



|              |                                                                             |
|--------------|-----------------------------------------------------------------------------|
| Title        | 多文化社会と留学生交流 第12号 【学术论文の英文要旨】                                                |
| Author(s)    |                                                                             |
| Citation     | 多文化社会と留学生交流 : 大阪大学留学生センター研究論集. 2008, 12, p. 121-122                         |
| Version Type | VoR                                                                         |
| URL          | <a href="https://doi.org/10.18910/50727">https://doi.org/10.18910/50727</a> |
| rights       |                                                                             |
| Note         |                                                                             |

*The University of Osaka Institutional Knowledge Archive : OUKA*

<https://ir.library.osaka-u.ac.jp/>

The University of Osaka

## **Abstract**

### **Interactive Practice in Second Language Setting and the Role of the Teacher — Dialogical Perspective —**

NISHIGUCHI, Koichi

With the rapid development of the information communication technologies the potential role of learner autonomy in second language learning has been expanding. However, teacher-initiated classroom interaction is still considered as an important opportunity for second language development, and these opportunities are widely provided in second language teaching context. The purpose of this paper is to discuss the role of the teacher while he/she is located in the midst of the interactive practice in second language setting. This paper will discuss the theme theoretically based on the dialogical perspective that originates from Mikhail Bakhtin's philosophy of language. And it argues that for learners to become more independent and capable performers it is important not only to be involved in the interactive practice in second language but also to pursue it collaboratively with the support and assistance of the teacher or other capable target language user.

## **Abstract**

### **Narrative Approach towards “the Alternative Japanese” in a Multilingual Society**

OKAZAKI, Yozo

This article examines the issues in how the collaborative work in the learning of “the Alternative Japanese” is constructed. The narrative approach based on social constructionism, as well as the one recognized in adult education, will be adopted as the perspective for examination. Examples of mutual engagement witnessed in the audio-visual educational material “Let’s Learn Japanese Basic II” will be considered as cases for discussion. This article suggests that the introduction of narrative approach will enhance potentiality to create the alternative story in language learning.