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研究者キーワード / Keywords

Teacher Identity
EFL Materials Development
EFL learning/teaching
Narrative research

主要業績

A Critical Analysis of Gender Representation in an EFL Textbook. Journal of Ochanomizu English Society. No 1. 2010 53-61.

The Impact of Gender on the Professional Identity of Japanese Teachers of English in Japanese Higher Education. Paper presented at the Women Educators and Language Learners (WELL) 2010 Conference. In Musashi Ranzan, Saitama. February 13, 2010

The Impact of 'Imagination of Students' in the Development of the Professional Identity of Four Japanese Teachers of English in Japanese Higher Education. Paper presented at the Asian TESOL Conference. Cebu, Philippines, August 14, 2010.

Gender and the Professional Identity of Japanese University English Teachers. Paper presented at the Japan Association of Language Teachers (JALT) 2010 National Conference. November 19-22, 2010.

Getting Published: Tips from an Author's Perspective. Invited speaker. Japan Association of Language Teachers, Hamamatsu Chapter. Hamamatsu. September 12, 2010.

研究内容 / Research Pursuits

My research in 2010 was focused mainly on the professional identity of Japanese teachers of English in Japanese higher education. I investigated how relatively new teachers of English developed their professional identity as they become members of the co

■ 教育内容 / Educational Pursuits

In undergraduate courses I taught mainly academic writing/listening classes, and several introductory and advanced English conversation classes. For the graduate course, I taught classroom management in language education.

■ 研究計画

After I complete my current research project of Japanese teachers of English in Japanese higher education, I would like to expand my research of the professional identity of teachers in Japan by looking at an under-researched group of teachers that may have an impact on the English ability of Japanese people: foreign women who teach English conversation in their homes. I would like to investigate the relationship these women have with their students and discover to what extent this teaching and interaction with foreign women in their community has influenced Japanese students' motivation to study English and their communicative proficiency in English.

■ メッセージ

One of the best ways to prepare for doing well in English is to read as much as you possibly can. Try to read books that are just a little bit more difficult than what you can read, and try to understand the whole of what is written rather than each word and each sentence. Try to guess the meaning of a word through the context of the sentence and through the grammatical placement of the word within the sentence. Reach for your dictionary AFTER you try to understand. If you read a lot, you will learn a lot of vocabulary in context. You will also improve your understanding of natural English and you will learn to enjoy English as a language, and not just as a subject. The more time you spend, the greater your reward. Many students do not think that they can become bilingual speakers of English. But being bilingual is possible if you study hard and make an effort. Good luck!