

**Wednesday 3 June**

**3:20pm - 4:00pm**

Room: Block Y, Room Y403

**Presentation Title:** From Passive Autonomy to Active Autonomy: A Case Study in Japan

<b>Presenter / Co-presenters:</b>	Junya Hirano, Minami Kyushu University Tomoko Matsumoto, Kyushu University
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<b>Theme:</b>	Autonomy in the classroom
<b>Presentation Type:</b>	Paper presentation

### **Abstract**

Learner autonomy is a multifaceted concept, altering its meaning in different socio-cultural contexts. For example, students who can take responsibility for their own learning are described as active-autonomous learners, while students who engage in learning only when they are given specific instructions and goals are labeled passive autonomous learners. Autonomy supportive classes must be planned and undertaken by considering the socio-cultural contexts of students. The subject of this research is Japanese college students who are passive-autonomous learners. This research examines autonomy in Japan and the causes of student passivity toward English learning to design a listening class that supports active autonomy in the attempt to aid them in taking responsibility for their learning without direction, instruction, or routinely undertaken exams. In other words, this research discusses the ways in which Japanese passive autonomous learners would become active autonomous learners. In so doing, three notions must be taken into consideration: exams, group dynamics, and student involvement in both learning and teaching through their presentations. This research consists of three parts: (1) a discussion of autonomy in Japan and the characteristics of active-autonomous learners, (2) an explanation of the active-autonomy-supportive class, and (3) the analysis of student comments on the class.

### **Biodata**

Junya Hirano is a Lecturer at Omuta High School and a graduate of Abilene Christian University (M.A. Communication, 1999). Published Journal Articles: Where Speaking is Art, So is Understanding: Constructive Hermeneutics as a Task and a Hope for Asia and Japan in the Age of Diversity (2005), Communicative Thanatology: Death as Responsibility in Community (2005), Reconstructing Japanese Democracy: From a Marionette to a Performer of Praxis in Public Sphere (2006) among others. Currently working on a research about Communicative L2 Learning/ Teaching and Autonomy.

Tomoko Matsumoto is a graduate student at Kyushu University.

MA in Linguistics (Kyushu University)

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Publications: Nishikawa, M. & Matsumoto, T (2007) "Some Aspects of Infinitival Complements in English," The Humanities (Kumamoto University, Faculty of Education)

Hirano, J. & Matsumoto, T (in press) " Public, Private and Territory : Analysis on Family and House," Kyushu Communication Studies.