

獨協大学長殿

学外研修報告書

私は、学外研修員として出張しておりましたが、このたび研修を終えて帰任いたしました。つきましては、次のとおりご報告申し上げます。

報告日	2020年4月7日	所属	外国語学部
職名	教授	氏名	クロフォード、M.J. 印
研修種別	1. 海外 <input type="checkbox"/> 2. 国内 <input checked="" type="checkbox"/>	研修種類	1. 長期 <input checked="" type="checkbox"/> 2. 短期 <input type="checkbox"/>
研修期間	2019年4月1日 ~ 2020年3月31日		
学外における主な研修機関および訪問先 学習院大学、ミュンスター大学、ノートルダム清心女子大学、大手門学院大学			
出張目的または研究題目 研究題目：言語学、応用言語学、及び英語教育に関する研究、特に講義ノートテーキング			
資格	1. 2019年度獨協大学学外研修員（派遣） 2. 本学承認の学外研修員（自費等） 3. その他（ ）		
大学から支給された費用（要清算書類）・補助金額			50万円
研修内容（1. 研修経過の詳細 2. 研究成果発表の予定 3. その他 を記入） During my research leave, I focused on research related to lecture notetaking in the context of second language (L2) listening instruction. Notetaking has long been seen as an important skill in first language (L1) contexts and has been the focus of a relatively large body of research, but it has not received as much attention by researchers in L2 contexts. For this reason, for the past several years I have been conducting research on L2 notetaking and have begun to develop a better understanding of the challenges L2 learners face with this critical skill.			

提出先：所属学部長→学長→人事課

裏面につづく

The first project I engaged in at the beginning of leave was related student-to-student collaboration in notetaking. Notetaking is generally seen as a solitary activity, and in most cases it actually is, but students who are new to notetaking or have yet to develop their skills adequately may possibly benefit from collaboration with classmates or other peers. In order to examine this possibility, I collected data from an intact listening class at Dokkyo University prior to leave by first having students answer a general questionnaire about their experiences with notetaking and their attitudes about doing it. Several questions on the questionnaire were related to collaboration in notetaking, and these indicated that most students were positive about the idea of collaborating with classmates and answered that they would be willing to share their notes with a small group of classmates and compare them. However, when it came to sharing their notes with the whole class, some students appeared to be a bit apprehensive about the idea. During the semester, students listening to lectures and took notes, and then shared notes in small groups. After each listening, they responded to a short questionnaire that queried them about how useful they thought the activity was, and what differences they noted between their own notes and those of their classmates. The results showed that students found the activity useful, and noticed a number of differences from their notes and those of their classmates, many of which they noted gave them ideas for how they can improve their own notetaking. During leave, I compiled and analyzed the data and wrote up the results, resulting in a paper published in *The Language Teacher* in January, 2020 (Crawford, 2020a).

The second project I worked on, which was a collaborative effort with several different colleagues, was related to materials and activities that can be used to teach notetaking. Most academically oriented listening textbooks for L2 students available on the market include activities and exercises that aim to develop students' notetaking skills. To date, however, there has been little analysis of these textbooks or comparisons between them, leaving some teachers confused about which materials best match the needs of their students. In order to begin examining this issue, I and two colleagues working in the Tokyo area conducted a workshop for practicing teachers at a conference held at Lakeland University in Shinjuku in June, 2019 (Crawford, M., Hayford J. & Lawson, A., 2019). In the workshop, we three presenters gave an overview of the kinds of materials available and provided some information about how we actually use them in our own classes. We also compared the different approaches that different texts take and pointed out the pros and cons of these approaches. We then asked audience members to share their own experiences and ideas for teaching notetaking. This was followed by a group analysis of well-known textbooks available on the market in which attendees worked together to find specific examples of approaches and activities to then be shared with the other audience members. Because of the success of this workshop, I and one of the presenters from the Lakeland conference, in addition to three other presenters, gave a similar workshop at the national convention for JALT (Japan Association for Language Teaching) in November, 2019 (Broadbridge, et al., 2019). In this presentation, we devoted more time to having participants review materials and share their thoughts about them to other attendees. We also had a chance to provide information about an approach to notetaking developed by one of the presenters, who

is currently working at a university in Sweden. This approach stresses the importance of noting down information in an efficient way that makes full use of simplification, including symbols, abbreviations, and the like. Overall, both workshops were a good opportunity to meet other teachers who are focusing on notetaking in their classes and share ideas with them. Further analysis of notetaking materials is undoubtedly necessary, and I hope to continue working with the same colleagues and develop more ideas and approaches, in addition to finding efficient ways to systematically evaluate notetaking materials.

My third project during research leave was also a collaborative effort, this time between three teachers in Japan, one in Sweden, and one in New Zealand. The project focused on a topic related to notetaking that has received little attention in the field of L2 listening despite its importance, namely note evaluation. When conducting research that seeks to actually analyze students' notes, many L2 researchers have given greater consideration to note quantity than note quality. This may be partly due to the fact that evaluating students' notes is a time-consuming and complex task. Nevertheless, note quality is a very important educational issue, and methods for evaluating it need to be developed. As a first step in this direction, the members of the research group developed an evaluation system that was based on the concept of information units, or IUs. An IU is defined as the smallest piece of information that can be judged either true or false. Then, we separately analyzed the script for a lecture and rated each IU in it using a three-point scale. We then compared our results and found that to our surprise, there was not as much agreement as we had expected, as indicated by indices of interrater-reliability. This led the research group to conclude that the system is not yet good enough to be used in research involving note evaluation, and that further refinement is required. Details of the study can be found in an article published in the *Journal of English for Academic Purposes* (Siegel, J., et al, 2020).

My fourth and final project during research leave deals with a relatively new technology that has received some attention in L1 educational contexts but has yet to be looked at carefully in L2 contexts. The technology is called "smartpens," or "digital pens." These devices allow users to take notes by hand and then digitize what they have written using a computer, be it a desktop, laptop, or tablet. This allows for handy storage of notes, in addition to some of the benefits of digital files such as searching for keywords. Additionally, some pens can be used to record lectures, and notes can be synchronized with the audio. Users can then tap on a spot in their notes and play that part of the lecture as an audio file. This may be extremely useful for students who didn't understand part of a lecture, as they can go back and listen again as they look at their notes. Given the potential for these devices to aid learning, I have submitted a paper focusing on the uses of smartpens in the context of L2 lecture notetaking to an academic journal (Crawford, 2020b).

Papers and presentations

Broadbridge, J., Siegel, J., Kusumoto, Y., Crawford, M., & Lawson, A. (2019, November). *Notetaking materials: Commercial and authentic*. Presentation given at JALT2019, Nagoya, Japan.

Crawford, M.J. (2020a). A preliminary study on collaboration in lecture notetaking. *The Language Teacher*, 44(1), 10-15.

Crawford, M. J. (2020b). Smartpens as an aid for lecture notetaking. (Manuscript submitted for publication).

Crawford, M., Hayford, J., & Lawson, A. (2019, June). *Reevaluating how we teach notetaking*. Presentation given at The Fifth Annual Conference on Global Higher Education at Lakeland University Japan, Tokyo, Japan.

Siegel, J., Crawford, M., Ducker, N., Madarbakus, N., & Lawson, A. (2020). Measuring the importance of information in student notes: An initial venture. *Journal of English for Academic Purposes*, 43.