

Learning Learning

JALT Learner Development N-SIG Forum vol.5, no.2, November 1998

The fall semester is under way with a vengeance with school festivals everywhere and students finally getting back into the swing of things after a long summer break. And the seasons are finally changing; fall, my favorite season, is here at last.

Fall's been my favorite season for a long time, but since coming to Japan, one additional reason I like it is because it is a yearly chance to renew old acquaintances and make new friends at the JALT conference.

As co-editors of LL Sumiko and I would like to take this opportunity to invite everybody to stop by the Learner Development N-SIG meeting at the conference in Omiya!

In order to give you a headstart on the conference this issue provides details about LD events and presentations at the conference. We are also happy to offer you the next installment of Cheiron McMahill's series on learning Japanese, an article on a conference on Learner's Autonomy that Richard Smith attended in the UK, and much more. So, enjoy this issue, and.....see you in Omiya!

Steve Cornwell and Sumiko Taniguchi

学校は後期の授業が始まり、あちこちで学園祭が盛大に行われ、学生たちは長い夏休みが終わって、ようやく平常の生活に戻ってきたようです。そして季節は秋に移り変わろうとしています。秋は私の好きな季節です。

以前から秋が好きだったのですが、日本に来てから、秋が好きな理由がもう一つ増えました。それは年に一度のJALTの大会で旧交を温め、新しい人と知り合いになれるからです。『学習の学習』の編集者である私達は、皆さんを大宮大会での学習者デベロプメント研究部会の会合にお誘い致します。

大会を目前に控え、本号は大会情報をお届けします。また、お馴染みのカイルさんのコラムや、イギリスに滞在中のリチャード・スミスさんからの報告もどうぞお楽しみください。大会の準備ができれば、皆さん、大宮で会いましょう！

スティーブ・コーンウェル、 谷口すみ子



Learner Development N-SIG at JALT 98 in Omiya

JALT98大宮大会での学習者ディベロプメント関連の発表と催し

This year's annual JALT international conference in Omiya is just around the corner. We have a full slate of events scheduled at the conference. We look forward to seeing you in Omiya.

大宮で開催される今年度のJALT年次国際大会が間近に迫りました。今年はコロキウムやラウンドテーブルをはじめ学習者ディベロプメント関連の発表や催しがたくさん予定されています。それでは、大宮でお会いしましょう。

1) Colloquium/ コロキウム

Classroom-based Approaches to Learner Development

Hugh Nicoll et al.

Time: November 21, Saturday 1:15-3:00

Venue: Room 708

This year's colloquium will focus on classroom based approaches to learner development with special reference to the challenges educators face in implementing such programs in Asian classrooms. Chris Doye, Nagoya University of Foreign Studies, Mike Nix and Richard Smith, both of the Tokyo University of Foreign Studies, and Jose Lai of the Chinese University of Hong Kong will present short papers. The colloquium will be moderated by Hugh Nicoll, Miyazaki Municipal University.

Specific topics to be addressed include:

- (1) the integration of strategy training with embedded strategy practice in the second /foreign language classroom;
- (2) the use of learner checklists and self- evaluation templates in helping students to become more effective, more active learners;
- (3) the use of learner and teacher diaries in introducing negotiations relating to course goals, content, and assessment procedures;
- (4) the teaching of communications strategies in conjunction with self- and peer-evaluation approaches to individual and group goal-setting within the foreign language classroom.

コロキウム

学習者の発達を目指した教室におけるアプローチ

ヒュー・ニコル他

日時：11月21日(土) 午後1:15-3:00

場所：708

今年のコロキウムは学習者の発達を目指した教室におけるアプローチに焦点を当て、特にアジアにおいてこのようなプログラムを実行しようとするときに教師が直面する問題を取り上げます。名古屋外国語大学のクリス・ドワイエ、東京外国語大学のマイク・ニックスとリチャード・スミス、そして香港の中文大学のジョゼ・ライが短い発表をします。コロキウムの運営は宮崎公立大学のヒュー・ニコルが行います。

このコロキウムでは次のような話題が取り上げられます。

- (1) ストラテジトレーニングと第二言語/ 外国語の教室に埋め込まれたストラテジ練習の統合
- (2) より効果的で能動的な学習者となるのを助けるようなチェックリストと自己評価用紙の使用
- (3) コースの目標、内容、評価方法に関するやりとりを行うための学習者と教師のダイアリーの使用
- (4) 外国語の教室において個人あるいはグループでゴールを設定するための自己および仲間による評価と結びついたコミュニケーションストラテジの教育

2) Forum/ フォーラム

What is Learner Development? How Do We Promote It?

Jan Ossorio et al.

Time: November 22, Sunday 4:30-6:15

Venue: 708

Four language teachers will present some of their views, experiences and research in the area of learner development.

Jan Ossorio will give her view of learner development and talk a bit about working with students on setting classroom goals. She will also mention some things she learned from some of the learner autonomy presentations she attended at TESOL last March.

Minae Goto's presentation is about "a listening class in which university students were encouraged to expand their learning environment to outside the classroom." She will report on what the students did and also on how they changed their attitudes toward autonomous learning based on a questionnaires that were given at the beginning and end of the year.

Hiroki Maeda says "Students, especially at lower levels, need to be advised on their studying strategies." She will present some tips for advising students according to their individual needs.

Miyuki Usuki will "examine views of EFL university students with respect to their leaning experiences." She will consider how these views are related to various aspects of autonomy and will present a new definition of autonomous learning.

フォーラム

学習者の発達とは何か？それをどのように促進するか？

ジャン・オソリオ他

日時：11月22日（日）午後4：30-6：15

場所：708

このフォーラムでは、外国語を教えている4人の教師が、学習者の発達に関する自分の意見、経験、調査について発表します。

ジャン・オソリオは、学習者の発達に関する自分の見方を紹介し、学習者と一緒に授業の目標を設定することについて話します。また、去る5月に行われたTESOLの大会における学習者の自律に関する発表から学んだことについてもふれる予定です。

後藤美納江は、教室の外に学習環境を拡げることを奨励する大学生のための聴解の授業について発表します。学生たちがいかにこれを行ったか、そして自律学習に向けて学生の態度がどのように変化したかを年度の初めと終了時におこなった質問票に基づいて報告します。

前田ひろみは、学習者、特に低いレベルでは学習ストラテジーについてアドバイスを受けることが必要だと考えて、個人々のニーズにあったアドバイスの与え方のコツについて発表します。

臼杵美由紀は外国語として英語を学ぶ大学生の学習経験に対

する見方について発表します。学習者の見方が自律学習の様々な局面とどのように関係しているかを考察し、自律学習に関する新しい定義を提案します。

3) LD N-SIG Annual General Meeting 学習者ディベロブメント研究部会年次総会

6:30-7:15, Sunday, November 22, Room 708

Right after LD N-SIG Forum, our annual bilingual general meeting is scheduled to be held in the same room. All LD N-SIG members and others interested are invited.

Learner Development N-SIG AGM Agenda

This agenda is proposed by Hiroyuki Izawa and Andrew Barfield, joint recording secretaries 1998.

1. Introduction of AGM co-chairs and participants to each other
* Let's have a chance to meet face-to-face and make contact to each other.
2. 1998 N-SIG officer reports
* Let's look back on the past year to plan for the next.
3. Discussion of 1999 N-SIG development and achievement
* Let's focus on what you want to do and achieve over the coming year.
4. Discussion and agreement of 1999 N-SIG officers
* Let's take an active part individually and/or together over the coming year.

After the AGM, let's exchange our personal thoughts and ideas about learner development and our own development while enjoying food and drinks.

学習者ディベロブメント研究部会年次総会

11月22日（日）午後6：30-7：15まで708号室で、恒例の年次総会を開きます。これはフォーラムの直後、同じ部屋において、英語と日本語の2言語で行われます。会員の皆さんも、関心をお持ちのまだ会員でない方も、是非ご参加ください。

この提案は、1998年度書記の井沢広行とアンディー・
パーフィールドによるものです。

1. 総会議長および参加者の自己紹介
* 顔を合わせて知り合いになりましょう。
2. 1998年度運営委員報告
* 過去一年の活動を振り返り、次年度の計画を考えましょ
う。
3. 1999年度当研究部会の計画展開と達成目標
* 次年度に達成したいことを共有しましょう。
4. 1999年度運営委員の選出と承認
* 自らにおいても協力しあいながらも積極的にかわり合
いましょう。

総会後に食事と酒を楽しみながら、学習者ディベロPMENT
と私達個人の発展について考えを述べ合ひましょう。

4) Party!! パーティー!!

We are planning to have an annual LD party after our
AGM on Sunday night (22 November). For
details, check out for an announcement at the LD
hospitality desk.

今年も学習者ディベロPMENT研究部会のパーティーを計画
しています。日時は、11月22日(日)の夜、年次総会終了
後ですが、場所はまだ未定です。学習者ディベロPMENT研
究部会展示デスクに立ち寄って、場所と行き方をチェックし
てください。



5) LD N-SIG Display Desk

学習者ディベロPMENT研究部会展示デスク

Throughout the conference, at the LD N-SIG Display
Desk, there will be back issues of our publications and
a message board, and other people to talk to about
learner development.

If you could be at the Display Desk for a certain period
of time, please contact Jill Robbins (tel.0798-53-6131
(w); e-mail: robbins@kwansei.ac.jp) beforehand, or
come to the Display Desk and sign up when you get to
the conference.

大会期間中、学習者ディベロPMENT研究部会展示デスクで
は、ニュースレターのバックナンバーや伝言板を設置し、学
習者ディベロPMENTについて意見を交換できるように計画
しています。展示デスクに座ってお手伝いいただける方は、
事前にジル・ロビンスまでご連絡ください。(電話: 0798-
53-6131 (w); e-mail: robbins@kwansei.ac.jp)または、大
会にいらしてからでも申し出くださると助かります。

6) Other related presentations

その他の関連発表

The following is a list of presentations related to learner
development. Most of the information below is from *The
Language Teacher* (July 1998) JALT98 Pre-
Conference Supplement. This list is not exhaustive, so
please be sure to consult your conference handbook
during the conference. Most of the presentations are
held in rooms 707 and 708.

学習者ディベロPMENT関連の発表には次のようなものもあ
ります。以下の発表予定リストは*The Language Teacher*
7月号の年次大会予告号を参考にして選びました。ただしこ
のリストは、関連の発表すべてを網羅するものではありません
ので、大会ハンドブックをご覧の上、発表会場にいらして
ください。発表会場は707と708がほとんどです。

「」内は英文タイトルを日本語に訳したものです。発表時
間、会場は英文をご覧ください。

November 21 (Saturday)

*Autonomy Aspects in Kanji Learning

Miyuki Usuki

Time: 11:30-12:15 Rm.707

「漢字学習の自律的側面」

臼杵美由紀

* Learner Training with Awareness-Raising

Tasks

Hongo/Seki/Uehara

Time: 1:15-2:00 Rm.707

「気づきを重視したタスクによる学習者トレーニング」

本郷智子、関麻由美、上原真知子

*Activities for the Independent Learner

Petrucione / Ryan

Time: 4:15-5:00 Rm.707

「独立学習者のための活動」

*Deconstruction for Learner Strategies

Whinery

Time: 5:15-6:00 Rm.707

「学習者ストラテジーのディコンストラクション」

November 22 (Sunday)

*Colloquium on Self-Access Center Development

Ingulstrud / Shaffer / Allen / Black / Marquez

Time: 9:30-11:15 Rm. 707

「セルフアクセスセンター開発に関するコロキウム」

*Explicit or Implicit Listening Strategies

Woo

Time: 9:30-10:15 Rm. 708

「明示的もしくは非明示的な聞き取りストラテジー」

*Writing and the Development of Learner Autonomy

David Little

Time: 3:30-4:15 Rm. 708

「ライティングと自律学習の発達」

*Taking the Wheel: An Exercise in Student

Autonomy

Malcolm Swanson

Time: 3:30-4:15 Rm. 704

「自律学習のための活動」

*JSL Forum: Encouraging Learners to Learn Self-

Directedly

Misumi/Nishitani/Kitamura

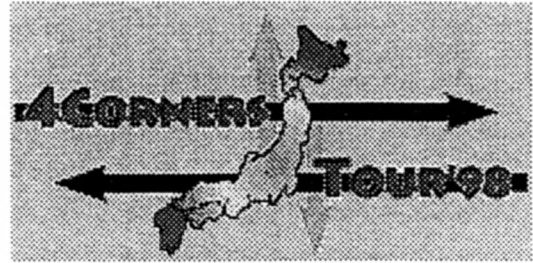
Time: 4:30-6:15 Rm. 809

日本語教育フォーラム

「自律的日本語学習を進めるために何が必要か」

三角友子、西谷まり、北村達也

7) 4Corners Tour



What is the 4Corners Tour?

This year, JALT will once again be organising the '4Corners Tour' for the two weeks prior to the conference in Omiya. The aims of the tour are to bring some of the keynote speakers for JALT'98, together with an as-yet-unchosen foreign language specialist from Malaysia, to JALT chapters all over Japan: it's an important part of their getting to know your concerns and situations, developing a sense of language education in Japan, and meeting many different JALT members at the grassroots level.

This year David Little and Leni Dam will be JALT98's main plenary speakers. They'll also be making a major contribution to the 4Corners Tour.

Background: Leni Dam

Leni Dam is a pedagogical adviser and in-service teacher trainer at the Royal Danish Institute of Educational Studies in Copenhagen. Her job includes the teaching of courses for foreign language teachers, and also courses for teachers of all subjects, as well as the development of whole schools towards an environment where our recent knowledge about teaching and learning can be catered for. She also teaches at a comprehensive school carrying out a research project into learner autonomy.

Leni started more than 20 years ago with the development of learner autonomy (then labelled "differentiated teaching and learning") in her own classes in a Danish "folkeskole". She has used this experience in teacher training and in-service teacher training both in Denmark and outside where she has given numerous lectures and seminars - not only to

teachers but also to parents.

Leni writes:

In order to keep in touch with "real life", I am at the same time teaching two English classes in a Danish comprehensive school, which serve also as the background for a research project - LAALE (Language Acquisition in an Autonomous Environment) carried out in connection with Professor Legenhausen, Muenster University, Germany.

Over the years, I have written many articles and a few books - alone as well as together with others - on aspects of language learning/teaching as well as on in-service teacher training. The most recent publications in English in connection with learner autonomy are:

**Dam, L. How to recognise the autonomous classroom, in *Die Neueren Sprachen*: Lernerautonomie. Oktober 1994. Diesterweg, Frankfurt am Main, Germany 1994.

**Dam, L. *Learner Autonomy - From Theory to Classroom Practice*, Authentik Language Learning Resources Ltd., Dublin. (1995)

**Dam, L. and L. Legenhausen: The acquisition of vocabulary in an autonomous learning environment - the first months of beginning English. In Richard Pemberton et al (eds.): *Taking Control - Autonomy in Language Learning*. Hong Kong University Press. (1996)

Background: David Little

David Little has been director of the Centre for Language and Communication Studies (CLCS), Trinity College Dublin, since it was founded in 1978. The Centre offers courses in theoretical and applied linguistics at postgraduate and undergraduate levels; it also provides self-access language learning facilities and resources for the university as a whole, and foreign language modules for students who are not studying a foreign language for their degree. David Little contributes modules on the second language curriculum and discourse analysis to CLCS's M.Phil. in Applied Linguistics. Besides learner autonomy, his principal research interests are pedagogical grammar and the use of authentic texts and new technologies in second language learning. He is a director of Authentik Language Learning Resources Ltd, a campus company of Trinity College, which publishes language learning materials in English, French, German and Spanish, as well as books for language teachers

(including a series on learner autonomy).

David Little first became interested in learner autonomy from the perspective of self-access language learning, but it was only when he first encountered Leni Dam's work, in the mid-1980s, that he began seriously to reflect on the issues of theory and practice that have preoccupied him ever since. *Learner Autonomy 1: Definitions, Issues and Problems* (Dublin: Authentik) appeared in 1991. Since then he has published some twenty articles exploring different aspects of learner autonomy in theory and practice, including:

**'Learner autonomy: a theoretical construct and its practical application', *Die Neueren Sprachen* 93.5 (1994), pp.430-42.

**'Learning as dialogue: the dependence of learner autonomy on teacher autonomy', *System* 23.2 (1995), pp.175-81.

**'Learner autonomy: some steps in the evolution of theory and practice', *Teanga* 16 (The Irish Yearbook of Applied Linguistics, 1996), pp.1-13.

**'Freedom to learn and compulsion to interact: promoting learner autonomy through the use of information systems and information technologies'. In *Taking Control: Autonomy in Language Learning*, ed. R. Pemberton et al., pp.193-209. Hong Kong: Hong Kong University Press, 1996.

**'Strategic competence and the learner's strategic control of the language learning process', *Language Teaching* 29.2 (1996), pp.94-97.

**'Language awareness and the autonomous language learner', *Language Awareness* 6.2-3 (1997), pp.93-104.

**'Learner autonomy in the foreign language classroom: theoretical foundations and some essentials of pedagogical practice', *Zeitschrift fuer Fremdsprachenforschung* 8.2 (1997), pp.227-44.

**'Responding authentically to authentic texts: a problem for self-access language learning?' In *Learner Independence for Language Learning*, ed. P. Benson and P. Voller, pp.225-36. London and New York: Longman, 1997.

(Background : Leni Dam and David Little is from the 4Corners Tour website, <http://www.seafolk.ne.jp/kqjalt/4corners.html>)

This year JALT98's main conference speakers, Leni Dam and David Little will be participating together on a

tour of western Japan November 8th through the 18th, and will then be sharing with us in Omiya. If you'll be unable to attend the national conference this year, here's your opportunity - if you live somewhere between Kagoshima and Kansai to meet this year's main speakers.

Sun, 8 Nov - arrive in Tokyo
Sun, 8 Nov - Tokyo -> Miyazaki [ANA]
Mon, 9 Nov - Miyazaki (rest day)
Tues, 10 Nov - Miyazaki presentation
Weds, 11 Nov - Miyazaki -> Kumamoto [JR]
Weds, 11 Nov - Kumamoto presentation
Thurs, 12 Nov - Kumamoto -> Nagasaki
Fri 13 Nov - Nagasaki presentation
Sat 14 Nov - Nagasaki -> Kitakyushu, evening presentation
Sun 15 Nov - Kitakyushu -> Hiroshima, evening presentation [KK to Hiroshima by shinkansen 1 hour - sightseeing in the afternoon (?)]
Mon 16 Nov - Hiroshima -> Osaka
T&W 17, 18 Nov - Kansai (contact person: Naoko Aoki)
Thurs 19 Nov - travel day
Fri 20 Nov - pre-conference workshops (David and Leni Free/R&R)
Sat 21 Nov - first day of conference: D & L participation
Sun 22 Nov - JALT98
Mon 23 Nov - JALT98 - final day & depart for Europe

For the latest information on itineraries and contact people, visit the 4Corners Tour website, <http://www.seafolk.ne.jp/kqjalt/4corners.html>

Hugh Nicoll is coordinating arrangements for David and Leni's visit. For further info, please send email <hnicoll@miyazaki-mu.ac.jp>, a fax (0985-20-4807) or call 0985-20-4788.

David Little and Leni Dam in the Kansai

David Little and Leni Dam will be in the Kansai on November 16, 17, and 18. David will talk on pedagogical grammar at Osaka University Toyonaka Campus on one of the evenings. We could organize a LD get-together too, if a sufficient number of members are interested. We also need volunteers to show them around in town. Contact Naoko Aoki at 078-412-9646 by phone or naoko@let.osaka-u.ac.jp by e-mail.

4Corners Tour

4Corners Tourとは、JALT年次大会開催前の2週間に渡り、講演者の一部およびJALTアジア教育者奨学金受給者が日本各地を周り講演を行うツアーです。これは講演者に我々の状況や関心を知ってもらい、日本における言語教育の一端に触れ、草の根レベルでの交流をはかるものです。

今年のJALT国際大会の招待講演者として、デイビッド・リトルとレニ・ダムの両氏が来日します。このお二人は大宮で開かれる大会の前に、日本各地で講演旅行を行います。

レニ・ダム氏の紹介

レニ・ダムはコペンハーゲン王立デンマーク教育研究所の教育アドバイザー兼現職教師の対するトレーナーである。外国語を教える教員や他の科目を教える教員の為のコースを受け持つ。また最近の教授及び学習に関する知識を提供できるように学校全体を開発していく、アドバイザーとしての仕事もある。また総合中等学校の英語教員であり、学習者の自律に関するリサーチプロジェクトを行う。

彼女は学習者の自律開発を（当時は「特殊化した教授と学習」と言う名であった）デンマークの"folkeskole"の自分のクラスで20年前に始めた。そしてこの経験を生かして教師教育を、デンマークのみならず各国で講演やセミナー（教師のみならず、親に対しても）を通して数多く行っている。

彼女はこう書く。

「現実」にふれるために私はデンマーク総合中等学校で英語のクラスを2つ担当している。これは同時にLAALE（自律環境での語学習得）という研究プロジェクトの背景となっている。これはドイツのミュンスター大学のLegenhausen教授との共同研究である。

永年私は言語学習／教授とインサービスティーチャートレーニングに関する多くの論文と数冊の本を書いてきた--単著のときも共同執筆したときもある--。最も最近の英語で書かれた学習の自律に関する著書は以下のものである。

（英文参照）

デイビッド・リトル氏の紹介

デイビッド リトル氏は1978年の設立以来、ダブリン、トリニティーカレッジの言語コミュニケーション研究センター（CLCS）のディレクターを勤めている。同センターは言語学理論、及び応用言語学の大学学部レベル、及び大学院レベルのコースを持つ。また、大学全体の自習語学学習施設と資料を提供し、学位として語学を履修しない学生の為の単位を認定することも行っている。デイビッド リトル氏は第2言語カリキュラムと談話分析の領域で、CLCSの応用言語学哲学修士の単位の認定に関わっている。氏は学習者の自律のみな

らず、教育文法、オーセンティックな教科書の使い方、第2言語学習にテクノロジーをどのように取り入れるか、についても主要な研究を行っている。彼は大学のキャンパスカンパニーであるAuthentik Language Learning Resources Ltd.のディレクターでもある。この会社は英語、仏語、独語、スペイン語の語学学習教材と、語学教師の為の本を出版している(学習者の自律のシリーズを含む。)

デイビッド・リトルはセルフアクセスの語学学習という観点から学習者の自律に興味をもったのであるが、それは1980年代の半ばにレニ・ダムの仕事に出会ってからであった。それ以来理論と実践の論点に真っ向から取り組んでいる。『学習者の自律 1: 定義、論点と問題点』(Dublin:Authentik)は1991年に出版された。以来彼は理論と実践の観点から取り上げた学習者の自律に関する20有余の論文を書いている。以下に主要論文をあげる。(英文参照)

(レニ・ダムとデイビッド・リトルの紹介は、この講演旅行のホームページに出ています。

<http://www.seafolk.ne.jp/kqjal/4corners.html>)

JALT98大会での特別招待講演者であるレニ・ダムとデイビッド・リトルの両氏が、11月8日から18日にかけて西日本で講演を行いながら大会開催地の大宮に向かいます。鹿児島から関西地区にお住まいで今年の大会に出席できない、という方は大会のメインスピーカーに会えるチャンスです。ぜひ御参加下さい。

- 11月8日(日) 東京到着 東京→宮崎(ANA)
- 11月9日(月) 宮崎(休日)
- 11月10日(火) 宮崎講演
- 11月11日(水) 宮崎→熊本(JR) 熊本講演
- 11月12日(木) 熊本→長崎
- 11月13日(金) 長崎講演
- 11月14日(土) 長崎→北九州、夜の講演
- 11月15日(日) 北九州→広島、夜の講演
- [北九州→広島 新幹線で1時間、午後に観光(?)]
- 11月16日(月) 広島→大阪
- 17日、18日(火、水) 関西(連絡者: 青木直子)
- 11月19日(木) 移動日
- 11月20日(金) 大会前ワークショップ(David と Leni 自由行動)
- 11月21日(土) 大会初日(David と Leni 参加)
- 11月22日(日) JALT98
- 11月23日(月) JALT98 最終日、ヨーロッパへ出発

最新の情報をお知りになりたい方は、この講演旅行のホームページをご覧ください。

<http://www.seafolk.ne.jp/kqjal/4corners.html>

もしくは、ヒュー・ニコルまでご連絡ください。

<hnicoll@miyazaki-mu.ac.jp>

fax 0985-20-4807 電話0985-20-4788.

関西地区での催しのお知らせ

レニ・ダムとデイビッド・リトルの両氏は、11月18日から18日まで関西地方に滞在します。滞在中のいずれかの夜にデイビッド・リトル氏は教授文法について大阪大学豊中キャンパスで講演を行う予定です。もしメンバーの皆さんがたくさん集まれば、なにか会合ができるかもしれません。また、町を案内するボランティアも募集中です。興味のある方は、青木直子までご連絡ください。電話: 078-412-9646
e-mail: naoko@let.osaka-u.ac.jp

Reporters of Omiya Conference presentations wanted 大会発表の報告者募集

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Have you visited The LD Web Page? LDホームページを覗いたことはありますか?

<http://www.let.osaka-u.ac.jp/naoko/LD/homeE.html>

(このコラムは、カイルンさんがまず日本語で文章を書き、それをご本人が英語に翻訳したものです。
The original text is written in Japanese then translated into English.)

学校で教えてくれなかった日本語 (1)

ミックメーヒル・カイルン
群馬県立女子大学英文学科

「きれいな日本語ですね。日本人より正しい日本語を喋るから恥ずかしいわよ。」

私は日本語を中学校や大学、また日本では語学学校で勉強したが、コーネル大学のジョーダン教授の教育法や書いた教科書の影響をずっと感じていた。どっちかというaudio-lingual (AL)法で、文法のパターンを習慣として耳と口で覚えさせる、自然な(例えば子供と同じような)習得順ではなくて、頭で分析した論理的な順序できちんと覚えておくこと。つまり「ます」で終わる動詞の変化(連用形)をまずマスターしてから「う」と「る」で終わる動詞の変化(辞書形)を習う。しかも辞書形を使う時はいつも文の中で名詞とか動詞の前で、文の最後に使わないこと。例えば「食べたお饅頭はおいしかったです」と言ってもいいけど、「うん、食べた」と外国人がいうのはとても危ないことである。指導の先生方ははっきり言わないけど、私の受けた印象では、日本人はみんな上品な民族で、荒っぽいやい方は相手を不愉快にさせる。その一方では、日本人同士では本当は「食べます」を言わないで、「召し上がります」や「頂きます」と言うが、敬語は外国人には難しすぎて、無理なので、「ご馳走様」や「どういたしまして」という片言の敬語だけ覚えておけばいい。私に伝わったメッセージは、日本人の喋る日本語ではなくて、日本人は外国人にとってふさわしいと思う日本語を覚えればいい。自分が初級の日本語を教えるようになって、もっと自然な日本語を教えたくても、その考え方に束縛された。私の教え子が日本に行って、思わず上品な日本人に失礼な言い方をしてしまえば、日本大使館からでも苦情が出るんじゃないかと。

そして、日本に住むようになって実際にそんな丁寧な言葉を使っているのは東京の山の手やお屋敷に住んでいる方々であった。

特に現在住んでいる群馬県は『かかあ殿下とからっ風』とされているだけあって女性の言葉も荒っぽく最初はなぜ皆から怒られているのか悩んでしまった。ちなみに私の旦那は純粋な上州人で、学生時代に群馬県人同士で話をしていたら「なぜ君たちは笑いながら喧嘩をしているのか」と言われたそう。たしかに東京の人の方が物腰は柔らかく、東京で暮らして英語関係の仕事をしていると、いわゆる標準語(共

通語と言った方が良いが)以外を耳にするのは関西弁くらいなもので、ほかの地方出身者はすべてと言ってよいほど標準語で話したり話そうと努力をする。東京指向の人々の間には発見できなかった日本語が見えてきただんべ。関東だけでも各県によって色々な方言があるし、東北や沖縄の言葉は日本人同士でも判らないそうである。アメリカでは南部の言葉が特徴的なくらいで、日本の様に豊富な方言は多くない。私の旦那にもっと上州弁を喋って教えて欲しいと言ってもなかなか恥ずかしくて喋ってくれない。

そして群馬に来たのだから昔の農家に住みたいと思色々回っているが、最初は旦那をはじめ皆「便利で新しい家を探せばいいだろう」とだれも本気にしないで、私から見ると西欧風アグリハウス(新築は殆どこれだけ)を勧められた。そして私が百回位「不便な昔の農家がいい」と言ってようやく皆協力して探してくれるようになった。しかし今度はなかなか古い農家がない、気に入った家があってもとても高かったり(業者が儲けているとしか思えない)、空き家かと思ったら人が住んでいたりと、誰か月一万円を貸してちょ。

市町村レベルで現在残っている自然を破壊して、新しい地方の文化を盛んに作っているが、もっと個人個人が古くて良いものを残すという方向にはならないのか。「おめ-な-、そんなこと言ったら新しい物が好きで、日本経済の活性化になるんだからふりい物は、ぶっ壊して東京みて-な物を作るんさ」。特に群馬の人は見栄張りで新しい物好きと言うことで古いものは残っていないのかもしれない。あるいは文部省教育は、言葉と文化の分野で標準的日本人製造に成功しているということか。本当に個人で考えプラス思考で行動している人がどのくらいいるのか、数えたら切りがある。

私の憧れている日本が、憧れていた日本となってしまわないように皆さん目をさまして!!

ミックメーヒル・カイルン
金子昌弘(群馬方言ゴースト・ライター)

Japanese I Didn't Learn in School Part 1

"What proper Japanese. I'm ashamed to say you speak even more correct Japanese than we Japanese do!" Throughout all the Japanese I learned in junior high, college, and in language schools in Japan, there always lurked the influence of Eleanor Jordan of Cornell University and her texts and methods for teaching Japanese. Hers was basically an audio-

lingual method stressing the oral acquisition of grammatical patterns, but not in a natural acquisition order such as a child might follow, but in a logical order based on how the patterns might be best presented and memorized by an academic mind. This meant that conjugating the short form or dictionary forms of verbs could only come after mastering the "masu" form, and even then we had to be careful to only use those short forms embedded in a sentence or modifying a noun, never at the end of a sentence. For example, we were allowed as learners of Japanese as a foreign language to say, "Tabeta omanjuu wa oishikatta desu" or "The bean bun I ate was delicious" but not bluntly, "Un, tabeta," or "Yeah, I ate it." Although my native Japanese instructors never really came out and said so, I definitely got the impression that the Japanese race was a delicate lot and that to use rough language with them would hurt their ears. And on the other hand, we were given to know that between Japanese they didn't actually say just "tabemasu" or the polite form of "eat," for instance, but addressed their betters with "meshiagarimasu" or "will you honorably eat" and referred to their own eating as "itadakimasu" or "I humbly partake," but all those polite forms were of course way beyond us foreign learners and we should just forget learning them. It would be enough if we just memorized some polite expressions as "chunks," such as "gochisosama" ("it was an honorable feast") and "doo itashimashite" ("you're welcome"). In other words, the message I got was that I didn't need to actually learn to speak the way Japanese people do, but just how they thought it was suitable for non-Japanese to speak. Even later when I taught beginning Japanese to Americans myself, and wanted to teach them to speak more naturally, I was haunted by the implicit warnings of my instructors. But what would really have happened if a student of mine had gone to Japan and inadvertently offended someone with informal Japanese? Would the Japanese Embassy have called me up to lodge a complaint? Sometimes I thought so.

But now, having lived in Japan all this time, I have to say that the only people who speak as politely as in my old textbooks all live within the Yamanote train line in Tokyo or in a huge mansion.

Especially living in Gunma Prefecture with its hen-pecked husbands and dry winter winds, even the women sound like they are giving you a tongue-lashing when they talk and at first I wondered all the time why they were so mad at me. On top of it my husband is Gunma born and bred, of whom friends in college in Tokyo used to ask, "Why are you smiling when you're

having a fight?" when he was chatting with another friend from Gunma. Certainly people in Tokyo seemed milder to me when I lived and worked there, and except for people from the Kansai region, people who move to Tokyo from other prefectures seem to make an effort to use "standard" Japanese (wouldn't it be more correct to say "Tokyo dialect"?) But out here in Gunma, I sure as hell have encountered a Japanese not spoken between Tokyo-ites. I wish I'd been prepared for the fact that not only Kanto but every region has its own varieties of Japanese, and that Japanese can't even understand each other if they speak! such different varieties as those of Okinawa and Tohoku, a surprise since in the U.S. there are only a few broad varieties of English such as Southern, Eastern, Midwestern, and so on. But even though I beg my husband to speak Gunma dialect more and teach it to me, he's too embarrassed.

It's a similar story with trying to find an old farmhouse to live in out here. Even though I've looked everywhere, no one, not even my husband takes me seriously, but says, "Why don't you look for a comfortable new house?" Excuse me, but new "Western-style" houses look like plastic boxes, so after I repeated "I want an old, inconvenient farmhouse" one hundred times over the past two years, I've finally got everyone looking for for me. But now the problem is there are no old houses left, or if I like one, it's too expensive (as in listed with a real estate agent who himself bought it for a pittance) or there's someone living there even though it looks vacant. I wonder how many other foreigners are out there dreaming of renting an old house for 10,000 yen a month!

Local governments are destroying whatever nature is left to create a "new regional culture," and no one is giving a thought to hanging on to the old but good things of Japan, whether it's nature, architecture or language. "Go on, girl. I like new things, and it's gonna help the Japanese economy, so let's get with it and build another golf course where that mountain is now." Maybe Gunma people just like new things and like to show off, or maybe the Ministry of Education has just been too successful in creating homogeneous Japanese people who think and talk the same. In any case there are so few people who really take pride in their own local culture, language, and history.

If things go on this way, the Japan I love will become the Japanese I once loved, and I'll be saying thanks

that my teachers drilled such "pretty" Japanese into my head!

by Cheiron McMahill

with Gunma dialect ghost-writing by Masahiro Kaneko



Teachers as Learners/

学習する教師

Steps and Hurdles in Active Student Learning

Renee Cohen

I recently decided to make a move toward relearning French. What fun! First, I got out my old college French grammar translation texts and went through them all again. This was easy enough, requiring only time and effort on my part.

Then, I found myself a native French tutor who agreed to tape-record the inventory of French sounds for me, as well as some readings, though he scoffed at doing so. I began reading French texts, excerpts of masters. I really liked Cocteau. To read something I found personally meaningful really did make all the difference in the world. I was just ecstatic that I was reading Cocteau in the original and enjoyed every nuance of his style. This motivated me to read more, more of the same, that is. I quickly lost interest in reading what were for me dull descriptive cultural and social accounts. I circled phrases I did not understand and took them to my French tutor. I was trying to take charge of my own learning. I thought that I was taking grammar problems to him, but his explanations were always about content, meaning; anyway, it furthered my understanding but he had his own agenda of what and how he thought I should learn,

down I moved back across to the other side of the table, with which he was apparently infinitely more comfortable. Then there was the issue of him wanting to chat about bicyclettes, or whatever, but not eager to echo or let me echo. The fact was he was a native speaker but not a trained teacher, although he had a job here as a language teacher, and, did he ever think he knew just how to be a teacher. He continued to be uncomfortable with my attempts to control my own learning. He seemed to think that he in the role of teacher/tutor should control it - MY learning! He hemmed and hawed repeatedly but in the crunch with a "Well, it is your money " would do what I asked, if I insisted, but he really wanted to determine what went on in those sessions, rather than letting me the student determine the learning, method and content, pace and focus.

The second hurdle came with listening. I began with the Gypsy Kings, I do have him to thank for that. He introduced me to exquisite French music, but my mind seemed able to hold just so much meaning to foreign sound and then it would quit, or switch. I used some of that academic knowledge garnered in graduate readings to focus on the refrain, the last word in the lines, supposedly the easiest to hear, to process initially. It seemed to work well. The use of songs that were musically appealing to me in order to persevere through the repeated exposures necessary to develop fluency, a quick and easy listening fluency, was the third stage in my French studies.

The first stage had been the intensive grammar review with lots of examples, with explanations in English in one grammar book followed by another with all the grammar explanations in French. I felt both were essential in the development of my understanding of basic French grammar., an absolutely essential beginning point, along with pronunciation mastery, accompanied by a wide vocabulary exposure, with lots of attention to verbs, verb forms, verbs in context. Sentential context seemed sufficient at this point. The second stage then began and continues. It consists of extensive reading in fields of personal interest - which sustains interest. At this stage pronouns and idioms became important.

At the beginning of the third stage, that of listening comprehension, I was still not ready to converse in French and covert attempts to get my French tutor to model and let me echo his conversational French went down with a thud; he did not find that trendy, or whatever - no ego payoff in it for him it seems. Though

