

研究者総覧: ジェレミー・クロス (Jeremy Cross)

氏名	クロス、ジェレミー (Jeremy Cross)	
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学位 (専攻分野)	University of Melbourne (Ph.D.)	
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現在の研究テーマ	Skills-based listening instruction; extensive listening instruction	
研究分野	L2 listening teaching	
	L2 listening processes	
	Sociocultural theory and L2 pedagogy	
所属学会	Applied Linguistics Association of Australia	
	JALT	
主要著書・論文	(2014). Promoting autonomous listening to podcasts: A case study. <i>Language Teaching Research</i> , 18(1).	
	(2011). Metacognitive instruction can help less-skilled listeners. <i>ELT Journal</i> , 65(4), 408-416.	
	(2011). Social-cultural-historical contradictions in an L2 listening lesson: A joint activity system analysis. <i>Language Learning</i> , 61(3), 820-867.	
	(2011). Comprehending news videotexts: The influence of the visual content. <i>Language Learning and Technology</i> , 15(2), 44-68.	
	(2010). Raising L2 listeners' metacognitive awareness: A sociocultural theory perspective. <i>Language Awareness</i> , 19(4), 281-297.	
自己紹介文	<p>I was born in England, but moved to Australia with my parents and brother when I was two. I previously worked as an avionics technician in the RAF after returning to England. Heading back to Australia again, I then worked as a technical instructor before until coming to Japan to teach English with the British Council in Nagoya. I returned to Australia to</p>	

	<p>complete my PhD and since then have taught graduate and undergraduate classes in Singapore, Australia and Indonesia (Bali). After living in Bali for a few years, I am back again in Nagoya, which is one of the best places I have lived and experienced throughout my working life. In my spare time, I like to play tennis, enjoy spending time experiencing Japan with my family, watching sport, particularly football, and the mental challenge of writing research articles.</p>
<p>受験生へのメッセージ</p>	<p>An understanding of sociocultural theory, a theory of cognitive development proposed by Lev Vygotsky (right), while painstaking to achieve in my experience (and I have yet to fully understand it), can shed new light on how we learn, including another language. Vygotsky's central tenet is that the sociocultural environment is the primary source of human development, and I hope the classes promote an appreciation of second language pedagogy in line with this and neo-Vygotskian views, and lead students to reflect on their own experience of learning and the importance of the 'mind in society'.</p> 

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