

Learning Learning

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Spring is just around the corner as we welcome you to *Learning Learning* volume 4, issue No. 1. We hope you find the articles and news in this issue both interesting and informative. Among the articles in this issue, you will find: The final part of Bill Bernhardt's article on using computers as a tool for learning. An essay written by Hiroyuki Izawa on Learning by Correspondence. Izawa-san's essay was written on December 31, 1996 and addresses his learning as part of the Lifelong Study Instructor's Training Course during 1996. As part of the members' publications column we have "Extensive Reading: from graded to authentic by Andrew Barfield. Another member, Richard Smith discusses the various Asian views of autonomy. For those of us unable to attend the Autonomy 2000 Conference in Thailand, Richard provides a feel for the issues discussed there. Related to autonomy, the News from around the world column tells us (among other things) how to subscribe to the Autonomy listserver that has recently been established. Finally, I'd like to mention a new column by Cheiron McMahill--Japanese is my Language, too. In this column Cheiron will be addressing various signposts on [her] journey to the Japanese language..." As editors we are lucky to get to read the articles in advance. I can tell you I'm already looking forward to the next part of this new insightful column.

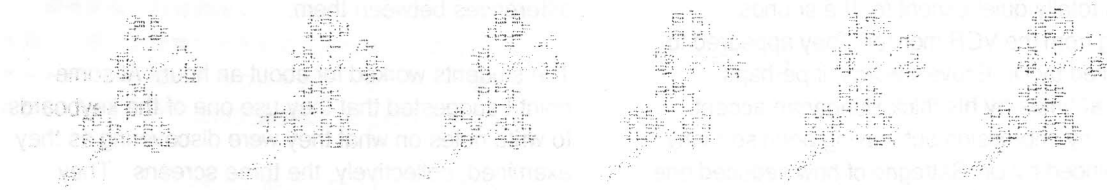
Well, we hope you enjoy this issue of *Learning Learning* as much as we enjoyed putting it together. Remember if you have questions or comments about any of these articles, or suggestions about this newsletter, please contact us. See you later.

Sumiko Taniguchi and Steve Cornwell

この『学習の学習』が皆さんのお手元に届くのは、春の訪れの頃でしょう。この号もいろいろ読みごたえのある記事がいっぱいです。内容をご紹介します。ビル・バーンハートの「学習のための道具としてのコンピューターの使用について」後半、井沢広行さんの「通信教育の学習」、メンバーの書いた出版物のコラムにはアンドリュー・バーフィールドさんの多読プログラムについての紹介が載っています。リチャード・スミスさんは、昨年11月にタイで行われたAutonomy 2000の詳細な報告を寄稿してくれました。タイに行けなかった人にも、大会の様子がわかるのではないのでしょうか。世界情勢のページには、最近始まったオートノミー・リストサーブへの入り方などのお知らせが載っています。そして、この号からミックメーヒル・カイランさんによる新しいコラムが始まりました。日本語と自分の関わりを振り返るという内容で、皆さんよりも早く原稿が読める編集としては、もう次の号が待ち遠しいくらいです。

どうぞ『学習の学習』お読みになった感想、ご意見、ご質問などを編集者までお寄せください。

谷口すみ子、スティーブ・コーンウェル



On Using Computers as a Tool for Learning

Bill Bernhardt

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This is part two of a two part article by Bill Bernhardt entitled *On Using Computers as a Tool for Learning*. In part one Bill raised issue with the notion that computers are a cure all for educational problems. He went on to describe a computer writing workshop he worked on with "at risk" kids, and then described some of the few flexible software programs he likes to use. Part two describes two additional projects Bill has worked on: a multi-disciplined writing/research course that used the Internet, and an e-mail/telecommunication project with a school in Brazil.

During 1995 and 1996, I was twice asked to give a course for students in their second semester at the College of Staten Island. These were students planning to specialize in a range of disciplines including Education, English, Nursing and Psychology. The primary focus of the course was on using writing as a tool for research in preparation for whatever fields the students might pursue in the future. The College of Staten Island had just moved to a new campus with a very advanced technology base--including networked personal computers, multimedia stations, access to electronic mail and the Internet as well as computerized library catalogues and search tools. I could introduce all of these applications to the students; indeed, all of the resources of the college were put at my disposal. It was assumed that the students, if not already familiar with such supports for learning, would respond very positively to this opportunity to be "on the cutting edge of information technology."

On the first day of the term, I showed a video based on a speech given by Dr. Andrew Grove, president of the Intel Corporation, the producer of computer chips for virtually all of the personal computers sold in the U. S. except for those marketed by Apple. In the video Dr. Grove demonstrated, through a world-wide telecommunications hook-up, spectacular computer applications in medicine, business and education and concluded with a stirring quotation from Antoine de Saint Exuebery which left me almost in tears.

During the twelve or fifteen minutes of the video, the students sat with their eyes glued to the screen. The room was totally quiet except for the sounds emanating from the VCR monitor. They appeared to be enthralled by Dr. Grove's words, if perhaps confused at times by his thick Hungarian accent. Such was my impression but, having been so many times reminded by Dr. Gattegno of how seduced one can be by "mind-reading," I asked them for feedback.

(See note at the end of this article for a brief description of Dr. Gattegno's work.)

The students' response was quite dramatic. One and all, they hated the video. One said, "It was the most boring video I have ever seen in my life." Another said, "I can't believe that you would waste our time showing us something like this on the first day." Further discussion revealed that only one person in the group had any interest in technology in general or computers in particular. Words such as "networking," "multimedia" and "The Internet" had no content for them. One student after another said, "I could never get into computers."

I was pretty astonished by their response, although I managed to hide it. And I was tempted, of course, to respond to their comments with a lecture, because that is what I used to do for so many years before I worked with Dr. Gattegno. However, I now have the discipline not to get into a debate, but rather to hear and then reflect on the students' feedback before planning my next move.

Several days later, I took the students into a Macintosh computer lab and sat them down, three or four to a row. Three screens were lit up in front of them, each with a different display. Without telling them what any of the displays were, I asked them to start at the top of each screen and work downwards, looking to see what was there and how they could work with it, using the keyboard and mouse attached to each station. They were also asked to compare each screen to the others, in order to see similarities and differences between them.

The students worked for about an hour. At some point I suggested that they use one of the keyboards to write notes on what they were discovering as they examined, collectively, the three screens. They found that each of the screens was organized in a

similar way with what they were later to learn were called "pull down menus" and "buttons" in rows across the top. Although the content of the pull down menus differed slightly from screen to screen, they all worked in an identical way with the use of the mouse. The same was true of the buttons. Further, there were graphics (later to be called "icons") at the top, sides and bottom of the screens with which they could also interact by using the mouse and sometimes the keyboard as well.

At the end of the hour, the students had familiarized themselves with a word processing program (MacWrite Pro), an Internet Browser (Netscape) and a program for electronic mail (Pegasus). They had seen that the way of working with all three programs was almost identical, so that if one had even slight familiarity with a single program, one also had the basis for entry into the rest. As Dr. Gattegno said, "A lot from a little."

In their feedback on the day, the students expressed surprise and a sense of confidence. Most of them asked, "When are we coming back to the lab? Can we come back next time?"

Their homework assignment during the first week was to visit a large bookstore, locate the section containing books on technology and find some books on the Internet. They were incredulous. One student said, "How can I go into a bookstore and not buy anything?" Another asked, "What if they don't have anything on The Internet? I'll be wasting my time and the bookstore is a long way from my house." I said, "Did you ever go into a clothing store to look and not to buy? Was there any problem when you said, 'Just looking?'"

To the students' further astonishment, bookstore personnel treated them with courtesy even though they didn't buy. Even more surprising was the discovery that all of the bookstores they visited had some books on the Internet, some more than a hundred! Some people stayed long enough to read a part of at least one book and return with questions about the subject.

At another session in the computer lab the students explored some sites on the World Wide Web using the Netscape browser and then sent me an e-mail message about what they had found out. When some students found the mouse hard to manipulate, they

asked others for help. Working together they managed to do the assignment with very little assistance from me.

During the second week, I showed the video again. This time it didn't seem so boring. We talked about how that could be. One woman said, "Perhaps because before I didn't know anything about this subject. All this talk on T. V. and in the newspapers, 'Internet, Internet, Internet.' I didn't know what they were talking about. I guess I was kind of intimidated. Now it seems more interesting."

* * * *

For the past two years, I have been working with Iolanda Cortelazzo of the School of the Future in Sao Paulo on a telecommunications project involving high school and university students in the U. S. and Brazil. During April-May and September-October (the only times of the year when classes are simultaneously in session in both the northern and southern hemispheres), students in New York and Sao Paulo States exchange electronic mail (e-mail) according to a pre-determined schedule.

In this project, each person participates as an individual addressing his or her letters to a group of readers at the "other end." (This is not a "penfriends" project, although some of the participants do choose to start writing to each other on an individual basis at some point.) Because it is not a "penfriends" project, the writers have to prepare themselves in different ways than for writing to a single reader.

For various logistical and technical reasons, the students don't always write their pieces on a word processor or into an e-mail program. Sometimes they write with pencil and paper in a regular classroom and someone else types them into the computer a few days later. The technology that we depend on in this project remains more or less transparent to the students. But what is important is that, due to the technology, the participants can get an answer to their mail within a very short time. This extremely brief "turn around time" is the crucial contribution of e-mail. It makes the concept of "audience" truly palpable to the students. Getting a reply when their original letter is still fresh in mind makes them want to keep the correspondence going.

The most recent exchange of mail took place during April-May, 1996. This time, the majority of the

students in New York were foreign students studying at the English Language Institute of the College of Staten Island under the direction of Mira Erickson. Sherrie Michos, one of the students' teachers, also participated in the exchange of mail. The exchange of messages began with each person's list of approximately 25 statements about herself or himself:

My Name is Ramzi Al Jabeh

I am 19 years old.

My religion is Al-Islam.

My native language is Arabic.

I came to America to study Nuclear Medicine.

I like America.

I like the English language.

I like to be serious.

During my adult life I spent a very nice time with my family and my friends and I miss them very much.

I am enjoying watching TV and movies especially.

I like playing soccer and karate.

I like writing letters.

I like sight-seeing and natural places far from the noise.

I would like to know more about American and other cultures.

I wish everyone in my country had a chance to visit America.

I think I have to study hard and get a higher degree.

I hope I will spend my life in a wonderful world full of peace, science and fun.

I will respect my teachers forever.

Thank you for reading and goodbye.

A second example follows:

Hello, I am Gerson Limeres, from Santos City.

I am 37 years old and I am married.

I am the youngest member of my family.

I am a worker for an Electricity Company.

I have been studying at CCBEU (my school) for about three years.

I am not so good hearing someone in English, thus I have to practice.

I am not so good when I have to talk very fast as well.

I am a little better at reading something.

I am so curious about Internet. I have already bought a new computer and I am starting to learn about it.

I have got some knowledge about computers by myself.

I was always interested in getting in touch with people of another country.

Photography is my favorite hobby, I am a lover of photography.

About sports, I am a frequent watcher of soccer games like all the Brazilians.

But I am a chess player too, do you believe?

I am a book's reader whenever I can.

Each group sent its messages on a Thursday or Friday and received the other group's messages when they returned to school the following week. After reading the messages, they immediately began preparing themselves to reply on "e-mail day" of the second week:

Hello everyone!!!

I read all your messages yesterday and I wanted to know you personally. I think you are lucky, because you are mostly very young. You have the opportunity to learn English and Computer now. When I was in high school I did not know the computer and I did not know any foreign friends. As my part, I never saw Brazil. Brazil is famous for soccer, rain forest, and samba. How is your weather these days? I want to

study about environmental problems. I am concerned about your decreasing rain forest in the Amazon. Is your nation concerned about this issue? My nation is Korea. I know Brazil and Korea are in similar economic positions in the world. And many Koreans are moving into your nation to live. Someday I want to go to your country for sightseeing. My hobby is watching movies. Whoever wants to talk about movies, please call me right now.
Weon Cheol Koo

Hello, how are you? We hope you are fine. We received your messages and realized that you have some things in common:
-Most of you have different names from us. Do they have any special meaning?
-Most of you talk about religion. Here we are Catholics.
-You are above 21 years old, our group is above 15 years old.
-You love sports and traveling. Here we love soccer.
-Most of you have plans for the future.
We would like to know if you don't care about money because you didn't talk about it.
Why have you chosen America?
Do you think living in America is more difficult than living in your country?
Why do you think traveling is important?
What do you think about living alone in a foreign country?
Do you like sunny days? Because here we have them all the time.
We'd like to know more about you and your countries. Please write back soon, don't ignore us!!!
Sabrina, Marcela, Eliane, Helder, Marco, Andrea, Rogerio

During the third exchange the students tried to answer each other's questions. Their fourth and final scheduled messages contained suggestions for a "Virtual Time Capsule" reflecting today's "Hemispheric Youth Culture." Following that "last message," the Brazilian students' teacher sent us the following e-mail:

In our last meeting, our students read the messages and the time capsule list you sent us. They also sent theirs; however, they were sorry those were the last messages, because you got to the end of your term. We teachers were talking about what should be done to avoid finishing the project abruptly. We say that because we have the feeling a conclusion is missing. Maybe, the

groups could send messages with their feedback towards the project. What do you think?

Thanks,
Simone

For a teacher such as myself, moving with my students into a computer lab represents a change of site, but not really a departure from my customary way of working. My primary concern is with the learners and not with tools whether they be rods, charts, wall pictures or computers. What matters most to me is using myself and whatever instruments I have access to in such a way that the students become more aware of using themselves; so that they can say, "I learned it, I did it."

Bill Bernhardt
June, 1996

Note:

Caleb Gattegno (1911-88) created learning materials and techniques covering a wide variety of fields. He is perhaps best known for his contributions to the teaching of elementary mathematics, literacy in native languages ("Words in Color") and the "Silent Way" approach to the study of foreign languages. His numerous books and articles are both theoretical and practical in nature. However, his influence during his lifetime was largely disseminated through the workshops and seminars for teachers which he presented over many years in Europe, the U. S., Japan, and a host of other countries. Gattegno is not a thinker whom it is possible to describe in a word or a sentence. His ideas are profound and often depart from convention and tradition. They are more easily grasped through direct experience in a workshop setting than through reading his difficult texts. The Silent Way attempts to recreate the conditions for learning which, according to Gattegno, each of us enjoyed as a baby, conditions which allowed us to function as autonomous learners, guided by our own sense of truth, need to know and self-generated mental tools. Teachers in Japan are particularly fortunate in having access to outstanding representatives of the Silent Way in Fusako Allard and her colleagues at The Center for Language and Intercultural Learning in Osaka, 06-315-0848.

Editor's Note: I study with Fusako and the staff at the Center. If anyone would like more information about how it is to learn languages through the Silent Way,

please contact me. (Steve Cornwell)

学習のための道具としてのコンピューター使用について

ビル・バーンハート

ニューヨーク市立大学 スタッテンアイランドカレッジ

ビル・バーンハートによる「学習のための道具としてのコンピューター使用について」第二部をお届けします。第一部で、筆者はコンピューターは教育的問題に対し万能薬となるという考え方に対し、問題提起をしました。そして、「危機にさらされている」子ども達のためのコンピュータライティングワークショップについて述べ、また自分が使いたいと思っている数少ない柔軟性のあるソフトウェアのいくつかを紹介しました。第二部では筆者が手がけたあと二つのプロジェクトについて説明します。つまりインターネットを使った総合的なライティング/リサーチコースと、ブラジルの学校といっしょに行っている電子メール/遠隔地通信プロジェクトのことです。

私は1995年から96年にかけて二度、スタッテンアイランドカレッジの二学期のコースを担当するよう依頼された。学生は教育学、英語、看護および心理学を含む一連の分野を専攻する予定であった。そのコースの当初の中心課題は、学生が進むどんな分野に対しても準備段階でリサーチのための道具としてライティングを用いるというものだった。スタッテンアイランドカレッジは非常に進んだ技術を備えた新キャンパスに移転したばかりだった。このキャンパスはコンピュータ化された図書カタログと検索ツールばかりでなく、ネットワーク化されたパソコン、マルチメディアステーションを供え、電子メールとインターネットへのアクセスが可能である。私はこれら全ての利用法を学生に紹介することができた。つまり、実質的に大学のあらゆるリソースは私の好きなようにできたのだ。学生は、このような学習の道具に慣れていないとしても、最先端の情報技術に触れる機会を歓迎するだろうと思われた。

その学期の初日、私はインテル社の社長アンドリュー・グロブ博士のスピーチをもとにしたビデオを学生に見せた。インテル社はアップル社の製品を除く全米全てのパソコンのコンピューターチップを生産している。ビデオではグロブ博士は、世界規模の遠隔地通信網を通じて、医学、ビジネス、教育の場でコンピュータをいかに効果的に利用できるかを示し、私がほとんど泣きそうになるくらい感動的なサンテグジュベリからの引用で締めくくった。

12分から15分位のビデオ上映の間、学生は目を画面に釘づけにして座っていた。教室はビデオデッキのモニターから発する音以外はまったく静かだった。おそらくはグロブ博士の強いハンガリー訛りに時々混乱させられたにして

も、学生が彼の言葉の虜になったのは明らかだった。私の印象はこんなものだが、ガテーニョ博士と学ぶ中で人がいかに「マインドリーディング」に惑わされるかを何度も思い知らされた経験があったから、私は学生にフィードバックを求めた。(この記事の末尾にある注で、ガテーニョ博士の業績の簡単な記述を見てほしい。)

学生の反応はきわめて印象的だった。一人残らずビデオを嫌ったのだ。ある学生は「生涯で最高に退屈なビデオだった。」と言い、別の者は「初日にこんなものを見せて自分達の時間を無駄にしてくれるとは思ってもよらないことだ。」と言った。さらに話し合ううちグループの中に、テクノロジー一般、特にコンピューターに何らかの関心を持っている人は一人しかいないことがわかった。「ネットワークング」、「マルチメディア」、「インターネット」といったような言葉は彼等には何の意味もなかった。学生は次々に「私にはコンピューターなんか絶対に使えない。」と言った。

私は彼等の応答にかなり驚いたものの、何とかそれを隠すことができた。そして勿論、学生のコメントに反論したいという気になった。というのはそれは私がガテーニョ博士と仕事をする前、何年にもわたってやってきたことだからだ。しかしながら、私は今では議論を交えるよりも、むしろ話を聞いて、学生のフィードバックについて考えてから自分の取るべき次の行動を考えるようにしている。

数日後、私は学生をマッキントッシュコンピューターラボに連れて行き、1列に3、4人ずつ座らせた。3台のスクリーンにそれぞれ違う画面が映し出された。私はどれが何の画面表示か言わないで、各画面の上から下に向かって、そこに何かあるかまたそれらがいかにコンピューターで機能しているか、それぞれの機器に付属しているキーボードとマウスを使って作業するよう言った。また各画面を他のものと比べ、類似点や相違点を調べるよう求めた。

学生達は約1時間この作業をした。ある時点で私は、学生達が三つの画面を協同で調べるうちに発見していったことを、キーボードで書き留めるよう指示した。彼らが発見したのは、3つの画面の構成が似通っていて、「プルダウンメニュー」とか「ボタン」とかいうものが上部に列をなして並んでいるということだった。(これらの名前を彼らはまだ知らなかったが) もっともプルダウンメニューの内容は画面ごとに少しずつ異なっていたが、全員がマウスの使用とまったく同じ要領で操作した。ボタンについても同じだった。さらに、画面の最上部、横、下部にグラフィック(後に「アイコン」と呼ばれるもの)があって、マウスやときにはキーボードを使うのと同じように機械を操作することができた。

その時間の終わりには、学生達はワープロ(マックライトプロ)、インターネットブラウザ(ネットスケープ)、電子メール(ベガサス)のプログラムに慣れてしまった。彼等は三つのプログラムとも操作方法はほとんど同じだということがわかったので、もし誰かがたった一つのプログラムだけほんのわずか知っているにすぎなかったとしても、それはまた

