



関西大学大学院 外国語教育学研究科 英語教育連環センター主催
平成 26 年度 e-LINC 第 2 回講演会

The Overlapping Co-constructed Concepts of Experiential Creating, Learning and Teaching

日 時：平成 26 年 10 月 25 日（土） 14 時 40 分から 16 時 30 分まで
場 所：関西大学千里山キャンパス 第 1 学舎 5 号館 E 403 教室
講 演： **Dr. Tim Murphey** (Kanda University of International Studies)



Tim Murphey PhD (Université de Neuchâtel, Switzerland), TESOL's Professional Development in Language Education series editor, co-author with Zoltan Dörnyei of *Group Dynamics in the Language Classroom* (CUP), author of *Music and Song* (OUP), researches Vygotskian sociocultural theory (SCT) with transdisciplinary emphasis on community, play, and music at Kanda University, Japan. His most recent books are *Teaching in Pursuit of Wow!* (Abax 2012) and *Meaningful Action – Earl Stevick's Influence on Language Teaching* (CUP 2013), co-edited with Jane Arnold. He also has a novel on the Japanese entrance exam system in Italian, Japanese, and English *The Tale that Wags* (Perceptia 2010).

Most teachers intuitively know that the person learning the most in any class is usually the person who is the most active, i.e. the teacher. This presentation / workshop demonstrates how teachers might engage their students in more learning by getting them to teach others. Inviting students to teach things (songs, stories, jokes, interviews, vocabulary, ideas, etc.) that they are learning to others in and outside of your class can stimulate creativity and learning greatly as they struggle to teach what they think they know. This “learning through teaching” can also be called “expansive learning” which is achieved by “ascending to the concrete” about things we may only abstractly understand at first (Sannino & Ellis, 2014, p. 8). I briefly review 155 written and published case studies of my own students teaching short songs to friends and family members out of class over the last 4 years. I learned that these projects help them to “well-become” in many ways: to bond, improve relationships, understand how others learn and how they might teach better, and have fun (thus, the tag “expansive”). I will demonstrate how this might work with you and your students as you interact, create, learn, improvise, and have fun.

Learning and Collective Creativity: Activity-Theoretical and Sociocultural Studies, Annalisa Sannino and Viv Ellis (editors). New York: Routledge, 2014, xi +273

参加費・事前申込は不要です。ご関心のある方のご来場をお待ちしております。

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