LEARNING LEARNING
『学習の学習』

In This Issue 今号について

You're looking at the Fall 2015 issue of *Learning Learning,* the Learner Development SIG's biannual online newsletter. November is an important time of the year for the JALT organization and our SIG. JALT's international conference is just a few short weeks away, when there will be many great opportunities to take part in workshops, listen to presentations, and talk with others about learner development. The LD SIG's Annual General Meeting will also be held at the conference, and we hope to see a big turnout from members as we will be voting on some important issues and discussing the future direction of the SIG.

The issue begins with an update from the SIG coordinators, Alison Stewart and Fumiko Murase, who, after leading the SIG through two years of growth in membership and a series of achievements, will be completing their tenure and handing the reins to new leaders. This is followed by reports from local get-togethers in Kansai, Hiroshima, and Tokyo.

The *Looking Forward* section contains a preview of LD SIG-related activities going on during the 4-day JALT2015 international conference, taking place in Shizuoka from November 20-23. It also has an introduction of events on offer from JASAL, the Japan Association of Self-Access Learning, going on in Shizuoka during JALT2015 off-site and in Tokyo the day before the Tokyo get-together's mini-conference.

This is followed by an interview with LD SIG co-sponsored featured speaker Alice Chik in which she discusses a variety of topics with Alison Stewart, including her work on multimedia language learner histories. The interview includes a reference to a post by Darren Elliott about metaphors and English language learning on his blog, The Lives of Teachers (http://www.livesofteachers.com/). Darren has adapted the piece for Learning Learning and allowed us to reproduce it as a special *Feature Article*. Darren will be one of the editors of the inaugural issue of the LD SIG journal, which will have the theme of "Visualizing Learner Development."

I'd like to express my sincere gratitude to all of the volunteers who worked tirelessly to deliver content for this wonderful issue despite a very tight deadline and often little lead time. This issue would not have been possible without the patience and desktop publishing skills of Monika Szirmai, the help of the Get-together teams; Christopher Fitzgerald and Alison Stewart, who worked with Grant Report authors; Lee Arnold, who put together a wonderful guide to LD SIG-related activities at JALT2015; Yoko Sakurai for her editorial assistance and, with Michiko Imai, Japanese translation skills; Huw Davies for his work on the SIG's financial report in spite of uncertainties related to how the recent changes in the JALT organization's fee structure and membership will affect our coffers; and Hugh Nicoll for making sure this issue has a home on the LD SIG website.

After serving as editor on the last three regular issues, I will be changing roles with Alison Stewart after our AGM. Looking back on

the 18 months I've been associated with *Learning Learning,* I feel that I've gone from being a totally incompetent editor to a fairly competent one. I volunteered to edit because of a professional development goal I had set for myself. I wanted to improve my own writing and thought this could be accomplished through frequent, critical reading of unfinished papers which would allow me to not only offer feedback and suggested revisions but verbalize the reasons behind them thus providing ample opportunity to think about what makes for good writing. *Learning Learning* has allowed me to work with authors during the writing process, which has certainly helped me to develop a more critical eye and, perhaps equally important, more confidence about my own writing. If this desire to improve your own writing resonates with you, please consider volunteering for the *Learning Learning* team.

Hope to see you soon!

Mathew Porter
(on behalf of the Learning Learning team)

LDSIG Publications Available Online

Collaborative Learning in Learner Development

Published in 2014, and edited by Tim Ashwell, Masuko Miyahara, Steven Paydon and Alison Stewart. Twelve chapters offer a multifaceted and critical new look at the widely held assumption that people learn best in groups. Available here.

Learner Development Working Papers: Different Cases, Different Interests

Published in 2014, and edited by Andy Barfield and Aiko Minematsu. Nine chapters offer multiple, and unexpected, critical perspectives on the learner development issues that it deals with. Available online here or in print here.

Autonomy You Ask!

Published in 2003, and edited by Andy Barfield and Mike Nix. Sixteen chapters of Japan-based collaborative research explore learner and teacher autonomy within Japanese contexts. Available here.

Learning Learning Archives

Issues of *Learning Learning* going all the way back to 1994 are now available in PDF format here.

Learner Development SIG News Update

学習者ディベロプメント研究部会近況報告

Alison Stewart & Fumiko Murase

アリソン・スチュアート & 村瀬文子

April 2015 - October 2015

2015年4月〜2015年10月

Learner Development SIG News Update
April 2015 – October 2015
Alison Stewart & Fumiko Murase

Greetings! In this—our last—news update as co-coordinators, we are approaching the end of our two-year service with mixed emotions. On the one hand, we're going to miss the energy and excitement of working closely with so many people in our large and active SIG. But on the other, we're delighted to be passing the baton on to our shadow coordinators, Mayumi Abe and Mathew Porter, who will be taking over our role as co-coordinators after the JALT2015 Conference in Shizuoka. There are a number of other changes to the teams that make up the LD SIG Committee. These will be announced in the Annual Report and Agenda for the upcoming Annual General Meeting very soon. This means that there will be a number of openings for new committee members. We warmly encourage you to read the report to find out more about what each of the teams is doing and consider stepping forward to fill one of the many positions available.

こんにちは！ 共同コーディネーターとしての私達の最後の活動報告となります。２年間に及ぶコーディネーターとしての役割も終わりに近づき、様々な感情が入り交じっています。SIGの大規模な活動を経て多くの方々と分かち合った熱い想いや興奮を、今までのように感じられなくなることに寂しさを感じています。その一方で、JALT2015静岡大会以降、共同コーディネーターとしての役割を引き継ぐ、現シャドウ共同コーディネーターMayumi AbeとMathew Porterにバトンを渡す喜びも募らせています。LD SIG 委員会を構成するチームにもたくさんの変化があり、近日中に行われる総会の年次報告と年間計画で発表されます。新しい委員会のメンバーをたくさん募集するということですが、ぜひ報告書を読んで、それぞれのチームがどのような活動をしているのかをご覧ください。そして一歩前に踏み出し、募集されている多くの職のひとつをご検討いただけたらと思います。

Since our last news update in the Spring issue, the SIG has seen the publication of a special issue of *Learning Learning* for the

Proceedings of the LD20 Conference, edited by Tim Ashwell and Glenn Magee. We also have two publications in the JALT 2014 Conference Proceedings: one a collection of reports from the LD SIG Forum *Learner Development Across Borders,* edited by Ian Hurrell, the other a collaborative reflection on the LD SIG Tohoku Outreach Forum by participants in the Kesen Junior High School translation project. In addition, we also have two online e-book publications, *Collaborative Learning in Learner Development* and *Working Papers in Learner Development: Different Cases/Different Interests.* If you haven't already had a chance to read these publications, we urge you to go to our Publications page where they are available to download.

春号での最新活動報告以降、LD SIGでは、Tim AshwellとGlenn Magee編集によるLD 20 Conference 大会論文集「学習の学習」特別号を出版しました。また、Ian Hurrell編集によるLD SIGフォーラム「Learner Development Across Borders」の報告集、および気仙中学校翻訳プロジェクト参加者により共同で行われたLD SIG東北アウトリーチフォーラムのリフレクションが、JALT 2014年次大会論文集に掲載されました。さらに２冊の電子書籍、「Collaborative Learning in Learner Development」、「Working Papers in Learner Development: Different Cases/ Different Interests」 をウェブ上で出版しました。これら出版物をまだお読みでない方は、ぜひLD SIGの出版関連ページにいらしてください。そこでダウンロードできます。

Publications usually mark the end of a long process of research, writing and revision, and we are happy to note that various new ventures have recently started—or are in the pipeline—that will create new opportunities for collaborative research. The Tokyo get-togethers have been meeting regularly since 2006 and this year will see the second Creating Communities mini-conference (Sunday, 13th December), a full afternoon event that aims to bring together teachers and students to present practices and puzzles that are of mutual interest. Hiroshima get-togethers are smaller affairs but they also meet regularly, while Kansai is in the process of restarting meetings. We hope that you will be able to get along to a meeting near you, and if there isn't one and you know some like-minded LD members living nearby, please consider starting one up. In fact, there has been some interest in holding a regular get-together in Fukuoka or Kumamoto, and if you are interested get in touch with Mathew Porter (portermathew@hotmail.com).

出版するという事は、研究、執筆、校正という長い過程の終わりを意味します。そして次は、様々な新しい活動が始まったり、計画が進行中であるということに、私たちは喜びを感じています。それは共同研究の機会を新たに作ってくれるでしょうから。東京集会は2006年以降定期的に集会を重ねていますが、今年度は12月13日(日)に第２回Creating Communities ミニ大会を開催します。午後いっぱいのイベントで、教師と生徒が共に関心を持つ授業活動や問題について発表します。広島集会は比較的小規模ながらも定期的に集まっており、関西集会は活動再開の準備をしています。皆さまもお近くの集会

にご参加いただき、もしなければ、同じ志をお持ちの周りの方と地域別集会を立ち上げてくださいませんか。実際、福岡、熊本でもそのような声があがっております。興味がありましたら、Mathew Porter (portermathew@hotmail.com) にご連絡ください。

In order to support research and other different activities of SIG members, the SIG offers a variety of grants every year. In addition to the PanSIG and JALT CALL Conference Grants awarded earlier this year, more grants have been recently announced. Congratulations to Hiromi Tsuda (Research Grant), Greg Rouault and Alison Stewart (Outreach Grants), and Paul Arenson and Bjorn Fuisting (JALT International Conference Grants)!

メンバーの研究と諸活動を支えるために、SIGは毎年様々な助成金を提供しています。今年度初期に授与されたPan SIGとJALT CALL Conference への大会参加助成金に加え、他にも受賞者が公表されました。受賞されましたHiromi Tsuda(研究助成金)、Greg Rouault and Alison Stewart (アウトリーチ助成金)、Paul Arenson and Bjorn Fuisting (JALT 全国大会参加者助成金)には、この場を借りてお祝い申し上げます。

We continue to be actively engaged in outreach activities, and Tohoku Outreach project is one such initiative. If you're arriving early in Shizuoka for the JALT2015 Conference, there will be a special screening of a documentary film, Tohoku Tomo, about the volunteer efforts following 3.11 (Friday, 20th November, 5pm–7pm), which the SIG is co-sponsoring with Sendai, Akita, Yamagata and Iwate Chapters.

私たちはこれからも積極的にアウトリーチ活動に従事していきます。東北アウトリーチプロジェクトはそのような活動のひとつです。JALT 2015 静岡大会では11月20日(金)午後5時から7時にドキュメンタリー映画、Tohoku Tomo の特別上映がありますので、お時間がありましたらお越しください。これは3月11日から続くボランティアの取り組みについてのドキュメンタリーで、私たちSIGが仙台、秋田、山形、岩手支部と共催して上映します。

At the JALT Conference, as always, we're looking forward to seeing many of you at the LD SIG Forum (Sunday, 22nd November, 9:15am–10:45am) and the AGM (Sunday, 22nd November, 12:45pm–1:30pm). This year, we're co-sponsoring (with Tokyo Chapter) Alice Chik as one of the Featured Speakers. She'll be giving a presentation (Saturday, 21st November, 4:40pm–5:40pm) and a workshop (Sunday, 22nd November, 11:00am–12:30pm). Another important event at the conference is our annual LD SIG Party on Saturday evening (8pm–10pm). Don't miss this great opportunity to meet up with many SIG members and enjoy a great Italian meal in convivial surroundings.

JALT大会にて、今年もまたLD SIGフォーラム(11月22日(日)午前9:15〜10:45)と年次総会(11月22日(日)午後12:45〜午後1:30)で皆さまにお会いできるのを心待ちにしております。今年は東京支部と共催し、主発表者(featured speaker)のひとりとしてAlice

Chikをお迎えします。プレゼンテーションは11月21日(土)午後4時40分から5時40分まで、ワークショップは22日(日)11時から12時30分までとなります。また土曜の晩(8時から10時)のSIG年次懇親会にはSIGのメンバーがたくさん集まりますので、皆さまぜひこの機会をお見逃しなく。和やかにイタリア料理をいただきながら親睦を深め、楽しいひとときを過ごしましょう。

To conclude our last news update, we'd like to thank all the committee members who have volunteered their time and energy to help ensure the smooth running of the SIG. It's been great working with you all these past two years. Although we're stepping down from the co-coordinators' role, we both intend to remain involved with the SIG and look forward to celebrating further successes in the coming year.

私たちの最後の活動報告の締めくくりとして、LD SIGが円滑に運営されるよう、時間と労力を割いてくださった委員会の全ての方々に感謝の意を伝えたいと思います。皆さまと共に活動できた過去２年間

は素晴らしいものでした。共同コーディネーターの役割からは退きますが、私たち２人とも引き続きLD SIGに関わっていきたいと考えています。来年度の更なる発展と繁栄を心より期待しています。

Fumiko Murase & Alison Stewart
LD SIG Co-coordinators 2015

共同コーディネーター
村瀬文子＆アリソン・スチュアート

Autonomy Within and Beyond the Classroom
International Independent Learning Conference 2016
Time: 4th–6th November, 2016 (Friday–Sunday)
Venue: Wuhan, Hubei, China

Proposal deadline: 31st January, 2016

INDEPENDENT LEARNING

Getting Connected: Local Get-Together Reports from Kansai,Tokyo, and Hiroshima
つながりを求めて：関西・東京・広島

2015 Tokyo Get-togethers
Agnes Patko, Andy Barfield, & Ken Ikeda

With Stacey stepping down last December, Agnes joined Andy and Ken in co-coordinating the get-togethers in 2015. We started the this year's get-togethers in April (rather than January) with the aim of holding five in total over the year and culminating in the second *Creating Community: Learning Together* (CC:LT2) afternoon conference in December.
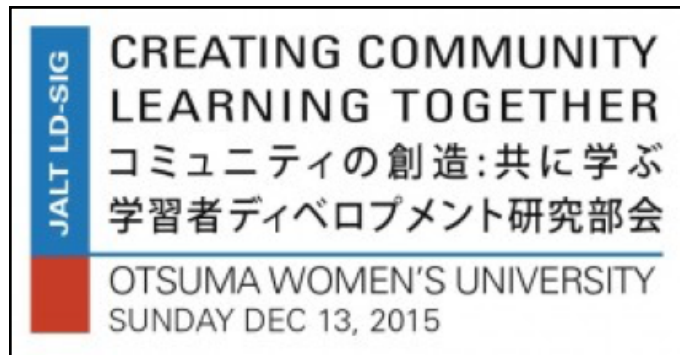
The get-togethers this year have had a shared focus on community and community building for part of each session; they have also provided a very helpful base for developing ideas for and interest in the Learner Development Journal.

In the first four get-togethers of 2015, 27 different people attended at least one get-together, but only six attended all four, with an average of 14 people attending each one,

so there has been quite some fluctuation between different get-togethers. One reason for this may be that we didn't hold the first get-together until April, and we also had a long break between the June and October sessions. This may have led to a weaker sense of continuity and thematic focus than in previous years.

We raised these questions and concerns at the October get-together and discussed what changes we could make for 2016. As a group we felt that it would be good to have an early-year get-together in February ahead of the new school year, with the aim of focusing and planning possible research projects to develop and carry out in 2016. Participants also felt that it would be good to try to identify possible themes that could be taken up in the Learner Development Journal (LDJ) and link up on these with other LD members outside of the Greater Tokyo area. People also agreed that it would be good to include some space and time for discussion of possible research issues and themes for 2016 at CC:LT2 in December 2015.

Overall, it feels as if we are in a transition period as we try to find our way forward and create more thematic continuity and shared focus for 2016. CC:LT2 is an important part of our attempts to re-focus: as of October 26th we have received 28

proposals, involving around 20 teachers and 16 students as presenters (the exact numbers may change in November as last-minute additions and adjustments are made). We're looking forward to CC:LT2, as well as the bonenkai afterwards, and we hope that many LD members will be able to take part, as well as personally invite other teachers that they know.

Please join us too on February 21 2016 for the first get-together of the year—more details to follow shortly.

For more information, see the Tokyo get-together blog
http://tokyogettogethers.blogspot.jp/

Kansai Get-together
Anita Aden & Chris Fitzgerald

If you're in the Kansai area, please mark your calendars for the much-awaited next Kansai get-together. It will be held on November 29 from 10:30 a.m. at the Hito Machi Koryukan on Kawaramachi, an 8-minute walk from Keihan Kiyomizu Gojo or 10-minute walk from the Gojo subway stop. A map is available at the Hito Machi Koryukan home page (www.hitomachi-kyoto.jp) in Japanese.

All are welcome to join in the discussion of learner and teacher development in the Kansai region. If you have questions or would like more information, please contact Chris Fitzgerald (chrisfits84@hotmail.com) or Anita Aden (anita@mukogawa-u.ac.jp; strawberry2410@gmail.com).

Hiroshima Get-together
Jim Ronald & Ariel Sorensen

After a break of a few months, the Hiroshima LD get-togethers started again in May of this year, and we've been meeting almost every month since then. Each time we meet, we discuss one chapter of Thomas Farrell's *Reflective Language Teaching: From Research to Practice*. Although this book is not directly concerned with learner development or autonomy, it does help us to keep asking what we are doing in the classroom, where we're going, and what our goals for our students are. Our group also serves as a good sounding board for research ideas, classroom practices, and even plans for textbooks. For better or worse (both, in fact) the get-togethers tend to attract the same people we see in our monthly Hiroshima JALT meetings; as an "alternative" teachers' group it would be even better if we could appeal to a wider range of teachers. All language teachers are very welcome, so if you are reading this, and might be free to join one of our LD get-togethers in Hiroshima, usually on a Saturday afternoon but occasionally on Friday evenings, please get in touch with Jim (jmronald@gmail.com). Look forward to meeting you!

Miyajima

LD SIG Research Grant Reports
LD SIG 研究助成金受賞報告

JALT 2014: Bringing about active participation through ELF and collaborative learning

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I start my JALT International Conference Report with a big thank you to the Learner Development Special Interest Group (LD SIG) for their support in awarding me one of the 2014 LD SIG International Conference Grants. I am grateful to the Grants Committee for giving me the opportunity to attend this conference, for without their assistance I would not have been able to gain the important lessons I learned there. Hopefully the grant system of the SIG can continue, so that other teachers who do not have institutional support to attend such

conferences can also benefit from the SIG's generosity.

The 2014 conference in Tsukuba was my sixth JALT international conference. It was another great experience of learning and sharing. The presentations gave me valuable insight into the latest trends in language education as well as helpful hints of how to improve my classroom practices. I learned valuable theoretical perspectives and practical ideas that I have been able to implement in my classes as well as in the staff room, such as the negative impact our EFL grading has on our students and how to maximize efficiency in committee work. Moreover, reflecting on what I observed at the conference overall, I have come to question some of my previous assumptions about English speaker identity and reinforced my beliefs about individual versus collaborative learning.

ELF vs EFL

As English is my second language, I am always conscious of my status as a speaker of English. French is my first language, so I feel a sense of commonality with the large number of JALT International conference presenters who use English as their second or additional language. This view is not shared by all. There are many English speakers who place a great importance on the difference between ESL speakers such as myself, and EFL learners of English. This,

despite our equally high level of fluency. This essentially forms the growing debate between the English as a Foreign Language camp and the more inclusive school of English as a Lingua Franca (ELF).

EFL is a deficit model that uses the "native speaker" as the standard of English (Cook, 1999). Speakers of English are measured in relation to their proximity to inner-circle countries (Kachru, 1992), the de facto standard. So, English speakers from the countries in the outer circle and the expanding circle are seen as *learners* of English, simply based on their nationality (Firth, 1996). This positions them as *deficient* or lacking in ability, without ever being able to ascend to the goal of being "native-like" (Han, 2004). However, the discriminatory attitude inherent in the EFL model is now giving way to a new attitude based on the realization that the large majority of English speakers are not "native" and use English as a lingua franca.

Following this precept of using English as the medium of communication between speakers of different first languages, ELF proponents maintain that ownership of English should not be limited to Kachru's inner circle countries. Rather, according to some ELF academics, it is to be expanded to wherever English is used (Shibata, 2011). The fact that ELF proponents consider all speakers of English *users* of the language distinguishes it from the EFL model still predominantly in use in Japan (Firth, 1996). From this perspective, speakers of English such as myself should also be regarded as *owners* of English, further empowering not only ourselves, but also the students we teach. Effective communication is thus more than simply a matter of sounding

like a native speaker.

It was empowering to see this new view of English in action in Tsukuba. Throughout the conference, I heard English being used by speakers of other languages. There were slight variations in the way some people used and positioned adverbs. Others could be noticed to use the auxiliary verbs "make" and "take" more frequently than others. In no situation was intelligibility impeded. With their confident and effective communication skills, these JALT presenters lay their claim to ownership of a type of English used in their particular surroundings. So it was that I came to see that, as English teachers, adopting an EFL native-like standard to measure performance robs our students of confidence they might otherwise gain if we accepted and promoted a lingua franca approach. As a result, I have begun to call myself a *user* of English to properly describe my identity, rather than comparing myself to native speakers. I hope that this will give my students the confidence to call themselves users too. One thing I noticed about the most effective presentations by non-native speakers was that they were all using techniques that I teach in my English for Academic Purposes classes— things like circumlocution, negotiating meaning, accurately and naturally using discourse markers. If students develop these techniques, they can take ownership of English too. Promoting student participation at conferences such as JALT, a position the LD SIG actively promotes, would go a long way in fulfilling this goal.

Collaborative learning
The second assumption that was reinforced at

JALT was that learning can be more successfully achieved through collaboration. It was refreshing to see that many conference participants were applying innovative collaborative practices beyond the confines of the classroom. The LD SIG's Annual General Meeting (AGM) in particular displayed a strong emphasis on collaboration to effectively and efficiently conduct its meeting. I was impressed to see practices that we try to inculcate in our students could be successfully adopted by teachers too.

Having taught at the primary, junior high school and university levels in Japan, I have witnessed an excessive emphasis on individual performance. From students jockeying for position in the highest level schools to the preference given by some university hiring committees to single author publications over co-authored ones, the education system has a competitive element in its design. However, as with education systems in other parts of the world, the field of education in Japan is increasingly gravitating toward teamwork as a successful teaching practice. While social interaction might enhance learning, it also has the potential of making less able students rely on more competent students to do the lion's share of the work. As the less able students participate less, the education gap between the weakest and the strongest students could widen. Collaborative learning (CL), however, can be used to close the gap and enhance the learning of all.

Collaboration is "the mutual engagement of participants in a coordinated effort to solve a problem together" (Roschelle & Teasley, 1991). Building upon the concept of teamwork with a focus, collaboration brings together people with a similar purpose so that they can all benefit from each other's work while reducing the amount of tasks each member must accomplish. In education, this concept is the foundation upon which CL is built. The goal of CL is to use this engagement to build a safe environment that properly supports students in their learning. It is further used to "achieve other goals such as the development of social and teamwork skills and to foster citizenship" (Ashwell et al., 2014, p. 6). The responsibilities each student has in collaborative work CL is a great form of preparation for the real world, as it divests students of the scaffolding provided in the classroom and it constructs knowledge in a way that most closely resembles the workplace environment. As collaboration arises out of a jointly-felt need by members of a community to pool their resources to mutual benefit, the emphasis on communication naturally encourages teachers to introduce groupings that have collaborative characteristics in any context.

This principled belief in CL was in evidence at the LD SIG AGM. Each of the committees reported to the group at large, a reflection of the importance the SIG places on the democratic principles of collaboration. It was the dynamic between the members that was most striking to me. I could clearly see the interdependence between committee members as they each gave their individual part of committee reports to the assembly. The peer-interaction between all members showcased a collaborative effort that worked because it ensured that a wide range of members' views were represented and each

opinion was respected. There were reports by committee teams, rather than individuals, and those members responsible for submitting the report were careful to include every member's thoughts. While it was stated that this teamwork approach was a new system in the group, the collaborative approach clearly succeeded in involving the greatest amount of members' participation. The AGM had an ambitiously long agenda but each committee was represented and each item was discussed openly, a testament to the SIG's principles of democracy and collaborative participation. This environment made me comfortable enough to speak up myself in the AGM by offering a theme for the new SIG publication and volunteering to write in it.

Conclusion

Thanks to receiving a grant to attend the JALT International conference, I was able to see some of my beliefs in a new light and this gave me the confidence and motivation to become more active in JALT by volunteering for positions on the LD SIG's events team and JALT's *The Language Teacher*. I had long been thinking about giving more of my time to JALT since I have greatly benefitted from the professional development, the networking, and the friendships I had been involved in through organization since joining in 2011. The perfect opportunity had never jumped out at me. One of my biggest reasons for joining the LD SIG was to extend my knowledge of learning approaches and the methods and resources to effectively achieve better results in my teaching and learning environment. It wasn't until Alison Stewart asked me to play a bigger part in the team that I realized that I

could really contribute. Or rather, that I *should* contribute. I look forward to helping the LD SIG team continue to grow even more as a collaborative organization.

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JALTCALL 2015 Conference Report: New perspectives on engaging learners through technology

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Teach different. I think this message, to put a new spin on an old Apple Computer slogan— *think different*—best encapsulates what I gleaned during the JALTCALL conference in June 2015 at Kyushu Sangyo University in Fukuoka. As the theme of the conference was language learning technologies and learner autonomy, the focus of many presentations was on how language educators can transform programs and syllabuses or at least modify their lessons with new technologies to empower learners and prepare them for the global workplace. This conference report will give an overview of the presentations that I attended as well as my reflections on how these talks have influenced me as a business English teacher, and how the information has broadened my understanding of learner autonomy and the role of technology in and out of the classroom.

To begin with, I was fortunate to hear the plenary talk given by the renowned Dr. Ema Ushioda. She did not talk about any particular technological device or app; rather, she referred to two different types of autonomy, and the distinction between them in the case of technology use in language learning. These two concepts can be defined as follows: autonomy 1 represents a learner's motivation to behave in a way that is consistent with their attitudes and values; autonomy 2 can be perceived as the willingness of a student to be active in—and in charge of—their own learning. While an autonomy 1 learner may freely engage in language learning technologies that are pedagogically designed and sound, they may not have the capacity to exploit the technology to enhance their learning, which is an important characteristic of the autonomy 2 learner. So, what does this mean for my own classroom situation? First, in creating a kind of technological culture in the classroom, I feel that I should consider and assess my students' motivations and assumptions about technology. Second, with the aim of fostering autonomy 2 learners, my role as an instructor should be to help facilitate the students' use of technology in strategic, creative ways to meet their language learning goals. This is a key point, as I have noticed in the past that my students are quick to use some technologies outside class that are user-friendly but not particularly helpful in the development of language and metacognitive skills. To that end, I share Ema's contention that learning is more effective when it is strategic and purposeful than when it is informal and incidental.

Similarly, an emphasis on creative and lateral thinking alongside technology in the

classroom was at the heart of the talk given by Rab Peterson, the second plenary speaker at the conference. The reason behind this focus was not only the mounting concern that today's students are technologically unprepared for the global workplace (Daggett, 2010), but also that in this "age of creation", as Rab put it, Japanese classrooms are in the digital doldrums. He therefore recommends that these schools aim to produce more right-brain thinkers (e.g., creative, empathetic learners) who spend time reacting, doing, problem-solving and inventing, not just thinking about the task at hand. So, how do we go about doing this? Rab suggests a number of projects that involve technology, like the student-led Youtube/Go Pro mini-movie projects, and hands-on and/or collaborative projects such as the Marshmallow Challenge, in which students are asked to build a tower from marshmallows and the Island Fire activity, in which learners consider what to do when they are trapped on an island consumed by fire. But, could this work in my own business English classroom? The short answer is yes and no. On the plus side, my students relish the chance to be involved in hands-on, group activities within the classroom; on the other hand, due to their company status and responsibilities, they may lack the time, means and resources to engage in larger (e.g. movie) projects using technology. As a solution, then, my students could work on such collaborative projects so long as the resources are in the classroom and the task at hand could be completed within the classroom period.

In addition to the plenary talks, I had the opportunity to attend the LD-SIG forum.

There were three talks which focused on social networking and/or intercultural digital exchanges among students. First, Richard Pinner's talk focused on his ongoing experiences of using social networking sites (SNS) so as to line up his Japanese students with overseas partners, and the potential risks/drawbacks of out-of-class communication, such as oversharing information to others and producing inauthentic language (e.g., learner resistance or silence). In another talk, Simeon Flowers looked at digital pen pal exchanges as a way of developing intercultural sensitivity among students, negotiating meaning, focusing less on copying native English forms and boosting learner confidence in their use of the language. Last, Alison Stewart discussed what students gain from intercultural Facebook exchanges, such as new communication strategies and critical insights into how they react to and process information from others, and that through this kind of active, digital exchange they learn because it is an interaction that involves socializing and perception.

I see both pros and cons in conducting such online pen pal exchanges in my own classroom. On the one hand, I believe that such media sites like Facebook can allow for friendly, casual information exchanges between my students, and that the computer can serve as a social, interactive medium for learners to express themselves (Wang & Coleman, p.114) in a timely way. Communication on Facebook, for example, is written with a time stamp, so each of my students could be encouraged to respond relatively quickly to the pen pal using clear

and appropriate language. In doing so, my students would further learn to develop some communication strategies to best convey their message and negotiate meaning. On the flip side, however, I am reluctant to carry out these types of exchanges in my own classroom situation. As I teach businesspeople who can be particularly sensitive to the release of any work-related information, I would be wary of having them share information with relative strangers. Furthermore, it may take some time to find an appropriate match for my students, many of whom range in age from thirty to fifty and tend to be more family-focused and less outgoing. Nevertheless, an online exchange among my business-focused students has potential value and could proceed as long as the information shared is limited to those in the class and is not confidential.

Other presentations I attended over the course of the conference also dealt with learner autonomy as well as engagement, implementation and assessment of online/ multimedia training. Two presentations were of particular interest to me. The first one, by Glenn Stockwell and Philip Hubbard, surveyed the use and popularity of mobile phones and PCs and discussed ways they have been incorporated in the language classroom/ syllabus. Reflecting on this talk, I found it useful as it helped me grasp, with the help of their data, which devices and training were most useful in keeping students engaged in the long run. For example, a combination of technical, strategic and pedagogical training by the instructor was shown to be effective in engaging learners using devices. As I teach many on-the-go professionals in class who are keenly interested in both self-study learning

and mobile language learning, I have since used the information from the talk to direct my students to appropriate online activities and explain how they can provide support for each other (e.g., in collaborative debriefings on each other's use of language). In this way, my roles as a moderator and facilitator and the students' role as autonomous learners have become more clearly defined.

The second presentation of note, given by Simeon Flowers and Brett Milliner, focused on the use of Google Forms and Survey Monkey in the classroom. The talk was particularly useful as it showed how to put the mobile phone to good pedagogical use and encourage student autonomy. Although the free versions of both of these mobile-friendly applications are limited in features, they allow students to not only answer basic grammar/vocabulary/ reading quizzes (with or without video) and do peer assessment/review but also do student-conducted research from their phone, the results of which could be relayed back to the instructor on a spreadsheet or in a report. Reflecting on my own classes, I question if my students with their hectic work schedules would continue doing these online tasks (e.g., quizzes and polls) by themselves over an extended period of time. However, by scheduling both periodic sessions between the teacher and learner and sessions between peers to check up on their progress, this mobile self-study practice could be a valuable extension of classroom lessons and language points.

In conclusion, the JALTCALL conference was a worthwhile experience, as it showcased in several ways how technology/ technologically-minded tasks can transform

our classrooms and stimulate learners. Yet thankfully, it also stressed the importance of the teacher's role when students are presented with a multitude of technological resources. That is to say, there are many technological tools (e.g. QR codes, particular vocabulary apps and online testing resources) the student can use freely; it is up to the teacher to guide learners to choose technologies that are pedagogically sound, promote the right kind of learner autonomy and encourage learners to think outside the box so as to meet their language goals.

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Learning Through Participation: An ALT perspective on JALT PanSIG in Kobe

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Last year I had the pleasure of attending and presenting at the JALT PanSIG, my first ever JALT conference, which was held at Miyazaki Municipal University in May 2014. Since I was based in Kumamoto it was quite easy for me to drive there. Being able to get there on a budget was probably one of the key deciding factors for my attendance because, as an Assistant Language Teacher (ALT) on the Japan Exchange and Teaching (JET) Programme, I did not have access to funding for attending conferences, putting most academic conferences out of reach. This year with the financial support of the LD PanSIG Conference Grant, I was able to fly to Kobe to attend and present at the PanSIG2015 conference. I really appreciate the generous support and I think these kinds of grants are an excellent way to make JALT conferences more accessible to those educators and students who do not have access to conference funding. As a new member to the LD SIG and JALT, coming to Kobe was a great opportunity for me to become better acquainted with the various SIGs and people who make up JALT. Furthermore, part of the experience that came with receiving the LD conference grant has been becoming acquainted with the Learner Development SIG. I had the opportunity to attend the LD SIG Forum on the first day, meeting and talking with other presenters and members of the SIG. In this article, I will reflect on what I have experienced and learnt from the conference and how it has influenced my outlook on teaching and research.

While attending the conference, I was impressed with the sheer volume of learning and dialogue converging at one place. Over the two days, I was exposed to many new ideas and had the opportunity to meet new people, evidenced by the pile of business cards I amassed. At any conference like this, there was some scheduled learning, and some incidental learning, learning that arose unplanned, both of which shaped my experience of the conference. This year's PanSIG took place at Kobe City University of Foreign Studies from May 16-17, 2015, with the theme, "Narratives: Raising the Happiness Quotient". The organizers created a positive, playful conference atmosphere by handing out candy, arranging a dream interpretation service, and setting up special areas with names like Narrative Café and Happy Room which made for a fun and engaging social environment.

The themes of story and happiness were carried into the presentations of the

plenary speakers. These ideas are interesting for me to reflect on as a language teacher, as I believe teachers always need to consider how to make classes more learner-centered and inspiring to connect with learner`s in a more personally meaningful way. On the first day of the conference, Curtis Kelly gave an impressive and cleverly executed plenary speech entitled, "Why Our Brains Like Stories". He presented an argument for harnessing the human brain's affinity for stories in order to advance classroom learning. The concept of *embodied cognition*; the idea that human thought depends on the way we experience the environment through the physical aspect of ourselves, suggests that stories can influence our minds more effectively than other forms of communication because they refer to things that we value - human events, experience and emotion. When we listen and empathize with a story, neurotransmitters responsible for regulating our moods like dopamine, cortisol, and oxytocin are released from receptors having a direct effect on our mental state. Kelly argued that when the details of events and situations are presented in a storyline, individuals remember them much better than when presented as a list of information. Kelly showed us a Google search bar commercial played during the 2010 Super Bowl in order to demonstrate the powerful effect that stories have on structuring and ordering facts into a synthesized memory. After watching the protagonist search for several pieces of information on Google over the course of his travels to Paris (where he met a woman, pursued her, and fell in love), Kelly asked us to recall what he had searched for, and then

why we had remembered it. It seemed that we could remember what he had searched for based on how it was associated with the larger narrative of the protagonist's own experience in Paris.

As an ALT teaching at senior high schools, I think that students respond well to storytelling activities. For example, I have done storyboard activities with high school students in the past where they drew several scenes in order to tell stories about things that happened during their summer vacations. I have also had them write and perform television cooking shows, commercials, or short dramas. From these experiences in the classroom, I feel that using narratives can be the basis for creating meaningful learner-centred activities and potentially make it easier for learners to remember and order large quantities of language at one time. I think Kelly's plenary was able to clearly articulate some possible reasons why these narratives can be an effective basis for classroom language activities.

On the morning of the second day, Kim Horne delivered an inspiring talk on teaching virtue to our students called "The Virtues of Character Education—Simple Ways to Bring Joy, Meaning & Purpose into Your Classroom". Horne took us through her own story of creating a personal teaching philosophy that aims to reach the lives of her young learners through teaching virtue within her English lessons. On a visit to the Hendrix IB World School, in Boiling Springs, South Carolina, several years ago, she noticed that the walls of each class had posters with inspirational and encouraging phrases, unlike what she was used to in Japan. This experience influenced her to

expand the scope of what she does in the classroom. For example, she teaches the alphabet with a picture storybook and song, where each letter of the alphabet is associated with a virtue. She recounted many inspired episodes from her own classes, shedding tears after retelling a story of one boy's realization of his own conduct. As many EFL educators often sacrifice topic content for a focus on language, it was refreshing to see her passion for creating goals for her language class that focus on her students' behavior and attitudes. In the discussion that followed Horne's presentation, one member of the audience asked whether virtues as a kind of moral education should be taught in the classroom, as the history of moral education (*dotoku kyouiku*) in Japan is associated with an oppressive social control which was instituted under the Imperial Rescript on Education prior to World War II. She quickly dismissed this concern as irrelevant, expressing her own confidence and belief in her own teaching approach and beliefs. I was personally moved by her passion and felt that her commitment to what she was doing was something all teachers should aspire to. It was easy to see that Kim Horne is one of those rare educators who can inspire many of her students through her character. I look forward to learning more from her in the future.

Kim Horne and her plenary provide a good example of the effectiveness of a carefully developed teaching philosophy and the importance of teacher involvement on student's lives. As a young educator this plenary both provided a great example and important lesson about great teaching. In many language contexts, it seems teachers are given few opportunities to develop a personal teaching philosophy and are encouraged to focus on language in the classroom, in other words teaching language content and skills. However, in the ALT context, we are often encouraged to act as role models for students and share stories from our personal lives as a way to both encourage cultural exchange and interest in English. For example, we always have to provide self-introduction lessons for every group of students and share information about our likes and dislikes, family, cultural and personal background. While ALTs are often positioned as only assistant teachers, in some cases, depending on the placement and school context, we are put in positions where we have more flexibility to develop our own teaching approach, and can try out new ideas in the classroom. For example, I was given a lot of freedom to design the semester syllabus and lesson plans for my high school classes according to my preferences. This flexibility gives ALTs valuable opportunities for experimentation with ideas and approaches, and can provide a good environment for an ALT interested in a career in education to work on developing their own personal teaching philosophy. To such ALTs, Horne's presentation is particularly relevant as she provided a great prototype for how each of us could personalize our classrooms.

Probably the most important experience for me was getting an opportunity to present on my own research. I gave a poster presentation on the topic of senior high school English teachers' beliefs on teaching English in English on the afternoon of the second day. I was interested in investigating how high school teachers in Japan are adjusting their teaching

practices in light of the new Course of Study that came into effect in April 2013. In this presentation, I showcased interview research conducted with four high school teachers in Kumamoto Prefecture in the spring. I inquired about their beliefs and practices in their current English classes, specifically looking at what they use English and Japanese for within their classes and their reasons for doing so. I also asked them what they found challenging about using more English in the classroom. I found that the teachers still felt restrained by perceptions of university examinations, and the reform process of their own classroom practices was related to the teaching culture and expectations of their particular school, with some teachers feeling more able to adapt the new curriculum guidelines than others. During the presentation, I spent the allotted time talking with various educators working at both universities and high schools, and could meet people who were interested in either the topic of high school English reform or teacher beliefs. I received a lot of good feedback and suggestions for further research and improvement. It seemed that many people felt that the improvement of high school English education is still tied to issues of test reform, whether those issues are real or perceived falsely by high school teachers. I was able to establish new contacts and encouragement to publish from this presentation making this time an invaluable stimulus of my own future research.

For the remainder of the conference, I tried to attend as many workshops as I could and find opportunities to engage with the other people present. One of the most pleasantly unpredictable things that happened to me at the conference was learning about the various Model UN competitions organized in Japan from some of the university student volunteers who were present in the Narrative Café. While taking some downtime, I started to chat with some of the student volunteers who were running the refreshment and snack booth. One of them was involved with the Model UN at Kobe City University of Foreign Studies and he told me how great of an experience they had being involved with writing position papers and joining competitions. He explained to me in detail about the benefits of Model UN, which requires the participants to focus on consensus building, and mutual understanding and have them manage the whole competition. I was really interested in the participatory nature of the activity and hope that I can be involved with the competition as an educator in the future.

Although there are few ALTs or students present, I think the conference is a worthwhile experience for younger or less experienced educators. Since some JET ALTs are interested in continuing to work in Japan after they finish their contracts, it provides a glimpse into the broader language teaching profession that exists in Japan. Personally, the conference exposed me to the breadth and range of the field, as well as provided valuable opportunities to meet and discuss ideas with other conference participants. Overall, the conference increased my motivation to try out new ideas and challenge myself as a teacher and as a researcher. I am glad I went and hope to go to many more JALT conferences in the future.

Featured Article
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"I don't like bad weather, but I still like camping": Learners' metaphors and learner autonomy

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(Originally presented at the 48th annual meeting of the British Association for Applied Linguistics (BAAL), Aston University, Birmingham, UK on September 4th, 2015. This article is adapted from an online post at http://www.livesofteachers.com/2015/09/03/my-teacher-is-a-watering-can-metaphors-and-autonomous-learning/)

Abstract

In order to make sense of abstract thought, humans have developed a rich facility for metaphor. These metaphors are loaded with meanings to be unpacked and interpreted. Research into education has a strong tradition of metaphor analysis, utilising metaphors for education to categorise differing attitudes towards the learning process. This work suggests the potential of metaphors as a shorthand for attitude systems. If this promise can be realized, then researchers will have a powerful tool at hand. This study seeks to test the hypothesis that learners' metaphors for learning may reveal something about their perspectives and attitudes, with a particular focus on learner autonomy. In this study, the researcher assessed the propensity of Japanese university students for autonomous language learning using surveys developed by Shimo (2008) and Murase (2015). The same students were asked to complete short sentence fragments 'A teacher is …', 'A student is…', and 'A classroom is…' using metaphors, in writing. The complete sentences were subject to content analysis and followed up with one-to-one interviews.

Literature

The analysis of the metaphors employed by teachers and/or learners is a well-established technique. Herron (1982) and later Nattinger (1984) attempted to put language teaching methodologies into metaphorical contexts. Herron suggested that the grammar translation method was equivalent to gymnastic training—both require exertion and practice in order to attain proficiency. Nattinger's disquiet in attempting to apply a computational metaphor to the relatively new methodology (at that time) of communicative language teaching perhaps reflects the computer's place in society at that time; as computer technology has become entangled with human life, the human brain as computer metaphor has become dominant.

The relationships between metaphor, thought and society are fluid. As some work to express complex systems or ideas with metaphors, others analyse the metaphors we use to find out what lies beneath. Oxford et al. (1998) undertook an extensive survey of teacher and researcher narratives, and organised teachers' conceptions into four major philosophical viewpoints on education; social order, cultural transmission, learner-centred growth and social reform. Education as social order, for example, contains metaphors in the teacher as manufacturer subset suggesting a focus on efficiency, uniformity and end product. de Guerrero & Villamil (2002) categorised the teacher's role by metaphor into nine groupings that appear in Table 1.

Table 1

Metaphors of the Teacher's Role

Category	Example	Counterpoint
teacher as co-operative leader	movie director	learner as active participant
teacher as provider of knowledge	TV set	learner as recipient of knowledge
teacher as challenger or agent of change	lion tamer	learner as object of change
teacher as nurturer	gardener	learner as developing organism
teacher as innovator	explorer	learner as resistor
teacher as provider of tools	tool carrier	learner as constructor
teacher as artist	potter	learner as raw material
teacher as repairer	mechanic	learner as defective individual
teacher as gym instructor	aerobics trainer	learner as gymnast

Research has shown that the favoured metaphors people use reflect their attitudes and perceptions. For this study, I wanted to test the connection between metaphor and learner autonomy. The challenge was to measure autonomy. Learner autonomy is multidimensional and dynamic (Benson, 2013) and thus very hard to measure effectively. I drew on two previous studies, both of which took place in higher education in Japan.

Shimo (2008) attempted to discover if the level of self-perceived learner autonomy was linked to language proficiency. From a working definition of learner autonomy as the capacity to take responsibility for one's own learning, she created a survey which assessed three domains; orientation for reflecting on learning processes, orientation for enhancing learning opportunities and orientation for reflecting on language abilities. The resulting eighteen question tool was a useful starting point for my study. Murase (2015) developed a far more imposing questionnaire of 113 points, in an attempt to measure autonomy across four dimensions; technical, psychological, political-philosophical and socio-cultural, which are explained in more detail in Table 2.

Table 2
Dimensions of Learner Autonomy

Dimension	Definition	Example Statement
technical	the ability to set goals, plan learning and study independently	*I set achievable goals in learning English.*
psychological	motivational and affective factors	*If I worry about learning English, I know how I can cope with it.*
political-philosophical	attitudes towards authority and hierarchy	*Students should always follow their teacher's instructions.*
socio-cultural	orientation towards other learners and cultural differences in learning	*If I am doing something different from other students, I feel worried.*

Methodology

For this preliminary study, I melded elements from both questionnaires to focus on the learner's orientation to others (other learners and teachers), self-awareness, and the technical capacity to practice independent learning. The questionnaire (see Appendix) was administered in Japanese to five classes of second-year English majors at a Japanese women's university. Students were asked to mark their level of agreement with a series of statements on a five point scale. The statements were grouped into four categories which broadly correspond to the domains used in Murase's measurement (2015). The Lickert scores were given numerical values, with higher scores indicating an orientation towards autonomy in that domain.

Next, the same students were asked to complete four sentences with metaphors; A teacher is like____, A language learner is like___, A classroom is like___, Language learning is like____. They were also asked to give reasons for their metaphor selection. Finally, the students were invited to semi-structured interviews. The first part of each interview related to their language learning experience and attitudes, and in the second part they were asked to select pictures which best matched their metaphors for learning. These pictures were generated from the learners' questionnaires.

Discussion

The larger data set (the first two questionnaires) is still under analysis, so here I would like to focus on just one of the students who agreed to be interviewed, 'Melanie'. In Figure 1 we can see the raw data from the learner autonomy measurement questionnaire. Melanie appears to have a very strong orientation to learning with others (social) and her motivation seems to be fairly strong (affective), but she still expresses a level of dependence on the teacher (hierarchical).
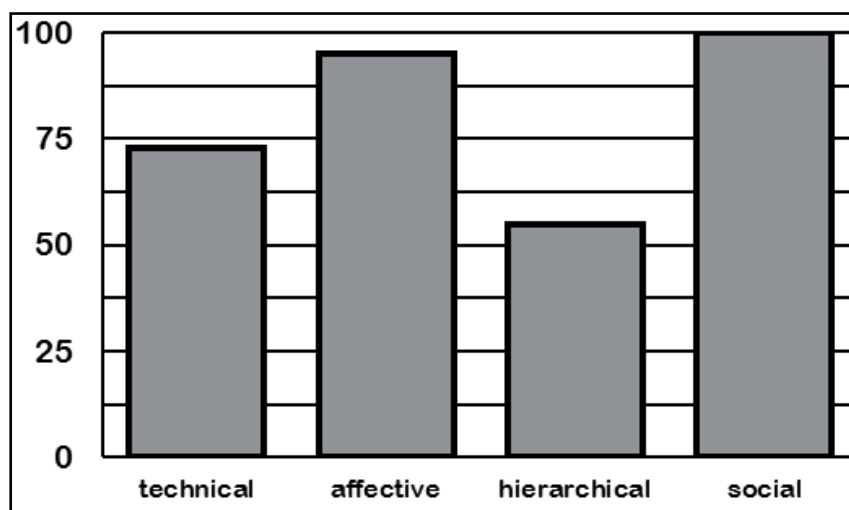
Figure 1. Melanie's Results

The interview began with some general questions to get a sense of Melanie's motivation for learning English, her study habits, and her ideas about the roles of teachers and learners. Here are some of her comments.

"To find my opinion, and say my opinion strongly, is my main purpose."
"I have to decide which skills I should use, depends on time."
"Teachers stimulate us. They help us get a wider prospect."
"The teacher has to find a real passion to students and help students."

Next we looked at a selection of pictures, generated from the student questionnaires. To describe the teacher, the first picture she selected was an image of god, taken from Michelangelo's 'Creation of Adam'.

"Sometimes I think they are a kind of god. They are very... I respect them so sometimes I believe all their opinions. I understand all their opinions don't suit me. I too much believe them sometimes."

This metaphor is in line with her hierarchical measurement, although there is a certain level of self-awareness that wasn't previously apparent. Both indicate a strong respect for the teacher which at times prevents her from thinking critically about her own learning.

Talking of the class, she showed how important the social aspect of learning is for her. She selected a picture of a family enjoying a meal together.

"We have a chat group, and we always ask questions. They never ignore me so it's very warm. If I have a mistake, they don't laugh. They accept me."

Her metaphors for learning are intriguing. She comes across as very optimistic, which reflects her strong 'affective' score on the measurement. But it seems that she sees positive and negative situations as something to be borne or muddled through, out of her control. This bears out the lower score she received for technical autonomy on the measurement. She first selected a tangled ball of string.

"Sometimes I get some problems, but I try to solve them. I can solve them very slowly. In this ball, I have one jewellery. I overcame many problems. I know in this ball there is one thing which is very good, so I can find it."

She also chooses a picture of a campsite.

"Sometimes I couldn't stand, because I studied really hard but I couldn't get enough result, so sometimes I have to stand. But sometimes the weather changes and it's sunny."

"I have never hated learning language. (Campers) don't like bad weather, but they still love camping."

Melanie scores highly in the affective domain. She is a positive and resilient learner, so although she may not always have the tools to get through difficulties, she has the character to bear them.

She is at pains to point out what learning is not, for her. She indicates a picture of a battlefield.

"It's not a battle. It doesn't hurt me."

Conclusions

This is very much a 'research in progress'. Considered as such, the initial findings are promising. The raw data suggest that there are links between students' capacity for autonomous learning and the metaphors they use to conceptualise the learning experience. At this stage, I would like to hone the autonomy measurement tool to establish a more even balance between items testing each of the four domains described by Murase (2015), which I recast as technical, affective, hierarchical and social domains. To be more thorough, it may be beneficial to observe the subjects learning in action (in class and out of class) to see if what they believe they are doing tallies with what they are actually doing. As for the metaphor analysis, triangulating the interviews with written reports or other data may open up a richer view of the students' metaphorical framework. I see value in exploring metaphors with learners in order to open up their perspectives on the learning experience. Metaphors allow learners to express quite complex ideas with fairly simple language, and also to reach understandings which are beyond their linguistic level in other terms. I believe that metaphors are a shortcut to mutual understanding between teacher and student, and in future research I would like to identify this more explicitly.

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About the Learner Development (LD) SIG

The Learner Development SIG is a network of around 200 members from all over the world who have an interest in developing and researching practices that aim to support autonomous learning and teaching. We share a commitment to exploring connections between:

- our experiences as learners & our practices as teachers
- learners' experiences inside & outside the classroom.

We offer chances to get connected with other teachers, students and researchers through:

- our bilingual newsletter Learning Learning
- email, our discussion list, and other online resources
- local area get-togethers in different parts of Japan
- a forum (and great party!) at the annual JALT conference
- links with similar groups in other parts of the world.

Our research-based publications include *Autonomy You Ask!* (2003) and *More Autonomy You Ask!* (2006), *Realizing Autonomy* (2011), *Learner Development: Different Cases, Different Interests* (2014) and *Collaborative Learning in Learner Development* (2014). We also provide grants to support research, conference participation, and SIG membership.

Appendix
Questionnaire (English Translation)

This questionnaire will not affect your grade for the course, so please answer honestly. Your responses will be used for research purposes. Your identity will be kept anonymous during analysis, and when the results are published. Thank you for your cooperation.
Please write your student number here.

These questions are about your English language learning in general, not only for this class. Please check the box which matches your feeling about each statement.

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	I am usually willing to read in English outside class (for example, I read English books, websites, newspapers and/or magazines).					
2	I make long-term plans for studying English.					
3	I set long-term goals for studying English.					
4	I make short-term plans for studying English.					
5	I set short-term goals for studying English.					
6	I usually think about what English skills I want to improve (for example, reading, writing)					
7	I am aware of which skills I need to improve.					
8	I am able to study English without teachers.					
9	I look back on my mistakes in written homework, tests and quizzes.					
10	I check the things from my studies which I don't understand.					
11	I try to be in touch with English outside the class.					

12	I am usually willing to write in English outside class (for example, social media updates, notes in my schedule).					
13	I usually consider whether my studying methods are effective for me or not.					
14	I usually seek opportunities to speak English outside class.					
15	I study English outside class with materials I have chosen myself.					
16	I usually think about whether my English learning materials are useful or not.					
17	I usually think about why I made mistakes in speaking, writing or class activities or exercises.					
18	Students should negotiate the course content with the teacher.					
19	I am aware of the goals of the classes I am taking.					
20	What a teacher says is always correct.					
21	It is not the teacher's job to motivate me to study.					
22	I want my teacher to explain everything I don't understand.					
23	I I am doing something different from the other students, I feel worried.					
24	I find it useful to study with other students.					
25	I sometimes adopt what other students are doing into my own learning.					
26	If I study with other learners, I also learn from them.					

After you have completed this questionnaire, please return it to your teacher or to XXXX You can put the completed questionnaire in XXs mailbox in room XX, or deliver it to his office (XX).

Interview
インタビュー

Interview with Alice Chik

Alison Stewart talks to Alice Chik from Macquarie University, Sydney about visualizing language learning, autonomy, multilingualism, and digital gaming.

Alison: As the LD SIG's sponsored Featured Speaker at the JALT2015 conference, you're going to be doing a talk and a workshop on Visualizing Language Learning. I wonder if you could start by telling us what's behind this line of research?

Alice: I guess it started with my PhD. I was interviewing students about their language learning at different stages of their life and I found that the students talked a lot about their lives outside the classroom and that got me interested. If you deconstruct their language learning histories, there is a lot of learner autonomy involved in different aspects at different times and different places. So that got me into learner autonomy.

Alison: So it was language learning histories that got you interested in learner autonomy,

not the other way round?

Alice: Right. Although I was a schoolteacher, I was not particularly interested in classroom-based research! I wanted to know what people do outside of classrooms and that's how I got into digital gaming and that's where some of my interests are now. You still have to convince parents that playing games is really good for their kids' language learning; it's kind of counter-intuitive to how people usually think about playing games. But if you look at how people use visual gaming, you can see their autonomy as a gamer leads them to improve their language, and they can get a lot of support online that parents probably don't know about. So it's quite fascinating.

Then with the idea of visualization, that comes from getting students to present their language learning history online where inevitably they start using visual features. So it's also interesting to look at the visual ideas and what they write.

Alison: I wonder if that means shifting learners' thinking about where learning is occurring. I've asked my students to write language learning histories and to illustrate them, but on the whole my learners tend to think of language learning as something that happens only in school. They don't tend to talk about other kinds of activities, if they do any. It's interesting that you've picked this out of learner histories.

Alice: I guess I was really fortunate because I was working with learners who were learners

of English as a Second Language. I think that's the difference. When students are learning English as a Foreign Language, I think they tend to be very classroom-based, so the kind of resources they look to, it's the teacher and the classroom that provide those. But when they're learning English as a second language, it's a lot more open. It might also have something to do with age. I'm working with a large range of ages. Like right now, I'm working with Primary 1 (6-year-old) students here in Sydney and they have a different view of language learning to Primary 5 (11-year-old) students, for example. Even when we're looking at young learners, whether they are learning it as a foreign language or as a second language immediately changes their perspective about their learning. For young learners it's easier to use the visual aspect to get at their thinking.

Alison: You say that visualizing learning is particularly good for young learners—why is it good for older learners?

Alice: I think it's more intuitive; you come to metaphor more quickly. With text, if you're trying to use an English metaphor you're trying to translate into that. It's very different with computer-mediated visualization. It's less direct and people tend to use cliché or stock photos to form their concept. But if you get them to draw, you come to a more emotional aspect. That's why older students—I've been doing this with Secondary 4 (15-year-old) students—they give you quite raw emotions of what learning a language is like—tortuous and difficult. There's also a movement nowadays to get people to write down their ideas rather than immediately go to tablet or computer to do that. It's based on cognitive science: if you use your motor skills, you can think more clearly and you get thinking more than if you type.

Alison: There's a connection I can see here with the work that our LD SIG member Darren Elliott (2015) has been doing recently on metaphor. He's been looking at the correspondence between learners' metaphor use and measures of autonomy based on Etsuko Shimo's (2008) and Fumiko Murase's (2015) questionnaires for assessing learner autonomy.

Alice: That would be interesting because the analysis part is quite difficult. Vera Menezes (2008) in Brazil has a group of students working on visual imagery or metaphor—how to analyse the image. Kress and van Leeuwen (2006) are usually cited as a model for reading images and I find it difficult not to use their framework, especially in analyzing the whole picture. But at the same time, that model may not be appropriate because it assumes that the composition of meaning is very intentional, whereas perhaps that's not the case with learners.

Alison: You mean that some kind of meaning or realization emerges out of the act of composition?

Alice: Yes, that's what Vera says. And it's not just drawing, but in the combination of drawing and talking about your drawing where another layer of understanding can emerge.

Alison: That idea of self-understanding for me touches on the area of identity, something I'm very interested in, and something you've also addressed explicitly in some of your work. I've just reread the chapter by Nunan and Choi (2010) where you talk about being a Shanghainese living in Hong Kong, where you were living up until you moved to Sydney just last year. I wonder how your move to Australia has influenced your thinking about identity, particularly multiculturalism and multilingualism?

Alice: It's something people don't talk about very much in Hong Kong, the fact that there are all these different dialects of Chinese, or how people preserve their heritage languages, or how people feel about having heritage languages that don't equate to the language spoken in those regions. That situation is probably quite applicable here in Sydney too, or in any multilingual city.

One thing that we enjoy doing is visiting different neighborhoods in Sydney—Little Italy, Little Chinatown. When you're in Little Italy, just two blocks of streets, you only hear Italian. If you walk outside those two blocks, it's only English. You have Italian people stopping and talking to each other in Italian and shops selling only Italian goods. But if you grew up in a place like this, if you grew up in Sydney as an Italian, if you go to Italy, you may find it very strange. But here in Sydney, unlike in Hong Kong, it's normal that you are bilingual and that you speak a different dialect.

Alison: This idea of a multilingual society is becoming more relevant or more prominent, isn't it? I noticed an announcement recently for a conference titled "Shaping the Multilingual Society". I wonder what you think that might mean in practice?

Alice: Actually, that's my next project. Looking at multilingual suburbs in Sydney. Officially in New South Wales, we have a multicultural policy, but we don't have a multilingual policy. A multicultural policy is seen as an inclusive thing, like everyone celebrating and enjoying different cultures. But if they start talking about multilingual policy, nobody can agree on it. The NSW government for example doesn't have the resources to support heritage language education. The principals of heritage language schools complain about how hard it is to run their classes. These classes have to be

conducted on public school premises at the weekends, but they aren't allowed to use the facilities, sometimes not even the bathroom; there is a whiteboard, but they have to bring their own pens. So what does that mean? It's not really up to the government; it's up to the community to keep it together. So it's these areas, these two blocks like Little Italy where you keep the language alive.

Alison: But it's interesting that it's only two streets, like some kind of ghettoization. And then Italian doesn't have any impact anywhere else. So being bilingual doesn't really give people any particular advantage, does it?

Alice: The most popular foreign languages in Australia are Japanese and French. Only 10% of the people take the language test at the end of secondary school, whereas the biggest language groups are Chinese and Arabic. So the people who already speak those languages aren't taking the tests, and other people aren't studying those languages. So that can be a problem. They tried to introduce Indonesian but it failed miserably. They made several attempts, but there was just no interest, even though Bali is the most popular destination for Australians.

Alison: I guess the Balinese are all speaking English. Thinking about multilingualism in the Japanese context, Japan is still unlike places like Hong Kong or Sydney, even though diversity is increasing. Bringing our conversation back to how all this might relate to JALT members, and to the subject of out-of-class learning that we talked about at first, what lessons are there in your research for language teachers and learners?

Alice: It's interesting because nowadays, to be blunt, a lot of foreign language learning is already moving online. Learning a language is particularly do-able at a beginners level. If

we're looking at online platforms, they're quite well developed and they're quite effective. With two or three months of Duolingo, or Rosetta Stone, you can have a basic idea. But then you get stuck. When you've done three months online and you finish the units, that's where the foreign language teachers will be extremely helpful. A lot of the online resources are still the traditional audiolingual type. That's where human interaction is important. I have a small project with some other language learners using free online resources. Once we get past the beginners level, that's where learner autonomy comes in. I finished my Teach Yourself German book but what do I do next? Like going onto chat groups is a bit daunting. So this is where strategies are useful to help the learner to think how they can apply what they learn in the classroom to real-life situations.

Alison: But that envisages a very particular language class and teaching philosophy. It's not a traditional role, is it? It's more a learning advisor role.

Alice: Language teachers need to be more aware of the advising role. Teaching and advising are often seen as separate roles. Teachers do language work in the classroom, and language advisors focus on out-of-class learning. But if you integrate the two, what are the possibilities? Language teachers have to use their own imagination. Would you consider using video games to learn Japanese? A lot of young people are playing video games, so if teachers want to know more about what learners actually do, then...

Alison: Does that mean I have to go and experience these video games as well?

Alice: Maybe. You may get addicted, be warned! You don't have to play all kinds of games, but nowadays it's difficult to find a person who has never played a video game.

Alison: Yes, but there are lots of games that have a very limited, or very restricted language use, aren't there?

Alice: You mean casual games like Farmville or even Candy Crush where you have very limited language use? Strangely, not necessarily the game itself, but there are lots of language-related activities around the game. With Candy Crush, the most annoying thing is you get stuck at a level, and you need a walk-through, you need someone to help you past that level. It could be just searching for those posts in different languages. So the game itself is very restrictive, but activities around the games can involve a lot of language use.

Alison: I guess that comes back to the mind shift, seeing games as much more than something that's just time-wasting, seeing where there can be a connection with language learning?

Alice: Particularly if we teachers are open to letting students teach us. The students know how to do it in some way but may not be doing it the most efficient way. They need some advice, so if language teachers hear what they are doing, if they hear their story, they can suggest new things. That's where teachers can help students to develop their autonomy.

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Alice Chik at JALT 2015

Visualizing Language Learning (Practice-Oriented Long Workshop)
Nov 21 (Saturday) 4:40 PM - 5:40 PM
Room 1001-2

Visualizing Language Learning: Draw and Tell (Featured Speaker Workshop)
Nov 22 (Sunday) 11:00 AM - 12:30 PM
Room 1001-1

Meio University, Nago, Okinawa

Friday, 20th – Monday, 23rd May

Call for Papers: coming soon!

Looking Forward
今後のイベント

JALT2015 conference preview
Lee Arnold, Programme Team

As always there are a number of events related to our SIG at JALT's annual international conference, and this year will not disappoint with the LD SIG party, LD SIG AGM, and the LD SIG forum. Here's an overview of our events:

The Learner Development SIG Party
Saturday, 21st November 8:00-10:00
Join us for the Learner Development SIG Party at JALT2015.

Dinner will include nomihodai and Italian dishes, including vegetarian options, for 5,400yen at an Italian restaurant just a few minutes' walk from Shizuoka Station

The Learner Development SIG Annual General Meeting
Sunday, 22 November 12:45-1:30 Rm 1001-1
Join the outgoing co-coordinators, Fumiko Murase and Alison Stewart, and the incoming co-coordinators, Mayumi Abe and Mathew Porter, for the annual general meeting. We'll report on the SIG's activities over the past year, vote on some important matters, and discuss issues and goals for 2016.

The Learner Development SIG forum
Learners as teachers: what teachers learn from their learners
Sunday, 22 November 9:15-10:45 Rm 910

The LD forum at JALT 2015 focuses on a different, but no less valid, perspective in the teacher-learner dynamic: what teachers can learn from their learners. The forum for this year will center around what learners can show us in terms of learning initiative, project work, and any other aspects of classroom action that have been generated or improved by learners.

We will have 16 presenters in total this time with digital and poster displays through 10 presentations on this theme, with some

remarkable findings and samples of learner work and learner voices across a wide range of content and material both from within and outside Japan. Here is a roundup of the presentations that will be showcased in the forum.

In our own words: Japanese and foreign university students and their lessons on life and learning outside their home cultures
Lee Arnold and Mehran Sabet (Seigakuin University)

That Japanese university students more often than not come back from overseas homestay stints as changed people is nothing new. Yet their accounts of personal growth are still compelling, and reveal much about the impact that life outside of their culture has on a wide variety of personal areas of learning orientation and global awareness. Yet the impact of life in Japan on foreign university students is equally as compelling, and often challenging. This presentation shall explore the accounts of Japanese and foreign undergraduate students at a Japanese private university and what lessons they may show about interactions, experiences, difficulties, and discoveries of life outside of their home cultures.

Learning from an extraordinary community of educators: Teacher education in Burma/Myanmar
Andrew Barfield (Chuo University) and Jenny Morgan (Wayo Women's University)

In Myanmar around 50% of children do not complete secondary education, so the role of non-state education (aka non-formal education) in addressing that gap is critical. In March 2015 we led 30 hours of teacher education workshops in Yangon with trainers, mostly from monastic schools and NGOs engaged in non-state education, from across the country. Taking an active reflective learning approach, we framed the workshops as "creating community and learning together" and focused on life skills, critical thinking, English development skills, and producing appropriate low-cost materials. Each evening we responded to what participants achieved in the daily workshops, revising activities we had planned in advance, and creating appropriate sequences and flow for the following day. This process was challenging and rewarding. In this presentation we reflect on our experiences with this extraordinary community of educators for our own continuing learner and teacher development here in Japan.

Digital sojourn: A study of intercultural communication, telecollaborative learning, and linguistic identity
Simeon Flowers (Aoyama Gakuin University) and Brent Kelsen (National Taipei University)

Our current technological landscape provides learners with new frontiers in their development. Digital sojourn, the use of technology to spend extended amounts of time "traveling" among a particular culture and its people, can be supported in the classroom using a variety of rich multimedia tools and methods which are quite accessible to both learner and educator. In this study two researchers from Japan and Taiwan collaborated to provide their learners with an

extensive digital sojourn experience using common, everyday technology. The learners in this study were guided through a term of inquiry-based intercultural learning and the sharing of digital cultural artifacts with their international partners, all while remaining in their home countries. This presentation reports on what the learners experienced in their digital sojourn, and what they can show us in their development of intercultural sensitivity, motivation, and linguistic identity through it.

Who is the teacher here? Investigating three learning contexts
Junsei Goseki, Natsumi Magatake, and Alison Stewart (Gakushuin University)

In this poster presentation, we investigate the relationship between teachers and learners, and opportunities for both parties to learn, in three very different educational contexts. Firstly, Natsumi Magatake analyses learner talk in a CALL classroom for evidence of teaching/learning in face-to-face talk and audio talk using headphones. Junsei Goseki explores teaching and learning roles in a *terakoya* through class observation and interviews with the teacher. Finally, Alison Stewart examines teaching and learning modes in the English and Applied Lingustics graduate class to which all three of us belong through analysis of Moodle discussions and a focus group interview.

A sociocultural and reflective approach to enhancing EFL teacher trainees' professional development
Hideo Kojima (Bunkyo University)

Much research on collaboration in education tends to focus on the dynamics between learners, while minimizing the relations between students and teachers and ignoring the fact that teachers can also be learners. Yet this presentation will examine how a socio-cultural and reflective approach in collaborative teaching practice between EFL teacher trainees can be further enriched with student development over a three-year period in a junior high school. The study revealed how the trainees learned to teach and research through collaborative and reflective practices, and the effect of such practices on their classrooms in building learners' positive attitudes towards EFL learning.

Nurturing student choice and initiative in EFL reading and writing instruction
Atsuko Kosaka (Aichi University) & Tamiko Hanaoka (Aoyama Gakuin University)

As a simple yet crucial point, students grow as readers and writers when they are engaged in reading and writing. This presentation details what such engagement may yield when students are encouraged to choose their reading materials and writing topics.
The presenters show that choice enables students to read books with interest and comprehension, and to write about topics that they consider worthwhile to invest their time in. As student choice gives teachers insight into their students, teacher guidance in choice and encouragement is critical in nurturing greater student independence. The two presenters demonstrate practical ideas for nurturing such choice in reading and writing instruction in whole class, individual

conference, and peer involvement situations.

Developing a learner community through reading and oral discussion
Fumiko Joyce Kurosawa (JALT Learner Development SIG)

Encouraging learners to read more can sometimes be daunting. Yet I have successfully helped to create a small reading community driven by oral communication on their readings with my adult learners. Based on Oxford's Strategy Inventory of Language Learning, I could identify their interest in reading in English, and as they have instrumental needs for reading English, especially emails and websites, I searched for materials that would suit them. I found Spargo's *Timed Reading* to be especially useful and fitted for them. We explored different readings and reading styles together, and discovered that the readings served as useful platforms for oral communication. My research will show the steps on forming a reading and discussion community, and how my learners came together in motivation, enthusiasm, and confidence.

Japanese university students & LMS blended learning
Charlotte Murakami (Fukuoka University)

Learning Management Systems (LMSs) are widely promoted as a social constructivist approach to education that should enable students to have more 'connectedness' with their learning. In the USA and UK, LMS diffusion levels reached 95% several years ago, as a form of blended learning or as the main medium for distance learning. Research in the UAE, however, reveals considerable unwillingness among university students to use LMSs.

What about Japanese university students? To answer this question, the presenter introduced the LMS, Coursebase, to 400 Japanese university students. Specifically, the study looked at their perceptions about its ease-of-use, students' willingness to use its various facilities, and its affect upon their autonomous learning. This presentation shares the key findings, and then discusses what their responses teach lecturers about LMS use.

The English Workshop: Learning how to learn—and more
Jackie Suginaga (Komazawa Women's University)

The English Workshop is a unique class at Komazawa Women's University that not only develops students' acquisition skills through various strategies, but also seeks to foster autonomous learning habits and a love of learning. With teacher guidance, students in this class are responsible for making their own vocabulary tests, choosing graded readers, writing learner diaries, and sharing what they have learned on a social network (Edmodo). Such work culminates in sessions where they realize their newly acquired language in group conversations, personal presentations, and speeches. Students of all levels, many of whom are of low in proficiency, are encouraged to develop at their own pace and within their own capacity. Moreover, students receive advice in tutorials

to reflect on their learning and to proceed subsequently. This presentation will focus on samples of learner work that reflect the learners' development of learning skills, confidence and accomplishment, and further discuss the validity of approaches taken in the English Workshop.

Art and the L2 motivational self-system in a university course
Stacey Vye (Saitama University)

After adapting practical ways of implementing inspiring learning activities for teachers in an MA TESOL course, my mentors and I noticed that the teachers learned about creative autonomy-forwarding expressions through their artwork. Nevertheless, I was inquisitive if learning concepts represented through art would also benefit younger learners at the undergraduate university level. In a 15-week term, seven

Japanese and international students took an English for specific purposes elective course on Zoltán Dörnyei's tripartite L2 motivational self system in order to explore their own learning. These learners collaboratively discovered what this motivational system meant for themselves through reading assignments, scaffolding, and learner-led discussions. Successively, each learner drew a pictorial representation about their learning experiences, their ought-to self, and their ideal self in the form of posters, which comprises the tripartite model. The learners' mini-posters will be displayed and explained to give participants creative ideas for exploring their learning and teaching.

Featured Speaker: Alice Chik
Together with the Tokyo JALT chapter, the LD SIG is co-sponsoring featured speaker Alice Chik, who is also interviewed in this issue. She'll be conducting two workshops on visualizing learner histories. The first workshop will be held Saturday from 4:40 – 5:40 in room 1001-2 with her Featured Speaker workshop on Sunday from 11:00 – 12:30 in room 1001-2.

Presentations related to learner development

There are a variety of presentations that have been accepted to the conference within the content area of learner development. The complete conference schedule is online at http://jalt.org/conference/jalt2015/full-schedule, where it is also possible to create a custom timetable for print out or email delivery.

The list below uses the following abbreviations:

RO: research-oriented short presentation;
PS: poster session;
SW: practice-oriented short workshop;
LW: practice-oriented long workshop;
RT: roundtable exchange.

DATE	TIME	ROOM	PRESENTERS	TITLE	KIND
Nov 21 (Sat)	11:00 AM - 11:25 AM	Hikae 2 (1F)	Maria de la Paz Adelia Peña Clavel	Teletandem: From Learners' Strategies to Autonomy	RO
Nov 21 (Sat)	11:00 AM - 12:30 PM	Tenji Gallery (6F)	Andy Barfield	Exploring How Learners Research Global Issues	PS
Nov 21 (Sat)	11:35 AM - 12:00 PM	Practice Room 1 (B1F)	Mika Igarashi	Linguistics Instruction on Japanese Young Students	RO
Nov 21 (Sat)	12:10 PM - 12:35 PM	Hikae 2 (1F)	Kristen Sullivan	The Effects of Test Re-dos on Learner Development	RO
Nov 21 (Sat)	12:45 PM - 2:15 PM	Tenji Gallery (6F)	Stephen Paton	Regulating a Learner-Centered Vocabulary Program	PS
Nov 21 (Sat)	12:45 PM - 2:15 PM	Tenji Gallery (6F)	Daniel James, Keith Hoy, & Jana Townsend	Changing Students' Attitudes, Beliefs, & Motivation	PS
Nov 21 (Sat)	1:20 PM - 1:45 PM	Practice Room 3 (B1F)	Hidehiro Endo & Paul Miller	English Education in Japanese Rural High Schools	RO
Nov 21 (Sat)	1:55 PM - 2:20 PM	Hikae 2 (1F)	David Beglar	Applying Findings in Educational Psychology	RO
Nov 21 (Sat)	11:00 AM - 12:30 PM	Tenji Gallery (6F)	Ted O'Neill	A Shared Experiment in Self-Directed Learning	PS
Nov 21 (Sat)	4:40 PM - 5:05 PM	908	Eleanor Carson	EFL Student Preference Changes for Teacher L1 Use	RO
Nov 21 (Sat)	4:40 PM - 5:40 PM	1202	Masaya Kanzaki	Students' Views on Teacher-Fronted Grammar Lessons	RO
Nov 21 (Sat)	5:15 PM - 6:45 PM	Tenji Gallery (6F)	Yoko Hirata	Mutual Learning Through Student-Teacher Interviews	PS
Nov 21 (Sat)	5:15 PM - 6:45 PM	Tenji Gallery (6F)	Keiko Iizuka	Self-reflective journal in English classroom	PS
Nov 21 (Sat)	5:15 PM - 6:45 PM	Tenji Gallery (6F)	Akiko Nakayama	Do You Like Yourself When You Are Using Japanese?	PS
Nov 21 (Sat)	5:50 PM - 6:15 PM	1002	Vivian Lee & Eiko Gyogi	The Reflective Learning Journal in the Classroom	RO
Nov 21 (Sat)	6:25 PM - 6:50 PM	910	Brian Wojtowicz	Learner-Centered Autonomous L2 Self-Reflection	RO

DATE	TIME	ROOM	PRESENTERS	TITLE	KIND
Nov 21 (Sat)	7:00 PM - 7:25 PM	1001-1	Andrew Tweed	Advising to Focus on Learners: An Evaluative Study	RO
Nov 21 (Sat)	7:00 PM - 7:25 PM	Practice Room 1 (B1F)	Matthew Shannon	Wow! Actual Self-Assessment in Japanese ES and JHS	SW
Nov 21 (Sat)	11:00 AM - 12:30 PM	Tenji Gallery (6F)	Corazon Talam Kato	College Teacher Training: Large Class Challenges	PS
Nov 22 (Sun)	10:25 AM - 10:50 AM	Koryu Hall (6F)	Mark Shrosbree	English-Japanese Email Exchange Project	SW
Nov 22 (Sun)	10:25 AM - 10:50 AM	Practice Room 3 (B1F)	Kevin Stein	Learners as Researchers, Experiment in Autonomy	RO
Nov 22 (Sun)	11:00 AM - 11:25 AM	1003	Daniel Beck	Is a Corpus Word List Ideal for False Beginners?	RO
Nov 22 (Sun)	11:00 AM - 11:25 AM	901	Mayu Shintani, Mori Kazumasa, & Takuya	Image Schema-Based Instructions on English Grammar	RO
Nov 22 (Sun)	11:00 AM - 12:00 PM	Rehearsal Room (B1F)	Joan Kang Shin	The Keys to Motivating 21st Century Learners	LW
Nov 22 (Sun)	11:00 AM - 12:30 PM	Tenji Gallery (6F)	Sam Morris	SHS Students' Experiences of Presentation Anxiety	PS
Nov 22 (Sun)	1:55 PM - 3:10 PM	Koryu Hall (6F)	Germain Mesureur	What Are the Learner's Own Expectations?	RT
Nov 22 (Sun)	2:55 PM - 4:10 PM	Koryu Hall (6F)	Joseph Heilman	Curriculum Design for the 21st Century	RE
Nov 22 (Sun)	3:30 PM - 3:55 PM	1002	Akiko Nagao	Becoming a Student in Communities of Practice	RO
Nov 22 (Sun)	3:30 PM - 3:55 PM	Practice Room 1 (B1F))	Miyuki Akamatsu & Sachiko Maruoka	Study Logs for Self-Regulated Vocabulary Learning	RO
Nov 22 (Sun)	4:05 PM - 5:05 PM	901	Samantha Kawakami	A Partially Flipped Classroom	LW
Nov 22 (Sun)	4:40 PM - 6:10 PM	Tenji Gallery (6F)	James Underwood	Promoting Inquiry and Focusing on the Learner	PS
Nov 22 (Sun)	5:50 PM - 6:15 PM	906	Hiroshi Nakagawa	Utilization of the SIOP Model in the ELL Classroom	SW

DATE	TIME	ROOM	PRESENTERS	TITLE	KIND
Nov 22 (Sun)	5:50 PM - 6:15 PM	Hikae 2 (1F)	Hsiu-min Yu	No Piece of Cake: Memorizing English Idioms	RO
Nov 22 (Sun)	6:25 PM - 6:50 PM	Hikae 2 (1F)	Oana Cusen	Turning the Tables: Student-Led Lessons	SW
Nov 22 (Sun)	6:25 PM - 6:50 PM	Practice Room 3 (B1F)	Sam Morris	Can English Villages Reduce Anxiety?	RO
Nov 22 (Sun)	7:00 PM - 7:25 PM	Hikae 2 (1F)	Mitsuko Imai	Raising Learners' Awareness of Autonomy	RO
Nov 23 (Mon)	10:25 AM - 10:50 AM	905	Shizuno Seki	Learner Autonomy Developed by Cultural Exchange	RO
Nov 23 (Mon)	11:00 AM - 11:25 AM	1001-2	Miki Koyama	The Effects of Mental Illness on English Learning	RO
Nov 23 (Mon)	12:10 PM - 12:35 PM	1001-2	Peter Roux	The Tricky Topic of Correcting Language Errors	SW
Nov 23 (Mon)	12:45 PM - 1:10 PM	1001-2	Blagoja Dimoski	Practical Tasks to Raise Strategic Competence	SW
Nov 23 (Mon)	12:45 PM - 1:10 PM	906	Barbara Sakamoto, Jill Hadfield, & Chuck Sandy	Motivating Our Learners: Actualising the Vision	LW
Nov 23 (Mon)	1:20 PM - 1:45 PM	1002	Hugh Nicoll	Learner Voices in an American Studies Seminar	RO

JALT2015: 41st Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition
Friday 20th to Monday 23rd November, 2015

Shizuoka Convention & Arts Center "GRANSHIP"

Japan Association for Self-Access Learning (JASAL) Autumn 2015 events
Katherine Thornton, JASAL

With its focus on autonomy and self-directed learning, JASAL shares a lot of the values and interests of the JALT Learner Development SIG, whose members are often active in self-access environments. For this reason, we'd like to extend an invitation to LD SIG members to participate in two upcoming JASAL events. You don't have to be a member (although it would be great if you choose to join) and students are also welcome to attend.

Sat 21st November, 2015
SALC tour & discussion at Tokoha University, Shizuoka.
Tokoha University Sena Campus
10am – 12pm

JASAL member Satomi Shibata will introduce the self-access centre at the Sena Campus of Tokoha University. Join us for a tour of the SALC facilities, the chance to hear from some teaching assistants who work in the centre and general discussion.

Sat 12th December, 2015
JASAL Mini-Conference
Kanda Institute of Foreign Languages, Tokyo
10am – 4:00pm

Will you be in Tokyo for the LD SIG conference on Sunday, 13th December? If so, why not join us for the JASAL mini-conference on the previous day at Kanda Institute of Foreign Languages in central Tokyo?

In the morning, join a tour of the two-floor SAC (VISTA ACT & VISTA SILC). If you like, please join our lunch time social. In the afternoon, we will have presentations and opportunities for discussion of SALL-related issues. It is possible to join for only the morning or afternoon sessions.

How to join the events:
Registration forms for both events can be accessed from the JASAL website:
https://jasalorg.wordpress.com/conferences/

More about JASAL:
JASAL is a non-profit professional organization devoted to promoting self-access language learning in Japan. We aim to provide a forum for our members to disseminate knowledge and share ideas about self-access language learning, running self-access centres and developing learner autonomy. At JASAL, we offer opportunities for professional development and networking, as well as offering our members practical help and support for self-access related projects. The association is free to join.

The organization was founded in 2005 by Garold Murray and Lucy Cooker, and now has over 150 members. The current committee is Katherine Thornton (Otemon Gakuin University), Dirk MacKenzie (Konan Women's University) and Hisako Yamashita (Kanda Institute of Foreign Languages).

Recents events organised by JASAL include a student conference at Okayama University where learners from different universities gave English presentations about their self-access facilities, and SAC tours followed by discussions at Sojo University in

Kumamoto and Kanda Institute of Foreign Languages in Tokyo.

To find out more, please check out our website:
https://jasalorg.wordpress.com/about/

How to join JASAL:
If you'd like to join JASAL, please send an email to our Membership Chair, Hisako Yamashita, at hisakoadvising@gmail.com, with your name, affiliation & preferred contact email address. Please also say that you found out about JASAL from Learning Learning.

SiSAL Journal

STUDIES IN SELF-ACCESS LEARNING

SiSAL Journal is an open access, peer-reviewed, quarterly publication for those interested in the field of self-access language learning. The articles reflect the ongoing contributions to the field and are aimed at international researchers and practitioners. The scope of the journal incorporates self-access learning and skills support centres which aim to promote learner autonomy

http://sisaljournal.org/

Massive Open Online Courses (MOOCs) are an ideal way to learn when it suits you, where it suits you, and they provide opportunity to interact with other learners from around the world. MOOCs make it possible to attend courses offered by professors from MIT, Harvard, Sorbonne, and other top-level institutions across the globe on a range of subjects from basic liberal arts and intro to statistics courses introducing the latest in science, technology, and psychology. Perhaps the best part–there are no tuition fees! Currently, FutureLearn (https://www.futurelearn.com/) and Coursera (https://www.coursera.org/) are offering a variety of courses about teaching, learning, and learner development. Check them out below.
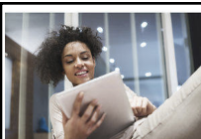
Learning How to Learn: Powerful mental tools to help you master tough subjects
University of California, San Diego

Learning to Teach Online
UNSW Australia (The University of New South Wales)

Academic English: Writing
5-course Specialization · University of California, Irvine

GET STARTED WITH ONLINE LEARNING
THE OPEN UNIVERSITY
This free online course will explain how you can study online without putting the rest of your life on hold.
4 Jan · 2 weeks · 3 hours pw · Certificates · More
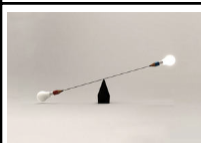
LOGICAL AND CRITICAL THINKING
THE UNIVERSITY OF AUCKLAND
Improve your logical and critical thinking skills in this free online course. Identify common obstacles to effective thinking.
28 Sep · 8 weeks · 4 hours pw · Certificates · More

BLENDED LEARNING ESSENTIALS: GETTING STARTED
UNIVERSITY OF LEEDS
A free course for the Vocational Education and Training sector to promote effective practice and pedagogy in blended learning.
2 Nov · 5 weeks · 4 hours pw · Certificates · More

Creating Community:
Learning Together 2

Sunday, December 13, 12:00–17:00
Otsuma Women's University, Ichigaya, Tokyo

two one-hour rounds of poster presentations/digital displays by students & teachers, with half-hour discussions after each round

interactive, informal, interesting

http://ld-sig.org/creating-community-learning-together/

Call For Contributions
原稿募集

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

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

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

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

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

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

Financial Report
財務報告

Huw Davies, Treasurer

As you may have noticed, the report appearing in this issue is quite different from past issues. The recent changes to the membership and fee structure for JALT has resulted in some uncertainties. We are currently awaiting confirmation on financial matters while putting together the 2016 budget.

The SIG had planned to run this year at close to break even, and hoped to be able to use the surplus from the previous financial year positively. However, there have been some unexpected expenses, most noticeably being asked by JALT to donate ¥96,000 due to financial constraints in the organization.

That said, we have no major projected expenses in the coming months so we are in a satisfactory situation.

SIG fund bank balance November 5, 2015 SIG資金残高2015年11月5日	
Balance in bank account 銀行口座の残高	170,400
Reserve liabilities JALT本部預け金	200,000
Cash at hand （現金）	2,500
TOTAL　合計	￥372,900