

LOOKING BACK | 報告

PanSIG Forum Title - Challenging Conventions: Opening up New Spaces in Learner Development

Tim Cleminson - Facilitator

This forum examined how new learning spaces can help learners grow beyond conventional education environments. There was a range of presentations that explored holistic and ecological perspectives on learners' growth, taking into account multiple aspects of their experiences, their interactions with others, and different affordances in diverse learning environments and spaces.

I would like to thank all the contributors and participants for their cooperation, thoughtfulness, and kindness. It was a lovely atmosphere at the event. A big thank you to the contributors for presenting so many different perspectives and insights on language learning. It was fascinating to hear how practitioners and learners were thinking outside the box and opening up new spaces for learner development.

Naomi Fujishima - Facilitator

As I was helping Tim with the running of the LD SIG Forum, it was difficult for me to listen to all of the poster presentations, which was unfortunate for me. I am very grateful, though, for everyone's flexibility when it came to setting up, timing, etc. It was really easy to work with all of the presenters and with Tim. I was impressed with the enthusiasm of the presenters and their dedication to teaching and learning. I hadn't participated in a PanSIG conference since 2017 (in Akita), so it was a breath of fresh air to network, and meet old and new friends! Thank you for the opportunity. One thing for the future is that maybe a hybrid forum is not the best way to have poster presentations. It was definitely divided between the F2F presentations and the online ones. If the next PanSIG is in person, then the forum should be the same format, in my opinion.

学習者ディベロプメント研究部会 <http://ld-sig.org>

A multi-dimensional, prosocial, creative experience

Ellen Head - Participant

Organizing a a hybrid forum and participating in a hybrid forum as a listener are very, very different. Sitting quietly in my friend's house in Miyazaki, it was quite relaxing to let the various presentations unspool before me and whisk me from one to the other. One of the things that is always good about forums is the juxtaposition of presentations with the focus on individuals, like Andy Barfield's study of a learner as she matured her understanding of social issues in Australia, and the focus on macro-levels, like Isra Wongsanpigoon and Phil Bennet, who explained the framework for analyzing Language Learning Beyond the Classroom, drawing on Benson and Reinders (2011 and 2017). A trend which was noticeable in the forum was the idea that language learning is associated with social responsibility. This was identified in Isra and Phil's talk, when they quoted from the mission statement of KUIS that language learning should be prosocial. Growing social awareness with a moral dimension, was also implied in Andy's study of a single learner researching indigenous issues, and Michael Kuziwu's exciting account of his developing identity as a translator and interpreter of Ukrainian. The use of handwritten media (photographed and presented in ppt) was something I liked in Michael's and Yuri Imamura's presentations. Incorporating shots of writing and whiteboards breaks down the boundary between informal and formal practice, since our jottings can become the data for research. Kudos to Tim and the excellent Pan SIG room hosts for steering us through the forum and enabling remote participation.

Online Presentations 11:50 to 12:20

Learner development beyond the classroom: framing the project

Phillip A. Bennett and
Isra Wongsarnpigoon,
Kanda University of
International Studies



Isra - Encountering new insights

This is long overdue, but many thanks for organizing the online forum. I enjoyed seeing some familiar faces and hearing about the work they have been doing. I was also very interested in accounts from people I was not as familiar with, such as Michael's presentation. I found some parallels with some of my own experiences which I hadn't been expecting to reflect on in the forum, and I look forward to learning more about his work exploring multilingual identity and social issues. The talks I was able to attend and some of the useful discussions will help me at work and also as we move closer to the final stages of LD Journal 6.

I would have liked to have more of a true hybrid experience interacting and being able to see what was going on in the face-to-face forum, but I suppose there were some constraints overall based on how JALT organized the event—these issues applied to the entire online experience of the weekend. I hope future events will keep some hybrid aspect, even though we are moving forward into a new "With COVID" phase of life in the pandemic. I know it's labor-intensive, but as both a presenter and an attendee, I still appreciate the option to participate from the safe, convenient environment of my own home or office.

Negotiating new learning and knowledge spaces in preparing to study abroad

Andy Barfield, Chuo
University

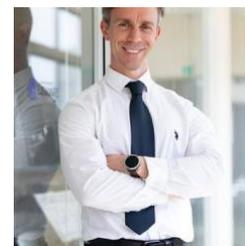


Having given a poster presentation on the Saturday afternoon at the conference, then returned the same day to Tokyo to take part in the LD forum online on the Sunday, I was struck by the difference between the highly interactive discussions that took place face to face the day before, and the quietly distancing effects of taking part in the forum via Zoom on the Sunday. Presenting online also stood in such great contrast to the weekly dialogic sessions that I had with a second-year politics student, Arisa (pseudonym), through the spring semester as she extended her understanding of Indigenous peoples in Australia in preparation for studying abroad in 2023. In the LD forum I recounted how Arisa had engaged with online images, exhibitions, and texts to do with the Stolen Generations, listened to video testimonies of individual survivors like Rita Wenberg, and come gradually to move beyond official discourses like the Rudd apology and focus on healing and decolonisation from the side of Indigenous peoples themselves.

Along the way, Arisa discovered the art of Sandra Hill, a member of the Stolen Generations, and later the rap songs of Dobby Rapper. Sandra Hill's art in paintings like "The Cakemaker" and Dobby Rapper's songs like "My Mind" let Arisa unlearn her previous assumptions about "(language) revitalisation" and brought her to contemplate what healing might involve, and why it matters so much. "*Initially, I feel Indigenous people strongly feel that their claims are not enough heard since*

the invasion,“ Arisa reflected.”Even though they are victims of the whole assimilation, the government has been conducting the revitalization/ reconciliation process from its own perspective as it ignoring the victim’s voices. In addition, I just started to question whether the government or non-indigenous people should take part in the whole process or not... .” I could not imagine at the start of our weekly meetings that Arisa’s (un)learning outside the classroom would lead to such perspectives. In this dialogic process I have also been (un)learning, becoming once again aware of the long struggle that I face in fully understanding the impacts of colonialism on individuals, local communities, minorities and Indigenous peoples, and societies, as well as colonial and decolonial discourses in shaping what I/we (re-)imagine is and isn’t possible for ourselves and our learners in creating a more just world.

Multilingual journeys through volunteering: A dialogic inquiry of identity through Ukrainian, Japanese, and English



*Michael Kuziw,
Jin-Ai University*

I have all these thoughts that I want to express, definitely not enough vocabulary to express it, but the LD community of practice exists to understand how people are maneuvering through their lives as learners.

My big takeaway was from Ellen Head, who gave me the inspiration to add to my presentation the dynamic between relating oneself and one’s identity (or knowing others’ identities) with the injustices of the world. I’m more inspired to share my own personal hidden dimensions for simply helping to spread the word and bring attention to meaningful and topical issues.

Online Presentations 12:20 to 12:50

Collaborative online English conversation events in the multilingual turn



*Yuri Imamura,
Tokyo Kasei University*

I enjoyed talking with amazing presenters and having my presentation in a safe environment. Tim and PanSIG organisers, Thank you for your massive support on zoom!

Presentations Round One 11:50 to 12:20

Learning beyond the classroom in a Malagasy EFL context - two student teachers’ experiences



*Dominique Vola
Ambinintsoa R.,
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Haingo Fanaperana
Rajaonaritiana,
Ecole Normale
Superieure, University*

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Volatiana Olivia
Rasoanindrina,
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Vola: It is always a pleasure and a privilege for me to talk about anything related to education in Madagascar, my country. I feel that letting people know more about the situation in Madagascar and continuously collaborating with people in the field of education in Madagascar are the best ways for me to contribute to the development of Madagascar. That presentation was more special than any other presentations I have made, as I was with two of my former students. It is quite rare for Malagasy undergraduate students to participate in a conference outside Madagascar. So, I really appreciate the opportunity that LD SIG gave them. Fanaperana and Olivia shared their learning beyond the classroom experiences in a very eloquent way, according to the feedback from the attendees. Though they could not be there live, the attendees seemed to really appreciate what they presented. That was a great experience, and I am very proud of my two students!

Volatiana Olivia: Participating in a conference for the first time is a wonderful but also very challenging experience for me, especially knowing that experts are watching your video. However, it is a big opportunity to express myself including all my struggles during my learning process because not everyone is interested in what you did. It is also a honor for

me to work with my teacher on an interesting and helpful topic and I do hope the video would help to improve students' learning.

Fanaperana: I am so much grateful towards my teacher, Ms. Vola, for offering me such a great advantage by sharing my experience in learning English beyond the classroom and by being among the presenters in a conference in Japan. Recording the video was a bit challenging for me because at the same time I was already imagining it being watched by the attendees of the conference, experts in the field of education. Even though it was a very first experience for me, I feel lucky in participating in the conference as it opens up new advantages in my future goals.

LD SIG JALTCALL Forum Reflections Creative Play in the Classroom: Innovative approaches to Learner Development

語学教室における創造的な遊びの探求—
学習者育成のための革新的なアプローチ

Watch the Forum: <https://youtu.be/D-Jy8tS7pbI>

Tim's Perspective - Preparation and Process
The LD SIG JALTCALL Forum for 2022 explored how teachers and students were using creative play in the language classroom to support learner development. Presenters introduced a wide range of analog and digital techniques that helped students interact and be creative with their linguistic and meta-linguistic skills.

Getting Ready

Presenters at the JALTCALL Forum introduced how they used creative practice to support learner development in the language classroom. There were four presenters, Cassie Guevara, Ellen Head, Lee Arnold and me. Presenters explained how they used video making, drama and visual arts to encourage students to interact and be creative with English. I introduced the 4 P's of creativity (People, Place, Process and Product) to facilitate discussion about the activities the presenters introduced (Densky, 2016; Rhodes, 1961).

One of the best parts of this process was getting together before the forum. We met twice on Zoom to share our progress and our concerns. One problem was having too much to say! Talking about creativity in a 10-minute slot is tough because there is so much to say. You want to talk about what you did, how you did it, what the students made, how they reacted, and the affective nature of the work! The list goes on and on! So, it was great to get feedback and identify the most compelling aspects of our work to present.

Sometimes, the meek light of nighttime Zoom meetings can be really intimate. The right

group of people can create a really reflective space and help me share my inner thoughts. By "Zoom light", we could engage deeply with each other's ideas and make insightful comments that helped us reappraise the value of the work.

Watching Cassie, Ellen, and Lee talk about their work was a life-affirming experience for me; it was joyful. Their eyes lit up and their speech became animated. There was a strong sense of momentum as they got into the groove and the ideas flowed. Listening to them, the thing that struck me more than anything was that creative projects enabled a sense of genuine dialogue between the students, teachers, and texts. People opened up through the experience of creation. People shared parts of themselves and connected, and this enriched the learning environment. And, of course, it wasn't all serious and heart-felt soul searching. It could be, but it didn't have to be. It was full of personal meaning. But, it was most often light-hearted, full of the fun, laughter, and giddiness of young people playing, pushing the boundaries of learning by making things together.

References

- Densky, K. (2016). Conceptualizing creativity and culture in language teaching. In R. Jones & J. Richards (Eds.), *Creativity in language teaching: Perspectives from research and practice* (pp. 49-62). Routledge.
- Rhodes, M. (1961). An analysis of creativity. *The Phi Delta Kappan*, 42, 305-310.

Creative Tasks and Humour in a Textbook-Based Class

Ellen Head

Tim introduced the "Four P's" framework for looking at creativity: person, place, process and product. "Place" was a significant element for my class. All the students were supposed to be doing study abroad, but were doing it online from Japan due to covid. They were studying with teachers in Australia, Canada or America in the morning, and taking a grammar/communication class with me in

the afternoon twice a week. Since the class had a wide range of abilities and the textbook was much too easy for about one-third of them, I wanted to find some creative tasks in order to let students express themselves and connect without depending on their language proficiency. In my conception of study abroad, it offers affordances for experiencing mastery even by using very simple language, because in the study abroad country, the simplest language can actually get things done, which gives a wonderful sense of confidence to the novice language user. How to replicate this without going abroad? Activities which would get students using English outside the classroom appealed to me. The coursebook, “Four Corners English” features unit videos which could be used as models for students to make their own videos. In particular, in unit 3, a student interviewer goes out to a park in an American city and interviews passers by about their clothes and fashion preferences. Building on this script, I told students to make their own “walkie talkie video”, in which they could go anywhere on campus, and stage an interview about any topic of interest. The time for preparation was limited to one homework, about 20 minutes group planning time in one lesson, and 40 minutes for practice and video creation in the following lesson. The results showed imagination and creativity in various ways. Some used the space and imagery in a way that made them look like Tik Tok stars. One person used a speeded up soundtrack (because her interview was too long). The gestures and body language which I had suggested, such as holding the (fake) microphone towards the interlocutor, gave a focus which made students excited. Feedback from the students’ learning journals showed that these activities were an opportunity for students to exercise agency in multiple ways. “The video was good work”, wrote one. “I could get happiness in a short time. I could get confidence,” wrote another. The finished products were very simple since the class was not focused on tech. However, the use of basic tech such as flipgrid, google slides and moodle, helped to allow the second project to be completed when the class suddenly returned to ERT mode. The

second project was “My Seven Wonders of the World”, a solo talk introducing seven interesting places. There was no restriction about whether they had been to the place or they wanted to go there. I made my own demonstration video, using the background feature on flipgrid to show places in the UK. However I did not teach the tech skills so some students showed a photo of the place on their computer screen, while recording the video on flipgrid. In spite of the lack of tech finesse, the activity allowed both me and my students to expand our mental horizons. For the presentation, I asked students by email and again face-to-face, whether they were willing to share their journals and screenshots. For the presentation I used a blurring feature on the pptx which hides the identity but still reveals the energy and creativity of the students’ performance.

Jones (2020) points out that the use of space, is a particularly important part of translanguaging communication for L2 speakers of English, and this includes the two-dimensional portrayal in digital space. It can be seen from the way the students arranged the frames of the video, that they were using the spaces in a conscious and creative way.

https://drive.google.com/file/d/18l-MCZEEVR-s_8wFHEPEV8i7BB5BKION/view?usp=sharing

So, did working on the forum change my perspective on this episode in my teaching? Absolutely! I noticed how deeply invested each of the members were, and I think this has an impact on our students. In Lee’s case, he is sharing his own art and humor, which is very personal. Cassie’s stories also captured my imagination and challenged me to think about the moral dimensions of stories. When teachers take a risk to share things that we like, the focus of the class shifts from the mechanics of language and communication, to making and sharing meaning. Our presentations were unusual at JALT CALL because we were not focused on using tech but on sharing meanings through tech. However it was refreshing to be in the CALL environment and pick up some influences through other people’s presentations too. Among other things, I got very

excited about the use of the online meeting software “Gather Town” in the CALL poster presentation session (not the LD session). But that’s another story.

Cassie’s Reflections

I am not usually able to travel far for conferences because of various constraints, so I’m happy and honored to have had the opportunity to present a fun activity that I had been doing in my classes since long before the pandemic. Thank you to JALTCALL for organizing this forum and holding it online, and extra thanks to Tim, Ellen, and Lee for having me present alongside them!

Although I had started to do more online presentations since 2020, this was the first time I was able to share my slides and work through them with other presenters before the actual presentation. I’m grateful that Tim organized these practice sessions, which motivated me by forcing me to get something prepared before rehearsal time, so I didn’t completely wing the presentation on adrenaline as usual.

I was awed and inspired by Tim and Ellen’s knowledge on the theoretical side of creativity, as I am not so theoretical and more of a hands-on doer. I loved watching Ellen and Lee’s presentations and seeing the sometimes hilarious creative work of their students, and Lee’s own professional-looking artwork. I could tell that I would love to be in any of their classes if I was a student.

As for my own presentation: I chose this topic because my students have always enjoyed this role-playing activity throughout the years, whether it was face-to-face or online. However, I wondered how interesting this would be to highly experienced teachers and researchers. I felt happy when the others, whom I highly respect and admire, assured me that I had something worth saying, and told me how much they enjoyed my presentation. It was definitely a boost to my confidence. They also helped me notice other concepts and effects on students that I hadn’t even realized myself.

I hope that JALT continues to grant teachers who are relatively new at presenting in

conferences more opportunities to share what they enjoy. Thank you so much for the wonderful experience!

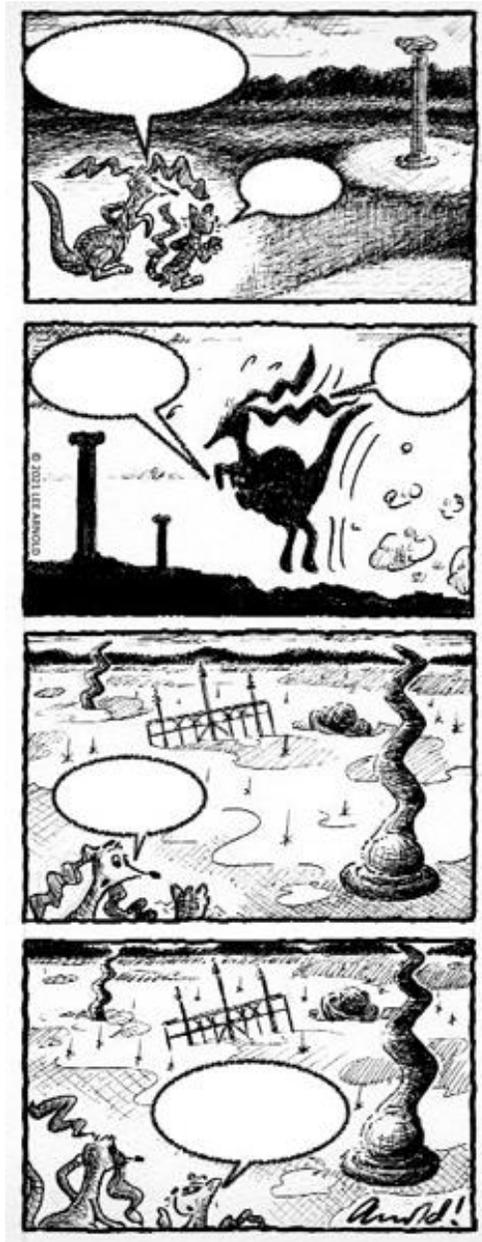
Lee Arnold

In Tim’s four-point person, place, process and product framework, it was initially hard to pinpoint where my exploration using a comic strip with learner-generated dialog fit - but it seemed clear after some thought that person and process fit best, as it called upon learners to personalize the task while following the sequence of panels within the strips as a process, with process shaping the task to learner personalization. The fact that this was engaged with online, however, also may make it a question of place, as the time and space that online delivery afforded may have given some learners more freedom to channel the task in such a way as to lower affective filters, see it less as an accuracy task of language and “correctness” and more as a creative play they could make their own.

The comic strip at the heart of this task was my own. *The Amazing Zoot & Algy* was a private, purely individualized activity that I began a little over 2 ½ years ago. I have a fine arts background and in what I joke as a minor epiphany, I found that I missed this kind of creativity for myself - and over time, I have developed this strip into a continuing series with some story arcs and some stand-alone gags, which I self-publish on Facebook, Instagram, Tribal, and Ko-fi, a British-based self-publisher’s monetization website similar to Patreon in the U.S. (though I have yet to see any monetization come!). A story arc involving a virtual world of fine art the main characters engage in, however, has just been picked up and published in *The Quarter Press*, a quarterly digitally-based literary and arts publication based in the U.S.

Originally I intended to keep the strip, and my work in TEFL, separate. But as a different way

to engage my learners as a semester-ending activity after final assignments were completed, I decided to bring a small selection of strips into two listening and speaking classes with first-year STEM undergraduates in the science faculty of a private university in Tokyo at the end of AY 2021. I felt that introducing them to an activity that would be completely different in content from what they had engaged with would be a great way to wrap the term up, and show them a side of myself they would not otherwise have seen or guessed. Below is a selection of two of the strips I used:



I selected eight strips previously self-published that I removed the dialog from, with learners free to imagine and then write. I gave no rules for accuracy in grammar and made the accent on fluency to their level of proficiency, which, for the bulk of both classes, was on the upper elementary-to low intermediate level, or roughly A2 to B1 levels in CEFR, with a few of the

learners across both classes broaching B2 level. The strips were uploaded to the university's LMS and downloaded by the learners. Overall engagement I felt to be successful and surprising to learners, with some intriguing creativity at play with what the process yielded and some telling comments in learner feedback.

While Ellen and Cassie's projects differed in terms of content, what linked all of our presentations together was in how learners were freed from the constraints of "correctness." They could bring themselves as persons into the process, and Ellens' note from Jones' (2020) observation about digital space interests me as her project was about bringing person and place together, in that her learners personalized the digital frame as a place for creativity, while Cassie's use of Aesop's fables as a platform for her learners to adapt and interpret the lessons of the fables was a way of merging person and process together.

The takeaway from each of our projects, however, was the way in which learners could see how they could locate themselves within an L2 English context similar to how they could do so in their L1.

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#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)

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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)

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