L2 Writing and L2 Learning: Transfer, Self-regulation, and Identities

講演者　Dr. Alister Cumming

University of Toronto

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The idea that writing in a second language (L2) can foster learning in that language has intrigued educators and researchers for several decades. I review the theories and research that have addressed this idea to date. Three perspectives have been established, focusing either on (a) the transfer of knowledge and skills; (b) attention, self-regulation, knowledge consolidation, or collaboration while composing; or (c) development of identities within particular discourse communities and complex dynamic systems. I suggest that each of these perspectives has multiple dimensions, ranging from (a) micro-levels of linguistic and cognitive resources to (b) processing levels of attention, knowledge consolidation, and self-regulation and on to (c) macro-levels of interactions with semiotic systems, other people, and identities within discourse communities. I discuss each of these perspectives and dimensions in sequence, leading to the formulation of ten tentative claims about diverse ways in which L2 writing may foster L2 learning. I conclude by considering how four general theories of learning relate to these claims: behaviorist, cognitive, sociocultural, and complexity theories.

お問い合わせ

外国語教育学研究科　英語教育連環センター
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