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◆研究キーワード

Materials development / teacher cognition / student motivation

◆主要業績

- Hawley Nagatomo, D. (2006). Motivating students to write more with Moodle. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.). *JALT2005 Conference Proceedings*. Tokyo: JALT
- Learning Culture, Learning Language: A case study of Japanese and American College students in an English conversation class
Ochanomizu University Studies in Arts and Culture Vol. 3, pp. 57-65

◆Research Pursuits

In the spring of 2006, I conducted a case study of a conversation class attended by Vassar College and Ochanomizu University students. Data was collected through class observation, video-recording, and questionnaire surveys of all the students. It was found that this class was beneficial for both groups of students in different ways. The Vassar College students deepened their understanding of Japanese culture, and the Ochanomizu students improved their English speaking ability. It was also found that both groups of students could benefit from pre-class orientations that would specifically deal the differing communicative styles of each group due to their cultural backgrounds. Both groups would also benefit from concrete instruction on how to present themselves orally in front of the class.

In the fall of 2006 I conducted library research at Macquarie University in Sydney, Australia. In order to develop appropriate English language materials for Japanese college students, I investigated the teaching practices and beliefs of English teachers in general and of Japanese college English teachers specifically.

◆将来の研究計画・研究の展望

Over the next few years, I am planning to research the teaching beliefs and teaching practices of language teachers in general, and of Japanese college English teachers in particular. My research plan is to conduct both qualitative and quantitative research. Questionnaire surveys will be distributed to Japanese college English teachers to gather information about their teaching beliefs and practices. A multiple-case study will be conducted of some of the respondents of the questionnaire survey. This data will be triangulated and the results are hope to shed light on what kind of teaching materials are most appropriate for English classes at Japanese colleges.

◆Educational Pursuits

In my reading classes, students were taught techniques for reading various types of materials, focusing on both reading accuracy and reading fluency. In my writing classes, students were taught how to organize their English writing into coherent paragraphs and essays. My English conversation class focused on discussing Japanese culture with students from Vassar College and making presentations together. Students in the English Education class studied various issues concerning language teaching, including methodology, motivation, and learner strategies. *Eibeijjo* introduced students to cultural issues of various English speaking countries. In most classes, students participated in online discussions and wrote reflective essays.