

LEARNING LEARNING

ISSN 1882-1103

学習の学習

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▷ ABOUT THIS ISSUE

LEARNING LEARNING 15(1) SPRING 2008

Welcome again to *Learning Learning!* We hope you are enjoying the spring and the beginning of a new academic year. In this Spring issue, you will find an array of stimulating and thought-provoking pieces that will help us reflect on what we do as language teachers and learners, as well as information about various opportunities for us to do just that with other people.

In our *People* section, meet Jim Ronald and Masuko Miyahara, new members on the *Learning Learning* editorial team, as well as Maria Trovela, an active LD member, who has recently moved from Hiroshima to Tokyo.

Moving onto *Reports*, we have two bulletins from the local area get-togethers. Jim Ronald reports on the very first meeting in Hiroshima and Tomoko Kawachi covers the two latest meetings in Tokyo, in January and March. In addition, Etsuko Shimo and Jodie Stevenson look back at the discussions that took place at the LD Forum 2007 in November for those of you who missed it.

If you came to the great Thanksgiving dinner at JALT 2007 in Tokyo in November, you will remember Naoko Harada and Thomas Amundrud, our LD grant recipients. We are proud to present two articles contributed by them. Naoko takes a look at her own multi-faceted teacher identity and Thomas reflects on his experience in starting and maintaining an informal roundtable for full-time and part-time teachers. If you are new to the SIG and need help in paying to go to conferences, don't miss the call for LD Grant 2008 applications that precedes these inspiring articles!

The feature article is by Deryn Verity. She introduces and explains the Vygotskian concept of "orienting to task" that closely relates to the topic of her workshop which will be held at the LD Forum in JALT 2008, in Tokyo.

Something totally new with a twist starting this issue is a sci-fi series by Steve Davies, entitled "The Adventure of Magenta M." Enjoy the creative approach to reflect critically on what goes on in language education or simply read it for a laugh!

学習の学習 15(1) 2008 春

『学習の学習』へようこそ!新年度の準備はいかがでしょうか?今春号は、語学教員また言語学習者としての自分を振返させてくれる様々なトピックと刺激があふれた内容となっています。また、仲間と一緒にその振り返りを分かち合う機会についての情報もお届けします。

まずピープルのセクションでは、今号から編集チームに加わったジム・ロナルドと宮原万寿子の挨拶、最近広島から東京に引越したマリア・トロヴェラの自己紹介をお読みください。

続いてレポートセクションでは広島での初集会の様子を伝えるジム・ロナルドと河内智子による1月・3月に行われた東京集会の報告をお楽しみください。また、下絵津子とジョディ・スティーブンソンがLDフォーラム2007での話し合いを伝えてくれます。

もしあなたがJALT2007のサンクスギビング・ディナーに参加されたなら、LD奨励助成金受賞者の原田奈穂子とトーマス・アムンドルを覚えているでしょう。この二人の素晴らしいエッセイをお読みください。尚子は多面的な教員としてのアイデンティティを振り返り、トーマスは、常勤と非常勤教員のための定期的でインフォーマルな座談会の立ち上げと運営の経験を振り返ります。もしあなたがLDメンバーになって日が浅く、年次大会への旅費の助けが必要ならば、2008年度LD奨励助成金の案内を見逃さないでください!

今号の論文はデリン・ヴァリティがヴィゴツキーのコンセプト「タスク・オリエンテーション」を紹介・解説します。このトピックは、JALT2008でのLDフォーラムで彼女自身が行うスキヤッフルディング(足場組み)のワークショップへと繋がるものです。

そして今号からはじまるスティーブ・デイヴィスによるひと味違う企画、SFシリーズ「マジェンタMの冒險」をどうぞ。このクリエイティブな作品を読んで言語教育を批判的に振返るものよし、ただ笑って楽しむのもよし!です。

さて今号をお読み頂くと使用言語についての変更に気づかれることでしょう。和英を問わず投稿されたすべての原稿全文の翻訳掲載を取りやめ、要約の翻訳文を掲載することとしました。この変更は昨年JALTにおけるSIG総会で慎重に話し合った結果です。出席したメンバーの多くはこの新しい形式でもバイリングアリズムを奨励する精神を守ることができると感じました。そして、私たちも編集作業の絶対量が減ることにより、ニュースレターの高い質を維持できると思っています。『学習の学習』はこれからもあなたの投稿を和文・英文に関わらずお待ちしています。今号掲載の入江恵による和文、ピーター・ミズキによる英文の自律学習に関する書評はこの変化を体現したものと言えるでしょう。

▷ ABOUT THIS ISSUE

One thing you will notice in this issue is that we have implemented a significant change in the language policy of the newsletter: we no longer provide full translations into Japanese or English of all texts, but add a summary to each article. This decision was made at the annual general meeting at JALT 2007 after careful consideration and discussion. The majority of the members there felt that the spirit of promoting bilingualism can still be preserved in this new format. We hope that the reduced workload will enable us to maintain the high quality of the SIG newsletter. *Learning Learning* continues to welcome your submissions in either or both English and Japanese. The two book reviews contributed by Kay Irie in Japanese and Peter Mizuki in English on two different books about learner autonomy are the embodiment of this new policy.

LD SIG is as active and energetic as ever. After reading the reports and articles in this issue, if you feel the urge to connect with other members in the SIG or want to explore learner and teacher development more, make sure you read the Future Events section with your schedule book and plan ahead.

As lead co-editors for this issue, we would like to thank all contributors and supporters. We have been extremely fortunate to have Masuko Miyahara and Jim Ronald who have been fully involved throughout the process of bringing out this issue as shadow editors. They have done the lion's share of proofreading, translating and generally making helpful suggestions. We also would like to thank Andy Barfield, Ellen Head, Etsuko Shimo, Michael Carroll, Nobuko Saito and Tomoko Kawachi for their help and expertise with proofreading, and Etsuko, Tomoko and Yoko Wakui for translating. Masuko will now take over Kay's position and become Alison's partner in leading the editors for the next issue in October 2008.

So please take a short break from your hectic day and read on. The *Learning Learning* editorial team is looking forward to hearing from you about this issue and any ideas you might want to share with fellow members and colleagues. Please drop us a line anytime!

Have a fantastic year of learning and development,

*Co-lead Editors
Kay Irie and Alison Stewart*

LD SIGはこれまでになく元気です。様々な報告や論文を読み、あなたも他のメンバーと交流を深めたり、自律について一緒に考えてみたくなったら、是非スケジュールブックを手に、今後のイベントを読み、予定をたてましょう。

今号の共同責任編集者として、投稿及び協力して下さった全ての方にお礼を申し上げます。そして宮原万寿子とジム・ロナルドがシャドウ・エディターとして編集作業に深く関わってくれたことを幸運に思います。お二人は大量の校正と翻訳をこなし、多くの有益な助言を与えてくれました。そして校正にご協力頂いた皆さん(アンディ・バーフィールド、エレン・ヘッド、下絵津子、マイケル・キャロル、齋藤伸子、河内智子、涌井洋子)そして翻訳を引き受けてくれた下絵津子、河内智子、涌井陽子に感謝の意を表したいと思います。次回10月号では宮原万寿子が入江恵に代わり、共同責任編集者としてアリソン・スチュワートのパートナーを務めます。

新学期の慌ただしい時間から少しブレイクして、今号をお読みください。『学習の学習』編集チームはいつでも、あなたのご感想及びアイディアをお待ちしています。是非ご一報ください。

それでは学習とディベロップメントに満ちた1年となりますように!

共同責任編集者
アリソン・スチュワートと入江恵
(敬称略)



▷ COORDINATOR'S MESSAGE

コーディネータからの メッセージ 2008年4月

皆さんこんにちは!

新学年度の始まりはLD SIGの2007年度の活動を振り返り、今年度の予定を鑑みるに最適な、そして必要な時期と言えるでしょう。

昨年11月東京において開かれた総会において、今年度も引き続きコーディネータとして留まることに同意させて頂いたことを嬉しく思い報告させて頂きます。総会以降はプログラム・コミティ、パブリケーション・チーム、エリア集会チームの皆さんにリーダーシップを發揮してくれています。そしてルーシー・クッカー、ヒロミ・フジサワ、ジム・ロナルド、マスコ・ミヤハラ、及びジャン・タニグチを改めて各コミッティに歓迎したいと思います。ルーシーはweb/IT関連において私をサポートしてくれていますし、働き者の我らが会計担当ケイコ・カワズをヒロミがシャドウする予定です。ジムとマスコはパブリケーション・チームに参加、ジャンはプログラム担当のエレンとマーサを助けていく予定です。

私たちは、本年度のJALT全国大会におけるLD Forumに向けてすでに動きだしていますし、6月14日に名古屋で行われるJACET-JALTカンファレンスをサポートし、引き続いて翌日15日(日曜日)にリトリートを計画しています。今年度のフォーラムはデリン・ヴァリティを迎えて、お互いスキヤップホルディング(足場つくり)の体験を分かち合う参加型ワークショップを行う予定です。これらの活動予定の詳細は今号の学習の学習でお確かめください。

そしてSIGの情報についてはLD SIG discuss メーリング・リスト、もしくは、ウェブサイト <http://ld-sig.org>において入手することができます。また、気がむければ、あなたのリフレクションをSIGのブログに投稿することもできます <http://ld-sig.org/lablog/>。私たちの姉妹SIGであるIATEFL Learner Autonomy (LA) SIGが本年度もエグゼターにおける盛大なカンファレンス事前イベントを4月4 – 11日に開催します。LA SIGのウェブサイトで自律性に関する発表のレポートを読んでみてください <http://www.learnerautonomy.org/>。

そして特に新会員の皆さんには、全国大会への参加をサポートするSIG助成金に応募頂きたいと思います。助成金応募に関する情報は今号の13頁をご覧下さい。

そして最後に、昨年度の活動報告を、JALT2007期間中にピンク・カウでの素晴らしいサンクス・ギビングのブッフェ・パーティの幹事を務めてくれたステイシーへのお礼を言わずに終わることはできません。今年度の活動計画の詳細を詰めている今、是非みなさんからもJALT2008のSIGパーティをピンク・カウで計画するように、私と一緒にステイシーに働きかけてください!

ヒュー・ニコル

COORDINATOR'S MESSAGE APRIL 2008

Greetings one and all:

The new school year is upon us, which makes this both an excellent and necessary time to reflect on the SIG's activities in 2007 and on our plans for this coming year.



At the AGM in Tokyo last November, I agreed to stay on as coordinator, and so far (I'm very pleased to report), much of the leadership energy is emerging from the program committee, our publications team, and from the hard-working local gathering teams. I'd like to welcome Lucy Cooker, Hiromi Furusawa, Jim Ronald, Masuko Miyahara, and Jan Taniguchi-Ossorio to the committee this year, and thank all those who keep on keeping on. Lucy will be helping me with web/IT issues, Hiromi is shadowing Keiko Kawazu, our hardworking treasurer, Jim and Masuko have joined the publications team, and Jan is helping Ellen with our program efforts.

We already have a good jump on organizing our forum for this year's national conference, and are supporting the JALT/JACET conference in Nagoya this coming June 14, to be followed by our retreat program on Sunday the fifteenth. The forum this year will feature a workshop led by Deryn Verity in which participants will be invited to share their experiences with scaffolding. You will find more details about these events in this issue of Learning Learning.

▷ COORDINATOR'S MESSAGE

Please remember also that you can always stay informed about what's happening in the SIG by posting messages on the LD SIG "discuss" list, or following our web site, <http://ld-sig.org>, and, if the spirit moves you, by posting reflections on our blog at <http://ld-sig.org/lablog/>. Our sister SIG, the IATEFL Learner Autonomy SIG will hold another grand pre-conference event at this year's conference at Exeter, from April 7-11. Do check out the LA SIG site at <http://www.learnerautonomy.org/> to read reports of autonomy related presentations.

I also especially want to encourage newer members of the SIG to consider applying for a grant from the SIG to support participation in the national conference. For more information, please see the 2008 LD SIG Grants announcement on page 13.

Finally, no reflection on our activities last year would be complete without a big thank you to Stacey for organizing the great Thanksgiving buffet party at The Pink Cow during the JALT2007 conference. As we finish working up the final details for this year, please join with me in encouraging Stacey to arrange a JALT 2008 SIG party for us at The Pink Cow again this coming November.

Hugh Nicoll

GETTING YOUR COPY OF MORE AUTONOMY YOU ASK

JALT2006 saw the official launch of More Autonomy You Ask (MAYA), edited by Eric Skier and Miki Kohyama, and featuring 13 research chapters exploring learner and teacher autonomy in a Japanese context, with guest chapters by Stephen Krashen, Chitose Asaoka, and Terry Lamb. Click here for more details.

More Autonomy You Askのご購入について

More Autonomy You Ask(MAYA)はJALT2006において公式に出版されました。MAYAの特徴はEric SkierとMiki Kohyamaによる編集、そして日本における学習者と教師の自律性を探る13章にわたる研究論文とStephen Krashen, Chitose AsaokaとTerry Lambが書いたゲストチャプターです。購入方法についてはここをクリックしてください。

SELF-INTRODUCTION FROM SHADOW EDITORS

シャドウ・エディター自己紹介

MASUKO MIYAHARA

Hi, LL readers! I'm Masuko Miyahara. I am currently based in Tokyo, and teach at International Christian University. I've been an LD SIG member for about four years now, but had not been really active until last April when people started to get together regularly for the LD SIG Tokyo Regional meetings. These gatherings have proved to be a very enriching experience for me, and it has encouraged me to get more involved in the activities of the SIG. By joining the editorial team, I hope I will be able to meet a lot more people, and to have many more opportunities to exchange ideas and opinions. I know I still have a lot to learn, but I am looking forward to facing the challenges, and, most of all, learning from not only others on the editorial team, but also, from you, the readers!

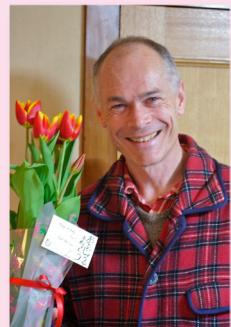


宮原万寿子

こんにちは。宮原万寿子です。現在、東京に住んでおり、母校でもあります国際基督教大学で教えております。LD SIG メンバーになったのは4年前ですが、あまり活動に参加することができませんでした。昨年、4月に東京にてLD SIGの会合が定期的に開かれるようになってからはほぼ、毎回参加しており、とても有意義な時間を過ごしております。今回編集チームに加えてもらうことになり、とてもうれしく思っております。皆さんと、どんどん良いものを造りあげていきたいと考えておりますので、どうぞよろしくお願ひいたします。

JIM RONALD

Hello. My name is Jim Ronald, and I've been a lurking Learner Development member for quite a while. Now I've moved on, up, or sideways, from lurker to shadower... My current LD-related interests include dictionaries in and out of the classroom, language awareness, extensive reading, and project work. I've also spent the past year learning a (for me) useless language and learnt a lot about the various reasons language students are not motivated to learn or simply give up learning. I was (gently) prodded into starting local LD get-togethers in Hiroshima, and I'm really glad I was. Thank you! That's all for now - look forward to meeting you (again) and sharing those and other interests.



ジム・ロナルド

こんにちは、ジム・ロナルドです。今までLD SIGの『隠れ』メンバー的な存在でしたが、この程、同じ「影」でも、シャドー・エディターとして表舞台に出ることになりました。現在LD関連で興味を持っている分野は教室内外での辞書の使い方、多読、プロジェクトワークの活用法等です。また、昨年は自分自身があまり役に立つとは思えない言語を学ぶことで、生徒がモチベーションをなくし、まったくあきらめてしまう理由を身をもって実感しました。広島でLD SIGのエリア集会を立ち上げることとなりましたが、これはとても良かったと思っています。こんなところが近況報告ですが、皆さんといろいろな話題で今後も盛り上がりたいと思います。どうぞよろしくお願ひします。

SELF-INTRODUCTION FROM AN LD MEMBER

メンバー自己紹介

MARIA TROVELA

Hello! I'm Maria Trovela. Maybe we've met? If we haven't, I look forward to meeting you in person someday. Maybe we could talk more about you. Or maybe we could talk about some of the things I'm curious about—collaborative learning, learner/teacher autonomy, Neuro-linguistic Programming, current research on the brain and learning...Or how about the connection between all four? Wouldn't that be an interesting exploration? Well, I'm finishing up my fifth and final year at Fukuyama University in Hiroshima Prefecture. Soon, I'll be moving to Tokyo to work on my MA. Anyways, nice meeting you here. Thanks for reading!



マリア・トロヴェラ

こんにちは。マリア・トロヴェラと申します。どこかでお会いしたことがあるかもしれませんね。もしお会いしていなければ、個人的にお会いできる日を楽しみにしています。そのときはあなたについてのお話が聞けるかもしれませんし、あるいは私が興味のあることについてお話ができるかもしれませんね。例えば、コラボレーション学習、学習者・教師の自立性、神経言語学プログラミング、脳や学習に関する最新研究などです。それともその4つとも全部はどうでしょう?とても興味深いものになるのではないか。さて、私は広島県にある福山大学での5年の月日を終えようとしています。もうすぐ、東京に引越し、修士号を取るために奔走するつもりです。ここで自己紹介できて嬉しく思います。読んで下さってありがとうございます!

Please send in your own self-introduction with a photo for the next issue of *Learning Learning* in October 2008!

As ever, the heart of *Learning Learning* is the living contact between us all. What's been getting you excited, puzzled and motivated with learner autonomy recently? Send in your short reflections, ideas and articles. We want to hear from you! Let's keep on making the connections!

「学習の学習」の真髄は私たち全ての間での生きたやりとりにあります。このところ学習者の自律に関してあなたは何に興奮し、戸惑い、心躍らせているでしょうか?皆さんの意見、アイディア、そして記事を送ってください。みなさんからの声を待っています。より良い関係を作りていきましょう。

▷ REPORTS

GETTING CONNECTED: LOCAL GET-TOGETHER REPORTS FROM HIROSHIMA AND TOKYO

つながりをもとめて：広島・東京エリアミーティング

＜はじめに＞今号の「つながりを求めて」LD SIGエリアミーティング・レポートは広島の初集会の様子と東京で1月・3月に行われた2回の集まりの感想が寄せられています。広島に集まつた意欲的なメンバーたちは、この集まりを、それぞれの自律学習を授業で促進するためのプロジェクトを進めていくための原動力にしたいと考えているようです。東京では毎回、メンバーが気になっていること、興味を持っていること、疑問に思っていることを自由に話し合っています。いずれにしても、このレポートを読めば、あなたも次のミーティングに参加して、「つながり」たくなることでしょう。

HIROSHIMA AREA 広島 JIM RONALD ジム・ロナルド

The first Hiroshima area Learner Development get-together took place on a late Saturday afternoon in early November 2007, in the breezy terrace area of a café within Hiroshima Station. The local JALT chapter is active, with regular well-attended meetings, so the aim for the Hiroshima LD get-togethers has been to offer something with a specific LD focus that would complement the monthly JALT meetings; aiming to attract local LD SIG members, JALT members, and any language teachers who do not have much chance to meet other teachers. That was a good description of the eleven of us who joined our first gathering.

Our first meeting was a few months later than the get-togethers in Tokyo, Kobe and Hiroshima, so the planning and focus of the first meeting benefited from the insights and musings reported in *Language Learning*. Thank you all for those! Especially, it helped us think about how to both have focused LD-oriented meetings and opportunities for just enjoying being together. We hope that this report might also help other groups.

PLANNING

This started with emails to local LD members, then other word of mouth and email contacts to people we knew who might be interested. Through these contacts, it seemed that somewhere near Hiroshima Station would suit most people, as would late afternoon on a Saturday. A flier was distributed at the preceding local JALT meeting, and Naomi Fujishima, LD member and membership chair for Hiroshima JALT, sent out an announcement via the large “friends of Hiroshima JALT” mailing list.

THE MEETING

After ordering drinks, we briefly introduced ourselves, stating who or where we teach and our learner development interests. We didn't really have a plan for the meeting except that we should divide up into groups according to our interests, then get together after an hour or so and give reports from each group. With so many teachers together, ideas about how to do that led us to finish with a kind of scribes and messengers activity, with people from each group going to each other group, reporting their group's discussion and hearing from the other groups. This worked well.



We divided into three groups, each with a different focus, at least initially: a college English education group; a children's English group; and a self-access group. The college English group (Eiko Nakamura, Naomi Fujishima, Carol Lickenbrock Fuji, and Ewen Ferguson) talked about activities to promote student cooperation. Eiko explained her poster carousel activity where there are stations around the room where students have

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posters of certain themes at each station. Visitors (other students) come around and ask questions about the posters or make comments.

Another topic was how to promote independent study. Carol talked about her activity where students shadow some listening activity of their choice, such as a movie scene or favorite song. This is an assignment done outside of the classroom.

The group also gave supportive comments on one teacher's efforts to make an "e-learning" class successful and more interactive than just grammar exercises computer.

Other topics touched on were how to make students do homework and on how much Japanese was appropriate to use in the classroom.

The children's English group was made up of Chris Hunt, Hiroko Kuya, and Jim Ronald. We covered lots of topics: parents' expectations vs. children's situations; whether the learner is always right; and the danger of imposing our (mostly negative) attitude towards tests on children who may find them motivating.

We talked about offering choices of activities, and offering a range of activities to suit different learners, so that the same child isn't always last or least able to respond. This brought us to the idea of creating a democratic learning environment. As Chris said, there isn't much democracy for children in the world outside, but we can ensure that children have a voice in the language classroom.

The self-access group (Tim Buthod, Maria Trovela, Gordon Luster and Ian Nakamura) started by discussing self-access centres at college; funding and planning was involved in setting up a centre but any vision of what a centre might achieve could fade very quickly, as may funding and management to keep it running as a centre for independent learning. The group also talked about setting up and managing extensive reading programmes, both with books and with online reading resources.

Talking about how to promote learner autonomy to our students, they discussed the merits of teaching, showing, modeling... and peer modeling of learner autonomy. Tim said, "Would you like Nakamura to lecture you about baseball, or would you rather play baseball?"

This led to a discussion of the aims and goals of our local get-togethers, continued in the group's reports and online. One important point was that just talking and talking about learning about learning would not be enough to keep our meetings alive, and that we should not have meetings just for the sake of meeting.

From this seed of an idea grew the vision of the group serving as a motor for us to do learner development, somehow to promote learner independence through our classes. Our meetings would bring people with similar interests together, so that we could grow in our understanding of learner development by planning and doing action research projects or other types of investigation into ways of promoting learner independence. We might do projects together, or just be there to offer each other support, experience, or feedback as needed.

Our first meeting was interesting, stimulating, and fun, and generally the feeling was that this had been time well spent. Two months later, as I write this, planning and doing LD has become the focus for our get-togethers, especially as we get ready for the coming academic year: January, to bring ideas together; and February and March, to turn these ideas into plans for promoting and monitoring different aspects of learner development. We also have a Hiroshima LD mailing list (thanks Chris!) with about 18 people on it, and we're using it!



GREATER TOKYO AREA

首都圏近郊

TOMOKO KAWACHI, 河内智子

JANUARY

This year's first LD SIG Greater Tokyo get-together was held on January 13th at Teachers College Tokyo Office. Nine members attended the meeting. We started out by going around the room introducing ourselves as well as our current interests, and later discussed various issues that came up during the self-introduction as a whole group. Topics discussed ranged from evaluation (self and peer evaluation, in particular), scaffolding, praise, and teaching materials, to Systemic Functional Linguistics (SFL).



Throughout the three hours, the meeting proceeded in a very friendly and open atmosphere. Here are some excerpts of reflections by attendees on some of the topics:

- **SFL:** “[David Rose’s] approach is influenced by the ideas of social inequality in schools and the difference between skills and ability and how the gap between weaker and stronger students is widened progressively. Soon I hope to start teaching a small group of children in Fujisawa using Professor David Rose’s approach and he has given me his full support in this.” (John Curran)
- **Praise:** “I agree that giving positive feedback definitely boosts students’ sense of self-efficacy and confidence, and it creates a class atmosphere conducive to learning. It reminded me of comments given to me by the students at the end of courses, talking

about how motivated they felt after receiving compliments by me.” (Tomoko Kawachi)

- “After the get-together, I decided to include a peer evaluation task in the course of returning essays with my comments in one of my classes. The students were asked to write a positive sentence after reading their friends’ work. I thought everyone wrote more than one line, and felt happy at being praised by their peers.” (Naoko Harada)
- “Written praise on writing was thought to be important, and one member suggested that you set aside graded papers for a few days and then go back to reflect anew upon student writing and your grades and comments.” (Joe Fallout)
- **Scaffolding:** “Personally, over the past few years, I’ve been moving towards more scaffolding, by which I mean trying to make my teaching more explicit - explaining why I use particular materials, how I evaluate etc, and also using more models (e.g. of texts, presentations) and encouraging students to notice what’s good (or bad) about them... But still, I wonder if it isn’t taking too much power into my own hands, power which could be more usefully (or ethically) devolved to the students?” (Alison Stewart)
- **Overall:** It is necessary to have this kind of stimulation to replenish our energy for teaching. Teachers and students need to make constant adjustments to their teaching and learning strategies so that education remains a vital force throughout our lives. (Yoko Wakui)

MARCH

At our second get-together this year on March 9th, we had a larger group of twelve members. In the beginning, we discussed what the best way of disseminating get-together invitations would be, given that some LD SIG members preferred not to be subscribed to the LD SIG Discussion email list:

- “I posed a question about how to explore the use of various invite lists and bulletin computer programs to help the process of getting-together run smoother and give members a chance to post comments about the get-togethers prior to or after our

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meetings. If you have any advice or feedback on invite lists please contact stacey.yye AT MARK gmail.com." (*Stacey Yye*)

- "The possibilities include, either adopting the present list, which is under-utilized, or creating a new list." (*Terry Yearley*)

Since we had a couple of new members, we again started with short self-introductions:

- "...through individual self-introductions I learned about what everybody's interested in these days – including those whom I've never met before and I'm already friends with. Of course it is great to hear about/from people I've met today for the first time. (*Kay Irie*)

Following the self-introduction, we went into tea break. There were lots of refreshments brought in by the attendees, and quite a bit of active small group discussions continued in different corners of the room. After the break, we headed back to our seats and started talking about ways of teaching cross-cultural issues in the classroom:

- "The discussion on teaching cross-cultural difference was especially interesting to me, since I teach a whole course devoted to intercultural communication, but also because it reminded me that teaching about culture should be a part of any language course, since language and culture are inseparable." (*Tomoko Kawachi*)
- "Materials could range from stories based on students' personal experiences to critical incidents around the globe. Comparing cultural differences through facts and figures or through other objective sources may help students to view the reality from a different perspective. It will ultimately provide an opportunity for students to gain insight about our cultural identities as well as those of others." (*Naoko Harada*)
- "It is certain that teachers should be careful how to guide students. I believe, however, that students have the ability to think critically on their own if given an opportunity such as group discussion. To my surprise, sometimes they even give us new perspectives as Joe and Kay say. Teachers could simply be a facilitator. (*Yoko Wakui*)
- "Often one community or group has little

idea what its neighbor is doing and thus lack an opportunity for mutual dialogue or collaboration. Moving to a new job, I realize I have to be open-minded and keep my eyes and ears open not just within the department where I will be working." (*Alison Stewart*)

Towards the end of the meeting, one member mentioned her plan to visit one of the Super English High Schools, another topic which sparked interest in some members. We closed the meeting by writing reflections on the day's get-together.

- "What are we gaining by participating in these meetings? Are they helpful? When you really start thinking about this, it certainly is a challenging topic. Have you really developed professionally? ...What do you judge yourself against??? one thing I can say for sure is that these meeting do support me a lot, and in a variety of ways. Whether you are a practitioner or a researcher, it can sometimes be a lonely "business". The opportunities to discuss and exchange ideas with people certainly contributes to broadening my understanding or deepening my thoughts on a certain topic. But, I guess, what I appreciate most are the "people" who are involved in creating such opportunities – without their efforts nothing will happen!!" (*Masuko Miyahara*)
- "The teachers who came together form a supportive community with the environment that encourages self-directed participation.... I enjoyed listening to everyone's views, stories, and suggestions towards positive change for learning. Anyone looking for such a sense of community can find it here." (*Joe Falout*)



JALT 2007 LD SIG FORUM REPORT

JALT LD SIG FORUM COORDINATORS ETSUKO SHIMO (下絵津子) JODIE STEPHENSON (ジョディー・スティーブンソン)

＜要約＞本レポートでは、2007年11月JALT全国大会において開催されたLDフォーラムをコーディネーターである下絵津子とジョディー・スティーブンソンが振り返ります。まずフォーラムのフォーマットとその背景を説明、当日取り上げられた主なテーマと焦点について述べます。短い時間ながらもフォーラムはそこに集った人たちが様々な成功、葛藤、フラストレーション、そしてアイディアを共有し合いました。私たちはこのような結びつきと分かち合いは教員の自律性を高めるために、そして元気を保持するために大切であると思っています。

Etsuko: The theme of the 2007 JALT Learner Development (LD) SIG Forum was “connecting and sharing ideas.” Moving away from poster presentation format in the recent years, we planned to provide an opportunity where participants could share ideas and concerns relating to learner development issues, such as learner autonomy enhancement, strategy instructions, and exploration of learner beliefs. Some local LD groups have been doing such activities in their local get-together meetings in this past year. We planned to start discussion in small groups, but since there was a small number of participants—about seven people on the average—some came and some left in the middle—we didn’t divide into small groups but stayed in one “big” group. We started our idea sharing activity with our self introduction, following questions such as “what’s your teaching context?”, “who are your students?”, and “what is the curriculum like?” (December 16, 2007)

Jodie: We decided on the theme and format after some discussion with the members of the Tokyo get-together and people on the LD mailing list. Over the past year, LD has been trying something new with local get-togethers, and we thought that the Forum would be a great place for different groups to share what they’ve been

doing at their local gatherings and discuss problems they’ve encountered. The Tokyo group has been active – with around 8-12 people meeting every second month. We hoped that we could run part of the Forum in a similar format to the one used in the Tokyo get-togethers, in an attempt to give other groups ideas and perhaps even inspiration. (January 7, 2008)

Etsuko: Right. It was a shame that we couldn’t provide the chance to learn about local get-together activities as we had planned. But it was interesting to hear about participants’ teaching situations in their self-introduction. Even the few participants had all different kinds of teaching contexts—teaching different age groups, from children to university students. Many of them referred to their students’ motivation level and motivation types (students’ needs), or their learning goals and objectives. One teacher mentioned that her junior high school students who cared so much about entrance examinations had low motivation in learning speaking skills. Another mentioned, though, that his senior high school students studied English only (or mainly) to pass university entrance exams but they were well motivated in that sense. Junior high school and senior high school students are at quite different developmental stages and so motivational strategies that the teacher can or should use could be very different. Unfortunately, we didn’t have time for in-depth discussion about these intriguing points raised in the self-introduction stories, but what did you find interesting in the first part of the Forum? (January 7, 2008)

Jodie: Looking back over my notes for the first part of the Forum, I was struck by the diversity in our teaching situations, and yet how we all face many of the same issues. For me, it was interesting to hear about the different issues that people are wrestling with in their teaching situations - student motivation, collaboration between teachers, the problem of holding on to good teachers when you can’t pay them well, teacher motivation, and gender roles and the expectations of male teachers towards their female colleagues. Due to the limited time we had in the Forum, we probably weren’t able to help all participants find solutions to problems they were facing, but we were at least able to listen to and support each other.

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In the second part of the Forum we gave participants the option of breaking into small groups or remaining as one larger group to discuss any issues that arose in the first part, or other autonomy-related issues that they were interested in. As our numbers were quite small, participants opted to remain as one group. (January 15, 2008)



Etsuko: Yes, in the second part of the Forum, we discussed one issue raised by a participant. I think many of us were in sympathy with her problem even though we were in different teaching contexts. This participant, a professor at a university in Japan, found conflicts with her beliefs as a teacher and the institutional policies set for the program that she's teaching in. She was wondering if it was OK to have her students keep a learning journal in Japanese. She believed that her students would benefit from this activity as it would allow her students to think and express their opinions and feelings more deeply and freely. I agreed with her that it'd work out fine since its purpose was to help students reflect over their learning processes more effectively and help them better monitor their learning processes. Her institution, however, had decided to make it a policy that only English could be used in classes. So, she was wondering if her instruction would conflict with her institutional policies. (January 17, 2008)

Jodie: We spent some time exploring this issue, asking the person who raised the question about their rationale for using journals, and discussing the respective benefits of having students write in Japanese versus English. Someone pointed out that having students complete the journals out of class would not be going against the English only in class policy. As the discussion drew to an end, the person who raised the journal issue concluded by saying that she would probably go ahead and do the journals in Japanese, but perhaps not announce that she was doing so to the rest of the teaching staff. She would gather evidence that the journals were indeed beneficial, and use this evidence to help persuade her colleagues. (January 21, 2008)

Etsuko: I think it is important that we can share our concerns with other colleagues. I recently read an article about teacher autonomy by Yoshiyuki Nakata (*Eigokyoiku*, February 2008, Taishukan). In the article, he raised the issue that teachers often feel isolated at work. His article suggested that teachers have to be autonomous in order to help learners become autonomous, and that teacher autonomy is developed in cooperation with colleagues. It would be great if you have colleagues that you can share your concerns with at your own work place, but sometimes, it's not easy. We didn't have enough time to discuss every participant's concerns in the Forum, but LD get-togethers would be a good venue for that purpose, wouldn't they? As you said earlier, Tokyo get-togethers have been providing such opportunities. Collaborative dialogues with other teachers are very important.

If I can relate the above teacher's concern (journal writing in Japanese) to another interesting point from Nakata's article: students are also important "colleagues." I think you can have dialogues with your students through the journal writing with fewer restrictions and the dialogues will be helpful for the teachers to learn what they need from those important "colleagues." (January 25, 2008)

Jodie: I think that that's one of best things about LD – it provides us with a place for collaborative dialogue and cooperative development. The Forum showed on a very small scale how this can work. The local get-togethers, where people can meet more regularly and form deeper bonds of trust, perhaps offer greater opportunities. If what you have read here interests you and you haven't been to a local get-together yet, I really encourage you to go along. (January 27, 2008)



Etsuko: LD is also planning to hold a retreat this year, right? If you don't have regular get-togethers in your local area, that'll be the next great opportunity.

Jodie and Etsuko: Finally, we would like to thank all who participated in the Forum and were willing to share their stories that day. And many thanks to those who helped behind the scenes! (January 30, 2008)

DEAR LD SIG MEMBERS,

The Learner Development SIG would like to support the attendance of two LD SIG members at this year's JALT International Conference in Tokyo, October 31 – November 3, 2008. Two 25,000 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 2008 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 2008 JALT Conference in Tokyo, October 31-November 3.
- You are willing to write a conference report or another article suitable for publication in the *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 a minimum 500-word essay on how you view the development of learner and/or teacher autonomy in your own work or study situation to Ellen Head, Hugh Nicoll, Kay Irie., and Masuko Miyahara. Please send your essay 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 2008.

Best wishes,

Ellen Head ellenkobe AT MARK yahoo.com

Hugh Nicoll hnicoll AT MARK gmail.com

Kay Irie kayirie AT MARK mac.com

Masuko Miyahara masukom AT MARK aol.com

Translation into Japanese: Keiko Kawazu

奨励助成金について…

親愛なるLD-SIG会員の皆様へ

Learner Development SIGは、今年10月31日-11月3日に東京で開催予定の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2万五千円ずつ、二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、またはそこで得た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2008年JALT年次大会にかかる旅行費用や宿泊費、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。

この助成金ご興味がありましたら、まず、以下の基準をあなたがほぼ満たしているかどうかを考慮してください。

- 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。
- 2008年10月31日-11月3日に東京にて開催予定の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的まだ日が浅く、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)、2008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の発達方法に関する見解を500語以上の英文エッセイにして エレン・ヘッド、ヒュー・ニコール、入江恵、もしくは宮原万寿子宛てにお送りください。

- あなたのエッセイをリッチテキスト形式のMS Wordファイルを添付書類としてお送りください。
- 送付メールメッセージの中で、自己紹介もお願いします。

奨励助成金に興味のある方は、是非申込みをご検討頂き、2008年7月31日までにご連絡をいただけることを楽しみにしています。

よろしくお願ひいたします。

エレン・ヘッド	ellenkobe AT MARK yahoo.com
ヒュー・ニコール	hnicoll AT MARK gmail.com
入江恵	kayirie AT MARK mac.com
宮原万寿子	masukom AT MARK aol.com

和訳:河津佳子

INFORMAL ROUNDTABLES: MAKING MEANINGFUL SPACES FOR TEACHER TALK

インフォーマルな座談会： 有意義なティーチャートークの場

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＜要約＞職場において同僚や語学カリキュラムの開発プロセスから孤立を感じている語学教師たちは、どうすれば連帯感を築けるだろうか。筆者はコミュニティに関する研究からその定義を簡潔に引用し、2007年5月から京都の立命館大学で開催しているRitsumeikan Language Teachers' Roundtable(立命館語学教師の円卓会議)と言う形式張らない教師たちの座談会の開催・運営に関する自身の経験を本稿で述べている。出席者が評したこの集まりの利点・欠点を読者と共有し、さらに改善案を提示、どのようにすれば円卓会議をスタートできるかにも言及。他大学の教師たちが、それぞれの職場での必要性を検討し、円卓会議を始める際に本稿が役に立つことを筆者は望んでいる。(要約翻訳:上田真友子、Summary Translation by Mayuko Ueda)

As teachers, we often feel we work in alienating institutions in which we as individuals exercise no control in our work except in how we run our classes. Meetings, if they're held at all, are basically information sessions where harried program administrators dish out information they've already sent in memos that are often half-read at best. How can teachers who feel isolated from their colleagues and excluded from any say in curriculum development or decision-making gain a sense that they indeed are able to have a say in their work, especially when most of them are not tenured, and many

part-time? How can those in charge of language programs understand the problems faced by their staff and contribute, both within and outside of their managerial roles, to their solution?



This is the situation in which I started the Ritsumeikan (or "Rits" as it's commonly known amongst foreign staff and students) Language Teachers' Roundtable (RLTR), a series of informal meetings of language teachers from across Ritsumeikan's Kinugasa campus in northwest Kyoto. An account of the ori-

gins, structure, experiences, and problems that have emerged may be instructive and useful for those of you interested in creating spaces in your institutions for teachers to gather regularly yet informally and share experiences and ideas for the sake of improving their own teaching, and possibly their institution's language program as a whole.

Informal meetings of teachers set up with the sole purpose of talking about work are not without precedent. Researchers and advocates of teacher development have highlighted the benefits to be gained from this kind of constructive conversation. In his book, *Cooperative Development* (1992), Julian Edge observes that sharing their intellectual and experiential knowledge enables teachers to enhance their professional self-development, and this in turn is of benefit to learners and to the institutions for which they work.

Regular meetings of teachers also seem to be helpful in creating a sense of community. In a previous issue of *Learning Learning*, Stewart (2007: 20) defined 'community' as a stable group of people "who come together to work towards a common goal", who have shared ways of thinking, speaking and behaving which help define a sense of identity, and who have a positive sense of commitment to the group. Stewart found that the part-time and limited tenure university

▷ ARTICLE: GRANT AWARD WINNER

instructors she interviewed tended to lack a sense of belonging to an academic community, and that this isolation was de-motivating. One teacher interviewed, however, took the initiative to create a teaching community by organizing regular, informal meetings of instructors at his university who were able to share ideas and concerns across different departments.

That teacher's account of regular meetings resonates with my own experience of starting up and running the roundtable and has prompted me to consider in this article to what extent the RLTR is a 'community', how it has benefited the participating teachers, and how such an idea might benefit others.

WHAT IS THE RLTR, AND HOW DID IT GET STARTED?

Most teachers are familiar with this scenario: You're in a shared office, or maybe a teacher's room or the hallway. One of your colleagues, maybe a friend, starts talking about a problem they're having in class. You chime in, give helpful advice, anecdotes, or sympathy. Then, other colleagues hear your conversation and join in. Pretty soon you have four, five, six or even more people who may not know each other very well, who may teach different classes or hold different positions, but who may share quite a bit of knowledge even if they approach the problem from different angles. This talk continues for a few minutes, then there's a bell, or a critical mass of the group moves to leave, and the talk is over, as if it never happened. Perhaps the first person got some input that can help solve the initial problem, and maybe the other people got an idea or two they might try. But, there's no institutional memory on which further ideas can develop, or to which people who weren't in the initial talk can refer.

I'd heard from former faculty that there had been teacher-organized workshops, but these had stopped the year before I came to Rits. Having been in a number of such random talks as just described in my four years there - the first three as a part-time instructor and then one year as a full-time, limited term instructor - I wondered if there wasn't a way for teachers to get together at planned times and discuss some of the issues that I'd heard come up at these ran-

dom gatherings. Obviously these planned meetings would lack the spontaneity that spark happenstance discussions, and could never replace them. Furthermore, since everyone has busy schedules, finding a time when such a meeting could be held and having a chance of attracting more than me and maybe one or two others was also a problem. Even if this were somehow resolved, would colleagues come if they saw that open meetings were being held where their issues of concern were regularly and informally talked about?

Such problems are further compounded by the fact that Ritsumeikan, as a large private university, employs over 100 part-time and full-time foreign language instructors at the Kinugasa campus alone. The majority of foreign language classes are taught by either part-time teachers or full-time, limited-term adjuncts, like myself, though some tenured faculty teach upper-division courses in languages other than Japanese. While the full-time adjuncts like myself work around campus in different faculties, part-timers are generally tied to one or two faculties at most, and so never meet instructors elsewhere. Also, while English is by far the dominant foreign language taught at Rits, there are teachers for many other languages as well. While these teachers of foreign languages other than English face many problems that English-teaching faculty either do not face, or encounter in differing degrees, it stands to reason that as fellow language teaching professionals we might have shared experiences and solutions that could prove useful to each other. In addition, Japanese and non-Japanese teachers of foreign languages often self-segregate in teacher's areas, and often teach different types of classes. Despite the divisions and challenges faced, might there be similar problems, and similar solutions, that we could share? Could planned, informal meetings gather full *and* part-time instructors of different languages from across campus, and bridge the divide between non-Japanese and Japanese foreign language faculty?

The only way I figured to answer these questions was to try. In late April 2007, I requested and received permission from the chair of the campus English program to organize these regular, informal meetings for teacher develop-

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ment. While I was never told that I had to ask permission, it seemed the most logical course of action. First, I was then able to have my superiors spread the word about the roundtable. Furthermore, if anyone outside of the language program had a problem with the roundtable, I would have allies in the institutional hierarchy who would support me. I then consulted with the staff of the campus Center for Language Acquisition, which administers the language classes at the Ritsumeikan Kinugasa campus. They were also supportive and agreed to reserve rooms for our meetings.

I settled on the first Thursday of every month at third period, right after lunch, since I was free and there weren't many foreign language classes held then. Once these formalities were in place, I made posters to announce our meeting, and posted them in teachers' rooms around campus.

For our first topic, I chose the decidedly unsexy yet essential topic of whether, and to what extent, foreign language teachers should allow students to use dictionaries in class. Despite, or perhaps because of the apparent dryness of the topic, people who knew me started asking about the roundtable. Eleven instructors, the author included, showed up for the inaugural roundtable in May 2007. Talk was lively, with a number of instructors sharing their experiences, advice, and activities for using dictionaries in class. Unfortunately, the one instructor I knew who generally discourages dictionary use in his classes, although invited, was unable to come.

BENEFITS OF THE ROUNDTABLES

There has been a roundtable every month of the school year since. Topics have covered a number of different concerns facing language teachers, such as how to incorporate preparation for standardized tests, TOEFL in particular, into Oral English classes, how to build classroom discussion, and how to best encourage and maintain student motivation. Like the initial topic of dictionary use, I've picked these topics from conversations I've heard and had with my colleagues, as well as from suggestions made by roundtable participants. Most meetings have six or seven people, many of whom have come back repeatedly. This would appear to indicate that the roundtables are now on a firm footing,

one of the hallmarks of community identified in Stewart (2007). We usually start a few minutes after the bell, and continue right up to the end of the 90-minute period. The content of the round-table talks is not only confined to these meetings, but filters into the general conversation around the teachers' rooms as well.

The comments I've received from regular participants have shown the meetings to have been successful in creating a mutually supportive community, particularly for part-time teachers. One part-timer who has come to every meeting said, "For a part-time teacher, a meeting such as the roundtable may be one of the few opportunities available to discuss work-related issues with colleagues." This participant has, in personal conversations, contrasted her experience with the roundtables with her explicit exclusion from faculty meetings at another university where she has taught part-time.

The meetings also provide a forum for teachers to articulate and receive positive feedback on teaching ideas and methods they discuss which they might not otherwise receive (Edge, 1992). One regular attendee said that the meetings provided "a good way to refresh my confidence in what I'm doing in the classroom and why." These would seem to support the finding by Cowie (2006) that strong, positive relationships at work can contribute to maintaining teacher motivation.

In addition, some topics, like how to incorporate standardized testing and how to deal with student mental health issues, were useful in that program administrators were able to hear what instructors were actually facing. The roundtables also open a more direct and informal channel for communicating existing university policies and their rationales, as well as explaining measures program administrators were taking to help address any shortcomings. One tenured faculty member has attended almost every roundtable meeting. He stated in a private email that he found the meetings useful as *both* a coordinator and as a teacher. For this reason, although providing a more immediate means of communication with program coordinators was not a stated purpose of the roundtable, it has helped cultivate institutional support.

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SHORTCOMINGS

Despite the positive feedback from participants, there remain a number of areas in which the roundtables could be improved. The author is the only person who chose topics for the RLTR in 2007. Since I am necessarily limited by what I hear as a topic of interest to my colleagues, the topics discussed at the roundtable are probably somewhat circumscribed by my interests, rather than what all language teachers at my campus would actually like to talk about. However, while I was unsuccessful in getting others to help conduct the roundtables last year, a part-time instructor who regularly attended meetings in 2007 has agreed to be co-coordinator in 2008. Hopefully she will help remedy this problem, and we will be able to hold a more balanced and inclusive series of meetings by including topics chosen through formal and informal surveys of teachers on campus.

Also, while having a regular group of attendees helps to build a sense of community, it also has the negative effect of creating an echo chamber or, in the case of positive feedback, a focus on mutual appreciation rather than critical appraisal. As one regular attendee said, he felt that "our discussions tend to draw few disagreements or disagreeing positions, because those interested in the topic of teaching generally are going to be of similar mind." In his opinion, this is a result of the nature of such informal meetings whereby attendees self-select, rather than more mandatory meetings which people are more or less obliged to attend. How to encourage a more critical dialog about our own teaching practices will be a delicate task to approach in the RLTR as no one wants to feel embarrassed in front of their colleagues or superiors. However, perhaps as the community develops and stabilizes, attendees will feel more comfortable voicing dissenting opinions.

Another weakness that I feel the RLTR has not been able to address is how to create an institutional memory to keep people who are not able to attend involved in the conversation. I've attempted to start an online group for participants and other interested people, but aside from a few posts in the days after a meeting, this group has been dormant, even though minutes were posted in an attempt to spur discussion. How to

better use these minutes remains a problem.

Furthermore, while I had hoped that more Japanese faculty would attend, only one Japanese teacher of English has come so far. Also, while billed as a *language teachers' roundtable*, only English teachers have attended them so far. This may be because the meetings are advertised in English, the author's social interactions at work are primarily amongst English-teaching faculty, and the previous participants have been English teachers. Nevertheless, I hope to find a way to reach beyond these limits in the second year of meetings through bilingual English-Japanese posters and more explicit outreach to teachers of all nationalities and languages at Ritsumeikan.

Finally, I wonder what will happen after my five-year contract runs out. Will anyone want to continue holding the RLTR, or will it die out like the previous teacher-led workshops that had initially inspired me?

IDEAS FOR THE FUTURE AND FOR OTHERS

So far, the initial rationale for starting the RLTR seems to hold true. It has provided instructors with an informal place to share their ideas, and to hear from others. In addition, it has also developed an unintended function for administrators to communicate on a more equal footing, and to hear from those they memo. On the other hand, the roundtable is still largely run by one guy – me – which limits what we can talk about and when. In addition, the barriers both between teachers of English and teachers of other languages, and between Japanese and non-Japanese faculty, still seem firmly in place.

I suggest that anyone wanting to try roundtable-type meetings at their schools do so in cooperation with other teachers. This way, you might be able to avoid having to handle everything, from scheduling and topic choice, to minute-keeping and chairing the meeting. I've also found having support and help from tenured faculty and language center staff to be incredibly useful in both spreading the word about the roundtable, as well as with dealing with minor annoyances like problems with room reservations or misplaced posters.

If you do try your own roundtables, or have

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any further questions about mine, do not hesitate to email me at tat24292@lt. ritsumei.ac.jp. I have now started a Yahoo Group: Language Teacher Roundtables, and would be happy to hear from other teachers who have attempted similar initiatives or who would like to hear more about our experiences at Rits. If you'd like to join, simply email me with "LT Roundtables invitation" as the subject. With so many university language teachers working in part-time or limited contract positions, there is a clear need to find ways to help such teachers feel a sense of support and belonging and to bridge the gap between them and faculty. Informal groupings like the roundtable may be such a way.

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ACKNOWLEDGMENTS

Thanks to the Learner Development SIG for generously awarding me a travel grant to attend JALT 2007. This allowed me to attend the conference, as I am a limited-contract instructor without access to institutional research funds or travel allowances. I hope that the SIG will continue this award so that future members who might otherwise be unable to more fully participate in our community have the chance to do so.

GETTING YOUR COPY OF MORE AUTONOMY YOU ASK

 ALT2006 saw the official launch of More Autonomy You Ask (MAYA), edited by Eric Skier and Miki Kohyama, and featuring 13 research chapters exploring learner and teacher autonomy in a Japanese context, with guest chapters by Stephen Krashen, Chitose Asaoka, and Terry Lamb. Click here for more details.

More Autonomy You Askのご購入について

More Autonomy You Ask(MAYA)はJALT2006において公式に出版されました。MAYAの特徴はEric SkierとMiki Kohyamaによる編集、そして日本における学習者と教師の自律性を探る13章にわたる研究論文とStephen Krashen, Chitose AsaokaとTerry Lambが書いたゲストチャプターです。購入方法についてはここをクリックしてください。

TEACHER IDENTITY: THE CASE OF A JAPANESE TEACHER OF ENGLISH

教師アイデンティティ：日本人英語教員の場合

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〈要約〉本論では、高校で英語を教える日本人教員が、携帯電話の「メール」に相当する英語について質問を受けたことから、教室で教える際の自分の多様なアイデンティティについて探求した。Bill Johnston(2003)のteacher identity の枠組のうち、特に本例に密接に関係のあるauthority (職権、専門家の権限)と solidarity(一体感)の均衡に焦点を当てる。Authorityとは基本的には他者に影響を与える能力のことであり、solidarityとはここでは、生徒と同じ立場に立つことを指す。Johnstonは、若い教員が solidarity を目指すのに反し、学生は教員にauthority を求めるに対するジレンマを提示している。本論の「メール」の例では、教員としての職権と専門家としての立場にあった筆者が、質問をきっかけに、ネイティブ・スピーカーの同僚に確認し、次のクラスでその報告を行った際に、外国语としての英語学習者の立場にあった自分に気付いたことを挙げている。英語を教える日本人教員のアイデンティティを考察した結果、語学教員という基本的な立場以外に、学習モラルの案内人、成人の外国语学習者、そして英語を話す文化に道を開くガイドとしての特質すべき存在があることがわかった。

This is a reflection by a Japanese high school teacher, exploring her own identity as a teacher of English. Teachers are often so overloaded with day-to-day activities that many of them hardly have time to reflect about themselves. I am no exception, but having

the honor to write for this article for the Grant Award of Learner Development SIG JALT2007 was a good opportunity for me to think about my role in the class. Having recently read Bill Johnston's *Values in English Language Teaching*, I would like to use his concept of teacher identity as a frame for examining my classroom experience and exploring the multiple roles I occupy as a Japanese teacher of English as a foreign language.

EMAILS IN JAPANESE AND ENGLISH CONTEXTS

One morning, email writing was the theme in my third-year English writing class of about twenty. I asked the students if they had learned the concept of email in information education classes. They said yes. After briefly checking together what an email was, I instructed them to do some tasks on writing email sentences.

Then, a student asked me, "How do you say *me-i-ru* in English?" I was a little puzzled because it should have been easy for that student to associate the

Japanese *me-i-ru*
with the original

English word 'mail'.

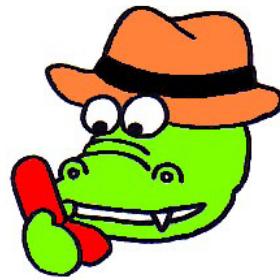
All she had to do
was preface 'e' for

the acronym of
'electronic' to 'mail'.

The student raised
the question after I
referred to the defi-

nition of email. Because of this, I guessed that she wanted me to alert the class to the fact that literally translating Japanese *me-i-ru* into 'mail' into English does not mean electronic mails. I explained to the class that postal mail could be referred to as 'mail', but electronic mails had to be 'email'.

There was a long silence. Then another student spoke up, "We know that. So what word in English do you use when you transmit it on your cell phones?" Other students nodded. I had to pause for a moment. Skimming through the history of personal communication devices in my mind, I knew of pagers that existed before emails. However, I could not immediately think of the proper term. All I could say was, "Thank



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you for your wonderful questions. I'm quite sure we can use 'email' for mails sent out on personal computers and for cell phones. Just in case, I will check with our native-speaking teacher."

After class, I asked my American colleague about the term for emails on cell phones. "Yes," he said, "email" could be used for computers and cell phones, but 'text message' is another word for short messages on cell phones." I shared this information with my students in the next class. They were delighted to find out about this new word. I was also happy to get an opportunity to realize that this was a generation that had grown up with cell phones and that they were really interested in this modern technology.

The point of this example is to show how my role as a teacher changed. To begin with, I was engaged in explaining the usage of the word 'email' to my students. However, when a student asked me the English word for *me-i-ru* on the cell phone, I had not expected questions about cell phones. I simply asked them to wait until the next class so that I could consult with my American colleague. At this point, my role as a teacher gave way to a new role as a fellow learner with my students of English as a foreign language. I asked my American colleague questions as a representative of my Japanese students. When I brought back the answer, the word 'text message', to my class, I was not only teaching them a new word, but I was also sharing the solution to their initial question. In this situation, I was aware of my dual identity: as a teacher and a leaner of English.

Is it appropriate for me to have this teacher/learner identity as a Japanese high school teacher? Are there still other identities that teachers adopt when they are teaching?

JOHNSTON'S TEACHER IDENTITY

According to Johnston (2003), identity is defined as "something relatively permanent, unitary, and uncontroversial," and yet it is seen as "fundamentally relational in nature, and negotiated through language and other forms of social interaction" (p. 99). Erikson (1968) saw identity as a process located in the core of the individual and the core of the communal culture surrounding oneself (pp. 22-23). Through their concepts,

I understand identity is a sense of self of an individual and the awareness of being within a society. Thus, an individual's identity can be affected and changed by social interaction, rather than remaining constant and unchangeable. As the focus in this article is on the teacher as an individual, following Harada (2007), the singular form of the word "identity" will be used at the personal level to indicate the sense of self (p. 967). Only when I am talking about teachers in general, the plural form "identities" will be used.

Johnston looks at teacher identity as "complex" and a concept that is "only now beginning to be explored" (p.99). He focuses on three aspects: teacher-student relations, values and professionalism, and religious beliefs and ELT. In this article, I will use only the first aspect, the teacher-student relationship, especially focusing on the balance of authority and solidarity, since this is particularly salient in the context of teaching English in Japanese high schools.

In my view, a key characteristic of this context is how the Japanese teacher balances her position with the students and orchestrates the classroom community. The dichotomy of authority and solidarity can help us unpack the teacher's role, since I believe these are the barometer of what Johnston calls "moral dynamics that go to the heart of our own understandings of ourselves both as teachers and as people" (p. 106). My understanding is that as we teach, we are aware of our identities as teachers, but do not realize there are other identities we may be displaying depending on the circumstances. In the classroom, the identity of a teacher is highly determined by the relationship with the student.

THE TEACHER – STUDENT RELATIONSHIP

The teacher-student relationship, according to Johnston, is "the foundation of moral interaction in language teaching" (p. 100). He examines this relationship from two angles: teachers' involvement in their students' lives, and the balance that teachers strike between authority and solidarity.

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INVOLVEMENT IN STUDENTS' LIVES

Johnston argues that whatever positions a teacher takes, "we will encounter situations in which the personal lives of students enter into our educational relations with them" (p. 101). Even if a teacher tries to limit her relationship with the students in class to educational matters and nothing more, sooner or later she will meet a situation where she has to deal with fragments of students' personal life that filter through from outside the classroom.

However, in contrast to Johnston's examples of the teacher being in the position to respond to students' serious personal problems, my text-messaging example at the beginning of this reflection was a comparatively trivial problem. Nevertheless, through a discourse on the topic of text messages, I came to know more about their lives and their practices, which differ from my own. In short, the English word 'email' served as a bridge between myself and my students in terms of their cell phone culture. Having learned they were experts in the cell phone culture, I could draw more examples from their expertise in our classes.

AUTHORITY AND SOLIDARITY

The other aspect that Johnston examines in the teacher-student relation is the polar extremes of authority and solidarity. Before applying these to my high school situation, I would like to clarify the meaning of authority and solidarity. APA Dictionary of Psychology's primary definition of the word *authority* is "the capacity to influence others," and it can be categorized into a formal kind, enabling an individual to exert influence as a legally recognized office or hierarchy, or an informal type based on the individual having attributes to facilitate the achievement of a group's goals (expert authority) or an attractive and authoritative personality serving to enhance his or her credibility (charismatic authority) (p. 89). Due to the nature of the teacher's role in managing the class, I assume this expert authority will be most effective in many class activities, but at times, a charismatic authority will be more of an advantage.

Johnston mentions that retaining authority will "allow students to respect us and treat us seriously" and ensure that "the business of teaching and learning may proceed effectively" (p. 103). His focus is on the teacher's professionalism when he uses the words "the business" and "effectively" for class management.

On the other hand, the original meaning of the word *solidarity* in Longman (2003) could read "loyalty and general agreement between all the people in a group, or between different groups because they all have a shared aim" (p. 1575). Johnston explains that the state of solidarity is "to be on the same side as our students - for our interests to be their interests... and (for them) to see us as allies" (p. 103). He remarks that solidarity is a state in which a teacher shares feelings, problems, and interests with students. In other words, I understand this is a notion which means to have a bond with another person and feel the sense of togetherness under a shared aim.

Johnston illustrates the polarizing notions, *authority* and *solidarity*, by examining an article by a young Brazilian teacher (as cited in Johnston, 2003). She described her dilemma about teaching in class. Many of her students wanted her to exercise more authority and display less solidarity, while she wanted to establish a close relationship with students and foster a positive language learning environment. Johnston comments that the tension between authority and solidarity is "a moral one that involves the core of her identity" (pp. 104-105), and values her conclusion that she is a "teacher in progress" (p.106).

My interpretation of this episode is that there was a discrepancy between the kind of authority the teacher was using to encourage learners as an expert and the traditional kind of authority with power, which the students wanted the teacher to exercise. If the aim of learning were fully shared and the teacher could think flexibly, I think there would be a chance for both the teacher and students to able to find common ground of satisfaction.

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AUTHORITY AND SOLIDARITY OF JAPANESE TEACHERS OF ENGLISH

In this section, I would like to focus on the issue of the balance of authority and solidarity of a Japanese teacher of English.

My email episode shows that at first, I was conducting my language teaching business as usual with authority by formally instructing my students. However, when a student asked me about *me-i-ru* and cell phones, I was no longer in that state. Thrown into a new sphere, after scanning my memories, I honestly admitted the limit of my knowledge to the students on what specific word could be used for the meaning of emails on the cell phones. I believe I was still using my authority as an expert, because I was fairly confident in saying that the word email could also be used for cell phones, but as a learner of English, I wanted to check it with my American colleague.

However, when I asked my colleague as a representative of my Japanese foreign language learners, I entered the territory of solidarity with the students. When I went back to class and shared the word 'text message', I was partly maintaining my authority as a teacher, but I was feeling solidarity with the students who resonated with me in learning something new. It was a moment in which we shared the joy of learning and it is this kind of experience, I believe, that can lead to mutual trust between teachers and students.

I would like to share my views of why I value authority and solidarity, both of which I use in every class. Authority is valuable for overseeing class activities. Like any other teachers in similar situations, I believe I am exercising my authority as an expert to facilitate students in acquiring new knowledge in their English learning. However, as I am not as gifted with charismatic authority to attract every student in every class as some teachers might be, I just try to share with my students where my interests are: what I think would be helpful for them and what I hope to learn with them.

The primary aim of my teaching is to guide the students to be good English learners and users as Japanese. Cook (2001) points out that the aim "is to equip people to use two languages without losing their own identity (p.179)." Using English

in an environment where Japanese is used daily is where my solidarity comes in. Whether my students like it or not, I will be one of their Japanese models as an English teacher, learner, and user who leads her everyday life in Japanese.

There are several roles that a teacher can play while interacting with the students. Figure 1 illustrates such multiple identities for Japanese teachers of English, who could exhibit their unique roles to their students. It gives examples of the possible roles of a Japanese teacher as a language expert, a moral guide, an adult EFL learner, and a guide to an English-speaking world for students.

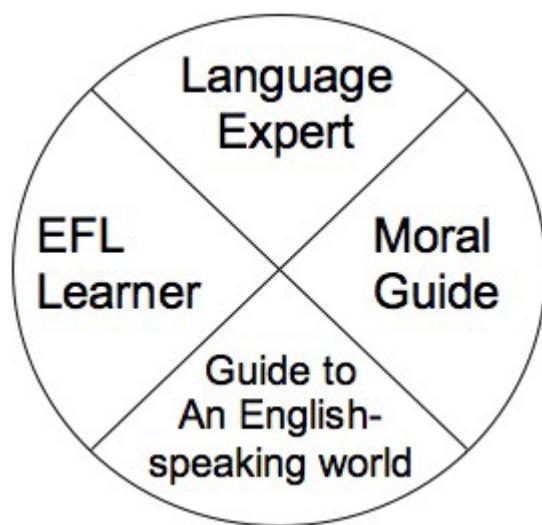


Figure 1. Examples of teacher's roles in the classroom

When Japanese teachers exercise their authority as language experts, they facilitate the achievements of their students. While they are doing so, they can serve as models of ideal language learners. This is an important role that, in Japan, only Japanese teachers can fulfill. As adult learners, through sharing the difficulties of learning a new language, they can show that they are feeling solidarity with their students. As moral guides, they will encourage students to overcome the pain and share the joy during the course of learning. As a guide to an English-speaking world, they will eventually provide opportunities for their Japanese students to think about the social dynamics and diversified cul-

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tures surrounding them.

In a society where English is used mostly in the classroom at a high school level, the first navigator to direct the students to the English-speaking world would most likely be their teachers. In that sense, Japanese teachers need to be mindful about the history and the present situation of such cultures and about any significant difference with their own culture. In other words, providing a bridge for the students between their own culture and the cultures of others is an important step toward intercultural understanding.

FOSTERING THE TEACHER – STUDENT RELATIONSHIP

The classroom can be an inspiring place, but teachers need to wait patiently for those shared experiences to produce results in each student. As Matsuo (2007) urges, based on narrative accounts of her former students, we teachers should make it a priority to create rich classroom experiences in every lesson. Indeed, it could be said that the main function of the classroom is to be a field of practice where rich experiences are provided. Teachers need to try to balance the distance between themselves and their students to create a comfortable place for learning. However, as Dewey (1938/1997) remarked, “The educator by the very nature of his work, is obliged to see his present work in terms of what it accomplishes, or fails to accomplish, for a future whose objects are linked with those of the present” (p. 76). This means that there is a time lag in what we teach today and how much of it will be appreciated by the learners.

Some students may not appreciate the authority their teachers are exercising to support their learning today. Others may not notice the soli-

darity as fellow language learners that teachers are trying to share. However, one day when they become adults, even if only a handful of them make sense of how and what they were taught, I think it is worth the effort. If those adults could learn something from their learning experiences from the past, which they could utilize in their lifelong education or education for future generations, that would be the ultimate privilege for teacher.

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ORIENTING LEARNS: AN IMAGINARY CONVERSATION

学習者へのオリエンテーション:ある想像上の会話

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AC.JP

〈要約〉『学習者へのオリエンテーション:ある想像上の会話』はひとりの語学教師と学生たちとの間におけるおしゃべりという形でヴィゴツキーの「タスクへのオリエンテーション」という概念を説明するものである。オリエンテーションとは、初級レベル、かつ、アクティビティへの適切な参加の仕方を知らない学習者に、習熟話者が活動方法を示すことである。本稿は、教師としてふるまう場合に活動の目的を明らかにすることの重要性を示しているはっきりした説明や手助けや解説となる「オリエンティング」なしでは、学習者はタスクの可能性のすべてを常に見通すことは難しい。

本稿の会話例は筆者が実際に教えた授業に基づいている。卒業旅行で沖縄と北海道のどちらに行くか意見が分かれた友人同士という状況を想定して、論争解決の短い会話を作るように大学1年の学生たちに指示したなどのペアもひとつずつ会話を創作したが、状況設定以上に「論争」を繰り広げたペアはなかつた。学生たちはすべて簡単に相手に賛成してしまつたのである。論争解決に向けたロールプレイを行うタスクのために十分なオリエンテーションを提供するという重要なタスクを教師は怠っていた。結果的に、学生たちは「論争解決」ではなく、「賛同」のロールプレイをすることになったのである。(要約翻訳: 吉川友子
Summary Translation by Tomoko Yoshikawa)

I spend a lot of time talking about Vygotsky and sociocultural theory at professional events (Verity, 2006; 2007); as a result, I often run into people who have been kind enough to spend their valuable time listening to me. For the most part, I try to offer clear and accessible examples of the central tenets of sociocultural theory, as developed originally from the works of Vygotsky, a Soviet psychologist who lived in the early 20th century. These principles include (1) the social origin of cognition, (2) the importance of the genetic heuristic (including past stages in interpreting current performance), and (3) the centrality of language as the primary semiotic tool for mediation of activity. Most people who work in our field have some acquaintance with Vygotskian ideas, but are often put off by the terminology and by the differences between the sociocultural paradigm and mainstream SLA. I hope my interpretations have been useful.



However, there is one group who spend more time with me than anyone else I know, and who are the individuals most directly affected by my attempts to apply Vygotskian theory to teaching praxis, to whom I never talk about Vygotsky. These people are, of course, my students.

I teach English, like many readers of this journal do, at a Japanese institution of higher learning. Our college—women only, small student body, relatively emphatic about English instruction—is a place where most teachers care about good teaching. Each of the core first-year English classes (reading, writing, discussion) meets three hours a week for a year. While the curriculum content and term assignments are set by the college, we are free to use our own preferred methods, activities, and supplementary materials in class. Though the students are never given the chance to articulate what they consider “good teaching” to be, I like to believe that they recognize it when they see it.

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TALKING TO STUDENTS ABOUT GOOD TEACHING

In this article, I have scripted an imaginary conversation: in it, I imagine what I might say if I *could* (or *would*) tell my students how the Vygotskyan notion of 'orientation to task' informs my teaching. In this conversation, we discuss a first-year speaking lesson (adapted from a true experience I had at the college where I teach) that I was dissatisfied with, despite the fact that it appeared on the surface to have gone so well. As explained below, it was a failure, in terms of what I wanted to happen. Yet failed attempts are often more revelatory than successful ones. They make you think harder about what you could, and should, have done better.

SCENE: A classroom. Discussion class has just finished. Two students (S1 and S2) stay behind to chat with the Teacher (T).

- S1: You seem dissatisfied, teacher. Why? I thought it was a really interesting class.
- S2: Yes, it was! We spoke a lot of English for nearly 40 minutes. And then we listened to our classmates give their dialogues in English. And we commented in English. So we used a lot of English.
- S1: And it was a good topic! We Japanese don't like to argue, so it was good practice for us to argue in English.
- T: Oh, do you think you were arguing?
- S1: The lesson was about a disagreement, wasn't it? You asked us to write a conversation between two friends who disagree about where to go on a graduation trip. You said we were supposed to write their conversation and show their decision.
- S2: Don't you think we did a good job?
- T: Well, you did use a lot of English. You all seemed really engaged with the task, and you did what I asked you to do: you wrote out, and then performed, dialogues in which two friends disagree about whether to go to Okinawa or Hokkaido, and then make a decision. Your dialogues were all in English, you used the preparation time well (I could hear that you were using lots

of English while you were writing, though of course you also used Japanese during that phase), and you performed them confidently, while your classmates listened politely.

- S1: So what's the problem?
- T: The problem is not what YOU did. It's what I did. Or rather what I didn't do. In my mind, I planned a certain activity, but in the actual class, you ended up doing a different one! I consider this lesson a failure not because anything went visibly wrong, or even because you did something different than I'd planned, but because of the reason it was different. I didn't fulfill my dual role of 'teacher of language' and 'teacher of learning.' In Vygotskyan terms, I did not provide sufficient *orientation to the task* (Markee, 2004; Verity, 2007). You did what you thought I told you to do, but based your activity on the incomplete instructions I gave.
- S1: Incomplete? But we enjoyed it! Nobody was sleeping, or chatting. Everyone was really paying attention.
- T: Yes, it succeeded at some level. But it wasn't what I had envisioned. Our discussion classes give you opportunities to use English for personal expression in ways that connect to the themes of the content-based lessons. This month, our Unit topic is Peace and Conflict, and this segment is about Conflict Resolution. I thought these dialogues would add an experiential dimension to your understanding of conflict resolution.
- S2: That's just what we did!
- T: No. What you did was write a textbook-like dialogue in which two people, O ('wants to go to Okinawa') and H ('wants to go to Hokkaido') say they disagree, then suddenly change their minds and agree. There was no real conflict, or resolution, involved. No negotiation, compromise, give-and-take, no attempts to re-define the goals of each participant....
- S2: But we were just friends who had to make a decision! It wasn't that complicated!
- T: Ah-hah, that's where I disagree. The

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purpose of the task—as I saw it—was to explore a conflict that *was* complicated, precisely *because* it involved the tensions of friendship, sentimentality, rites of passage, scheduling, money, preferences, and so on. As a task, it was pretty good! As a teacher, a strategic animator of your use of English.... I wasn't so great. I somehow assumed that you—19-year-olds who have spent a maximum of a few hours reading, writing, and talking about conflict resolution—knew as much about such life events as I do. I've been living, making decisions, resolving conflicts, and, perhaps most importantly, turning life experiences into useful language lessons for many years longer than you've been alive! I completely misjudged your ***Zone of Proximal Development*** (Kinginger, 2002; Lantolf & Thorne, 2006) for the topic and the task.

S1: Our Zone of....wha?

T: It's a kind of judgment I have to make every time I explain something or instruct you in some way. I have to figure out how much information we already share about the task: I need to determine our level of ***intersubjectivity*** for the task (Lantolf & Thorne, 2006; AlJaafreh & Lantolf, 1994), and adjust my mediating moves accordingly. Clearly, I can't accurately judge the right level of instructional help for every single student in a class, but having worked with you for several weeks as a group, I get a sense of what kind of expressions, explanations, examples, etc., will most likely be useful and accessible for helping you get a foothold on an unfamiliar concept or task.

S2: Is that why you sometimes start off the lesson with a story from your life, or by asking a question and having some of us answer it based on our own experience?

T: Yes, exactly; besides activating your background knowledge and warming you up, that kind of sideways approach helps me gauge “where you are” in terms of what I plan to ask you to do in the lesson (Markee, 2004). Today, in the absence of any such mediating moves from me, you

demonstrated the unsurprising fact that you are familiar with the dialogues as a textbook-style language practice/display tool. In textbook conversations, nobody ever really argues, nobody ever disagrees, and there are no subtexts or hidden implications. I failed, because I didn't help you see what might be called the “next level” (which is where the term “proximal” comes in: proximal refers to the nearest, or next, level) of dialogue for language practice: it can also function as a tool for exploring the language and the topic, in this case, a conflict between friends. Rather than set up conditions in which inter-subjectivity could develop, I gave you instructions that over-estimated your ability to understand my implied meaning.

S1: Your instructions were really simple and really clear! I think that's why we enjoyed ourselves so much. We felt very sure that we could do it.

T: Yes, I admit, ruefully, that for a failed lesson, it was a great success!

S1: Why ruefully?

T: It's easy to be misled as a teacher by the appearance of students' activity. It took me until the end of the lesson to realize to what extent the lesson was a failure.

S2: What exactly did go wrong?

T: The problem, from my point of view, is that you didn't end up knowing anything *more*, or *different*, about conflict resolution after this lesson. I “forgot to remember” one of my two primary responsibilities when assigning tasks in the classroom: I not only have to help you learn and practice English, I also have to help you gain control over ways of learning and practicing so that you can use them when I'm not around. You see, I play two roles: an expert at both English and at learning, while you're novices at both English and learning (Igarashi et al., 2002). In this case, I did not provide you with a lesson that helped you appropriate a little bit of my broader knowledge about dialogues and their linguistic and pedagogical uses. I assumed you would make the same, neat, direct,

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powerful transfer of ‘book’ knowledge to ‘active use of’ knowledge that I can so effortlessly make. MY understanding of dialogues-for- conflict-resolution practice is all about the process of exploring the conflict and examining the assumptions and expectations of the two opponents. YOUR understanding is ‘talk a bit and then reach a [friendly] conclusion.’

- S2:** So you didn’t really want us to end up agreeing in our dialogues?
- T:** No, it’s not that I wanted you NOT to agree, but I wanted to see the *process* of you reaching your agreement more than I cared about the actual agreement. I envisioned the activity to be about process, and you, logically enough, given most schooling’s emphasis on ‘right’ answers, took the instructions to be about product.
- S1:** Could you give us an example?
- T:** Sure! Look at the following dialogue. It’s not your exact words, but it is a composite of the dialogue that most of you produced: a completely unmotivated scenario which involves a change of heart rather than any sort of real conflict or examined resolution:

Dialogue I

- Speaker H:** Let’s go to Hokkaido.
- Speaker O:** Oh, why?
- H:** [gives reasons: *foods, snow, beautiful, cool weather*]
- O:** No, I don’t like those things; let’s go to Okinawa.
- H:** Why?
- O:** [gives reasons: *interesting food, beautiful sea, good water sports*]
- (Both speakers think)
- H:** Oh, I have a good idea! Let’s go to Hokkaido this year; next year we can go to Okinawa.
- O:** Good idea!

- T:** This dialogue, like the one below, shows how different your *understanding of the task* (or “orientation”) was from mine: I

meant “face a conflict and resolve it.” These conversations simply dissolve it. If there is a choice of making two trips, and the two trips are equal in sentimental, economic, and chronological currency, then there is no conflict in the first place. Part of the original conflict is implicit in the idea of a *graduation trip*: this is a once-in-a-lifetime thing that can happen only within a fairly limited timeframe. So you can see that I expected you to engage with topics that did not appear in the original directions, but that I thought you somehow also understood to be essential aspects of the situation.

- S1:** We thought you wanted us to practice writing a dialogue in English. We came up with some pretty creative solutions!
- T:** Well, a small number of pairs actually produced a dialogue that hinted at the way conflicts can be resolved. Still, even the best ones barely scraped the surface of either the conflict or the resolution process. Remember this one? It came out of left field, but at least it was different!

Dialogue II

- Speaker O:** Let’s go to Okinawa.
- Speaker H:** Why?
- O:** [gives reasons]
- H:** I’ve already been there. I’d like to go to Hokkaido.
- O:** Why?
- H:** [gives reasons]
- O:** Oh, I have a good idea! Let’s go to an exhibition of products from Hokkaido and Okinawa. The local Department Store is having an exhibition right now!
- H:** Good idea! Let’s go!

- T:** I mean, is going to a local department store exhibition a good substitute for a real graduation trip?
- S1:** No. But there wouldn’t be enough time for us to write dialogues that delved deeply into such a complex problem.

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- T: You're right; what you say is a great illustration of your prevailing orientation to most classroom tasks: they tend to be short, to have neat resolutions, to be tidy. By the way, this is a perfectly appropriate orientation to have, seeing how it is reinforced again and again by the kinds of tasks you are asked to do in school. It was up to me to try to broaden your understanding of what can be done in a language classroom. Conflict resolution as a theoretical method represents a different approach than 'winner vs. loser' so I thought your dialogues might illustrate this approach too.
- S2: So what do you wish you had done differently?
- T: As an expert, I constantly have to try to remember what it was like *not* to know things, and it's harder than it looks to forget what you know! The most important thing to remember when orienting learners to a new task is that they have NO IDEA of the goals I have. Even my most cooperative, motivated, and diligent students *can't* share my understanding of the goals of any given task because they don't share my sense of its place in the bigger picture of the lesson, the unit, the syllabus, the curriculum. I need to orient them to the task in a way that helps them take on, however incompletely or temporarily, my orientation to it.
- S1: So if you did it again, you would....
- T: Of course, I have to balance the time spent on orienting with the time available to the students. In this case, I could have modeled a conversation that did NOT reach a successful conclusion—the danger of modeling, however, is that it can encourage empty imitation. But if the model is accompanied by explanation, it can function well to orient learners to the possibilities of the assigned task. I could have asked you to reflect upon the tensions inherent in the *disagreement of friends*. I could have reviewed some of the steps of the canonical conflict resolution process outlined in the book, or required the dialogues to include them. And of course we could have explored the topic by looking at the disagreement specifically from a Japanese viewpoint: how do friends disagree in this culture?
- S2: Wow, so many choices! I had no idea that a teacher had to think about so many things. It seemed like such a simple assignment.
- T: Yes, simple is often best, but that's why I made such a dumb mistake. It's very clear, to me, that a dialogue is a great way to explore, as well as review, content. So I gave a very simple, in fact, simplistic, set of instructions. And ended up with something that really didn't explore conflict resolution very much at all.
- S1: Did any of our dialogues come close to doing what you hoped?
- T: Not really. This one gives a faint glimpse of what I was hoping the dialogues would be. At least the two friends explicitly consider one of the factors that helped them make their decision!

Dialogue III

Speaker H: Let's go to Hokkaido. [gives reasons: sight-seeing, skiing, cool weather]

Speaker O: No, let's go to Okinawa. [gives reasons: swimming, warm weather, sightseeing, food]

H: Why don't we go somewhere in the middle? It will be cheaper.

O: Yes! You want to ski, maybe we could go to Niigata or Nagano.

H: Yes, and you can do nice sight-seeing in Nagano.

O: Yes, let's go to Nagano.

T: Can you see what I mean?

S1: Yes, they actually mention a reason that supports their substitute choice of destination.

S2: Everything you've told us makes class sound like being at a theater. We students are the audience, watching what comes

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onto the stage and reacting to it. We have no idea of all the managing, running around, changes, problems, and so on, that might be happening backstage!

- T:** Yes, that's a good analogy. Except that the theater is, for the most part, inside my head! So even if I wanted to share all that behind-the-scenes action with you, I probably couldn't. Too complex, too many decisions, on too many levels. Expert-level knowledge is different from novice-level. It's structured out of cross-connections; it's multi-dimensional, relating different facts, ideas, beliefs, and experiences. For somebody with an expert mental representation, it can be very hard to make a successful lesson for a beginner. That's what makes teaching so challenging (as you probably know, if you've ever had a teacher who is a 'native speaker' but not trained at all in teaching)!

- S1:** But we are not really beginners at English. Or even at studying English.

- T:** Of course not! But in relation to many dimensions of using and learning English, you are novices—like using dialogue to explore a situation rather than 'solve' it. We language teachers constantly balance our decisions between "what do the students already know and use" and "what do the students NOT know yet that they probably should?" It is our responsibility to give you not only the experience of the activity itself, but also some little *nudge* towards linking the activity with other things you know. This is what we mean by expanding the learner's Zone of Proximal Development for a given activity or task. But it can't be done just by "giving" the learner words. Knowledge is not transmitted like a radio signal! I prefer to think of knowledge as a way of 'knowing how to participate' in an activity. Even the limited involvement and engagement you can experience in the classroom setting takes you beyond any words I could use to tell you about it.

- S2:** It all sounds very circular.

- T:** I prefer the word "dynamic"—what happens at one stage affects what happens

next. The problem with trying to put "Vygotskyan" ideas into pedagogical practice is that the theory defines true learning as both *contingent* and *situated*: this means that instruction is also contingent upon everything that's happening with the learner, the task, the tutor or teacher, the setting, and so forth, not to mention the personal goals and motives of the participants (AlJaafreh & Lantolf, 1994; Lantolf & Poehner, 2004; Waring, 2005).

- S1:** So is it even possible to teach anything?

- T:** Yes, of course! Not that the teacher has to be a person in a classroom, or even a separate person. You can teach yourself! But just as a classroom teacher needs to orient you to new ideas and new knowledge, you must have strategies for orienting yourself to what's available in your environment.

- S2:** Does this 'orientation to task' notion come up in other classes?

- T:** Yes, it is probably the thing I spend the most time on in all my first-year classes. Good education should be something that students can "take away" with them from the formal learning environment. To give them tools for autonomous functioning, what Vygotsky calls *self-regulated activity*, I help my students envision speaking in the future, not only present and past activity (Lantolf & Poehner, 2004). Although we can't do too much of it during periods of formal instruction, it is not only possible but absolutely essential that they begin to share my sense of what "might be"—that being speakers, writers, and listeners of English can be a layer of their identity, as individuals and as members of various communities of speaking and practice.

- S1:** It seems to me that you have really tried to help us get an orientation to the task of teaching today!

- S2:** Your explanations have helped me see that what we do in class has an underlying purpose, and is not based only on what happens to come next in the book, or how

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you feel that day. Teaching and learning together seem to be the end results of a lot of thinking and decision-making.

- T: It's true, teaching is a very complex cognitive-motor-social act, and sometimes students don't understand that they also have an important role to play. But, as I hope you can see in your English classes here, a good teacher is nothing without good students. I learned a lot by being able to explain my reaction to our shared experience today.

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エリアミーティング：分かち合い、話し合い、聞き合い、助け合い、そして共に挑戦し、学び、楽しみましょう！

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THE ADVENTURES OF MAGENTA M. マジエンタMの冒険

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<はじめに>このイントロダクションを書くのに思いのほか苦労している。たった200語だと言うのに。問題ないはずだ。なのに、なぜ3ページにも及ぶ下書きが机の上にあるんだろう?そしてなぜ2000語あまりをすでにパソコン画面から消去してしまったのだろう?

問題はスタイルだ。どんな調子で書けばいいのか。例えば読者の気をひきそうなこんな疑問文で書き出すのはどうだろう...「英語は全宇宙の共通言語となり得るだろうか?」とか。まあそれでもいいかも知れないが、その後どうつづけりやいいんだろう?更なる疑問文?「銀河系市民たちの英語学習に対する反応やいかに?」とか。

だめだ。全然だめだ。疑問ばかりで答えがない。やり直しだ。書き直そう。もうすこしフォーマルな感じで。もっときっちりと体験談として説明してみよう。「私は常々学術的対話のオルタナティブな表現方法に興味を持っており、この人類学的SF作品もそこからインスピレーションを受けたのだ。」

これは妙に客観的すぎる。気取りすぎだし。

そうだ!もっとパーソナルな感じはどうだろう?執筆の逸話?主観的に?それでいいこう!

「何年か前、イスラムの子供達を教えるカナダ人女性に会った。彼女が教室の内外で起こった面白い話をしてくれたんだ...」

いいぞ。物語のはじまりみたいだ...後は読んでのお楽しみと言うことで... (イントロダクション翻訳:入江恵、Introduction translated by Kay Irie)

PART ONE: READ, READ, READ.

Magenta stopped in front of the sign that said: "Trans-Galactic Language Empowerment Agency," took a deep breath, and knocked on the door.

"Good morning, Magenta," Dexter said, smiling and looking up from his computer screen. "Have a seat."

"Thanks," she replied.

"I've just had some news from Talut 9, the misty planet. The head teacher out there, Chet Divine, has e-mailed me about an extensive reading program that he's set up. He says he's pretty excited about the results, but there are a few puzzling anomalies with regard to L2 reading proficiencies. 'Weirdnesses,' as he calls them. I think it might be a good idea if you went to Talut 9 to investigate."

"What kind of anomalies?"

"He says there are significant gender variations in terms of reading proficiency."

"Really? In which direction?"

"Overall, the women are more proficient than the men."

"There could be a number of explanations for that -"

"Wait. Before you tell me about the female genetic pre-disposition to comprehend longer passages of text, I should point out that Chet says the boys on Talut 9 are significantly better read-



► SCI-FI COLUMN: DAVIES

ers than the men. So, in other words, there are both inter-gender and intra-gender proficiency asymmetries."

"Do you have more specific details?"

"Yes. The boys can read book titles and chapter headings, but they struggle with the actual texts."

"What about the men?"

"They can't read anything."

"Nothing at all?"

"That's right. The men are still pre-literate in the L2."

Magenta thought for a moment. "Do you think this could have anything to do with in-class reading activities? Perhaps the men haven't been given the appropriate materials?"

Dexter shook his head. "Nobody reads during class time."

"No one?"

"That's right."

"So what happens?"

"Not much, it seems. Chet hands out free food and books and then the students go back to the village."

"Has he seen them doing *any* reading?"

"No. He says the village is very damp and going down there might...." Dexter studied the computer screen... 'mess with his chest.' He's asthmatic, apparently."

"So, you're telling me that Chet doesn't teach reading and that he hasn't seen his students doing any reading, either?"

"That's right."

"But how is he assessing reading proficiency?"

"He uses book reports. The students are required to submit a written report after they finish reading a book. A minimum of one sentence is required."

Dexter glanced at his watch. "So, would you like to go to Talut 9, or do I have to find someone else?"

"Just a moment. How much do we know about the students?"

Dexter shrugged. "Not a lot. They're a secretive people. In fact, it's been quite difficult to convince them of the value of L2 literacy. Basically, we've had to drag them out of the Stone Age. We do know they have a lot of taboos. For example, the men and women live in separate long houses. There is gendered division of labor. And another thing: the Talutians believe strongly in the principle of utility. They have a saying, *Use what you can, but take only what you need.* They hunt birds, but they only kill them for food."

"But you just told me that Chet gives them free food."

"That's right. They like tinned fruit. But they have an aversion to mechanically reclaimed meat products. That's why they hunt for the migratory ducks that fly past their settlement. When the ducks appear, the students don't come to class."

"So you mean the men and women hunt together? But what about the gendered division of labor?"

"The men do the hunting, while the women –"

"Open tins?"

"Very funny," Dexter laughed, running his fingers through his hair. But then he spoke more firmly: "Magenta, we need to sort out this reading proficiency issue. We're sending a lot of books to the planet. The Talutians really should be making better progress. I don't believe I've ever seen such inconsistent results before. That's why I want you to go out there. Start by interviewing Chet. See if he knows anything more than he's told me. Now, are you willing to accept this mission or not?"

"Yes, I'll go. I could do with another off-planet adventure," Magenta said smiling.

Dexter beamed. "That's great. The Clothing Department will supply you with the right equipment. They don't call it the 'misty planet' for nothing. It can get pretty cold out there."

But Magenta wasn't worrying about the climate. "Talut 9 is in Deep Space. That's light-

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years from here. I'll need to take a sleeper."

"I've already thought of that," Dexter replied. He handed Magenta a small, beige envelope. "Here are your e-tickets. Business Class. You can sleep all you want."

* * * * *

On Chet's desk in the Empowerment Center on Talut 9 there were two things: a paperback novel and a mug of coffee.

Chet grabbed the mug, took a swig, and asked, "Want some?"

Magenta shook her head. "No thanks."

"You've come a long way," Chet offered. "I hope I can be of help."

"I hope so too."

"Cool. You're here to learn about our extensive reading program, right?"

"Yes, I am."

Chet leaned forward. "I'm gonna cut to the chase. Let's start with the three Rs: reading, reading, and READING. The neat thing is, the cool thing is, we learn to read by reading. I mean, reading is reading, right? It's a non-negotiable issue. The bottom line is reading, the root of which is to read. That's the message. Read, read, and read. Just read."

He took another swig of coffee and swallowed hard.

"So, all the students can read English?" Magenta asked.

"Not exactly," Chet said, in a puzzled voice. "I emailed Dexter the details. Some weird shit is going on. I figured he'd told you."

"He told me that you don't actually *teach* reading."

Chet shrugged. "Like I said, you just gotta let 'em read."

Magenta thought for a moment. "There's something I don't understand. Why do the students come to the Learning Center? What's their motivation?"

"This planet is frickin' freezin'," Chet said, "but

we got this real neat uranium heater keeps the Center nice and toasty. And there's the free food. Tinned peaches and stuff. The Taluts love that shit. And there's the games."

"Games?"

"Yeah, you know, computer games. Armageddon, Dark Destroyer, Revenge of the Zombies, whatever."

"They like to play computer games?"

"Yeah. The guys love 'em."

"What about the women?"

"Nah. They're, like, more into word games. Crosswords. Scrabble. Stuff like that."

Magenta considered this. She knew that hunter-gatherer communities enjoyed more leisure time than was generally assumed and, since the Talutians were the inhabitants of a terribly cold planet, the fact that they could spend their free time in the warm Empowerment Center would obviously be very appealing. And, of course, there was the added attraction of the free food. As for any language proficiency gains, if Chet's account of what was happening was accurate, then the women *would* be making progress by playing lexical games. And the men? Well, they wouldn't learn much English playing those awful computer games. But that still didn't explain why the boys were making L2 reading progress... "Do *all* the boys play computer games?" she asked Chet.

"Sure. They love 'em."

"How long do they play for?"

"Until it's time to leave."

"Then what happens?"

"They just get their bags, fill 'em up with free books, and hit the trail back to the village."

"You don't think that's strange?"

"What?"

"The fact that they don't do any reading in the Center, but they're willing to carry heavy books all the way back to the village?"

"I guess," Chet said, stifling a yawn.

Magenta pushed her chair back, stood up, and

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said: "I think I'd like to interview some of the students myself. Will they be here tomorrow?"

Chet shook his head. He made a pantomime gesture of using a bow and arrow. "It's hunting time."

"How far is it to the village?" Magenta asked, looking at a map on the wall.

"About five miles, I guess."

"Is that a lake I can see on the map?"

"Yeah. It's right by the village. I've heard it's real damp down there."

"You've not been there?"

"No way. Not with my asthma an' all."

* * * * *

Early the next morning, when the sun was bright and red in the eastern sky, Magenta walked along a narrow pathway that twisted between several strange, grassy knolls that reminded her of ancient burial mounds.

She felt cold. Very cold. It was a sharp, bright, frosty coldness that had transformed the tufts of grass into silver shards that crunched and popped under her feet like broken glass.

As she marched onwards, she thrust her gloved hands deeper into her pockets, and tried not to let her fears take over. Really, it made no sense to worry. Even if some of the villagers were pre-literate and unfriendly, she had to remember that they had been willing to accept books, that they had started to read English. They were moving in the right direction... But why was their progress so uneven? Most likely, given the gendered division of labor that Dexter had talked about, the women were able to spend more time reading while the men were away hunting for ducks. That made sense. But why were the boys more proficient than the men? That seemed to be counter-intuitive... Magenta smiled. There was something funny about the situation. What had the poet William Wordsworth written? "The Child is father of the Man"?

Unless...Were the women teaching the boys to read? Had they set up their own village school? Was Vygotskian other-regulation taking place?

Magenta kept walking until she crested a low hill. Feeling thirsty, she took off her backpack and rummaged inside for her coffee flask.

From somewhere nearby a child cried out – a strange, feral sound – and Magenta crouched down and stared ahead through the tall grass.

There, in the distance, was a long house. It was a wooden building with a sinuous column of smoke rising from a hole in the thatched roof.

But there was no sign of a child...or of anyone else...or...

"Looking for someone, is it?"

Magenta turned around. Standing in front of her was a woman with eyes that were dark and bright, but not unfriendly.

The woman laughed, showing her small uneven teeth. "Are you scared?" she asked. "You think I kill you?"

"I – " Magenta managed to stammer.

"Come," the woman said, clasping her hands together. "We go to house. Is warm."

After a few minutes of brisk walking, they arrived at the entrance to the long house.

Magenta bent low and followed the woman through the doorway.

Inside, the air was thickly warm with a rich aroma of oily meat that was simmering in a large, soot-stained pot hanging over the fire. There was another smell, too: the coarse stink of tallow smoke, rising in dark coils from many thick-stemmed candles that cast strange shadows on the walls.

Several women were curled around the fire. All of them had been reading when Magenta entered, but now they scrambled to their feet, whispering and staring.

One of them stepped forward. Her dark, thick, braided hair was tied in an elaborate topknot, decorated with bird feathers. A vivid tattoo stretched across her forehead, and a shiny necklace of animal bones gleamed at her throat.

"My name is Aruli," the woman said. "Welcome to our village. We've been waiting for you. You've

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come a long way. Please have something to eat. We must strengthen you for your work."

While Magenta ate the broth, greedily gulping down mouthfuls of duck meat and pungent herbs, Aruli explained that a young boy had fallen ill and so the messenger had been sent to find a doctor. She was pleased and grateful that Magenta had come so quickly, as the boy had a strong fever and needed attention.

There was an expectant hush when Magenta pushed aside her bowl, stood up and searched in her backpack for her medical kit. From Aruli's description of the symptoms, it sounded as though the boy had influenza. She knew that aspirin would help to lower his temperature, and treating him would give her an ideal opportunity to look around the men's long house...

A little while later, Aruli, carrying a goatskin water bottle, led Magenta across a narrow strip of muddy grass that led to a second building. Reaching the entrance, she stopped and handed the bottle to Magenta.

"Is this the men's long house?"

Aruli nodded. "Go in. I must wait here."

Inside the house, a boy – about 14 years old – was wrapped in a blanket of animal fur. He was asleep and softly breathing, but when Magenta drew near, his eyes flashed open and he struggled to sit up.

Magenta cupped two pills of aspirin in her hand and offered them to him. Saying nothing, he scooped them into his mouth, swilling them down with water from the bottle that Magenta held for him.

Soon the boy stretched out again, already half-asleep.

Magenta gazed around the room. It was bare except for the boy's clothes, neatly folded beside the bed. She could see no reading materials of any kind...

Stepping outside, she whispered, "Where are all the men?"

"Hunting. At the lake," Aruli answered, yawning and walking towards the women's long house.

Magenta glanced at the buildings. It seemed that all the villagers lived in just these two dwellings. What was the total population? Fifty? Sixty?

She was about to follow Aruli when a gust of wind blew a piece of paper towards her.

She bent down and picked it up.

It was a page from a book. She turned it over. The back was stained with something sticky...

"What are you doing?" Aruli asked her.

"Nothing," Magenta replied, stuffing the paper inside a pocket and hurrying across the muddy grass.

Inside the long house, most of the women were now enjoying an afternoon nap. Aruli, too, stretched out on the floor, gesturing to Magenta to do the same. "Have a rest," she urged. "You've done well, and you have a long journey back to the Center."

Magenta waited until she was quite sure all of the women were asleep. Then, as quietly as she could, she got to her feet and tiptoed outside.

She remembered the map on the wall of Chet's office. The lake wasn't far away. Had the piece of paper come from there?

She took it from her pocket and looked at it for a second time. Although it had yellowed with age, she could see that it was from a beginner-level text.

I'll try to find the lake, she thought. It can't be far away.

* * * * *

As Magenta drew nearer to the water, wraiths of mist rose up and swirled around her feet, soaking her boots with damp dew. Determined, though, to find the lake, she kept walking forwards, treading as quietly as she could through the clumps of wet grass, following a thin, meandering pathway, until, a little way ahead, she noticed something lying on the ground.

It was a second piece of paper, wetly crumpled in the grass.

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Was it from a reading text?

As she stepped closer, bending down to get a better look, a twig snapped under her foot and she heard the sound of a bird breaking cover.

Startled, she looked up and saw a duck fly directly overhead, its wings a blur of frenzied energy.

Then, seconds later, an arrow scorched upwards and the bird crashed to the ground.

Magenta crouched and stared in the direction that the arrow had come from until she located the well-camouflaged hide. She heard a deep, satisfied grunt, and then a young boy charged out and raced through the wet grass towards the dead bird.

Returning, he left the hide door slightly ajar – and Magenta was able to glimpse inside.

She gasped. The walls of the hide were thickly plastered with pages from reading texts. From where she was standing, Magenta could even identify one of the titles: "Zargon Zoo". She remembered that it was a beginner text, for students with a passive reading vocabulary of 500 words or less.

Magenta watched the boy as he showed the dead bird to the archer – a bearded, swarthy man of around 50 – who simply grunted again.

The boy passed the man a fresh arrow. He carefully set the bow, pulled the string taut, and squinted skywards through a slit in the roof.

The boy, waiting for the next kill, began staring at the words on the walls...

As Magenta walked back towards the village, stepping softly through the wet grass, she thought about what she'd seen. *Gosh! The air around here is awfully damp, so I'm not surprised the men tear up the textbooks and use the paper for insulation. It's perfectly understandable, especially given the utilitarian ethos of the culture... And the boys are s.l.o.w.l.y learning to read by studying the language-rich wallpaper... As for the women – lucky things – they can enjoy their autonomous L2 reading in a nice, dry long house...*

Read, read, read, Magenta hummed softly to herself. All you need is to read. This is one of the most interesting cases of autonomous learning that I've ever encountered. I wonder what Dexter will say when I tell him about it?

She walked quietly past the two long houses and then hurried onwards towards the trail that led back to the Empowerment Center.

A cold wind was beginning to blow, and the sun was already sinking towards the bare mountains in the west.

TO BE CONTINUED...

LOCAL GET-TOGETHERS: SHARE, TELL, ASK, CHALLENGE, HELP, LEARN, ENJOY!

For information on local LD meetings that are taking place near you, or for advice and financial support to help start a new local get-together venture, contact us: Stacey Vye <stacey.veye@tamacc.chuo-u.ac.jp> or Mike Nix <mikenix@tamacc.chuo-u.ac.jp>.

エリアミーティング：分かち合い、話し合い、聞き合い、助け合い、そして共に挑戦し、学び、楽しみましょう！

あなたの近くですでに行われているミーティングについて、または地元でのLDミーティングを始めるにあたってのサポートについて、ステイシー・ヴァイ<stacey.veye@tamacc.chuo-u.ac.jp>もしくはマイク・ニックス<mikenix@tamacc.chuo-u.ac.jp>まで是非お問い合わせください！

▷ BOOK REVIEW

桜美林大学日本語プログラム「グループさくら」著「自律を目指すことばの学習—さくら先生のチュトリアルー」凡人社, 2007

JIRITSU WO MEZASU
KOTOBA NO GAKUSHU:
SAKURA SENSEI NO
CHUTORIARU [LANGUAGE
LEARNING TOWARDS
AUTONOMY: TEACHER
SAKURA'S TUTORIAL
CLASS], WRITTEN BY GROUP
SAKURA, PUBLISHED BY
BONJINSHA, 2007

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<Summary>—— Kay Irie reviews *Jiritsu wo Mezasu Kotoba no Gakushu: Sakura Sensei no Chutoriaru* [Language Learning towards Autonomy: Teacher Sakura's Tutorial Class] written by Group Sakura (published by Bonjinsha, 2007) which comprised of 12 teachers of Japanese who collaborated to design and implement a tutorial course in a JSL (Japanese as a second language) program for foreign students at a university in Tokyo. The book offers a detailed account of this required tutorial course in which students set their own goals, engage in activities of their choice, and assess their own progress under the guidance of their teachers. It includes numerous suggestions and practical hints to foster learner autonomy for any language classes. Finally, the sense of 'community of practice' among the teachers inherent throughout this book is an encouragement and inspiration to all readers.



本の大学における言語教育ではまだ珍しいチュートリアル授業の実践をもとにして書かれたのが、自律を目指すことばの学習—さくら先生のチュトリアルー(凡人社:2007)である。私がこの本と出会ったのは、勤務先の桜美林大学の教員会議の席上だった。当時、外国人学生のための日本語プログラムのコーディネータであり、分担筆者グループ「グループさくら」の一人である松下竜達彦先生が、この本を紹介して下さったのがきっかけだった。「自律を目指す」というタイトルに惹かれて読んでみた。すると、学生に自律学習を促そうと日々悪戦苦闘する私のオフィスのすぐ下の階で、プログラムの支柱の一つとして学生に自律学習を体験させていたことを知らされた。そんな努力を知らなかつたことを恥ずかしいと思うとともに、嬉しい驚きでもあった。



全10章のこの本は、2003年から桜美林大学日本語プログラムで通常の一斎授業と並んで必修科目のひとつとして実践されてきた「チュートリアル」という授業形態の考え方を紹介するだけではなく、その導入と発展に役だった文献や資料をまとめてある。「チュートリアル」とは学生一人一人が自分の学習目標を定め、その目標を達成するための学習及び評価方法を考えて実行する、完全個別対応型の授業形態(=チュートリアル)である。最近理工系や医学系コースで取り入れられている、大人数の講義形式授業のサポートとして行われている、少人数による演習形式や、單なる少人数クラスとは一線を画すものである。

まず、第1章「授業がうまくいかない」では、言語クラスの授業で多くの教員に共通する悩み(学習スタイルやレベルの差、学期開始前に教科書を決める必要性など)と学習者の不満(教科書がつまらない、リスニングをもっとしっかりやりたいなど)、そして桜美林大

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学が実際に直面している留学生の急増という状況を、「さくら先生」の問題として提示するところからはじまる。そして、対応策の一つとしてチュートリアルを取り入れたと説明している。次ぎに、第2章「授業が変わる—チュートリアルの実践」と、第3章「リソースを考える」では実践内容を詳しく説明、第4章「授業が変わった」では、学習者、教師、リソース、場(環境・状況)に起きた変化を報告、第5章「壁を崩していく」では文字通り、チュートリアルを成功させるために、崩してきたさまざまな壁・障害を振返っている。第6章「チュートリアル授業を応用する」では個人による一斉授業への取り入れ方、一斉授業との組合せ方を提案。第7章「チームやプログラムとして実践する」では、組織としてどのように導入していくかを示している。さらに、第8章「社会と日本語教育の流れの中で考える」は言語教育全体に起きたパラダイムシフトに照らし合わせて、チュートリアルと言う自律性を重んじる授業形態にせまり、第9章「さらに学ぶ」では著者が参考にした自律学習に関する文献解題へと続いてゆく。まとめの章(最終章)では、さくら先生が第1章でぶつかっていた七つの問題に立ち返り、チュートリアル授業によってどのように対応問題に対処できたかを考える。

まずこの本の特徴は、あくまでも具体的であるところだ。第1章の問題提議起にはじまり、第2章から第7章までは徹底的に経験に基づいた説明と提案に徹している。例えば、第2章の授業の流れに沿った説明では、授業で実際に使われている学習記録表や評価シートの見本なども資料として提供されている。そして何よりも有り難いのは、チュートリアル授業に不慣れな教員が出会うと思われる問題や疑問に対して、現実的なアドバイスをしていることであろう。私自身、学生の自律学習に対する意識を高めるために自分の英語学習目標を設定せざるを得ないことがあるが、往々にして目標が漠然としすぎていてうまく学習計画が立てられないことがある。この悩みに対して、この本では、「日本人のように話せるようになる」といふ目標を学生が掲げた場合、「大学生が先生と話すときに使う日本語を、先生に失礼だと思われないように話せるようになる」(p.41)や「経営に関する専門書が理解できるようになる」(p.42)と書き直させてみてはどうか、といった提案がされている。また第5章では、筆者らが実際にぶつかった壁として、学生の学習観やスタイルを挙げている。例えば、「一人で勉強するのは嫌だ」とする学生

に対して中間発表会をしてお互いの進歩やがんばりを報告させたこと、同じような目標をたてた学生同士で学習グループを作ったことなど、実際に効果があつた対応策を紹介してくれていることは心強い。

しかしながら、私自身がこの本で最も印象深かったのは、自分たちが実践してきたことをより多くの日本語教育者、言語教育者、そして学習者たちと分かち合いたいと言う著者たちの姿勢である。そしてその呼びかけは、自分たちの手法を読者に押し付けるのではなく、きわめて民主的で、そこからは、一人でも多く自律学習を重んじる「仲間」を増やしたい、実践する手助けをしたいと言う真摯な態度が伺える。それが、日本語教育の中で自律性が重要視されることになった背景の考察(第8章)と言語教育の範囲を超えた興味深い文献解題(第9章)に繋がっているのだと思う。そして本書を読みすすめて行くと、12名の共著者たちとこのプログラムに参加した仲間の教員たちがグループとして自らを支え合い、自律学習に対する理解と知識を深めていった様子を垣間みることができる。それこそまさしくレイヴとウェンガー(Lave & Wenger, 1991)の言う実践コミュニティ(Community of Practice)であり、高い教員の自律性の表れではないだろうか。そのような人間関係があったからチュートリアルをプログラムに導入することができたのか、チュートリアルがあつてそのようなコミュニティが生まれたのかを、聞いてみたいところである。

自律学習を促す上でチュートリアルは一つの選択肢に過ぎない。しかし、この本には学生の自律性を引き出すヒントが、平易な言葉と豊富な例がで数多くちりばめられている。日本語教育に携わる人を読者と想定して書かれている本ではあるが、自立的な言語学習はすべての言語教育に共通するテーマである。対象言語に関わらず、言語教育における自律性に興味がある人ならば、得るところの大きい一冊と言える。

Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge, UK: Cambridge University Press.
レイヴとウェンガー著／佐伯胖訳『状況に埋め込まれた学習——正統的周辺参加』産業図書、1993



▷ BOOK REVIEW

AUTONOMY IN THE CLASSROOM – LINDSAY MILLER (ED.) DUBLIN, IRELAND: AUTHENTIK. 2007.143 PP.

REVIEWER: PETER MIZUKI, UNIVERSITY RESEARCH CENTER, NIHON UNIVERSITY

(書評者 ピーター・ミズキ、日本大学)

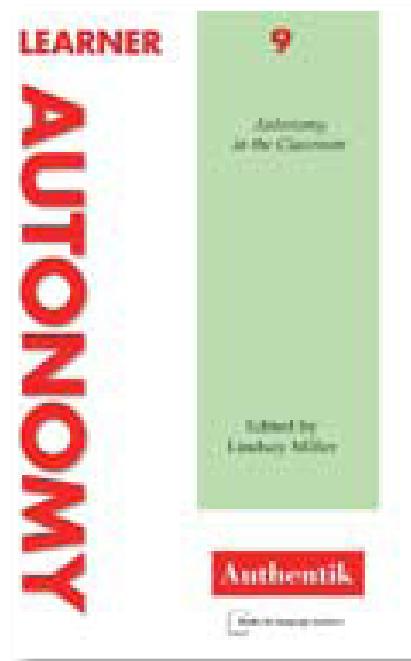
EMAIL: PETER.MIZUKI AT MARK NIHON-U.NE.JP

<要約>Autonomy in the Classroomは大学の語学授業における自律学習についての本である。この本の主題は自主性の高い学習者個人とインラクティブな言語学習がいかに学生を助け、言語学習を活性化し、さらには言語学習を生涯学習に発展させるかについて述べている。本6章から構成され、そのうち4章は computer assisted language learning (CALL)を扱っている。この本ではアジアやヨーロッパといったグローバルなコンテクストの中での自律学習について議論がされている。英語の言語プログラムのみならずドイツ語や日本語といった他の言語プログラムも網羅している(要約翻訳 小宮直美、Summary translation by Naomi Komiya)。

Compressed within this small volume, *Autonomy in the Classroom*, are six chapters covering the development of autonomous learning and teaching practices in the university classroom. The central organizing themes of the book are how self-directed, individual and interactive language learning helps students understand how to learn and how to translate that learning into lifelong learning. An underlying message that emerges from the book is that both learners' and teachers' beliefs about learning in second language acquisition need to be considered when implementing or changing a language program toward including a greater emphasis on autonomous learning or self-access learning. All of the chapters in this book are based on action research carried out in classrooms or self-access centers.

Autonomy in the Classroom discusses the role of autonomy in various university settings: Chapter One by Debbie Corder and Grant Waller describes the development of in-house

CALL software for students learning Japanese characters (kanji) in New Zealand. The CALL software initiated more teacher-student dialogue, and this in turn led to more reflection by both teachers and students. This resulted in a greater awareness of language learning needs by both teachers and students. In the second chapter, Xing Zhou and Junhua Mo explored different autonomous learning practices in a process writing program and found peer feedback "effectively exploited the individual and social aspects of autonomy" (p.41). This peer feedback was done both orally and in writing although



the researchers limited their study to only the written feedback. They found 88.89% of the peer revisions to be correct, providing strong evidence of the beneficial effects of autonomous learning. Yoshiyuki Nakata in Chapter Three found that "social-interactive tools (collaborative learning, multimedia, content-based) are effective for the development of learner autonomy" (p.62) in a Japanese university context. Following Littlewood (1999), Nakata divides autonomy into two kinds: "reactive autonomy" where students will review old tests or form study groups to review assignments and "proactive autonomy" where students take charge of their own learning. His study points to the potential of the above "social-interactive tools" to change

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the quality of learner autonomy in Japan from reactive to proactive.

I found the fourth chapter by Tim Murphey to be particularly stimulating because of his articulate discussion of the socio-cultural theory of learning. This theory presupposes two learning processes: one *intermental*, where “new concepts, words, behaviours, and attitudes are first encountered between minds” (p.68), and the second *intramental*, where these new concepts or ‘tools’ are then internalised in the learner’s mind. A method that Murphey has used to facilitate these two consecutive processes is ‘ventriloquating’, by which he means “shadowing, imitating, using, recreating, and teaching [new concepts] repeatedly” (p.68). By using these techniques, learners are able to internalise new concepts, that is, able to represent them in their own minds without outside stimulation (p.68).

Murphey describes many ventriloquation activities that are used to develop the intermental and intramental in language learning such as: shadowing, summarizing, multiple extended conversational opportunities, self talk and self sing, etc. Through the interaction between the intermental and intramental in language learning, Murphey encapsulates how the use of such practices can positively affect classroom dynamics. Like Murphey, I have found that similar activities enabling learners to develop a sense of control over their language and conceptual learning create a rich learning environment.

Chapter Five by Elke Stracke looks at how important beliefs held by both teachers and learners are in second language teaching and learning. The researcher used “blended learning [which] refers to learning environments that combine two or more approaches to language learning” (p.86). The program the researcher studied was the development of autonomy and computer-assisted learning (CALL) from the learners’ perspective and found a conflict between the teachers’ and learners’ views on blended learning. This discussion leads into the final chapter, which also discusses beliefs in language learning but from the teacher’s perspective.

The final chapter by Christoph Hafner and Jean Young discusses problems that may arise when implementing a program focusing on the development of autonomous learning practices.

The authors look at independent learning from the teachers’ perspective when their language program shifts to a program based on learner autonomy at their university language center. The researchers found that, when introducing an independent learning program on a large scale, it is necessary to provide support for teachers to develop an understanding of the roles of teachers and learners because for some teachers independent learning can call into question their core beliefs and practices about teaching. In this case, a virtual teacher development resource called Web-based Induction and Independent Learning Development (WIILD) was developed to offer on-demand support for teachers going through the process of change. WIILD creates an interactive environment where teachers can experience for themselves the process of independent learning. By reflecting on this process, they can develop an “understanding of their role and also strategies to promote independent learning in their learners” (p.108). Without such an understanding, Hafner and Young conclude, “it is difficult for teachers to develop the skills and knowledge they need to be effective facilitators” (p.121).

Autonomy in the Classroom would be useful reading for anybody planning to implement or change a language program at the tertiary level toward including a greater emphasis on autonomous learning or self-access learning. Teachers working in universities would also find the discussions helpful if they are looking to change their approach to teaching. It would also be of interest to those researching learner or teacher beliefs and autonomy in second language learning or teaching at all levels.



▷ FUTURE EVENTS

LEARNER DEVELOPMENT SIG RETREAT AT NANZAN UNIVERSITY CROSSING BOUNDARIES: INTERDISCIPLINARY APPROACHES TO LEARNER AUTONOMY

JUNE 15TH 2008, 9.30 AM – 4.30 PM

I WANT TO BREAK FREE!

Making a community where it's possible to feel free and still be passionately engaged with teaching, learning and living – for me this is at the heart of what the Learner Development SIG is about. So what could be better than to retreat together in order to bounce back refreshed?

Our 2008 Spring Retreat will be on June 15th, following the JALT-JACET conference in Nagoya on June 14th. Come and chill out, attend some workshops if you feel like it, and just talk, think, connect, synergize, talk some more and then have a cup of tea. Frisbee and Uno are not ruled out. Especially if you are a new member of the SIG, please take the opportunity of coming to talk, meet, play and perhaps learn something new.

The workshop program is both practical and thought-provoking, with presentations ranging from classroom use of drama, literature and music, to an exploration of new research on identity and sexuality. Here is the line-up: Hugh Nicoll on Autonomy and Literature; Stacey Vye on Using Music for listening and discussion in the Classroom; Kathy Emori on Building a Community through Drama; Prisca Molotsi on Creating Songs in the Classroom; and Marlen Harrison on Language Learner Identities and Sexuality.

If you have any enquiries or would like further information please contact either Martha Roberston (marrober AT alumni.iu.edu) or Ellen Head (ellenkobe AT MARK yahoo.com).

HOW TO REGISTER

Pre-registration for the workshops is optional. Just come along to Nanzan on 15th June.

Pre-registration by May 30th is necessary if you want accommodation. Please pay by electronic transfer into the account below, writing "R" after your name so that the money can be identified for the retreat.

It would also be helpful if you could send an email to ellenkobe AT MARK yahoo.com, letting us know either that you are interested in the workshops, or that you have paid for accommodation, or both.

- Account Holder 口座名義人: Hugh Nicoll ヒュー・ニコル
- Bank name 銀行名: Shinsei Bank 新生銀行
- Branch Number 支店番号: 400 (Head Office 本店)
- Regular Account 普通口座
- Account Number 口座番号: 1690285

Single room (shared shower & toilet) with breakfast and lunch on Sunday June 15th	¥4,500
Attendance at workshops on 15th	¥1,500
Combined cost	¥6,000

REMEMBER: THE DEADLINE FOR PAYING FOR ACCOMMODATION IS MAY 30TH

学習者ディベロップメントSIGリトリート

於:南山大学

境界線を越えて:自律学習への学際的アプローチ

2008年6月15日9:30am– 4:30pm

自分自身を解放させましょう!

自分を解き放ちながらもティーチングや学習、そして生きることに情熱を傾けることができる...そんなコミュニティを作る。それが私にとってのLD SIGです。あなたもみんなと一緒にリフレッシュして元気になりませんか?

2008年のリトリートは6月14日に名古屋で開催されるJACET-JALT学会の翌日6月15日に予定されています。ご興味があれば是非ワークショップに参加して話し合い、考え、繋がり、シナジーを与え合い、そしてまた話し合って...疲れたらお茶でも飲んでリラックスしてください。フリスピーやウノもあります。もしあなたがSIGの新会員ならば、なおさらのこと、ぜひ他のメンバーに会って話し、遊び、新しい何かを学ぶためにこの機会を利用してください。

ワークショップはドラマを利用した授業から文学と音楽、アイデンティティとジェンダーに関する新しい研究など、いずれも実践的で、あなたの思考力を刺激する内容です。

- 自律性と文学 - ヒュー・ニコル
- リスニングとディスカッションにおける音楽の利用法 - ステイシー・ヴァイ
- ドramaを通してのコミュニティづくり - キャシー・エモリ
- クラスで行う曲作り - プリスカ・モロツツイ
- 言語学習者アイデンティティとセクシュアリティ - マーリン・ハレルソン

質問や詳しい情報をお求めの方は、マーサ・ロバートソン marrober AT MARK alumni.iu.eduもしくはエレン・ヘッドellenkobe AT MARK yahoo.comまでご連絡ください。

参加申込方法:

事前登録及び当日登録いずれも可能です。宿泊が必要な場合のみ必ず5月30日までに下記口座に必要代金を振込み、申込みをしてください。

- Account Holder 口座名義人: Hugh Nicoll ヒュー・ニコル
- Bank name 銀行名: Shinsei Bank 新生銀行
- Branch Number 支店番号: 400 (Head Office 本店)
- Regular Account 普通口座
- Account Number 口座番号: 1690285

シングルルーム(共有シャワー・トイレ) 15日朝食・昼食付き	¥4,500
15日ワークショップ参加費	¥1,500
宿泊込参加費	¥6,000

重要:宿泊の申込・振込は5月30日まで!!

"TOWARD A SYNERGISTIC COLLABORATION": THE FIRST JACET/ JALT JOINT REGIONAL CONFERENCE

教師間のシナジー効果を求めて

AUTHOR: MARTHA ROBERTSON, AICHI UNIVERSITY

(マーサ・ロバートソン、愛知大学)

EMAIL: MARROBER AT MARK ALUMNI.IU.EDU

LD SIGプログラムコーディネータのマーサ・ロバートソンが「教師間のシナジー効果を求めて」というテーマのもと、6月14日に中京大学で行われる、JACETとJALTが初めて合同で行う中部地区大会を紹介します(LD SIGも後援しています)。このテーマには二つの学会が英語を母語とする大学英語教員と英語を母語としない大学英語教員が、より良いコミュニケーションをとり、協力し合い、協同し合うことを望んでいることを反映しています。英語学習者と指導者の自律について研究を重ねている弘前大学の小嶋英夫氏を基調講演に招いたこの大会ではJACET/JALT双方からパネリストを迎えたシンポジアムも予定されています。自律学習が日本の教育においてどのように定義付けられ、展開されているかを知る絶好の機会でもあります。

To escape the rainy season blues, JALT Learner Development SIG members and friends why not attend the first-ever joint JACET/JALT Regional Conference at Chukyo University's Nagoya Campus on Saturday, June 14th, 2008? The event is co-sponsored by JACET Chubu Chapter, JALT Gifu, Nagoya and Toyohashi Chapters with support from the LD and CUE SIGs.

The Conference theme is *Toward a Synergistic*

Collaboration in English Education, reflecting the desire of the two organizations to encourage greater communication, cooperation, and collaboration between native-speaker English teachers and non-native-speaker English teachers at the post-secondary level in Japan. In support of this event, the LD SIG will hold a retreat on the following day, Sunday, June 15th at the nearby Nanzan University Research Center. Overnight accommodation for Saturday June 14th will be available at the Nanzan Research Center, making it quite convenient for out-of-towners to attend both events.

The featured speaker at the JACET/ JALT Conference will be Professor Hideo Kojima of Hirosaki University. Professor Kojima is the author of several books and articles about teacher and learner autonomy, and has been active in introducing the concept of autonomous learning into the Japanese education system. Throughout the day, there will be a variety of presentations in Japanese and in English. A Symposium will be held in the afternoon featuring panelists from both JALT and JACET. Both Japanese and English-based publishers will display their wares.

Although the focus of the Conference is upon areas of collaboration between native and non-native English-speaking teachers, the Conference offers an opportunity to see how autonomous learning is defined and facilitated within the Japanese educational context as well as providing a forum for sharing ideas on an informal basis with native and non-native English speaking colleagues. The Conference is free to JALT and JACET members, 1,000 yen for non-members, and 500 yen for student members.

The Japan Association of College English Teachers (JACET) is the oldest, largest, and most influential professional organization for Japanese university English teachers. For many years, JALT and JACET have existed side by side with little or no communication between the two organizations. Recognizing that the quality of English education and the working situations of both native and non-native English-speaking teachers could be improved through closer collaboration, individuals in each organization have expressed the desire to bring JACET and JALT closer together, but until now a mechanism for

► FUTURE EVENTS

forging such an alliance had not been achieved. The Conference organizers hope that the opportunity to meet in a shared venue and hold informal conversations will foster greater understanding of the teaching situations of native and non-native English-speaking teachers and create partnerships among individual teachers for future collaborative efforts.

The Conference theme, *Toward a Synergistic Collaboration in English Education*, exemplifies not only the kind of alliances and grass-roots effort that the Conference organizers hope will take root, but also reflects the origin and actualization of the Conference itself. (*Synergistic* refers to the interaction of two or more agents or forces resulting in a combined effect that is greater than the effect of any individual agent or force.) The Conference had its inception in the informal conversations between two university teaching colleagues, Tadashi Shiozawa of JACET and John Gunning of JALT. Over the course of several years, they included others in their discussions and the idea of a joint conference began to take form. In June 2007, Tadashi Shiozawa, John Gunning, and Robert Gee approached members of Gifu, Nagoya, and Toyohashi Chapters of JALT about sponsoring a joint regional conference with Chubu JACET. All Chapters readily agreed. LD SIG and CUE SIG generously offered their support for the conference.

The three originators built a committee of seven, now eight, JALT members to work together on the conference. Currently, team members are Suzanne Bonn, Alex Burke, Robert Gee, John Gunning, Richard Morrison, Steve Quasha, Mark Rebuck, and Martha Robertson.

JACET also formed a group to plan their side of the conference. John Gunning and Tadashi Shiozawa acted as intermediaries. JALT and JACET have different organizational structures, follow different procedures, and sometimes hold very different perspectives, so we have all learned a great deal about cross-cultural understanding, negotiation and compromise. The plans for the Conference have proceeded smoothly overall, as both sides have demonstrated flexibility and willingness to listen to the other team. The process of organizing the conference has been a valuable experience in “synergistic collaboration” for the organizers, and we hope that the conference will inspire other JALT groups to reach out to their area JACET representatives and extend this fledgling partnership.

CONFERENCE DETAILS:

- 1st JACET/JALT Joint Regional Conference
- Theme: *Toward a Synergistic Collaboration in English Education*
- Date: Saturday, June 14, 2008
- Venue: Chukyo University (Nagoya Campus)
- FREE for JALT members

大会概要:

- 第一回JACET/JALT合同中部地区大会
- テーマ: 教師間のシナジー効果を求めて
- 日程: 2008年6月14日(土)
- 場所: 中京大学名古屋キャンパス
- 参加費: 無料(JALT会員)



LD SIG FORUM JALT 2008

"SCAFFOLDING": LOOKING THROUGH LEARNERS' EYES

INTERACTIVE POSTER PRESENTATIONS AND WORKSHOP WITH DERYN VERITY

FIRST CALL FOR POSTER PRESENTATIONS

This year's LD SIG Forum at the JALT Conference in Tokyo will be in the form of a workshop on "scaffolding" led by guest speaker, Deryn Verity.

LD SIG members are warmly invited to submit proposals for posters in which you **tell/illustrate a story of a time when, as a learner, you learned or failed to learn something as a result of "scaffolding" in or out of class**. Your posters will feature in some of the exploratory interactive activities designed and facilitated by Deryn for the Forum.

Please let us know of your intention to submit a poster by May 15, by sending an email with your name, affiliation, proposed poster title, and short description of your poster (50-100 words) to Jodie Stephenson (jodie_js AT MARK yahoo.co.jp).

LDフォーラム JALT2008

「足場組み」: 学習者の視点から

インターラクティブ・ポスター発表とワークショップ デリン・ヴェリティ氏とともに

ポスター発表第1次募集の案内

今年東京で開催のJALT2008大会のLDフォーラムでは、ゲストスピーカーとしてデリン・ヴェリティ氏をお招きし、スキャッフォールディング「足場組み」をテーマにワークショップを提供します。そこで、LD会員の皆様からポスター発表を募集します。授業内外における「足場組み」の結果、自分自身が学習者として学んだこと、あるいは学び損ねたときのことを、ポスターを利用して語り、説明してください。ポスターは、ヴェリティ氏がフォーラムにて提供する探求的でインターラクティブな活動に直接つながります。ポスター発表の申し込みは、お名前・所属・ポスターのタイトル及び簡潔な説明(50~100語程度)を、5月15日までにジョディ・スティーブンソン(jodie_js AT MARK yahoo.co.jp)までメールでご提出ください。

► ACKNOWLEDGEMENT

THE LD SIG THANKS TEACHER'S COLLEGE FOR PROVIDING THE MEETING VENUE FOR THE GREATER TOKYO LD GET-TOGETHERS FOR FREE!

AS A TOKEN OF OUR THANKS, WE ARE PLEASED TO RECOMMEND THE MA TESOL PROGRAM AT TC COLUMBIA UNIVERSITY, JAPAN CAMPUS:

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

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



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

to key theories in language teaching and learning, and the opportunity for students to be observed by professors in their schools in order to explore teaching ideas.

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

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

▷ ACKNOWLEDGEMENT

LD SIGの東京のミーティングはティーチャーズカレッジ日本校を無料で利用させて頂いています。感謝の気持ちを込め、このコーナーではTCコロンビア大学日本校のMAプログラムについてご紹介します。

コロンビア大学ティーチャーズカレッジ日本校

□ コロンビア大学ティーチャーズカレッジ日本校(東京・水道橋)は、21年間にわたって日本の教員を対象にニューヨーク本校と同等の教育を提供し続けてきました。日本校では現在アート エデュケーションと英語教授法の2つの修士課程プログラムを行なっています。

ティーチャーズカレッジ日本校は、2006年9月20日、文部科学省(MEXT)より「外国大学院の日本校」として正式に指定を受けています。本国アメリカにおいてティーチャーズカレッジは、米国最大の私立教育学部大学院として、教員のために革新的・実践的な教育を展開してきました。2007年のU.S.ニューズレポート紙の評価では、米国の教育学部大学院部門で第一位に選ばれています。

アート&アート エデュケーション修士課程では伝統的な美術からポップアートまで広い範囲の芸術について研究します。プログラムの中心となる理念は、生涯を通じて人々の成長と発達を育むことにおける芸術の役割です。この理念に基づき、アート エデュケーションコースでは様々な芸術形式が鑑賞される環境 — それは学校・大学・美術館・アートセンター・病院など多岐に渡りますが — について検証していきます。

英語教授法(TESOL)修士課程は、週末に行なわれるクラスに出席することによって修士号を取得できるコースです。通常の課程の一部として、教師経験年数が少ない方々と小学校の教師を特に対象とした単位の取り方も用意されています。出願は1年間を通じて受付けており、秋学期、春学期、夏学期のどの学期からでも入学できます。このプログラムでは、より学習効果の高い授業を創り出すために、教育現場での実践を、語学教育と学習における主要理論に関連付けて分析することに重きをおき、学生が実際に教鞭をとる学校へ教授が訪問し、授業を見学してフィードバックを与える機会を設けています。

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

▷ REPORTS

LD SIG財務報告 2007年9月 - 2008年1月

LD SIG FINANCIAL REPORT SEP 2007-JAN 2008

	Sep 2007 2007年9月	Oct 2007 2007年10月	Nov 2007 2007年11月	Dec 2007 2007年12月	Jan 2008 2008年1月
Balance in PO account 郵便口座の残高	269,939	268,879	269,067	24,067	24,067
Reserve liabilities 本部預け金	100,000	100,000	100,000	100,000	100,000
Cash on hand 現金	2,381	2,381	41,853	41,853	41,853
Balance carried forward 残高	372,320	371,260	410,920	165,920	165,920
Total revenue liabilities 収入負債の総額	0	0	0	0	0
Total revenue 総収入	0	75,188	0	0	15,000
Total expenses 総支出	1,060	35,528	245,000	0	0
Total expense liabilities 総経費負債	0	0	0	0	0
End balance 残高	371,260	410,920	165,920	165,920	180,920
Balance in PO account 郵便口座の残高	268,879	269,067	24,067	24,067	39,067
Reserve liabilities 本部預け金	100,000	100,000	100,000	100,000	100,000
Cash on hand 現金	2,381	41,853	41,853	41,853	41,853
LD SIG balance 残高	371,260	410,920	165,920	165,920	180,920

Major expenses 主な経費 September 2007 to January 2008

Layout for Learning Learning 14(2) 学習の学習14(2) レイアウト			35,000		
LD Grant JALT 2007 LDグラント2名分			50,000		
Bridging Loan Repayment つなぎ融資返済			160,000		
ILA Related Expenses 印刷・送料・登録など (Printing, Freight, Registration) ILA関連経費		30,000			
Missing Money at ILA site ILA サイト現金紛失		5,000			
Major revenue 主な収入 Sep 2007 to Jan 2008					
Publication sales by SIG SIGの書籍販売		75,000			15,000

- MAYA Bridging Loans have been all paid back in November 2007. We sold two copies of MAYA in February 2008.
- MAYAつなぎ融資は2007年11月にすべて返済が完了しました。2008年2月にMAYA 2冊の売り上げがありました。

Active balance Feb 20th, 2008 可動残高2008年2月20日 83,920

PLANNED EXPENSES March to December 2008 2008年2月- 8月予定経費

Postage LD materials LD資料 郵送料	15,000
LD Retreat (June) honorarium for a speaker with transportation	40,000
LD 愛知リトリート(6月) 謝礼・旅費他	
Learning Learning 15 Issue 1 (March 2008) 学習の学習 15(1) 2008年 3月	40,000
TOTAL 合計	95,000

PROJECTED REVENUE March to August 2008 2008年2月-8月予定収入

Publication sales 書籍販売	7,500
Membership 40 members 会費 40人分	60,000
TOTAL 合計	67,500

Projected active balance August 31st 2008 2008年8月31日予定残高	56,420
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LD Reserve liabilities (held by JALT National) August 31st 2008 100,000
2008年8月31日LD負債準備金 (JALT本部)

Keiko Kawazu 河津佳子

LD SIG treasurer LD SIG財務

20 February 2008 2008年2月20日

LOCAL GET-TOGETHERS: SHARE, TELL, ASK, CHALLENGE, HELP, LEARN, ENJOY!

For information on local LD meetings that are taking place near you, or for advice and financial support to help start a new local get-together venture, contact us: Stacey Vye <stacey.veye AT MARK gmail.com> or Mike Nix <mikenix AT MARK tamacc.chuo-u.ac.jp>.

エリアミーティング：分かれ合い、話し合い、聞き合い、 助け合い、そして共に挑戦し、学び、楽しみましょう！

あなたの近くで行われているミーティングについて、または地元でのLDミーティングを始めるにあたってのサポートについて、ステイシー・ヴァイ<stacey.veye AT MARK gmail.com>もしくはマイク・ニックス<mikenix AT MARK tamacc.chuo-u.ac.jp>まで是非お問い合わせください！

▷ LD SIG OFFICERS

LEARNER DEVELOPMENT SIG OFFICERS 2008 学習者ディベロップメント研究部会 2008年度 委員リスト

Coordinator:	Hugh Nicoll (Lucy Cooker)	hnicoll AT MARK gmail.com lucycooker AT MARK gmail.com)
Web and IT Communications		
International Liaison	Andy Barfield	barfield.andy AT MARK gmail.com
Treasurer:	Keiko Kawazu (Hiromi Furusawa)	kepichan AT MARK yahoo.co.jp admin AT MARK eigoya.com)
Membership:	Stacey Vye (Jodie Stephenson)	stacey.vye AT MARK gmail.com jodie_js AT MARK yahoo.co.jp)
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CONTRIBUTING TO LEARNING LEARNING

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

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

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

We hope to publish the next issue of *Learning Learning* in October, 2008. Ideally, we would like to hear from you well before September 15th 2008 – in reality, the door is always open, so feel free to contact somebody in the editorial team when you are ready:

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- 論文 (約4000字-10000字)
- 報告書 (約2000字-4000字)
- 学習者のヒストリー (約2000字-4000字)
- 自律性に関する体験談 (約2000字-4000字)
- 書評 (約2000字-4000字)
- SIGへの手紙 (約2000字)
- 個人プロフィール (約400字)
- クリティカル・リフレクション (約400字)
- 研究興味 (約400字)
- 詩 その他

これまでにない形式のもの、また新しい方々からのご投稿をお待ちしております。内容についてもぜひご相談ください。みなさまのご意見やお考え、ご経験、そして学習者の発達、学習者の自律性と教師の自律性に関することなど、ぜひお聞かせください。

次号「学習の学習」は2008年10月に出版の予定です。ご興味のある方は、最終入稿日2008年9月15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、アイディアがまとまり次第、遠慮なくいざれかの編集委員にご連絡ください。

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「学習の学習」はJALT学習者ディベロpmenent SIGの会報です。年2回4月と10月に出版予定です。全ての原稿の版権はそれぞれの執筆者にあります。「学習の学習」の文章を他の出版物に使う場合は直接その執筆者の許可をもらってください。