

Acknowledgements & Foreword

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ABOUT MIKI

The moments I feel happy...



Reading a good book at Starbucks late morning. Buying fresh fruit and vegetables in the local market. Thai massage at Wat Pho. Receiving letters from friends overseas. Practicing yoga. Every day when I learn that I am not living alone, that thanks to my family, friends, and teachers I can pursue my dreams.

私が幸せを感じる時...

朝遅くに、とっておきの本をスターバックスで読んでいる時。近くのマーケットで新鮮な果物と野菜を買う時。ワット・ポーでのタイ式マッサージ。海外の友人から手紙を受け取る時。ヨガを練習する時。日々、自分が一人で生きているのではなく、家族・友人・先生のお陰で自分の夢を求め続けることができるということに気がつく時。

ABOUT ERIC



Having lived and taught in Tokyo for the past 15 years, I am currently an Assistant Professor of English at Tokyo University of Pharmacy and Life Science. My duties are centered on EAP and ESP, but my heart will always be in finding new ways to foster autonomy.

過去15年間東京に在住、英語を教えてきました。現在は、東京薬科大学の英語科の講師です。私の仕事は主として学術目的と特殊目的の英語教育ですが、私の心はいつもオートノミーを高めることを大切に思い続けることです。

FOREWORD

This is the second in a series of anthologies on English language education and autonomy in contexts in Japan. First, we will briefly introduce the purpose of this book referring to its origins and the collaborative process employed. Also the relevance of this publication and its contribution to the field of TESOL will be described in light of the literature on autonomy. Finally, we will explain the structure of the anthology to assist you in both using, and more importantly, enjoying its contents.

Following the success of *Autonomy You Ask* (AYA), published in 2003 by the Learner Development Special Interest Group (LD SIG) of Japan Association for Language Teaching, the SIG decided a second anthology, *More Autonomy You Ask* (MAYA), would be a great idea. In response to a call for papers in January 2005, 13 proposals were submitted by 16 authors (three chapters are co-authored). In June 2005, just as was done with AYA, a writers retreat was held at Momoyama University in western Japan. Poster presentations and subsequent question and answer sessions helped writers to focus their research and also promoted deep reflection. In addition, the retreat more importantly functioned as a place for MAYA writers to get acquainted with one another, as the collaborative process can sometimes be daunting. After the retreat, an online mailing list was established to promote collaboration and dialog among the co-editors and writers. Also first collaborative partners were assigned, so that each writer had a person to correspond with by e-mail to exchange ideas. There were also second collaborative partners, who were selected based on geographical proximity. Seeing the bigger picture, we as co-editors felt that it did matter if writers could meet face-to-face. I think we can

all agree that e-mail has its limitations. As such, we encouraged writers to work together and correspond by e-mail or telephone as much as they were willing to, and as you will see in the acknowledgments of a number of the chapters, this even extended to co-workers, spouses, and others not necessarily “official” members of the project. Thanks everyone!

As the concepts of collaboration and dialog are vital for MAYA, these approaches to writing were emphasized throughout the writing process, as well as with the critical reader responders. As you will see, each MAYA chapter, except the foreword and guest chapters, is followed by two reader responses, one by a MAYA author, the other by an outside reader. We selected outside readers well known in the field of autonomy, while trying to cover as much cultural and gender diversity as possible. “Autonomy is interpreted differently by different cultures” (Sinclair, 2000, p.12), so we believed that it was essential for teachers and researchers to discuss implementation of autonomy in different cultural and teaching contexts (Schmenk, 2005; Sinclair, 2000). As Schmenk wrote:

Intercultural dialogue on its potential meanings and implications in the field of TESOL... not only requires reconsidering cultural whereabouts but also reframing autonomy with respect to specific local language learning environments. Such dialogues may trigger a process of *glocalizing* autonomy, which will enable people to negotiate what an education for autonomy could mean under specific local conditions and in particular personal, institutional, social, and cultural environments (2005, p.116 italics added by the authors).

Referring to the expansion of the capitalist economy and development of computer technology, Schmenk pointed out that the term, globalization, entails both homogenization and heteronization. What was termed “glocalization” in the above quote was defined by her as “an increasingly heterogeneous blend of global and local practices” (Schmenk, 2005, p.111). We hope that MAYA will serve as an example of implementing learner and teacher autonomy, and become a basis for more discussion and exchange of opinions among researchers and teachers.

This anthology is divided into three parts, with chapters grouped by similar topics and themes. As we mentioned above, each chapter is followed by two reader responses to encourage reflection and discussion. All appendices are available from the MAYA website, which are only accessible with the passwords provided. MAYA also includes chapters by three guest writers. Dr. Stephen Krashen presents his first work on learner autonomy based on his theory of second language acquisition. Ms. Chitose Asaoka provides an overview of MAYA in the middle of the book. Finally, Dr. Terry Lamb’s analysis of how the MAYA process changed teacher autonomy of MAYA writers is placed as the epilogue.

This volume was realized following the great example that was provided by Andy Barfield and Mike Nix in the AYA project and the support of the LD SIG. Thank you! Our heartfelt gratitude also goes out to Malcolm Swanson who did the wonderful layout for the SIG again. We would like to thank our three guest writers, Dr. Stephen D. Krashen, Dr. Terry Lamb, and Ms. Chitose Asaoka for their generosity and insightful advice. We would also like to extend our appreciation to all of the outside critical readers who submitted their responses and added greatly to the dialogic nature of the project. Our thanks also go out to the MAYA writers for their hard work to make it a better and interesting publication. Last, but not least, we would like to thank our families and friends for their love and patience while we were spending hours and hours in front of computers during the editing process. As MAYA has been both of our first experiences to organize and edit such a project, we have both learned and have been transformed by this experience. I think it is safe to say we won’t be the same after this – in a good sense, of course! We believe that our autonomy as well as that of the other writers has very much been developed as a result of engaging in the MAYA project.

REFERENCES

- Schmenk, B. (2005). Globalizing learner autonomy. *TESOL Quarterly*, 39(1), 107-118.
- Sinclair, B. (2000). Learner autonomy: The next phase? In B. Sinclair, I. McGrath & T. Lamb (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 4-14). Harlow, Essex: Pearson Education.

Introducing the Reader Responders

We would like start *More Autonomy You Ask!* by introducing the many different individuals who all contributed to making this Anthology both Japan-focused and internationally grounded.

NAOKO AOKI

Asked what her identities are, Naoko Aoki would say that she is an advocate of autonomy of all sorts, Asian, Japanese-English bilingual, a second language teacher educator, a qualitative researcher, a theorist who has a great respect for activists, a feminist, a peace lover, a cook and an ex-party girl.

青木 直子

お前は何者かと聞かれたら、青木直子は次のように答えるだろう。あらゆる種類のオートノミーの擁護者、アジア人、日本語と英語のバイリンガル、第二言語の教師教育者、質的研究者、活動家に多大な敬意をもっている理論家、フェミニスト、平和を好む人間、料理人、元パーティー好きの少女。

KEVIN BODWELL

I'm originally from California, but I spent 18 years in Japan, mainly teaching at universities. In 2003, I started teaching at the United Arab Emirates University in Al Ain. In my view, all students are autonomous in that, whatever the teaching method and curriculum, it is students who ultimately do the cognitive processing required for learning. Understanding and control over learning processes better enables them to engage the classroom and ultimately the world.

バドウェル ケビン

カリフォルニアの出身ですが、18年間日本で主に英語を教えていました。2003年からアル・アインにある、アラブ首長国連邦大学で教え始めました。私はたとえどんな教授方法やカリキュラムを使ったとしても、最終的には学生が学習のために必要な知的処理を行うという点で、全ての学生は自律していると思います。学生が学習のプロセスを理解し、管理することで、授業と最終的には世界に夢中になることができるようになるのです。

STEVE BROWN

At nearly 50, I'm still interested in learners and young people, in how learners and teachers see themselves and each other, and in how that affects learning and teaching. I teach at Konan Women's University in Kobe, and I'm working on my PhD at the University of Birmingham, exploring learner and teacher perceptions.

ブラウン スティーブ

もうすぐ50歳になりますが、いまだに学習者と若者に興味を持っています。学生と教師が自分自身とお互いについてどのように考え、それが学習と指導にどのような影響を与えるか、ということ

に関心があります。神戸の甲南女子大学で教鞭をとり、バーミンガム大学の博士後期課程に在籍、学習者と教師の認識について研究しています。

SARA COTTERALL

At the age of four I began learning French by listening to my mother's friend Danielle speak to her children. Since then, I have learned a number of languages more or less successfully, and have become convinced of the importance of learners managing their own language learning.

コットロー セーラ

4歳の時、母の友人のダニエルが子供たちにフランス語で話しかけているのを聞いて、私はフランス語を覚えました。それ以来、私はたくさんの言葉を多少なりともうまく身につけました。学習者が自分の言語学習を管理する重要性について、強く確信しています。

SADA DAUD

I was an "autocratic" teacher (1977-1994). I had the tendency to spoonfeed students, though I knew that was not in their interest. When I did my MA and PhD at Warwick University in the UK (1994-1999) and came to be aware of "learner autonomy," I started to change, but my belief in the power of autonomy is strongly shaken whenever I experience injustice, occupation, and exploitation. It was someone's unlimited "autonomy" that has destroyed my "home" in Lebanon recently.

ダウド サダ

私は「独裁者のような」教師でした(1977-1994年)。学生のためにならないと知りながら、判断を押し付けるような傾向がありました。英国ウォリック大学で修士と博士課程の研究をした時(1994-1999年)、「学習者自律」について知り、私は変わり始めました。しかし、不正行為や占領、搾取を経験する度に、私のオートノミーの力を信じる気持ちがぐらつきました。最近私の「故国」であるレバノンが破壊されたのは、誰かの際限のない「オートノミー」のせいでした。

MICHAEL GUEST

Mike Guest, originally from Vancouver, Canada, is ostensibly an Associate Professor of English at Miyazaki University's Medical College. But he is also the only EFL teacher in Japan who moonlights as a scout for an NHL (National Hockey League) team. He also writes a deliberately provocative column about teaching EFL in Japan (entitled "Indirectly Speaking") monthly in the Daily Yomiuri newspaper. He lives in the deep countryside of Southern Miyazaki where he can escape the rumors and innuendo.

ゲスト マイケル

マイク・ゲストは、カナダのバンクーバー出身、肩書きは宮崎大学医学部の英語科の助教授です。しかし彼は日本で唯一人、NHL(北米ホッケーリーグ)のスカウトとして副業を持つ英語教師でもあります。毎月一回デイリーヨミウリ新聞に日本での外国語としての英語教育について、故意に刺激的な"Indirectly Speaking"というタイトルのコラムを寄稿しています。噂や批判を避けて、彼は宮崎南部の山奥に住んでいます。

DARAGH HAYES

Daragh Hayes has been involved with TESOL and/or literacy related work in Canada, Australia and Japan. His interests include learner autonomy, motivation and cooperative learning. He would like to point out that his critical reader response was written on very short notice at an altitude of approximately 34,000 feet somewhere between New Zealand and Japan. Currently he works as curriculum coordinator for several Tokyo area university courses.

ヘイズ ダラ

ダラ・ヘイズはカナダ・オーストラリア・日本で、英語教授法と識字教育関係の仕事を行なってきました。関心のある研究テーマは、学習者自律、動機付け、共同学習です。このクリティカル・リーダー・レスポンスは、ニュージーランド・日本間の上空3万4千フィートのどこかの地点で早急に書かれたことをお伝えしたいです。現在、東京近辺の複数の大学のカリキュラム・コーディネーターとして仕事をしています。

JUANITA HEIGHAM

Juanita Heigham is director of the Communicative English Program at Sugiyama Jogakuen University. For nearly 10 years she has been developing her own autonomy as a learner and as a teacher in Asia. Her research interests include learner independence, curriculum design and professional development.

ハイガム ファニータ

ファニータ・ハイガムは、杉山女学園大学コミュニケーションのための英語プログラム主任です。ほぼ10年来アジアで、彼女自身学習者として、また教師としてのオートノミーを高めるよう努力してきました。彼女が関心を持っている研究テーマは、学習者自律、カリキュラムデザイン、自己啓発です。

HIROMI ISHIKAWA

Wow! I'm shocked to realize that I've been teaching for more than 20 years now. The more years I spend to struggle to have my junior high school students become independent learners, the darker the tunnel seems to be to find the way out. Am I the only one that thinks this way?

石川ひろみ

わあ!もう20年も教えてきたことを改めて知ってショックを受けています。中学生が自立した学習者になるために頭を痛める年月が過ぎれば過ぎるほど、出口を見つけ出すには、トンネルがどんどん暗くなっていくように感じています。こんな風に考えるのは私一人でしょうか。

JUNE MILIANDER

I am a teacher educator of modern languages at Karlstad University, Sweden. I have about 40 years of experience of teaching modern languages to students aged 13-18 and approximately 20 years of experience in learner autonomy, which I have practiced in my own classes at upper secondary school and in initial teacher education at university.

ミリアンダー ジューン

スウェーデンカールスタッド大学の、現代語の教員養成をしています。私はおよそ40年間、13?18歳の生徒に現代語を教えた経験があり、およそ20年間、学習者自律の研究経験があり、高校のクラスと大学における教員養成でオートノミーの実践を行なってきました。

MIKE NIX

I teach English in the Law Faculty at Chuo University, Tokyo, Japan. My teaching and research focuses on how to help students use English to engage critically, collaboratively, and autonomously, with the academic issues that interest them.

ニックス マイク

私は東京中央大学の法学部で英語を教えています。私の授業と研究は、学生が英語を用いて、興味を持っているアカデミックな問題に批判的、共同的、自律的に取り組む方法に焦点を当てています。

BARBARA SINCLAIR

Barbara Sinclair is Associate Professor in Education (TESOL) in the School of Education, University of Nottingham, UK, where she directs the MA in English Language Teaching and supervises research students. She has researched and published in the field of learner autonomy for over 20 years.

シンクレア バーバラ

バーバラ・シンクレアは英国ノッティンガム大学の教育学部(TESOL)の助教授です。英語教授法の修士課程の主任であり、博士課程の学生の指導もしています。オートノミーについて20年以上の出版及び研究歴があります。

TURID TREBBI

Turid Trebbi is Associate Professor of French language didactics, Romance Institute, University of Bergen, Norway. Her research interests include innovative approaches in language teacher education for developing learner autonomy at university and classroom levels. She is a former teacher of French at upper secondary level focusing deconstruction and reconstruction of teaching towards learner autonomy.

トレビ トリド

ノルウェーベルゲン大学ロマンス語学科フランス語教授法の助教授です。関心のある研究テーマは、大学と授業レベルでの学習者自律を高めるための語学教員養成への斬新なアプローチです。元高校レベルのフランス語教師で、学習者自律を目指して、授業の分析と再構築に焦点を当てています。

PETER VOLLER

I have been teaching at Hong Kong University for 15 years, and was in Japan for 10 years before that. My best book is still *New Chatterbox*. I am also known by a few for writing about autonomy and language advising. It would be great to teach in Japan again before retirement.

ヴォラー ピーター

日本で10年間教えた後、香港大学で15年間教えてきました。私はいまだに*New Chatterbox*が自分の最高の著作だと思っています。またオートノミーと語学アドバイスの研究で知られています。引退する前に、もう一度日本で教えたいものです。