

Looking ahead

Exploring Self-assessment at Nakasendo 2010

『中仙道2010 - 自己評価の研究』

Andy Barfield

アンデイ・バーフィールド

学会へのご招待

英語教育研究集会「中山道2010」は今年の6月20日に東京家政大学で開催される。「中仙道2010」の研究集会の特徴は、メンバーの多様性を誇りとし、共同作業の精神に基づいた英語研究集会である。様々な分野、文化、教育的背景を持つ人々が一同に会する場であり、世代、様々な英語教育の研究会、そして様々な語学教育の分野の違いを超え、交流を深めることを目的としている。

今年の学会のテーマは「学習者としての教師、教師としての学習者」であるが、JALT学習者デベロップメント研究会 (LD SIG) , Framework and Language Portfolio (FLP), 教師教育研究部会(TE) の新たな協力により、学会は開催される。FLP SIGの佐藤洋子は、「大学へ導入可能な自己評価表およびチェックリスト:挑戦と調整」という題のワークショップを行う。また、学習者デベロップメント研究会 (LD SIG) はアンデイ・バーフィールドがまとめ役となり、ワークショップ「自己評価に対する複合的見解」を主催する。

このワークショップにはルーシー・クッカー、アニー・マーロー、ピーター・水木、ヒュー・ニコル、ブレンダン・バン・デューセン、宇野沢 和子、ステシー・ヴァイの7人が発表者となる。このワークショップで取り上げられるテーマはQ方法論からビデ

オ分析による自己評価と様々である。教師教育研究部会(TE)が取り上げるテーマについては近日中に発表される。詳細また事前登録方法等については「中山道2010」のホームページをどうぞご覧になってください。アドレスは以下のとおり：<http://>

nakasendo.freehostia.com/nakasendo2010/index.html 皆様の参加をお待ちしております。

Introduction

Nakasendo is taking place on Sunday June 20th this year at Tokyo Kasei University, and if 2010 is anything like last year's conference, it will be a very high-energy day, with a lot of interesting sessions and discussions. One reason why the Nakasendo series of conferences has got off to such a good start is that it has set out to bring many diverse groups in language education together around its annual conference. Nakasendo bills itself as "an ever-expanding, multi-organizational English conference based on mutual support and collaboration" and as "a dynamic co-operative dedicated to promoting positive change in English language learning and teaching in Japan through collaboration". The Nakasendo co-operative tries to cross generations, teacher groups, and sectors of language education in Japan, and prides itself on its diversity ("educators from different contexts, different cultures and different educational backgrounds") and collaborative edge. It has that same kind of hybrid buzz and activity that groups like the Learner Development SIG had in the 1990s when they were full of ideas for doing things differently, and teacher education hadn't yet become commodified into 20-minute Powerpoint knowledge transmissions, with five minutes for questions at the end...

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Focus on self-assessment

This year's conference theme, Teachers as Learners, Learners as Teachers, suggested some possibilities for putting together a sequence of workshops on self-assessment between the Learner Development SIG, the Framework and Language Portfolio SIG and the Teacher Education SIG. The three groups are each doing something different. Here I report on plans by the FLP SIG and LD SIG only, as Teacher Ed had yet to finalize its session at the time of writing.

FLP SIG workshop

For the FLP SIG, Yoko Sato is doing a workshop entitled "Introducing a self-assessment grid and can do checklists into Japanese university EFL classes: Challenges and adaptations". Her presentation is based on a one-year classroom study, and she is planning to discuss with participants:

- (i) typical problems encountered in the initial implementation of these tools in general English classes
- (ii) subsequent modifications made
- (iii) awareness-raising and practice activities incorporating these tools
- (iv) the positive impact of the reflective practice on students' self-awareness and attitudes to learning observed at the end of the year.

Sato will consider, in particular, the importance of providing regular learner training on reflection.

LD SIG workshop

In contrast, the Learner Development SIG is doing what has evolved into a multi-session workshop called Multiple Views on Self-assessment. The workshop involves six

presenters, using poster, materials and video-loop displays, where participants will have a chance to rotate and mingle according to their interests, with pair, small-group and whole-group discussions included. The areas of focus taken by each individual presenter are as follows:

Lucy Cooker (poster), University of Nottingham, England

Towards a learner-generated tool for the (self-) assessment of learner autonomy

In this presentation, I will explain how I used Q-methodology (a research method which allows for the systematic investigation of subjectivity, and one which incorporates both qualitative and quantitative elements) and in-depth interviews to investigate learners' perceptions of the non-linguistic outcomes of autonomous language learning. I will then describe how these learner-generated understandings have been used to develop a tool to support learners in the formative assessment of their autonomy.

Anni Marlow (Powerpoint & video loop), Meiji University

Value of peer review for individual self-assessment in the writing classroom

I explore the management and role of peer review in a first year undergraduate science English writing class for science, engineering and medical students, where peers were the advisors, critics and facilitators driving the developmental process of redrafting and consequently the self-assessment of the individual writers' work.

Peter Mizuki (poster), Nihon University

Self-assessment in the learning process

This is a report on an intensive Academic

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English Course. This course focused on the four skills and emphasized autonomous learning activities in the form of presentations. The students filled out short self-evaluation forms after finishing two presentations; according to their comments, this helped give them confidence and self-awareness of how to improve their language skills. In this report I will give an outline of the course and discuss the results of the students' self-assessments.

**Hugh Nicoll (poster with laptop),
Miyazaki Municipal University**

Video self-assessment in an American studies seminar

In this presentation I will describe the use of video recordings and self-assessment protocols with students in my American studies seminar. The members of the seminar are working on developing academic reading and writing skills for researching and responding to literary texts, but are personally interested in developing workplace English competencies. The presentation will focus on video recordings of group discussions and individual presentations to help learners focus on both practical language skills and strategies for improving their academic literacy.

Brendan Van Deusen (poster), Nagasaki International University

Learner strategies and success

The “good language learner” is an enduring if elusive concept with intuitive appeal. I will discuss the results of university students'

self-assessment on learning strategies as a localized investigation of “good language learner” qualities. I will also identify students' areas of success and further need, and discuss relationships to other research.

Stacey Vye (poster), Saitama University

Multi-purpose self-assessment

I would like to share self-assessment in action through the daily reflection sheets I use with my students at Saitama University. The students reflect on and write about what they learned and what their learning goals are. The reflection sheet has morphed into a multi-purpose tool and quintuples as a self-assessment device, a name badge, a classroom language suggestion guide, a forum for sharing new vocabulary and reflections, and a chance to communicate with me each week.

Some further connections

For me it's been fun to put together a focus on self-assessment for the Learner Development SIG and to see different proposals come in and evolve together into a multi-session workshop. At the LD Tokyo Area Get-together in March this year we talked about trying to create a highly participatory session for Nakasendo, and I am looking forward to seeing how it works out on the day on June 20th. It's good seeing different groups serendipitously start up and work collaboratively, before they morph into new groups that take these explorations further. They offer some interesting paths for us to take together to explore learner development this year.

Teacher Learner/Development: A Moveable Feast, Sunday, October 17, a one-day conference with Learner Development SIG, Teacher Education SIG & Osaka JALT Chapter, October 2010 at Osaka Gakuin University

Save Sunday October 17 in your schedule

book! This fall the Learner Development SIG, the Teacher Education SIG, and the Osaka JALT chapter are collaborating on a Teacher Development Day at Osaka Gakuin University. Think ahead to the fall: leaves' colors are changing; days are getting cooler, we're back in the swing of things after the summer break, in many places harvests are in, delicious autumn cuisine is being served. Staying with the harvest/food image, we are calling the event: Teacher/Learner Development: A Moveable Feast. We think the day will be quite a feast, as one organizer mentioned, "offering vital nutrition for our teaching lives!" Teacher/Learner Development "A Moveable Feast" will feature plenary sessions with Charles Adams and Chuck Sandy, and workshop led by Deryn Verity and Steve Cornwall, and presentations on themes related to Teacher Development and Learner Development. As a Feast, this event is intended to provide refreshment for and celebration of our teaching and learning lives. More detailed information will be sent to our discussion lists very soon, but in the meantime, if you have an idea for a workshop or presentation, please get in touch with one of us right away!

Ellen Head <ellenkobe@yahoo.com>

Steve Cornwell <stevec@gol.com>

ムーバブル・フィースト(Movable

feast) : 学習者ディベロプメント研究部会・教師教育研究部会・JALT大阪チャプター共催カンファレンス (2010年10月17日 於: 大阪学院大学)

研究発表公募のお知らせ

10月17日(日)は今からカレンダーに○!「まだ新学年度は始まったばかり、夏にもなっていない...」と思っていらっしゃるかもしれませんが、この秋、教員と学習者ディベロップメントとともに考えるため、学習者ディベロップメント研究部会・教師教育研究部会・JALT大阪チャプターが一日カンファレンスを共催します。

夏休みも終わり、木々が色づき始め、ようやく涼しくなってくる頃を想像してください。各地での収穫と秋の味覚をモチーフに、今回のイベントを Teacher/Learner Development: A Movable Feast と名付けました。ある実行委員は「教員にとって必要な栄養を提供しよう!」とコメント。このカンファレンスでは Charles Adams と Chuck Sandy による基調講演、Deryn Verity と Steve Cornwell によるワークショップ、そして教員と学習者ディベロップメントに関する発表が行われる予定です。祝宴(feast)にふさわしく、私たちの教員活動、学習活動とともに祝い、新たな栄養を得る機会となるよう企画されています。そしてその祝宴が移動可能(movable)とは私たちの教えと学びが柔軟であり、環境に反応し、時に挑戦するものであることを示しています。単独で個々の団体が開催するよりも、この3つの団体が共催することにより、多様な参加者が協力し合い、新しい考え方や視点を構築する一日となるでしょう。詳細はメーリングリストなどにて近日中にお伝えしますが、ワークショップや発表のアイデアをすでにお持ちの方は、メールを待たずに是非実行委員の私たちにご連絡ください。

エレン・ヘッド

スティーブ・コーンウェル

Looking ahead

Looking ahead to the LD SIG Forum at JALT 2010

2010年度JALT-全国語学教育学会-学習者ディベロップメント部会フォーラム

Metaphors we learn by 学びのメタファー

CALL for PAPERS
発表公募

Deadline 15th May, 2010

締切：2010年5月15日

The Learner Development SIG Forum at the international JALT conference in November this year is an opportunity for us to explore different ways of thinking about learning. Many ways of thinking about learning are familiar to us: learning is growth, a struggle, or a journey. Learning can be seen as a solitary path, though we might prefer to see it as a road that is shared with others.

今年11月に行われる、JALT年次大会でのLD SIGフォーラムは、我々にとって、学習についての新しい考え方を切り開く貴重な機会です。様々な学習に関する考え方があります。学習とは成長であり、葛藤であり、はたまた旅であるとも表現されます。学習は孤独な小道であるとも見ることができますが、仲間とともに歩む道として捉えることもできるでしょう。

Do the metaphors that we use open up our understanding, or are they so familiar that we no longer see the different associations that they once invoked? What metaphors do we and our learners use about learning and learner development? These are some of the different questions that we would like to explore with you in The Learner Development SIG Forum at JALT2010.

If you are interested in presenting at the LD Forum at JALT 2010 In Nagoya, please send your proposal by May 15th to Ellen Head <ellenkobe@yahoo.com> and Andy Barfield <barfield.andy@gmail.com>. Send your proposal as a Word file, including the following information:

JALT2010における学習者ディベロップメント部会フォーラムでの発表に興味をお持ちの方は、下記の申込み内容を明記の上、2010年5月15日までに、エレン・ヘッド<ellenkobe@yahoo.com> アンディー・バーフィールド <barfield.andy@gmail.com>まで、お申し込み下さい。

- your first name and family name
- your affiliation
- the title of your presentation
- the type of presentation: workshop activity/ activities, poster presentation, other (please specify)
- the proposal itself (250-300 words)
- a short summary of your presentation (75-100 words)

<申込み内容>

- 氏名
- ご所属
- 発表のタイトル
- 発表形式 (ワークショップ、ポスター・プレゼンテーション、その他明記して下さい。)
- 発表内容 (英文250-300語程度)
- 発表概要 (英文75-100語程度)

We would like to make the Forum highly participatory and interactive, so please keep that in mind when submitting your proposal.

Many thanks – we're looking forward to hearing from you.

たくさんのご応募お待ちしております。

Ellen Head & Andy Barfield

エレン・ヘッド & アンディー・バーフィールド

Looking ahead

Two Learner Development SIG Conference Grants: 40,000 yen each

The Learner Development SIG would like to support the attendance of two LD SIG members at this year's JALT International Conference in Nagoya, 19–22 November, 2010. Two 40,000 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 2010 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 2010 JALT Conference in Nagoya, 19–22 November.
- You are willing to write a conference report or another article suitable for

publication in *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 in a minimum 500-word essay on how you view the development of learner and/or teacher autonomy in your own work or study situation and/or how you see the story of your own engagement with learner autonomy issues in language education.

Send this essay to Andy Barfield, Kay Irie, and Alison Stewart 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 2010.

Best wishes,

Andy Barfield barfield.andy AT MARK
gmail.com

Kay Irie kayirie AT MARK
mac.com

Alison Stewart stewart_al AT MARK
hotmail.com

学習者ディベロペメント部会： JALT年次大会参加助成金（4万円）

Learner Development SIGは、今年11月19日 - 22日に名古屋で開催予定の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4万円ずつ、2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、またはそこでの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々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2010年JALT年次大会にかかる交通費や宿泊費、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。

この助成金に興味がありましたら、まず、以下の基準を（ほぼ）満たしているかどうかをご確認ください。

- 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。
- 2010年11月19日- 22日に名古屋にて開催予定の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の日が浅く、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）、2010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に関する考えを500語以上の英文エッセイにしてリッチテキスト形式のMS Wordファイルにてアンディー・バーフィールド、アリソン・スチュワート、もしくは入江恵宛てにお送りください。

奨励助成金に興味のある方は、是非申込みをご検討頂き、2010年7月31日までに申込みをいただけることを楽しみにしています。

よろしく願いいたします。

アンディー・バーフィールド
barfield.andy AT MARK gmail.com

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kayirie AT MARK mac.com

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