緊張関係)であり、次の4セクションで構成されている。「自律学習研究の歴史の振り返りそして評価」、「自律学習実践例」、「アドバイザー、カウンセラー、教員支援活動」そして「自律学習研究の今後について」。この本は1970年代に学習者オートノミーを世に知らしめてくれた研究者Holecによる論文により始まる。Holecによると学習は教師による指導による学習(大抵は教室内)と、指導に頼らない学習プログラム(教室外)に分けることが出来る。前者の目的は学習者の「独立心の確立」としており、

後者は学習者の「自律」を目的としている。本書ではこの両者の素晴らしい例を読むことができる。さらに、日本の教育制度における自律学習の現状を概説している中田の論文は、残念ながら、学習者および教師の自律は日本の教育制度において必要なものであるが実現からはほど遠いものだと唱えている。そして、青木の刺激的な論文は自律学習研究のさらなる発展のため、学習を支える社会文脈の条件を談話分析等のミクロレベルやエスノグラフィー調査や縦断的研究等を含むメゾレベル、社会文化的なマクロレベル、など様々なレベルの研究を全て考慮する必要性を訴えている。

*Mapping the Terrain of Learner Autonomy* came into being “to initiate Japanese language speaking teachers into the field” and “to have a vision for the future” of where learner autonomy studies might be heading. (p.7) The book, published in both English and Japanese, was the result of conversations between the editors at the 2007 ILA conference at Kanda University, Tokyo. Some of the papers are very close to the papers given at the conference, while others, like Aoki’s and Nakata’s, have been written subsequently for the book. It struck me as somewhat ambitious to expect the same volume to provide an orientation for those new to autonomy studies and a challenge to those who have been in the field for some time, but in effect the book succeeds in fulfilling both functions. It is divided into four sections, “Looking back and taking stock”, “Examples”, “Advisor, counsellor and teacher development” and “Looking ahead”..

The book brings together accounts of learning in widely different settings, and this tension is one of the principle themes of the book. Holec introduces a distinction between what he calls “state 1”, instruction-based learning, and “state 2”, non-instruction-based, learning programs.

Personally, I find this division somewhat artificial, particularly when Holec goes on to say that the aim of “state 1” education is “to increase the learners’ responsibility...producing independent learners” in contrast to “state 2” which aims “to produce autonomous learners”. I feel that now that Japan has some universities, such as Kanda University of International Studies and Akita University, which are committed to “state 2” style programs, there is great potential in opening up dialogue between those engaged in language advising and those working in a classroom setting. I wonder if such dialogue can best be facilitated by concentrating on what separates us rather than looking at the continuity between the aims. To do him justice, Holec does provide an excellent and detailed account of aspects of implementation of “state 2”, with some stimulating suggestions for learner training and teacher training, all of which I would suggest are also relevant to “state 1”. He makes the point that learners often conceive goals in terms of materials and can benefit from interaction with an advisor who helps them to interpret their goals in relation to activities and skills. He also provides a lovely new metaphor: “rigging”: “in non-instructed learning, the help received may best be described as not so much of the scaffolding type as of the rigging type: its objective is equipping learners with the knowledge that they require to fulfill their decision making needs.” (p.29). As a metaphor, rigging, i.e., the ropes and connections needed to extend the sails of a boat and position them to catch the wind, suggests that learning is a voyage and the learner is moving forward like a boat, carrying not only the equipment but the ability to adjust the equipment.

In the second section of the book, “Examples”, there are three case-studies: Little, focusing on the European Language Portfolio in Ireland, Schwienhorst, contrasting a successful

and an unsuccessful implementation of autonomy in a computer based course, and Murray, describing a “learning structure” which forms the basis of study in a self-access environment at Akita University. I found Schwienhorst’s paper refreshing as he challenges some entrenched assumptions: “Why do publications speak of CALL but not book-assisted, classroom-assisted, teacher-assisted, peer-assisted, television-assisted, mobile-assisted...language learning?...On its own [the computer] does not create new opportunities for learning, but certainly facilitates a variety of communication scenarios, a variety of authentic language input, a variety of intelligent CALL...applications and a variety of ‘cognitive tools..’.” (p. 101). Making an analogy with jazz, he identifies reflection, interaction and experimentation as possible hallmarks of developing autonomy (pp. 89-91). However he immediately follows up with “Concepts such as reflection, interaction and experimentation should not be seen as inherently beneficial to language learning nor should the application of technology be viewed as inherently beneficial.” (p. 103). This is a salutary reminder of the need for detailed attention to process and careful evaluation of any initiatives which are supposed to encourage learner autonomy. His contrasting examples, entitled “How to fail miserably in implementing learner autonomy principles”, (pp. 104 – 105), let us see how the addition of preparatory and follow up work plus some scaffolded pair work, turned a computer-based class from a failure into a success. He introduces the term “affordance” (Gibson, 1979), to describe the potential actions supported by a learning environment, and explains how additional tools, such as transcripts of students’ conversations, can increase the affordance-value of an environment. (pp. 107 – 109).

The following two papers focus on the art of advising students: Gremmo takes a very

honest look at the interaction between advisor and advisee to see how much impact the advice had, while Karlsson and Kjisik analyze the importance of learner histories. My interest was caught by the use of Eva Hoffman's term, "the fracture between language and experience" in the latter paper. Karlsson and Kjisik suggest that these "'fractures' between language and experience can be made into the building blocks by the process of writing and sharing stories." (p. 186). This seems to me to encapsulate the benefits of language histories, or indeed any kind of reflection on an experience of the gap between what was aimed for and what was achieved, very elegantly.

In my opinion, Nakata's overview of the current state of play in implementing autonomy-building strategies in Japan, would fit better in the final section "Looking Ahead" rather than with "Advisor, counsellor and teacher development". Nakata's commitment to pro-autonomy teaching is clear, and he makes no bones about the need for smaller class-sizes and teacher-development, but without touching on the socio-political background it is (in my view) difficult to give the whole story.

Aoki makes up for this deficit in her paper "Where learner autonomy could fail a second language user: three level analysis of social context." (pp. 236-257). I would have bought the book for this paper alone, as it is both incisive and grounded in examples full of interest. The first section consists of discourse analysis of contrasting contexts, one where a native-speaker interlocutor assists the learner and one where the reverse happens. (One point for a future edition would be to translate the transcriptions into English.) Aoki makes the point that [untrained] "native speakers often tend to sacrifice forms for the sake of communication when a second language speaker is struggling to formulate what s/he has to say." (p. 244)

I have experienced this and agree with Aoki that it is not easy to find friends or volunteer teachers who will put up with providing scaffolding rather than instant answers. This is what Aoki calls the "micro-level" context. Her next example ("meso-level") concerns identity construction in L2, as revealed by a Korean woman who experienced difficulty expressing her true self in Japanese to her critical husband but gained confidence when speaking Japanese at a swimming club and also with a Japanese friend she had known back in her home country. Aoki comments "Learner autonomy alone would not be enough for second language learners to sustain old social identities and forge new ones of their choice... success depends on who they come into contact with." (p. 249). Finally, for the "macro-level", taking the example of an adult male Brazilian learner of Japanese, she addresses the "structural conditions, be they economic, social or political...that support or restrict learner autonomy as a capacity." (p. 250) She shows how the system has failed to help this man despite his eagerness to study, mainly due to the harsh economic conditions he is under. She calls for "more balanced, holistic approaches that situate individual capacity in the social context and focus on all of its three levels", those levels being, discourse analysis, ethnography and the macro level of "politics, demography and economy". (p. 254). She talks about the challenge of future research, which might draw on all three levels, "solving" of the "paradigmatic contradiction" between them. In the JSL (Japanese as a second language) context, she suggests the need for a more equal relationship between teacher and student, a more sophisticated attitude in relation to learning materials and resources such as study centres for JSL. Aoki's argument is of practical importance because Japan will need more guest workers to deal with the aging population in coming years. In the wider

context of applied linguistics research as a whole, her challenge to carry out research with greater awareness of various research paradigms makes a thought-provoking finale to “Mapping the Terrain”, which is both inspiring in its call to mixed methods research, and empowering as an example of how it can be done. In contrast, Benson’s paper, (which precedes Aoki’s in section 4) seems to me to be weighed down by a determination to problematize the relationship between instructed and non-instructed learning. As mentioned above, the creation of two separate categories of analysis might tend to work as a distraction from fruitful collaboration between classroom teachers, advisors and learners.

However, the diversity of views and experiences encompassed in the book as a whole, bears testimony to the variety of learner autonomy studies and their practical applications, especially in university foreign language learning settings today.

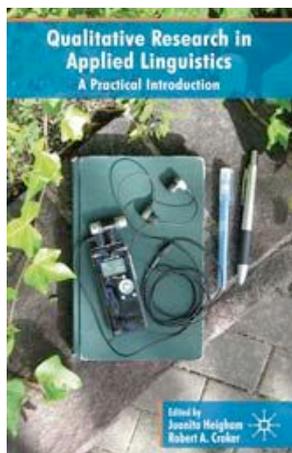
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## Review: Alison Stewart

**Qualitative Research in Applied Linguistics: A Practical Introduction (2009), edited by Juanita Heigham and Robert Croker, published by Palgrave Macmillan**



(応用言語学における質的調査：実践入門) (2009), ワニータ・ハイアム、ロバート・クロカー (編) バルグレーブ・マクミラン出版

**Reviewed by Alison Stewart, Gakushuin University**

書評：アリソン・スチュワート、学習院大学

Qualitative Research in Applied Linguistics: A Practical Introduction (応用言語学における質的調査：実践入門) は、初心者にも親切である、既に経験のある研究者にとっても有益なアドバイスや示唆に富んだ実践的ガイド本となっている。本書はナラティブ調査、ケーススタディ、エスノグラフィー、混合法など質的調査法を網羅し、観察・インタビュー・記述式アンケートなどのデータ収集方法、質的アプローチ、口述データや日記の分析、会話分析などの分析方法についての章を含んでいる。最終章は研究倫理と質的調査論文の書き方が論じられている。調査方法の一般的枠組みと体験談の絶妙なバランスは実際に調査を行っている研究者による共著ならではの。質的調査実践者及び、始めたいと考えている人に是非読んでもらいたい一冊である。

For many practicing teachers, the idea of research can conjure up a whole host of negative associations. Doing it takes time and energy, both of which are often limited in our busy lives. It may involve disrupting or imposing on our students or our colleagues, or risk the disapproval of our bosses or others. Worst of all, the way into academic research is guarded by fearsome gatekeepers, such as publishers and supervisors, who dictate the rules, the specialized knowledge and know-how about conducting research and the high-flown language in which it is written up, and who determine who shall pass and who shall not. But research is increasingly a part of our professional lives, and the rewards of doing it include personal as well as professional development and growth. One of the best books I have come across to provide guidance and inspiration to newcomers and practicing researchers alike is *Qualitative Research in Applied Linguistics: A Practical Introduction*, edited by Juanita Heigham and Robert Croker. This is a hands-on, user-friendly guide to qualitative research, with chapters by both some of the major figures in qualitative research and teacher-researchers living and working here in Japan.

The book is arranged and written in a way that is intended directly to appeal to and engage novice researchers. An overview with chapters by Robert Croker and Donald Freeman provides very simple explanations of what qualitative research is, and what makes research 'qualitative'. Very simply, qualitative research is an attempt to "create a full and rich understanding of the research context." (Croker, p.3-4). Unlike quantitative research, which relies on numbers and statistics to support claims about the world that are generally true, qualitative researchers

base their claims on their interpretation of the finely detailed but often messy detail that is generated in an exhaustive investigation of a small number of people or contexts, or even of individual cases.

The 'meat' of the book is the two middle sections, Qualitative Research Approaches and Qualitative Data Collection Methods. Each of the chapters in these two sections is arranged according to a common, reader-centered scheme. Starting with pre-reading questions, the chapters provide illustrative examples - some real, some fictional - of an approach or method in action, an overview, a "What is...?" section, a "Why use...?" section, and sections on how to collect, organize, and interpret data, how to present findings and how to improve the quality of your research. Each chapter ends with a summary of the main ideas, post-reading comprehension and discussion questions, tasks that give hands-on practice, and further readings, as well as a detailed bibliography. A final section deals with practical issues concerning ethics and the business of writing up the finished research. The book ends with a comprehensive glossary, which lists and defines all the terms covered.

Since one of the main aims of this book is to encourage teachers new to research to jump in and try it for themselves, the chapters begin with those approaches that are most 'do-able' and these are illustrated with research inquiries that are probably quite similar to those we might ask in our own work situations. Garold Murray's chapter on Narrative Inquiry is illustrated with his own experiences of collecting learners' life histories. Michael Hood's on Case Study draws on a hypothetical example of a teacher who wants to understand why so many ESL students drop out of university despite

completing a preparatory Intensive English Program. Juanita Heigham and Keiko Sakui base their chapter on Ethnography around a question about why student dynamics in a Self Access Center vary from year to year. Anne Burns on Action Research offers a vignette of a teacher in Indonesia looking to gain a better understanding of student interaction in her communicative English class. The final chapter in this section, Mixed Methods by Natalia Ivankova and John Creswell, draws on a published study in which researchers first collected quantitative data from a large number of students, and then focused on three high-level learners and three low-level learners in order to gain a more nuanced understanding of the difference in their employment of learning strategies. Interestingly, in a chapter which deals with a quantitative approach, I felt that the encouraging and friendly tone established in the previous chapters was not as apparent, and that the authors were making a case for specialized expertise in this dual approach that some novice researchers might find off-putting. I also wondered about their claim that the "mixed methods approach" is still a relatively new phenomenon but will be used more in the future". When I started my doctoral studies twelve years ago, it was the idea of doing a qualitative study alone without quantitative triangulation that was regarded as daring and new.

Moving onto the section on Qualitative Data Collection Methods, the first two chapters take us right back into the qualitative paradigm. Neil Cowie's chapter on Observation, illustrated by a participant observation study of an English class of disaffected high school girls in Japan, and Keith Richard's on Interviews, enlivened by his description of a study of the problems experienced by ESL students adjusting to a

new school, both provide excellent and engaging discussions on the methodology and also, in my view more interestingly, on problematic issues regarding the interpretation of this kind of data. Making sense of what we see and what we hear isn't necessarily as straightforward as it seems. Richards, in particular, refers to work done by social psychologists (e.g. Wooffitt & Widdicombe, 2006) which points to the importance of how we and our interviewees position ourselves and what difference that makes to what we say and how it might be interpreted.

The next two chapters, Open-Response Items in Questionnaires by James Dean Brown, and Introspective Techniques by Sandra Lee McKay deal with data collection methods that are perhaps more commonly associated with quantitative traditions of Second Language Acquisition. Brown illustrates his overview and discussion with the story of Kazuko who decides to survey fellow teachers in order to "understand what her colleagues are thinking in their own terms" (p.201). McKay includes in her chapter the now somewhat unfashionable method of verbal reports, or verbal protocols, with the more popular method of diary studies, both of which could provide evidence of thought processes and mental states of teachers and learners. The final chapter in this section, Discourse Analysis by Anne Lazaraton, provides an example of a study which focuses on repair episodes by learners, in which precise transcription is essential to support claims about what the learner and the teacher actually say and do. Credit is due to Lazaraton for condensing this method into a

chapter of similar length and scope as the others in this book. I would argue, however, that discourse analysis is an approach as much as it is a method of data collection. Perhaps, it is for this reason that this chapter is located at the end and the edge of this collection of qualitative studies.

The final section of the book deals with ethical issues, in a chapter by Sharon Rallis and Gretchen Rossman, and writing up, in a final chapter by Christine Casanave. It is quite typical to find chapters on these matters at the end, but they are both vitally important for anyone doing research, and need to be considered fully from the outset, not as an afterthought. On the other hand, following the principle of leaving best to last, Casanave's chapter is the ideal way to finish the book. One of the things that many new researchers find most daunting about qualitative research is that it seems to depend much more than the quantitative paradigm on an ability to write well. Casanave does not exactly argue the contrary; good writing is important to qualitative research and she offers sensible advice on how to develop your writing. But good writing is not an end in itself; the reason for it is so that we can "represent research in ways that are rich, persuasive, and (...) do justice to our topics and our research participants" (p. 302). This, I believe, could very well sum up the aspirations of all the authors in this book.

This is a book that has obvious application as a textbook on Applied Linguistics and TESOL MA courses on methodology, and as such, it is probable that most readers will pick and choose from it

according to their research interests. Reading from cover to cover, however, there is a considerable amount of duplication, or perhaps, more charitably, recycling of concepts, terms and key references. One instance that bothered me a little was the citation of Shirley Brice Heath's (1983) famous book-length study, *Ways with Words*, as a prime example of a case study, only to read in the following chapter that the same study constituted an exemplary model of the ethnographic approach. Niggling aside, some overlapping of chapters in a review of qualitative research is probably inevitable and excusable.

A few years ago, I found myself embroiled in a debate with a colleague over which was better, quantitative or qualitative. Neither of us would concede to the other, and in the end, we concluded that our preference must be mainly aesthetic: he liked numbers, I liked words. Reading *Qualitative Research in*

*Applied Linguistics*, I can see more clearly that it is more than aesthetic; it is ethical too, based on a desire to treat individuals as individuals, to celebrate diversity and exceptionality. This principle comes through strongly and clearly in each of these chapters. This book is more than just a practical introduction, though it is that too. It is also a model and an inspiration.

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## LOOKING BACK

### **Report on the Tokyo Get-together LD SIG 東京エリアミーティング報告 (January & March 2010)**

#### **Greater Tokyo local get-together coordinators**

**Kay Irie (J.F. Oberlin University)**  
入江 恵(桜美林大学)

**Masuko Miyahara (International Christian  
University)**  
宮原万寿子(国際基督教大学)

1月と3月に東京エリアミーティングが開かれ、集まったメンバーとゲストは各回のテーマを出発点にディスカッションを行った。1月のテーマは視点の取得(perspective taking)、3月は2月初めに亡くなったステーブ・デイヴィスの人柄と功績を偲び、今年の部会の活動について話し合った。

隔月の第二土曜もしくは日曜に行われるこの東京エリアミーティングはお知らせのメールが東京近郊会員には送られています。参加してみたい方、興味のある方は、是非入江もしくは宮原までご連絡ください。自律的な学びについての様々な問題やアイデアをリラックスした雰囲気の中で一緒に話し合いましょう！

**January Meeting (January 24<sup>th</sup>, Sunday)**  
Attended by: Rob Moreau, Kazu Endo, Kayo Ozawa, Colin Rundle, John Fanselow, Shoko Kojima, Allen Lindskoog, Masuko Miyahara

#### **Topic: Perspective Taking**

At the end, there were eight of us, but the turnout was sporadic as people tended to go

in and out of the room. Our initial intention was to talk about what "perspective taking" meant to us, and how it was related to our daily teaching, but we ended up talking about how wonderful Chris Casanave's presentation at JALT was on this topic. What interested us most was the fact that her presentation did not follow the usual convention of a power point presentation, but instead consisted of a series of beautiful picturesque slides of photographs accompanied by one short sentence or phrase related to the topic. The novelty of this presentation had the effect of creating a "space" (or "ma" in Japanese), into which the audience were drawn. As the slides were clicked one by one, we soon realized that we were sharing the same space as the presenter. Perspective taking, we thought, in short, is precisely this: sharing the same space and been able to put oneself in the other's shoes. This is actually easier said than done! (Miyahara)

#### **March Meeting + Social Dinner (March 13<sup>th</sup>, Saturday)**

Attended by: Alison Stewart, Andy Barfield, John Fanselow, Kayo Ozawa, Kazuko Unosawa, Patrick Kiernan, Shoko Kojima, Stacey Vye, Kay Irie

#### **Topic: Remembering Steve Davies, brainstorming for events and presentations**

As it was the first formal LD gathering after Steve Davies' tragic death, we spent the first hour sharing memories of him. Together, we read the first episode of the Adventure of Magenta M., which led to an interesting discussion on the irony of "required" extensive reading for autonomy in language programs. We decided to put together a section in this issue of Learning Learning to honor his

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contribution to the SIG. In the second half of the meeting, we went through the list of upcoming SIG related events and opportunities for publication. Andy, who is the LD SIG representative/coordinator for the forthcoming Nakasendo conference, explained that self-assessment would be the theme this year. John and Patrick suggested the idea of watching short video clips of students doing self-assessment in action. We also talked about and generally were in favor of the idea of carrying on the theme of self-assessment for the LD Forum for JALT 2010 as having a focus for a year or a certain period of time would encourage us to engage collectively and collaboratively in important concepts of learner/teacher development.

After the meeting, all of us enjoyed getting to know each other more over dinner at a nearby Nepalese restaurant, where we were joined by Colin Skeates. We would like to thank Stacey for organizing such a pleasant evening (although she had to leave early).  
(Irie)

*Tokyo get-together is a bimonthly meeting held at Teachers College Columbia in Suidobashi. An email notice with the theme of discussion will be sent to all members who are in the greater-Tokyo area. However, anybody interested in joining the get-together is welcome.*

*Please contact Kay Irie ([kayirie@mac.com](mailto:kayirie@mac.com)) or Masuko Miyahara ([MasukoM@aol.com](mailto:MasukoM@aol.com)) for more information.*

**As a token of our thanks, we are pleased to recommend the M.A. in TESOL program at Teachers College, 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 *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.

For more information on this and other programs visit [www.tc-japan.edu](http://www.tc-japan.edu) or contact the TC Office (Phone 03-3221-9771 or Email <[office@tc-japan.edu](mailto:office@tc-japan.edu)>)

### **JALT LD SIG Forum: Snapshots: Active Mirror of Identity**

「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」

#### **Masuko Miyahara, International Christian University**

宮原 万寿子 (国際基督教大学)

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ました。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した。以下、発表者のコメントの一例です。

The 2009 JALT LD SIG Forum took the topic of identity as its central theme, and focused on exploring teachers' representations of their students, and students' representations of their teachers. Understanding "snapshots" as a way to capture and present learner and teacher identities, both in and out of the classroom, in the present, past and future, a total of seven presenters gathered to discuss the matter from a variety of perspectives and using a variety of media. Through presentations, activities and discussion, we explored how perceptions of ourselves and others shape our learning experiences. The session was facilitated by Masuko Miyahara, Alison Stewart and Martha Robertson, and chaired by Steve Brown. Here are some reflections and comments from the presenters:

### **1. Pre-Service EFL Teachers' Professional Identity Construction: Collaborative, Metacognitive, and Reflective Learning Processes**

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

#### **Hideo Kojima, Hirosaki University**

小嶋 英夫 (弘前大学)

In this forum, I introduced my teacher education program that aims to develop new EFL teachers' professional identities and teacher-learner autonomy. Taking the participants' comments into consideration, I was able to propose the following:

- New teachers' professional identities are reconstructed both inter-subjectively and intra-subjectively in the collaborative, metacognitive, and reflective learning processes.
- In each ELT context, Japanese and non-Japanese teachers need to promote mutual recognition from which their identity or community membership arises.
- EFL teachers need to clarify their teaching philosophy, to take responsibility for their instruction, and to develop their professional identities and autonomy through positive interdependence in learning and teaching communities.

### **2. The Electronic Dictionary: Changing Perspectives and Identities**

電子辞書：教師と学習者の立場と主体性の変革

#### **Jim Ronald, Hiroshima Shudo University**

ジム・ロナルド (広島修道大学)

How does the language classroom change if each student brings an electronic dictionary to class? What if they share one between two? Or

## Looking back

one between three? How about if the teacher does or doesn't bring a dictionary to class? What if no one does?

For many teachers, at least from high school onwards, the electronic dictionary may be so much part of the furniture that these questions do not come to mind. There may also be a sense of conflicting interests for teachers wondering if they should intervene in learners' dictionary use; after all isn't this a model of learner independence? Yet, at the same time, teachers may question the effects of some learner dictionary use. Learners, too, may look to their teachers for guidance in how best to use this familiar yet complex language learning tool.

One aim of this contribution to the LD Forum was to challenge us to reflect on how the distribution of dictionaries may affect identities, roles, and learning in the language classroom. Related to this was the consideration of the teacher's role in this distribution. A further fulfilled aim was for me to learn from your reflections – thank you! Based on these, next semester I'll be asking my speaking class students to teach us about a different feature or function of their electronic dictionary, and to discuss these questions.

### 3. Snapshots of Significant Others in Language Learning

語学学習に重要なもう一人の学習者

#### **Alison Stewart, Gakushuin University**

アリソン・スチュワート (学習院大学)

'Snapshots' was an inspired and inspiring choice of theme for the LD SIG Forum, eliciting a very varied group of submissions. Learners' and teachers' representations of each other and themselves were explored in a variety of ways, many of them designed to be interactive 'events' as

much as 'posters'.

The theme prompted me to explore something I have often noticed in my students' language learning histories. Many learners describe a person, usually not a teacher, who has had a significant influence on their development as speakers of other languages and even on their identity more generally. This resonated with my own experience, so I started to ask my students and colleagues for specific examples of significant others relating to their language learning. Some of these descriptions were displayed on my poster, and I encouraged participants to write and add their own to the collection.

It struck me that surprising little attention has been paid to the factor of personal influence in language learning and identity formation. During the Forum, I wanted to introduce the work of the literary theorist, René Girard, who has developed a theory of 'mimesis' as an explanatory account of human desire and motivation. Girard has applied his theory to the fields of literature, religion, myth and politics, but his work work seems to be practically unknown in Applied Linguistics. Since the Forum, I have been reading more of Girard's work and trying to understand his ideas and their possible application to language learning. My thinking about this is still far from coherent, but I'm grateful to the Forum for giving me the initial impetus, and to all the participants who responded so encouragingly to this idea.

### 4. Expressions Through Cinquains: Snapshots of Current and Future Selves

五行連による表現: 自分の現在と未来をみつめて

#### **Kay Irie, J.F. Oberlin University**

入江 恵 (桜美林大学)

Following the theme of the forum, I gave a poster presentation on *Expressions Through*

## Looking back

*Cinquains: Snapshots of Current and Future Selves* in which I explored how the second year university students who returned from a short-term study overseas program perceived their current and future selves through writing cinquains, simple pattern poems. As I said at the forum introduction, poetry writing was part of the unified syllabus I had to follow. However, I discovered pattern poetry could function as a tool of reflection and self-expression and provide opportunities to experience the target language in personal and meaningful ways. Participating in the forum also provided me with an opportunity to assess what I did with my students and revisit their work.

On that day, at the forum, I was excited to share my students' work. Everybody who came to see my poster gave me not only encouraging comments but also thoughtful suggestions which will help me modify the way I use cinquains in the classroom next time. Some people said they would also try pattern poetry with their students. This is the merit of having a theme-focused poster session. Although the time given was limited, it brought people who were interested in the theme and willing to exchange ideas. My only regret was that I didn't get to talk to other presenters and see their posters!

### 5. Snapshots of Teachers' Shared Learning Journeys

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

#### **Stacey Vye, Saitama University and Teacher College Columbia Tokyo**

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、埼玉大学）

It was refreshing to participate in the LD-Forum after a couple of years of absence due

to work commitments. I felt well informed by the organizers, Masuko, Alison, and Martha, in the months preceding the event, and had a good grasp of what was expected of me. During the presentations I had remarkable exchanges with participants. When I described the Teachers College Autonomy Workshop Course, the autonomy-inspiring activities Nanci Graves and I facilitated with our in-service teachers, and the teachers' perceptions of their autonomous journeys, four participants naturally shared their classroom practices that resonated with what we were doing. This meant I had 'Active Mirror of Identity' dialogue exchanges with these participants, which happened to be the theme of the forum.

Lastly, I enjoyed Steve Brown being the guest MC, because he asked questions that helped participants to consolidate what they got from the posters, and those actions seemed to draw out reflective responses for us all to ponder. Then he guided us into the wrap-up by highlighting salient themes and commonalities the presenters shared. My only regret is that I couldn't view the other presenters' posters as a participant. Organizers, thank you very much.

### 6. Looking in the Mirror: Difficult Teachers

鏡に自分を映してみる：とっつきに教師像

#### **Miguel Sosa, International Christian**

**University** ミゲル・ソーサ（国際基督教大学）

Our session began with a series of questions printed on a hand-out. Those questions provided us with a "mirror" we could look into in order to reflect on our practices. On the one hand, the mirror showed that it is very difficult to evaluate our beliefs and methods, because

## Looking back

it often means evaluating the paradigms that make us who we are. On the other hand, the mirror showed that a shift of perspective - trying to see what it is like to be a student in our own classes - is a humbling experience. The most important memory I have from the session is that kindness has unexpected benefits for both, students and ourselves.

### **7. Learner and Teacher Roles: Developing a Writerly Consciousness**

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

#### **Hugh Nicoll, Miyazaki Municipal University**

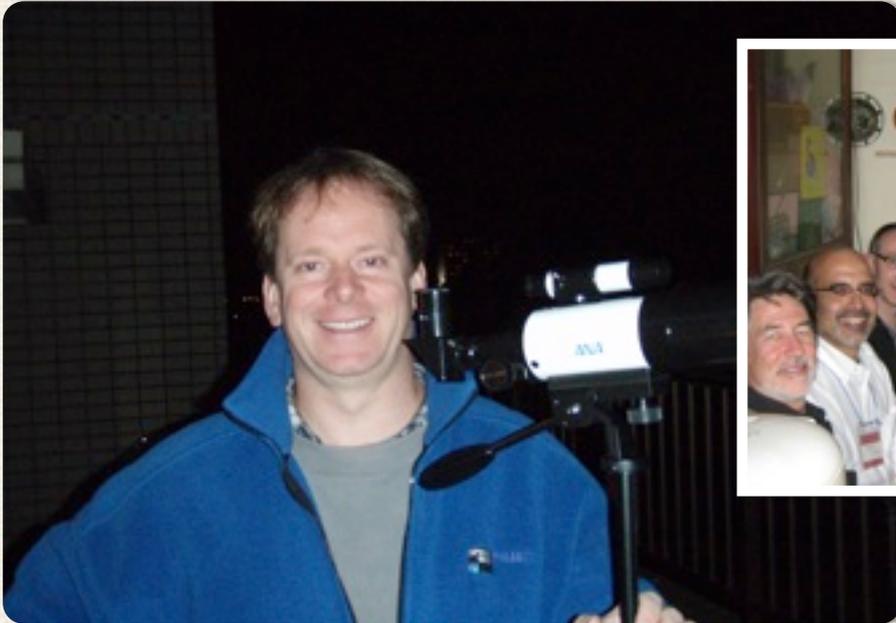
ヒュー・ニコル (宮崎公立大学)

During the forum at JALT 2009, I presented "snapshots" of my students as learners, with a

focus on their images of themselves as learners and in their relationship with me as teacher and academic advisor. Now, five months later, I feel as if my classroom data was/is/will always be inadequate to the challenge of empowering students in the development of their academic literacy and what I called in my presentation a "writerly consciousness." My primary goal in the writing classes for first year students and with my American studies seminar students is to integrate the use of literary texts into the work we do together in developing their language abilities. In the coming year, I am going to work on improving my strategies for gathering classroom data, in the forms of (1) reflective writing by students, and (2) in video-taped self-assessments, interviews, and group discussions. It seems like a very long (but worthwhile) row to hoe.



## STEPHEN J. DAVIES



LEFT: STEVE DAVIES  
ABOVE: AT LD/CUE/TC DINNER,  
NOVEMBER 2008, AT PINK COW  
IN SHIBUYA

## Please join us in remembering Steve...

追悼：スティーブ・デイヴィスを偲んで...

**Steve Davies** of Miyazaki

International College, a long time Learner Development SIG member, passed away early February. He not only wrote *the Adventure of Magenta M* series (*Learning Learning*, 2008, (15) 1 - 2009, (16) 2), but also contributed his views on learning and teaching in both *Autonomy You Ask!* (2003) and *More Autonomy You Ask!* (2006), taking a unique approach of blending fiction and theory. This section of *Learning Learning* is dedicated to honor and celebrate Steve's work and life.

長年に渡り学習者ディベロプメント部会メンバーとして活動されてきたスティーブ・デイヴィス（宮崎国際大学）が2月初旬に母国・英国にて永眠された。彼は本誌・「学習の学習」における「マジェンタの冒険」シリーズのみならず、部会発行の論文集「Autonomy You Ask! (2003) 及び[More Autonomy You Ask! (2006)]にフィクションと教育理論を融合させた独創的な論文を発表した。この

セクションではスティーブの功績と人柄を偲びたい。

### Memories of Steve

[from Stacey Vye]

Steve was one of a kind and I think if someone had had a chance to meet him -even just once- he was that kind of person you would never have been able to forget. When I hung out with him at JALT conferences, he'd either have this impeccable timing to be able to deliver a funnier-than-anything cynical joke and ask the right questions for me to spit out a funny joke right back; kind of like a 'manzai' team without an audience. In fact, I didn't realize I could be humorous and I continually wonder how could he draw that kind of cynical banter right out of my mouth. But my best memory of Steve is when he and Hugh Nicoll got their return flight time after a JALT conference in Tokyo back to Kyushu off

by a couple hours, so they had to rush from the venue in order to catch their flight. When Hugh realized the time glitch and told Steve the situation, Steve playfully laughed, packed up his gear, smiled, waved, and ran for the door as he said goodbye to me like a little kid with his bags and luggage waving about. It's a memory that really sticks with me because he drew one of the biggest smiles from me instead of a joke! Well Steve, I want to tell you a joke now, but instead my heart is sending you a lot of smiles, love, and light your way. May you rest in peace buddy.



STARGAZING STEVE

# Please join us in remembering Steve...

追悼：スティーブ・デイヴィスを偲んで...

[from Andy Barfield]

I didn't really know Steve D. until the Autonomy You Ask! (AYA) project, and then we didn't meet for a while because he didn't make it to the Writers' Retreat in Osaka. Steve had, though, sent in a draft of his chapter, and people at the Retreat wrote feedback to his draft, which was then faxed to him a few days later. Steve also joined us in writing the Preface to AYA and in helping to fashion an ironic and playful tone to the opening of the book (toning things up... and quite definitely sideways, too, I hasten to add).

I have a very happy memory of Steve standing in front of a wall-size poster in an LD forum, a few years ago, the poster an extremely large version of one of the drawings from his AYA chapter. Slightly shy, a little lost, looking almost like he would prefer to be painting, Steve just stood there with an ironic smile and those deep, sometimes sad, shining-with-warmth eyes, as if saying 'Come on guys things are a whole lot more wacky than that!'

Steve had a great sense of mischief there and interest in authoring the world in different quite idiosyncratically creative ways.

He delighted in noticing the quiriness of life around him, as in this short PS from an email message he sent last November from England:

"PS Very cold this morning. Below freezing. Ice on puddles. Frost. So why was that geezer de-icing his car in a tee-shirt?"

He also wrote about joining a writers' group in Cheltenham:

"We sit scribbling in the back room of a pub called the Beehive where they have these hideous low wattage bulbs. It

has a real Dickensian feel, not that it seems to help the quality of the writing much. At least the ale is up to the mark, but at £3.00 a pint it ought to be."

I smile and almost chuckle each time I read those vignettes. At least the beer wasn't Dickensian, either, and neither was Steve. Creative to a fault, sad eyes, warm smile, dry humour, laconic sense of the absurd. Steve.



AT LD/CUE/TC DINNER, 2008

[from Amanda Bradley]

I worked with Steve from 2000-2007 when I left our common workplace. On my arrival I had met with an unforeseen cultural challenge for which all my skills were useless. Steve would offer me blackcurrant tea and comforting chat. He talked about things and ways back home, London Uni, and joked about the two great social menaces of our nation (in the past that is!)...Oxon and Cantab.

When I left, Steve alone bid me farewell and insisted on helping me move, carrying my most treasured books to a new office and a new life in a place of greater beauty and peace where I will finish my career. Steve mused on the empty office and how it would take on a life. It has now. The books we carried and arranged are the reflection of myself and all that is dear

to me. And until now only Steve was party to this.

Steve was the mercurial emissary for my journey as a teacher. He will always be special to me.

[from Ellen Head]

I got to know Steve through working on the AYA and MAYA anthologies. I remember him being surrounded by a group laughing at the illustrations of the weird creatures in his article – the Clarissa, Naals and Metakins. The creatures had fairly obvious symbolic relationships with stereotypical actors in the story of language learning in Japan, which made me uneasy even though I couldn't suppress a laugh: "The Naal had always been a home-loving species, fond of complicated mind-games and rarely going anywhere..."

They took delight in composing elaborate written texts before slipping back into biostasis." (Davies 2003, p. 234) The story becomes a framework for looking back at material related to Steve's own teaching, but at the same time setting the story in a future sci-fi world allows him to question the very basis of classroom teaching: "The Metakin have no need for education since...they have learned how to surgically enhance their own brains." (p. 234). If this paper was a disturbing but amusing read, the next one was even more so. For MAYA Steve wrote a medieval murder mystery, and I was

lucky enough to be paired with him as "reader-responder". I enjoyed the melodrama of the medieval setting, used here to highlight the paradox that when we monitor someone else's work, we may be infringing on their creative freedom. Of course this is what teachers do every day by asking students to show us their writing, but

# Please join us in remembering Steve...

追悼：スティーブ・デイヴィスを偲んで...

we hope that in the context of a trusting pedagogic relationship, such monitoring is not a violation. Not so among the power-hungry monks of this story, who make life a misery for their subordinates and stick at nothing to take the credit for their work. The rebellious scholar in this story refuses to work at the pace and within the parameters demanded. Asked to self-evaluate, he writes "I am a multiple of selves and all of them is me." (Davies 2006, p. 209). This poses the question "Can you honestly say you are never in the role of the pressurizing, hypocritical overseer?" I have known Steve mainly through his writing so that is what I have concentrated on here. During the time when he wrote the Magenta M detective serial for LL, I would often be caught laughing wildly in my office late at night as a new draft arrived. Thank goodness we have Steve's writing. If you haven't read them yet, check out the Magenta M stories and the AYA and MAYA pieces. His blending of fiction and linguistic theory was unique and brought not only humour, but underneath it a strongly critical voice to our group. I wish I could have got to know him better. I also wish we had his critical and witty voice still with us reacting to the things that are going on now.

[from Alison Stewart]

I first met Steve at the LD/CUE SIG party in the Pink Cow in 2007. "I've got some ideas for a series of articles in Learning Learning", he said.

"That's great! Tell me more."

"Well, it's a fictional treatment of language teaching issues. It's set in the future in an inter-galactic language teaching center. The main character is a kind of troubleshooter who goes out

and investigates these teaching problems on various distant planets. For instance, she goes to this planet where the women learn to read English, but the men just want to stick to their old alien hunting practices."

"Erm..."

"I was thinking of another episode where the heroine - I'm thinking of calling her Magenta - has to interact with robotic pets who are more intelligent than humans. That would be more a critique of research methods in academia. Then there's another on motivation: what does this mean when beings from other planets have completely different value systems?"

"That sounds ... interesting."

"Science fiction is a great way to think about critical issues like inter-galactic communication and the ethics of imposing our language and culture on another planet. I've got some other ideas too: how about learner autonomy and missionaries in the South Pacific? Or a language learning and mind-reading? Or the Wild West, or ....."

Steve was a true inspiration: creative, funny, wacky, thoughtful, irrepressible, original. I'm grateful to have had the chance to know him a little.

## Steve's Contribution to LD Publications

### Anthologies

Davies, S. (2003). Learner portfolios: Who is at the controls? In A. Barfield & M. Nix (Eds.), *Autonomy You Ask!: Learner and Teacher Autonomy in Japan I*. Tokyo: Japan Association for Language Teaching Learner Development Special Interest Group.

Davies, S. (2006). Sebastian's journal: A short story about the darker side of learner autonomy. In E. Skier & M. Koyama (Eds.), *More Autonomy You Ask!: Learner and Teacher Autonomy in Japan 2*. Tokyo: Japan Association for Language Teaching Learner Development Special Interest Group.

### The Adventure of Magenta M Series

Episode #1, *The Adventure of Magenta M*. Learning Learning, 2008, Vol. 15 (1), 32 - 37.

<http://ld-sig.org/LL/15-1toc.html>

Episode #2, *The Strange case of Lady Camilla Blemley*, Learning Learning, 2008, Vol. 15 (2), 27 - 34.

<http://ld-sig.org/LL/15-2toc.html>

Episode #3, *Dinner for two*, Learning Learning, 2009, Vol. 16 (1), 35 - 37.

<http://ld-sig.org/LL/16-1toc.html>

Episode #4, *Mandroids, fembots, and the power of learner literacy*, Learning Learning, 2008, Vol. 16 (2), 40 - 47.

<http://ld-sig.org/LL/16-2toc.html>

## Looking ahead

### Exploring Self-assessment at Nakasendo 2010

『中仙道2010 - 自己評価の研究』

#### Andy Barfield

アンデイ・バーフィールド

#### 学会へのご招待

英語教育研究集会「中山道2010」は今年の6月20日に東京家政大学で開催される。「中仙道2010」の研究集会の特徴は、メンバーの多様性を誇りとし、共同作業の精神に基づいた英語研究集会である。様々な分野、文化、教育的背景を持つ人々が一同に会する場であり、世代、様々な英語教育の研究会、そして様々な語学教育の分野の違いを超え、交流を深めることを目的としている。

今年の学会のテーマは「学習者としての教師、教師としての学習者」であるが、JALT学習者デベロップメント研究会 (LD SIG) , Framework and Language Portfolio (FLP), 教師教育研究部会(TE) の新たな協力により、学会は開催される。FLP SIGの佐藤洋子は、「大学へ導入可能な自己評価表およびチェックリスト:挑戦と調整」という題のワークショップを行う。また、学習者デベロップメント研究会 (LD SIG) はアンデイ・バーフィールドがまとめ役となり、ワークショップ「自己評価に対する複合的見解」を主催する。

このワークショップにはルーシー・クッカー、アニー・マーロー、ピーター・水木、ヒュー・ニコル、ブレンダン・バン・デューセン、宇野沢 和子、ステシー・ヴァイの7人が発表者となる。このワークショップで取り上げられるテーマはQ方法論からビデ

オ分析による自己評価と様々である。教師教育研究部会(TE)が取り上げるテーマについては近日中に発表される。詳細また事前登録方法等については「中山道2010」のホームページをどうぞご覧になってください。アドレスは以下のとおり：<http://>

[nakasendo.freehostia.com/nakasendo2010/index.html](http://nakasendo.freehostia.com/nakasendo2010/index.html) 皆様の参加をお待ちしております。

#### Introduction

Nakasendo is taking place on Sunday June 20<sup>th</sup> this year at Tokyo Kasei University, and if 2010 is anything like last year's conference, it will be a very high-energy day, with a lot of interesting sessions and discussions. One reason why the Nakasendo series of conferences has got off to such a good start is that it has set out to bring many diverse groups in language education together around its annual conference. Nakasendo bills itself as "an ever-expanding, multi-organizational English conference based on mutual support and collaboration" and as "a dynamic co-operative dedicated to promoting positive change in English language learning and teaching in Japan through collaboration". The Nakasendo co-operative tries to cross generations, teacher groups, and sectors of language education in Japan, and prides itself on its diversity ("educators from different contexts, different cultures and different educational backgrounds") and collaborative edge. It has that same kind of hybrid buzz and activity that groups like the Learner Development SIG had in the 1990s when they were full of ideas for doing things differently, and teacher education hadn't yet become commodified into 20-minute Powerpoint knowledge transmissions, with five minutes for questions at the end...

## Looking ahead

### Focus on self-assessment

This year's conference theme, Teachers as Learners, Learners as Teachers, suggested some possibilities for putting together a sequence of workshops on self-assessment between the Learner Development SIG, the Framework and Language Portfolio SIG and the Teacher Education SIG. The three groups are each doing something different. Here I report on plans by the FLP SIG and LD SIG only, as Teacher Ed had yet to finalize its session at the time of writing.

### FLP SIG workshop

For the FLP SIG, Yoko Sato is doing a workshop entitled "Introducing a self-assessment grid and can do checklists into Japanese university EFL classes: Challenges and adaptations". Her presentation is based on a one-year classroom study, and she is planning to discuss with participants:

- (i) typical problems encountered in the initial implementation of these tools in general English classes
- (ii) subsequent modifications made
- (iii) awareness-raising and practice activities incorporating these tools
- (iv) the positive impact of the reflective practice on students' self-awareness and attitudes to learning observed at the end of the year.

Sato will consider, in particular, the importance of providing regular learner training on reflection.

### LD SIG workshop

In contrast, the Learner Development SIG is doing what has evolved into a multi-session workshop called Multiple Views on Self-assessment. The workshop involves six

presenters, using poster, materials and video-loop displays, where participants will have a chance to rotate and mingle according to their interests, with pair, small-group and whole-group discussions included. The areas of focus taken by each individual presenter are as follows:

### Lucy Cooker (poster), University of Nottingham, England

*Towards a learner-generated tool for the (self-) assessment of learner autonomy*

In this presentation, I will explain how I used Q-methodology (a research method which allows for the systematic investigation of subjectivity, and one which incorporates both qualitative and quantitative elements) and in-depth interviews to investigate learners' perceptions of the non-linguistic outcomes of autonomous language learning. I will then describe how these learner-generated understandings have been used to develop a tool to support learners in the formative assessment of their autonomy.

### Anni Marlow (Powerpoint & video loop), Meiji University

*Value of peer review for individual self-assessment in the writing classroom*

I explore the management and role of peer review in a first year undergraduate science English writing class for science, engineering and medical students, where peers were the advisors, critics and facilitators driving the developmental process of redrafting and consequently the self-assessment of the individual writers' work.

### Peter Mizuki (poster), Nihon University

*Self-assessment in the learning process*

This is a report on an intensive Academic

## Looking ahead

English Course. This course focused on the four skills and emphasized autonomous learning activities in the form of presentations. The students filled out short self-evaluation forms after finishing two presentations; according to their comments, this helped give them confidence and self-awareness of how to improve their language skills. In this report I will give an outline of the course and discuss the results of the students' self-assessments.

**Hugh Nicoll (poster with laptop),  
Miyazaki Municipal University**

*Video self-assessment in an American studies seminar*

In this presentation I will describe the use of video recordings and self-assessment protocols with students in my American studies seminar. The members of the seminar are working on developing academic reading and writing skills for researching and responding to literary texts, but are personally interested in developing workplace English competencies. The presentation will focus on video recordings of group discussions and individual presentations to help learners focus on both practical language skills and strategies for improving their academic literacy.

**Brendan Van Deusen (poster), Nagasaki International University**

*Learner strategies and success*

The “good language learner” is an enduring if elusive concept with intuitive appeal. I will discuss the results of university students'

self-assessment on learning strategies as a localized investigation of “good language learner” qualities. I will also identify students' areas of success and further need, and discuss relationships to other research.

**Stacey Vye (poster), Saitama University**

*Multi-purpose self-assessment*

I would like to share self-assessment in action through the daily reflection sheets I use with my students at Saitama University. The students reflect on and write about what they learned and what their learning goals are. The reflection sheet has morphed into a multi-purpose tool and quintuples as a self-assessment device, a name badge, a classroom language suggestion guide, a forum for sharing new vocabulary and reflections, and a chance to communicate with me each week.

**Some further connections**

For me it's been fun to put together a focus on self-assessment for the Learner Development SIG and to see different proposals come in and evolve together into a multi-session workshop. At the LD Tokyo Area Get-together in March this year we talked about trying to create a highly participatory session for Nakasendo, and I am looking forward to seeing how it works out on the day on June 20th. It's good seeing different groups serendipitously start up and work collaboratively, before they morph into new groups that take these explorations further. They offer some interesting paths for us to take together to explore learner development this year.

## Looking ahead

**Teacher Learner/Development: A Moveable Feast**, Sunday, October 17, a one-day conference with Learner Development SIG, Teacher Education SIG & Osaka JALT Chapter, October 2010 at Osaka Gakuin University

### Save Sunday October 17 in your schedule

**book!** This fall the Learner Development SIG, the Teacher Education SIG, and the Osaka JALT chapter are collaborating on a Teacher Development Day at Osaka Gakuin University. Think ahead to the fall: leaves' colors are changing; days are getting cooler, we're back in the swing of things after the summer break, in many places harvests are in, delicious autumn cuisine is being served. Staying with the harvest/food image, we are calling the event: Teacher/Learner Development: A Moveable Feast. We think the day will be quite a feast, as one organizer mentioned, "offering vital nutrition for our teaching lives!" Teacher/Learner Development "A Moveable Feast" will feature plenary sessions with Charles Adams and Chuck Sandy, and workshop led by Deryn Verity and Steve Cornwall, and presentations on themes related to Teacher Development and Learner Development. As a Feast, this event is intended to provide refreshment for and celebration of our teaching and learning lives. More detailed information will be sent to our discussion lists very soon, but in the meantime, if you have an idea for a workshop or presentation, please get in touch with one of us right away!

Ellen Head <[ellenkobe@yahoo.com](mailto:ellenkobe@yahoo.com)>

Steve Cornwell <[stevec@gol.com](mailto:stevec@gol.com)>

### ムーバブル・フィースト(Movable

**feast)** : 学習者ディベロップメント研究部会・教師教育研究部会・JALT大阪チャプター共催カンファレンス (2010年10月17日 於: 大阪学院大学)

研究発表公募のお知らせ

10月17日(日)は今からカレンダーに○! 「まだ新学年度は始まったばかり、夏にもなっていない. . .」と置いていらっしゃるかもしれませんが、この秋、教員と学習者ディベロップメントとともに考えるため、学習者ディベロップメント研究部会・教師教育研究部会・JALT大阪チャプターが一日カンファレンスを共催します。

夏休みも終わり、木々が色づき始め、ようやく涼しくなってくる頃を想像してください。各地での収穫と秋の味覚をモチーフに、今回のイベントを Teacher/Learner Development: A Movable Feast と名付けました。ある実行委員は「教員にとって必要な栄養を提供しよう!」とコメント。このカンファレンスでは Charles Adams と Chuck Sandy による基調講演、Deryn Verity と Steve Cornwell によるワークショップ、そして教員と学習者ディベロップメントに関する発表が行われる予定です。祝宴(feast)にふさわしく、私たちの教員活動、学習活動とともに祝い、新たな栄養を得る機会となるよう企画されています。そしてその祝宴が移動可能(movable)とは私たちの教えと学びが柔軟であり、環境に反応し、時に挑戦するものであることを示しています。単独で個々の団体が開催するよりも、この3つの団体が共催することにより、多様な参加者が協力し合い、新しい考え方や視点を構築する一日となるでしょう。詳細はメーリングリストなどにて近日中にお伝えしますが、ワークショップや発表のアイデアをすでにお持ちの方は、メールを待たずに是非実行委員の私たちにご連絡ください。

エレン・ヘッド

スティーブ・コーンウェル

## Looking ahead

### Looking ahead to the LD SIG Forum at JALT 2010

2010年度JALT-全国語学教育学会-学習者ディベロップメント部会フォーラム

## Metaphors we learn by 学びのメタファー

**CALL for PAPERS**  
発表公募

**Deadline 15<sup>th</sup> May, 2010**

締切：2010年5月15日

The Learner Development SIG Forum at the international JALT conference in November this year is an opportunity for us to explore different ways of thinking about learning. Many ways of thinking about learning are familiar to us: learning is growth, a struggle, or a journey. Learning can be seen as a solitary path, though we might prefer to see it as a road that is shared with others.

今年11月に行われる、JALT年次大会でのLD SIGフォーラムは、我々にとって、学習についての新しい考え方を切り開く貴重な機会です。様々な学習に関する考え方があります。学習とは成長であり、葛藤であり、はたまた旅であるとも表現されます。学習は孤独な小道であるとも見ることができますが、仲間とともに歩む道として捉えることもできるでしょう。

Do the metaphors that we use open up our understanding, or are they so familiar that we no longer see the different associations that they once invoked? What metaphors do we and our learners use about learning and learner development? These are some of the different questions that we would like to explore with you in The Learner Development SIG Forum at JALT2010.

If you are interested in presenting at the LD Forum at JALT 2010 In Nagoya, please send your proposal by May 15th to Ellen Head <[ellenkobe@yahoo.com](mailto:ellenkobe@yahoo.com)> and Andy Barfield <[barfield.andy@gmail.com](mailto:barfield.andy@gmail.com)>. Send your proposal as a Word file, including the following information:

- your first name and family name
- your affiliation
- the title of your presentation
- the type of presentation: workshop activity/ activities, poster presentation, other (please specify)
- the proposal itself (250-300 words)
- a short summary of your presentation (75-100 words)

JALT2010における学習者ディベロップメント部会フォーラムでの発表に興味をお持ちの方は、下記の申込み内容を明記の上、2010年5月15日までに、エレン・ヘッド<[ellenkobe@yahoo.com](mailto:ellenkobe@yahoo.com)> アンディー・バーフィールド <[barfield.andy@gmail.com](mailto:barfield.andy@gmail.com)>まで、お申し込み下さい。 <申込み内容>

- 氏名
- ご所属
- 発表のタイトル
- 発表形式（ワークショップ、ポスター・プレゼンテーション、その他明記して下さい。）
- 発表内容（英文250-300語程度）
- 発表概要（英文75-100語程度）

We would like to make the Forum highly participatory and interactive, so please keep that in mind when submitting your proposal.

Many thanks – we're looking forward to hearing from you.

たくさんのご応募お待ちしております。

Ellen Head & Andy Barfield

エレン・ヘッド&アンディー・バーフィールド

## Looking ahead

### **Two Learner Development SIG Conference Grants: 40,000 yen each**

The Learner Development SIG would like to support the attendance of two LD SIG members at this year's JALT International Conference in Nagoya, 19–22 November, 2010. Two 40,000 yen grants are available this year.

The SIG would like to award these grants to LD members who are willing to write a conference report, a report about the experience, or another piece of writing to be published in *Learning Learning* after the conference.

The two grant recipients can use the money to cover their travel, hotel, and/or conference fees for the 2010 JALT conference.

We are particularly keen to support and encourage new members of the SIG, new contributors to our LD discussions, and/or LD members researching autonomy in language education. If you are interested in applying for a grant, please consider whether you meet more or less the following criteria:

- You do not have access to research funds or conference travel grants from your employer(s).
- You can attend the 2010 JALT Conference in Nagoya, 19–22 November.
- You are willing to write a conference report or another article suitable for

publication in *Learning Learning* shortly after the conference.

- You are relatively new to the field and have not published much before on autonomy in language education (as our goal is to support and encourage new researchers/contributors to learner development discussions and activities).

If you more or less fit these criteria (we wish to be as flexible as possible), please send in a minimum 500-word essay on how you view the development of learner and/or teacher autonomy in your own work or study situation and/or how you see the story of your own engagement with learner autonomy issues in language education.

Send this essay to Andy Barfield, Kay Irie, and Alison Stewart as a rich text format MS Word attachment. In your covering email message, please introduce yourself to us as well.

We hope that, if you are interested, you will consider applying for these grants, and we are looking forward to hearing from you by July 31st 2010.

Best wishes,

Andy Barfield	barfield.andy AT MARK gmail.com
Kay Irie	kayirie AT MARK mac.com
Alison Stewart	stewart_al AT MARK hotmail.com

## Looking ahead

### 学習者ディベロペメント部会： JALT年次大会参加助成金（4万円）

Learner Development SIGは、今年11月19日 - 22日に名古屋で開催予定のJALT年次大会に出席する二人のLD SIG会員をサポートしたいと考えています。今年は4万円ずつ、2名分の奨励助成金が利用できます。

SIGでは、このカンファレンスのレポート、またはそこでの体験について書いてくださるLD会員、あるいはこの年次大会の後、ニュースレターLearning Learning「学習の学習」の為に論文を書いてくださる方々にこの助成金を進呈したいと考えています。助成金を受ける2名の方々は、このお金を2010年JALT年次大会にかかる交通費や宿泊費、大会参加費として使うことができます。我々は、特にSIGの新規会員の方、LD SIGのディスカッションへ新しい貢献をしてくださる方、または言語教育の場で自律学習を研究しているLD会員をサポートし、奨励したいと考えています。

この助成金に興味がありましたら、まず、以下の基準を（ほぼ）満たしているかどうかをご確認ください。

- ご自身の雇用主からの研究費または出張手当を受け取るすべをもっていない。
- 2010年11月19日- 22日に名古屋にて開催予定のJALT年次大会に出席することが可能。

•大会後まもなく、大会レポート、あるいはニュースレターLearning Learning（学習の学習）にふさわしい論文の提出が可能。

•この研究分野の活動を始めて比較の日が浅く、言語教育における自律に関する発表をまだあまり行っていない。（我々の目的は学習者育成とこの分野における新しい研究者をサポート、奨励することです。）

あなたがこれらの基準をほぼ満たしているならば（できるだけ柔軟に対応したいと考えています）、2010年7月31日までに、ご自身の仕事・研究状況における、学習者および教師の自律に関する考えを500語以上の英文エッセイにしてリッチテキスト形式のMS Wordファイルにてアンディー・バーフィールド、アリソン・スチュワート、もしくは入江恵宛てにお送りください。

奨励助成金に興味のある方は、是非申込みをご検討頂き、2010年7月31日までに申込みをいただけることを楽しみにしています。

よろしく願いいたします。

アンディー・バーフィールド  
barfield.andy AT MARK gmail.com

入江恵  
kayirie AT MARK mac.com

アリソン・スチュワート  
stewart\_al AT MARK hotmail.com

## LD SIG MATTERS

### JALT Learner Development SIG 2009

#### Annual General Meeting, Granship, Shizuoka, Japan.

JALT 学習者ディベロプメント 研究部会2009  
年次総会

於：グランドシップ静岡

2009年度JALT年次大会期間中、11月21日に部会コーディネータであるヒュー・ニコル司会のもと20名のメンバーが参加し、学習者ディベロプメント 研究部会の年次総会が行われた。この会議では、2009-2010年の役員、予算、イベント、出版、メールリスト、SIGホームページにおける広告などについて話し合われた。

The Learner Development SIG Annual General Meeting was held Saturday, November 21 from 5:45pm until 6:45pm during the 2009 JALT International Conference on Language Learning and Teaching at Granship Conference Center, Shizuoka City, Shizuoka-ku, Japan.

Hugh Nicoll, LD SIG Coordinator, chaired the meeting. Approximately 20 members were present.

#### Agenda:

- Officer Roles for 2009-2010
- Budget
- Events/ LD Cooperation with other groups
- Publications
- LD communication list Issues
- Advertising on ld.org site

#### I. Advertising on ld.org site

Allowing Lexica advertising on ld.org site could bring LD SIG 30,000 yen per year. Andy Barfield questioned whether LD SIG needs the money, and whether any sort of dependent relationship with a for-profit organization is advisable. The group agreed to discuss the matter further on-line.

#### II. LD Communication List Issues

LD SIG list members have not been receiving messages consistently and some messages have been abbreviated. Hugh will work on setting up a new network system with a new email address.

#### III. Budget

Treasurer, Hiromi Furusawa, was unable to attend the meeting. Hugh reported the LD SIG to be 300,000 yen in the black. Hugh and others suggested that money be spent for events rather than publications as there is a possibility to obtain funding for publications from other sources.

#### IV. Cooperation with Other Groups

LD SIG is exploring the possibility of collaboration with other groups to hold the following events:

Kanda University will hold a 1-day mini-conference on advising and self-access in October, 2010, and has invited LD SIG to be a sponsor. Among the possibilities are for LD to sponsor a speaker or pay for a reception or dinner. [*Note from editors: This conference has been postponed until 2011 due to unavailability of key speakers*].

CUE will not have a mini conference in 2010, but wants to cooperate with LD and other groups to hold an event in 2011 on the theme of Motivation.

Nakasendo Mini-conference will be held in late June 2010 in Tokyo or Saitama. The theme is *Reflective Learning: Reflective Teaching*.

LD SIG will collaborate with the Framework and Language Portfolio SIG to make a joint contribution at Nakasendo. (See the *Looking Ahead* section of this issue for details).

Hugh suggested that a group site be added to the LD Communications list and a collaborative workspace be added so that members can discuss these events further. Ellen Head has been talking with these groups, and it is hoped that she will continue to be the liaison for these efforts.

## V. Publications

Work is progressing on LD SIG's third anthology of learner autonomy papers, *Realizing Autonomy*. The book will be out in 2010. Alison Stewart and Kay Irie are investigating potential funding sources. [Update: *The book will be published by Palgrave Macmillan in 2011*].

## VI. Officer Roles

Membership – Jodie Sakaguchi is stepping down. [Thanks Jodie, for all your hard work!] Michele Ruhl, who has been shadowing Jodie, will take over as Membership Chair.

Treasurer - Hiromi Furusawa will continue as Treasurer.

Programs - Martha Robertson will continue as Program Co-chair, with Ellen Head's assistance. (Ellen will concentrate on LL Editorship.)

Publications Chair: Alison Stewart and Kay Irie will continue as Publication Chairs

Coordinator – Hugh Nicoll will stay on as LD SIG Coordinator, with Martha Robertson and Ellen Head assisting.

Local Get-together Coordinator - Stacey Vye is stepping down. She will stay on to train the new person.

International Liaison - Andy Barfield will continue as International Liaison.

## VII. LL Editorial Team

Jim Ronald and Ellen Head are heading the editorial team. There is a need for a layout person (shadowing role) and a bilingual person in a key

position. Masako Miyahara suggested that, ideally, three bilingual persons are needed for the editing team, along with the two chief editors.

Jim would like to step down, so there is a call for a Co-editor.

Alison Stewart will work with Masako Miyahara to get a team organized to produce the newsletter. Alison suggested that editors should rotate, three issues being the term of service.

## VIII. International Speakers

Andy Barfield advised LD Sig to avoid sponsoring the same international speakers. He is concerned that this practice will lead to a small "in-group" of speakers being recycled around the world. Fresh perspectives are needed, Asian perspectives in particular. Andy recommended Angel Lin, City of Hong Kong University professor and editor of *Identities and Agencies; Decolonization/ Globalization*, as a potential invited speaker for LL events.

## IX. Miscellaneous

LD SIG Constitution

Hugh was informed that the LD Constitution needs to be updated to be in compliance with NPO regulations. Stacey Vye said the Constitution was updated and submitted in 2005. She will resurrect the copy and send to Hugh.

## LD SIG財務報告 2009年9月 - 2010年1月 LD SIG Financial Report Sep 2009 - Jan 2010

	Sep 2009 2009年9月	Oct 2009 2009年10月	Nov 2009 2009年11月	Dec 2009 2009年12月	Jan 2010 2010年1月
Balance in bank account 銀行口座の残高	372083	372086	372089	381092	375045
Reserve liabilities 本部預け金	100000	100000	100000	100000	100000
Cash on hand 現金	0	0	0	500	0
<b>Balance carried forward 残高</b>	<b>472083</b>	<b>472086</b>	<b>472089</b>	<b>481592</b>	<b>475045</b>
Total revenue liabilities 収入負債の総額	0	0	0	0	0
Total revenue 総収入	3	3	9503	2303	3
Total expenses 総支出	0	0	0	8850	0
Total expense liabilities 総経費負債	0	0	0	0	0
<b>End balance 残高</b>	<b>472086</b>	<b>472089</b>	<b>481592</b>	<b>475045</b>	<b>475048</b>
Balance in bank account 銀行口座の残高	372086	372089	381092	375045	375048
Reserve liabilities 本部預け金	100000	100000	100000	100000	100000
Cash on hand 現金	0	0	500	0	0
<b>LD SIG balance 残高</b>	<b>472086</b>	<b>472089</b>	<b>481592</b>	<b>475045</b>	<b>475048</b>

**Major expenses** 主な経費

Sep 2009 to Jan 2010

Shipping LD materials for JALT2009 / JALT2009会場へのLD資料 配送料				8550	
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**Major revenue** 主な収入 Sep 2009 to Jan 2010

Publication sales by SIG SIGの書籍販売			9500	2000	
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- \* We sold five copies of AYA and four copies of MAYA at JALT 2009.
- \* We also sold a copy of AYA and MAYA at JALT2009, but the buyer has not paid yet (2500yen).
- \* JALT 2009にてAYAとMAYAをそれぞれ5冊&4冊販売しました。
- \* また、JALT 2009にてAYAとMAYAをそれぞれ1冊販売しましたが、代金は未払いです(2500円)。

# LD SIG Matters

<b>Active balance Feb 20th, 2010</b>	可動残高2010年1月31日	<b>375,048</b>
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<b>PLANNED EXPENSES March to August 2010</b>	<b>2010年2月 - 8月 予定経費</b>	
Table Rental for JALT2009 テーブル賃借料	JALT2009での	16,500
Shipping LD materials to Nakasendo2010 資料の配送料	Nakasendo2010会場へのLD	6,000
Co-sponsoring the October Mini conference に係る費用	10月ミニカンファレンス共催	40,000
Co-sponsoring the Nakasendo conference 共催に係る費用	Nakasendoカンファレンス	30,000
Grant for 2 SIG members to attend JALT national conference SIG会員2名へのJALT年次大会参加費助成		80,000
<b>PLANNED EXPENSES TOTAL</b>		予定経費合計 -172,500

<b>PROJECTED REVENUE March to August 2010</b>	<b>2010年2月 - 8月 予定収</b>	
入		
Publication sales 書籍販売		10,000
Membership(April-Dec 2009) 113 members 12月)	SIG会費 113人分(2009年4～	175,500
<b>PROJECTED REVENUE TOTAL</b>		予定収入合計 + 185,500

<b>Projected active balance August 31<sup>st</sup> 2010</b>	2010年8月31日 予定残高	<b>388,048</b>
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LD Reserve liabilities (held by JALT National) August 31<sup>st</sup>2010 2010年8月31日 LD負債準備金 100,000  
(JALT本部)

*Hiroshi Furusawa* 古澤 弘美  
LD SIG treasurer LDSIG財務



## 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 2,500 to 4,000 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)
- photographs
- poems... and much more...

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

We hope to publish the next issue of *Learning Learning* in October, 2010. Ideally, we would like to hear from you well before September 1st, 2010 – in reality, the door is always open, so feel free to contact somebody in the editorial team when you are ready:

Alison Stewart	stewart_al AT MARK hotmail.com
Ellen Head	ellenkobe AT MARK yahoo.com
Patrick Kiernan	kiernan AT MARK meiji.ac.jp
James Ronald	jamesmartinronald AT MARK yahoo.co.jp
Kay Irie	kayirie AT MARK mac.com
Masuko Miyahara	masukom AT MARK aol.com
Kayo Ozawa	kayo AT MARK ta2.so-net.ne.jp

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

## 「学習の学習」原稿募集

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

- 論文（約4000字－10000字）
- 報告書（約2000字－4000字）
- 学習者のヒストリー（約2000字－4000字）
- 自律性に関する体験談（約2000字－4000字）
- 書評（約2000字－4000字）
- SIGへの手紙（約2000字）
- 個人プロフィール（約400字）
- クリティカル・リフレクション（約400字）
- 研究興味（約400字）
- 写真
- 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10月に出版の予定です。ご興味のある方は、最終入稿日2010年9月1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。

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