

LEARNING LEARNING 『学習の学習』

NEWSLETTER OF THE LEARNER DEVELOPMENT SIG

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LEARNER DEVELOPMENT SIG
学習者ディベロップメント研究会部会

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"It's refreshing to write in first person within an academic paper, and it definitely sits much more comfortably," wrote one contributor in developing their draft for this Autumn issue of *Learning Learning*. Another responded, in the midst of re-writing, *"I wish you were at my uni end of term meeting! People might have fallen off of their chairs in shock at these questions. Thank you for making me think more about the meaning of reflection."* Such genuinely enthusiastic writer perspectives take us into the heart of writing as both *about* and *for* learner development—and of responding as editors to writers about their contributions for *Learning Learning*. Since June we have been working with different writers, and it is our pleasure to bring to you with this issue of *Learning Learning* a stimulating range of reflective writing and practitioner research on learner development.

We start with **Yoshi Nakai** and **Koki Tomita's** welcoming co-coordinators' **Greetings and News Update** ahead of the JALT2019 international conference and of the somewhat smaller and more informal *Creating Community: Learning Together 5* (CCLT5) taking place in December in Tokyo. For a preview of major LD events at JALT2019, see **Getting Connected**. Here you can find details of the **Learner Development Forum** and **LD SIG Annual General Meeting (AGM)**, as well as the **LD Dinner and Party** on the Saturday evening of the conference. A full listing of **learner development sessions at JALT2019** will follow in October.

In **Members' Voices**—a space for members of the SIG to introduce themselves to each other—five members of the SIG share their learner development interests and delve into significant learning experiences they have had. First is **Elizabeth Schlingman** who explains the many different roles that she plays in a university self-access centre, sharing the satisfaction that she finds in working closely with students outside of conventional classroom learning. **Natacha Sakamoto** recalls how she started to experiment with a more learner-centred approach with her senior high school students after taking part in learner development get-togethers in 2013, and connects this to her decision to do "a funds of

knowledge" research project with her students involving photo elicitation and unstructured interviews. Natacha is critically interested in developing greater inclusion, diversity and equality with her learners, a theme that **Lorna Asami** weaves through her narrative reflection on the varied voices and cultural practices of both her formative years in Hawaii and of the Japanese, Chinese, Malaysian, South American, and Vietnamese students that she works with in her present university teaching. Based in elementary schools in Fukui, **Mike Kuziw** shares, with similar passion, his ongoing research and teacher development activities with his colleagues to improve the quality of the English classes that they teach together. In the final Members' Voices piece, **Olya Yazawa** recounts how she has confronted the loss of motivation that she sees students experiencing in their education both at university and in high school. Here Olya has used both Self-Determination Theory (SDT) and the new theory of Directed Motivational Currents (DMC) to inform her research and to develop practical student projects in her university classes.

Stories of Learning and Teaching Practices features three engaging narratives of developing learner and teacher autonomy in exploratory ways. **Jackie Talken** tells the story of recent action research about ideal classmates that she has been doing to develop a more supportive learning environment and greater cooperative, collaborative learning and interaction with her junior high school students. Reporting on a micro-teaching task, **Logan McCarville** explores different questions that came up for him in designing a lesson that would nurture university students' autonomous reading strategies. Logan focuses in particular on attending to questions of learner control over content, learning management, and cognitive processes, all key principles for the development of learner autonomy. In the third contribution **Hugh Nicoll** interviews **Yoshitaka Kato** about his journey of learning through to his ongoing engagement with Exploratory Practice (EP). Yoshitaka sees EP as a catalyst for empowering teachers and learners, stimulating innovative research, and helping us

understand the centrality of process in learner development, and in the field of education more generally.

These stories are followed by three short reflective articles. The first is an ensemble piece of extended reflections by **Ken Ikeda**, **James Underwood**, and **Tim Ashwell** on active learning (AL). They each look at AL from different practice and theory vantage points, raising many interesting questions ahead of the LD Forum on AL at JALT2019. In the second reflective article **Adrienne Verla Uchida** tells the story of applying a Four-Dimensional Education (FDE) framework to designing a course on grammar practice that she was unexpectedly required to teach when she took up a full-time position at a university in Tokyo. Then, drawing on their experiences of working in high schools and universities in Japan, **Nicholas Carr** and **Paul Wicking** look at how sociocultural theory can be applied in collaborative writing and assessment activities to promote learner autonomy.

Miki Iwamoto opens the final set of contributions by sharing with readers of *Learning Learning* what she learnt from attending her first conference. Miki was awarded an LD SIG conference grant last year to help cover her costs for JALT2018. Her grant awardee essay reveals what a positive learning experience attending the conference was for her. Rounding things off, **Robert Morel**, **Stacey Vye**, and **Anita Aden** share their reflections from taking part in the Learner Development Forum at the 2019 PanSIG Conference in May in Nishinomiya, Kobe. They take up issues connected to secondary and post-secondary learners' experiences of self-directed learning curricula, including the extent to which learners are guided to follow their interests, set their own goals, use English outside of class, and reflect on their performance and progress.

In closing, **Patrick Kiernan's** Financial Report lets us all keep up to date with how the SIG is spending what it receives from JALT based on the number of SIG members (currently around 220). Much of what LD spends is used for different grants to support LD members—see <http://ld-sig.org/grants/> for more details.

All in all, this issue includes contributions by over 20 different authors. We'd like to thank each and every writer for creating this issue of *Learning Learning* together, and for working hard on

developing their writing and finalising it for publication.

As a reader you are warmly invited to write for future issues of *Learning Learning* and/or to step forward and join the editorial team. So that you may know a little more about how we work with writers, let me mention briefly what we do. In our interactions with writers, as editors, we work collaboratively, inclusively, and transparently. Two editors work together with each writer, and we rotate the pairings so that we keep learning about and developing together our practices of responding to writers. For example, for this issue, Ken and Sean interacted with Beth on her writing, while Andy and Tokiko responded to Natacha. Fumiko, Ken and Sean also interacted with Miki, while Andy and Daniel worked with Logan, James and Hugh with another writer, and so on! Thus, if you join the editorial team, you will always be working with at least one other editor, as well as the writer, on helping each contributor tell their story of learner development in their own ways.

In this work, we often make editorial requests to writers. *“Good to introduce your passion and share more about it earlier in the text, as, otherwise, readers won't know what you are referring to,”* begins one of our comments. *“This is an intriguing observation and I hope you can expand on this ...”*, starts another. We frequently ask contributors to write with an “I-voice” about their practices and research. *“Your story, however, seems at heart a personal one, and the “I” voice—a first-person narrative voice is struggling to break through those passive voice, ostensibly objective conventions of academic discourse...”*, ventured an editor in encouraging a writer to take a more personalised and voiced position. Perhaps more than anything, we find ourselves appealing to writers to approach their writing as personal stories in which they may re-create reflective, questioning narratives about their learner development work. We know from experience that this helps writers to share their complex engagements with learner development “close-up”, so to speak, with readers of *Learning Learning*. For us, as an editorial team, in many ways then, the hallmark of writing *for* and *about* learner development is personal, narrative, reflexive. That's what we value and focus on.

We believe this way of working with writers helps to give voice to teachers and learners about

the different practices and puzzles that concern them about learner development. We trust that it helps to create a wider sense of inclusion, community, and participation among SIG members too. If this resonates with you and if you would like similarly to respond to writers as part of the *Learning Learning* editorial team, you are warmly welcome to join us and develop further the community-oriented and community-based approach that we take in producing *Learning Learning*. Just contact us at LLeditorialteam@googlegroups.com. We're looking forward to hearing from you. Many thanks in advance!

Andy Barfield, lead editor for LL26(2), on behalf of the *Learning Learning* editorial team: **Tokiko Hori** (editor, translator), **Daniel Hougham** (editor, digital content), **Ken Ikeda** (editor, grant awardee essays), **Fumiko Murase** (editor, grant awardee essays), **Yoshio Nakai** (editor, translator), **Hugh Nicoll** (editor, webmaster), **Sean Toland** (editor, grant awardee essays), **Koki Tomita** (editor, translator), & **James Underwood** (editor, layout)
Tokyo, September 2019

今号は、11月のJALT第45回年次国際大会と、LD SIG 主催で12月に行われる「コミュニティーの創造：共に学ぶ5」カンファレンスに先駆け、Yoshio Nakai と Koki Tomitaの挨拶と近況報告をまずお届けいたします。JALT年次大会でのLD SIG関連のイベントは、LD Forum、LD 年次大会、そしてカンファレンスの土曜日の夜には皆でテーブルを囲み夕食を共にする予定です。各イベントの内容は今号のつながり求めてのセクションで紹介がありますが、年次大会でのイベントの時間や場所等の詳細は追って10月にお伝えします。

メンバーの自己紹介を兼ねるメンバーの声では、今回5人のSIGメンバーが学習者の成長に関する興味や、学びの多かった経験を紹介します。まず、**Elizabeth Schlingman**はいわゆる一般的な教室ではなく、セルフアクセスセンターという、より学生とのかかわりが密接な場で求められる様々な役割を通して見つけた達成

感について報告します。**Natacha Sakamoto**は、2013年のGet-Togethers ミーティングに参加した後に、高校学校レベルでの学習者主体のアプローチを模索しつつ、映像的インタビュー、非構造化インタビューを通して行う”a funds of knowledge”というリサーチプロジェクトを立ち上げました。**Natacha**は生徒の内包化、多様性、そして平等性に研究的興味があり、それは、**Lorna Asami**が今回の物語的な振り返りで紹介している、ハワイにおける人格の形成期に、そして、彼女が現在教えている、日本、中国、マレーシア、南アメリカ、そしてベトナムの学生とのふれあいの中で得た、様々な知見と、文化的な慣習と合致するところがあります。福井で教鞭をとる**Mike Kuziw**は、現在進行中の研究、そして英語教員向けの研修資料を同僚と作成したエピソードを紹介します。メンバーの声最後の寄稿者は**Olya Yazawa**です。**Olya**は、高校、そして大学において学習者のモチベーションの低下を感じていました。そこで、彼女は学生を対象にSelf-Determination Theoryと、極めて新しいDirected Motivational Currents を応用した研究をおこない、クラス内でおこなったプロジェクトベースの実践を報告しています。

学びと指導方法の物語では、物語的手法を使って3人の寄稿者が学習者、そして指導者のオートノミーを向上させる方法を模索します。**Jackie Talken**は、理想のクラスメートは何かという質問を、アクションリサーチを通して、より協力的な環境、生徒間での相互作用や共同学習を促すクラスの形成を、中学生とのふれあいの中で探求しました。**Logan McCarville**は、マイクロティーチングの紹介、そして大学生が読解ストラテジーを向上させる授業の作成中に、思い当たった質問を探求していきます。**Logan**は、特にオートノミーを発展させるために必要な、学習者による「学習内容の選択」、 「学習の管理」、そして「学習認知」に関する

質問に主題を置きました。第三の寄稿者の **Hugh Nicoll** は、**Yoshitaka Kato** とのインタビューを通して **Yoshitaka** が専門とする探究実践に関する報告を行った。**Yoshitaka** は探求実践を、「教員と学習者を力づける方法であり、さらに革新的な研究分野となりえ、学習者ディベロップメントを含むより広い意味での教育の根幹を認識することを助けてくれる」としている。

続いては、振り返り型の小論です。まず、**Ken Ikeda**、**James Underwood**、と **Tim Ashwell** が3人で執筆したアクティブラーニングについての振り返りを紹介します。かれらは、アクティブラーニングを様々な視点そして理論から考察し、そこから湧き上がった疑問点を2019年のLD forumで発表します。次は、**Adrienne Verla Uchida** がある東京の大学の専任教員になった際に突然教鞭をとることになったクラスで、4次元教育の概念を元に文法指導を主とする授業を作成した時のエピソードを振り返ります。**Nicholas Carr** と **Paul Wicking** の振り返りでは、彼らの高校と大学の教鞭をとった経験を元に、学習者オートノミーを向上させるための、社会文化論を使用した共同ライティングと評価の活動にフォーカスを当てました。

本号最後の寄稿者の **Miki Iwamoto** は初めて参加したカンファレンスのレポートをしました。Miki は2018年年度のLD SIG補助金の受賞者で、JALT年次大会に参加しました。彼女の補助金受賞者の論文では、カンファレンスで体験した経験をシェアしてくれています。締めくくりに、**Robert Morel**、**Stacey Vye**、and **Anita Aden** は神戸の西宮市で行われたPan SIGカンファレンスの振り返りをしてくれました。中でも、中等教育やそれ以降の学習者における自律的学習のカリキュラムに関する問題で、学習者が自身の興味を追求したり、目標を設定したり、教室の外で英語を使ったり、ある

いは自分の成績や進度を振り返ったりする際に、どの程度まで教員が指導すべきかといった問題を取り上げています。

締めくくりに、**Patrick Kiernan** のファンショナルレポートではJALTからの助成金(会員の数220名を元に算出)の用途を説明します。LD SIGの支出は主に会員の助成金に当てられています。詳細は、<http://ld-sig.org/grants/> に掲載しています。

今号の『学習の学習』では20名を超える寄稿者が貢献してくれました。今号の『学習の学習』の作成に参加し、発刊までの道のりを共にくださった一人一人の著者に感謝の気持ちでいっぱいです。

『学習の学習』では編集チームに参加していただけるメンバーを募集しています。LD SIGが行う編集に親しんでいただくために、編集工程について説明させていただきます。私たち編集者達が寄稿者との関わりの中で大切にしているのが、共同性、包括性、透明性です。寄稿者一人一人に、二人の編集者が付き、フィードバックが終わるたびに編集者は違う寄稿者にフィードバックを行います。編集者のローテーションの目的は、多方向からのフィードバックを寄稿者に提示すること、そして私たち編集者自身が寄稿者とのやり取りをとおして、新たな学びを得るためです。例えば、今号では、KenとSeanがBethと彼女とやり取りを行い、AndyとTokikoはNatachaの論文にフィードバックを返しました。変わって、Fumiko、Ken、SeanはMikiと、そして、AndyとDanielはLogan、そして、JamesとHughは他の寄稿者と意見の交換を行いました。このように、フィードバックの際には、寄稿者とはもちろんのこと、少なくとも一人以上の編集者とやり取りを行い、さらに、自身の学習者ディベロップメントの経験をシェアすることができます。

本号では、編集チームが以下のようなクエストを寄稿者たちに伝えました。ある編集者

は「あなたの情熱を感じ取ることができてとてもうれしいですが、序盤でもう少しそれを伝えたほうがいいですね。というのも、読者があなたが伝えたいメッセージをここでは受け取ることができないかもしれません」と切り出し、他の編集者は「これはとても面白い視点ですね。このことについてもう少し膨らませてみましょう」というフィードバックを残しています。LD SIGでは第一人称である「I」を使って寄稿者の実践や研究内容を報告してもらっています。ある編集者は、寄稿者の著作をよりパーソナルなもの、そして自身の声に耳を傾けてもらうために「この物語は今、あなたの心の奥深くを観察しているように感じます。そして、第一人称の「I」は、自己を客観視するために学術の世界で当然のように使われている受け身形を乗り越えようとしている」というフィードバックを行いました。おそらく何よりも、私たちは寄稿者達に自身の声を聞くこと、問題を個人のものとしてアプローチすることを伝えていきます。そうすることで、寄稿者たちは、学習者ディベロップメントを発達させた経験談を深化させ、今までと異なった角度から問題を捉え、自身にさらに発展的な質問を与えることができると信じ問います。これまでの経験から、寄稿者たちは『学習の学習』の読者と共に、学習者ディベロップメントという複雑な挑戦に真っ向から向き合うことができると思います。私たち、編集チームにとって学習者ディベロップメントの「ため」、そしてそれに「ついて」書くことに必要なことは、個人的、物語的、そして振り返りだと信じています。それが私たちの信じるものであり、大切にしていることです。

このように寄稿者との関わり合いの中で、学習者ディベロップメントに関する様々な活動や質問を声にする機会を与えることができ、このアプローチによってより多くのメンバーの声にふれることができ、さらなる包括的な環境の整備や、意識の向上、そしてさらなる参加を促

すことができると信じています。もし、私たちのこのような取り組みに賛同し、『学習の学習』の編集に参加していただけるなら、さらなるコミュニティー主導型、コミュニティーに根ざしたアプローチを発展させているけるとおもいます。もし私たちの編集チームに参加したい方は<LLeditorialteam@googlegroups.com>にメッセージをお送りください。編集チームから心を込めて皆様の参加を楽しみにしています。ありがとうございます。

Andy Barfield, 『学習の学習』 26号(2) リード編集者より

Tokiko Hori (編集、翻訳), **Daniel Hougham** (編集、デジタル編集), **Ken Ikeda** (編集, 補助金受賞者エッセー), **Fumiko Murase** (編集, 補助金受賞者エッセー), **Yoshio Nakai** (編集、翻訳), **Hugh Nicoll** (編集, ウェブ担当), **Sean Toland** (editor, grant awardee essays), **Koki Tomita** (編集、翻訳), & **James Underwood** (編集、レイアウト)

東京, 2019年9月

GREETINGS AND NEWS UPDATES | 挨拶と近況報告

Greetings! Welcome to *Learning Learning*! We hope that this issue also will bring you a lot of meaningful chances to gain fresh insights into learner development.

First and foremost we would like to appreciate SIG members' collaborative support for the LD SIG and say special thanks to SIG officers for their contributions. Especially, now we would like to express our thanks to the contributors and editors of this issue of *Learning Learning*. Speaking of publications of the LD SIG, editing work on Volume 3 of *The Learner Development Journal: Learner Identities and Transitions* is nearly complete. As one of the editors I would like to thank the contributors, the Review Network members (Thomas Bieri, Alice Chik, Michelle Golledge, Sabine Little, Fumiko Murase, Hugh Nicoll, Ted O' Neill, Colin Rundle, Akiko Takagi, and Katherine Thornton), my fellow editors Christina Gkonou and Jim Ronald, and the Journal Steering Group (Tim Ashwell, Darren Elliott, and Alison Stewart) for all their hard work. Volume 3 of the journal will be published soon.

Almost half of this academic year has already passed, but we will have more exciting events in the next 6 months. The biggest event, the 45th JALT International Conference, is about to take place in Nagoya from Friday, November 1, to Monday, November 4. The theme of this conference is teacher efficacy and learner agency. According to the JALT website, learner agency is defined as learners "having ownership over their learning" or "the power to act," which can foster learners' ability to learn throughout their lives—a key characteristic of learner development. "Teacher efficacy" is at least as difficult to define as "learner agency"; but when teachers work together (as learners) we are more likely to construct learning environments in which learners develop their capacity to take ownership of their learning. During

the conference, we will have our LD forum and AGM and we look forward to having you join us!

Speaking of conferences, the Tokyo get-together team will organize another fascinating informal event with teachers and students taking part: Creating Community: Learning Together 5 (CCLT5) on Sunday December 15 2018 at Otsuma Women's University. More details will follow soon. Moreover, the PanSIG & JALTCALL conferences will take place in May in 2020. Although these events will be held next year, the deadline for the PanSIG will be in January 2020 and in February 2020 for JALTCALL. We hope you will consider participating in these conferences and be encouraged to put in a proposal about your interesting research and practices.

Last year, our SIG celebrated its 25th anniversary. This would not have been possible without our members' and officers' contributions over all those years. For the sake of the continuing development of the SIG, as a member you are very welcome to take part in LD SIG activities and/or to step forward and take part in the LD SIG committee. We especially need people to help with publicity and membership. We would like to have two or three people working together as a publicity team, so if you are interested in this kind of work or in joining other teams, please do let us know.

We close our greetings by hoping that we will be able to meet you at the above conferences and we are looking forward to your contributions for future issues of *Learning Learning*.

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Learner Development SIG Co-coordinators

GREETINGS AND NEWS UPDATES | 挨拶と近況報告

ようこそ、みなさま。

Learning Learning をご覧いただきありがとうございます。今号も学習者ディベロップメントに関する新たな発見のある有意義な機会をお届けできることを願っています。

まず初めに、LDSIGを支えてくださったメンバーの皆様の協働的なサポートに感謝申しあげるとともに、SIGの委員の皆様の大なるご貢献にもお礼申し上げたいと思います。

また、特に、Learning Learningの今号にご論考をお寄せくださった執筆者のみなさま、ならびに編集委員の皆様にも感謝したいと思います。LDSIGのジャーナルに関して言えば、The Learner Development Journalの第3号、Learner Identities and Transitionsが刊行に向けて最後の編集作業に入っています。編集者の一人として、この場をお借りして、執筆者のみなさま、査読委員のThomas Bieri, Alice Chik, Michelle Golledge, Sabine Little, Fumiko Murase, Hugh Nicoll, Ted O' Neill, Colin Rundle, Akiko Takagi, and Katherine Thornton、そして編集委員仲間のChristina Gkonou and Jim Ronald、そして最後になりましたが、ジャーナルの委員であるAlison Stewart, Darren Elliott, and Tim Ashwellに感謝の意を表したいと思います。第3号はまもなく刊行の予定となっています。

今年度ももうすでに半年が過ぎてしまいましたが、残り半年に刺激的なイベントがいくつか開催されます。まず最大のイベントとしては、第45回JALT国際大会が11月1日から4日まで名古屋で行われます。

大会のテーマは教師効力感と学習者主体です。JALTのホームページによれば、学習者主体は自分の学習に対するオーナーシップ（自己所有感）、あるいは「行動する力を持つ」学習者のことであると定義されています。これは生涯を通して学習していく能力を育てることにつながり、ひいては学習者ディベロップメントの重要な要素の一つであるとも言えます。加えて、協働を通して得られる集合的教師効力は私たち教師にいかなる学習者も発展を遂げることができるという観点をもたらしてくれることになるでしょう。この大会ではLD SIGもLDフォーラムや年次委員会を開きますので、皆様にご参加いただければと思っています。SIGレベルでのカンファレンスについては、Tokyo get-togetherグループが12月15日に大妻女子大においてCreating Community: Learning Together 5 (CCLT5)を開催する予定です。こちらは、教師と学生が集うインフォーマルなイベントです。詳細については後日お知らせします。

さらに、2020年5月にはPanSIGとJALTCALLが開かれます。来年のイベントですがPanSIGが年が2020年1月、JALTCALLが2020年の2月が要旨提出の期限となっています。みなさまの研究と実践の成果の発信のためにも、ふるってご応募ください。

昨年LD SIGは25周年を迎えました。ひとえにメンバーと委員の方々のおかげであり、ご協力がなければ迎えることができなかつたと思います。SIGの今後の益々の発展のためにも、メンバーとして、あるいは委員としてSIG活動にご参加いただきと思っています。

現在、広報活動とメンバーシップに関する委員を募集しています。広報委員、メンバーシップともに2、3名のチーム体制で活動を行なっております。ご関心のある方はぜひご連絡いただけますようよろしくお願いいたします。それでは、最後になりましたが、今年度開催予定の学会でお会いできること、また、Learning Learningへのご投稿も楽しみにお待ちしております。

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Key Learner Development Events and Sessions at JALT2019

- (1) **Learner Development SIG Annual Party and Dinner:** *Taking place on the Saturday evening of the conference, with more details to follow in October.*
- (2) **Learner Development Presentations:** *a full listing of LD sessions at JALT2019 are in the Looking Forward section.*
- (3) **Learner Development SIG Annual General Meeting:** *Sun, Nov 3, 11:45 AM - 12:45 PM; 1103*
- (4) **Learner Development SIG Forum:** *Sat, Nov 2, 5:00 PM - 6:30 PM; 1002.*

Active Learning as a Policy for Transforming Lives

"Tell me and I forget. Teach me and I remember. Involve me and I learn" (Xiang, 818). Presentations in the Learner Development SIG Forum will critically explore what happens to learners when participating in active learning. In addition to considering active approaches in practice, topics will examine active learning in policy, online, through independent research, experience, and as a theoretical concept. Timed rounds of interactive presentations will be followed by reflection for the SIG's newsletter.

Adding Preparation Time to Active Learning Activities for Increased Motivation and Participation

Lorna S. Asami, Keisen University

In a typical EFL tertiary classroom, students have various tasks to complete to receive assessment from their instructor. Even if all the tasks include active learning activities which would help the learner to be engaged and result in a higher level of retention, some learners may balk at certain tasks if it is not their preference for learning. In order to overcome this resistance, this instructor attempted to provide more time to the preparation of each task with the hope to engage the learners and achieve increased participation in the tasks. Explanation, discussion, and goal-making were added to the beginning of a course to improve learner motivation for the active learning tasks. A description of the tasks and results of this strategy with approximately 80 students are reported on using the data from a survey, and further implications for research provided.

Active Learning through Bilingual Group Discussion

Tim Ashwell, Komazawa University

In my third- and fourth-year seminar classes this year, I have introduced a new way of working which centres on discussion of specialist material in both Japanese and English. Thus far in my seminar

classes I have not expected students to discuss material but have simply required them to take 'readiness' tests and to engage in tasks connected to the topic. This year, my hope is that by having the students prepare a reading in advance, by reading the material together in class, by then discussing the material in Japanese and English, and by making individuals and pairs responsible for leading the discussions, students will become more actively involved in understanding and asking questions about the content of the material. In this presentation, I will show how the students evaluated this new way of working and will assess whether this new format has led to greater active learning.

Looking at Active Learning through the Lens of Student Fieldwork

Andy Barfield, Chuo University

In this poster presentation I look at active learning with a small group of undergraduates through the lens of student fieldwork. As preparation for later overseas fieldwork, in the Spring semester, the students did initial fieldwork observations at different sites in Tokyo. They also did interviews in Japanese, reporting back in English and Japanese on what they had learnt. In the summer vacation the students visited Myanmar for two and a half weeks to research individually a particular social justice issue that interested them. This included visits to local organisations, fieldwork observations, and street interviews, many conducted bilingually in collaboration with students from a local university. Keeping notes and reflections, the students regularly documented their changing understandings of fieldwork and their research issues. In this presentation I look at how their fieldwork developed over time and consider how the lens of student fieldwork may re-focus our views of active learning.

Using Smartphones to Help Create a More Active Learning Environment

Blair Barr, Tamagawa University / Otsuma Women's University

It is not uncommon for teachers to devise rules to take phones away from their students. These teachers typically feel that smartphones are a distraction from classroom activities and lectures. However, in this presentation, I will demonstrate how these naturally distracting objects can also be put to use as personal displays and sources of accountability that can foster a more active learning environment, even with larger classes of 30 or more people. Examples will include learners using games, study applications, websites, online forms, recordings, and online flashcards to guide individuals and groups through their language learning and speaking activities at a faster pace. The presentation will also critically explore the challenges to successfully managing on-screen time so that the phone is a tool rather than the focal point of the learning experience.

Visualizing Active Learning with Legitimation Code Theory

Dominic G. Edsall, Ritsumeikan University & UCL Institute of Education

Active Learning has become a popular buzzword in Japan and elsewhere. However, there is no agreed definition and many teachers are left to interpret this on a case by case basis. How do we know if our students will learn actively or have actively learned? Legitimation Code Theory (LCT) offers a way to visualize knowledge construction processes within a lesson activity through the language used to give a better insight into what active learning is and how activities might be used to encourage it. LCT extends ideas from the work of Bourdieu and Basil Bernstein developing theories and approaches from general education and educational sociology, and LCT allows for the evaluation of active learning within the second language classroom. Using the LCT concept of Semantic density, several examples

of real classroom activities will be discussed in relation to how they supported or failed to support active learning.

Introducing Peer-review: A Principled Approach

Ian Hurrell, Rikkyo University

It has often been stated that peer review activities play an integral part of helping students to develop their writing skills. However, it is also the case that many students, who have no experience of commenting on each other's work, can struggle to give meaningful feedback to their peers. In this interactive presentation, the presenter will report on ongoing research focused on aiding freshman college students to take an active role in reviewing and commenting on each other's written work in an advanced reading and writing class. Particular attention will be paid to methods, principles and activities that can be utilized to effectively introduce peer review techniques to inexperienced learners. The presenter would also like to engage the audience in discussion and exchange ideas about how we might better engage our students in peer review in a more active and meaningful way.

Enabling Students to Express Opinions from Their Core Values

Ken Ikeda, Otsuma Women's University

How can we get students to utter meaningful opinions? Bonwell and Elson (1991) state their fifth feature of students in active learning involves exploring their own attitudes and values. I propose that this desired outcome comes through having students construct opinions based on the degree they agree or disagree to a list of value statements. Their opinions come from what they may believe and think are important, but Lemke (2008) argues are based on their fears and desires. After examining their stances to these value statements, students can build their views into organized manifestos or platforms. Through active dialogical interaction, students also engage in community-building and create shared statements. My poster

will show how this community-building has occurred in a class of university students of differing years and levels.

How Dual Orientations Can Assist Understanding Young Japanese Learners' Learner Autonomy

Fumiko Ishinuki, Kumamoto Gakuen University

Learner autonomy involves an individual learner's goal-setting, monitoring and evaluation of their own learning. Among those, goal-setting plays quite a significant role since the other two elements are based on the goals set by the learner. While it appears that there is implicit shared understanding that the goals are related to a learner's becoming an autonomous user of the target language for authentic communicative purposes, young Japanese learners often have other objectives related to examinations and school grades (i.e. often quoted as 'dual orientations in studying English' (Yashima, et al (2004)). Based on data from the presenter's current study, strength of each goal orientation by an individual learner can affect different elements of learner autonomy development in the process of learning through a course based on experiential learning. Thus, it is suggested that dual orientations perspective be incorporated in examining learner autonomy in Japanese educational contexts.

Toward More Effective Active Learning – Analyzing Students' Interaction in a Discussion Class

Kio Iwai, Rikkyo University

Active learning is defined by Bonwell and Eison (1991) as "instructional activities involving students in doing things and thinking about what they are doing." In Japan, ever since the Central Council for Education mentioned active learning in its report in 2012, a variety of learning methods have been explored in order to promote active learning. In the university discussion class where I teach, various ways to involve students such as pair-practice, pair-opinion exchange, group-opinion exchange are adopted. While in some discussions, students

mechanically ask questions and answer them, in other discussions, students arrive at a deeper understanding as a result of continuous efforts trying to understand each other. I would like to illustrate what is happening in a discussion where learners think harder about what they are doing by analyzing students' interaction. Further, I would like to suggest a way to enhance effectiveness of active learning.

"Meccha active": Deep Active Learning, Collaborative Project-based learning, and Teacher Education

Nick Kasperek, International Christian University

This presentation will unpack the revised official buzzword "active learning" in its recent official meaning as "independent, dialogical, and deep learning" (Matsushita 2018, p. 8), exploring the literature shaping and responding to official Japanese policies and addressing curriculum design more broadly. As Matsushita notes, active learning was first explicitly contrasted with "one-sided lectures" (p. 16), which rarely characterize communicative English language courses. However, drawing upon my experience teaching an English discussion course for teacher-trainees with mandated active learning assignments, I suggest that collaborative project-based learning provides a helpful framework for English instructors not only to fulfill such "active learning" requirements but also to use these assignments for meaningful "meccha active" learning. While ideally institutions would provide teacher training for how to use "active learning," I hope to present clear and simple structures that teachers can use independently and collaboratively to create and scaffold "deep active learning" worthy of its name.

Active Learning in Large Classes

Patrick Kiernan, Meiji University

Large university classes are often the epitome of passive learning, where the teacher speaks and the students listen. Indeed, it is a reaction against this

traditional arrangement where retention is believed to be as little as 5% that has led to a growing interest in active learning approaches in Japan (Ito, 2017). Small classes are often seen as a prerequisite for active learning. However, this poster will introduce an active approach to learning used with a class of over 100 students. The course introduced began as a much smaller class of around 50 students but expanded over several years to almost 200. During this time, techniques were evolved to promote active learning, including group discussion, presentations, journal writing and use of a mobile "clicker." The poster will illustrate how these techniques have been implemented and modified, student reactions to the activities and the kind of problems still faced.

Fostering Active Learning in Compulsory EAP Classes for Non-English Major Students

Jenny Morgan, Sophia University

Teaching for the first time in a compulsory EAP skills-driven syllabus, I was uncertain how to balance the institutional requirements with a more bottom-up, learner-driven approach to learning and teaching. I had various concerns about how to make academic English learning relevant and interesting to first-year students with a wide range of linguistic and academic skills. Would an 'active learning' approach which provides learners with many opportunities for 'interaction, autonomy and deep learning' (MEXT guidelines in McMurray, 2018) be effective in engaging students from diverse departments and developing their EAP skills? In this poster presentation, I will share classroom activities, puzzles and materials, and invite participants to comment and share their experiences in fostering active learning.

Effects of Issue Logs on Learners' Active Learning and Speaking Skills Improvement *Sakae Onoda, Juntendo University*

This presentation will show how issue log tasks, a type of pair work, can help learners engage in actively listening to each other's stories and

responding to these with curiosity and critical minds, thus helping them build rapport and ultimately improve their English interactional skills. L2 literature indicates that the intensive use of such tasks, when finely tuned to learners' proficiency and intellectual and motivational levels, can help L2 learners achieve their linguistic, affective, and social goals, all of which are critical to using English in today's global society. The presenter will first explain the features of issue log tasks along with their theoretical underpinnings, the learners' key features, and their feedback on their own issue log performance, including perceived pedagogical benefits. Finally, the presenter will show a DVD of learners' performance so that members of the audience can witness how learners engaged in the task.

Learners as Co-Researchers: Actively Learning about Active Learning

Joe Sykes, Akita International University

By engaging university students in inquiry into their emplaced learning, I was able to gain deep insights into their experiences of active learning, while simultaneously empowering them in a number of ways. As co-researchers, they developed practical and intellectual skills of inquiry, the use of which led to greater awareness of factors influential over their learning and identity formation, and gave them a voice in university policy. The project I present involved three phases: an 'auto-ethnographic' phase, in which the co-researchers reflected on their learning journeys, presented them as multimodal narratives and conceptualised the university as a place of active learning; an 'ethnographic' phase, where they extended their understanding by inquiring into the perspectives of other students in the university; and, an 'action' phase, in which we (the co-researchers and I) used our findings to inform evidence-based policy recommendations, made to the university administration.

Autonomous Active Learning through Teletandem: One Undergraduate's Experience

Clair Taylor, Gifu Shotoku Gakuen University

Teletandem is an active learning practice where a proficient speaker of one language pairs with a proficient speaker of another, and through regular voice/text/video chat meetings (using an application such as Skype), each helps the other learn their target language. The learners exercise and develop autonomy as they negotiate the timing and content of the sessions, the tools used, and approaches to correction and feedback. This narrative study explores the tandem experiences of one undergraduate learner of English, studying at a private university in Japan, who engaged in weekly tandem activity for 17 months with an American learner of Japanese, organized through their universities, which are partner institutions. The story illustrates the affordances of tandem activity for the maintenance or development of language skills, for sustaining motivation to learn, and for personal growth through the building of deep, strong bonds with a teletandem partner.

Feeling Pressure or Comfort? Students' Perceptions toward English only Classrooms

Koki Tomita, Soka University

This research attempts to find out connections between students' emotions toward speaking English and English only policy implemented in four-skill English courses. In particular, this study examines how students' willingness to communicate (WTC) in an environment where the use of English is reinforced by the teacher changes over time. Participants of the study are 93 freshmen students studying at a private university located in a suburb of Tokyo. They belong to the faculty of law, education, or literature of the university and meet two times a week for the English course. This study employs the paired samples T-test to measure to what extent the level of WTC changes after taking the courses held under an English only environment. In semi-structured interviews, the

researcher also follows up with participants to identify further needs of participating classes taught all in English.

Language Learner Autonomy and its Relation with Motivation Beyond the Classroom

Fang-Ying Yang, National Chiao Tung University, Taiwan

This study aims to examine the nature of language learner autonomy in a self-directed English listening program and explore its relation with motivation beyond the classroom. A mixed-method design was adopted. Thirty-seven EFL college students voluntarily participated in a non-credit out-of-class self-directed English listening program. The program provided resources and support for two forms of learning: self-directed listening practices using online materials and socially-mediated learning through onsite and online interactions with teachers and peers. Participants were allowed to develop and implement their own study plans. Quantitative data included TOEFL listening test scores, a motivation questionnaire, and an end-of-program questionnaire. Qualitative data included learning diaries, end-of-program interviews, and teacher/researcher's field notes. Findings indicate that participants who had higher levels of promotional instrumentality of learning English showed higher levels of proactive autonomy; those who had preventional instrumentality tended to demonstrate reactive autonomy. The theoretical connection between autonomy and motivation will be discussed.

Learning Learning Editorial Team

Those working on *Learning Learning* share a commitment to working together in small teams. We aim to learn together about writing, editing, responding, and/or translating, for our shared personal and professional development. Some areas where we would like to encourage SIG members to take part and work together on *Learning Learning* include:

- **Layout and Design:** working on the formatting and preparation of finalised content for online publication
- **Members' Voices** (co-)coordinating: contacting news members of the SIG and working with them to develop their writing in a variety of formats and lengths as a first step to taking part in the SIG's publication activities;
- **Looking Back** (co-)coordinating: working with contributors writing on events related to learner development (conferences, forums, get-togethers, workshops, both face to face and online) for publication in *Learning Learning*;
- **Research and Reviews** (co-)coordinating: encouraging potential contributors to send in summaries and accounts of research, as well as reviews (of books, journal articles, materials, or web resources relating to learner development), and working with them to develop their writing for publication in *Learning Learning*.

If you are interested in any of these areas of working together (and/or you have other areas of interest) and would like to discuss your interest and ideas, please email the *Learning Learning* editorial team: <LLeditorialteam@googlegroups.com>

MEMBERS' VOICES | メンバーの声

Finding Myself in Self-Access

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Two years have passed since I became an advisor at a self-access learning center (SALC) and, with a lot more to learn about this field, I still find it a bit challenging to explain this context and what I actually do in an understandable way. Put simply, SALCs are places where students are encouraged to develop more autonomous learning skills (see Gardner and Miller, 1999, for the definitive look at these spaces). In our center, like many others in Japan and abroad, we try to help students acquire these skills by offering language learning advising, study resources, and social opportunities for learners to collaborate with peers. Though my official title is “language learning advisor,” that is only one facet of the work I do. It also includes things like student staff development and running a conversation program. Usually to casual acquaintances or relatives I keep it simple by saying “I teach at a university.” To those who are interested I provide more details, but I sometimes feel less than eloquent in breaking down the related jargon. I get caught off guard by reactions like surprise at the fact that I am not a classroom-based teacher or confusion about what self-access learning means. I appreciate that these exchanges challenge me to reflect more deeply on what I do. While not always easy to define, I’m thankful that I discovered a role that allows me to really get to know students and collaborate with them to find ways to improve their learning and make our SALC better.

I’ve always had a natural curiosity about others’ lived experiences—an interest that deepened after I took part in international exchange programs in high school and began to study cultural and linguistic anthropology in college. Feeling inspired by my courses and these experiences, I looked for more opportunities to get involved with

international education. As an undergraduate orientation leader for international students I was asked questions that forced me to rethink my assumptions. I had to figure out how to explain things to groups of people with different backgrounds and levels of English fluency for the first time. Through positions like these I learned to love helping students, getting to know what motivated them, and trying to understand where they were coming from. As I was interested in linguistics and wanted to continue working with international students, I decided to make a career out of it and earned a master’s degree in TESOL. Before becoming an advisor at my current institution, I taught English part time at a university in Japan. This reaffirmed my interest in teaching this age group, but left me feeling somewhat frustrated. With big class sizes, only meeting each group once a week, and having almost no extra time after class to help students who were struggling or had questions, I felt that I wasn’t able to have much of a positive impact. I could get to know some of the students in courses that included interactive speaking or writing exercises, but it felt like the semester was over before I knew it and the next would begin with a totally new batch of students. When the opportunity came to accept a position that took me out of the classroom, I jumped at it.

Now, every day, I directly interact with students in more meaningful ways. I chat with students who are using the center, catch up with frequent users on how their studies and off-campus lives are going, work with a team of domestic and international student staff in facilitating an English conversation program, lead one-on-one learning advising sessions, help to supervise student staff who contribute to make the center better, and collaborate with other advisors and teachers. It has been so rewarding to be able to explore the complexity of each student’s relationship with language learning and observe them changing. One student, initially such a reluctant SALC user that I did not know her face, suddenly applied to be a conversation partner. After a lot of practice speaking with other students and chances to

explore her insecurities and set goals for herself through reflective writing and discussions with fellow staff members and me, she has become a role model for other students. She now radiates a totally different energy than she did before. Another student who enjoyed using English, but was not satisfied with her class placement started to make a habit of coming to the center regularly to study, often asking questions and telling me and other teachers what she was working on. Just recently she excitedly updated me that she was able to test out of remedial grammar classes and eagerly shared what her next goal was. Seeing achievements like these, big and small, has not only been gratifying, it has also made me reflect on my own experiences and learning habits. For many students, coming to use the center and taking part in advising sessions provide some of the first chances they have ever had to actually think about how they learn and to meaningfully use English outside of the classroom. I am grateful to be a part of those experiences and in a space that enables them to happen.

Taking on this new position forced me to reassess my place in relation to learners. While advisors like me have important tasks, the relationships students make with each other may be the most crucial to an effective SALC, a dynamic I did not consider as a classroom teacher. Students supporting each other and sharing ideas, acting as role models, and socializing peers into the culture of the center have been for learners the greatest impacts that I have observed in these two years. For this to happen organically we as advisors must try to step into supporting roles to give students the tools to create a better environment. What has been especially challenging for me has been becoming a better active listener, learning how to lead students in the right direction without being prescriptive, and deciding when to give student staff suggestions and when to let them decide and discover what works on their own.

As of writing this our SALC is in the middle of major renovations. Previously containing the English department's main office, the new space will be completely dedicated to learning and all departmental administrative functions will be done in a totally separate room. It was difficult to keep the expectation that the space be used predominantly for studying and using English while

it was also being used, with good reason, for tasks like registering for exams or discussing issues with coursework, usually done in Japanese. With previous issues and student feedback in mind, we hope the improved SALC will enable more active English use and feel more accessible and attractive to students from any department within the university who want to improve their language skills. Student staff will have a designated front desk, giving them more of a central role, and there will be two main rooms: one for quiet study and one for more interactive activities like conversation, cultural events, and short presentations from students and teachers. The next challenge will be communicating how to use the new space, with different features and policies, and supporting the continuing development of the community within it along with our student staff. I look forward to helping our students take the lead in making these changes and to the opportunity to learn more about self-access and reflect on what my role is in this space.

Reference

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Learning and Researching, a Journey

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"I should check my classmate's work? Well, that's the teacher's job." This was what one of my senior high school students muttered under her breath after I asked my class to check each other's work and underline things that they were unsure of. I joined the Learner Development SIG for the first time back in 2013, after my friend and colleague, Caroline, highly recommended it to me. When I heard this comment, I was only just starting to experiment with learner development and I was a little taken aback by it. I could very well understand the feeling. My own journey as a learner (language or otherwise) did not really equip me with much autonomy. I had never been asked to read what anything that my friends had just written. I had never been asked to write any comments about a presentation a classmate had just given, or to grade my own performance after watching a video of it. Now I was asking my students to do so, and naturally, some of them were reluctant. Going to the SIG get-togethers in Tokyo helped me greatly to refine what, how and why I was asking my students to check each other's work or write comments. I needed to be more specific about what I wanted them to check for, and guide them, so that they would know what to look for. I also needed to fully understand myself why the process of reviewing and reflecting is important for students.

Between 2015 and 2019 I took a break from the Learner Development SIG after becoming a parent, twice, but my journey to improve my knowledge on this topic did not stop then. In 2013, I also started a three-year-long part-time, online Masters degree in education. During that time, I undertook an insider-led transformative research into my own practice. My main research questions were *"How would students as co-researchers and a funds of knowledge approach help me connect with my*

students?" and *"How might this affect the power relationship at play, and promote inclusion, diversity and equality in my own practice?"* I chose the funds of knowledge approach in the same way as Moll, Amanti, Neff, and Gonzalez (1992) describe it as the knowledge that has been historically and culturally accumulated and evolved for individual use. In my context, funds of knowledge is the English that is either used by my students in their home context (for instance, through text messages, social media, ...) or that is around them (local signs, food wrappers, songs, ...). I chose this particular approach as I wanted to make a link between the classroom, and the knowledge and skills that students have access to in their home context. I found this approach useful as it builds on the partnership between the students and the teachers described by Fielding (2004).

In order to carry out this research, I used photo elicitation, an unstructured interview, and field notes for my methodology. I was inspired by how Nind, Boorman, and Clarke (2012) used digital technologies and focused on visual methods, rather than textual, so that their young participants could easily express themselves. As my students are not native speakers of English, I had hoped that this photo elicitation method would help them to efficiently show how English is present in their everyday lives. I chose to give an unstructured interview, as I wanted my participants to be involved in the direction of the interview as much as possible (Costley, Elliott, & Gibbs, 2010). I also wanted to find out the reasons behind why they would choose particular pictures, and their views on the English that is present in their everyday lives.

Tomson and Gunter (2007) point out that knowledge is linked to power. My expectations were that the photo elicitation would show me what my students recognized to be the English that they have available around them. McLaren (1989/2013) adds that critical theory questions the reasons behind the construction of knowledge and how some constructions are expected and not others. In this regard, I had hoped to find evidence of my students' knowledge through their photographs. An interview would then subsequently help me to discuss and further understand my students' knowledge, leading me to connect with them and transform my practice by rebalancing the power that I held with regards to

my dominant position as a teacher and being regarded as holding the knowledge of English. I have certainly endeavoured to keep this status quo through requiring my students to only use English in the classroom—which I would characterise as a personal choice as much as a perceived requirement from my colleagues and superiors.

During the research process, I experienced several setbacks such as the difficulty of recruiting participants, finding myself influencing the direction of the interview the whole time rather than giving my students the opportunity to take charge (Costley, et al., 2010). In addition, I did not have the time to include my students in the research process by transcribing the interviews and analysing them together with my students. Now that I am back from the haze of parental leave and coming to “some” of the get-togethers in 2019, I would very much like to continue researching this topic. It is quite clear that the setbacks described above are related to the idea of power relationships, and I would like to address this issue both in my research and in the classroom. I hope that this study will help my students become more involved in their own learning. I also hope to show that English is not the property of native speakers. Through my research I would like to find out more about what my students already know, how I can incorporate this diversity of English language use into my practice, and subsequently prepare lessons that are more relevant to my students’ everyday lives.

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Active Learning in an Accepting Learner-centered Environment

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Something I appreciate about the place that I grew up is the general acceptance of people of different backgrounds. Hawaii has the largest population of multi-ethnic people (people of two or more races) in the United States at 23.8%, far surpassing the second largest population in Alaska, which trails at 8.5% (United States Census Bureau, 2017). Everyone is a minority in Hawaii. The largest group at 38% is Asian but usually identified by locals with their subgroup such as Japanese, Filipinos, Chinese, and others. The next largest ethnic group is Whites who make up 25.1%. Again, locals will often identify with their subgroup as German, Irish, or others, further breaking up into smaller entities. Native Hawaiian or Pacific Islanders follow at 10% and other ethnic groups represented by even smaller percentages. Seeing people from an array of language and cultural backgrounds communicating with each other cultivates tolerance, understanding, and even a sense of humor, which Barack Obama referred to as the “Aloha

spirit” (Obama, 2019; Velasquez-Manoff, 2019). I never expected to find any similarity to this kind of environment in Japan. After living in Japan for over 25 years, I became used to teaching English primarily to Japanese students in exclusive schools. This changed when I accepted a full-time position several years ago at a downtown Tokyo junior and senior high school and found the student body included Korean, Chinese, and Filipino students. I hadn't known that schools like this existed.

Now, in my present position at a four-year women's university, I am once again delighted to find my class roster with Vietnamese, Chinese, South American, and Malaysian names. It hadn't occurred to me that the decreasing Japanese population would prompt universities to accept more students from abroad. My students have responded to me with an “Aloha!” and a smile when I tell them that our diverse class feels like a little piece of Hawaii. I grew up in middle class neighborhoods with Chinese, Japanese, Filipino, Hawaiian, German, and Portuguese families all living on the same street. From the time that I was a child, my friends and I were used to hearing that so-and-so's mother only spoke Japanese, or Korean, or we heard broken or pidgin (Creole) English and responded accordingly. Of course the food from different cultures was fantastic and shared during various celebrations. It is my intention to cultivate that atmosphere of inclusion and warmth to encourage students to be open and take risks to learn (Bonwell & Eison, 1991). I've noticed that when I take the time to personally talk with students and show them that I accept their ideas and opinions, their attitude in class improves and they participate more willingly in class.

One of my present challenges will be to teach an elective pronunciation class this autumn. As my undergraduate degree from the University of Hawaii is in speech pathology and audiology, I couldn't be happier to be given this opportunity. I have pulled out my old faithful Ladefoged's (1982) phonetics textbook to give myself a refresher

course, and I'll be able to use information on articulation characteristics and common syntactic and morphological differences of Asian languages from Shipley and McAfee's (2016) textbook called “Assessment in Speech-Language Pathology.” In this last term, I could hardly understand some of my students' spoken English, so I anticipate doing some articulation coaching.

There are many things that Keisen University includes in its curriculum to foster learner-centered classes. Teachers are encouraged to set weekly goals in our courses, so I will start off with a mini-needs analysis to discover what each student's thoughts are regarding their current pronunciation ability and have them set some feasible personal goals. Nunan's (2003) “Nine Steps to Learner Autonomy” is one of my go-to papers when I am setting up a course. Nunan discusses helping students to form goals and raise their awareness of their learning styles and learning processes, as well as have students teach each other and research what interests them. In order to encourage reflection in a course, Keisen University requires students to keep a paper-based portfolio of their work to be able to review their learning and progress. This portfolio is assessed at the end of the term as part of their course grade. My students have also stored some of their work in their Google Classroom file. To increase the incentive to organize their paper-based portfolios, I had my students take an open portfolio test where they could use whatever was in their file to answer both closed and open questions of the issues we covered in class. I gave out a list of topics and questions to think about and prepare for and hoped that students would review and synthesize ideas we discussed in class. Some of those discussions include the 8 or 10% consumption tax increase coming on October 1, being forced to wear high heels to work, and social justice issues of utilitarianism and libertarianism. In the test, I again asked students to tell me what kind of society they want to have in Japan. We had discussed this

question many times in class with students often scrambling for their portfolios to quote things they had written earlier. As for my personal reflection of this term, I need to ask more metacognitive questions to encourage students to evaluate their study methods and success at learning. I hope to improve and take more advantage of this portfolio task by creating reference materials to file in their portfolio that will help them to become more aware of how they can and are improving their pronunciation skills.

I also hope to inspire my class to think about different ways they might be able to demonstrate their progress on their pronunciation. Keisen University requires their first- and second-year students to enroll in an online program to do extensive listening as well as participate in a separate online program for extensive reading. I want students to come up with ways they can use these materials for their pronunciation. One easy way is that the online program has a built-in pronunciation practice for words the student selects from a short video they watch. The program judges the student's pronunciation of each word and gives them a percentage of their accuracy. I also want each student to pick a particular phoneme (the smallest unit of sound that distinguishes one word from another) to focus on improving. They can find a book from the extensive reading section in our library, and identify the places where the phoneme appears in a short reading selection. Then, after receiving coaching in class, they can practice using the reading selection of their choice. I want them to realize that the phoneme will generally be easier in an initial position in a word, more difficult at the end, and most difficult in the middle because of the sound being sandwiched between two others, and so they might be able to say it in one position, but not in another. I might break the students into groups according to the phoneme they are working on and have them practice with each other. We will finish off the course with students teaching each other

how to pronounce something. It would be ideal if a student teaches us how to pronounce something in another language they speak besides English. Here is where the students who struggle in English but speak other languages can turn the tables on their teacher and classmates. I am looking forward to a great term and can't wait to see how all the students in my class (myself included as I study Japanese) personally develop as learners while improving our language ability.

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Conducting Relevant Research with Effective Application in Elementary Schools

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This past spring I conducted my first research seminar for a local elementary school in Fukui City, which brought together 13 teachers, including the school's principal and head of teachers. Before conducting the seminar, which focused on ways to use English storybooks for children, the way to break into the world of research at elementary schools felt like foreign territory. Unfortunately, no map or guide was provided to make clear what was truly unfamiliar. Fellow elementary school teachers who have an interest in pursuing research may share my sentiment. By sharing here some insights into my own experiences as a teacher-researcher, I hope to unpack some of the realities of research conducted at public elementary schools with a focus on the available opportunities for budding English as foreign language (EFL) practitioner-researchers.

I work with Japanese homeroom teachers (HRTs) on a daily basis conducting team-teaching lessons for students ages 8-12 across seven elementary schools in Fukui City. The main responsibilities of my work include teaching skills in the four language areas, while also exposing students to natural and communicative English language. Beyond the classroom hours, I have fostered close relationships with the HRTs in an effort to better manage and execute lessons through curriculum and instruction development.

Moving into my current role, it became clear to me that Japanese elementary school teachers take on multiple roles and teach various disparate disciplines besides managing English lessons and the inclusion of English within the broader course of study. This is different from my home country based on conversations I have had with elementary school teachers in Canada, who do not conduct foreign language lessons. How teachers manage to fulfill their duties is still unimaginable to me, something I truly respect. Is much of the work dependent on good time management? Or do teachers tend to focus this attention on aspects most appealing or pressing? Thus, my query of relevant research and its implementation as it applies to the overall growth of teacher practice and school development began, in particular the impact it may have on HRTs when it comes to EFL teaching in elementary schools.

While the HRTs are required to fulfill the requirement of teaching English, they do not necessarily have the training or experience to do so. Frequent professional development can encourage new conversations about effective practices in the classroom, in effect enabling them to see change and growth as teachers. I approached my interactions with my colleagues with several goals. I wanted to appreciate how talented they are as professional elementary school teachers. I hoped that I would be able to undertake with them relevant research about teacher development within our shared elementary school work. I also wished to ease any tension or anxiety brought on by English language teaching. Although I find it challenging to voice my exact thoughts about the need for the research that I feel passionately about, I want to respect my colleagues and develop any inquiries in close partnership with them, filling potential gaps in the path towards successful language acquisition.

When it comes to EFL, in my experience, I've noticed that HRTs are open to considering practical methodologies that can be used in the English

classroom. Aside from the disciplined observation lessons teachers frequently take part in, the Boards of Education are adamant about creating better teachers, ones that are more than simply familiar with the material of the EFL discipline. Recently, development has focused on the building of teachers' repertoire of English language teaching skills, which has led to an ambitious move to improve overall language proficiency and pedagogic versatility. Teachers are aware of the challenges they may face, and their openness is certainly refreshing. I have found this, for example, when I have discussed with my colleagues my research project on English storybooks for children. Teachers were moved by the passion I spoke with regarding the benefits of including children's books in the classroom. In many ways, I believe my foresight was shared among teachers who felt a connection to children's books in their own ways, either through their students' interests or through other disciplines in which children's books appear.

Bringing this all together, I would like to leave you with some words of wisdom when approaching research in-house as a non-Japanese teacher. First, take time to talk to your fellow co-workers on a frequent basis. You'll find out their true passions; what impacts their teaching on a daily basis and how they want to make an impact on students. It often leads one to find a niche in which research can be applied. Second, you'll notice that schools themselves have a lot of leeway when it comes to learning a new skill or bringing effective measures into the classroom. With the transition of the current curriculum and the introduction of English as a subject for 5th and 6th graders in 2020, the timing is favorable for conducting such research. While there may be some hurdles to overcome, good hard work will lead to rewarding connections and impacts that will serve both students and teachers well. This should also lead to invaluable research results that will hopefully be included in future teaching. Give it a try!

Facilitation of Motivation Among Non-English Major Students Through Practical Project-based Learning

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I have been an EFL teacher in Japan for almost two decades and clearly can see that English language education here has failed to facilitate learner motivation and to cultivate sufficient communicative English abilities in students. In my current research on motivation, I rely on Self-Determination Theory (SDT). According to this theory, individuals are more internally motivated when the following three basic psychological needs are satisfied: autonomy, competence, and relatedness (Deci & Ryan, 2002). When these needs are satisfied, students feel psychologically happier, more autonomous, and more motivated to learn in the classroom. There are many ways teachers can provide support to satisfy psychological needs in the English language classroom. Autonomy-supportive teachers facilitate students' autonomy by providing students choices and opportunities to take responsibility and initiative for the learning process. An autonomy need is not a need for independence as some may think, but rather a desire for personal internal acceptance, purpose, and endorsement of one's own learning. If the students' need for autonomy is satisfied, they are more willing to participate actively in the classroom and show higher achievement and less procrastination. I try to provide students with small choices of additional activities they have to do in class and their order, for example: playing *Quizlet* (an online education platform) games, doing a video quiz or working on a project with groups. I also give them the chance to choose test dates and project themes.

I have conducted two studies addressing self-determined motivation in high school and college

students in Japan (Yazawa, 2019). The first study was conducted in a Tokyo metropolitan high school where the academic level is ranked just slightly above the national average. First- and second-year students were asked to participate in this study at the end of the academic year. The second study was conducted in a private middle rank women's college in central Tokyo. The students in both studies completed a questionnaire adapted from a new SDT motivational scale created by Agawa and Takeuchi (2016). One of the most distinctive similarities between these two studies is that older students demonstrate a lower perceived autonomy need fulfillment relative to first-year students. Second-year high school students and third-year college students had a higher proficiency level in English related to the first-year students; but despite this fact, they also reported a greater drop in satisfaction with English teachers as facilitators of their autonomy in the classroom.

One of the reasons why students lose motivation over time to learn English, as they get older, is the change in goals and priorities for older students. For example, college students do not need to pass difficult entrance examinations anymore; and memorization and grammar-based learning that they relied so heavily on to prepare for the tests, are no longer useful in college. At this point, some students fail to envision new goals for learning English altogether; others are not equipped with enough means to pursue them. Skill-based classes replace grammar-based instructions during their first year, but students continue to grow more and more helpless in acquiring English.

To satisfy the autonomy need better in third-year students taking a Business English course, I have started using a practical speciality-related project-based teaching and learning approach. There are usually two creative and content-based projects that students enrolled in my Business English classes must prepare each semester of study. One such project is creating an advertisement brochure. Preparation for the project's presentation is carried out in several stages. In the first stage, students study new

vocabulary by discovering and figuring out the meaning of new words. Discovery is a very important process for self-determination. By not giving out answers and allowing students to figure out the meanings by themselves positively reflects on the autonomy need support. In the next stage, the new vocabulary is reviewed in content-based texts and videos of relevant marketing topics. In the last stage, the students are involved in role-playing games. The role-playing games are indispensable for satisfying student relatedness need and thus enhancing their self-determination. An example of such a game is "Journey: Pros and Cons", in which students are actively involved in team work. Students are divided into two groups: the first group are tourists who love to travel, and the second group are those who do not like traveling. The first group has to persuade the second group of students to go with them on a journey.

After preparation, students are finally embarked on a project, which allows them to do and independent research and creates autonomy supportive atmosphere in the classroom. The goal of the project is to create an advertising travel brochure using existing and accumulated knowledge. They present their final products in the form of a presentation on behalf of imaginary travel companies. I allow students to choose their travel destination by themselves, they also choose the categories which they want to include into the brochure. The only requirement is the number of categories, which is usually limited to the number of team members. Each group of students represents independent experts who decide during the discussion which advertising techniques should be used. The duration of the project and the presentation is usually about four weeks. Group work should be equally divided between all project participants: someone is responsible for researching, someone for the design and so on. Each student takes active participation in the group discussion and chooses the area of his or her expertise. In carrying out the project, students learn how to be responsible for their own learning, evaluate their own work, give feedback to team

members—in other words, how to act more autonomously in learning English.

While SDT is still one of the most popular theoretical frameworks currently employed in the Japanese context, in the last few years, a new theory of Directed Motivational Currents (DMC) has emerged in psycholinguistics, and has not yet been sufficiently researched in Japanese educational settings (Dörnyei, Ibrahim, & Muir, 2015). By concentrating on this new theory in my further studies, I hope to reach a better understanding of what motivates Japanese English learners in tertiary educational levels, and how teachers can influence this motivation in group settings.

One of the initial proposals of the DMC theory is that it is possible for teachers to facilitate directed motivational currents in the foreign language classroom. Project learning is considered to be the best framework to launch and maintain a long-term English learning motivation according to this theory. It connects the real world with the classroom, brings authenticity, autonomy and relatedness to the learning environment. All of the students in the Business Design Department of the university I work for go on a long-term study abroad program at the end of their freshman year. A study-abroad period by definition can work as a trigger to launch group DMC, as students need to commit to this goal at the very beginning of their studies. I am currently working on creating a suitable project framework, similar to the study-abroad preoperational program developed by Roberts, Byram, Barro, Jordan, and Street (2001) as a way to induce motivational currents in the classroom.

English is a compulsory subject for the majority of college students in Japan. Having an autonomy supportive teacher to teach English adds positively to the students' motivation to learn the language. Project work is one of the modern methods of teaching a foreign language that supports students' autonomy needs and self-determined motivation. The motivational value of the project-based learning lies in the fact that students can see their real work results, correct mistakes, supplement and evaluate outcome. It puts a new meaning in

learning activities. And it is more likely than anything else to trigger directed motivational currents.

I hope the results of my current and future research and work will be useful for educators and researchers in the learner development field to link the theory of English learning motivation with practice and further explore methods and techniques to facilitate long-term motivation and create a more autonomy-supportive educational environment in Japan.

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STORIES OF LEARNING AND TEACHING PRACTICES | 学習・教育実践の成功談・失敗談

Action Research with Junior High School Students: Creating a Supportive, Collaborative Learning Environment



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The action research reported here was motivated by a desire to create a more positive and collaborative classroom environment for learning English. The junior high school where I teach is fairly typical, I believe, at least with regard to Japanese classrooms. Many students try hard to do what is asked of them: they follow along in class, doing activities as directed and practicing for speaking tests in order to do well. Others do just enough to get by, and there are others still who struggle for one reason or another. Despite this variability, unless specifically directed to engage in pair or group work, I have found little student-initiated collaboration. Students do not readily offer, or indeed request help from their peers. Mixed ability classrooms such as these should, however, provide a multitude of opportunities for engaging in this type of mutually beneficial support.

Creating a more cooperative, collaborative environment, I hoped, would also lead to more enjoyment and motivation among my students for learning English. It was with these aims in mind that I asked students to complete a survey, shared all of their anonymous responses with the class, and then asked them to form groups based on what they hoped to achieve. Anecdotal findings thus far point to much greater teamwork, more negotiation of meaning and increased enthusiasm.

Connecting to Theory and Practice in the Field

To better understand these issues, I looked to theorisations about how learner motivation can be understood. The L2 Motivational Self System developed by Dörnyei (2009) is an attempt to explain the factors that play a part in a second language learner's motivation for learning. There are three aspects of this system: the Ideal L2 Self which describes the qualities the learner would like to one day have, the Ought-to Self which are the attributes that a learner thinks they should have, and the learning experience itself comprised of situational and contextual characteristics of the learning environment. The use of these imagined possible selves is a powerful tool for motivating a learner to take steps in order to reach their goal (Markus & Nurius, 1986). Equally powerful is the learning environment with all that it entails, from the teacher and fellow classmates to textbooks, the physical location or the cultural surroundings (Dörnyei, 2009). Clearly, some of these factors are more easily manipulated than others. My interest was in trying to enhance the beneficial effects that classmates' behaviours and attitudes can have on a learner's motivation.

Drawing on Dörnyei's (2009) theory, Fukada and associates (2017) set out to investigate the effect of visualising an ideal classmate rather than an ideal self, and to use that visualisation in order to affect their own behaviours in class. They found that imagining and expressing in words what an ideal classmate meant to learners led to changes in the learner's own approach to and interactions with fellow classmates and therefore to the classroom environment itself.

I found their approach interesting, so I decided to use their model in an effort to make positive

improvements in my junior high classroom. The specific research questions I hoped to answer were:

1. By using a survey prompting learners to consider their ideal classmates, can the overall learning environment be made more supportive and conducive to learning?
2. Will students willingly engage in more collaboration and cooperative behaviour?

Methods

The methods I used in this action research were based on those used by Fukada, Fukuda, Falout and Murphey (2017). The entire sequence they utilised included a pre-survey, a mid-semester survey and a post-survey. As detailed below, the first cycle of my action research used the first half of the pre-survey combined with other activities in an attempt to effect positive changes in our classroom.

Participants

The students are enrolled in the first, second and third years of a private girls' junior high school in central Tokyo. They are native speakers of Japanese with varying levels of English ability. They have four hours of English grammar each week, based on a government-approved textbook and geared towards passing standardized entrance examinations, taught almost entirely in Japanese, and one hour of Communicative English, aimed at improving their speaking and listening skills, taught almost entirely in English. Within all three years, there are considerable differences in ability among students.

Pedagogical Materials

Materials used included an anonymous pre-survey given to students at the start of the academic year (see Figure 1 below). In preparing survey materials for these classes, the Japanese co-teacher felt that students would be able to more easily reply if the wording of the translation were changed slightly from the original. The original English prompt used by Fukada et al. (2017), "Please describe a group of classmates that you could learn English well with. What would you do to help each other learn better and more enjoyably?" (p. 78) was not changed, however the Japanese translation was altered somewhat.

Pre-Survey

Original:

39. Please describe a group of classmates that you could learn English well with. What would you all do to help each other learn better and more enjoyably?

いっしょに親しく英語を学ぶクラスメートのグループがどのようなものかを想像して書いてみて下さい。より上手に楽しく助け合って学ぶにはどうすればいいでしょうか。

(English Education Research Team, 2016)

Revised:



Describe a group of classmates that you could learn English well with. What would you all do to help each other learn better and more enjoyably? 英語と一緒に学ぶのに、どのようなクラスメイトやグループメンバーが理想的でしょうか。より上手に楽しく助け合って学ぶにはどうすればいいでしょうか。

Figure 1. Pre-survey administered at the start of the year

Survey responses were then photocopied and distributed to all members of the class. Students also made group cards on which they wrote a chosen group name, their goals for the term and rules for their group members.

Procedures

Pre-survey. On the first day of the new academic year, after an ice-breaker activity, students were given a survey, which included a prompt written in English and Japanese (See Figure 1), and given 10 minutes to reflect on the question and write their response, in either English or Japanese. Students were asked to answer as honestly and thoughtfully as possible and assured that their responses would in no way affect their grades.

Looping. Students' anonymous responses were collected and photocopied onto a handout (see Figure 2 below for a sample) that was given to each class member the following week. Phrases commonly encountered in student responses were highlighted by underlining them as well. Students were asked to read and reflect on the comments of their peers.

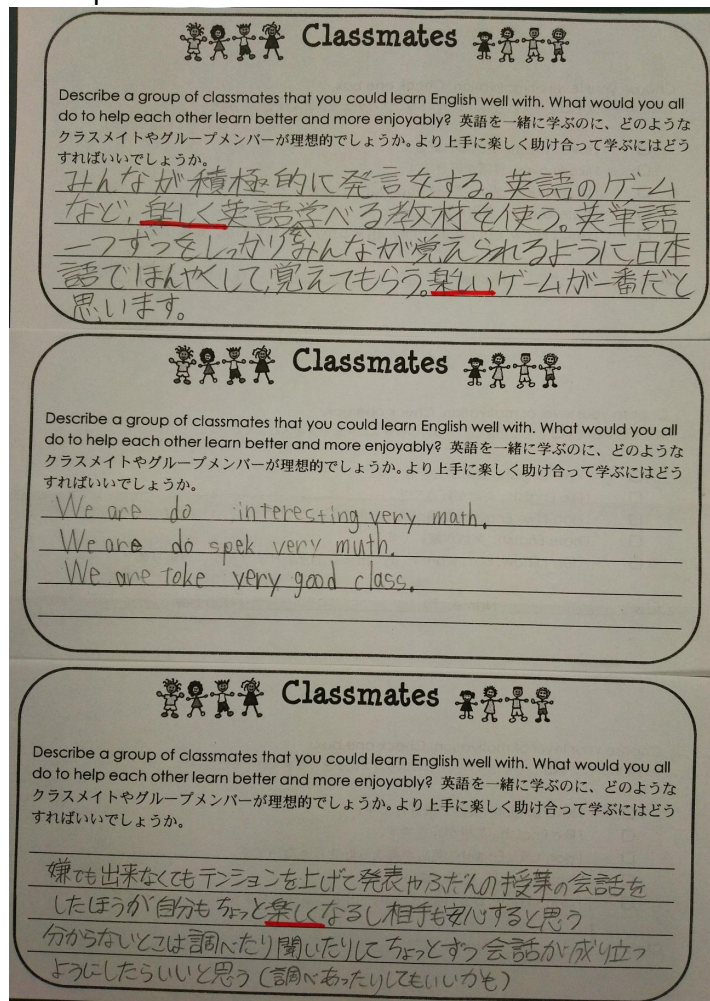


Figure 2. Looping handout

Choosing groups. Immediately following the looping procedure, students were asked to keep in mind all that they had just read and told that they would be choosing groups. Students were asked to come to the front of the class where they had space to move more freely and talk with each other. They were asked to choose groups of three and tell me once they had decided. They then sat down together, and the process continued until all students were members of a group.

Group cards. After choosing their groups, I asked them to decide on a group name, three goals they had

with regard to English Conversation class and learning English, and three rules they agreed to follow as a group. They wrote these goals and rules primarily in Japanese as I felt this would resonate more with students and serve as a more accessible reminder in future. However, I did ask students to write a rough translation into English of these items as well, with assistance provided as needed.

Discussion

The findings. I used a simple, open-ended survey to elicit learner views on what type of classmate would most help them to learn English well. Responses followed some general themes across all classes. Learners wanted someone who could help them. As one student wrote, “I can’t speak English, so please teach me.” They also wanted classmates with whom they could laugh and have fun, as evidenced by the common response, “I want friendly classmates who are funny. Let’s have fun!” Learners also wanted to learn with those who shared similar beliefs such as, “We should listen carefully to the teacher” or “As much as we can, we should speak only English in class.”

The first research question I sought to answer was whether the survey and subsequent activities used would result in a healthier, more supportive learning environment, and it has. I have observed much more positivity and enthusiasm in class. Students are engaged and appear to enjoy activities more, helping each other as needed and working together. I have also noticed fewer instances of sleeping, drawing or doing other coursework, and more instances of enthusiastic, active participation. Another interesting yet unexpected effect of this process was that students appear much less distracted by disruptive students. They simply continue working with their group on the task they have been given whereas before the same outburst would have affected and engaged nearly everyone.

My second research question asked about cooperative, collaborative behaviour among learners. In this regard as well, I have noticed positive improvements. In every class, students sit in their groups, and these logistical changes have provided more opportunities for conversation and working together. Therefore, understandably we have more chatting than before. However, I have also noticed that this chatting has helped them to build strong rapport with their group mates and create the bonds which facilitate collaboration. More encouraging is how often their conversations involve some type of negotiation of meaning or other form of assistance with classroom activities or content. In addition, with regard to group formation, there were the expected groupings based solely on friendship or other shared interests. However, I also witnessed several pairs of stronger students who specifically sought out weaker ones to join them. These collaborations appear to have proven beneficial for all involved. The weaker students are participating more and speaking more confidently, while the stronger students appear less bored during easier activities because they are engaged in helping someone rather than simply finishing quickly and having to wait.

The next steps. Based on my observations and findings thus far, my plan for the next cycle of this action research consists of the following three components:

- Post-survey
- Self-selected new groupings for next term after silent reflection on classmate qualities
- Mid-term 16-descriptor survey

Firstly, encouraged by these preliminary observations, I plan to administer another survey at the conclusion of the term, to ascertain student reactions to this process. I will be using the following wording, as recommended by the research team in their “Ideal Classmates Procedures”:

“Please describe any changes you have made during this semester in your behavior or attitudes toward your classmates. What influences do you think these changes may have had on your classmates, relationships in and out of class, and your English learning?” (English Education Research Team, 2016)

I hope to find out whether they have noticed changes in their own or others' behaviours or attitudes. I am interested as well in any negative reactions or changes they have experienced that could be addressed in the

coming term or future cycles of this research.

During this end-of-term survey, however, I plan to start the class by silently distributing the survey, rather than administering it after an ice-breaker activity. In future as well, when I do the pre-survey, I plan to let students reflect on and answer the prompt before doing an activity aimed at creating a communicative atmosphere. This year I found that some classes quietly wrote their answers while in others there were several questions which turned into discussion. While I want learners to understand so that they can respond thoroughly, it is difficult to address their concerns without me or others possibly influencing their responses through examples or other information.

Secondly, I would like to give students an opportunity to work with a variety of partners. As the students are in the same class for the entire academic year, they will be choosing from the same pool of classmates. However, over the course of the first term they will have had the opportunity to learn a lot about their fellow classmates. Therefore, prior to choosing new groups, I will give learners time to think silently once again about what characteristics they appreciate most in the classmates with whom they will be continuing to learn English. Then I want learners to choose different group mates from the first term.

Lastly, I would like to use the 16-descriptor survey (Murphey, Falout, Fukuda, & Fukada, 2014) at mid-term. The 16 descriptors refer to the common qualities of ideal classmates (e.g., respect for others or willingness to take risks) that Murphey and his associates synthesised from the survey responses of various groups of learners (English Education Research Team, 2016). Using Likert scale scoring for each of the 16 descriptors, learners indicate 1) whether they feel it is important, 2) whether their classmates are exhibiting these behaviours, and 3) whether they themselves are doing these things.

Conclusion

At the time of writing in the early days of the 2019 school year, this initial cycle of action research has provided me with ample anecdotal evidence to support the use of a reflective survey such as that proposed by Fukada et al. (2017), along with self-directed group formation and the writing of shared goals.

Learners seem to have an increased willingness and desire to work together to ensure success, not only for themselves but for their classmates as well. Their group interactions also more often include negotiation of meaning, showing their desire and willingness to learn. Their interest and enjoyment in accomplishing the goals they set out for themselves also seems to have given them focus, therefore lessening the impact that distractions have had for them in the past.

From my perspective, the classroom environment has certainly benefited from this action research. Our classroom has a far more constructive atmosphere, with learners participating and collaborating more with their peers, resulting in a more positive, supportive and energetic space in which to learn.

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Helping Learners Develop Autonomous Reading Strategies

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I am originally from America and began developing interest in autonomy through my teaching experiences in Vietnam and Taiwan. In Vietnam, I worked at a language center as well as a public school and primarily taught young learners general English. While in Taiwan, I furthered my professional development by teaching business English and General English Proficiency Test (GEPT) preparation courses. Much of the organization in both teaching periods was strictly regimented and I began to wonder if the course designers' perceptions of what the students needed matched the actual needs of the learners. Continuing my studies in Scotland at the University of Glasgow in a one-year MEd TESOL program, I began exploring theoretical and practical approaches to developing learner autonomy and became interested in applying some of the principles through designing a lesson plan for teaching reading strategies. In this reflective account I share with you some of the main decisions that I made in designing the lesson, and reflect on the feedback that my peers and teachers gave me in the microteaching which has helped me develop my understanding of nurturing learner autonomy.

Microteaching Overview

The micro-teaching task was part of an assignment on lesson design, and each student was required to present 10 minutes of their 60-minute lesson to the course tutors and students. Following the microteaching, verbal and written feedback focusing on areas of improvement was given. The lesson that I designed was for B2 level Chinese university students studying at the University of Glasgow. They usually attend English class three times a week for two hours each lesson. Such students are pursuing a variety of disciplines, so the learning outcomes of the course focus on applying reading strategies appropriately in order to manage the high demand of out-of-class reading and to enhance reading comprehension for engagement in seminar discussions. From my experience, Chinese learners are often overwhelmed by the university's reading demands and struggle to critically engage in their weekly seminars. The main cause is not only their weak reading comprehension, but also their lack of experience in reading strategically and reflectively the texts that they are assigned. The discussions are an integral part of the course as they allow for learning opportunities on the theoretical material. For these seminars to be successful, learners must be able to critically engage with texts by comprehending and critiquing the author's stance as well as developing their own opinions. In order to complete these tasks, learners need to apply various reading strategies autonomously. My aim was to design a reading lesson that would help the students learn how to choose and apply certain reading strategies in a self-directed way to overcome these obstacles and become more successful learners in their undergraduate programs.

Rationale for the Lesson Design

I wanted the learners to be introduced to new reading strategies and to evaluate their current reading strategies to see how appropriately and effectively they are applying them. During classroom reading comprehension tasks, I have found difficulty in evaluating the approaches learners are taking to comprehend a text. Part of the reason is that many learners are unable to effectively articulate the reading processes they

have undertaken as Nassaji (2007) explains: “Any attempt to explain the processes whereby the text is understood entails a profound understanding of the cognitive processes in which knowledge is represented, processed, and used in comprehension” (pp. 79-80). To help learners better understand their current reading processes, I have them evaluate themselves and develop meta-cognitive knowledge to develop their abilities in deciding which reading strategies are best for them to successfully complete various reading tasks. Not only is this beneficial for the learner, but it also provides me with insight into the learner’s belief about the reading process and a greater understanding of the motivation behind the student’s behavior which allows for more tailored guidance for improvement (Morrison & Navarro, 2014) and cyclical awareness raising. As Victori and Lockhart (1995) propose: “self-directed programme[s]... should involve cyclic diagnosis of learners’ beliefs about language learning, preferred styles, learning needs and objectives in order to endow the learners with criteria for choosing optimum strategies, resources and activities for their individualized programmes” (p. 223). From my experiences at the University of Glasgow, many of the Chinese learners were not familiar with choosing from different reading strategies and did not know how to appropriately implement the ones they knew. In our seminars many of the learners raised questions regarding the comprehension of the texts and the author’s stance rather than the ideas behind it. In addition, much of the course required learners to work autonomously by finding articles and evidence that supported their theories. This proved troublesome as learners struggled to form their opinions of the text through lack of comprehension which made it more difficult to find readings that supported incomplete ideas. Due to these issues, I decided it was important for learners to begin to develop more reading strategies that they can apply autonomously in their reading outside of the classroom.

To assist learners in becoming more successful, I designed a lesson that introduces students to comprehension reading strategies that can be applied autonomously. The lesson begins with the introduction of the task (see the Plan/Introduce stage of Appendix A) and a series of questions for students to consider in order to help direct them towards the purpose of their reading. Direction is used throughout the lesson to help clarify expectations of tasks as I believe complete freedom may be overwhelming for some students (Morrison & Navarro, 2014). The overall purpose of the first task is for students to *implement* and *monitor* their current reading strategies to help develop an understanding of the learning processes for text comprehension. This was done so the learners can engage in meta-cognitive knowledge to help improve their task and strategy knowledge. Wenden (1998) supports this and states “In learning transfer, meta-cognitive knowledge facilitates the appropriate choice of previously learned strategies to achieve learning goals and/or to deal with problems encountered during learning” (p. 526). In Appendix A, other areas of direction are provided in the stages of Group Discussion, Introduce Additional Reading Strategies, Implementation and Monitoring of New Strategy, and Goal-setting.

After the reading is finished, students are asked to *reflect* on their reading experience and *evaluate* the effectiveness of the learning strategies they used through small group discussion (see the Reflect and Evaluate stages of Appendix A). Thoughtful reflection is supported by Kohonen (1992) who states “Only experience that is reflected upon seriously will yield its full measure of learning, and reflection must in turn be followed by testing new hypotheses in order to obtain further experience” (p. 17). In this statement, the reflection stage is recognized as a key element in the learning process as it provides opportunities for learners to gain metacognitive knowledge about the reading process through reflecting on experiences with the reading strategies that they try to use. Following reflection, Kohonen suggests learners test their new theories or reading strategies to further their understanding of the reading process through practical experience. To obtain further experience, the learners repeat the process with a different text to *reflect* and *evaluate* the new learning strategy used (see the Implementation and Monitoring of New Strategy and Evaluate and Discuss New Reading Strategy sections of Appendix A). By doing this, learners have the opportunity to explore

other tactics for comprehending a text which could be useful in their autonomous learning as part of controlling one's own learning is making connections between outcomes and reading strategies (Candy, 1991, p. 389). Once finished, the students reflect further on their experiences in a reflective journal and set learning goals for the week as well as *plan* for how they will achieve them in order to better focus their learning (see the Goal-setting stage of Appendix A) (Benson, 2011, p. 106).

The idea of reflection stems from my own teaching experience. I believe learners need to take more responsibility for their learning as too many students rely heavily on the teacher. Through reflection, learners can evaluate not only the amount of effort they are putting forth but also how effective their learning strategies are. Reflective discussions after reading comprehension tasks were something I originally began to implement with Taiwanese GEPT preparation students as it provided opportunities for learners to be introduced to other methods of tackling difficult tasks. As reading comprehension performance was evaluated through multiple choice questions, learners had a better sense of the effectiveness of their reading strategies which resulted in more thoughtful discussions. Through these discussions learners likely added to their repertoire of strategies and further developed their meta-cognitive knowledge. I also found it important for learners to keep a reflective journal of new items learned. This served as a source of learning strategies and also a device to encourage autonomous learning by setting learning goals. By setting goals, learners may be more motivated to engage in autonomous learning to achieve their desired objectives.

To encourage more autonomy within the lesson, students were not provided a text unless the student had failed to bring their own. This was done to help encourage students to take ownership of their learning which may result in further pursuit of learning (Morrison & Navarro, 2014). In addition, I did not explicitly teach any learning strategies; students explained these through interaction with each other. By taking this approach, students were less reliant on the teacher and it encouraged them to be more resourceful.

Reflection on Microteaching

In developing the lesson, I completed a microteaching task in which I taught 10 minutes of the lesson to the other students on the MEd TESOL program. After the teaching demonstration, the tutors and other learners on the program provided feedback for areas of improvement as well as positive aspects of the lesson. Many of the comments from my peers focused on my selection of the text for the students as this contradicted student control of the content of their learning, a significant principle of learner autonomy. My tutors were concerned with the lack of development of meta-cognitive knowledge of the reading process and not providing enough explicit attention to reading strategies. By reflecting on these comments, I realized that my lesson plan was not as autonomous as it could be. Based on Candy's (1991) spectrum of autonomy, where one side represents student's control and the other teacher's control (p. 9), my original plan favored the teacher end of the spectrum. To shift the control, I further applied Benson's (2011) three dimensions of autonomy which are *control over content*, *control over learning management*, and *control over cognitive processes*. I started with *control over content* and decided to have students choose their own reading based on their discipline of study. This not only allowed for students to find a reading of interesting content, but also provided further personalization of their learning needs as they were able to use a lab report, business plan, academic journal article and so on. In addition, the revised lesson now focused on the development of understanding the reading process along with the introduction of new reading strategies instead of a primary focus on text comprehension. To further promote these developments and to shift the *control over cognitive processing*, several reflection tasks were added. Without including these stages, opportunities for learner planning and further development of effective self-directed learning would have been lost.

The process of designing this lesson plan has helped me refine my own definition of learner autonomy and has broadened my understanding of how autonomy can be supported to develop higher achieving

learners. The feedback received from my classmates and professors has inspired me to continue my pursuit of shifting the control of learning to students to develop more self-directed and more autonomous learners.

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Appendix A. Revised Lesson Plan

Type of lesson: Reading

Level: B2 **Age group:** Chinese University Students **No. of students:** 12

Teaching context: University of Glasgow

Lesson aims for the students: By the end of the lesson the students will be better able to/have had the opportunity to...

- introduce and raise awareness of various learning strategies for reading
- evaluate the overall effectiveness of selected reading strategies

Specific skills

- General reading skills – skills may vary depending on what the learner chooses to practice (possible skills: comprehension, skimming, scanning, etc.)
- Speaking accuracy on the topic of reading strategies

Anticipated problems & solutions

Ss may have forgotten to bring a text, so T will bring various texts to the class.

Assumed knowledge

- General understanding of reading strategies

Materials (include references)

The lesson plan was copied and distributed to tutors and peers for the micro-teaching. They could make notes in the Comments /Questions column. The format is adapted from Morrison & Navarro, 2014.

Revised lesson plan procedure (practice and micro-teaching)

Type of lesson: Reading **Level:** B2 **Date & Length:** 60 minutes

Stage, Timing, Interaction	Aims (Why)	Procedure (what)	Comments/ Questions
	To raise awareness of the purpose of the task and the actions to take to achieve it	<ol style="list-style-type: none"> 1. T explains that Ss will read the text they have chosen and that during the reading, the Ss should focus on what they are doing throughout the reading process in order to comprehend the reading. The Ss will give a brief summary about their reading in small groups once finished. 2. T writes prompts on the board before reading to help them to think about the strategies they are using in the reading process. Possible prompts are: <ul style="list-style-type: none"> ● <i>How do you feel before reading the text? Why?</i> ● <i>What are the first things you do when this reading task starts?</i> ● <i>Which parts of the text are the easiest to understand? Why?</i> ● <i>Which parts of the text are the most difficult to understand? Why?</i> 3. T explains that the Ss should be as specific as possible when identifying the difficult part of the task (i.e. organisation, grammar, main ideas, etc.) 4. T explains that students can use anything available to them to comprehend the text 5. T asks Ss to take out their text, gives the learners Handout 1 1, and sets a time limit for task completion 	
Implement and monitor reading task <i>10 minutes</i> <i>Ss work individually</i>	To raise awareness of the strategies the learners use during the reading process and help develop meta-cognitive knowledge	<ol style="list-style-type: none"> 1. Ss read the text they have chosen and think about difficulties with the task 2. T should monitor Ss and try to see what strategies Ss are using if possible. T should not assist learners in comprehension of the text in order for Ss to further develop self-directed learning. 	
Reflect Individual reading reflection <i>5 minutes</i> T – S <i>S work individually</i>	To reflect on reading and identify difficulties during the task in reading comprehension	<ol style="list-style-type: none"> 1. T asks Ss to reflect on their reading individually and to note down any strategies they used. Ss should also note what was difficult. 	

<p>Evaluate Group discussion and reflection on reading task <i>10 minutes</i> Ss – Ss or S – S</p>	<p>For Ss to further reflect on the reading strategies used and to provide opportunities for Ss to be introduced to new strategies. For Ss to evaluate the current reading strategies they are using and to decide if they need to change their reading strategies and try something new</p>	<ol style="list-style-type: none"> 1. Ss break up into pairs or small groups to discuss what they did during the reading process and give a brief summary of their reading. 2. T writes possible points of discussion on the board which could be: <ul style="list-style-type: none"> ● <i>What did you do when you were reading to help you understand the ideas in the text?</i> ● <i>How effective were these strategies?</i> ● <i>What strategies did you use that were similar</i> ● <i>What strategies did you use that were different?</i> ● <i>Were the strategies related to the type of text?</i> ● <i>Were they related to where the texts were found?</i> 3. Ss should also consider if they need to change their strategies or if a different strategy would have been more helpful 	
<p>Introduce additional reading strategies <i>8 minutes</i> T – S S – T</p>	<p>To raise Ss awareness of additional reading strategies</p>	<ol style="list-style-type: none"> 1. T shows Ss HO1 and asks them to compare their reading process to the HO 2. T asks Ss questions to help guide their use of the HO. Possible questions could be: <ul style="list-style-type: none"> ● <i>Which ones did you use?</i> ● <i>Is there anything else you did that is not included?</i> 3. T elicits strategies that were used by the Ss and writes them on the board. Ss should write the new strategies on their HO 	
<p>Implementation and monitoring of new strategy <i>12 minutes</i> T – S S individually</p>	<p>To provide Ss the opportunity to try a new reading strategy and evaluate its effectiveness for possible future use</p>	<ol style="list-style-type: none"> 1. T explains that Ss will choose a new strategy to use and a new text to read to evaluate the effectiveness of the strategy. Ss will read and give a brief summary about the new reading and the new strategy they used. 2. T writes questions on the board to help guide the learners: <ul style="list-style-type: none"> ● <i>What new strategy did you try to help you understand the ideas in the text?</i> ● <i>How effective was the strategy</i> ● <i>Is there anything you could do to make this strategy more effective? If so, what?</i> 3. T has Ss reads the texts 	
<p>Evaluate and discuss new reading strategy <i>8 minutes</i> Ss – Ss or S – S</p>	<p>Ss to evaluate the new reading strategy and decide if it is effective and something they will utilize in the future</p>	<ol style="list-style-type: none"> 1. After the Ss have finished reading, they work in their small groups again and discuss their experience. 	

<p>Goal-setting 4 minutes S individually</p>	<p>Ss to plan their learning for the week so they can implement, monitor, and evaluate their reading and their current use of reading strategies</p>	<ol style="list-style-type: none"> 1. Ss take out a reflective journal to write down what they had learned for the day and the new reading strategies they were introduced to. 2. Other possible points of reflection could be: <ul style="list-style-type: none"> • <i>What did you learn about the reading strategies you use (and don't use) for reading exercises?</i> • <i>How can you find out about other reading strategies?</i> • <i>Can you think of any similarities between reading strategies and listening strategies?</i> 3. Ss write a reading goal for the week and write what they will do to meet the goal 	
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Appendix B. Handout 1

1. Check the strategies you used.

- *I read the whole article and tried to understand the general idea.*
- *I took notes in English/my first language as I was reading.*
- *I underlined the text as I was reading.*
- *I took notes in English/my first language after I read.*
- *As I was reading, I thought about the ideas and how true they are.*
- *As I was reading, I thought about the ideas and how they relate to my experience.*
- *I did something else: _____.*

2. If I didn't understand a word:

- *I looked it up in my dictionary.*
- *I asked someone.*
- *I ignored it, and focused on the words I did know.*
- *I guessed the meaning.*
- *I did something else: _____.*

3. When I checked the meaning, using a dictionary or person:

- *I wrote the new word in my vocabulary notebook.*
- *I wrote a translation on the text.*
- *I just checked the meaning, and kept reading.*
- *I did something else: _____.*

4. If I didn't understand a sentence:

- *I guessed the meaning.*
- *I ignored it.*
- *I read it again.*
- *I did something else: _____.*

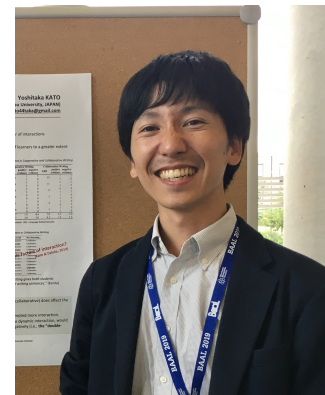
5. Other:

Exploring Practitioner Research with Yoshitaka Kato

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Introduction

The following text is an edited version of an email discussion with Yoshitaka Kato, currently a visiting academic at the University of Leeds, UK. This past June, I wrote asking if he would be interested in an email interview/conversation about his experiences and perspectives on Exploratory Practice and practitioner research in relation to learner and teacher development. I posed three questions that I hoped would allow us to puzzle out these themes in a collaborative fashion.



Yoshitaka Kato Ph.D. is a lecturer in the Global Education Center at Chubu University, Japan. His research interests focus on the ownership of learning in English education. He is especially interested in practitioner research through the application of frameworks in exploratory practice, team learning, and task-based language education.

Hugh: How did you get involved with/interested in Exploratory Practice (EP) (and related research questions re: learner and teacher autonomy, practitioner research, etc.)

Yoshi: As a researcher-teacher/teacher-researcher, I have always been interested in how I can develop myself as a language teacher and how I might possibly support the Continuing Professional Development (CPD) process of other teachers at any level. My first primary attempt to do so was through my research on interaction in the language classroom. I wrote my PhD thesis titled as “The Nature of Interaction in the Language Classroom: Towards Organic Collaboration Among Participants” in 2017, where I argued for the potential of every class participant, including learners and teachers, learning from each other beyond their fixed roles as “those who teach” and “those who learn/are taught.” Throughout the research process, I learned a lot from my supervisor Dr. Akira Tajino. I was sort of “immersed” in his idea of team learning (Tajino & Tajino, 2000; Tajino, Stewart, & Dalsky, 2016) where class participants make a team in a flexible manner so that they can learn from each other based on curiosity and respect. He also set up a wonderful opportunity for us to hear a talk by Dr. Judith Hanks about EP at Kyoto University in 2013, and in the same year, I attended KOTESOL conference in Seoul where Dr. Dick Allwright, a former supervisor of both Dr. Tajino and Dr. Hanks, delivered his plenary talk. These experiences have naturally developed my interests in practitioner research, especially in EP. I have long wanted to take time to better understand EP, but last year, my colleagues at Chubu University kindly gave me the precious opportunity to apply for research leave abroad, and then I thought this would be a great timing to seek for insightful guidance from Dr. Hanks in Leeds. That is why I am here now.

Hugh: How have you applied your research interests in EP to teaching and/or administrative or curriculum development responsibilities in Japan?

Yoshi: I have tried to apply the framework of EP primarily in my own classroom context, though I struggled to do it at the early stages as I was so used to the “problem-solution” paradigm in academia. More specifically, at an early stage, I would generate my own puzzles as “how” questions (not “why” questions) and not share the puzzles with my students in a sufficient way. I felt a strong affinity for the ideas expressed in

EP's seven principles, but even so, I was not doing EP at that time. The change occurred quite recently in fact when Judith came to Kyoto as a plenary speaker for the JACET Joint Seminar in 2018 summer. Listening to her talk and discussing with her and other participants, I realised that students (as well as teachers) can also generate and investigate their own puzzles as "key developing practitioners" (Allwright and Hanks, 2009) in the language classroom. Soon I invited my students to create and explore their own puzzles (as "why" questions) in classes, finding that they so much engaged in and enjoyed the process of EP more than I had expected. I was convinced at that time that EP has a great potential to remind learners of curiosity in learning and, at the same time, remind teachers they can/should learn from their students. That was the "Moments of Transition" (Hanks, 1998) for me. I then came to Leeds with that impressive experience and, with the generous guidance of Judith, I am now also realising other potentials of EP as a catalyst for teacher/learner empowerment, research innovation and process-oriented education ...

At this stage, I have yet to apply EP into any administrative or curriculum development (except my own classrooms), which I believe should initiate as a bottom-up approach. I just simply need more time to share the idea of EP with my colleagues and mutually deepen our understanding of its significance and process. Like other forms of practitioner research, I believe EP should not be something which "forces" somebody to engage in it.

Hugh: What do you see as viable strategies for EP/practitioner research for professional development in the Japanese education context?

Yoshi: As Prabhu (1990) once discussed in his paper, I agree that there is no best method for language teaching. What practitioners can do is probably to constantly develop their own "sense of plausibility." Teachers, especially after gaining experiences and when they are busy, are likely to stick to their own style of teaching to make it efficient and minimise their burden (which is not always bad of course) but they need to reflect on their teaching in a continuous way. That may sound tough but it is in fact worthy and fun part of teaching. Practitioner Research (PR), whatever form it may take (e.g., EP, Action Research, Reflective Practice, Lesson Study), facilitates the CPD process of teachers, but EP can be a strong candidate in terms of its sustainability as it can be integrated in their normal teaching. As far as I know, however, EP is still not widely known in Japan with some exceptions such as, but not limited to, Tajino & Smith (2005), Stewart with Croker & Hanks (2014), Dalsky & Garant (2016), Hiratsuka (2016), Dawson with Ihara & Zhang (2017), and a couple of vignettes encapsulated in Hanks (2017). These studies show that EP has the potential to make a greater contribution to practitioner research in Japanese institutional settings. To realise this, teachers and researchers will have to share and mutually develop these examples of EP with their colleagues through articles, workshops, websites, and SNS platforms. As written above, I believe these movements need to be done in a steadily bottom-up manner rather than a quick top-down one. In addition to explaining EP philosophy such as seven principles, we may need to share more concrete examples (case studies) as well.

Personalizing the discussion

I responded to Yoshi's answers to my starter questions with two follow-up questions. Yoshi's responses (below) are the product of two cycles of me asking for further elaboration.

Hugh: First, I am curious about your identity as a language learner, from earlier periods in your life. I am assuming, of course, that there must have been something—in your character, in early encounters with teachers and/or classmates or friends that led you to undertake advanced level studies as well as aspire to becoming a teacher and researcher in the first place.

Yoshi: My parents were both public school teachers. My father was teaching science at junior high school and my mother used to be an elementary school teacher. My father then decided to explore his interests in educational technology and is now working at the tertiary level in Japan. He often asked me questions like "Why do you think the sea is blue?" and waited for my immature answers without giving his thoughts immediately. He would also let me in his office at the university and take a peek into his life as a researcher. My mother, on the other hand, often told me how the life of teachers was like and gave me a sort of realistic perspective on teaching. In Japan, for example, many teachers are now suffering from doing both work and housework at the same time, but I was learning it from her life. I am sure my parents had a great influence on me shaping my career. Naturally, I got curious about their jobs and took the path to become a teacher.

After entering Hiroshima University, however, I met a lot of great friends in the School of Education (most of them were going to be teachers in Japan) and thought I might want to contribute to education from a different angle. I knew that teaching at a university would allow me to do both teaching and doing research, which I thought is an ideal job for me.

Hugh: Why is research an ideal job for you? Something about your character? Research as a way of achieving a satisfying kind of solitude?

Yoshi: After entering university, I was still interested in becoming an English teacher in Japan. At that time, however, I noticed I could not draw a picture of my 40-year career as a teacher. Teaching was a really attractive job for me, but I knew it would be extremely busy (as my mother often told me) and I knew I was the type of person who wants sufficient time to stop and think about things in education. I am sure great teachers are doing both even though they are super busy, but I was not confident enough to do so. I was also probably curious in exploring the different path from my friends, who are now up-and-coming teachers at schools in Japan. Being familiar with the job of researcher (thanks to my father), I thought at around this time teaching at university might allow me enough time to do both teaching and thinking (or doing research). Becoming a researcher was thus an ideal job for me.

Hugh: Can you say more about this?

Yoshi: To be honest, when I decided to be a teacher, the subject (e.g., math, social studies, English ...) could be anything. However, my decision to be a language teacher was very right because, by using English which has now become an international language, I can communicate with millions of people and broaden my perspectives. Fortunately, I was also able to find a space to do both teaching and researching at the tertiary level from my early career. I am now developing myself and (hopefully) helping my students to do so as well, which was what I wanted to do for a long time.

Hugh: Second, I wonder if you can give more details about your struggles to develop pedagogies for learner development, i.e., the learning together that students and teachers can do together if we are able to transcend standard institutional constraints, and the boxes that a "problem-solution" approach can imprison us in.

Yoshi: This may be off topic, but I was not originally interested in interaction at all. I did not like pair or group work as a student and almost always preferred to learn by myself. I thought it was the most efficient way to learn by myself although what I meant by "learning" was primarily for entrance exams and not for our real life in society. When I took a course provided by Dr. Yosuke Yanase (another mentor of mine) at the university, however, I realised how much I could "learn" in a real sense from my classmates and gain different perspectives in our discussion. Another striking experience occurred when I was a graduate student. I was a teaching assistant of an English class at that time and noticed that students would often show their smiles

and enjoy learning while they were talking with their classmates, not while listening to lectures. At this time, I felt peer interaction has a great potential in (language) learning as it certainly makes the classroom atmosphere brighter. These two critical incidents let me pursue the meaning of interaction in the (language) classroom.

I then decided to work on this topic as my PhD project. During the course, however, I faced with another turning point. When I presented my talk in an informal research meeting, a teacher-researcher I greatly respect challenged me with two insightful questions. "Where are the teachers? What are their roles?" he asked. At that time, I focused primarily on students working together and almost forgot (or at least did not emphasize) the roles of teachers in the classroom. I then started reviewing the literature on the teacher role in student-student interaction, but the role has often been described as a "facilitator," which was somehow not enough for me ... or probably not interesting to me (because it is a cliché maybe). The word "facilitator" has a nuance of "third-party" or "division of labour" point of view; students learn and their teacher teaches/facilitates. This state of so called "students dancing on the palm of teachers" through teachers' facilitation was not the ideal form of collaboration for me. In a parent-child relationship, for example, parents often say, "I am learning from my own child" or "Our children make us true parents." This mutuality seemed essential to me when people learn. I had this kind of idea naturally as I was literally "immersed" in my supervisor Dr. Tajino's way of thinking at that time, when I began to realise the potential of Team Learning (Tajino & Tajino, 2000; Tajino et al., 2016) and Exploratory Practice (EP) (Allwright and Hanks, 2009; Hanks, 2017) where class participants learn from each other based on respect, trust and curiosity.

Trying to get back to your original question, I think a "problem-solution" approach is not necessarily a bad approach. But the current (language) education worldwide tends to seek for quick outcomes in a relatively short period, often pressured by outer sources or power such as private tests or the government. I do not like the pressure on teaching at all. I do not believe that sort of approach functions in a healthy and sustainable manner in education because every teacher and learner have their beliefs or values about their learning and teaching. Without respect for them, nothing will succeed.

In reality, however, it is true that teachers cannot escape from this "problem-solution" approach or institutionally defined programs. Teaching thus can be done with every sort of negotiation among different values. For me, for example, as one of the language program coordinators at the university, I always have to negotiate teaching/learning values with my colleagues and find a compromised point we agree with. Likewise, as a classroom teacher, I need to ensure sufficient time and space to listen to student voices/values and actually reflect on them in teaching during the course. Teaching always involves a dilemma as everybody is different in nature, but that is probably one of the reasons why we teachers need formal and informal practitioner research such as EP to step back, become curious again, and seek better understandings of what we are doing as practitioners with the help of all those involved (i.e., learners, colleagues, teacher educators, researchers, etc.).

Hugh: ... I suspect our readers could also benefit from hearing how your projects in the UK are going. I wonder, for example, if any of the work you are doing with Judith has provoked reflections on similarities and differences between Japan and UK teaching/learning contexts. Are there approaches to either learning, research, and teaching in the UK that you feel are transferable to Japan? If so, what limitations do you see in bringing those ideas/practices home? Any other puzzles your current experiences in the UK may provoke you to wrestle with as a learner? Researcher? Teacher?

Yoshi: I am now very honoured to be working with Dr. Hanks on practitioner research, especially EP. With her insightful guidance as well as constant support from advisers in the field, we are now making a platform

(e.g., homepage) of fully-inclusive practitioner research (FIPR) including EP, Action Research, Reflective Practice and Lesson Study. Dr. Hanks and her colleagues will also host a symposium on FIPR at the AILA 2020 World Congress of Applied Linguistics in Groningen, the Netherlands. I believe practitioner research can become more meaningful by disseminating its concepts and frameworks and sharing empowering episodes in unique classrooms. I hope these opportunities help practitioners around the world to do so.

Also, what I realised when living in the UK is that we might have more similarities than differences in education. Regarding the environments surrounding language teachers, for example, their overwork and burn-out is one of the common issues in both (and probably other) countries. These "problems" may not be able to be solved quickly but at least we can share these stories and work together to make our situations better. It is at least empowering only to know that it is not just me/us who is/are suffering.

From an academic point of view, practitioner research including EP seems to face the difficulty/dilemma in the field of applied linguistics (more than I expected) as some people do not regard it as "research." In that sense, we may need to enhance the presence of practitioner research in academia by redefining the meaning of "research" in language education and rethink about who creates knowledge in our field. Working at the University of Leeds has let me notice the necessity to think about such an issue. I would love to (and have a responsibility to) share what I am learning now after coming back to Japan.

Follow-up: Reflections and future steps

As we were juggling our schedules at the beginning of September—and trying to wrap up our collaborative discussion, the latest issue of *Language Teaching* (Volume 52 part 2, April 2019) arrived in my mailbox. The "State-of-the-Art Article" is Judith Hanks's contribution of a "meta-analysis" of exploratory practice and practitioner research: "From research-as-practice to exploratory-practice-as-research in language teaching and beyond." Curious as to why the April issue had arrived in September, I asked Yoshi if there was a backstory. In short: yes, the publication of the journal was delayed. I also asked if there is a launch date for the Fully-Inclusive Practitioner Research (FIPR) website mentioned above. Short answer here: "*We are planning to roll the FIPR website out this autumn (probably in October), but we are going to improve it constantly after the launch, listening to the feedback and suggestions from everyone.*"

I am still in the re-reading/processing stage with Judith's recently published article, so also asked Yoshi if he'd be interested in continuing our discussion in a future issue of *Learning Learning*. We conclude this starter conversation with an open invitation to members of the SIG to join with us in responding to questions raised here, in Judith's article, and in working together to explore ways in which practitioner research might be further developed in Japanese learning and teaching contexts.

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Call for Contributions

Deadline for the Spring issue: February 15th, 2020

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. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development.

『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語（もしくは英語、及び二言語で）の投稿を募集しています。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関する以下のような原稿をお待ちしております。ターで、年に2回（春と秋）オンライン出版されています（ISSN 1882-1103）。学習者の成長、学習者と教員の自律に関するアイデア、省察、経験や興味に関連したさまざまな形式の原稿を収録しています。SIGの多くのメンバーが『学習の学習』に寄稿し、共同体の意識を築き共に学習しています。どうぞ奮ってご投稿され、SIG内でのまたそれを超えた繋がりを築いてください

SHORT REFLECTIVE ARTICLES | 小論**Ensemble: Extended Reflections on Active Learning****Abstract**

This is an ensemble short article with extended reflections following a Tokyo get-together on active learning (AL). In the first piece, Ken Ikeda draws on different interpretations of AL from Japan, the United States and Europe to look at how students characterise their own learning within an academic skills course. He furthermore explores possible connections between AL and foundational notions of learner development that the LD SIG started with in the early 1990s. James Underwood next questions how active learning practices vary according to context, situation, and the capabilities of the learners involved. What might strong or weak versions of active learning involve, and what roles might learners be asked to play in the design and development of appropriate AL systems and curricula? In the final reflective piece, Tim Ashwell argues that it is helpful to understand the "active" quality of AL as grounded in what learners do through speech or writing to negotiate with other learners as they act upon information they have heard or read. Tim concludes by inviting readers to consider to what extent such an interpretation of AL can be related to the Output Hypothesis (Swain, 2000).

Keywords: Active Learning, academic skills, strong/weak versions of active learning, learner development, learner negotiation, Output Hypothesis

要旨

このテーマ企画は、東京で行われたアクティブラーニング（AL）をテーマにしたLD SIGの会合で話題に上ったトピックについて、さらに深掘した小論をまとめたものになります。1本目の小論は、Ken Ikedaが日本、米国、ヨーロッパにおけるALの様々な解釈を描き出し、学生たちがアカデミックスキルの授業の中で、どのように自らの学習を特徴づけているのかについて見ていきます。Ikedaはさらに、ALと学習者ディベロップメントが1990年代初頭にスタートした当初の基礎的な概念とのつながりについても踏み込んでいきます。次にJames Underwoodは、アクティブラーニングの実践が、コンテキストや場所、学習者の能力に応じて変化しているのだろうか、という点について疑問を投げかけています。本稿では、「アクティブラーニングの程度が強い、または弱いというのはどういうことか」、また「適切なアクティブラーニングのシステムとカリキュラム、それぞれの授業設計の中において、学習者はどのような役割を求められるべきか」という質問に答えています。最後の小論では、Tim AshwellがALの”アクティブ”な要素は、学習者が聞いたり書かれたものから得たインプットを、スピーチやライティングを通して、他の学生と意味の相互理解を行うプロセスに根ざしており、そのプロセスを理解することはALのより深い理解に繋がるとしています。TimはこのようなALの解釈がどの程度Output Hypothesis (Swain, 2000)と関係しているのかを読者に考えてもらえる機会を提供しています。

キーワード: アクティブラーニング、アカデミックスキル、アクティブラーニングの程度、学習者ディベロップメント、学習者間の相互作用、アウトプット仮説

Learning About the Active Element in Learner Development

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My interest in active learning (AL) was sparked when my university asked me at the beginning of this year to teach a course as part of a license renewal program to Japanese teachers of English. I decided my course would aim at strengthening students' language motivation. A number of teacher responses included queries on AL and how to bring it into being. I have often wondered if AL is just limited to being a pedagogical slogan for educators to guide learners into seemingly interactive discussions. Aware that the teacher license renewal course would end in August, I've aimed to maintain my interest in AL beyond that moment. I've been trying to actualize my insights gleaned through an academic English skills course this past semester, the results of which I'll report on at the upcoming LD Forum at JALT2019 in Nagoya.

I begin with an exploration of three views of AL, from the U.S., Japan, and Europe. I proceed to show how I've incorporated these views into my teaching this year and close with musings on the interaction of AL and learner development (LD).

In a pioneering report on AL, American educators Bonwell and Eison (1991) regard AL as basically "anything that involves students in doing things and thinking about the things they are doing" (p. 2). They observe five characteristics that students perform in AL: (a) doing more than listening; (b) developing their skills by themselves; (c) carrying out higher order thinking (analysis, synthesis, evaluation); (d) engaging in reading, discussing, writing activities; and (e) exploring their own attitudes and values (p. 2). They encourage instructors to persuade their institutions that AL is effective (p. vi.) For Bonwell and Eison, the thrust of AL here is not really on actualizing learners' skills, rather, more on making instruction strategies active. Building on this early conceptualization, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has urged teachers in Japan to incorporate AL in their lessons (Tahira 2012), but in recent years has reworded it into a slogan "shutaiteki, taiwateki de, fukai manabi" (2017), translated as "proactive, interactive, deep learning" (Suzuki, 2007, p. 8). "Proactive" is best expressed by Ito (2017) to mean "taking action through changes" (p. 1). "Interactive" appears to involve active engagement between people, but "dialogic" may be a better rendering, because "interactive" does not necessarily mean activity that involves dialogue (Hanten Jugyo Kenkyukai, 2017). I would argue that "dialogic" fits well with the Zone of Proximal Development (ZPD) in sociocultural theory, by which learners engage with others who assist them enough so that they can perform at a higher level than which they might do without assistance (see Carr & Wicking, 2019, in this issue for further discussion and references). Whether "taiwateki" ought to mean "interactive" or "dialogic," MEXT's reformulation of AL is an improvement on Bonwell and Eison, since it directs focus more on the learners' activities than on teachers' efforts.

The European University Association (EUA) goes further and explains AL as:

"...(consisting) of a broad range of pedagogical processes that emphasises the importance of student ownership and activation. It harnesses the benefits of curiosity-driven methods, research-based/problem-based learning and diverse assessment practices, thus stimulating the learner's critical thinking skills. It is defined by a student-centred approach to learning and teaching, in which teachers are seen as facilitators of learning." (EUA, 2018, p. 3)

Although critical thinking is present in both the American and European explanations, the EUA places stress on "student ownership," which is absent from the five characteristics of AL (Bonwell & Eison, 1991, p.

19). Ownership implies purposeful action to make learning one's own. I agree with the EUA term of "student ownership" as it involves "curiosity-driven" searching, which I regard as similar to Byram's sub-skill of discovery (*savoir apprendre/faire*) within his model of intercultural communicative competence (1997, p. 99). The EUA paper states that AL is "iterative, dialogical and mostly collaborative; it is about the doing of understanding and, hence, about the application of knowledge in new and authentic situations" (p. 3). "Dialogical" certainly resounds with the "dialogic" interpretation raised earlier in this paper of MEXT's *taiwateki*; "dialogical and mostly collaborative" furthermore echoes the sociocultural approach to learning. Not only does the EUA paper call for encouraging students to take ownership of their learning, but argues that the roles of instructors and students be changed:

"Active learning casts the teacher in the role of facilitator and coach and invites the student to take responsibility for learning. Hence, they need to enter into a new contract and relationship and negotiate new ways of working and learning. There needs to be a cultural shift to accommodate an active learning stance and this shift is possible only in the context of nurturing and supporting learning communities for staff as well as students." (p. 3)

I concur with this cultural re-positioning of AL. Instructors also need to regard their roles to be more facilitators than evaluators in their local classrooms. I interpret "staff" to include instructors, who need to be active learners themselves.

This semester, I implemented AL principles in a class to raise learners' academic skills in English, but also to develop their own sense of their selves, which is the fifth feature of active learning that Bonwell and Eison (1991) identify occurring in classrooms (p. 19). Values are not simply abstractions, they are "clearly grounded in fear and desire" (Lemke, 2008, p. 27). Trainor (2008) argues that if people become clearly aware of their values, "the easier it is to put them into practice. Values provide the framework for decision-making" (para. 2). I would venture that I am treating "values" here in a broader context, to students coming to grips with what they hold important as members of society, not limited to being learners in a classroom.

My class consisted of seven students, five of them in their first year of university, the other two respectively in their third year and fourth year. The instructional approach I carried out (Ikeda, in press) has mirrored in significant ways with the EUA recommendations. Through curiosity-driven learning, students first studied a list of statements on various topics to select their degree of agreement or disagreement on an 8-point scale. They then polled each other in deep discussion to find those who agreed or disagreed to the same degree on one or more value statements. Their interaction and analysis resulted in them being placed into three groups in which they were tasked with constructing manifestos based on their shared values. These group manifestos were presented in a public lesson attended by several colleagues from my department who provided constructive feedback. This course ended with the students presenting proposals based on their group values in another public lesson attended by visiting high school students.

As facilitator, I perceived at least two responsibilities: (a) to encourage students to probe their ideas and hone their manifestos, and (b) refrain from knowing their test placement scores that put them into levels. At the end of the course, I gave them a questionnaire that asked them about initial barriers they perceived and the extent they had found ways to overcome these barriers. I will interview the students who answered the questionnaire and report these results at the LD Forum at JALT2019. I haven't thoroughly analyzed these results yet, but I close my reflection by commenting on two students.

One of them is currently a fourth-year student who has received an offer for a job when she graduates in March next year. She transferred into this department from another college. I am interested in how she regards herself as a student in her senior year and views English learning as part of her personal

development. Despite the pressures of job hunting, she was absent only twice, freely advised and discussed with others, including constructing her group manifesto.

Another student is in her first year of university. She wrote on the questionnaire that she feared if she would do well in my class primarily due to her section level, which was lower than she expected. This first-year student has excelled in this class, becoming one of the more influential motivators. For her group manifesto presentation, she conducted an Instagram poll on Japanese people's awareness of refugees and presented many graphs with professional-level citations. I learned from her that both of her parents graduated from universities in the United States, but finances have prevented her from having an extended study abroad. This student is now preparing her application for a long-term study abroad program next year. This reflective piece is just a probing foray into various conceptions of AL to see how they could be actualized in a class. I seek to find ways to carry out these understandings of AL in my academic skills class that has equipped students through discovering their values. I close this exploration with this query: How does AL relate to learner development (LD)? As Smith (1994) has put it:

“...learner development as an aim could be construed as implying both or either of: (1) helping students “learn how to learn”, and deploy what they’ve learned, as a route towards more effective language acquisition and use; and (2) weaning learners away from an attitude of teacher-dependence and towards an assumption of greater responsibility for and control of their own learning, as a means of more general empowerment.”

Smith's second point of LD certainly relates to AL. “Weaning” is an apt word to encourage learners to become autonomous users of the language, particularly in “control of their own learning” and “empowerment”. Too often instructors are overly influenced by the institutional constraints and expectations of their teaching environments and lose sight of their actual roles as encouragers toward independent learning. For Bonwell and Eison (1991), their “strategies promoting active learning” are primarily directed to faculty, not the students themselves (p. 8). Reviewing the three conceptions of AL, the EUA (2018) stance on student ownership and encouraging students to take responsibility for their own learning is the clearest view of active learning that coincides with aims of LD.

AL and LD would seem to make good bedfellows, yet, a clear understanding of these has not been entertained in my opinion. I hope my extended definition leads to further exploration into these seemingly compatible ideas.

Acknowledgements

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Conceptualizing the Degrees of Active Learning

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The more I read about active learning (AL) the more I noticed parallels with Everhard's (2016) proposed model for the Assessment Autonomy Research Project (AARP). Her model graphically shows the degrees of autonomy in foreign language learning. It outlines various characteristics that courses exhibit from **no autonomy** through to **high autonomy** in the following four categories:

- content knowledge and skills
- motivation and context
- strategies and process
- feedback evaluation and assessment.

For **no autonomy**, she proposes that the language teacher controls the content of the course through the syllabus that determines the material used and the skills that will be developed. The learners are extrinsically motivated by their desire to pass the assessment designed and evaluated by the teacher. Success in passing is based on the learners' ability to reproduce the knowledge imparted by the teacher during the course. To do so, they complete tasks designed by the teacher in the order the teacher prescribes. In **high autonomy**, the learners are in control. They decide the course content, materials used, and the skills that will be developed based on their needs and objectives. The learners decide how they will realise their objectives through the selection of appropriate strategies. And as they learn, they monitor their performance and adjust these if necessary. Throughout their learning, the learners are intrinsically motivated by their curiosity and interest. In between these two extremes lie **low** and **medium autonomy**, which vary according to the degree that the learner is in control and gradually bridge the gap between **low** and **high autonomy**.

As I tried to conceptualize what active learning involves through examining the literature, I started to wonder if it would be possible to realize active learning not as a fixed or static concept but a process that varied according to the context, situation, and the capabilities of the learners involved. And furthermore,

could this variation be contextualized on a scale that described degrees of active learning from weak to strong? After all, there seems to be a wide gap between the original description of active learning described by Bonwell and Eison (1991), and that described by the European University Association (2019), especially when it comes to student involvement in curriculum development and beyond.

In the interview with Katherine Isbell (1999) it seems that for Eison the teacher or “active learner practitioner” is still very much in control of this process. In this interview he hypothesized that during the planning stages the practitioner will ask themselves the following three questions:

- (1) *What knowledge, skills, and attitudes do I want students to examine and employ?;*
- (2) *What exercises or assignments can I have students complete to demonstrate their understanding of, skills with, and beliefs about important course content?; and*
- (3) *What instructional materials might I prepare to help maximize student effectiveness and efficiency in achieving these important learning outcomes? (p. 4, emphasis added)*

With the foci of these questions very clearly on the practitioner, it is clear that Eison believes the student is not a part of this process (Isbell, 1999). In contrast, the EUA (2019) proposes that the students should be involved “in all levels in redesigning higher education, i.e., academic strategies, the design of the learning space and time, assessment practices and the use of technology” (p. 6). For many institutions, this level of involvement may be unfeasible. Thus the EUA model of active learning could be seen as “**strong**” **active learning**, with “**no**” **active learning** at the other end of the scale. Taking inspiration from Everhard’s (2016) model, I wondered if there could be a **low and medium version** of active learning that will bridge the gap between the two extremes.

At the start of the scale lies “**no active learning**” or as it is more commonly known “**passive learning.**” For this type of learning the teacher is very much in control as the main source of information. They often require that the students reproduce an almost exact copy of the information that they provide through the assessment that they design. Often this assessment will take place at the end of the semester, meaning that the student is unable to use this assessment as an indicator of their strengths and weaknesses and work on fine-tuning these so that they can improve in the short term. Following on from passive learning is low active learning where the students are slightly more involved in the learning process. As the students gradually become more involved, they are, as Chickering and Gamson (1987) claim, able to “make what they learn a part of themselves” (p. 5).

In **low active learning**, the students will be doing more than note-taking and will be actively processing what they have learnt through reading or discussion. Although the teacher is still the main source of information, the students will be more able to supplement this with their (and other students’) knowledge and experience through working collaboratively with other students to understand the material. Throughout this collaborative inquiry, the teacher would have some degree of control as they will be deciding not only when it will happen, but often the form it will take. One example of this could be the “pause procedure” described by Eison in the interview with Isbell (1999) where during a teacher-fronted lecture, the teacher pauses the delivery to give the students time to discuss and share understanding every 12-18 minutes. Another way the teacher would be able to control the sharing activity would be by preparing discussion questions or writing tasks and essay questions, which would direct what is shared. In this **low active learning** stage, the content would not all come from the teacher, and the teacher would assign readings for homework to add to the students' understanding. By assigning these readings for homework as preparation for the lecture and the sharing sessions, the teacher would be supporting the active learning process. Mori (2018) suggests that it takes at least one week for the learners to internalize the content so that they can effectively

share their understanding. In terms of assessment, the students' performance in these activities will be still assessed solely by the teacher. And in terms of reflection, the students will probably complete tasks designed by the teacher during the time allocated. Taking all these characteristics into account, the level of student involvement is much like that in Everhard's (2016) description of **low autonomy** where the students are developing skills with the framework, and materials, designed by the teacher. In the next stage of active learning, these responsibilities are shared.

In **medium active learning**, the teacher and students work together to negotiate a framework for the learning that will take place. Unlike **strong active learning**, which I will describe later, this framework will be put in place on a course level, not on a university-wide level. In terms of materials used, there will be more variety, and the students would be free to choose those that are relevant and of interest to them. This variety would enrich the quality of the collaborative inquiry as the students would not all be reading or listening to the same texts, and would thus be able to share more varied perspectives on the content. The impetus for this sharing through presentation, discussion or writing assignments will come from the students themselves as they create discussion questions or writing prompts with guidance from the teacher. Unlike **low active learning**, these tasks will be assessed collaboratively through a combination of self, peer and teacher assessment. There will also be more room for the reflection which would be in-depth, and could, for example, include both a self-assessment of their performance and a section devoted to outlining their weakness and addressing how they will plan to overcome these. Considering all the characteristics I have outlined above, this quality of active learning could be seen as an interim or transition phase as the students take more and more control in the learning process. As I have said above, exactly how much control the learners have depends on the learning context and the institution's readiness and willingness for the "cultural shift" that the EUA report is advocating. For many institutions, the **medium active learning** I have described may be the best they can do given the institutional constraints.

For the **strong version of active learning**, learners and instructors are not only co-creators of the course content but are also co-creators of the curriculum and learning space itself as they both are redesigned to realize the full potential of active learning. The EUA (2019) report advises that when redesigning takes place it should be done with design thinking principles and "include needs analysis, an experimentation and evaluation phase and enough flexibility to adjust if needed" (p. 6). When suggesting ways how this flexibility could be introduced, the EUA report suggests using e-learning platforms to address the problem of limited physical resources. Although these learning management systems are already in place in many universities in Japan, I found it interesting that in relation to the development of these the report suggests that the universities "acknowled(ge) the potential of students to provide smart, creative, functional and targeted solutions for a better way of learning" (ibid.).

Already the institutions I work at acknowledge the students in the curriculum and course design process to some degree when they collect feedback from the students through the course questionnaire. However as this feedback is often closed in nature, with the learner evaluating the course by reading a pre-prepared statement and signalling their level of agreement to this on a Likert scale, there is little room for the students to "provide" their solutions. Added to the design of the course questionnaire, the timing of when the teachers see the results becomes important so that the teachers can adjust if necessary. Another aspect that becomes important is whether or not the instructors can respond to the questionnaire. Furthermore, if the teacher and student are going to be true "co-creators," there needs to be a channel of dialogue that is open throughout the year and beyond.

Through this extended reflection I have attempted to conceptualize degrees of active learning from "**no**" active learning to "**strong**" active learning. When I reflect on the different contexts I have taught at through the lens of this scale, it appears to me that teachers at different levels of education are more able than others

to incorporate a higher degree of active learning. When examining my current context and universities I teach at, I realised I am more likely to implement a higher degree of active learning at those institutions that support and encourage learner and teacher autonomy throughout their curriculum. By supporting and encouraging both, they facilitate the teachers' *and* learners' "potential ... to provide smart, creative, functional and targeted solutions for a better way of learning" (EUA, 2018, p. 6). With the 2019 autumn semester about to start, I hope to allow **a higher degree of active learning** to take place by involving the learners more in those classes where in the past I have been very much in control due to the culture of the institution. I hope the scale that I have proposed can help other SIG members to do so at a level applicable to their contexts.

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Active Learning – Some Observations Based on Interactionist Metaphors

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Reading the interview with James Eison by Katharine Isbell in the “Special Active Learning Issue” of *The Language Teacher* (1999) in which they discuss how active learning (AL) can be used at the tertiary level, I was struck by how the AL activities mentioned involve learners in producing output in one form or another in speech or writing. Unfortunately, this does not mean that so long as students are speaking or writing they are involved in AL. They might appear to be active, but this may not be the “active” we are seeking. For AL to happen, students need to be speaking or writing in order to process, interpret, translate, or transform information they have heard or read. When they act on that information in some way and transform it so that it becomes understandable and manageable for them, they are engaged in AL. Ultimately, the aim is for students to transform the information so that it is rendered in such a way that it can become part of their own understanding. This requires making connections to previous knowledge and experiences and finding ways to integrate new ideas into existing frameworks, a process that is negotiated through speech or writing. Of course, it is highly likely that many students are active learners without the need to verbalize and it is clear

that much (most?) learning can occur implicitly and unconsciously. However, one way we as teachers can encourage students to be active learners is to require them to verbalize their understanding of the material they encounter and thereby trigger processes, conscious or unconscious, that may lead to a reconfiguring of their knowledge or skills.

The interview article also makes it clear that the information contained in course materials may not be the primary focus for a teacher who wishes to promote AL. In promoting AL, the teacher is probably just, if not more, concerned with the way activities can contribute to the development of particular skills, attitudes, and dispositions. Working through one's understanding of material is an exercise in taking control of the learning process. By seeking to engage with the material through speech or writing, the students are being encouraged to take a critical stance and are being shown that individual understandings can be valid even if they differ from one student to the next. They are being encouraged to take up a point of view and to accept that there may not be a definitive answer. They are thus being shown that knowledge and understanding are mutable and that it is, in fact, sensible and mature to draw out tentative and temporary interpretations that can be refined and revised and even rejected through further rounds of negotiation.

There is a danger of making the learning process seem like a purely mechanical activity by using terms such as "input" and "output," but sometimes these information-processing metaphors can help us clarify what we mean. In this case, I think it is useful to revisit Swain's (2000) Output Hypothesis to gain a deeper understanding of what we mean by AL. Swain has famously posited the need for learners to be pushed to produce output as part of the second language acquisition process. Describing output, she writes: "With output, the learner is in control. In speaking or writing, learners can 'stretch' their interlanguage to meet communicative goals. To produce, learners need to do something. They need to create linguistic form and meaning, and in so doing, discover what they can and cannot do" (p. 99). If I can take an almighty leap here and extend the argument beyond second language acquisition to learning in general, Swain's description sounds very much like AL to me. By being pushed to respond to some form of input by speaking or writing about it, learners are made to see what they do and do not understand. My feeling is that the input may not be limited to second language grammar, vocabulary or pragmatics, but may extend to other forms of input.

I have chosen to dive into the debate from an interactionist viewpoint to see what light this can cast on AL. I think the idea of output highlights the importance of speech and writing in AL and how these can help push learners to work on the ideas they have been presented with to render them in a form which they can integrate into their own framework of understanding. I have deliberately used the term "negotiation" above because I think this is also a useful way of thinking about AL.

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Introducing Elements of a Four-dimensional Education into an EFL Classroom

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Abstract

This short reflective article introduces two classroom activities that I implemented when I began a new full-time teaching position last spring. The position allowed me the autonomy to design my semester-long course using the required textbook, project-based learning, and the Center for Curriculum Redesign's Four-Dimensional Education Framework (Fadel, Bialik, & Trilling, 2015). The framework addressed the need to focus beyond just teaching English by focusing on the needs of a 21st century learner. As these activities were implemented, I reflected on each activity critically to see if it achieved my desired purpose in the classroom. I also documented how students responded to the activities. In this short reflective article, I will introduce two of the activities that the students found particularly engaging, outlining the preparations, procedures, and student responses to the activities. I also evaluate how well these activities corresponded to principles of the Four-Dimensional Education Framework.

Keywords: Four-Dimensional Education Framework, reflective practice, tasked-based learning, project-based learning, flipped learning

概要

本稿は、今春から始まった専任教員の業務において筆者が試行した二つのアクティビティの内省に関する論文である。一学期完結型のコースの構想にあたり、大学からは多くの権限が与えられ、所定の教科書やプロジェクトベース学習に加え、The Center for Curriculum RedesignがすすめるFour-Dimensional Education Framework (Fadel, Bialik, & Trilling, 2015)を基に授業を構成した。このフレームワークは英語のニーズに焦点を置くだけでなく、21世紀で生きていくためのスキルを持った学習者の育成も同時に行うものである。これらの活動が授業に導入に伴い、筆者はそれぞれの活動が授業の目的を実際に達成できているのかについて、導入された活動に対しての学生の反応も書き留めながら、批判的に内省を行った。本稿では、学生が特に熱心に参加した二つの活動を取り上げ、学生のアクティビティへの反応も含め活動の導入から終わりまでを紹介する。さらに、これらの活動がどのようにFour-Dimensional Education Frameworkに関連しているかについての評価も行う。

キーワード: Four-Dimensional Education Framework、省察的実践、タスク型学習、プロジェクト型学習、反転学習

Introduction

Last spring, I transferred from a full-time position at a private university in Tokyo accept another full-time position at a private university in Shizuoka. My new position required not only more face-time with students but also more pressure to research and publish. The majority of my required teaching time was allotted to teaching required first-year English courses to non-English majors. English II, one of four required English

courses in the first-year curriculum is an integrated skills course with a focus on the development of reading and writing skills. The students are streamed into leveled classes based on their score from a standardized test taken during orientation. Moreover, each class has a mandatory textbook decided by the full-time English faculty. The required textbook for my class was the *Oxford English Grammar Course Intermediate* (Swan & Walter, 2011). The textbook is divided into 22 sections each covering a specific grammar topic; for example, section four provides explanations and drills reviewing past tense; section six places its focus on explanations and drills using modal verbs. Each section is divided into two parts, “review” covering a review of the basic grammar rules and a variety of grammar drills, followed by “level 2” which introduces more difficult grammar patterns and drills to practice. Simon Borg (2016) laments that while in recent years various communicative styles of language teaching have emerged, in many classrooms, “grammar remains the driving force and the way it is taught has changed very little over the years.” This mirrored my initial reaction when I learned that I would be required to use a grammar textbook to teach the course. While I acknowledge that grammar comprehension is essential for language acquisition, I feared the intense focus on grammar would have a negative effect on my students’ motivation and sense of autonomy. Borg (2017) further explains that focusing on the completion of discrete-item exercises, similar to the exercises found in the required textbook, has the potential to reduce English learning to the ability to answer and complete such styled questions which is quite removed from my teaching beliefs and practices. To alleviate my discomfort with teaching a course focused on the drilling of discrete grammar points, I set out to design a course that aligned more closely with my teaching beliefs as a TESOL professional (Farrell, 2015) by incorporating a communicative approach to learning English through the implementation of task-based and project-based learning.

Course Design and Implementation

While I felt trepidation at using the grammar-focused textbook for the course, I recognized that the textbook is a worthwhile resource for students to use as a review of the grammar they learned in secondary school as well as a means to deepening their knowledge of grammar. To blend the textbook into the course, I assigned each section of grammar as a homework assignment by flipping the classroom (Bergmann & Sams, 2012; 2014). By assigning the grammar sections as homework, it allowed the students to review and prepare at their own pace. As the answers were included in the back of the textbook, students could arrive to class with their homework checked and the start of class could be reserved for discussion about the homework. It also provided me time to meet with students individually as needed to answer questions. Bergmann and Sams (2012) state that the time spent individually with a student is “very powerful because it requires *all* students to interact with the teacher” (p. 98). This could be seen in the rapport my students and I developed throughout the semester.

In addition to flipping the classroom, the Center for Curriculum Redesign’s (CCR) Four-Dimensional Education (FDE) framework (Fadel, Bialik, & Trilling, 2015) provided the grounding for the course design. While the FDE framework was new to me, I ran across it as an Amazon book recommendation after purchasing *21st Century Skills Learning for Life in Our Times* (Trilling & Fadel, 2009). It was originally designed to be a cross-curriculum framework based on the United States education model, but there were strong connections to my teaching philosophy and to the core skills that I was already attempting to foster in my classroom (e.g., collaboration, creativity, and digital literacy). Additionally, in my previous teaching context, I often required my students to reflect on their performance to develop their meta-cognitive skills, so including the meta-learning dimension of the FDE framework seemed a good fit as well. Therefore, it was quite natural to implement the framework in my new English course.

Fadel et al. (2015) explain that recently, the purpose of education has evolved to equip learners with strong character skills and a vast breadth of knowledge to thrive professionally in today’s society. This shift in

educational focus aims to move the learner away from passive learning, such as memorizing facts and repeating them on an examination, to learners who have an active investment in their learning who can take what they have learned and apply it toward a variety of different situations. This focus on the development of the learner as a whole really spoke to my belief that teaching and using English is more than just an activity to be carried out in the classroom and also connected with my belief that English is a tool that can be used in various ways in a learner's life. Moreover, the traits that the framework utilizes are adaptable to many different situations and contexts and can evolve with the learner. For example, Fadel et al. (2015) incorporate elements of the mind and body by emphasizing qualities such as motivation, leadership, and mindfulness. Furthermore, they aim to “balance content knowledge and understanding with skills that apply that knowledge to the real world; character qualities that build motivation, resilience, and social/emotional intelligence; and meta-learning strategies that help students become reflective, self-directed, and expert learners” (pp. 48-9). These themes matched the qualities that I hoped my students would develop through their English studies and provided a framework for me to focus each of the tasks and projects I began creating during the spring break and into the beginning of the spring semester.

Once I made the decision to base the course on the FDE framework, I began designing the tasks and projects that would incorporate each of the 22 grammar units from the course textbook. The tasks were designed to connect one grammar section to one class, whereas projects were designed to incorporate multiple units of grammar over two to four classes. In this paper, I will introduce one of the tasks and one of the projects that students completed during the course. It is hoped by sharing these two activities, that other English language teachers will be inspired to integrate similar activities and possibly the FDE framework in their own classrooms and contexts.

Activity One: My First Date: A Story

I designed this activity to incorporate the past tense grammar unit. The class was held at the beginning of the semester during the second week before students had a chance to bond with their classmates. The activity was divided into three tasks. First, students were given an authentic story about a couple's first date. The story was about a first date between American college students and included cultural references to pique the student's interest and make them want to read the story to the end. To make the story more interactive and to integrate critical thinking, communication, and collaboration skills, the story was divided into chunks, and students worked in groups to put the story in the correct order. This forced each group to not only scan each section for key words but also discuss and think critically about the story order while also comprehending the overall narrative. As the instructor, I chose the topic because I felt that it would spark my students' curiosity, and caution them to be mindful of their group members reading speeds and ideas, while also fostering a small dose of resilience when I told them, often repeatedly, that the order was incorrect and they should try again. Additionally, this activity allowed groups to have autonomy in executing the task. In some groups, a leader was chosen by the group members from the beginning, while in others, a leader came forward naturally to help facilitate the task. All of these elements were target elements developed in relation to the framework.

While the main theme of the activity was a personal story written in the past tense, I didn't ask the students to write their own stories because time was limited and I felt this would be overly difficult for the students to do so early in the semester. I decided instead to have the students use the story to design a living graph based on the story's timeline of events and the protagonist's feelings. Students were asked to use the time markers placed throughout the story and plot them along the x-axis on the graph. They then had to work as a team to choose the most influential emotions the protagonist felt and plot them on the y-axis of the graph. Finally, each group presented the graph that they created to their classmates using past tense verbs

they had studied for homework. Each group produced different living graphs based on the events and emotions they found to be most important to the story.

Activity Two: Advice Columns

The second activity I designed was a three-part project that was based on two sections from the textbook that introduced modal verbs and relative pronouns. The project was designed around giving and receiving advice and was carried out over two consecutive classes. In the first class the students were given a set of advice columns. To begin, they were only given the problems and were then divided into small groups based on the problem each student found most interesting. Some of the topics included were about a jealous boyfriend, a troubled grandmother, and a used gift card given as a present. Once students were in groups, each group discussed the problem, worked together to check each other's understanding, and then wrote a response using the modal verbs from the unit assigned as homework. This drew on all 4Cs (communication, collaboration, critical thinking, and creativity) in the skills section of the FDE framework. The students were then given the original advice column written in the original post to read and compared their group's response with the original response.

For homework, each student was tasked with writing an original letter asking for advice. They were encouraged to write about true situations as the letters would be shared and read anonymously. The students prepared the assignment using Google Docs so that only I would know the author of each letter.

The following class was held in the computer room, and each advice column was assigned to three different students. This required me to do some advance preparation to ensure that the students did not receive their own advice column. Once the students received their assigned letters, they were given time in class to read each letter and write a thoughtful response. This activity placed heavy emphasis on mindfulness, courage, and ethics as the students were reading about their classmates' problems and giving advice that was, hopefully, meaningful, relevant, and useful. After each student submitted the completed assignment to Google Classroom, I copied each response and pasted it in the original student's advice column file to protect the anonymity of each student's response. I then returned the completed document to each student. It must be noted that while this activity was carried out using digital technology, it is not a necessity. The rationale for using computers for this project was to promote digital literacy and student anonymity.

Discussion

Both activities were designed specifically for this course, connected to related grammar units in the textbook, and carried out in my classroom for the first time. To reflect and analyze each activity, I relied on my teaching journal based on the definitions of reflection and reflective practice by Mann (2005) and Farrell (2013, 2018) and class observations. Additionally, my students wrote reflections at the conclusion of each activity. Using those data, I reviewed the activities to determine if they incorporated the desired traits from the FDE framework and met the desired grammar needs of the students for the sections of the textbook that were assigned.

Activity One: My First Date: A Story

Looking back, I believe that activity one provided students with the opportunity to read a long text written by a fluent English speaker. Most students noted it was the first time for them to read such a long text.

Additionally, many students commented that putting the chunked text in order was challenging and that they were thankful to work together. One student summarized the activity by writing, "I used my brain to read and think about many sentences" (Student Reflections). Therefore, based on student opinions and my in-class observations, I think this activity required not only critical thinking but also communication, collaboration,

and cooperation for each group to succeed. Quite a few students commented in their end of class reflections that it was “fun” to work with their classmates. Moreover, through classroom observation, I could see that the students also exhibited various character traits including mindfulness (e.g., being respectful of classmates reading speeds and comprehension ability), leadership (e.g. some students naturally came forward as leaders, others were chosen by means of rock-paper-scissors), and resilience (e.g., students being told, often repeatedly, that the order of their chunked story was incorrect and they needed to try again) as they worked together to complete the tasks and make decisions regarding the design and content of their living graphs. In this regard, I conclude that the activity successfully integrated elements from the framework and achieved my desired outcomes.

However, while the students enjoyed making and sharing their living graphs, the majority of their communication happened in Japanese. I attribute this to the activity being done in the second week of the semester when students had not yet formed a classroom atmosphere where they felt comfortable speaking in English together. Additionally, many students stuck with using simple emotional adjectives that they were familiar with such as happy, sad, and angry, instead of incorporating more descriptive adjectives that they had come across in a previous homework section and the text itself. Despite these shortcomings from my perspective, the students wrote positively about the experience in their reflections with quite a few students commenting that it was a good activity for communicating and working with people they didn’t know well.

Activity Two: English II Advice Columns

The second activity took place toward the end of the semester, roughly ten weeks after the first activity. I planned for this in hopes that the classroom environment would be much more inclusive and conducive to students speaking in English and sharing personal information albeit anonymously. For this project to run smoothly, I felt it necessary for students to feel safe and accepted. While giving advice, they also needed to be able to think critically and objectively about their classmates’ problems and provide mindful advice while sometimes thinking about problems that they had never experienced in a creative and critical manner. To soften the sense of responsibility, I designed the entire activity to be kept anonymous to everyone except myself. Overall, I felt that this project was very effective at getting students to include modals in their writing in addition to protecting students anonymity. Moreover, the students reported being very “thankful” and “happy” that their classmates gave them advice and took time to think about their problems. Some students reported taking the advice they received from classmates and implementing it. One student even reported about buying a book about pet care that a classmate recommended while another said they decided to call their mother and apologize for disparaging her cooking skills. Another mentioned that they were going to start eating out less and trying to budget their money better. Overall, the students were very positive about the experience, writing comments in their reflection logs such as “I really appreciate that everyone gave me good advice;” “I could read the letter, think about the problem of that person in my group, and give advice;” and “I read my classmates (advice) columns. There were some unique stories, so I enjoyed reading them” (Student Reflections). A few commented that writing advice columns to strangers was not common in Japanese culture, but that they appreciated the new and challenging experience. One student said they enjoyed the fact that the experience allowed them a chance to communicate with classmates through writing rather than speaking because they had more time to think deeply about each response.

Conclusion

This practitioner research began as I felt misgivings and discomfort about being in a new teaching context and being required to use a grammar textbook as the course textbook, however after discovering the FDE framework, I became motivated to design a variety of tasks and projects that I believe enabled my students to

use English in an authentic way. Looking back, while I personally would not choose the textbook for the course, I am satisfied with how I integrated the textbook into the course and the way in which my students interacted with it. I strongly believe that the FDE framework became a touchstone for reflective practice that I used during individual lesson planning as well as the overall course design. As noted in each individual activity above, student reflections of the activities were quite positive. Overall reflections on the course were also positive. Moreover, it can be said that the students exhibited and experienced various elements from the framework by participating in the classroom activities. Most notably, the students reflected that they learned how to collaborate and communicate with their classmates through working together on tasks and projects. Additionally, many students commented at the end of the course that they had gained the ability to reflect on themselves and their performance through participating in this course. Moreover, despite the flipped classroom requiring more homework compared to other English classes, the students wrote and spoke positively of engaging in the activities during class with students writing comments such as, “I [will] miss this class. I enjoyed talking and doing anything. I'm so happy;” “All classes were very fun. Group work was difficult and hard, but I got confidence. Thank you so much;” and “I think that this class changed me into loving English” (Student Reflections). Therefore, the framework appears to be an effective way to design tasks and projects for EFL learners with varying English abilities. It should be noted that while these activities were carried out at a tertiary level for students who were non-English majors, the framework and activities are versatile enough that they could be utilized in a variety of English language settings to develop well-rounded 21st century English learners, which is a goal I think many EFL educators desire for their learners.

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Applying Sociocultural Theory to the Writing Classroom in Instruction and Assessment

社会文化理論を応用したライティングの指導法と評価

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Abstract

Key tenets of sociocultural theory (SCT) currently shape many aspects of EFL education in Japan. While practices such as university students collaborating to refine topics for graduation theses (see Ikeda, 2014) and content-based seminar classes (see Ashwell, 2014) have been reported on, we believe the regular writing classroom is one area where SCT has been relatively ignored. In this short article we present the argument for increased attention to be given to SCT in writing instruction in order to promote learner autonomy. We do this by firstly reviewing the fundamentals of SCT. Following that, we look at how this theory can inform key elements of the writing classroom. Finally, we address the issue of assessment -and look at practical ways it can be approached.

Keywords: sociocultural theory, writing, collaboration, interaction

概要

今日の日本の英語教育現場において、社会文化理論の影響が多々見受けられる。例えば、大学の卒業論文の主題選択のための共同学習 (Ikeda, 2014)、コンテンツベースのセミナー (Ashwell, 2014) などの実践が報告されている。しかしながら、通常のライティングの授業においては、社会文化理論が用いられることはそれほどまでにはなかったであろう。本稿では、学習者の自主性を育むためには、ライティングの指導においても社会文化理論にもっと目を向ける必要があることを論じる。そのためにまず、社会文化理論の基本事項について再考察する。次に、どのように本理論がライティングの授業における重要な要素に影響を与えることができるかについて考察する。最後に、アセスメントに関する問題への解決策を探り、実用的な方法について検討する。

キーワード: 社会文化理論、ライティング、協力、相互作用

Writing is commonly considered an individual activity (Wigglesworth & Storch, 2009) despite there being evidence that collaboration in writing is not only beneficial for learners (Storch, 2005; Swain & Lapkin, 1998) but also reflective of real-life practice in the workplace (Ede & Lunsford, 1990). Furthermore, group work is widely used as assessment in universities globally (Wigglesworth & Storch, 2009). Regardless of these real-life practices, our experience within both universities and high schools in Japan has been that writing continues to be practiced and assessed as an individual activity. An overview of common writing textbooks displays some small shifts towards acknowledging the benefits of working collaboratively in the English language writing classroom. However, these texts tend to limit collaboration to pre-writing activities, peer review of individually written texts, or include pair/group work as alternative activities rather than collaboration being

afforded a central role in the pedagogical approach—for example, *Engaging Writing 2* (Fitzpatrick, 2011), *Focus on Writing 4* (Beaumont, 2011), and *Longman Academic Writing Series 1* (Butler, 2014). In this short article we outline the theoretical arguments in support of collaboration in the writing classroom and provide a framework for its implementation in both classroom instruction and assessment.

A Brief Overview of Sociocultural Theory

Our scope here does not facilitate a complete discussion of SCT and as such only a brief overview is presented. A key tenet of SCT is that the human mind is mediated (Vygotsky, 1934/2012). SCT advocates that just as we do not act on the physical world directly but instead use tools to mediate, or assist, our interactions with our physical environs, so too we use symbolic tools—such as language—to mediate our higher mental functions (Lantolf, 2000). This mediation takes three forms: object-, other-, and self-regulation (Lantolf & Appel, 1994). For language learners object-regulation depicts situations in which resources such as a dictionary or translation tools mediate a learner's behaviour (Lantolf, Thorne & Poehner, 2014). Lantolf and colleagues describe other-regulation as situations in which the learner receives assistance from another person—assistance which Lantolf and Appel argue primarily takes the form of participating in dialogue (Lantolf & Appel, 1994). Self-regulation refers to a learner internalising such object- and other-regulation so as to become able to perform the task without external assistance. Within a SCT framework, language learning shifts the focus away from mastering linguistic items in an individual's mind and emphasizes “dialectic interaction” to create meaning (Lantolf & Pavlenko, 1995, p. 110).

The process of a learner reducing the amount of object- or other-regulation and shifting towards self-regulation is said to take place in the zone of proximal development (ZPD) (Lantolf & Appel, 1994). The original translation of Vygotsky's ZPD is as follows: “It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1930-1934/1978, p. 86).

As Vygotsky only explicitly referred to the ZPD on a few occasions in his writings (Wertsch, 2010), there are controversies over how the ZPD is to be conceptualised. For us as language teachers, we argue there is a need to incorporate Ohta's (2005) argument that assistance can come in the form of utilising literary resources such as dictionaries or textbooks; that peers of varying levels can assist each other (Ohta, 2000); and Donato's (1994) findings that peers can construct a collective expert when peers of a similar proficiency level pool their resources together to perform at a higher level than they can individually. This leaves us with a working definition in the field of language education that conceptualises the ZPD as learners utilising the minimum amount of assistance required to perform at a level higher than which they could perform without assistance—with the assistance being in the form of either object-regulation or other-regulation, or a combination of both.

A final key concept of SCT is that development is said to have occurred when there is a reduction or change in the quality of assistance required for a learner to perform at the higher level. For example, if the assistance becomes less explicit, then development has occurred. Therefore, when working within a SCT framework, learning should not be limited to output only (Lantolf et al., 2014) but also consider the mediation required to perform the task.

Framework of Implementation

Applying SCT to an English language writing class results in learners having additional resources, in the form of both object- and other-regulation, available to them when producing texts. Facilitating access to object-regulation can be achieved by simply ensuring learners have access to literary resources such as online

dictionaries and example texts while writing. The provision of other-regulation, however, requires a greater shift from a traditional pedagogical approach.

It is impractical for one teacher to be available to provide other-regulation to all learners in class. Therefore, by drawing on Donato's (1994) notion that learners can create new knowledge through collaboration, other-regulation can be made available by making collaboratively written texts the locus of the pedagogical approach. For texts to be truly collaborative, learners need to work in pairs or groups throughout the whole writing process, including planning, researching, writing, and revision.

After learners have pooled their resources to produce a text, further support, or other-regulation, can be provided in the form of teacher feedback. This practice draws on the growing evidence of learners being able to co-construct knowledge when collaboratively processing feedback (Storch & Wigglesworth, 2010; Swain & Lapkin, 1998). Furthermore, this feedback is best conceptualized as a continuous engagement in dialogue, in which all learners and teachers participate, rather than as an isolated uni-directional product (Price, Handley & Millar, 2011). Taking this idea one step further, Carless (2018) has argued for the amplification of the concept of the 'feedback loop' into that of the 'feedback spiral' (see Figure 1 further below). Whereas a loop suggests completion, a spiral recognises the ongoing and developmental nature of feedback in the learning process. These spirals fit very neatly into an SCT assessment model, as students engage with object-, other-, and self-regulation in order to deepen their knowledge and develop their learning strategies.

We recommend that feedback maintain some level of implicitness; in other words, provide hints but not the answer. Feedback which is too explicit will not allow learners to pool their resources and work within a ZPD. The aforementioned pedagogical approach shifts the act of writing from testing what was learnt to becoming learning itself. Furthermore, it reduces the marking load for teachers, with the provision of WCF having been reported as very time consuming (Lee, 2014). Our experience with the reduced marking load is it facilitated additional time to spend on each collaboratively written text, thus enabling feedback of a higher quality to be provided. When time is limited, it is tempting to focus on the more surface level errors, such as spelling, grammar and punctuation, as these are easy to point out. When more time is available, we felt we could give feedback on deeper level structural issues, such as the way learners expressed their ideas, supported their arguments, and wrote in a style appropriate for the genre.

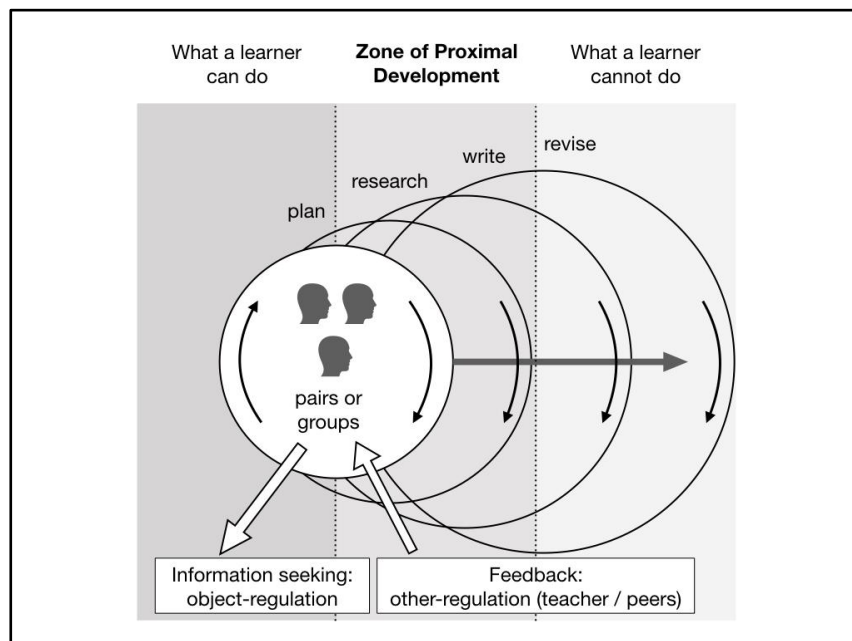


Figure 1. SCT and the feedback spiral in a writing course.

The framework of implementation described allows learners to work as a team, which allows learners to feel a sense of achievement, with discussions potentially leading to discovering new ideas (Ashwell, 2014) and fostering learner autonomy (Fitzgerald & Mullen, 2014). We also believe that if learners become more accustomed to pair work in writing classes, it may help them to make better use of collaboration in other subject areas. For example, Ikeda (2014) reported that learners were not able to fully utilize the benefits of collaboration in a project which investigated cross-institutional collaborative learning when developing graduation thesis ideas. If learners have been exposed to and more fully understand the benefits of collaboration in other regular classes, they may collaborate more successfully when working together to develop topics for their graduation theses.

Assessment

A number of models of assessment founded on SCT principles have been developed which can be used to guide assessment in the writing classroom. Dynamic assessment (DA) is one such model, which seeks to integrate instruction and assessment so seamlessly that an outside observer would be unable to distinguish where one finished and the other began, as instructional and evaluative functions would be embedded in every interaction (Poehner, 2007). In this way, there is a fundamental difference between the conceptualization of assessment from a DA perspective as opposed to a traditional perspective. Assessment is typically understood in educational processes as being concerned with inferring learner abilities by recording and measuring individual performance. DA, however, promotes a dialogic collaboration between learners and teacher-assessors so that learner abilities are grown and developed (Poehner, 2007). In this way, the mediation of the examinee's performance is essential to assessment.

However, due to the intense involvement of the teacher, which often takes the form of one-on-one interactions, DA is often considered unfeasible in large educational contexts. Even so, it is possible for the principles to be adopted and used in larger classes (James, 2012). One such attempt at this is the branch of DA known as Group Dynamic Assessment, or G-DA. While proponents of DA have favoured a dyadic mediator-learner model, G-DA proposes a system for dealing with multiple learners at a time. When the group is conceived as a psychological entity in itself, it can be claimed that its own ZPD can emerge, within which individual learning takes place. Poehner (2009) proposes two forms of G-DA, namely, concurrent G-DA (when the teacher dialogues with the entire group); and cumulative G-DA (when the teacher engages in a series of one-to-one DA interactions as the group works together). In the writing classroom, this could conceivably take the form of group conferencing at all stages of the writing process, or through written feedback on collaboratively produced drafts.

As SCT advocates that knowledge is created and transformed through interactions, encouraging learners to participate in diverse communities of practice is seen as beneficial. One of the most effective ways this can be achieved is having learners perform the role of assessor, thereby enabling them to become part of an assessing community of practice as well as a producing community. Assessment practice guided by SCT would work towards increasing student knowledge about assessment processes, criteria and standards, giving just as much attention to these as the course content (Rust, O'Donovan and Price, 2005). In practical terms, this could best be accomplished through peer review and feedback, as taking on the role of evaluator would necessarily entail learners having a deep understanding of these aspects of assessment. Peer assessment can be done with collaboratively-produced work or with individual work. When learners engage in peer assessment, they are able to see gradations in quality through viewing a number of different pieces of work, then apply a standard rubric to identify strengths and weaknesses in the work. Thus, "peer assessment seems to promote self-assessment by making otherwise invisible assessment processes more explicit and transparent" (Reinholz, 2016, p. 303). In this way, the act of providing other-regulation to peers creates a

symbolic tool which can feed into processes of self-regulation. In the Japanese context, the benefits of peer assessment in high school and post-secondary education have been supported by a number of studies. For instance, Asaba and Marlowe (2011) argued that peer assessment increases student involvement, responsibility and motivation, while Sato (2013) found that not only do Japanese learners have a positive belief about peer feedback, but training in giving corrective feedback facilitates trust and boosts willingness and confidence in providing feedback. (See also Matsuno, 2009; Saito, 2008; Taferner, 2008; Wakabayashi, 2008.)

An important issue that is bound to arise in the assessment of collaborative work concerns that of fairness. Mulligan and Garofalo (2011) conducted a collaborative writing course with Japanese university students, and overall received very positive comments from learners as to the benefits of that approach. However, when considering the small number of negative comments, the main complaint was that grading was unfair. In particular, some learners felt cheated because they had done most of the work, and yet they received the same grade as their partner. We have not found this to be such a major problem, perhaps because our students were in groups of three or more, rather than pairs, which creates a different dynamic. However, any attempt to use collaborative work for assessment purposes will need to take this issue seriously.

When considering all the above, there are a number of options for teachers wishing to implement a SCT informed approach to writing assessment. Firstly, students could work in pairs or groups to produce a piece of written work, rather than working on their own. Greater learning would be expected if collaboration occurred at all stages of the writing process, from brainstorming and planning, through to organising, drafting and editing. Although awarding a joint grade for the finished product would likely leave some students feeling cheated, this can be assuaged by having students choose their own partners and also by changing partners with each new assignment. Students would then be able to pair up with someone they felt comfortable working with, and yet if trouble did arise, they would have a chance to switch partners for the subsequent assignment.

When giving feedback on these group assessment tasks, effort should be made to keep the feedback implicit (see Appendix A for an example). Doing so provides learners with the opportunity to engage with their peers and pool their resources to identify the specifics of each error. While corrective feedback should be implicit, the criteria and standards to be applied in assessment need to be clear and explicit. Rubrics are perhaps the most effective way of doing this. With a rubric, the often hidden goals of the curriculum are made clearer, and students are able to evaluate their own progress and make plans to progress towards the next learning goals (Jonsson & Panadero, 2017).

A final, perhaps radical, option is to allow the use of dictionaries and smartphones during exams. Having access to these tools would facilitate opportunities for a ZPD to emerge as learners utilise object-regulation, thus transforming a purely summative exam into opportunities for learning.

Conclusion

Since its introduction to the west in the 1960s, SCT has been informing and guiding much educational research and practice, providing a clear paradigm through which teaching and learning can be understood. The preponderance of communicative language teaching approaches in classrooms across Japan has its roots in SCT. However, while SCT has undergirded the teaching of many language skills, its contribution to the writing classroom has been relatively muted. Furthermore, from our extensive experience in Japanese high schools and universities, writing is, for the most part, taught and assessed as an individual activity. Aside from the prevailing educational tradition in which we work, there is no reason why this should be the case. Collaborative writing and assessment is not only supported by theory which suggests there are many benefits for learners, but it is also more reflective of real-life practice. It is not our aim in this short article to argue that

such an approach is superior to others, but rather we hope that the ideas presented here will contribute to promoting the theoretical benefits of collaborative writing for language learners and assist in providing teachers with a framework by which to implement such an approach.

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Appendix A

Implicit WCF

The sentence is highlighted, indicating that a grammatical error has occurred within the sentence. The correct form of the error is not provided. The type of error and its location may, or may not be provided. In the following example, it has not been provided.

I go to the bank yesterday.

In the following example, the type of error and location is provided:

I go to the bank yesterday.



tense

Explicit WCF

The location and correct form of the error is provided.

I ~~go~~ to the bank yesterday.



went

LD SIG GRANT AWARDEE REPORTS | LD SIG 研究助成

What I Learned from Attending My First Conference

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Before attending my first conference, I had no idea about what a conference would be like, and there were many things I wanted to know and do there, such as presenting at the poster session, meeting new people, and learning about useful ideas for my lessons. The biggest thing I wanted to do was to learn useful and effective activities for my lessons. As an English teacher in a public high school, I face some constraints, such as not enough equipment in the classroom or a large number of students in one class. I have tried some activities in my lessons, such as dictations or pair conversations, and these activities usually worked well at first, but students were bored after several times because they wanted to try new things. Therefore, at this conference, I wanted to find out about more activities that are especially useful for grammar or vocabulary learning, and also I wanted to talk about effective learner-centered activities with other English language teachers.



Overall, the most inspiring aspect of the conference was listening to the various presentations. Because of my context, I usually share ideas for lessons only with other high school teachers. For example, even when I join in-service training programs, which are usually organized by my Board of Education, only high school teachers are present. That kind of training shows us useful classroom techniques, such as how to use technology effectively or how to conduct lessons for presentations. These are also good opportunities to improve my teaching skills, but what we discuss in the training is focused on only high school, and I wanted to hear different ideas or opinions from teachers outside of the high school system. Throughout the JALT2018 conference, I could not only meet people from various teaching contexts, but I could also listen to various presentations from these people. Even though I was not sure what I was interested in specifically, there were many different types of presentations, so I could learn a lot. There were many presentations conducted at the same time, so it was difficult to choose one. Among the many presentations, I focused on the ones about classroom activities. As a result, I could learn about useful activities for grammar practice and listening.

In terms of the activity for grammar practice, I listened to two interesting presentations. One was a presentation by Imogen Custance, *Sentence Tennis: Pushing Complexity in Production*, who explained an activity in which students are divided into two groups and try to make longer sentences than the other group. When we tried this activity during the presentation, I noticed that because people focus on different parts of the sentence to make it longer and more detailed, students can learn from each other. I thought this activity could be effective for my students too if the first provided sentence is not too difficult, especially considering my students' proficiency level. In addition, through this activity, students can notice that they have different points of view and it can help them to understand the differences between each other.

In the other presentation, *A Research-Based Approach to Teaching Grammar* by Tomoko Nemoto and David Beglar, I learned a useful idea about checking students' answers. Because there are 40 students in most high school classrooms, checking all the students' answers is not realistic. In this presentation, the presenter explained how to conduct peer checking effectively even in a big class. Firstly, students work on the grammar

questions from their textbooks. Secondly, students check their answers in pairs, and if there are differences, students can ask the teacher for the correct answer. Therefore, the teacher can understand which questions students cannot answer correctly and focus on explaining these answers.

In addition, I also learned an effective activity for listening. In the presentation, *A Systematic Approach to Teaching Listening*, Andrew Blyth presented an activity with detailed procedures and many repetitions of the same dialogue, so it would be easy to adapt it for my own students' proficiency level. Though we did not have enough time to try this activity for ourselves, it was possible to conduct the same activity with handouts from the presentation, or we could download slides from the presenter website.

I was surprised at the openness of the presenters. I had an image that presenters would be distant from me, but they were all friendly and many of them gave me their contact information, so communicating with them or asking questions is much easier than I thought. Moreover, I could get useful materials for my own teaching context.

During the poster presentations, I had an opportunity to listen to one poster presentation about useful apps for classroom learning at the Apps 4 EFL website (<https://www.apps4efl.com>). One app on the website shows a grammar or vocabulary question with four multiple answers on the screen, and students can use their phones to answer the questions. With this particular app, many students can work on the same question together, and teachers can understand how many students get correct answers. Even though there are some constraints such as no internet or no TV in most high school classrooms, I really want to try these apps for grammar or vocabulary learning with my students if I have an opportunity. Because the poster session was 90 minutes long, I could talk with the presenters more than at other presentations, which were only 20 minutes each.

The other good experience that I had at the conference was meeting new people. For high school teachers, because there are not many opportunities to talk with people who teach in different contexts, it was a new experience for me and a good chance to create connections and deepen my knowledge about language learning. In addition, the people I met at the conference were all friendly, and open-minded when listening to other people's opinions. Therefore, it was easy for me to express my opinion.

Overall, I am really glad I could join the conference and I'd like to thank the LD SIG for giving me this opportunity. During those two days at JALT2018, I was able to get some useful ideas for my high-school lessons and meet people passionate about education. Next time, I would like to take part in the conference more actively, listen to other interesting presentations, and try to do a presentation by myself, as well.

LOOKING BACK | 報告

2019 PanSIG Learner Development SIG Forum Reflections

Robert Morel
LD SIG Programs Team

This year's PanSIG Learner Development Forum at Konan University in Nishinomiya had a selection of thought-provoking presentations related to secondary and post-secondary education. The forum kicked off with Stacey Vye's presentation "University Students Bring Us to Their Secondary English Classrooms in Japan," addressing student perceptions of their secondary-school English classes. Next, Anita Aden illustrated the importance of giving students space for out-of-class English communication in "Developing Communicative Competence in Socio-Cultural Settings." In the third and final presentation, "Draw Out Your Goal: Autonomous Goal-setting in an English Self-directed Course," Ivan Lombardi and Christopher Hennessey showed the potential of a structured, self-directed learning course to increase student autonomy. The forum ended with an open discussion of ideas and learner-development issues related to the presentations that continued well into lunchtime.

As a member of the LD SIG programs team, the only downside was the small number of attendees. It is somewhat frustrating to have a small crowd for such well-researched and put together presentations. Drawing more attendees to the LD SIG forums at PanSIG and JALTCALL conferences, at least those outside of Tokyo, remains a challenge we are trying to address.

On a personal note, the most interesting experience for me was after the conference. Since the three presentations seemed to flow into one another so well we decided to write a paper based on the forum. This, my first time working on a paper with a team, has been a great learning experience—juggling not just schedules, but (over the summer) time zones. I am lucky to have had a great group of people to do this paper with. It speaks to what I feel

is one of the strengths of the LD SIG, and JALT in general: the supportive and constructive ways in which people get involved and collaborate. It makes me happy to be in a profession and field where collaboration and helping colleagues, as well as students, is the norm.

Stacey Vye, University Students Bring Us to Their Secondary English Classrooms in Japan

At the Kobe PanSIG Forum, I was interested in the contrasts between the learners in my study who did not experience a self-directed curriculum and the learners described in the other two Forum workshops who were provided supportive learner development. Forum participants Chris Hennessey and Ivan Lombardi, and Anita Aden both offered scaffolded frameworks for university students to explore their learner autonomy and engaged in active measures to support learners to communicate in English at the learners' specific interest level. My mini-Forum workshop retrospectively detailed eight learners' perceptions about their secondary school experiences in their English classrooms before they entered university. These learners explained their classes were tightly controlled by the teachers, were not learner-centered, and primarily taught in the Japanese with few opportunities to communicate or use English in English. Their perceptions about their secondary English learning experiences to different degrees negatively impacted their perceptions about their English proficiency.

When preparing for the LD SIG Forum, I envisioned that I would bring out more the individual voices of the participants. However, the questions that came up in the forum discussions related to the general concerns, the perceptions of the learners in the study, and my recommendations based on the research changed my focus. Therefore, I provided more details first about how the students and I identified independently that their learning materials and classroom activities were not, for the most part were aligned with

learner-focused communication. Second, I reported that the learners wanted more opportunities to communicate in English, which would be in closer keeping with the Ministry of Education in Japan's 2020 curriculum reforms. Third, I advocated for more teacher-training in size and scope, with ample materials for teachers and students to facilitate active communication. More effort on a considerable scale is needed by the Ministry to boost metacognitive learning, robust learner and teacher self-efficacy, and positive epistemic opportunities for students learning English to reduce potential foreign language learning anxiety in secondary schools. Subsequently, I have been working on papers and projects that highlight the voices of the learners in the study because they went at great lengths to communicate in English.

After presenting, I learned about two invaluable frameworks where university students engage in learning English based on Anita's, and then Chris's and Ivan's Forum presentations. Anita has been facilitating meaningful and authentic social interactions by promoting communicative competence via out-of-class lunch exchanges with speakers of English. Speaking with international students and teachers by all indications has boosted the learners' efficacy and self-confidence through the experiences. Chris and Ivan detailed a self-directed learning course where the students have a dedicated class to learn English that takes into account the learners' preferences in a self-access center. The well-thought-out activities Chris and Ivan suggested for their students were chosen based on learner interest and were categorized by the four skills of listening, speaking, reading, and writing. At the conclusion of the course, the students reflected on their learning goals and created elaborate and colorful posters that detailed their learning journey for further study. When I attended both presentations, I wished the university students in my research could have joined Anita's and Chris's and Ivan's English courses to experience autonomous and authentic language learning.

Anita Aden, Developing Communicative Competence in Socio-Cultural Settings

Among the positive takeaways that I experienced from taking part in the PanSIG LD forum were insightful discussions with LD SIG colleagues and conference attendees on the theme of autonomous language learning. We discussed current conditions related to university students' needs for more language output opportunities, citing specific applications of autonomous language learning in Stacey Vye's research findings on students' perceptions of their language competency, and Chris Hennessy and Ivan Lombardi's emphasis on active learning tasks in a self-access setting. These presentations combined well with my own socioculturally informed project of creating an out-of-class space during lunch breaks for university students to talk about their personal interests. I shared about the benefits of preparing a semi-structured plan that can be easily adapted to whoever participates in the lunch session. Feedback from students through anonymous surveys at the end of each session strengthened their voice to express points for improvement and satisfaction with the lunchtime format.

From the professional development discussions during the LD SIG forum, I walked away with new ideas of how to collaborate more with university students, such as adding QR codes to lessons for feedback and linking follow-up activities to assignments for further study. Specific to autonomous language learning, the emphasis on increasing students' opportunities to communicate in English needs further discussion. I believe students need more communicative competence-style chances to use English in their daily lives during university. Encouraging students to find ways to use language out-of-class helps them become autonomous learners.

LOOKING FORWARD | 今後のイベント

Learner Development Sessions at JALT2019



Teacher Efficacy, Learner Agency

45th Annual International Conference on Language Teaching and Learning
& Educational Materials Exhibition

WINC AICHI, Nagoya City, Aichi, Japan
Friday, November 1, to Monday, November 4, 2019

Validating the Language Mindsets Inventory

Collett, Paul - Shimonoseki City University; Berg, Michael - University of Liverpool

Sat, Nov 2, 11:00 AM - 11:25 AM; 1104 | Format: Research-Oriented Short Presentation

The presenters will provide an overview of the language mindset inventory (LMI) (Lou & Noels, 2017), outlining the development and testing of a Japanese-language version. Factor analysis, validity, and reliability outcomes suggest positive functional equivalence between the two versions. Results suggest this is an effective measurement tool for learner agency and beliefs. We will discuss how the LMI can help provide a better understanding of the applicability of the mindset construct to FLL in Japan.

The Impact of Tutoring on ESL Learners' Writing

Schaffer, Seneca - California State University, Chico

Sat, Nov 2, 11:35 AM - 12:00 PM; 1104 | Format: Research-Oriented Short Presentation

To enhance ESL tutoring, this mixed-method research examined the impact one semester of one-on-one tutoring had on linguistic errors present in the writing of three college-level ESL students. Data generally showed that the employed tutoring approaches encouraged the acquisition of linguistic features and decreased their error occurrence, especially with increased tutoring sessions. However, differing participant outcomes prompted triangulation of quantitative and qualitative data which further illuminated variables crucial to tutoring's language acquisition potential.

Re-Examining "Silence" in Multicultural Classrooms

Itoi, Kiyu - Ritsumeikan Asia Pacific University

Sat, Nov 2, 12:10 PM - 12:35 PM; 904 | Format: Research-Oriented Short Presentation

This presentation reports the results of a qualitative study that used semi-structured interviews to examine the oral and non-oral participation of a culturally diverse group of students in an international graduate program in Canada. The various modes of participation employed by the students will be discussed, as well as the pedagogical implications of these findings for multicultural classrooms.

Differentiated Instruction in the Phil. Classroom

Atendido, Editha - Department of Education, Gen. Trias City; Columna, Ma. Glecita - Department of Education, Gen. Trias City

Sat, Nov 2, 12:10 PM - 12:35 PM; 1108 | Format: Practice-Oriented Short Workshop

This practice-oriented workshop is intended to share the practices of Filipino teachers in utilizing differentiated instruction in teaching English. Its main goal is to provide an overview of how differentiation may be done in a classroom with diverse learners and share the practice of Filipino teachers in using the approach in a Philippines classroom.

A Newsletter Project for Self-Access Learning

Parsons, Andre - Hokkaido University of Education

Sat, Nov 2, 12:10 PM - 12:35 PM; 1110 | Format: Practice-Oriented Short Workshop

While self-access language learning is often associated with a physical space, it is not necessarily required. This presentation will describe an external self-access language learning activity in the form of a newsletter written and designed by students with the support of the presenter. Attendees will learn what is involved in carrying out such a project and be able to view sample newsletters.

Teachers and Learner Autonomy: A Metaphor Analysis

Elliott, Darren - Nanzan University

Sat, Nov 2, 12:45 PM - 1:10 PM; 1104 | Format: Research-Oriented Short Presentation

This mixed-methods study examines the connections between language teachers' metaphors for language learning, and their beliefs and behaviours in fostering learner autonomy with two main research questions; What are the personal and institutional factors which affect how language teachers foster autonomous practices in their learners? How, if at all, do the metaphors teachers use corroborate their self-reported beliefs and practices in regard to learner autonomy?

SMART Goals and Transfer of Presentation Skills

Haugh, Denise - Kyoto University of Foreign Studies

Sat, Nov 2, 12:45 PM - 1:10 PM; 1109 | Format: Research-Oriented Short Presentation

Specific, measurable, attainable, relevant, and time based (SMART) goals track and provide structure to goal setting. They consist of the intermediary steps that underlie successful outcomes. This tool, in addition to Dornyei's (2005, 2009a) L2 motivational self system is the basis of one course design on how presentation skills could cultivate the "I can do this!" attitude for speaking English, not only in an academic context but in the world at large.

Visible Thinking: Routines for Engaging Learners

Healy, Rhian - South Metropolitan TAFE; Atkinson, Antony - Lexis Perth

Sat, Nov 2, 1:20 PM - 1:45 PM; 1104 | Format: Practice-Oriented Short Workshop

Visible thinking routines provide ESL teachers with the tools to create a more engaging learning experience for students. These routines help to make learning more relevant, deepen understanding, and encourage

students to engage with content in a more meaningful way. Making these routines a part of everyday classroom activities will foster collaboration and increase student motivation. This workshop will demonstrate useful routines that should be a part of every teacher's toolkit.

What We Know About Self-Assessment

Butler, Yuko Goto - University of Pennsylvania

Sat, Nov 2, 4:25 PM - 5:25 PM; 901 | Format: Research-Oriented Long Presentation

Self-assessment has received increasing attention among educators. Despite its popularity, concerns have been raised regarding its subjectivity and a perceived lack of accuracy. I discuss the status of our understanding of self-assessment. I argue that commonly addressed concerns regarding subjectivity and accuracy stem primarily from a measurement-oriented notion of assessment of learning. Drawing from my research among young learners, I discuss how self-assessment can be used to directly assist students' learning. Sponsored by Tokyo JALT.

Active Learning as a Policy for Transforming Lives

Barr, Blair - Otsuma University/Tamagawa University; Asami, Lorna S. - Keisen University; Ashwell, Tim - Komazawa University; Barfield, Andrew - Chuo University; Edsall, Dominic G. - Ritsumeikan University & UCL Institute of Education; Hurrell, Ian - Rikkyo University; Ikeda, Ken - Otsuma Women's University; Ishinuki, Fumiko - Kumamoto Gakuen University; Iwai, Kio - Rikkyo University; Kasperek, Nick - International Christian University; Kiernan, Patrick - Meiji University; Kojima, Hideo - Bunkyo University; Morgan, Jenny - Sophia University; Onoda, Sakae - Juntendo University; Sykes, Joe - Akita International University; Taylor, Clair - Gifu Shotoku Gakuen University; Tomita, Koki - Soka University; Yang, Fang-Ying - National Chiao Tung University

Sat, Nov 2, 5:00 PM - 6:30 PM; 1002 | Learner Development (LD) SIG FORUM

"Tell me and I forget. Teach me and I remember. Involve me and I learn" (Xiang, 818). Presentations in the Learner Development SIG Forum will critically explore what happens to learners when participating in active learning. In addition to considering active approaches in practice, topics will examine active learning in policy, online, through independent research, experiences, and as a theoretical concept. Timed rounds of interactive presentations will be followed by reflection for the SIG's newsletter.

Practical Teaching Strategies: Academic Sources

Chambers, Jeremy - Temple University

Sun, Nov 3, 9:15 AM - 9:40 AM; 1104 | Format: Research-Oriented Short Presentation

When students are asked to find sources to support their writing, the process they go through to find something worthwhile will greatly differ between individuals. There is a difference between a simple "Googling" of something and the process of finding quality information. This presentation will highlight practical teaching strategies to help students navigate online databases more effectively.

Peer-Modelled Video for Language Learning

Livingston, Matthew - Tokai University; Shrosbree, Mark - Tokai University

Sun, Nov 3, 9:50 AM - 10:15 AM; 1104 | Format: Practice-Oriented Short Workshop

Video featuring actual students performing language-learning activities can provide realistic and relatable peer models of behavior. When students watch students performing well, they are likely to learn more and gain a greater sense of self-efficacy. This workshop will outline why and how videos featuring students have supported learners in a Global Skills curriculum. In order to help teachers interested in making their own videos, each step of the video creation process will also be explained.

Learner Development SIG AGM

Nakai, Yoshio - Doshisha University; Tomita, Koki - Soka University

Sun, Nov 3, 11:45 AM - 12:45 PM; 1103 | Format: Meeting

Accelerating Literacy Growth for ELL/EAL Students

Housley, Lee Anne - ACHIEVE 3000; Goodman, Harris - ACHIEVE 3000

Sun, Nov 3, 3:25 PM - 4:25 PM; 906 | Format: Practice-Oriented Long Workshop | Promotional Presentation

We explore how online, differentiated literacy instruction creates accelerated literacy growth while promoting learner agency. We provide strategies to engage all students in their own learning process through provision of personalized learning, engaging resources at their precise reading level, opportunities to reflect on what they are learning, and independent practices driven by data. We discuss the importance of students reading a variety of texts, having collaborative discussions about content, and writing about connections they made.

Developing Writers and Their Metaphors

Head, Ellen - Miyazaki International College

Sun, Nov 3, 5:10 PM - 6:40 PM; 1002 | Format: Poster Session

This poster presentation describes a project designed to enhance first year students' creativity and engagement by teaching them a set of peer coaching questions related to uncovering their metaphors for learning. The presenter asked students to peer coach each other in a small group and record the process in learning journals. The class was encouraged to reflect on the implications of their metaphors. The process of peer influence will be analyzed as complex dynamic system.

Passion Project Journaling in the EFL Classroom

Kambara, Judith - Okayama University

Sun, Nov 3, 5:10 PM - 6:40 PM; 1002 | Format: Poster Session

After observing lackluster results with student journaling on prescribed topics, I introduced passion project-style journaling in my first-year university English classes for general listening and speaking. Students were asked to journal for the entire term about a topic in which they are already interested or one they would like to explore. Results showed marked increases in average words per entry and topic engagement. This has implications for promoting literacy and learner autonomy in language development.

The SALC Series: Promoting Independent Learning

Kirchmeyer, Branden - Sojo University

Sun, Nov 3, 5:10 PM - 6:40 PM; 1002 | Format: Practice-Oriented Short Workshop

This poster provides an overview of a program called the "SALC Series" which was developed to strengthen the connection between a university's English program and the self-access learning center by systematically incorporating explicit instruction of independent learning strategies and resources into the pre-existing curriculum. The poster will graphically illustrate the program's developmental history, the series' structure, key concepts and tasks, and student usage data.

Translanguaging Practice in EFL Classrooms

Sato, Manami - ECC Foreign Language Institute

Sun, Nov 3, 5:10 PM - 5:35 PM; 1104 | Format: Research-Oriented Short Presentation

Translanguaging is the process where multilingual speakers use their languages as an integrated communication system. In EFL classrooms in Japan, learners use English or Japanese when summarizing, opinion-sharing or activities in all the four skills, which is quite different from translation or code switching. Translanguaging can be more dynamic and fluid. With translanguaging practice, learners might acquire deeper understanding and develop fluency.

Effects of Anxiety on Engagement and Efficacy

Murrell, Hudson - Baiko University; Case, Stephen - Baiko University

Sun, Nov 3, 5:45 PM - 6:10 PM; 1104 | Format: Research-Oriented Short Presentation

This presentation examines the link between student anxiety levels regarding different aspects of a four-skills language course and how their anxiety levels affect their engagement with and perceived efficacy of tasks.

A Closer Look at Language Learning Strategies

Wood, Joseph - Nanzan University

Mon, Nov 4, 9:15 AM - 9:40 AM; 1108 | Format: Research-Oriented Short Presentation

This presentation will discuss survey and interview data from an advanced-level English class of 18 second-year Japanese university students concerning their use of Language Learning Strategies (LLSs). It will also discuss data results from a lower-level class who were introduced to the LLSs that the advanced class reported to have used and recommended. It will end with a discussion concerning the importance of strategy training and provide practical ideas on how to do it.

Lessons From Successful Learners

Kiernan, Patrick - Meiji University

Mon, Nov 4, 9:50 AM - 10:15 AM; 1108 | Format: Research-Oriented Short Presentation

This presentation introduces the attitudes of a class of advanced English learners at university to language learning. The students conducted hour-long peer-peer learning history interviews. The interviews were explored through a detailed qualitative multimodal analysis of the interviews that focused on community values using a communities of practice framework. The findings suggest a position at odds with the typical priorities of language education at university but in support of study abroad.

Using Concept Maps to Facilitate EAP/EFL Speaking

Wang, Yu - Xi'an Jiaotong-Liverpool University

Mon, Nov 4, 10:25 AM - 11:25 AM; 1108 | Format: Practice-Oriented Long Workshop

This study aims to report an attempt to investigate the correlation between reflective learning and EFL learners' speaking proficiency from an empirical research on using concept map in EAP courses. The presenter will firstly introduce how and why concept maps have been used from three aspects: L2 knowledge reflection and consolidation, Confidence building, and Learner Autonomy Raising. Participants will also learn how to design and develop a CM-related speaking activity/curriculum from a hands-on practice.

Autonomy and ICT: The Curriculum Reform in Finland

Yoshimuta, Satomi - Kwassui Women's College (April, 2019-); Sugihashi, Tomoko - Showa Women's University

Mon, Nov 4, 11:35 AM - 12:00 PM; 1108 | Format: Research-Oriented Short Presentation

This presentation will describe Finland's curriculum reform and classroom practice from August of 2016, which endeavors to maximize learner autonomy. It will first outline the issues around the recent revisions, next illustrate how high school teachers put them into practice with an emphasis on the use of ICT and flexible assessment, and lastly present practical implications to the Japanese educational settings, which will offer new insights for teachers who value autonomy.

Using Word Cards to Foster Creative Thinking Skill

Davis, R. Alan - McGraw-Hill Education

Mon, Nov 4, 12:10 PM - 12:35 PM; 1108 | Format: Practice-Oriented Short Workshop

Creativity is critical for success in 21st century professional and academic environments. Due to this, teachers are sometimes asked to incorporate creative thinking development into their lessons. This may be challenging for teachers who don't see a natural link between creative thinking and their English lessons. In this

workshop, we will explore this link and learn some practical, easy-to-use activities to make vocabulary lessons more focused on developing creative thinking skills.

Exploring Students' Learning Beyond the Classroom

Murase, Fumiko - Ryukoku University

Mon, Nov 4, 12:45 PM - 1:10 PM; 1108 | Format: Research-Oriented Short Presentation

Although language learning beyond the classroom and classroom learning are equally important. The former can often be invisible to teachers as it literally takes place outside the classroom. This study aims to examine the reality of students' English language learning beyond the classroom, which even takes place outside the institution, by administering an online questionnaire to first-year and second-year students at a university in Japan.



Creating Community: Learning Together 5 (CCLT5)

Sunday December 15th 2019

Call for Contributions (DEADLINE NOVEMBER 15th)

Creating Community: Learning Together 5" (CCLT5) is an informal, supportive conference, taking place on Sunday, December 15, from 11:00-17:30 at Otsuma Women's University, Chiyoda-ku, Tokyo.

この度の開催で5回目を数える「コミュニティの創造：共に学ぶ (CCLT 5)」は12月15日 11:00-17:30に東京都千代田区にある大妻女子大学行われるカジュアルでサポータティブなカンファレンスです。

This year, we aim to have "learning actively" as our central theme and invite you to take part and explore how this is linked to learner development.

今年のテーマを「アクティブに学ぶ」に設定しました。私たち主催者は、参加者の皆様が「どのようにLD SIGのテーマである『学習者の発達』と今年のテーマ『アクティブに学ぶ』を関連付けるのか」というワクワクした心でカンファレンスの準備を行なっています。

We warmly invite proposals from students and Learner Development (LD SIG) members who are interested in reflecting on their teaching and learning experiences this year and sharing how they have developed through these experiences.

そして、今回のイベントを通して学生、そしてLD SIGのメンバーが、学習者の（としての）発達を行なってきたかという振り返りを行う機会を得ることができれば幸いです。

We would like to hear from LD SIG members who have encouraged their learners to be more active in the learning process and take greater responsibility in their learning. Presenters may focus on:

-> How they encourage their learners to learn actively and/or take responsibility for their learning?

-> and any challenges they faced or insights they discovered?

プレゼンテーションの作成する際に、LD SIGのメンバーには、「学習の積極的な参加を促す方法」、そして、「学習者が自身の役割を認識してもらう方法」を以下の点から考えていただければと思います。

1. 学習者に積極的に学習に取り組んでもらう方法や、自身の学習者としての役割を認識してもらう方法
2. 上記を達成する過程で経験した困難や、知見等。

We would also like to hear from their learners who have been able to learn more actively. Presenters may focus on:

-> How they were able to learn actively and/or take responsibility for their learning?

-> and what they learnt from doing so?

学習者の皆様には、「より積極的に学習に取り組む方法」を聞くことができればと考えています。プレゼンテーションの中では以下の点を考慮に入れていただければ幸いです。

1. 学習者に積極的に学習に取り組む方法や、自身の学習者としての役割を認識する方法。
2. 上記を行なった過程で何を学んだか等。

Participants will be encouraged to take part, through commenting and asking questions actively, and presenters will be able to gain new insights from this. After each round of presentations, there will be reflection circles and presenters and participants will have the opportunity to develop their understanding together.

参加者の皆様にはプレゼンテーション中にコメントや質問を聞くなど積極的に参加し、このイベントを通して少しでも多くの新たな知見を得ていただくことができれば幸いです。プレゼンテーション終了時には、振り返りグループをその場で設け、プレゼンターと参加者が扱われた内容に対する相互理解を深める予定です。

Both student and teacher presenters will receive a certificate of participation, and there will be an opportunity for both to share a written reflection of their experiences of participating in the conference in the LDSIG's newsletter Learning Learning.

参加者の皆様には参加証として証明書が授与され、最後には今回のイベント全体の振り返りを行なっていただきます。また、LD SIGが発刊するニュースレター Learning Learning でその振り返りをシェアしていただければ光栄です。

To register as a presenter and to submit a proposal, please complete the following form <<https://forms.gle/idsS6CTkYkXBzNvw6>> . If you have a question or wish to contact the organizers, please send an email to <ldsigtokyogettogether@gmail.com>, and we will get back to you as soon as we can.

プレゼンターとしてご参加を希望の方、またはプロポーザル提出の方は次のリンクをご確認ください <<https://forms.gle/idsS6CTkYkXBzNvw6>>。疑問や主催者への質問がある際には、次のメールアドレスにご連絡下さい<ldsigtokyogettogether@gmail.com>。

SIG MATTERS | インフォメーション

Learner Development SIG Financial Report April 2019 to August 2019

The first part of this financial year from April 2019 to August 2019 has been pretty quiet financially, with the main financial transaction being the receipt of the payment from JALT National. This payment is slightly up on last year's payment by almost 20,000 yen (150,269 -> 170,607).

Revenues: April, 2019 – August, 2019 / 収入：2019年4月～2019年8月	
JALT National Payment	170,607
Total revenue / 収入合計	170,607

Expenses: April, 2019 – August, 2019 / 支出：2019年4月～2019年8月	
PAN-SIG Postage	5,908
Bank fees	108
Total Expenses / 支出合計	6,016

SIG fund balance, August 31, 2019 / SIG資金残高2019年8月31日	
Balance in bank account / 銀行口座残高	326,735
Reserve liabilities / JALT本部預け金	200,000
Cash in hand / 現金	4,804
Balance / 合計	531,539

The main outgoings are up and coming principally in the form of payments to this year's five grant recipients, and expenses for the JALT national conference. Further details of these expenses will be reported at the SIG's Annual General Meeting at JALT2019 and in the next issue of *Learning Learning*.

Patrick Kiernan, SIG Treasurer

Email: <kiernan@meiji.ac.jp>

Writing for *Learning Learning* 『学習の学習』 応募規定

Deadline for Contributions to the Spring issue: February 15th

Learning Learning is the Learner Development SIG newsletter and is published online bi-annually, in the Spring and Autumn. It has a specific ISSN number (ISSN 1882-1103), and features cutting edge articles in various formats that relate to people's ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. Many different SIG members contribute to each issue of *Learning Learning*, and, by doing so, create a sense of shared community and learning together. Please feel free to contribute too and make connections within the SIG and beyond. 『学習の学習』はLD SIGのニュースレターで、年に2回（春と秋）オンライン出版されています（ISSN 1882-1103）。学習者の成長、学習者と教員の自律に関するアイディア、省察、経験や興味に関連したさまざまな形式の原稿を収録しています。SIGの多くのメンバーが『学習の学習』に寄稿し、共同体の意識を築き共に学習しています。どうぞ奮ってご投稿され、SIG内でのまたそれを越えた繋がりを築いてください。

Contributions / 寄稿

We encourage new writing and new writers and are 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. 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、そして学習者の成長、学習者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。For more details about formats and lengths (形式と長さ) of writing suitable for *Learning Learning*, please see below. To upload your writing to the editorial team of *Learning Learning*, [please use this link](#).

Formats and lengths / 形式と長さ

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. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development, such as: 『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語（もしくは英語、及び二言語で）の投稿を募集しています。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関する以下のような原稿をお待ちしております。

Short articles on issues to do with learner/teacher development and autonomy /

学習者と教師の成長・自律に関する小論

#1: short individual articles (1,200 - 2,500 words) : 小論（単著）（約3,600-7,500字）

#2: short group-written articles (1,200 - 4,000 words) : 小論 (共著) (約3,600-12,000字)

Reflective writing about learning for learner/teacher development and autonomy /

学習に関する省察 — 学習者と教師の成長・自律を目指して

#1: particular puzzles that you and/or your learners have about their learning, practices, development, autonomy, and so on, and inviting other *Learning Learning* readers to respond (1,000 words or more) : ご自身や学習者の悩み (学習、実践、成長、自律など) に関して、LL読者と一緒に考えましょう。(約4,000字)

#2: dialogue with (an)other SIG member(s) (1,000 to 2,000 words) : SIGメンバー同士の対話 (約4,000字-8,000字)

#3: stories of learners becoming autonomous (about 500 to 1,000 words) : 自律・成長する学習者に関する話 (約2,000字-4,000字)

#4: stories of your learning and teaching practices: success and failure (about 500 to 1,000 words) : 学習・教育実践の成功談・失敗談 (約2,000字-4,000字)

Members' voices / メンバーの声

#1: a short personal profile of yourself as a learner and teacher and your interest in learner development (about 500 to 1,000 words) : 学習者・教員としての自身のプロフィールと学習者の成長に関する興味 (約2,000字-4,000字)

#2: a story of your ongoing interest in, and engagement with, particular learner development (and/or learner autonomy) issues (about 500 to 1,000 words) : 学習者の成長や学習者の自律に関する興味や取り組み (約2,000字-4,000字)

#3: a short profile of your learner development research interests and how you hope to develop your research (about 500 to 1,00 words) : 学習者の成長に関する研究内容と今後の研究の展望 (約2,000字-4,000字)

#4: a short profile of your working context and the focus on learner development/learner autonomy that a particular institution takes and/or is trying to develop in a particular curriculum (about 500 to 1,000 words) : 教育環境の紹介、所属機関やカリキュラムにおける学習者の成長や自律に関する取り組み (約2,000字-4,000字)

Research & reviews / 研究 & レビュー

#1: summaries and accounts of new graduate research (1,200 - 2,500 words) : 大学院での研究内容の要約やその振り返り (約2,400字-5,000字)

#2: proposals for a joint project/joint research (about 500 to 1,000 words) : 協働プロジェクト・リサーチの提案 (約2,000字-4,000字)

#3: reports (of a conference presentation, research project, particular pedagogic practice, and so on, to do with learner development) (about 500 to 1,000 words) : レポート (学習者の成長に関する学会発表、研究プロジェクト、教育実践など) (約2,000-4,000字)

#4: reports of research in progress (about 500 to 1,000 words) : 研究中間報告(約2,000字-4,000字)

#5: book, website, article reviews (about 750 to 1,500 words) : 書籍、ウェブサイト、論文の批評(約3,000字-6,000字)

Free space / フリー・スペース

#1: photographs, drawings, and/or other visual materials about learner development, and/or related to learner autonomy : 学習者の成長や自律に関する写真、絵、視覚資料

#2: activities and tips for learner development/autonomy (about 500 to 1,000 words) : 学習者の成長・自律を促す活動やヒントの紹介 (約1,000字-2,000字)

#3: some other piece of writing that you would like to contribute and that is related to learner development : その他の学習者の成長に関する執筆

#4: poems... and much more : 詩、その他。

Learning Learning Editorial Team

<LLEditorialteam@googlegroups.com>

Those working on *Learning Learning* share a commitment to working together in small teams. We aim to learn together about writing, editing, responding, and/or translating, for our shared personal and professional development. Some areas where we would like to encourage SIG members to take part and work together on *Learning Learning* include:

- **Layout and Design:** working on the formatting and preparation of finalised content for online publication
- **Members' Voices** (co-)coordinating: contacting news members of the SIG and working with them to develop their writing in a variety of formats and lengths as a first step to taking part in the SIG's publication activities;
- **Looking Back** (co-)coordinating: working with contributors writing on events related to learner development (conferences, forums, get-togethers, workshops, both face to face and online) for publication in *Learning Learning*;
- **Research and Reviews** (co-)coordinating: encouraging potential contributors to send in summaries and accounts of research, as well as reviews (of books, journal articles, materials, or web resources relating to learner development), and working with them to develop their writing for publication in *Learning Learning*.

If you are interested in any of these areas of working together (and/or you have other areas of interest) and would like to discuss your interest and ideas, please email any member of the *Learning Learning* editorial team:

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Many thanks!