

# シンポジウム

## 学習者の学びについて考える

### Discussion

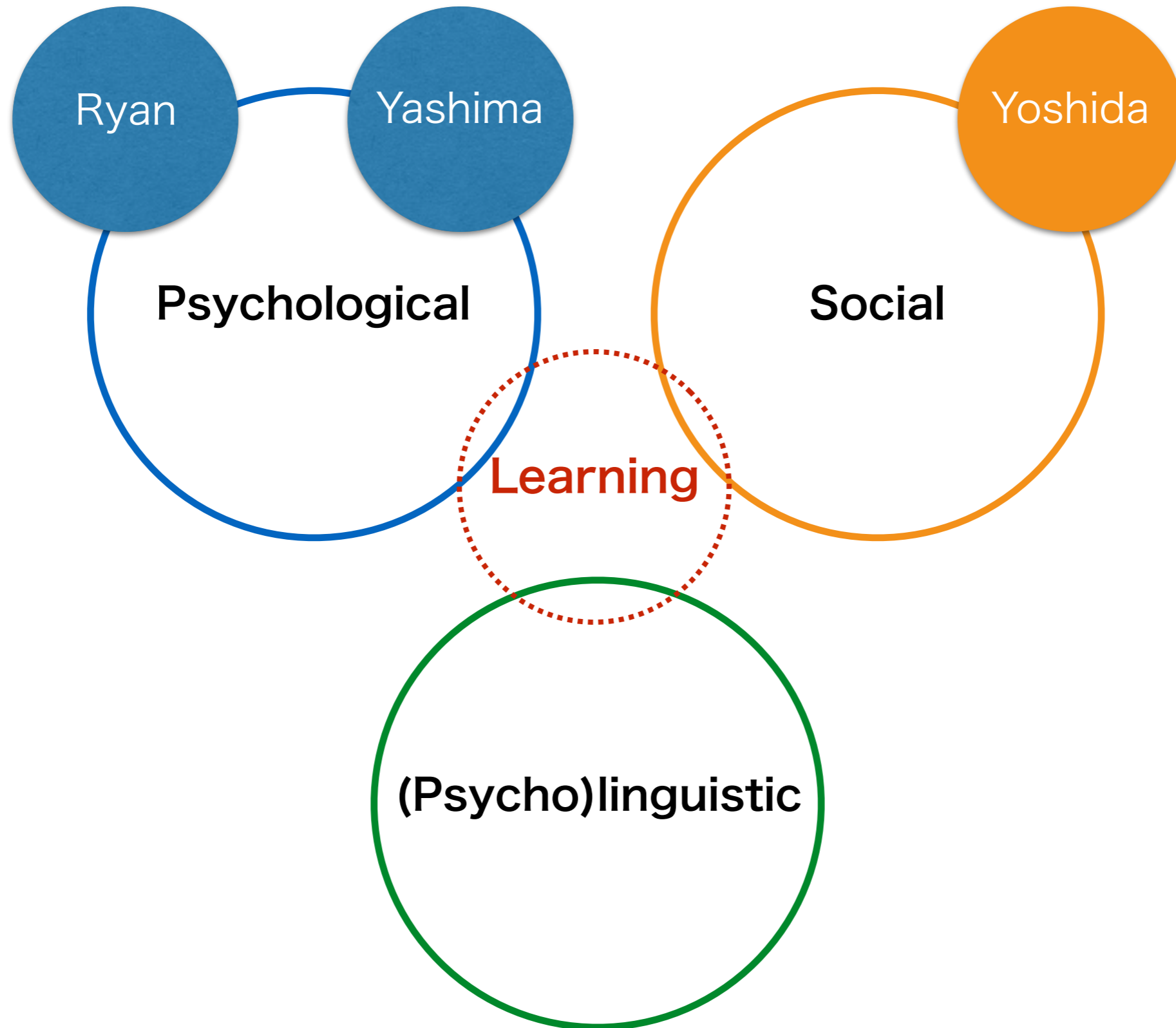


指定討論者：新多 了（名古屋学院大学）

# Summary: “Leaning” of Learners

	研究対象	理論的枠組み	研究目的
Yashima	L2 WTC	CDST	<ul style="list-style-type: none"><li>教室内のディスカッションにおける学習者の発話・WTCのグループ傾向、及び個人差</li></ul>
Ryan	L2 motivation	SDT L2MSS Positive psychology	<ul style="list-style-type: none"><li>新しい動機づけ理論の教室内学習への適用</li><li>ポジティブ心理学を用いた教室内学習動機づけの再構築</li></ul>
Yoshida	interaction	SCT	<ul style="list-style-type: none"><li>教室内のインタラクションを通じた学習者の学びのプロセス</li></ul>

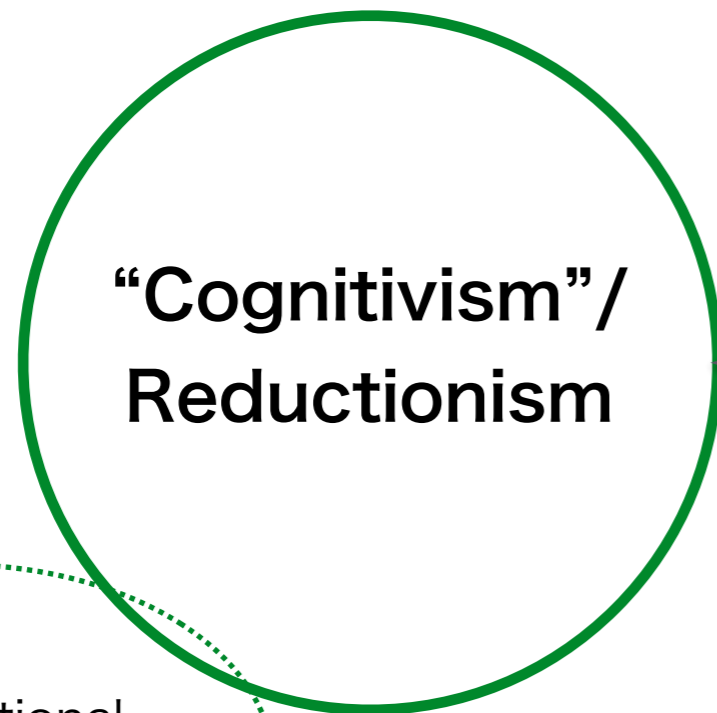
# Dimensions of L2 Research



# Emergence of **new** theoretical approaches

- ‘**Emic**’ sensitive approach (Firth & Wagner, 1997)
- ‘the **Social** Turn’ (Block, 2003)
- ‘**Alternative** approaches’ (Atkinson, 2011)
- ‘Epistemological **diversity**’ (Ortega, 2012)
- ‘the **Dynamic** Turn’ (Dörnyei, MacIntyre, & Henry, 2015)

# Theoretical Approaches



‘the  
computational  
metaphor of acquisition’  
(Ellis, 1996)

## Key terms

- complexity
- change/dynamics
- diversity
- situatedness
- interaction/emergence
- self/identity
- agency etc.



Yashima

Ryan

Yoshida

- CDST (複雑系理論)
- SCT (社会文化理論)
- narrative approach
- CA (会話分析)
- ecological approach
- etc.

Based on Atkinson (2011)

# Questions for discussion

1. What is 'learning'? How do you measure (or evaluate) students' learning in a) research, and b) classroom context?
2. How do you generalise from findings of a limited number of cases in particular context?
3. How do you integrate (or balance?) your findings and those from traditional approaches?
4. How do you develop new research methods? Any tips for qualitative research?
5. What are unique features of Japanese learners and classrooms?
6. What are practical advice for teachers from your findings?

# References

**Atkinson, D.** (2011). *Alternative approaches to second language acquisition*. London: Routledge.

**Block, D.** (2003). *The social turn in second language acquisition*. Washington, D.C.: Georgetown University Press.

**Dörnyei, Z., MacIntyre, P. D., & Henry, A.** (2015). Introduction: Applying complex dynamic systems principles to empirical research on L2 motivation. In Z. Dörnyei, P. D. MacIntyre & A. Henry (Eds.), *Motivational dynamics in language learning* (pp. 1-7). Bristol: Multilingual Matters.

**Ellis, R.** (1996). SLA and language pedagogy. *Studies in Second Language Acquisition*, 19/1, 69-92.

**Firth, A., & Wagner, J.** (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, 81(3), 285-300.

**Ortega, L.** (2012). Epistemological diversity and moral ends of research in instructed SLA. *Language Teaching Research*, 16/2, 206-226.