

学習の学習

Learning Learning

JALT Learner Development N-SIG Forum vol.5, no.1, June 1998

←←←温故知新⇒⇒⇒

『学習の学習』は、1994年3月の創刊以来、14回の発行を数え、本号で第五巻目に入りました。これまで編集、発行に関わってくださったボランティアの皆様、原稿を寄せてくださった皆様、そして読者の皆様に感謝申し上げます。本号は、今までに発行された『学習の学習』に載った主な記事のリストを掲載しました。読みごたえのある記事の多さに編集者としても、一読者としても感動を覚えました。皆さんにとっても新しい発見があることを期待してやみません。

さて、夏の予定はもうお決まりですか？昨年、テストングに関するセミナーに参加した井沢広行さんがその報告を書いてくれました。世界情勢のコラム担当のHugh Nicollさんは、学習者の信念に関する最近の議論について詳細なレポートを送ってくれました。また、今年の秋には、David LittleとLeni DamのFour Corners Toursがあり、11月のJALT国際大会でも、学習者ディベロプメント研究部会に関連した発表が予定されています。本号が、古きを訪ね、そしてこれからの計画を考える一助になれば幸いです。

また、本号からニューズレターの印刷をSteve Brownさんが引き受けてくれることになりました。Steveさんに感謝するとともに、『学習の学習』に対する皆さんのご支援をこれからもよろしくお願い申し上げます。

スティーブ・コーンウェル、谷口すみ子

←←←LOOKING BACK AND LOOKING AHEAD⇒⇒⇒

The first issue of *Learning Learning* was published in March 1994 and now we are sending out the 14th issue. The theme of this issue is Looking back and Looking ahead. We have a list of articles from back issues which you might find interesting. Thank you to all who worked on putting out *Learning Learning* and to those who sent in their contributions. Also, thank you to all our readers; without you there would be no *Learning Learning*.

In this issue, Hiroyuki Izawa reports on the testing seminar he attended last summer. Hugh Nicoll presents a very interesting summary of a discussion that focuses on learner beliefs from the AUTO-L mailing list.

Now is a good time to think of the latter half 1998. Our four-corners tour speakers, Leni Dam and David Little, will be with us in November. Also, at JALT 98 in Omiya, you will find lots of Learner Development related presentations, too. Beginning with this issue, Steve Brown is working as our printing coordinator. We always appreciate your feedback, comments and suggestions. Also, volunteers are always welcome. Have a nice summer!

Steve Cornwell and Sumiko Taniguchi

Learning Learning Back Issues /

Learning Learning, a bilingual (English/Japanese) newsletter published by JALT's Learner Development N-SIG, started in March, 1994. So far, volumes 1 (1994), 2 (1995-6), 3 (1996-7) and 4 (1997-1998) have been completed. Hard copies are available for ¥1,000 per volume (incl. postage) from Hugh Nicoll, Miyazaki Municipal University, 1-1-2 Funatsuka, Miyazaki-shi 880 Japan, phone (w) +81 985-20-2000, fax (w) +81 985-20-4897, e-mail hnicoll@funatsuka.miyazaki-mu.ac.jp.

Or you can visit LD Web page (<http://www.let.osaka-u.ac.jp/naoko/LD/homeE.html>), where you can find some of the articles listed here.

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- *Some thoughts on the formation of the JALT Learner Development N-SIG (Richard Smith)
- *Presentations at the November 1993 Tokyo JALT Conference on "Teacher and Learner Development"
- *Research in progress: links between learning styles, strategies and achievement (Sukero Ito)

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- *What do they think? A survey of student language learning beliefs (Keith Adams)
- *Can students set their own goals and objectives?: A preliminary report (Dale T. Griffiee)
- *Before writing: Developing awareness of English rhetorical structure (Sonia Yoshitake)

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- *On the use of TV Programs in self-directed Japanese language learning by immigrants to Japan (Mari Nishitani; summary by Akiko Kashiwamura)
- *Reports and Reflections relating to the Conference on Autonomy in Language Learning held at Hong Kong University of Science and Technology and Chinese University of Hong Kong, June 23rd-25th, 1994 (part 1) Conference overview (Richard Smith)
- Designing materials to promote autonomous learning by David Nunan (report by Ian Harrison)
- Counselling and consultation for autonomy: the skilled helper in self-access language learning by

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 Students in the academic community: Aspiring to meaningful autonomy by Nigel Bruce (reflection By Hugh Nicoll)

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- *The Silent Way: Subordinating teaching to learning (Roslyn Young)
- *Hong Kong Conference on Autonomy in Language Learning (part 2) Introduction of self-directed learning to learners of Japanese language by Chihiro Kinoshita Thomson (report by Naoko Aoki)
- Autonomy in Asia (Naoko Aoki)

- *JALT94 Reports
- *Tokyo JALT/N-SIG Symposium Report

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- *Reading courses: A question of self-motivation? (Andrew Barfield)
- *A review of Philip Goldberg's *The Intuitive Edge* (Mary Scholl)
- *Hong Kong Conference on Autonomy in Language Learning (part 3) The autonomous learner as researcher, discourse analyst and experimenter by Ken Willing (report by Richard Smith)
- An interview with Leni Dam (report and interview by Richard Smith)

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- *A critical view of learner training (Phil Benson)
- *A review of Bernard Dufeu's *Teaching Myself* (Michael Guest)
- *TESOL95 Report Plenary by Anna Uhl Chamot: Creating a Community of Thinkers in the ESL/EFL Classroom (report by Sonia Yoshitake)

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- *The status of strategies in learning: A brief history of changes in researchers' views (Isao Murayama)
- *The usefulness of learning diaries in learner training (Miyuki Usuki)
- *An unrepeatable lesson (Naoko Aoki)

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- *Report on the fifth Nordic Workshop on Developing Autonomous Learning (Peter Voller)
- *The politics of learner autonomy (David Little)
- *Presentations by LD N-SIG members at JALT95

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- Feature: Learner Development for Young Learners
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- *A reader response approach to junior high oral communication classes (Barry Mateer)
- *Who's ruling whom?: Shifting control and initiative from the teacher to young learners (Renee Gauthier)

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- *Tokyo JALT Spring Conference Reports
- *Reports from the Teacher/Learner Development Action Workshops

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- *On using computers as a tool for learning: Part 1 (Bill Bernhardt)
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- *On using computers as a tool for learning: Part 2 (Bill Bernhardt)
- *Learning by correspondence (Hiroyuki Izawa)
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- *Autonomy 2000 Conference Report (Richard Smith)

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- *LD N-SIG at JALT97 Preview
- *Japanese is my language too: The Battle of the Belly Sash (Cheiron McMahill)
- *Survival Strategies for the Semi-Literate (Stephen M. Ryan)

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- *JALT97 Reports
- *Japanese is my language too: The Concept of "Access:" Or, The Vicious Cycle of Being Labelled a Foreigner and Not Learning Japanese (Cheiron McMahill)
- *Doing What We Already Know (Wendy Williams)
- *Poem: When Will You be Ready (Christina Chang)

『学習の学習』バックナンバー

『学習の学習』はJALT（全国語学教育学会）学習者ディベロプメント研究部会の発行しているバイリンガル（日本語と英語）のニュースレターです。1994年3月に創刊され、これまでに第一巻（1994年）と第二巻（1995-96年）それぞれ4号、および第三巻3号と第四巻3号が発行されています。これらのハードコピーは、一巻1,000円（郵送料込）でお受けしています。ご希望の方は下記へご連絡ください。

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『学習の学習』の記事のいくつかは、LDホームページでもご覧になれます。
(<http://www.let.osakau.ac.jp/naoko/LD/homeE.html>)

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- * 学習者ディベロプメントとは何か (リチャード・スミス)
- * 1993年11月JALT東京支部大会「教師と学習者の成長」
- * 学習者教育：学習スタイルと学習ストラジーからのアプローチ (伊東祐郎)

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- * 言語学習に関する学生の意識調査 (キース・アダムス)
- * 学生は自分で到達目標と行動目標を設定しうるか (デイル・グリフィー)
- * 英語の論理的構成に目を向けさせる指導 (吉竹ソニア)

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- * On the use of TV programs in self-directed Japanese language learning by immigrants to Japan (定住外国人による自律的日本語学習におけるテレビ利用についての、日本語教育学会1993年春季大会予稿集、およびThe Language Teacher 1994年4月号の西谷まりさんの論文を柏村暁子さんが英語で要約したもの。日本語版はありません。)
- * 「言語学習における自律」に関する香港での大会 (1994年6月23日から25日)の報告と内省 (その1) 大会の概観 (リチャード・スミス) デビッド・ヌーナン「自律的学習を促進する教材開発」報告：イアン・ハリソン レナ・ケリー「自律のためのカウンセリングと相談：セルフ・アクセスによる言語学習におけるヘルパー

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*The Silent Way: Subordinating teaching to learning. サイレント・ウェイの学習理論に関するロズン・ヤングの論文。The Language Teacher 1994年7月号と8月号に連載した日本語論文のオリジナル原稿を短くまとめたもの。日本語版はありません。)

*「言語学習における自律」に関する香港での大会(1994年6月23日から25日)の報告と内省(その2) トムソン木下千尋「日本語学習者への自律学習の導入」報告：青木直子

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*二度とできない授業(青木直子)

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*JALT95でのメンバーによる発表

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News from around the world / 世界情勢

Hugh Nicoll, Miyazaki Municipal University

Greetings all. Hope the new academic year has gotten off to good start for old and new members alike, and that a number of you are engaged in stimulating new or continuing projects fostering learner autonomy. Richard Smith is currently studying at Edinburgh University, and has been busy with a variety of colloquia and conferences on Learner Independence. I was hoping that we could include some first-hand reports from these events in this column, but universal busy-ness being what it is, perhaps we'll hear some reports in the next, pre-conference issue of Learning Learning. Our 4-Corners tour speakers, Leni Dam and David Little have been fully booked this spring, and will also be able to share their reflections on Europe-based projects when we get together this coming November. The AUTO-L mailing list has been going quite strong the last two months, with a focus on learner beliefs. US based special moderator Elaine Horwitz is now off on a busy summer travel schedule and traffic has died down; perhaps in summarizing the discussion for those without internet access, I can finally catch up on the discussion myself.

And before launching into my summary of news, events and reviews, a last minute announcement of the extension of the Call for Papers Deadline for the August 1999 Conference in Tokyo.

AILA99 Update -corrected

1. Registration fees to be reduced

The organizing committee has decided to cut down registration fees by 10,000 yen due to the serious depression inflicting damage over Japan and other Asian countries. This also caused the registration grant to change from 10,000 yen to 7,000 yen. The accommodations grant stays the same, however, although the number of the grant recipients has to be reduced. Details will be announced in the Third Circular to be issued in coming September.

2. Extension of Deadline for Submission of Abstracts

Linguistics has decided to extend the deadline for submission of abstracts for papers, posters, and symposia from May 31, 1998, to September 30, 1998. However, for early acceptance early submission is highly recommended.

3. Online Abstract submission is available at

<http://langue.hyper.chubu.ac.jp/jacet/AILA99/> We also request that you inform your membership, colleagues, and people who might be interested in participating in the AILA '99 Tokyo of this notice.

Thank you very much for your cooperation.

I. Koike, Ph.D.

President

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LEARNER INDEPENDENCE EVENTS IN EUROPE THIS SPRING

A colloquium entitled "Learner Autonomy, Teacher Autonomy: Future Directions" was held 20-21 April at the University of Nottingham. The announced speakers included: Phil Benson, Do Coyle, Leni Dam, Leslie Dickinson, Gail Ellis, Philip Hood, Terry Lamb, David Little, Ian McGrath, Rebecca Oxford, Radha Ravindran, Philip Riley, Barbara Sinclair.

'Focus on learning rather than teaching - why and how?' a conference in Krakow, Poland, 14-16 May, was sponsored by the IATEFL Learner Independence SIG Conference in conjunction with Leni Dam.

The Conference addressed the following questions:

Why do we see the development of awareness of learning as crucial in today's language classroom?

What do we know from theory as well as practice?

What kind of research has been done so far?

What kind of setting supports learning rather than teaching?

What are the implications for teacher and learner roles?

The conference included talks, workshops - and a mixture of the two - with a theoretical as well as a practical approach. It included speakers from different parts of the world.

Keynote speakers:

Prof. David Little, Trinity College, Dublin

Prof. Lienhard Legenhausen, Munster University, Germany

Leni Dam, Royal Danish School of Further Education, Copenhagen, Denmark

NEW PUBLICATIONS ON LEARNER AUTONOMY

Jennifer Ridley of Trinity College, Dublin has produced a new volume in the AUTHENTIK series entitled *Learner Autonomy 6: Developing Learners' Thinking Skill* September 1997, Pound 6.25, ISBN 1 871730 27 9. If you would like to order a copy, contact Authentik on Tel: +353 1 677 1512; fax +353 1677 1196; e-mail: sales@authentik.ie

Andrew Cohen has a new book out, *Strategies in Learning and Using a Second Language*, Harlow, England: Longman, 1998. This volume distinguishes language learning from language use strategies, describes research methods for investigating these strategies, and then presents innovative research which links the use of strategies on specific tasks with language performance on those tasks. The book then considers the language of thought chosen by multilingual learners, and introduces cutting-edge studies investigating the languages used for performing cognitive operations. In addition, the volume deals with strategies that learners select for coping with language tests, quizzes, and other measures of their language ability, and provides empirical research probing the use of test-taking strategies.

Sara Cotterall and David Crabbe of Victoria University, Wellington, have edited a collection of papers

presented at the symposium on learner autonomy held at the 11th World Congress of Applied Linguistics in Finland in August, 1996. The collection is entitled *Learner Autonomy in Language Learning: Defining the Field and Effecting Change* and will be available by July 1998. The papers were contributed by 21

researchers and practitioners in the field of learner autonomy from Asia, Australia, Europe, Latin America and North America. The collection is divided into two sections. The first section - *Defining the Field* - focuses on issues of definition. The second section - *Implementing Autonomy* - discusses interventions aimed at fostering learner autonomy, and is subdivided into three sections: papers which report on working with groups of learners, those which discuss working with individual learners and those which focus on working with teachers. We will issue an announcement on AUTO-L when the publishers inform us that the collection is available. If you are interested in ordering a copy, please contact the publishers direct at: Universitaetsverlag Brockmeyer, Uni-Tech-Center, Gebaeude MC, 44799 Bochum, Germany. Fax: 0049 234 9706122

A SUMMARY OF AUTO-L DISCUSSIONS April - May, 1998

The learner beliefs discussion on AUTO-L was initiated by Elaine Horowitz with a two-pronged focus: to consider lay beliefs about language learning and follow up with a more "scholarly approach" ... by examining methodologies for studying beliefs and research findings." A primary concern, of course, was to address our long-time puzzle of the effect of cultural differences on learner beliefs. The discussion took off immediately with queries and shared anecdotes on motivation and the question of talent, and whether we have different aptitudes for language learning from those required/called upon in the study of other subjects such as math. The connection between learner beliefs and strategy adoption also made an early appearance.

Andrew Cohen responded to a report by Matt Tittle of success in learning Russian despite the use of faulty strategies, noting that good test taking abilities and "cover" abilities (colloquially known among lazy learners of Japanese as the "so desu nee strategy"), but also found in the classroom, often compensate for faulty strategies and methods. To wit:

"This was my experience in a recent effort to

