Learning Learning

学習の学習

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Greetings all,

I hope all SIG members are enjoying a fruitful autumn, and that I will see many of you at the national conference in November. I will be stepping down from the coordinator position at the conference AGM , and want to begin by thanking the officer teams I have worked with over the years for all that you have done for the SIG. It has been a pleasure and an honor to work with you. This year marks the publication of Realizing Autonomy, edited by Kay Irie and Alison Stewart. Here's hoping that some photographs and brief reports from the Nagoya conference held on 29 October make it into this issue, or at least to the web site by the time this issue is finished.

Reviewing the minutes from last year's AGM, and the notes from this past July's SIG publications team dinner, it is as clear as ever that we are a hard-working group, and that the SIG is an amazing, on-going work in progress. As we move into planning for 2012. several of the key decisions facing us are:

• who will step up to the various roles on the committee for the up-coming calendar year;
• what our publication goals and other projects for the coming years should be; and,
* how we can continue to work on outreach efforts in honoring our commitment to a longer term project for teachers and learners in Tohoku.

The JALT national constitution requires that SIGs have at least five officers in good standing: Coordinator, Treasurer, Membership Secretary, Program Chair and Publications Officer. I am trusting that we can continue our tradition of newer officers shadowing longer serving members, and that we will continue to enjoy the fellowship of a large and cooperative officer team. Electing ("confirming") the new officers is a fundamental discussion point at our up-coming AGM, to be held on Sunday morning, 20 November in Reception Hall 3, from 11:20am until 12:20pm. I hope many of you will be able to join us there, and at the SIG Forum on Sunday afternoon in room 311, commencing at 5:30pm on Sunday 20, November.

I look forward to discussions of future program efforts and publication projects; especially to the idea from the publications team that we explore smaller, Authentik-style volumes.

Recently, while thinking about our commitment to longer term projects for service, I started to explore the project papers at the European Centre for Modern Languages, <http://www.ecml.at/>. I was reminded of how important the social dimensions of learning and teaching – inside and outside the classroom, in the wider socioeconomic and cultural contexts of our lives – has always been for our community. The key questions, I think, will lie in the practical exercise of these perspectives, and in the types of alliances we might build with learners and colleagues, inside and outside the SIG.

Further discussions will take place face-to-face at the conference, and on our mailing lists. Please do join in.

In closing, I want to offer a special thanks to Hiromi Furusawa, our hard-working treasurer, who also steps down in November. Also, congratulations to our grant awardees this year, and a hearty thank you to the members of this year's committee: Andy Barfield, Mike Nix, Etsuko Shimo, and Alison Stewart. This year's awardees are:

Advising for Language Learner Autonomy Conference
1) Ian Hurrel (Japan), head teacher, private language school, Sapporo;completing MA dissertation
2) Meymet Boyno (Turkey), public high school teacher; PhD candidate, Cukurova University, Turkey

2011 JALT International Conference
1) Michael Wilkins, part-time teacher at Konan Women's University,
Otemae University, and Kansai University of International Studies
2) Matthew Coomber, part-time teacher at Ritsumeikan University and Konan University

Hugh

Greetings all,

The last issue of *Learning Learning* came out in the immediate wake of the triple punch of the Tohoku Earthquake, tsunami and nuclear accident. The shockwaves at the time reverberated around the world evoking a wide array of international responses from sending international aid and volunteers to a dramatic about turn in Germany's promotion of nuclear power. Since both JALT and our LD SIG are national organisations with many active members in the affected regions of Tohoku, it also stirred a response from our SIG to both check on the welfare of members and submit a donation on behalf of the membership as a whole. Sitting on the sidelines, it was impressive to see how quickly this suggestion became a reality. Meanwhile, there was a proposal to dedicate an issue of *Learning Learning* to the impact of the event on our personal and professional lives and those of our students. Although we did not pursue this idea for the current issue, it is an idea that remains equally relevant and the editors would welcome suggestions for articles that relate to this issue. Where news of the after-effects of the earthquake slid off the BBC website and other international news sites remarkably quickly, there are numerous short-term and long-term issues still to resolve. Our professional concerns with education and promoting language learning are far from the front line of rice ball distribution or prefab housing construction and have scant effect on government policy. We are, though, intimately involved with the important job of giving our learners the opportunities to think about these issues for themselves and to support them in their endeavours. This issue offers a number of examples of how language learning

and teaching can be an integral part of broader educational concerns with developing identities, and building communities.

Colin Rundle's feature article which explores the identity construction of a Japanese intern during her study in the US is a good example of this. The case study (based on a detailed online journal shared with the researcher) maps the communities of relationships in which she was involved and the way the author's subject positioned herself within them. The study is also timely because it underlines the depth of experience and relationship building possible over the course of an overseas internship at a time when trends suggest a decline in the numbers of young Japanese willing to take on the challenges offered by study or work abroad programs. Proponents of English as a *Lingua Franca* may also be interested to see that the subject's work in an international organisation in the US involves her almost exclusively with non-native speakers of English.

For those not ready for overseas experiences or who cannot afford to go, autonomy and identity building must begin in the classroom. Like Colin's paper, Yuko Hiraide's feature contribution explores identity and community but also focuses on classroom methodologies. She draws out five key differences between "Collaborative Learning" and "Cooperative Learning" illuminating their fundamental differences despite similarities which lead them to be easily confused. Ultimately she proposes cooperative learning as a useful preparation for collaborative learning. Why? Read Yuko's article and find out. You will also gain a deeper understanding of both approaches.

Collaborative and cooperative approaches to learning are effective ways to develop community and identity in the classroom. However the seeds

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for autonomy and identity building need to be sown much earlier according to Guy Smith and Allen Lindskoog who introduce a game-like task-based approach to building motivation and self-esteem among young learners. Although the research targeted young learners, the authors have pointed out that the approach is readily adaptable to high school learners and even university students and adults.

This issue features two new talents for the editorial team: Michael Mondejar and Jackie Suginaga. Michael has taken the leap to saddle up for this issue and will take the lead with Jackie as assistant for the next one. Jackie in turn will take the reins in the autumn next year, the idea being to have a revolving editorship that opens involvement to a broader membership. Anyone with editing skills interested in continuing the chain should contact a member of the current team as listed at the end of the final pages of this issue.

Michael Mondejar makes his LL debut in Looking Back with his coordinated report of the Nakasendo conference which will please those who participated as well as those who missed it.

We are also happy to be able to celebrate the talent of longer term members in what promises to be a landmark publication for the SIG and a substantial contribution to the field of autonomy research: *Realizing Autonomy: Practice and Reflection in Language Education Contexts* is a collection of papers by SIG members edited by Kay Irie and Alison Stewart due to be published by Palgrave Macmillan in January. A preview of the approach was offered at the showcase event to celebrate the publication in the afternoon of the one-day conference Realizing Autonomy, which took place at Nazan University in Nagoya

on 29th October. Unfortunately the release of LL coincided with the conference so it was too late for a preview and too early to review.

Talking of seminal publications, Alison Stewart offers a review of the new edition of Phil Benson's classic overview of autonomy research *Researching Autonomy.* With remarkably few reservations, Alison persuaded us that it is worth acquiring the new edition even if you have the old one.

Finally, Looking Forward includes information about the conference Advising for Language Autonomy to be held at Kanda University of International Studies and the LD SIG Forum at JALT2011.

Patrick Kiernan and Michael Mondejar

Hello!

My name is Michael Mondejar. I've been living in Japan over nine years now, and have been teaching for eight. I am currently a teacher at Kanagawa University in Yokohama, as well as a graduate student in the MA in TESOL program at Teachers College Columbia University.

I became interested in learner autonomy while taking the "Facilitating Autonomy" workshop at TC last fall, where I was introduced to concepts such as self-reflection and learner agency. The idea of empowering students by getting them to regularly analyze and become responsible for their own learning strongly resonated with me; as a result, fostering learner reflection and agency have since become integral parts of my classroom practice.

The instructors of the "Facilitating Autonomy" workshop also introduced me to LD-SIG, which I joined late last year. Since joining the SIG, I have met many inspiring and dedicated teachers, and even had the pleasure to present with some of them during the Nakasendo 2011 English Conference. I hope to continue being actively involved in the SIG, and look forward to working with you all in the future!

Hi, my name is Jackie Suginaga. I'm from Ireland. I am currently teaching at Komazawa Women's University, Tokyo. I obtained an MA TESOL from Columbia University, Tokyo and wrote my MA paper on 'Reflection, Action, Exploration: Autonomous Enhancing Tools for Teacher Development'. I believe that exploring and reflecting on what we do is not only beneficial for our learners' development but an essential part of teaching, learning and life. I am delighted to be part of the LD SIG where I know that exchanging ideas and interacting with like-minded people will provide many opportunities for growth and development for my students and myself. ('You learn from the company you keep' - Frank Smith.)

Identity Construction in a Third Place: A Japanese Intern's Social Network

第３国アイデンティティの確立：日本人インターンの社会的網

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要約

縦断的および民族誌的な本研究は、英語を媒介語とする修士課程のインターンシップ中に苦難に直面しながらも成長する、ある日本人学生について報告する。5ヶ月間の滞在中、彼女はブログを継続し、研究者とのやりとりのなかで日々の体験を綴っている。インターンシップはアメリカで実施されたが、英語は多数の国籍が交じり合う国際的組織内の共通語として使用され、事実上の第３国という環境　[liminal third place]もあった。このような国際的なインターン受入れ機関で強く成長していく一方他の生活面においても驚くべき困難に遭遇することになるが、法的サポート、警察および法廷制度に対応するべく築かれた非ネイティブ・スピーカー同士の大きなネットワークからの助けを受けて乗り越えていく。本学生の 80 件にわたるブログの記録からネットワークの分析を行い、またフォローアップのインタビューを実施した結果、このネットワークは、彼女が困難な状況を乗り越えるにあたり中心的な役割を担っていたばかりでなく、英語が話せる国際的なプロフェッショナルとしてのアイデンティティーの確立に貢献していたことが分かった。海外研修プログラムが持ち得る意味合いについても議論する。

Introduction

The "third place" originally referred to a hybrid social-linguistic classroom environment which emerged from elements of language learners' L1 and the target language (Kramsch, 1993). This conception has evolved dramatically with awareness that English-using communities have become less associated with native speakers, and that few English learners follow a linear progression from non-native speaker, through interlanguage, all the way to native speaker goal. Firth and Wagner (1997) argued that this dominant linear model ignored the situatedness of language, particularly the emergent socio-linguistic practices of actual English users outside the classroom, which may have little to do with native-speaker norms (e.g. Rampton, 1995). The emergent nature of language and learning is often discussed as a "liminal" process of continually creating and crossing thresholds whenever speakers of different languages interact in a lingua franca (Baker, 2009; Brumfit, 2006).

Such social-cultural approaches, in contrast to computational metaphors of input and acquisition, conceptualize language learning as participation and interaction in communities. Van Lier (2000) argues that language is learnt through "affordances", that is opportunities for perceptual and social activity, which do not just facilitate learning, but actually are learning because they are infused with negotiation of meaning

and roles, and processes of testing and reformulating cognitions. Affordances do not rely on the presence of a native or even expert speaker, but can occur among peers of equal ability. The participation metaphor thus takes the focus from linguistic competence, placing it instead on communicative competence and a speaker's ability to achieve a sense of affiliation and belonging in specific contexts or communities.

Integral to participation, affiliation, and belonging is identity. Membership in a community relies on a mutually constituted identity arising from constant negotiation and renegotiation of relationships in the community. A person who consciously "is defined by as well as defines these relationships" embarks on trajectories of participation towards fuller membership in the community (Lave & Wenger, 1991, p. 52). Indeed, from social cultural perspectives, the person who speaks cannot be understood apart from the social networks in which they speak (Norton, 1997).

This study charts one Japanese female's trajectory of participation in an internship, the final stage of her English-medium master's program in Development Economics at a Tokyo university (see Table 1). After the coursework, Yoko undertook the internship at an international organization in Washington DC. The purpose of the present study was to improve preparation of interns by revealing their successes, challenges, or inadequacies, and their methods of dealing with difficulties during the internship.

Network analysis of Yoko's blog and a follow-up interview reveals that she was able to participate in an extensive non-native speaker network, enabling her to construct her identity as an international English-speaking professional and overcome the difficulties she faced. It also shows that Yoko had little interest in or need for native-speakers or their norms.

Table 1: Participant Details

Name	Yoko (alias)
Age	30
Education	BA Architecture, MA Development Economics (coursework and thesis completed)
English Proficiency (TOEFL-iBT)	Pre-MA: 69; Post-MA: 91
Previous Experience Abroad	Several 2-4 week tours of Europe during BA studies. No study or home-stay abroad experience
Internship	Final component of 1.5 year MA
Location	International Agriculture Organization (IAO) (alias), Washington D.C.
Period	10 October 2009 – 28 February 2010

Methodology

During her five-month internship, Yoko and I maintained a private blog, on which she recorded her experiences from 19 October to 28 February. Based on diary studies, using a blog had the advantage of allowing me to follow up on specific issues as they were occurring. The analysis began by reading Yoko's 80 blog entries as she posted them, while I also made 13 responses to her posts requesting details and giving encouragement. On her return to Japan, we conducted an unstructured interview, and I reread the complete blog, totalling 17,215 words, another three times, looking for salient features and themes. I checked my observations by identifying the most frequently occurring words (Brown, 2001) using Wordsmith Tools, confirming that people's names were by far the most salient category. I thus decided that

network analysis would be an appropriate framework in which to analyze Yoko's participation and interactions (Kurata, 2004, 2007; Milroy, 1980; Wakimoto, 2007; Zappa-Hollman, 2007). Then, one year after her return, I conducted a semi-structured interview to probe issues that emerged from the analysis of the blog. Yoko finally read and made suggestions on drafts of this paper.

Network Analysis

Network approaches analyze participation in social networks using structural and interactional criteria (Kurata, 2004, 2007; Milroy, 1980). These criteria will be used to explain Table 2 and Figure 1, which depict the relationships that Yoko had with the people she mentioned by name in her blog, thereby illustrating the international professional identity which emerged as she participated in this network.

Most basic among the structural criteria, "size" of

Yoko's network was 29 members. Based on members' salient characteristics, I divided the network into 3 fields, shown in Table 2. The largest field, consisting of 21 members, is the International Agricultural Organization (IAO) where Yoko undertook the internship. The most striking structural characteristic of Yoko's network is ethnic diversity. Yoko's network consisted of 10 Chinese, six Japanese, four Africans, three Filipinos, two Americans, two Europeans, an Indian, and a Korean. Moreover, in spite of being in a major US city, only three members of her entire network were traditional native speakers of English, one from the UK and two from the US. At the IAO, there was only one native speaker in Yoko's network for the whole period, the team leader Geoff (UK Male). An undergraduate American male undertaking a short internship was present for only one month. For this reason, the IAO can be considered a liminal third place, where native speaker English norms did not dominate.

Table 2: Fields, Clusters, and Members of Yoko's Social Network[1]

International Agricultural Organization Field	Japan Field	Home Field
IOA Team Cluster	Japan Alumni Cluster	Home 1
Wang (Chinese Male 1)	Japanese Female 1	Botswanan Female
Shen (Chinese Female 1, Wang's wife)	Japanese Female 2	Home 2
Lisa (Philippine Female 1)	Japanese Female 3	Brenda (US Female)
John (Philippine Male, Lisa's husband)	Zimbabwean Female	Home 3
Leng (Chinese Male 2)	Japan Family Cluster	Philippine Female 2
Geoff (UK Male)	Husband	
Nigerian Male	Sister	
Korean Male		
Austrian Female		
US Male		
IOA Cluster		
Hiroshi (Japanese Male 1)		
Hao (Chinese Female 2, Hiroshi's wife)		
Chinese Female 3		
Indian Female		
Ugandan Male		
Philippine Female 2		
IAO China Visit Cluster		
Chinese Female 4		
Chinese Males 3-6		

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[1] Names are used for only the most commonly mentioned members and are all aliases.

Colin Rundle

At the same time, Yoko's network was very narrow in professional terms, with 26 of the 29 members involved in international development. That is, everyone in the IAO field and the Japan field, except for her family; in the home field, 2 of the 3 main links were related to Yoko's profession: Botswanan Female worked at a related international organization with Japanese Female 2, and Philippine Female 2 was an IAO colleague (thus appearing twice in Table 2 and Figure 1). This respective diversity and narrowness suggests an emerging international rather than US identity, and Yoko's strong professional identity. These fit well with the goals that Yoko set for her internship, which she stated at the beginning as:

> 1) Obtain skills to manage geographic data (GIS, Geographic Information System, derived data) and socioeconomic data (economic statistics).
> 2) Strengthen own profession through writing a paper using pratical data.
>
> (Email, 23 October)

Primarily referring to professional goals, language is hinted at as "writing," but only instrumentally to strengthen her profession. During the second interview, she did stress that improving English was her third goal, and that she would have liked to meet more native speakers. Nevertheless, she did feel that her English had improved markedly, and that meeting native speakers was not necessary for that.

Clusters

IAO is divided into three "clusters," which are groups with high "density," that is groups in which many members know each other independently of the central person (Yoko). The largest IAO cluster is the research team that Yoko was assigned to. The next cluster consists 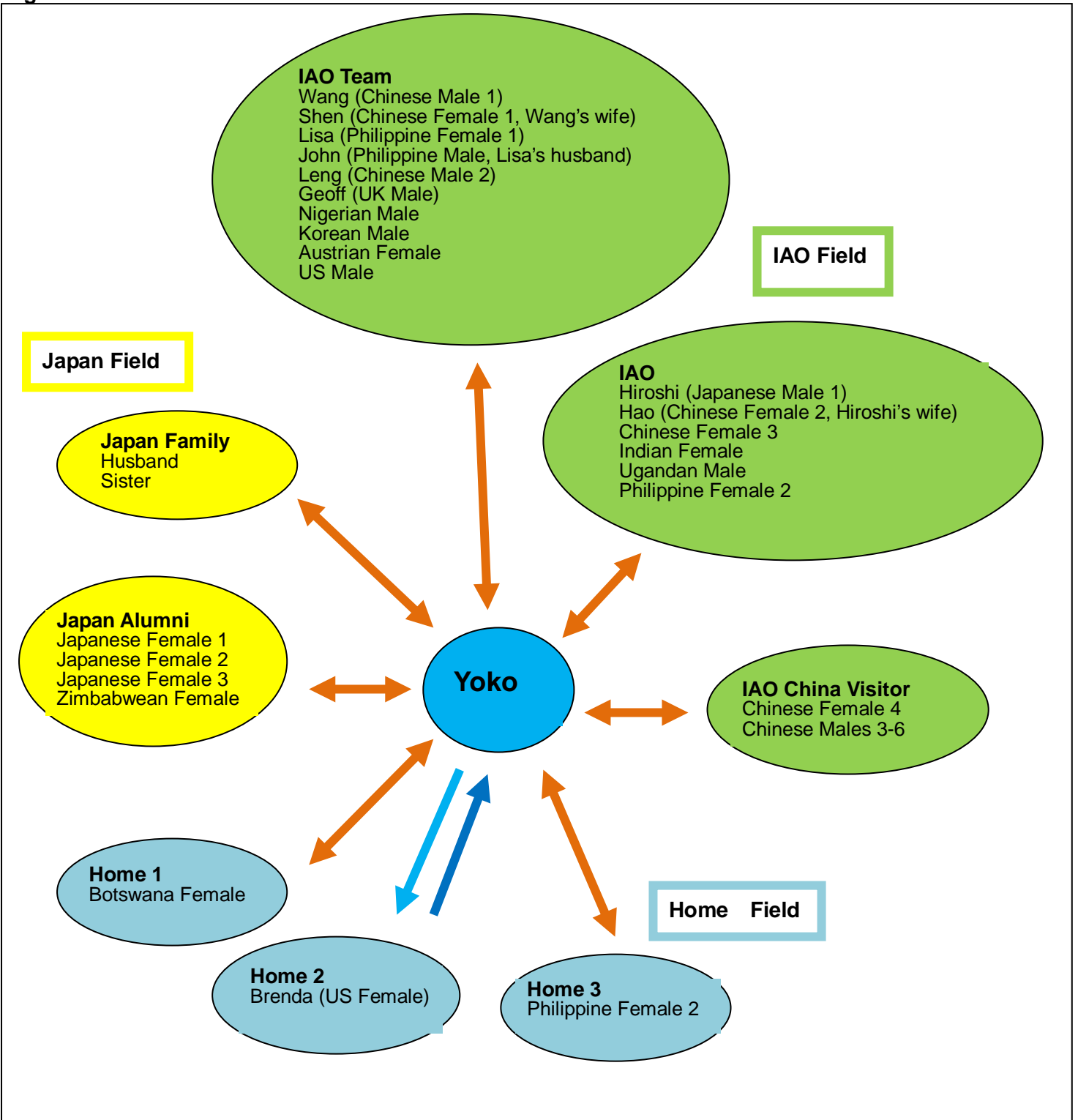of IAO staff not in her team but who mostly sat near Yoko in the office or during lunch. The China cluster consists of researchers introduced to Yoko by her supervisor, Wang (Chinese Male 1), when she accompanied him on a 10-day field trip to China. The next biggest field, Japan, consisted of people Yoko knew from Japan who were in Washington but not at IAO. The largest Japan cluster consists of Japanese Females 1, 2, and 3, and Zimbabwean Female, all alumni from Yoko's development economics program in Tokyo who were working at a larger international organization in Washington DC. Her husband and sister formed a small cluster when they separately visited Yoko during the internship. The final field, home, consists of Botswanan Female and US Female whose spare rooms/basements Yoko lived in, and Philippine Female 2 who sub-let her apartment to Yoko, all referred to in her blog as "landlords."

Density is used as an index of the potential communication among members of the cluster as well as the quantity and quality of transactions (Kurata, 2004). This suggests that, in a large cluster such as the IAO team, Yoko was involved in a number of varied interactions. In addition, as Yoko was only one of many participants, the language used would be typical of the discourse community formed by the cluster, with little simplification for a newcomer. This environment would better socialize her into the norms of that community than dyads or small clusters. Even in the Japan alumni cluster there was a non-Japanese speaker, which meant that Yoko often used English even when meeting with this cluster. Yoko's high-frequency interactions with members from the large IAO clusters, detailed in the following interactional criteria, index the many affordances she had to participate in that professional discourse community.

Frequency of Interaction

"Frequency of interaction" clearly indicates Yoko's

Colin Rundle

Figure 1. Yoko's Social Network

IAO Team
Wang (Chinese Male 1)
Shen (Chinese Female 1, Wang's wife)
Lisa (Philippine Female 1)
John (Philippine Male, Lisa's husband)
Leng (Chinese Male 2)
Geoff (UK Male)
Nigerian Male
Korean Male
Austrian Female
US Male

IAO Field

Japan Field

Japan Family
Husband
Sister

IAO
Hiroshi (Japanese Male 1)
Hao (Chinese Female 2, Hiroshi's wife)
Chinese Female 3
Indian Female
Ugandan Male
Philippine Female 2

Japan Alumni
Japanese Female 1
Japanese Female 2
Japanese Female 3
Zimbabwean Female

Yoko

IAO China Visitor
Chinese Female 4
Chinese Males 3-6

Home 1
Botswana Female

Home 2
Brenda (US Female)

Home 3
Philippine Female 2

Home Field

most important relationships. Counting the number of times Yoko mentioned individuals in her blog posts showed that her most important relationships were Wang (62 times), an environmental scientist in her team and her supervisor, Hiroshi (Japanese Male 1, 46 times), a development economist, and Lisa (Philippine Female 1, 34 times), a project manager in her team and her closest friend during the internship. These are all in the IAO field, again suggesting the centrality of Yoko's professional identity. The next most frequently

mentioned person was the only native speaker regularly named, Brenda (US Female, 33 times), one of her 3 landladies. To understand the significance of these relationships, directional flow and power must be taken into consideration.

Directional Flow and Power

"Directional flow", another interactional criterion, refers to the direction in which elements are exchanged, best interpreted here as flow of power. According to much of the literature, identity is structured by contextualized power relations, which are mutually generated in relationships. Two important relations of power are coercion, detrimental actions which "maintain inequitable division of resources" and collaboration, which is empowering rather than marginalizing (Norton, 1997, p. 412). Figure 1 depicts power relations with arrows between Yoko and clusters: a double-headed arrow indicates a collaborative relationship, while a single headed arrow indicates a coercive relationship.

Most of Yoko's relationships were collaborative, empowering her to participate productively in most clusters. Most important among these are the high-density IAO clusters, especially her team. The team's weekly meeting was a highly collaborative activity which Yoko was able to participate in. Yoko explained that:

> Most of the topics at the weekly team meeting are on the projects we are implementing and at the end [of one meeting], I had an opportunity to talk about the progress of my research thanks to my supervisor, [Wang]. (Blog, 28 October)

In this episode, Yoko's supervisor collaborated by giving her the floor, an affordance encouraging her participation as a fellow researcher.

This led to further affordances where Yoko expressed her identity as an economist. Another team member, Leng (Chinese Male 2, a scientist specializing in GIS), cooperated on Yoko's research, which involved applying econometric analysis to GIS data. Yoko was able to gain useful information for her project by explaining the economic aspects of her project, boosting her own professional identity.

> After my talk, I found Leng He is a GIS specialist… we had time for short discussion on GIS and economic stuff. He knows about GIS but not so much about economics and me vice versa. So it was very interesting… I found that the weekly meeting is really working! (Blog, 28 October)

In general, Yoko felt that the team valued her research, commenting, "actually, they are very interested in my research" (second interview). Thus, her IAO team, in particular the meetings and exchanges stemming from them, was highly collaborative, providing opportunities for Yoko not just to participate in the existing professional discourse of the cluster, but also to actively co-construct it by adding her own discourse of economics. In this way, she was able to collaboratively express and construct a professional identity.

Multiplexity

However, Yoko's interactions in IAO clusters went beyond professional roles, accounted for by the interactional criterion "multiplexity." Multiplex relations cover multiple roles, resulting in greater two-way communication and closer, stronger relationships (Kurata, 2004). Yoko socialized a great deal with her IAO colleagues, attending various seasonal parties, dinner parties, and other social events. Yoko's relationship with Lisa, was particularly close, meeting almost every day for lunch, often for dinner, and

sometimes visiting her home.

> "Lisa was special… Sometimes she skyped me, that you have lunch now, or let's go to have coffee…" (second interview)

A tangible linguistic result of this close relationship that I noticed when I first interviewed Yoko was her unmistakable Philippine accent.

The accounts below show how Yoko's other IAO relationships spanned professional and personal roles.

> Today, I had two Christmas parties; one is at the office and the other from Geoff's home. IAO's party was fun with good food, dancing, and singing. After that, Lisa, her husband, and me went to Geoff's apartment. Wang with his family kindly gave us a drive and got the apartment around 7… We enjoyed 'karaoke' with good white wine, cocktail, salmon, pizza, cheese, fruit, tacos, etc… It was a great night. (Blog, 18 December)

Not only were relationships continued outside the workplace, but Yoko felt that IAO actively promoted close personal relationships in the workplace.

> We had a farewell party of our Director General at the office from 4 to 7. Every division made some performances like a short drama, quizzes, playing instruments, and speeches. We gave several presents to him and had big dinner... Maybe more than 100 staffs were there… What was impressive to me was the word the DG said in closing his remark, 'Humor is productive.' That is exactly what I have been thinking since I came here, I couldn't find a good expression for that though. (Blog, 9 December)

These accounts demonstrate that Yoko's IAO relationships were not only dense and collaborative, but also multiplex in that they fulfilled professional and social roles.

Coercion

Yoko's relationship with Brenda, her second landlady, is a dramatic contrast to these collaborative multiplex relationships. This became an intensely coercive relationship, indicated in Figure 1 with two single headed arrows: one indicating Brenda's efforts to coerce Yoko, the other representing Yoko's resistance. Other members in her network rallied to support Yoko through the difficulties, further strengthening their collaborative relationships. Yoko first explained the situation like this.

> The problem is that the landlord is kind but extremely sensitive [to something in my room]. I was told about it last week so I [organized all personal effects to avoid the problem]. But they told me the day before yesterday that [the problem persists.]… She suggested that I should change all my belongings…![2] (Blog, 7 December)

Yoko's immediate reaction to Brenda's "suggestion" was resistance.

> Should I? It's a kind of crazy. I think I'm flexible, you know I already gave up using [that] stuff for my relaxation, plus originally I rarely use [that] stuff compared to the US ordinary people. Lisa told me I am so unlucky and so do I to myself. (Blog, 7 December)

Yoko clearly feels that Brenda is exercising illegitimate

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[2] The exact nature of the dispute is not specified here in order to protect Yoko's identity.

power. Even at this early stage, Yoko is sharing her problem with colleagues, and receiving support. This was her main coping strategy as the coercion escalated when Brenda seized Yoko's property.

> I found the landlord [had interfered with all personal belongings]…I thought it is an extremely abnormal situation and called to some friends in DC. Luckily, Japanese Female 1 took the phone and strongly suggested to leave the apartment immediately… While I was packing my stuff waiting for her picking me up by car, the landlord came into to the basement without my permission … The landlord did not allow me to go out with my belongings and ordered me to leave passport and keys of the apartment, although I have paid this month rent. Ultimately, I went with only my laptop, purse, and cell phone. I could also contact to Lisa and she gave me advice on the phone and told me to come to her apartment. (Blog, 15 December)

After this, Brenda pursued Yoko at work by phone, at which point Yoko resolved to resist the coercion by drawing on her network.

> Today the crazy landlady called my office and spoke to Lisa. Then, to Wang. They told me no worries about the bothering to them but watch out my safety… I understand ultimately I have to resolve this issue by myself with the help of my friends. (Blog, 17 December)

Yoko's identity emerges here through contrast with her landlady as a "crazy" other. More telling though, during an interview Yoko referred to Brenda's intellectual abilities.

> "I thought that she is not, um, very much, um,

highly educated … Observing her way of speaking, and her topics, I didn't think that, she is, not sophisticated" (second interview).

In contrast to the "crazy", under-educated, unsophisticated landlady, Yoko positions herself amongst a highly educated, sophisticated community of professionals. Indeed, Yoko specifically highlights the landlady's "way of speaking" and "topics" of conversation as indicators of her lower status, suggesting that Yoko feels that she is a member of a superior discourse community. This dramatically demonstrates how, according to Yoko's priorities, "native-speakerness" was inconsequential compared to professionalism.

The role of advocate adopted by several members of her network increased multiplexity, deepening several collaborative relationships. The advocacy roles intensified as the problem escalated to local authorities and finally court.

> I skyped with Hiroshi… He strongly advised me going to see the Office of Tenant Advocate (OTA) which is one of [local] government organizations (Blog, 20 December).

> "I and Hao [Hiroshi's wife] meet 4 police officers near the house. We then all went to get my passport and stuff from the landlord" (second interview).

> What convinced the OTA officer to proceed to a legal action is the evidence photos taken due to the strong recommendation by Hao (Blog, 30 December).

> I went to the OTA and consulted with a lawyer accompanied with Hiroshi. The Lawyer suggested

me to file this case at the small claim court (Blog, 29 January).

These comments identify important advocates besides Yoko's IAO team members Wang and Lisa as Hiroshi and his wife Hao.

The use of Skype mentioned above also played an important role. Because office computers did not have Japanese fonts, even when Yoko communicated with other Japanese members of her network, it was often in written English (second interview). This, together with her main Japan cluster including a non-Japanese speaker, extended the liminal third space beyond the IAO clusters and into at least one Japanese cluster.

Conclusion

This study has shown that a Japanese intern of modest English proficiency very successfully developed a strong sense of affiliation and belonging in an international professional community of practice. She was not just an observer, but participated by contributing a highly valued discourse while being socialized into existing discourses and relationships, co-constructing her own emerging identity as an international professional. Her main challenge was the dispute with her landlord. She coped with this by strategically drawing on the strong professional relationships she had built, mainly with IAO colleagues but also with Japanese alumni. These relationships had already extended beyond the workplace before the dispute, making it easier for Yoko to rely on her network when law enforcement agencies became involved. The formidable resistance she presented through this strategy is a marked departure from stereotypes of passive Japanese students.

Yoko's experience further sheds light on a common finding that study abroad work-placements are much more productive than student-placements (Coleman,

1997). Yoko's experience shows how workplace relationships, with both peers and supervisors, can become multiplex, forming deep bonds that not only are conducive to language development, but can provide essential support in exceptional difficulties. In traditional student-placements, students may form multiplex bonds with other students, but I cannot imagine that even adult students would often form them with senior university staff, or that such people would be willing to use their authority to support a visiting student as Yoko's colleagues, supervisors, and their wives did.

At the same time, she avoided the "ambiguous social cultural role of the professional non-native speaker" which can detract from work-placements (Coleman, 1997, p. 13). This seems to have been due to the absence of native speakers, suggesting that a liminal third place can be a desirable destination for study abroad, even in a "native speaking" country. Students may thus be well served by aiming to immerse themselves in a discourse community of their interest, such as agricultural development, rather than a speech community, such as "Anglo Americans" (see McKay, 2002). However, IAO seemed to be an exceptional organization with a strong culture of promoting positive personal relationships in the workplace. Planners of study abroad wishing to ensure the physical and emotional security of students would do well to investigate whether potential internship hosts have similar cultures. Finally, Yoko found blogging very beneficial for her language development. In the final post to the blog, she commented:

> I learned a lot from blogging. It gave me good opportunities to try using new expressions I had learned in everyday life. Blogging definitely helped and encouraged me to use what I found through conversations in the office, chatting with friends,

and interesting phrases jumping into ears at public places, such as buses, restaurants, stations, shops, and streets. (Blog, 28 February)

This suggests that a blog can be a very beneficial medium to support students participating in study abroad or internship programs. Establishing a blog so that students can share their experiences not just with teachers but with each other could enhance interactions in real communities by creating complementary interactions on-line.

Yoko's case never made it to court, but all of her belongings were retrieved and she completed the last 6 weeks of her internship in relative peace while subletting the apartment of a Philippine friend in the IAO cluster.

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Five Differences between Collaborative Learning and Cooperative Learning

協働学習と協同学習における五つの違い
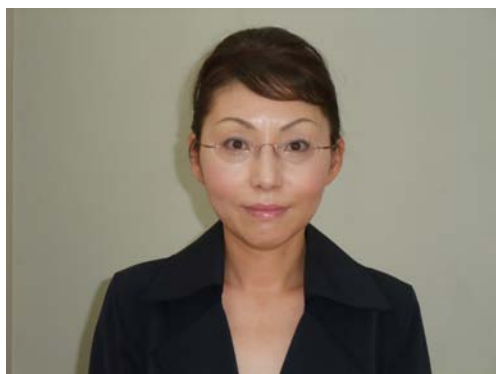
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「協働学習」と「協同学習」の二つの言葉は区別が難しく、時として混同して使われている。なぜなら、両アプローチとも学習者の積極的なインタラクションを重視するコミュニカティブ・アプローチとして導入されたものであり、共に伝統的な教師主導型アプローチと対比する形で位置付けられているからである。また、学習者は積極的なインタラクションを通して、言語技能ばかりでなく学習技能・協調的技能も身に付けることをその目的としているのも、両アプローチに共通する大きな特徴である。

　しかし一方で、両者の間には大きな違いがある。本稿は、両者の間の五つの違い（概念 vs.形式、学習者主導 vs. 教師主導、プロセス vs. 結果、知識の構築 vs. 知識の伝達、応用知識 vs. 基礎知識）について、具体的授業活動例を交えて提示し、明らかにしようとするものである。両アプローチの違いを認識した上で的確に各アプロ

ーチを導入することにより、最も効果的な学習活動が可能となると考える。

Introduction

The terms 'collaborative learning' and 'cooperative learning' are sometimes rather difficult to distinguish, and are often used interchangeably. Indeed, in language teaching both approaches are strongly associated with the communicative language teaching approach and have been contrasted with more traditional teacher-centered approaches. Both focus on developing learning and social skills as well as language skills, and strongly value students' positive interaction, reflecting their shared foundation in social constructivist theory (Lantolf & Appel, 1994). Both are also strongly learning centered, emphasizing the importance of active learning experiences for students.

　However, there are important differences between the two. Collaborative learning is a broader notion. It is less structured, more learner-centered, and places greater focus on the learning process than learning outcomes. Conversely, cooperative learning is a narrower concept. It is more structured, giving teachers a more central role in the classroom, and learning outcomes are emphasized. In fact, cooperative learning is a form of collaborative learning, and represents the more structured end of the collaborative learning continuum (see Figure 1).
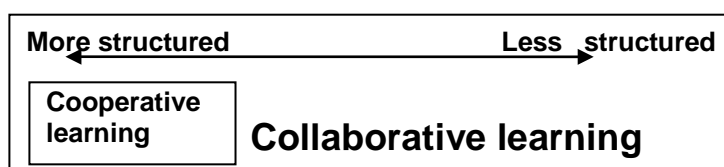

Figure 1: The relationship between collaborative learning and cooperative learning.

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In this short paper, I explore and clarify the differences between the two, to some degree exaggerating their dissimilarities in order to differentiate them more clearly. Following Panitz (1996), I will use five dichotomies to compare collaborative learning with cooperative learning: philosophy vs. structure; learner-centered vs. teacher-centered; process vs. product; knowledge construction vs. knowledge transmission; and non-foundational knowledge vs. foundational knowledge. To illustrate each of them, I have included representative classroom activities.

In clarifying the differences between collaborative learning and cooperative learning, I am not arguing that one is better than the other. Rather, I believe that a deeper awareness of the differences between the two can help teachers organize more effective language classroom activities.

Philosophy vs. Structure

Both collaborative learning and cooperative learning are based on constructivist theory, which assumes that learning is a social process, one that occurs through student-student and teacher-student interaction (Lantolf, 2000). However, collaborative learning is a broader, more philosophical notion, whereas cooperative learning is a narrower concept that provides specific structures to organize learning activities (Panitz, 1996).

Generally speaking, the notion of 'collaboration' in education can be seen more as a philosophy than a specific way of structuring learning. Individuals are viewed as responsible for their own actions, expected to design their own learning experiences, and encouraged to respect the abilities and contributions of their peers. The breadth of this philosophy permits collaborative learning to include a variety of educational approaches. These range from more general ways of organizing the classroom, such as

group projects, to more structured and specific forms of group work, of which cooperative learning is the most notable example. Thus, collaborative learning invites learners to determine their own responsibilities and ways of working together even in large groups, whereas cooperative learning refers primarily to small groups of learners working together in an environment that is highly structured by the teacher.

In part, the differences between these two approaches reflect their separate origins. Collaborative learning has British roots in literature appreciation (Panitz, 1996), whereas cooperative learning can be traced to the writings of Americans John Dewey and Kurt Lewin (Myers, 1991 cited in Panitz, 1996), and later to Kagan (1989a,1989b), who developed and successfully disseminated a set of very specific structured cooperative learning activities.

Learner-centered vs. Teacher-directed

Broadly speaking, learners are expected to take control of the classroom in the collaborative classroom, while in the cooperative classroom it is primarily the teacher who directs learning activities.

In the collaborative classroom, group members come to assume almost total responsibility for activities. The teacher steps back and does not directly get involved in these activities. Rather, the teacher's role is to assess the progress of each group and provide suggestions about each group's approach. The teacher could also facilitate the process by asking for frequent progress reports from groups, organize group discussions, and help with conflict resolution. One example of learner-centered collaborative learning is the Nanzan University English language class, "Cultural Transfer: Japanese Culture and its Perception in Other Cultures" taught this year by Professor Ken Hinomizu. The main purpose of this class is to develop an awareness and knowledge of

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Japanese culture to peoples of other cultures, in English. In this class students are simply required to research, discuss and do a presentation on a topic they select in groups, throughout the semester.

On the other hand, a teacher using a more cooperative learning approach uses sequences of classroom behaviors called structures, and learners are often given specific roles in learning groups such as questioner, recorder, and organizer. Assigning specific roles to learners is intended to help the group function. For example, one learner might be the questioner to elicit ideas or opinions from every group member. Another learner might be the recorder to record and summarize the group's work for the whole class. Another could be the organizer to keep the group on task and to make sure each group member contributes to discussion or work. Role assignment should be varied and rotated in order to give each learner opportunities to learn and practice many different social skills. Structures are content-free ways of organizing interactions and may be used repeatedly with various curriculum materials. One example of a structure is 'jigsaw'. In Box 1 are the basic procedures for a jigsaw activity (Jacobs, et al., 2002).

Box 1: Procedures for a jigsaw activity

> *1. Students are put in small groups, and each group member receives a different piece of information.*
> *2. Students with the same information regroup in topic groups (called expert groups) to master their information, through structured learning tasks.*
> *3. Students return to their home groups (called jigsaw groups) to share their information with other group members.*
> *4. Students then synthesize this information through discussion in their jigsaw groups.*
> *5. Each student produces an assignment or part of a group project or takes a test, to demonstrate synthesis of all the information presented by all group members.*

To facilitate a jigsaw activity, the teacher must intervene to direct student interaction and learning at almost every step of the activity. Teachers are expected to play diverse roles such as inquirer, creator, observer, facilitator and change agent in cooperative learning classrooms, reflecting a dynamic but directive role.

In summary, in the collaborative learning classroom, there is a sharing of authority and acceptance of responsibility among group members for group actions. In the cooperative learning classroom, activities are assigned by the teacher, who also directly and closely controls them.

Process vs. Product

Simply put, cooperative learning stresses learning outcomes (as reflected in Box 1 above), whereas collaborative learning focuses on the processes of students working together, on learners' active roles in their own learning. For example, peer response groups are a collaborative learning process used for the teaching of writing. Here, learners work in small groups at every stage of the writing process. After composing groups, they formulate ideas, clarify their positions, test an argument or focus a thesis statement before committing it to paper. Thus, writing group members

help each other with their writing processes by exchanging their written drafts of papers and getting feedback on them either orally or in writing. This can be a challenging process for learners because it requires them to read and listen to peer learners' writing and to make useful suggestions for improvement. However, exchanging opinions and feedback with each other can deeply contribute to the development of their writing proficiency. In collaborative learning, learner talk is stressed as a means for working things out, and discovery and contextual approaches are used to teach interpersonal skills (Smith & MacGregor, 1992).

By contrast, one of the main arguments for using cooperative learning is that it improves learning outcomes. An explicit emphasis on learning outcomes is evident in Student Teams Achievement Divisions, or STAD (Slavin, 1990), a well-known cooperative learning structured activity. In Box 2 are instructions for a STAD activity.

Box 2: Instructions for a STAD activity

1. Using direct teaching methods, teach a lesson; then, prepare a quiz on the lesson material and worksheets based on the quiz.

2. Introduce team assignments, explain group scoring, and start team practice on worksheets. Teams can enter group discussion, pairs check, or just work informally until each member is sure that all on the team will make 100 percent on the quiz.

When students have questions, they ask teammates before asking the teacher. Teammates explain answers.

3. Review and continue team practice. The teacher reviews the lesson; students then review in pairs with worksheets, then change partners to ensure every teammate
knows the answers.

4. Give students a quiz (individually, not one quiz per team).

5. Improvement scoring, that is, teacher bases scores on improvement from pre-to post-test scores.   Kessler (1992, pp. 20-21)

Knowledge Construction vs. Knowledge Transmission

In the classroom, collaborative learning is considered to be more effective for knowledge construction, whereas cooperative structures are more effective for knowledge transmission (Panitz, 1996).

Knowledge construction is the idea that learners construct their own networks of knowledge by connecting new information to their past knowledge and interests. It is assumed that each person experiences and understands the same language lesson differently and so constructs different ideas (Kohonen, 1992). For this reason, the use of open-ended questions is consistent with knowledge construction, and collaborative interaction in groups provides learners with many opportunities to build and try out their developing knowledge. Community-engaged writing in groups can be said to be a collaborative learning for knowledge construction. For example, learners in groups are asked to write about socially relevant issues such as poverty. Concretely, they are required to find out, for example,

educational problems caused by poverty through engaging in community service. Then, they discuss, put together their thoughts based on what they found in the community with which they engaged, and write a report on it at school. This type of service learning is a teaching method that engages young people in solving problems within their schools and communities as part of their academic studies, and it enables learners to connect their previous knowledge with new information, thus leading to the construction of new knowledge.

On the other hand, learners are often expected to absorb then reproduce knowledge in the case of cooperative learning. Knowledge is transmitted directly from the teacher to the learner without being filtered by what is already in the learners' heads. The main role of classroom learning groups is to make sure group members master the material determined by the curriculum and teacher. The cooperative learning structure called Numbers Heads Together is often used by teachers to transmit a prescribed body of knowledge. The procedure for Numbers Heads Together is shown in Box 3.

Box 3: Procedure of Numbers Heads Together

> *1. Learners number off (in teams).*
> *2. The teacher asks a question (usually low-inference, high-consensus questions).*
> *3. Learners put their heads together to make sure everyone knows the answer.*
> *4. The teacher calls a number.*
> *5. Learners with that number raise their hands to be called on, as in traditional classrooms.*   Olsen & Kagan (1992, p. 19)

Non-foundational knowledge vs. foundational knowledge

It is perhaps preferable to learn foundational knowledge in the cooperative learning classroom in the earlier grades and then to move on later to learning non-foundational knowledge in the collaborative learning classroom.

Foundational knowledge is basic knowledge we all agree on. Correct spelling, grammar, and word usage would represent types of foundational knowledge in the language classroom. These can be effectively learned using cooperative learning structures in junior and senior high school and the first years of university. (Panitz, 1996) Box 4 is an example of how to teach English using a cooperative learning structure, which is designed to acquire foundational knowledge.

Collaborative learning can be referred as the learning of non-foundational knowledge, which is derived through reasoning and questioning. In order to learn non-foundational knowledge, learners are encouraged not to take their teacher's authority for granted. Rather, learners should doubt answers and methods for arriving at answers provided by their professors, and they are expected to always be active, not passive. In the collaborative learning classroom, the teacher could also be a learner as well as being an expert. One of the most typical examples of collaborative learning for non-foundational knowledge is problem-centered instruction. It is widely used in professional education, and utilizes discussion-based teaching. This approach assumes a strong belief in the importance of giving learners direct experiential encounters with real-world problems.

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Box 4: Using a cooperative learning structure

Curriculum area: English.

Kind of people: Four students in a group, assigned by the teacher, with mixed abilities.

Roles: Recorder, observer (observation sheet prepared), questioner, and organizer

Materials: English cards are written for each group. The cards can be used in two different ways.

· *The whole class completes the cards, one at a time, in groups. The findings of the different groups are shared by all in the class.*

· *Groups of four rotate through the cards, engaging in one activity for several sessions or over the entire week.* (adapted from Hill & Hill, 1990).

Smith and MacGregor (1992) state that guided design, case studies, and simulations are all forms of problem-centered instruction, which immerse learners in complex problems that they must analyze and work through together. These approaches develop problem-solving abilities, understanding of complex relationships and decision-making in the face of uncertainty. Guided design asks learners working in small groups to practice decision-making in sequenced tasks, with detailed feedback at every step. This approach has been adopted in many disciplines and professional programs, most notably in engineering, nursing, and pharmacy, but in many liberal arts and sciences courses as well (van Merrienboer, 1997).

On the other hand, a case is a story or narrative of a real life situation that sets up a problem or unresolved tension for the learners to analyze and resolve. Case studies have long been a staple for teaching and learning in the professions, particularly in the fields of business, law, and education, and they are now being used in language learning as well. Finally, simulations are complex, structured role-playing situations that simulate real experiences. Most simulations ask learners to play the roles of opposing stakeholders in a problematic situation or an unfolding drama. Box 5 is an example of simulation for a language classroom:

Box 5: A simulation activity for language learning

Islands: Imagine that a group of people in a shipwreck arrives on a deserted island. They form a new community, invent their environment and define it, determine the rules by which they will live. Learners negotiate in the target language and each role is distributed: who will get the water, the wood for the fire, hunt or fish for food, cook, build boats, etc. The shape of the island, the fauna and flora are invented. The simulation of the island can terminate on a happy note such as a rescue. (Magnin, 1997)

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The key aspect of simulations is perspective-taking both during the simulation exercise and afterwards. Following the simulation, there is usually a long discussion where learners reflect on the simulation and explore their own actions and those of others. This is where important concepts and lessons emerge. (Smith and MacGregor, 1992)

Conclusion

Cooperative learning is the most carefully structured form on the collaborative learning continuum. The teacher is the main authority in the cooperative learning classroom because it is assumed that learners cannot manage their own learning only by themselves. By contrast, learners assume more responsibility in the collaborative learning classroom, which focuses more on the process of working together and knowledge construction. Cooperative learning stresses learning outcomes, assessing whether basic knowledge has been successfully transmitted by the teacher. It is effective for learners to learn foundational knowledge in the cooperative learning classroom, then extend their learning to non-foundational knowledge in the collaborative learning classroom, when they are expected to experience questioning and reasoning process.

Collaborative learning and cooperative learning are potentially effective in both the secondary and university context. The point is to be aware of which approach you are using and explain this to your students, and create the learning activities that are most effective for your context.

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Appendix

An example of cards you could work with adapted from Hill & Hill (1990, pp. 54-56)

What did you do yesterday?

Describe what you did yesterday. You can make as many sentences as you want using past-tensed verbs. Consider:

・ When did you get up yesterday morning?
・ What did you eat for breakfast?
・ Where did you go ?
・ Who did you meet?
・ What subjects did you study at school?
・ What did you do after school?
・ How long did you study at home?
・ What time did you go to bed?

Observer   Questioner
Organizer   Recorder

Development of Self-Esteem in Young Learners through Task Motivation: Pre-steps towards Autonomy

タスク動機づけによる子供学習者の自尊心発展：オートノミーに向かっての第一歩

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本稿は日本の中学校での英語授業におけるテスト実施の利点に視点を置きその ティーチングモジュールを紹介する。テストで点を取るというシンプルな目標が生徒のモチベーションを上げ、さらには学習者ディベロップメント面での効果、すなわち自尊心、自信、モチベーション、会話での言語能力の向上といった利点について述べる。

Introduction.

How often do students in your oral communication classes exclaim, "*Yatta!*" (I did it!) or "*Sugoi*" (You're great!) to each other in the classroom during class activities? How often do they mutter to themselves before class, "*Gambaruzo!*" (I'm gonna do better today!)? Do you find your students, without prompting from the teacher, working on and expanding their repertoire of useful expressions, and making strong efforts to self-correct?

Three years ago we introduced a teaching module with a focus on short competence testing (for which we have coined the names *Question Challenge, Topic Challenge* and *Follow-up Challenge*) into our oral communication English program as an attempt to encourage and motivate our students to become more willing initiators in communication. Focusing on these young EFL learners, this paper will address the observed benefits and results of this specific teaching module. We will discuss the motivational benefits which simple goal orientated testing offers and the effects it has on learner development, primarily increased self-esteem, confidence, motivation, and the development of appropriate language skills for conversation.

The teaching context for our research was an all girls private junior and senior high school in Tokyo. Specifically, the students were in the 3rd year of junior high school. The classes met once a week for 50 minutes. The class was a compulsory Oral Communication class (OC), so the motivation for the nearly 100 students learning tended to vary along the spectrum from very little motivation to highly motivated.

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In addition to the weekly oral communication class, students were also taking typical compulsory English reading comprehension, grammar and writing classes 3 times a week. In their regular textbook English classes, students used *Progress in English* by R.M. Flynn (2004), a text which focuses on grammar and vocabulary acquisition with little attention to developing oral competency. We were asked by the school to develop a 3-year Oral Communication program and in our first month of duties discovered that despite two years of oral communication classes our third year students (the focus of this study) still had very low levels of spoken competence. We determined the main problem areas were an inability to initiate even basic conversation, undirected motivation, low self-esteem and underdeveloped skills that are efficacious in oral communication.

As previously mentioned, we attempted to address these problem areas through a short competency testing module we call "Challenges." Our first implemented Challenge was the *Question Challenge*, during which each student simply had to ask as many student initiated questions in the allotted 90 second timeframe as possible. Each question had to be a different grammatical structure, i.e. students could not simply repeat the question, "Do you like……" If the question was asked correctly, the teacher would answer the question and the student obtained a point and could move on to another question. If the student made an error, the teacher would ask the student to repeat the question again. If the question was incorrect a third time the teacher would correct the student and the question was repeated. From that point the student could move on to the next question. The following is an example of a typical interaction:

> *Teacher: Good morning how are you?*
> *Student: I'm good.*

> *Teacher: Are you ready to begin?*
> *Student: Yes.*
> *Teacher: Good. You have ninety seconds. Begin!*
> *Student: What's your name?*
> *Teacher: Allen.*
> *Student: Where are you from?*
> *Teacher: The United States.*
> *Student: Your food is favorite?*
> *Teacher: Please try again.*
> *Student: Aah, what is your…. favorite food?*
> *Teacher: Japanese steak.*

This would continue for 90 seconds. The total score was given to the student and recorded by the teacher. If a student was able to ask five questions their score was accordingly five points. The *Question Challenge* activity was conducted weekly over the course of the first semester.

Our original goal had been to encourage students to become more active communicators. However, we found other interesting initial observable results including substantially increased motivation and participation. Additionally, and without prompting from the teacher, we noticed students starting to work on and expand their repertoire of useful expressions while making strong efforts to self-correct.

From a theoretical point of view, we found that we were able to access both intrinsic and extrinsic motivational elements with this group of young learners through this method. The gaming atmosphere with a focus on results (similar to getting new high scores in video games), and the fact that students were taking part in the challenge week after week, meant that students were able to easily see concrete improvements in their competence, thus becoming more motivated to improve speaking skills, scores and helping one another.

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In the rest of this paper, we will go into more detail about the theoretical background and implications of our method. We also discuss the importance of creating positive self-esteem, developing skills in an oral communications classroom, and specific details of the various levels of the Challenge. Finally, we discuss the results of our research including a general discussion and conclusion.

Maintaining and Protecting Motivation.

One of the benefits we discovered in implementing the Challenges was the scope for focusing undirected motivation as well as creating and maintaining motivation. As we observed classes and student reaction closely, we realized the Challenges allowed us to access both intrinsic and extrinsic forms of motivation in our learners.

Intrinsic motivation defined by Dornyei (2001) as "a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity" (p. 47) was promoted by introducing the gaming element to the Challenge method. Because the Q*uestion Challenge* method was given to students weekly, they were able to retake the test without any penalties for doing worse than on their previous attempt. Although competing against the clock and oneself can be a stressful situation, by the absence of any penalties for not improving students felt less inhibited and made extremely strong efforts in each attempt, and in actuality, students almost never failed to improve considerably from round to round. By simulating the pleasure of gamers achieving high scores and the satisfaction of improving oneself, students found inherent interest in the improvement of their skills and scores. On the other hand extrinsic or instrumental motivation, defined by Littlewood (1984) as, "A learner… more interested in how the second language

can be a useful instrument towards furthering other goals, such as gaining a necessary qualification or improving employment prospects." (p. 57) was activated by clearly relating the testing results to part of the student's final grade.

As our method focused on repeated success it is also relevant to emphasize the idea of Resultative Motivation. Resultative motivation refers to the motivation achieved by learners through successful achievement. Hermann (1980) claims, in his Resultative Hypothesis, that learners who experience success are more likely to attain motivational desire regarding their studies and will also be more willing participants in the classroom. Furthermore, a major study conducted by Burstall et al. (1974) concluded that successful learners forge favorable attitudes as a course progresses and these positive attitudes then stimulate further efforts to be more successful. While it is useful if learners bring positive attitudes a strong motivation and interest to a course, students can also develop these factors as the course proceeds by developing and realizing new skills and abilities (in our case by mastering the Challenges), which can often be much more important than the initial motivation.

Motivation, of course, has an important part to play in achieving objectives, but also successfully achieving goals can in turn lead to much stronger motivation. Goal Setting Theory as described by Locke et al. (1990) stresses the importance of simple and concrete goals in individuals taking action. We tried to play on the strength of the strong motivation provided by achieving success and goals similar to the gaming system such as the popular Nintendo, Wii, and Playstation platforms where achieving higher levels or improving scores strongly motivates players. In our case the student scores were displayed in a colorful chart and we found student's efforts to improve their scores brought increased factors of learner motivation

to the testing class. Students focusing on success nearly always achieved it within the framework of the testing, while the resultative motivational effects from one success led to students making large jumps in performance and further improvement.

Creating Positive Self-Esteem

For teenagers self-image is extremely important. How they see themselves and how their friends see them has a very powerful effect on their behavior. Research in many areas stresses the important role that the view of self plays in learning, investigated as self-efficacy by Bandura (1986) and as self concept by Canfield and Wells (1994). Yashima, (2004) states, "To have self-confidence in communication in an L2 is crucial for a person to be willing to communicate in that L2" (p. 151). As students saw themselves succeeding again and again during the Challenges and becoming more proficient in self-correction, we found students starting to concretely identify gains in self-confidence and ability, which was evident in the results and feedback.

Developing Skills for the Oral Context.

In order to be successful, we found that our students needed not only motivation and interest in an Oral Communication course, but also to develop the appropriate communicative skills to be competent. These skills include initiation, quick thinking, linking ideas, contextual competency, and tolerance for errors. For example, initially we found that our students were so focused on not making errors and getting it exactly right, possibly as a result of grammar courses and their rigorous exam testing, that many students would rather not speak than make a mistake. Repeated failure at attempts to communicate in English often leads to a vicious cycle of failure and related poor self-esteem, with students eventually so de-motivated they become unable to achieve even very rudimentary competence

goals. We found in the OC classroom students initially brought in habits that hindered the spontaneity of oral communication. These habits are not necessarily seen as bad habits, but they can have a limiting effect on students' progress in the OC class. We saw 3 problems in particular as needing to be addressed:

1. In the textbook classes, development of skills in word by word analysis vies with the need to understand and apply chunks of language in a spoken context.
2. In an exam orientated atmosphere, mistakes are heavily punished, which means students become less willing to take chances, a skill vital in the imperfect world of speech.
3. Without any exposure to the time pressure we find in a typical social conversational context, students fall into habits of overly careful thinking and consideration. This causes socially unacceptable pauses and their ability to be spontaneous communicators is tarnished, if not completely lost.

It must be mentioned that our intention was to encourage students to become more flexible learners and so better able to apply different skills to different contexts appropriately and effectively. We carefully formulated parameters for the testing described in the following section to target the above 3 habits students often bring to their oral communication classes from regular textbook classes.

The Challenge Series

Besides improving motivation and self-esteem our objectives included helping students learn to become learners with an ability to change strategies depending on the learning context. In other words, in their regular textbook classes students are careful and precise,

focused on complete understanding and minimizing mistakes, while on the other hand in OC classes students "switch skills" becoming active risk takers willing to initiate conversation.

The four underlying key parameters employed for our in class testing were as follows:

1. Students initiate all conversations – the teacher would remain silent until the student began.
2. One to one testing (native English teacher to individual student) – the teacher provided modelling of correct English
3. Chronics – awareness of time as an important element – students had only 90 seconds for each attempt. Time keeping was strictly observed!
4. Visible progress toward achievable goals – student scores were recorded on a large chart with bright colors with goals and individual improvements clearly marked

The total number of students involved in our Challenge day classes was 102 learners. In a usual Challenge class day, we would take attendance and then hand out work sheets for waiting students to complete. The assignments were related to writing an English diary, keeping an online blog, and creative writing (see Note). Next the teacher would call students up one by one during the class and administer the test. Throughout the year there were 3 different competence testing methods related to the challenge series – *Question Challenge, Follow-up Question Challenge,* and *Topic Challenge*, which will now be described in detail.

The *Question Challenge*, given in the first semester and the easiest in the series, was illustrated in the example earlier in this paper. The second semester testing consisted of the *Follow- Up Question Challenge*.

Essentially, the method was the same as the *Question Challenge*, the only difference being that rather than moving on to another question, students had to follow up with a second question related to the first question or the teacher's answer to the first question. After that the student could ask a new unrelated question (but of course needed to follow that up with a related one) For example:

> *Student: What did you do last weekend?* (first question)
> *Teacher: I went shopping.*
> *Student: Did you buy anything?* (related question)
> *Teacher: Yeah, a T-shirt.*
> *Student: Aaah, What season do you like?* (new question line)

If the second question was unrelated, or grammatically incorrect, the student was asked to try again and if it was incorrect a third time the teacher would correct the student. At this point students have progressed from simple question asked in the *Question Challenge* to thinking about and actively attempting to link ideas in the Question Follow Up Challenge.

During the third semester, the testing method was called *Topic Challenge*. All of the same previous rules applied except when the timing started the students would turn over a topic card and make 2 statements on the topic. The teacher would then ask a question (undecided beforehand) related to the statements. For example:

> (Student turns over a card which has "Family" written on it)
> *Student: I have a younger brother. He goes to school in Shibuya.*
> *Teacher: Does he play any sports?*

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Student: Yes, basketball.

(Student turns over a new topic card)

Now, students are expressing their own opinions and ideas, while also responding to free input from the teacher.

Originally we designed only the *Question Challenge,* however, with the benefits we found it brought to our classes, we were encouraged to develop more stages that moved ever closer to real world communication while focusing on simple goals and student initiation in order to encourage students to think fast, learn to self-correct, and most importantly

develop self-confidence.

Results, Effects and Feedback

On review of data from the first stage (*Question Challenge*) what immediately stood out was the improvement in the number of questions students were able to ask without grammatical error, an increase from 7.2 questions in round 1 to 13.5 by round 4. Thus students were asking on average almost double the number of questions of round 1 by round 4. In the *Follow Up Question Challenge* students showed similarly strong rates of improvement as recorded in Table 1.

Table 1: 2010 Results Table (average number of questions asked during a 90 second challenge)

	Round 1	Round 2	Round 3	Round 4
Question Challenge **Results**	7.2	9.6	11.9	13.5
Follow Up *Question Challenge* **Results**	9.5	10.3	11.6	14.2

Observable results based upon the table reveal a higher achievement in the first round of the *Follow Up Question Challenge*, a more difficult task when compared to the *Question Challenge* first round. Additionally, students achieved a higher final score in Round 4 of the *Follow Up Question Challenge* suggesting that students were able to start at a higher level and finish at a higher level.

A survey of the 102 students participating in the Challenges was conducted immediately after the completion of *Question Challenge* and *Follow Up Question Challenge,* aimed at gauging student self-perceptions. The survey revealed that 80 percent of students strongly felt that they had become more confident in their spoken skills. Furthermore, 79 percent expressed the belief that they were now better able to ask simple questions in English smoothly and without worrying about whether or not they made errors.

We also observed that in preparation for the Challenge day classes, students practiced asking questions with each other without any direction from the teacher and made considerable efforts to correct their English by themselves, again without any specific directions to do so by the teacher. Students were becoming more self-directed in response to the parameters of the Challenges as well as to the improvements they saw within their skills. Thanasoulas (2000) lists factors such as learner needs, learner motivation, and self-esteem as some of the necessary pre-conditions for students to begin becoming more autonomous learners. Certainly our learners appeared to be making strong moves towards progress in taking some responsibility for their progress in response to the class activities.

Discussion.

Our method, starting with the *Question Challenge,* has

evolved into a series of regular high-pressure short duration tests with parameters designed to develop proactive oral skills which students in the Japanese EFL oral learning context often struggle to acquire. As development of the program continued we have also found that utilizing the classroom language testing methods as described can have a strong effect on motivating students in the classroom, improving student self-esteem and its partner confidence, and increasing enjoyment of learning through accomplishment. Increased motivation through realization of short term goals and the student's ever greater control over the language helps students build a positive image of themselves as competent and successful language learners. Furthermore, due to the conditions of the testing, students will also be more willing to take the initiative away from the teacher for learning and make efforts to improve their skills on their own initiative and thus move closer to being self-directed learners. Dornyei (2007) identifies several key strategies in learner development and motivation that coincide with our approach, these being:

- making learning stimulating and enjoyable;
- presenting tasks in a motivating way;
- setting specific learner goals;
- protecting the learners' self-esteem and increasing their self-confidence;
- creating learner autonomy;
- promoting self-motivating learner strategies.

In Japan in the EFL teaching community, a common topic of discussion among teachers of oral communication classes is their frustration with their learners' lack of clear progress, a struggle to motivate students, and an inability to reach all their learners, as well as seeing students repeat basic spoken errors over and over with no self-correction. We feel that regular quality testing modules such as our Challenges offer a real option for teachers to build a factor into their curriculum which will address these issues.

While this initial investigation of conducting regular language testing in the classroom with Japanese EFL students appears to offer many benefits, there are further questions that need to be addressed.

1. The focus of our testing classes was to access strong instrumental motivation to increase the motivation, self-confidence and self-esteem of our learners in the classroom. Has there been any long term effect on learners internalizing these new attributes?

2. How has the increased positive self-image in the testing classes affected regular group OC classes, or even regular 3 times a week textbook lessons?

3. We implemented our course in cycles of test/regular group class/test/regular group class. Would it be more effective to hold the testing classes consecutively, to possibly increase the impact?

4. Many students opt to participate in a homestay program. In what way have our classes affected students going on and participating in home stays?

In conclusion, one of the most important elements of our study was to realize that parameters chosen by the teacher can have a strong effect on what qualities learners will develop in response. Teachers should first carefully consider student needs and skills and then work backwards in developing appropriate and consistent task and activity parameters. A clear understanding of what skills students need and a careful design of the curriculum will not only help as Dornyei (2007) states in "making learning stimulating and enjoyable" (p. 728), but also make the learning highly effective for both student and teacher.

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Note:

While not directly related to the test, these assignments were part of the total curriculum aimed at developing student's intrinsic interest in English, an enjoyment of learning an L2 for its own sake. Other components we used in the hope of developing stronger intrinsic motivation with our learners included home-stay English, music and video.

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Autonomy Ten Years On: A review of Phil Benson's *Teaching and Researching Autonomy (Second Edition)*. Published by Longman, 2011.

「オートノミー教育と研究（第２版）」２０１１年 ロングマン出版　フィル・ベンソン著

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The first thing you notice about the two editions of Phil Benson's book on autonomy is the sheep. A slightly out-of-focus white sheep stares out of the cover of the first edition, *Teaching and Researching Autonomy in Language Learning* (2001), whereas the second edition, now simply titled *Teaching and Researching Autonomy* (2011), bears on its cover a photograph of a handsome black ram standing majestically on a cliff against a backdrop of an aquamarine sea. These two images can be read as symbolic of a marked change that has occurred over the past ten years in the status

and reach of autonomy in Applied Linguistics and language education. The purpose of this new edition, as Benson explains in his introduction, is both to review "the vast quantity of literature published since the first edition was completed" and to account for how this growth is situated "in the changing contexts of language education and the social thought that surround it" (p. 4). These additions to the book signal an important development in Benson's own position on autonomy, and are a good reason for getting a copy of the new edition, even if you already own the first.

In outline, the two editions are much the same: although the readership of the book will be mainly researchers and teachers, the book in both its editions has some of the characteristics of a reference or textbook, in common with others in the Applied Linguistics in Action Series edited by Chris Candlin and David Hall. Its chapters are filled with stand-out textboxes of quotes and concepts that will be useful as discussion points in graduate classes. In both editions, the book is divided into four sections: I. What is Autonomy? II. Autonomy in Practice; III. Researching Autonomy; and IV. Resources. Within each section, some chapter and sub-section titles have been changed, and some subsections have been added. In Autonomy in Practice, for example, the section on resource-based approaches has been expanded to take in tandem learning, where two learners help each other to learn each other's language, distance education, and out-of-class learning, reflecting a new widespread emphasis on autonomous learning as a replacement or supplement to traditional classroom language learning. Another key change comes in Researching Autonomy, in which three of the six

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exemplary case studies have been published since 2001. However, in addition to these changes, the book as a whole has been carefully revised and updated, so that it offers a detailed reflection of the current state of theory, practice and research in the field.

Over the ten years since the first edition, Benson's view of autonomy has shifted in ways that are apparent or suggested throughout the book. Some of these are subtle changes of emphasis; for example, Chapter Three, which was titled Levels of Control in the first edition, now becomes Dimensions of Control in the second. Minor though it seems, this amendment is very much in keeping with Benson's cautious attitude towards the measurement of autonomy. Whereas "level" indicates a disembodied structural-hierarchical model, his new preferred term "dimension" denotes something much more complex and harder to delineate. In both editions, although Benson accords careful and respectful attention to efforts by researchers in the field to identify and describe autonomy, he is cautious and critical about the uses to which such descriptions might be put.

A more significant sign of the development of Benson's thinking comes in his critical account of how autonomy has been embraced by the mainstream of language education and what this means for the "specialized field of autonomy". His argument is presented in a substantial rewrite of the section, Why autonomy? Why now?, with which he concludes his first chapter on the history of autonomy in language education. Noting that a number of recent general guides to language teaching (e.g., Cameron, 2001; Harmer, 2001; Hedge, 2000) include sections on autonomy, he observes that autonomy is merely assumed to be a "good thing" and, as such, a necessary "part of language teachers' conceptual toolkit" (p. 18). But, as Benson argues, these are problematic assumptions to make. On the one hand,

such assumptions ignore wider social and ideological change, and on the other, they suggest that autonomy can be reduced to a method or approach that teachers can learn and then adapt to different learners and contexts.

Taking a broad perspective, Benson shows how autonomy has entered education as part of an ideological discourse that has emerged out of the specific socio-economic conditions of late capitalism. One critical social change that has been the focus of attention in a range of publications over the past decade has been the phenomenal growth in education, in particular distance and adult education. Partly, this can be explained by "the new work order", where people have come to see themselves as "shape-shifting portfolio people… free agents in charge of their own selves as if those selves were projects or businesses" (Gee, 2004, p. 105). This image of people as economic entities who can enhance their value, for example, by investing in education or training, carries a darker side as governments and corporations come to be less responsible for mitigating some of the financial and occupational insecurities that people face in a less stable world. In addition, individuals themselves have come to believe that the improvement of their lives, not only materially but psychologically too, is a matter over which they have considerable control (Cameron, 2002). This is an ideology that appears to elevate personal freedom, but overlooks the social and economic inequalities that make it so much harder for people who are not already socially advantaged to advance than those who are not.

This ideological discourse on autonomy has two troubling implications for education: Firstly, autonomy comes to be seen as merely a psychological rather than a political project. Benson cites Pennycook's warning that "broader political concerns about

autonomy are increasingly replaced by concerns about how to develop strategies for learning autonomy (Pennycook, 1997, p. 41)". A second problem is that "the freedoms implied by learner autonomy are being reduced to consumer choices (p. 25)". Taking this view, Benson implicitly positions the field of autonomy at the radical edge of mainstream language education. But this is an awkward position to occupy, based as it is on an interpretation of autonomy that conflicts with that of institutions or practitioners who may be using autonomy in trivialized and uncritical ways, in other words, in ways that do not actually let learners take control over their learning.

Benson's critical definition of what autonomy is and what it isn't has become more focused, particularly in his response to and engagement with the considerable literature on social approaches to learning theory which have become increasingly influential in language learning over the past decade and to which he devotes a whole new section. Much of the literature that he cites does not deal directly with autonomy; indeed, as Benson notes, "this work seems to have been characterized by reluctance to engage with new ways of theorizing autonomy in language education (pp. 48-9)." One exception is Kelleen Toohey's (2007) commentary in Andy Barfield and Steve Brown's edited book, *Reconstructing Autonomy in Language Education*. Toohey objects to the notion of an autonomous, individual self that she sees as implicit in the term "autonomy", and continues to prefer the more socially-mediated construct of "agency". Benson takes issue with this objection, arguing that autonomy, like agency, is also socially mediated and constrained. His conceptualizations of agency, as "a factor in the learning process" and identity, as "one of its more important outcomes", would doubtless be criticized by specialists in those theoretical fields as overly narrow, or that autonomy as it is captured here is little more

than agency under a different name. The conclusion of this discussion rests on how autonomy, like identity and agency, needs to be seen as socially mediated and constrained. What is absent from Benson's positioning of autonomy in relation to these two theoretical constructs, however, is a clear sense of how autonomy is qualitatively different from them. There is surely more to be said here about the moral and political dimensions of autonomy that seem to me to be foregrounded in the construct of autonomy in a way that they are not in identity or agency.

This is a stimulating and wide-ranging book, and Benson's ability to make connections with a number of disciplines from within Applied Linguistics and beyond, together with his detailed coverage of new developments in the field of autonomy, make this a seminal work for those of us who seek to develop our understanding of autonomy and find better ways to promote it in our own contexts. Given that it includes so much, it is perhaps a little surprising to find a gap. David Little is frequently cited by Benson for his views on autonomy, but there is almost no mention of the work he has done with the Council of Europe Framework of Reference and European Language Portfolio, which many people regard as a significant attempt to incorporate the principles of learner autonomy on a transnational scale. As I have mentioned, Benson seems wary when it comes to the measurement of autonomy and the uses to which such categorizations might be put, and the scale and institutional interest in this project may be a good reason for keeping a critical distance. But rather than guessing, I would have liked to be able to read Benson's own account of this initiative and his evaluation of its relevance to learner autonomy.

Despite this gap, given the avalanche of publications and presentations on autonomy in the past decade, the range and clarity of this book

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represent a significant achievement. Benson is deservedly a leading figure of the varied and dynamic field of autonomy, and the new edition of his landmark book is an important commentary on the current state of this field and the challenges it faces.

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Personal Language Learning for Teachers and Learners: Reflections on the Learner Development SIG session at Nakasendo 2011

Andy Barfield, Michael Mondejar, Bill Mboutsiadis, Colin Rundle, Stacey Vye, Lee Arnold, & Kazuko Unosawa

The focus of the Learner Development SIG session was how we might use language learning histories and other forms of reflection in the classroom to help our learners develop their reflective control of different language learning processes. Intent on encouraging participants to think back to their own language learning histories, and to discuss how their experiences in acquiring a second language had informed/inform their own teaching practices, we started by creating an open and interactive space for people to mix and mingle as they went from one display to another. We aimed to have simultaneous poster displays for the first half of the morning and then small-group and pair discussions in the second half, where participants could draw out their own connections and insights across the different displays. In this integrated report, each presenter reports on

their own contribution to the workshop before we conclude with some reflections from workshop participants themselves.

Re-constructing learning histories, distributed cognition and lexical resources

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Looking for a key moment in my own language learning history (LLH), I focused on the period when I started to learn a language by using it, rather than by just studying it. This happened during a stay in France when I was 16:

> *… It was an extraordinary moment, the exchange homestay. Without really noticing, I found that people actually used this language that we had been busy murdering for a couple of years at school. They used it not for doing mindless translation and drills, but for talking about everyday life, about the news, and about politics; for making friends, and shopping at the market; for reading, watching TV, going to the cinema (I watched 'The French Connection' for the first time in French!), for eating, walking, and travelling. French was suddenly alive, and I was learning the language without even trying. Of course, back at school, we hardly used French any more than before, but now I was using it outside of school, listening to music, writing letters and just keeping in touch with the Demays. It had started making sense, learning a foreign language, and from meaningful activity*

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everything else followed… (Barfield, 2011)

The connection from this period in my LLH to what some of my students are doing is to do with following over this academic year how my students try out and develop different vocabulary learning practices for themselves.

In the few weeks before Nakasendo I had asked my students to make notes and write about their vocabulary histories in English. They had recalled their own changing ways of learning and using vocabulary from when they started learning English through to the present, and to their beliefs and goals about learning and using vocabulary. They also looked at several different ways of learning and using vocabulary, of connecting vocabulary up. The students had also been looking at different ways of learning and using collocations. Finally, they started keeping clearly designated vocabulary notes. This was all against the background of their doing research into different international issues in 4-5 week project cycles as the main focus of the course.

Part of my theoretical angle on asking my students to reflect on their histories and consider different possible vocabulary learning practices is the need to help them "to reflect on their lived histories, so that they may consider what needs to change and what actions need to transpire in order for that change to become a concrete reality in their lives" (Dardier 2002: 104) - that they become "subjects" of their history-in-the-making rather than objects of it. Although I am not completely comfortable with making this connection to critical pedagogy for the issue of developing different ways of learning and using vocabulary in a foreign language, it does seem necessary for (my) students to revisit their histories and reflect on them in order to have a chance of finding alternative ways for themselves. So, I am talking about the possibility for reflection, dialogue and action in a quasi-Freirian sense here.

In June, I noticed how students started breaking out of word-by-word translation and memorization. A research log that I wrote on 16th June 2011 tries to capture this:

> *Each student has a different way it seems! [this person had written word associations and their own example sentences; that person had written synonyms and definitions; another person had created mini lexical mindmaps; someone else had written Japanese translations and added little drawings; a different person had written short paraphrases, example sentences and created collocation links; another student mentions wanting to listen to Lady Gaga songs and use that to help her learn vocabulary and so on]...* I'm thinking also that the very diversity of ways that they have is a very strong basis for developing new and hybrid ways for themselves. I encourage the students to mix and match and not limit themselves or not to try and find only one way that works. They change partners and talk through their different ways again, and then have 10 minutes or so for making some further vocabulary notes…

After that class I talked with a colleague about nurturing a diversity of practices, and I was reminded of observations made by Benson and Lor in 1998 where they discuss the distributed but shared learner beliefs and conceptions of language learning and readiness for autonomy that any group of learners may have:

> *We assume that beliefs and conceptions do not reside within individuals. Although individual*

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learners may tend to adopt certain beliefs or conceptions in certain situations, they cannot be assumed to hold those beliefs and conceptions always and in all situations. The purpose of describing the beliefs and conceptions held within a group is, therefore, to delimit the range of beliefs and conceptions available to the group as a collectivity. It is assumed that beliefs and conceptions within this range are available to individuals within the group collectively through interaction and collaboration... (Benson and Lor, 1998: 21)

The Benson and Lor quote helped me see the students' 'lexical resources' (meaning something like: all the vocabulary histories, beliefs, goals, practices and conceptions that the students in this class had access to at that point) as potentially rich and diverse, and most probably leading to interesting and unexpected developments over the rest of this academic year. All this talking and reflecting we had done on different ways of learning and using vocabulary was leading into the very different practices that the students had already started going for.

At Nakasendo, my poster display included examples of students' vocabulary histories and of several different ways in which they were now trying to develop their ways of recording, learning and using vocabulary. For reasons of space, these are not presented or discussed here, but, over this academic year, I am continuing to track and explore with my students how they are developing different vocabulary practices for themselves. Some of the questions that currently concern me are (1) how students make changes in vocabulary practice sustainable for themselves, and (2) what factors students identify as different in their changed practices from their previous vocabulary histories. I'm also interested in trying to find

out (3) whether the changes that students report they have made are specific to the context of the course, and/or (4) whether they see such new practices as having wider implications for their continued language learner/user development in the future; and finally (5) what further questions this continued exploration leads to.

Scaffolding self-reflection through the use of visuals

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Looking back at my own learning of Japanese during university, I can begin to understand how these experiences have had an impact on my teaching beliefs and practices. My Japanese courses at university provided an ideal setting for L2 acquisition. First of all, we had one hour of class plus two hours of homework every day, ensuring that students were exposed to plentiful comprehensible input. We were also encouraged to use the language we learned from reading and listening tasks, as well as the grammatical structures from lectures, in smaller oral communication classes every day. During these classes, we would often interact one-on-one with our peers and/or the teacher, who would assist us with output errors when necessary. This made the language learning process meaningful to students, and allowed us to experiment with and construct our own interpretations of Japanese. In learning about the concepts of comprehensible input, meaning-focused learning, focus on forms, and Vygotskyian interaction in the Teachers College MA in TESOL program, I have only deepened my understanding of their use and validity by reflecting upon and connecting my L2 learning experiences to

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these theories. This, I believe, is the most important function of reflecting upon one's own language learning history as a language teacher.

I currently teach several university oral communication classes, and the vast majority of my students are beginning to low-intermediate in English proficiency. From personal experience, getting lower-level students to engage in introspection is challenging because they lack the language facility to express themselves freely in their second language. As a result, I've decided to try using student-produced pictures to scaffold the reflection efforts of my students in English. In particular, at the end of every lesson, I ask my learners to engage in self-reflection and to use their reflections to produce a comic strip.

Several scholars have noted the potential of comics to support English language learners (Ranker, 2007), foster visual literacy, (Frey & Fisher, 2008), and motivate students (Crawford, 2004; Dorrell, 1987). In my lessons, during the last 10 minutes of class, I ask students to draw a 3-panel comic strip utilizing the language that they learned during the lesson. In my observations, I've noticed several benefits of this activity. First of all, the comic strips seem to provide a creative medium for students to reflect on the language and experiment with it in a meaningful way, facilitating the connections between experience and cognition mentioned above. Also, because the comics are creatively produced, they seem to reflect student individual student personalities and worldviews, which has helped me get to know some of the students better. I've also noticed that students tend to draw the pictures first, creating a scaffold for the dialogue. By drawing the comics first, students organize their thoughts about each scene in the comic strip, freeing more cognitive resources to focus on language production.

In addition, the reflective comic strips are a potentially non-threatening medium of communication for students, particularly those who lack confidence in their oral English abilities. Students are given plenty of time to process and plan their use of the language, and are not expected to perform in front of their peers. Creating comics also has the added benefit of providing storytelling practice to students, such as sequencing plot devices, i.e. background (1st panel), rising action (2nd panel), climax (last panel). Finally, the comics can serve as a concrete product by which student conceptualization and use of target language can be gauged by the teacher.

To sum up, the reflective comic strips are a useful tool for scaffolding learner self-reflection. The comics have many other benefits as well, as highlighted above, and seem to be an engaging and enjoyable activity for students. In the future, I would like to explore the use of visual aids as scaffolds for the construction of language learner histories (LLHs). In particular, the use of *kamishibai*, a form of traditional Japanese storytelling utilizing picture cards, has the potential to serve as a medium for creation of picture-based LLH narratives.

Giving students a reflective voice on their language learning histories through digital storytelling

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I clearly remember my month-long Egyptian experience of 20 years past. Fresh out of university, I left to work in Europe. As many Europeans did, I soon took an August vacation to go to a national student conference and post-study tour in the land of the Pharaohs. In the sweltering heat I can recall, as if it was yesterday, haggling for a beautiful black, Arabian horse, in my minimal Arabic, within the backdrop of the

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Giza pyramids. After securing the rental horse from some Egyptian youth, I raced with the horse renters around the Khufu and Cheops pyramids at sunset. At one moment I stopped and gazed at the town lights of Giza casting shadows on the pyramids as dusk set. I then reflected on that surreal moment I was experiencing. I felt the beauty of life and savoured it. This was a beauty of culture, history and language. I believe I had a transformative learning experience. I would not have faced this beauty on my own if I had not taken a chance, autonomously, to connect with an unknown language, moving beyond my comfort zone. The month in Egypt was transformative because I had critically reflected on changes in my understanding of self, my belief system and my behaviour. My motivation to pick up as much of Arabic as I could was a major contributing part in my transformation.

Looking back at my own language learning history (LLH) has given me a strong sense of purpose regarding the career path that I have followed for most of my adult life. I can see the causal connections that have led me to where I am at in my professional career today. I believe that a LLH can also include simple experiences of coming into contact with various communication *linguas* and their influencing environments. I now wanted to have my students investigate and critically reflect on their LLHs. If my learners could become more aware of their language learning processes and understand the causal connections through critical reflection, it would empower them to take greater active and independent control of their education.

Digital storytelling has been a great motivation for my students. They have become narrators of their stories in their actual recorded voices. The medium combines text story with illustrations, photos, voice, sound, and music. It also provides a different choice of publishing methods. I asked my students to collect pictures from their past and or search for images online. They were to describe their personal experiences of their contacts with English in and out of school. This also included any overseas experience in travel and or study abroad. The digital stories are recorded, stored and shared with free downloadable software. The software I used was Photo Story 3 and early versions of Windows Movie Maker. My Mac users had iMovie for their projects. They storyboarded their pictures and wrote out a script that was later recorded. After going through a writing process to edit their narratives, they presented their work to classmates in pairs and gave each other feedback. I later had consultation sessions with them while viewing their digital story. We discussed their language use and the artistic merits of their digital stories, but, more importantly, I listened to their motivational experiences. Careful planning and having access to a computer lab can help prevent the technology taking over the learning opportunity.

These digital story records of "language-learning careers" (Benson, 2001) provided my learners with an opportunity to reflect upon their autonomous learning. They recalled their own independent actions that caused them to connect with English acquisition. Some had described how they forgot their motivation and are now searching for goals to create further inspirations. Many of the digital stories described the usual initial interests in English music and movies. Some had short overseas experiences during high school that left a strong impression on them. One student described his "confusing" feelings while staring at the Enola Gay bomber from Hiroshima's bombing at a Washington museum. Others narrated about their visits to overseas relatives and their interactions with various other languages including Mandarin and Spanish. I realized that I had two students in my class who have mothers from Peru and Colombia. My

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quietest student ended up demonstrating to me his true intermediate speaking level. One woman narrator was motivated to learn English from her visit to Holland where she attended a relative's wedding. Many described their boring high school classes that were based on the grammar-translation method for test preparation. The senior of the class remembered being inspired by watching a Japanese mineral water commercial by Sammy Sosa of major league baseball fame.

These examples may sound like photo album discussions, but the learners had deeply reflected on their causal connections to English. The consultations where I listened to their narrations opened a door into their hidden LLH's and revealed complex patterns of second language acquisition (SLA). This process has further convinced me that all of our learners have unique and varied motivational paths to learning that have brought them to our classrooms.

The benefits of using digital storytelling include practical skill development in digital literacy and exposure to multimodal literacy. Creating digital narratives of LLHs connects the higher levels in Bloom's Taxonomy of Learning Domains (Bloom, 1956). These include analysis, synthesis and evaluation. According to Menezes (2008: 22), "The LLHs show that SLA is a complex system and that second language does not come out only as a product of formal learning contexts, but it emerges out of the interaction of different social networks (family, cultural production, school) with the individual cognitive and affective factors." Furthermore, SLA happens with various interactions among different experiences with language. The creative use of multimedia is a different interactive experience that gives a voice to our learners and puts the focus on interpreting their LLHs from their perspectives. Finally, digital storytelling opens doors for SLA educators to listen deeply to their learners' stories.

A Personal Learning and Teaching History

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My approach to this Nakasendo Learner Development Forum was very close to the discussion I was involved in at the Tokyo LD SIG get-together, which the Forum grew out of. As reported in the last issue of *Learning Learning*, that discussion focused on how we teachers had learnt foreign languages. A recurring theme was the important role that rote learning of vocabulary and grammar had played in some of our learning successes, which sat very awkwardly with all of our teaching philosophies. My poster was an effort to work through this contradiction – if I had found structure and testing so useful, how can I teach successfully while de-emphasizing them?

In contrast to Andy, I reflected mostly on my formal classroom language learning history, including several intensive programs, and how that history compares with how I teach and how my students learn. The poster was based purely on my own reflections and interpretations of students' learning, without gathering or considering my students' histories, so it is a very personal story. I wanted to contrast notions of structured "methods" and individual cognitions, which had constituted my earlier language learning and teaching awareness, with sociolinguistic issues of identity and community, which I have more recently come to appreciate. While mainly featuring photographs depicting communities of learners and speakers which I had been a part of in the last 22 years, I also compared several of the yellowed hand-written notebooks and essays in Indonesian and German from my undergraduate days, my more recent

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assignments from a distance course in Japanese Studies, and several examples of notes and assignments that my students had written over the last 10 years.

Unlike Michael, my formal language study was not based on modern methods or post-method principles (Thornbury, 2009). It was mostly in audio-lingual dominated classrooms, with some grammar-translation and literature-interpretation elements thrown in at later stages. Not that I am that old. Having studied applied linguistics as an undergraduate, I knew that the methodologies I was being subjected to in 1990 were already antiques. In spite of that, I learnt an enormous amount – the German department secretary even called me a *Sprachgenie* one day.

A constant thought throughout that period was that what I learnt was 80% due to my effort poring over textbooks and vocabulary notes, and 20% at most due to the teaching. However, when I studied Japanese by distance education, where there was no teaching as such, and only the materials and me, why was my learning so disappointing by comparison? The methodology was again grammar-translation and audio-lingual, and without classes or teachers, the results were clearly at least 80% dependent on my effort. And I made a huge effort. And I had been a linguistic genius - the secretary said so. But now I felt like a linguistic dunce, struggling to remember a dozen words a week - while living in the country!

How did my relatively unsuccessful Japanese study differ from my very successful past studies? And how did my Japanese learning differ from my students' learning, who often praised my English program highly in anonymous post-course surveys? It then hit me. Relationships and identity. As a student, I had been surrounded by bright, exciting, wonderful classmates, and indeed teachers, and we shared so many experiences, assignments, exams, grades, jokes, parties, vacations – just like the students in my classes.

After this revelation, I appreciated how I had been inspired by my classmates, and how they provided such important peer-role models. The 80% of my learning which I had attributed to myself had been contingent on the learning communities that I was a part of, even though the methodologies seldom made use of that resource. The English program that I taught was based on collaborative learning, most directly on the concept of Critical Collaborative Autonomy (Murphey & Jacobs, 2000). The deep relationships (including two marriages) that students formed during that course, I believe, contributed greatly to its success.

Part of my poster compared essays that I had written in Indonesian and German in the early 1990s with essays and drafts written by my students from 2005-2010. The main difference between them was that my essays had been typical rushed university products – single draft essays which were more a test of the grammar that I had learnt with my peers, and full of ideas which I had never discussed. In contrast, my students' essays were products of a communal learning process. The final products had been drafted at least three times, and read and discussed by student-peers and me many times before the final product emerged. My students' essays were much more presentable than my own, and communicated the authors' ideas and interests. They were artifacts of learning and communication processes, not a test of what had been learnt somewhere else. This comparison emphasized why the process and collaborative approach, which I took for granted as a teacher and seldom experienced as a student, are so central to modern language pedagogy.

Another part of my poster emphasized identity. In

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particular, the identity formed in relationships, which can either be based on positive interdependence, that is the awareness that mutual collaboration is needed for success (Murphey & Jacobs, 2000), or based on dependence, which is detrimental to learning. Instead of a learning community, I mostly shared my Japanese learning with my wife, a Japanese native speaker. Like Karol, the Polish man whose English learning stalled after becoming dependent on his American girlfriend (Teutsch-Dwyer, 2001, cited in Block, 2007), I did not negotiate a joint enterprise to learn Japanese with my wife. Instead, I unconsciously became dependent on her, too often relying on her to engage with Japanese society on my behalf.

While learning Indonesian and German, I never had that luxury, and vigorously avoided it in fact in order to expose myself to as much of the languages, and as many of their speakers, as possible. Similarly, while collaborative learning is a feature of my classroom, collaboration leads towards individual expression that can be identified as the property of an individual. So, while methodologies may have a role in relation to linguistic structures in the cognitions of an individual, which are crucial for communicating, those structures, and perhaps methods too, amount to little without a community to value them and share them, thereby recreating them and their users.

Who controls learning histories? The learner of course!

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My 10-year journey trying language learning histories (LLHs) in three classes has shifted from the perspective of the teacher who controls the curriculum to that of the learner. Specifically, I started trying LLHs in one class to encourage learners to feel more confident about their language learning past, but at the time I did not make the connection that learners could use the information in order to actively work on their language goals. Trying LLHs in two different educational contexts, I discovered classes with similar learning experiences, such as age, gender, and the context of the institution where the learners studied varied accordingly.

Wanting to learn more about LLHs, I read articles by other teachers who have tried LLHs in their classes. What I discovered was that the histories were much more than storytelling in another language; they can be transformational in revealing future directions for the learner and experience of using LLHs can involve teachers sharing their language learning history with the students.

I then shared my Japanese LLH with a third group of learners. As the learners shared their English histories with each other, I recognized that regardless of how much the learners invest in the project, the experience itself is meaningful. LLHs not only provide clarity for future language learning goals. If the teacher also joins in the sharing of his or her LLH, a power shift in control from the teacher to the learner can also occur. For me this shift was intense, and it also led to a positive change for the learners in controlling the content of their learning and enjoying the language itself.

After studying learning histories during my MA studies, I revisited the subject at the JALT2002 conference. At Tim Murphey's (1997, 1998) presentations, he discussed the creation of published LLHs with his students in *Language Learning Histories* (1997) and *Language Learning Histories 2* (1998) and showed some ideas about how teachers can use written LLHs with prompt questions and provide peer and teacher support for the development of LLHs. At

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the same conference, Phil Benson described findings from his advanced learners of English in Hong Kong that previous outside-the-classroom experiences with English were exclusively influential in learning English autonomously. His learners' passion for English in Hong Kong was driven by interests in English movies and pop culture, connecting with English-speaking guest workers, meeting fellow church goers, and/or having speakers (such as relatives or people they met abroad) touch their lives in English. In Benson's own words (Head, 2003: 26), "Only outside class experience is worthwhile in language learning." As a teacher who was encouraged to cram grammar at students (and which seemed to be English not worth remembering at all), I wondered about what Phil Benson said. I had been questioning whether learners learn in classrooms much at all, so I started trying to bring outside-the-classroom activities into my classes more than I had before. I also recognized that I identified with Benson's research findings as a language learner myself.

Murphey and Benson's 2002 presentations gave me some ideas about how I could use LLHs with my private non-credit female adult language class, so I proposed an option to them where they could write their own LLHs for a study. They agreed to do this. The goal was to share their out-of-class language experiences with others and reflect on critical events in their LLHs. As they had little time to write in English, they wrote their initial reflections in their L1, Japanese. In this research, all three students had to interrupt their studies due to child rearing as mothers in Japan, so finding time and space for study was a huge challenge. Additionally, two of the three expressed shame at not being able to communicate with English speakers as a motivating factor for wanting to learn English further (Skier & Vye, 2003).

In 2006, I was teaching part-time at Chuo University Faculty of Law, and luckily the curriculum included the option of developing Language Learning Histories in a collaborative autonomous environment. These students used their histories to achieve a lot by engaging in learning, including learner bonding with peers, setting learner agendas and language goals, revealing what they want, doing a lot of note taking practice, and engaging in reflection, all of which led up to artistic poster sessions. All in all, this was the perfect teaching setting for me.

A class of primarily 25 first-year students and some second-year students shared their histories in poster sessions. Their post reflections indicated the value of getting to know their classmates better and bonding due to similar learning experiences in secondary school, including engaging with language outside their educational contexts in most cases – as well as English cramming hell for university entrance exams. Additionally, some reported that designing the poster was therapeutic because drawing gave them time to help them visualize what they had accomplished and gave them an avenue through which to reminisce about their language successes. Consequently, by trying LLHs in both classes, I learned students share similar experiences according to their age and learning contexts. They gain further support by realising that they are not alone in their language learning journeys.

From this knowledge, the learning/teaching path led me to study in greater detail about LLHs by reading what other teachers had experienced as they tried out LLHs in their classrooms. I then realised that I could share my own language learning experiences with students as a language learner myself. Oxford (1996a; 1996b) defines LLHs as introspective narratives written by students and also occasionally by the teacher. They can be powerful sources of information for all members involved, and the process of sharing them promotes authentic and meaningful

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communication in the EFL/ESL classroom. When I then later read Barfield's (2006) study with his three students' free-flowing LLH 30-minute interviews that, it struck me that I could be involved in an activity with my students and gain a stronger sense of myself as a learner of a language:

> *Using such creative narrative images lets us move beyond the purely descriptive towards transforming our language histories. By understanding the past in different ways, we have a stronger sense of ourselves in the present; by strengthening our sense of self in the present, we can come to see more clearly different paths that we may take in the future. In short, such image story-telling is one therapeutic approach to becoming a more autonomous language learner and user.*
> (Barfield, 2006: 55)

As mentioned, my students in the same programme at Chuo had designed creative narratives through using images and drawings for their LLH poster sessions, and this connection of events encouraged me to try my own LLH with 15 first-year English majors with the false-beginner level of English at a different university where I used to teach and which had a more teacher-centered curriculum.

I chose the prompt questions I might learn the most from, took notes on my history, and designed a poster as one simple example of a poster, and displayed it along with other LLH posters. Although I spent many hours designing the poster, my art ability is limited and the stick figure images on the poster looked somewhat crude. Some students commented in their daily reflections that it was strange that a teacher should share her feelings about learning a language; some reported that I was a real person like them, more than

a teacher. Others mentioned I should have tried to draw more carefully.

This particular group of learners then mimicked my poorly drawn (but for me carefully drawn after hours and hours) LLH poster and seemed not to put much effort into the project. I learned that I needed to provide more language scaffolding for this class at a lower level of English than the previous ones. Perhaps learners at this level would benefit if the activity were done in their L1? I also felt as if I were kicked off the "teacher as god" pedestal, because the students were quite casual with me, started turning in homework less and less, so I really had to work on reaching them on their terms. Later, the 'teaching' became less of a burden because they freely reflected on what worked and didn't work for their learning and began doing extra listening and speaking log entries of their choice outside of class. They eventually trusted me.

By the end of the academic year, most students put in the extra effort learning what worked for them had noticeably improved their English abilities. In this class, even though the LLHs on the surface did not seem to bring meaningful results, the power shift from the teacher to the learner controlling the learning activities and homework after the LLH activity profoundly affected their language improvement because their studies became more of a joy than a burden.

Lastly, by writing and reflecting on this 10-year journey using LLHs in my classes and participating in the process myself, I became aware that, regardless of how the learners invest in the project, the event is meaningful in itself. First, it provides clarity for future language learning goals based on transformational language learning experiences in past. Second, the act of the teacher sharing language learning creates shift in the students' perception of the teacher as a regular person. In my third experience, using LLHs gave an opportunity for students to make a healthy power grab

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in the class, in order to own their language learning path and improve their language skills with me as a facilitator and not a dictator. It was an amazing shift towards increased learner participation inside and outside the classroom, and I am now looking forward to using oral LLHs in my classes with my current classes.

Reflections from Participants

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I had the great privilege, both as chair of the 2011 Nakasendo conference in the shepherding of the LD SIG roundtable on personal language learning for teachers and learners, and as an attendee at the sessions within it, to witness and participate in the thought-provoking reflections that came from it.

This forum formed a bridge from the similarly themed Nakasendo 2010 conference. Much of what I gathered from the various sessions tracked to my own thinking on reflection of my own efforts in acquiring Japanese, and resonated to the hope I had nurtured in the 2010 Nakasendo theme to have those who had attended the conference walk away with a sense that teachers' own efforts in L2 acquisition were not only meaningful, but crucial, in gaining insight into what our learners experience in the change of consciousness that comes with L2 acquisition, by way of internalizing it as an insight as much our own as our learners'. It is my view that such change need not be a threat to either learners or teachers, but an opening that makes room for both. Happily, I saw much that paid back that hope, in a sense of understanding and realization by the presenters.

As I should have expected, there were great surprises in the various sessions. To name just two: Andy Barfield's corner on re-constructing learning histories and learner reflections on vocabulary learning and retention has made me begin to try this out as an experiment with learners in one of my university classes at present, while Michael Mondejar's insights on scaffolding self-reflection through the use of visuals reminded me all over again on the role of visual imagery in language acquisition and the power it has in forming more authentic habits of retention and recall beyond that of rote memorization.

A thread running through the sessions was a reflection on the various stages the presenters saw themselves at within their own language acquisition, be it of Japanese or other languages. The language learning history of the presenters were mainly set against a mixed background of classroom learning on various levels (mainly secondary school and university), self-study, and considered efforts at social immersion – in the case of Japanese, through friends, acquaintances, and even spouses. This very much resounded with my own experiences, with more than a nod of recognition on my part not only in the frustrations of acquisition, but also the joys of breakthrough and excitement of discovery that come about.

More work in the area of teacher's own efforts in L2 acquisition is welcome and needed, and this round table was one memorable step in the accumulation of such work – an area that I sincerely hope to contribute something to myself.

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By considering how we might use language learning histories and other forms of reflection, we may gain new insights on teaching practices and seek new

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directions. The five presentations in the Learner Development SIG session at Nakasendo consisted of journal entries, posters, comics and videos, contrasted teacher and student work, stimulating discussions among the participants.   Listening to each presenter and engaging in Q&A, I could develop a better understanding of what the posters were designed to convey.   By the time the first half ended, I had already decided to ask my students to write their own LLHs and also to share my own with them, in order to pursue future language learning goals. The pair and group discussions on LLHs in the second half of the session showed how similar as well as different our accounts could be.

Afterwards, reading the above conference reports made me further reflect on the subject. Andy Barfield discussed the "diversity of practices" regarding vocabulary learning and the importance to seek autonomy in the classroom over a considerable amount of time where change might happen. Mondejar's account of the use of comics as a means for self-reflection and Mboutsiadis' report introducing digital storytelling as a means to present students' contact with English, highlighted the significance of using multimedia to discuss language learning. Colin Rundle showed how collaborative learning can be effective.   Reading Vye's section, I became aware of the importance to take a learner-centered approach, allowing not only the students to share their LLHs but also the teacher to do so, and also how an interest in the topic for a decade can expand one's insights.   All were written from different perspectives, revealing the breadth of the presentations, and I would like to incorporate some of these ideas into my teaching.

I look forward to future Learner Development sessions where we can explore our language learning practices.

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Advising for Language Learner Autonomy

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Kanda University of International Studies, Japan
November 12th, 2011

http://learnerautonomy.org/advising2011

Organisers

Kanda University of International Studies and the IATEFL Learner Autonomy Special Interest Group (LASIG) are delighted to announce that they will be holding a conference in Japan on November 12th, 2011. This event has also been organized in collaboration with the Japan Association for Self-access Learning (JASAL), Kanda Institute of Foreign Languages (KIFL) and the JALT Learner Development SIG.

Theme

The theme of the one day conference is "Advising for language learner autonomy" and will be of particular interest to language educators working as learning advisors, or teachers who are concerned with promoting language learner autonomy. The event theme also covers peer advising with a particular focus on the way in which peer advising fosters learner autonomy. The event will include presentations on the following themes related to advising in language learning:

1. Training and professional development for learning advisors or peer advisors
2. Research and practice in advising
3. Peer advising
4. Advising tools
5. The dialogue and discourse of advising
6. Context-related issues in advising

Speakers

Lucy Cooker, University of Birmingham, UK
Christopher Candlin, Macquarie University, Australia
40 presentations including talks, posters, workshops and virtual presentations from colleagues based in Japan and outside Japan

Schedule

Registration from 9.30
Opening plenary at 10.30
Final plenary finishes at 5pm
Free drinks reception from 5pm – 6pm

Location

Train journeys take around 40 minutes from Tokyo station.
Nearest train stations:
Kaihin Makuhari (Keiyo line)
Makuhari or Makuhari Hongo (Sobu line)
Keisei Makuhari

Self-access centre tours

Self-access centre tours are available at two institutions on Friday 11th November for registered delegates:

Kanda Institute of Foreign Languages, Kanda, Tokyo 10am –11am
Kanda University of International Studies, Makuhari, Chiba, 2pm – 3pm

Please reserve your place online.

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Publications

The conference proceedings will take the form of a special issue of *SiSAL Journal* "Advising for language learner autonomy" to be published in March 2012. The deadline for submissions is December 30th 2011. If enough suitable submissions are received, there may also be an e-book to be published by IATEFL Learner Autonomy SIG.
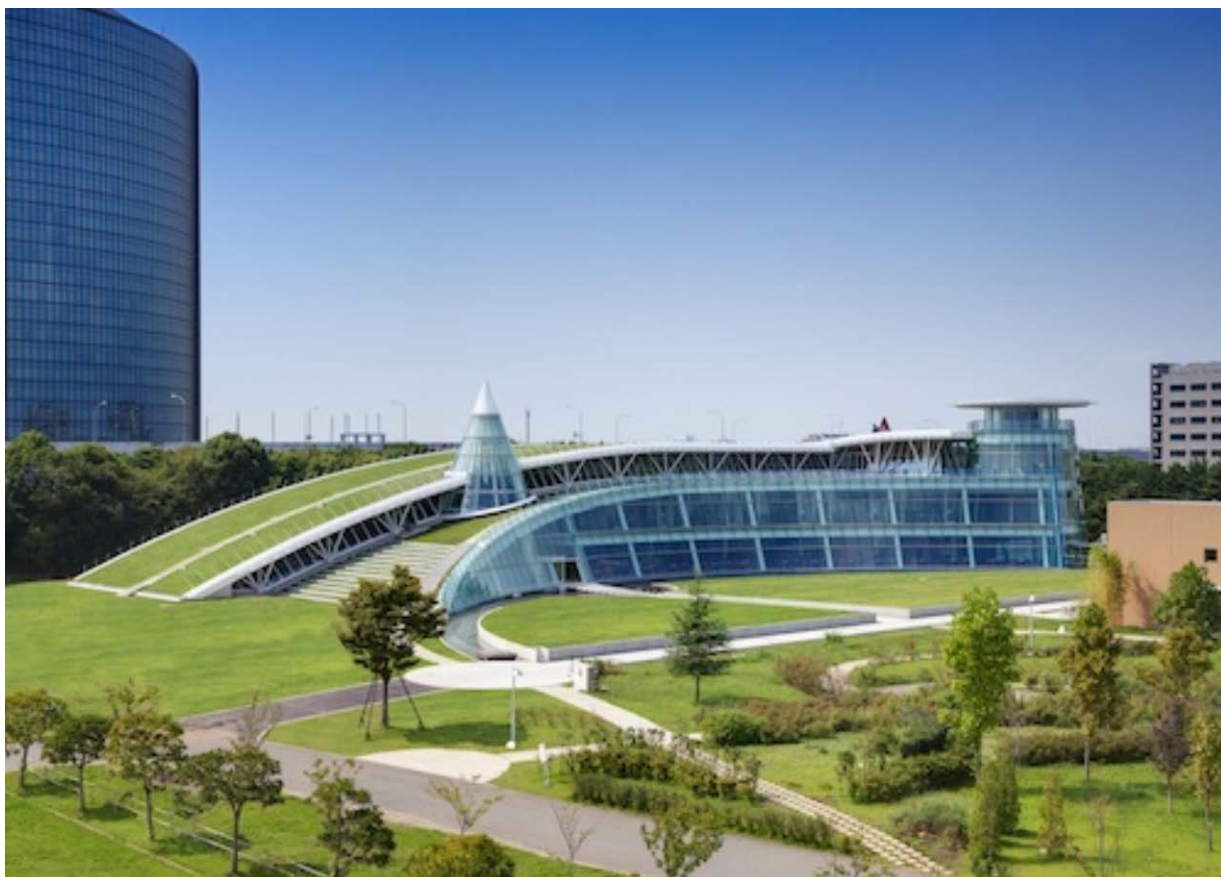
JALT2011: LD-SIG FORUM
"Learning from Life-changing Experiences"
with Phil Benson (Hong Kong University)
Alison Stewart, Gakushuin University

Nov. 18-21 2011
National Olympics Memorial Center, Yoyogi, Tokyo
www.jalt.org/conference
Share your experiences with the LD SIG and other conference attendees (Sunday, 5:30-7:00 pm, Room 415)

Forum Summary

The devastating events of March 11 have prompted us to think about how critical experiences impact our development as language learners and users. Presenters will relate their stories, or those of their students, of life-changing experiences. Participants are also warmly encouraged to come and share their stories. This will be followed by a roundtable discussion led by Phil Benson, focusing on different, more nuanced understandings of learners and their development during critical experiences in their lives.

Looking Forward

Speakers

Alison Stewart (Gakushuin University)

Joint Forum Coordinator

Changing identities: Student/worker; learner/user

This exploration of changing identities starts from my own recollection of working in/with another language and leads me to look at the role of work in the language learning histories of my students and colleagues. Using short narratives about work and language learning, I invite participants to consider these and their own critical experiences from the perspective of Positioning Theory.

Richard Silver (Ritsumeikan University)

Joint Forum Coordinator

Small experiences but dramatic changes

Critical experiences are not always dramatic, but the change they can bring about in the future course of one's life can be. By the end of my own primary and secondary language learning experiences I was convinced that foreign languages weren't for me. And then I came to Japan and I realized that I wasn't the person that I thought I was.

Andy Barfield (Chuo University)

Inflatable globes and working towards new imagined worlds

In the summer of 2010, during a weeklong visit to Burma, I had the opportunity to talk with a remarkable woman who runs a grassroots NGO in Burma that provides basic education resources for primary and secondary school children, as well as teacher training for non-state school teachers working under extraordinarily challenging conditions. At the Learner Development Forum I would like to share this person's story of "acting locally and thinking globally" for learner/teacher development/autonomy.

Robert Croker (Nanzan University)

Exploring critical events in learner development in Japan

Brief description: Each learner in our classroom has a unique history of language learning that they bring with them when they first walk through the door. Exploring the critical experiences that have shaped this history can not only help a learner better understand herself or himself but also help create a richer, more supportive classroom environment. In this talk, I would like to briefly summarize how language teachers and researchers in Japan have explored these critical experiences in the past two decades. Listeners will gain an understanding of how other researchers have approached exploring critical events, and also how to arrange such research for publication to share with others.

Atsushi Iida (Gunma University)

Identity, dynamics and life-changing moments: Exploring earthquake-related experiences through poetry writing

The aim of this presentation is to discuss how the Tohoku earthquake has affected English language teaching. The presenter first shares his earthquake-related experiences of March 11 through 20 whilst staying in the United States, and then explores how a series of events have changed his perceptions of using a language to express his emotions as a Japanese ESL learner-teacher-researcher. The presenter also illustrates some poems he wrote during the days and concludes addressing the significance of expressing emotions through writing.

Looking Forward

Jim Ronald   (Hiroshima Shudo University)
Camp! Helping create life-changing experiences
Through English camps for Japanese university students or peace camps for young people from China, Korea and Japan, a few days may change the direction of someone's life, show new possibilities, or bring new life to old dreams. This presentation will report camp participants' experiences - and suggest ways that we can learn from them.

Hideo Kojima (Hirosaki University)
Life-changing experiences in EFL learning and teaching
When I was a school/university student, knowledge-based, teaching-centered EFL instruction was very popular all over Japan. However, now, the Japanese government encourages EFL teachers to implement communication-oriented, learning-centered instruction in classrooms. About twenty years ago, when I was an upper secondary school teacher, I had an opportunity to learn CLT at an American university and observe some TESL classes in primary and secondary schools. Since then, my approaches to EFL learning and teaching have changed, and I have become an autonomous learner and teacher through taking MA and PhD courses in the U.K., and helping initial and in-service EFL teachers to promote professional competence and autonomy in Japan.

Bill Mboutsiadis (Columbia Teachers College)
Digital Storytelling: Giving a reflective voice for transformative and critical experiences in living and learning
This paper presents an exploratory research project that engages university students in using digital storytelling as one approach to giving them a voice through reflection and self-assessment of their study abroad experiences. The study examines the motivational potential of digital storytelling use in higher education settings for language learning.

Stacey Vye (Saitama University)
Heightened agency and symbiotic support
By encouraging students in a shortened four-month elective academic speaking course at Saitama University to opt in or out of researching the Great Tohoku Earthquake and Tsunami, I was both taken aback by the support that all members of the class (including myself) provided each other and struck by the uncanny balance of symbiotic support for the students who decided to research March 11th, 2011 and its aftermath. At the Learner Development Forum I would like to share stories about learner reflections, including slide presentations of the students' research for participants to view as they like.

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SIG MATTERS

LD SIG 財務報告　LD SIG Financial Report 2011 年 3 月 - 9 月　　March　– Sept 2011

	Mar-11 2011 年 3 月	Apr-11 2011 年 4 月	May-11 2011 年 5 月	Jun-11 2011 年 6 月	Jul-11 2011 年 7 月	Aug-11 2011 年 8 月	Sep-11 2011 年 9 月
Balance in bank account 銀行預金残高	330,589	330,591	330,593	351,809	381,016	367,109	484,055
Reserve liabilities JALT 本部預け金	250,000	250,000	250,000	250,000	250,000	250,000	250,000
Cash on hand 現金	0	0	0	0	0	0	0
Balance carried forward 前月資産残高	580,589	580,591	580,593	601,809	631,016	617,109	734,055
The current month activities							
Total revenue liabilities 仮受金等総額	0	0	0	0	0	0	0
Total revenue 総収入	2	2	78,303	30,002	303	116,946	9,004
Total expenses 総支出	-0	-0	-57,087	-795	-14,210	-0	-0
Total expense liabilities 仮払金等総額	-0	-0	-0	-0	-0	-0	-0
End balance 当月帳簿残高	580,591	580,593	601,809	631,016	617,109	734,055	743,059
Balance in bank account 銀行口座の残高	330,591	330,593	351,809	381,016	367,109	484,055	493,059
Balance in other accounts その他の口座残高	0	0	0	0	0	0	0
Reserve liabilities JALT 本部預け金	250,000	250,000	250,000	250,000	250,000	250,000	250,000
Cash on hand 現金	0	0	0	0	0	0	0
LD SIG balance 当月資産残高	580,591	580,593	601,809	631,016	617,109	734,055	743,059

Major revenue 主な収入

2011 年 3 月 - 9 月　　March　– Sept 2011

Membership Oct 2010-March 2011　会費 (A)			78,000				
PAN-SIG 2011 profit share / PAN-SIG での収益分配						48,943	
Tohoku donation from LD members / メンバーからの東北被災地向け寄付預かり (B)				30,000			
Financial support for RA conference (from Foundation for Higher Education) / 高等教育研究財団からの RA カンファレンス助成金						60,000	
RA conference regitration fees / RA カンファレンス参加費						8,000	9,000

SIG Matters: Financial Report by Hiromi Furusawa

Major expenses　主な経費

2011 年 3 月 - 9 月　　March　− Sept 2011

Donation of "Fude"to Oshima elem. School in Miyagi / 宮城県大島小学校への寄付(書道筆)　(C)			41,997				
Table Rental for JALT2010 / JALT2010 でのテーブル賃借料			12,000				
Shipping materials for PAN-SIG and Nakasendo / PAN-SIG and Nakasendo カンファレンスへの資材送料						9,910	
Priniting posters for RA conference / RA カンファレンス用ポスターの印刷代						4,000	
Shipping LD materials for JALT2010 / JALT2010 会場へのLD 資料配送料			2,790				

(A)　1,500 × 52members (for 6 months)

(B)　Alison Stewart has donated 30,000 yen for the SIG's future plan to support those in Tohoku.
Alison Stewart さんから、東北被災地支援目的で３万円寄付受領。

(C)　Oshima Elementary School is located in Kesennuma, Miyagi (the tsunami-affected area). 80 Fudes for Shuji practice have been donated to meet their immediate needs.
大島小学校は宮城県気仙沼市の被災地域にあり、緊急の要望に応じて、書道用筆８０本を寄付。

SIG Matters: Financial Report by Hiromi Furusawa

SIG fund balance / SIG 資金残高		30-Sep-12
		2011 年 9 月 30 日
Balance in bank account 銀行口座の残高		493,059
Reserve liabilities JALT 本部預け金		250,000
	TOTAL　合計	743,059

PLANNED EXPENSES　予定経費

Oct 2011 to March 2012　2011 年 10 月 - 2012 年 3 月

Shipping LD materials to JALT2011 / JALT2011 への資材送料	-10,000
SIG Dinner invitations to P. Benson and two grant awardees / SIG 夕食会への招待3名	-18,000
Donation for Best of JALT 2011 / Best of JALT 201 への寄付	-20,000
Donations to the disaster-striken area / 被災地への寄付	-80,000
JALT national conference grants (40,000@2members) / JALT 年次大会参加費助成	-80,000
IATEFL-KANDA Conference grants (40,000@2members) / IATEFL-KANDA カンファレンス参加費助成	-80,000
Co-sponsoring Phil Benson as a JALT2011 plenary speaker / JALT2011の講演者共同招聘費用	-100,000
The Realising Autonomy celebration (Oct. 29) / Realising Autonomy 出版記念イベント	-200,000
Honorarium to Richard P and Tim M (RA celebration speakers) / Realising Autonomy 出版記念講演者への謝礼	-80,000
Hosting the SIG Web site / SIGウェブサイト費用	-6,000
Other miscellaneous / 他の雑費	-20,000
SUB-TOTAL　小計	-694,000

PROJECTED REVENUE　予定収入

Oct 2011 to March 2012　2011 年 10 月 - 2012 年 3 月

Membership 93 members (April-Sept 2011) 会費半年分	139,500
Table fees from publshers at RA conference / RAカンファレンスでの出版社テーブル設置収入	3,000
Repayment of Bridging loan by FLP-SIG　FLP-SIG からの貸付金返済	50,000
SUB-TOTAL　小計	192,500

Projected SIG fund balance / 予定 SIG 資金残高		
		31-Mar-12
		2012 年 3 月 31 日
Balance in bank account 銀行口座の残高		241,559
Reserve liabilities JALT 本部預け金		0
	TOTAL　合計	241,559

Hiromi Furusawa 古澤　弘美
LD SIG treasurer　LDSIG 財務
October 28th, 2011   2011 年 10 月 28 日

Contributing to *Learning Learning*

Learning Learning is your space for continuing to make the connections that interest you. You are warmly invited and encouraged to contribute to the next issue of *Learning Learning in either English and/or Japanese*. We welcome writing in different formats and different lengths about different issues connected with learner and teacher development, such as:

- •articles (about 2,500 to 4,000 words)
- •reports (about 500 to 1,000 words)
- •learner histories (about 500 to 1,000 words)
- •stories of autonomy (about 500 to 1,000 words)
- •book reviews (about 500 to 1,000 words)
- •letters to the SIG (about 500 words)
- •personal profiles (100 words more or less)
- •critical reflections (100 words more or less)
- •research interests (100 words more or less)
- •photographs
- •poems… and much more…

We would like to encourage new writing and new writers and are also very happy to work with you in developing your writing. We would be delighted to hear from you about your ideas, reflections, experiences, and interests to do with learner development, learner autonomy and teacher autonomy.

We hope to publish the next issue of *Learning Learning* in April, 2012. Ideally, we would like to hear from you well before February 28, 2012 – in reality, the door is always open, so feel free to contact somebody in the editorial team when you are ready:

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Learning Learning is the newsletter of the JALT Learner Development SIG. We aim to publish twice a year in April and October. All pieces are copyright of their respective authors. Permission to re-print writing from *Learning Learning* should be sought directly from the author(s) concerned.

「学習の学習」原稿募集

「学習の学習」は会員に興味あるつながりを構築する空間です。次号「学習の学習」への和文（もしくは英文、及び二言語での）投稿を募集しています。形式や長さを問わず、学習者及び教員の発達に関連した以下のようなさまざま文章を歓迎しています：

- 論文　（約4000字－10000字）
- 報告書　（約2000字－4000字）
- 学習者のヒストリー　（約2000字－4000字）
- 自律性に関する体験談　（約2000字－4000字）
- 書評　（約2000字－4000字）
- SIGへの手紙　（約2000字）
- 個人プロフィール　（約400字）
- クリティカル・リフレクション　（約400字）
- 研究興味　（約400字）
- 写真
- 詩　　　　　その他

これまでにない形式のもの、また新しい方々からのご投稿をお待ちしております。内容についてもぜひご相談ください。みなさまのご意見やお考え、ご経験、そして学習者の発達、学習者の自律性と教師の自律性に関することなど、ぜひお聞かせください。

　次号「学習の学習」は2012年4月に出版の予定です。ご興味のある方は、最終入稿日2011年2月28日よりずっと前に余裕をもってご連絡いただければ幸いです。受け付けは常にいたしておりますので、アイディアがまとまり次第、遠慮なくいずれかの編集委員にご連絡ください。

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