

Seminars on Language Learner

Autonomy and Plurilingualism

(言語学習者の自律性と複言語主義に関するセミナー)



Venue: Room 1203, Building 1, Ikebukuro Campus, Rikkyo University

池袋キャンパス本館2階1203教室

In person and online via Zoom



Registration is required for online participation
お申込み用URL <https://forms.sle/XDS7bW5vzH1VBLGXA>

Seminar 1

Wednesday September 20, 2023: 17:00~18:30

【Ideas and Activities to Encourage Foreign Language Learner Autonomy in the Classroom】

(教室で外国語学習者の自律性を促すアイデアとアクティビティ)

言語: 英語

Seminar 2

Wednesday September 27, 2023: 17:00~18:30

【Plurilingualism in English Language Teaching: From Theory to Practice】

(英語教育における複言語主義: 理論から実践へ)

言語: 英語

The Center for Foreign Language Education and Research (FLER) aims to bring together learning between disciplines and languages, as well as connections between theory and practice. To deepen the understanding of how language learning principles can be promoted we propose two seminars on language learner autonomy and plurilingualism. These sessions suggest practical ways to integrate educational principles used in European contexts and how they may be applied at Rikkyo University. As FLER prepares to launch a new language curriculum in 2024, these seminars will also support the building of knowledge about contemporary language teaching practices.

外国語教育研究センター(FLER)では、言語教育理論と実践をつなげるとともに、様々な学問分野間および言語間の学びの促進を目指している。今回、効果的な言語学習についての理解を深めるために、学習者の自律性と複言語主義に関する2つのセミナーを開催する。セミナーでは、ヨーロッパにおいて発展してきた教育原理を統合し、立教大学の教育に適用するための実践的な方法について提案する。FLERは2024年に新しい言語カリキュラムを立ち上げる準備を進めており、今回のセミナーは最新の言語教育実践に関する知見の構築に役立つはずである。



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言語: 英語

Abstract: Learner autonomy has been a key issue in foreign language learning since the end of the 1970s when Henri Holec first published his seminal work *Autonomy and Foreign Language Learning* for the Council of Europe. Although learner autonomy is not always explicitly mentioned as an approach to or outcome of learning, the idea has found entry into most official documents for foreign language education and has gained increasing scholarly attention. In the autonomy classroom, learners are ideally involved in a process of joint syllabus construction, i.e. a syllabus that is based on curricular demands as much as it is based on the learners' needs, priorities, interests, and learning goals. Activities are designed in such a way, often by the learners themselves, that students are given the opportunity to become active participants in their own learning. This presentation will introduce learner autonomy as an approach to foreign language study, then discuss how to encourage learners to build on their previous individual experiences and subject knowledge when learning a foreign language, and offer students opportunities for engagement and target language dialogue.

Seminar 2

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(英語教育における複言語主義: 理論から実践へ)

言語: 英語

Abstract: Plurilingualism is becoming the norm as more and more of the population interacts with multiple languages in their daily lives. It is common to hear people on the street speaking one language with words peppered in from another, before switching languages all together. Two facts become evident from encounters like this: the languages of these speakers are not used as separate, isolated competences, and this is the world that children and young people need to be prepared for. While efforts may have been made to incorporate plurilingualism into education, especially many foreign language classrooms, remain largely monolingual. Against this background, the first part of this talk will outline the theoretical background of plurilingualism in English language teaching. Following this, definitions of plurilingualism will be discussed as well as the importance of plurilingualism specifically for the subject of English and the limitations encountered. Next, the importance of teachers' attitudes will be discussed, followed by an overview of studies already conducted in the field. The talk concludes by presenting selected materials and activities that can be used to promote students' plurilingual awareness and competences in the context of English language teaching.

