

LEARNING LEARNING

『学習の学習』

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In This Issue 今号について

Welcome to the Spring 2015 issue of *Learning Learning*, the Learner Development SIG's (LD SIG) biannual online newsletter. Springtime in Japan is synonymous with new starts and for teachers this usually means new students, classes, and possibly even schools. These all bring with them opportunities for personal and professional growth. We hope this issue reaches you just in time to give you ideas about encouraging learner development in your classrooms.

The issue begins with the SIG coordinators, Alison Stewart and Fumiko Murase, borrowing the conversation style of our website's *Talking Points* column to report on the latest SIG developments. This is followed by reports from local get-togethers in Kansai, Hiroshima, and Tokyo.

In the *Members' Voices* section, Hiroshi Nakagawa shares his experiences trying to foster learner autonomy through the creation of a positive learning environment to help his students become relaxed and engaged. This is followed by three submissions from recipients of grants in 2014: Adrienne Verla and Yoko Sakurai, who wrote reflective pieces about their experiences leading up to and at JALT2014, and Caroline Ross, who shares with us her grant application to inspire more people to apply for grants and her reflection on PanSIG2014.

This issue sees the start of our new *Creative Writing* column, which contains a wonderful poem to make teachers think about their students.

This month's *Feature Article* is by Soyhan Egitim, who writes about the need for teacher development in order to promote learner autonomy and shares with us some activities he has used to encourage learner

autonomy in his university English classes.

In *Looking Back*, teacher and student participants of *Creating Community: Learning Together*, which was held in Tokyo in mid-December, share their experiences at what all have said was a unique and valuable event. The *Looking Forward* section contains a preview of the LDSIG forums at PanSIG2015 (this weekend) and JALTCALL2015, coming up on June 6-7 in Fukuoka.

Many thanks to all the volunteers working tirelessly behind the scenes to make sure this issue arrived on time: James Underwood and Monika Szirmai for putting the issue together; Andy Barfield, Christopher Fitzgerald, Stacey Vye, and Alison Stewart for various editing and proofreading help they provided; Kazuko Unosawa for starting the Creative Writing Column; Yoko Sakurai for her Japanese translations; Mayumi Abe and the rest of the treasury team for working tirelessly to compile the SIGs financial report; and Hugh Nicoll for the work of uploading this issue to the LD SIG website.

Thank you on behalf of the Learning Learning team!

Mathew Porter

Learner Development SIG News Update

学習者ディベロップメント研究部会 近況報告

Alison Stewart & Fumiko Murase
アリソン・スチュアート & 村瀬文子

October 2014 - April 2015

2014年10月～2015年4月

Learner Development SIG News Update

October 2014 - April 2015 9

Alison Stewart & Fumiko Murase

Alison: Hi Fumiko. Thanks for agreeing to do the news update as a dialogue this time. We have a great precedent for this in the Talking Points (<http://ld-sig.org/talking-points/>) column on the LD website posted each month this year by Jim Ronald and Naomi Fujishima. Did you read last month's amazing conversation about self-disclosure? I can thoroughly recommend it!

こんにちは、文子さん。今回は対話形式で活動報告を行うことに賛成してもらいありがとうございます。対話形式のコラムに関しては、学習者ディベロップメント研究部会（以下LD）ウェブサイト上で今年度毎月掲載されているJim RonaldとNaomi FujishimaのTalking Pointsという素晴らしい前例があるのですが、先月号のSelf-disclosure（自己開示）についてのすばらしい対話を読みましたか？

Fumiko: Hi Alison, well, it's good to try something we've never done before. Yes, I read it, and I've got many good ideas for the new semester! First I have to think of what embarrassing story I can tell my students...

こんにちは、Alisonさん。そうですね。今までにやった事がないことを試すのはいいですよ。はい。読みましたよ。新学期に向けて、たくさんいいアイデアを学びました。まず、どの恥ずかしい経験を学生に話すのか考えないといけません・・・。

Alison: The new academic year is just around the corner, and I guess that you, like me, are busy preparing your courses, planning research, and filling out your year planner with get-togethers, conferences, and other events to keep our teaching batteries charged. Much of what happens this year is determined by what we decide at our Annual General Meeting, which takes place at the JALT National Conference. Constrained by a much shorter meeting time, our last AGM continued via email for another two weeks into December, at the end of which we had passed a new budget and approved all the committee team members for the coming year. We are thrilled to welcome Brandon Kramer and Stephanie Corwin to the Membership team, Joel Laurier and Blair Barr to the Programmes team, Kris Sullivan and Jenny Morgan to the Grants team, Kie Yamamoto and Tomoko Imamura to the Publicity team, Rachelle Meilleur to the Web team, Yoko Sakurai as a shadow editor in the Learning Learning team, and Agnes Patko and Ariel Sorenson respectively to the Tokyo and Hiroshima get-together teams.

Alison: 新学期がもうすぐ始まりますね。文子さんも私と同じように、授業準備をしたり、研究計画を立てたり、ティーチングのバッテリーを充電する集まり、学会、イベントなどをスケジュール表に書き込んだりと、忙しく過ごしていることと思います。本年度行われることの殆どがJALT年次大会で行われるLD年次総会で決定されます。例年よりかなり短い会議時間だった為、昨年度の年次総会はその後2週間をかけて電子メールにより話し合いが続けられ、新しい予算案が通過し、新年度の委員会メンバーが承認されました。Brandon Kramer と Stephanie Corwinを会員管理チーム (Membership)、Joel Laurier とBlair Barrをプログラムチーム (Programmes)、Kris Sullivan と Jenny Morganを助成金チーム (Grants)、Kie Yamamoto とTomoko Imamuraを広報チーム (Publicity)、Rachelle Meilleurをウェブ管理チーム (Web)、Yoko Sakuraiを学習の学習 (Learning Learning) シャドウエディターとして、Agnes Patko とAriel Sorensonをそれぞれ東京と広島地域別集会チーム (Get-together) に喜んでお迎えします。

Fumiko: And we are happy to announce our new shadow co-coordinators, Mathew Porter and Mayumi Abe, who have agreed to take on the role of the SIG co-coordinators at the JALT Conference in November this year. While welcoming new members to the committee, we would like to thank those who stepped down: Ken Ikeda and Mike Nix (Web Development), Stacey Vye and Martin Mullen (Grants), Sayuri Hasegawa and Mayumi Takizawa (Publicity translation and Outreach), and Gretchen Clark and Matthew Coomber (Membership).

文子: そして、昨年度JALT年次大会において、共同コーディネーター (Co-coordinators) の役割を引き受けてくださいました、Mathew Porter と Mayumi Abeを本年度の新しいシャドウ共同コーディネーター (Shadow co-coordinators) として発

表できる事を嬉しく思います。また、新規委員会メンバーを歓迎するとともに、委員会メンバーを辞任することになりました以下の方々に感謝いたします。

Ken Ikeda とMike Nix (ウェブか管理)、Stacey Vye とMartin Mullen (助成金)、Sayuri Hasegawa とMayumi Takizawa (広報翻訳と社会貢献)、Gretchen Clark とMatthew Coomber (会員)

Alison: We look forward to an exciting year working with new and old members of the committee and to helping to facilitate events, discussions, and publications that LD members can participate in and enjoy.

Two events that were LD highlights at the JALT National were the LD Forum, an interactive poster session with a record number (30) of presenters, and the Tohoku Translation forum, involving residents from the Rikuzentakata community as well as some of the teachers, students and editors who together translated an entire collection of essays written by junior high school children about their experiences of 3.11. We are already looking forward to an equally stimulating JALT National this year where, in addition to our regular LD Forum, we'll be co-sponsoring Alice Chik, from Macquarie University as one of the main conference speakers.

Alison: 私達は、新規、現委員会メンバーとともに活動する1年を、そしてLDメンバーのみなさんが参加し楽しめるイベント、ディスカッション、出版物を提供するお手伝いができる事を楽しみにしています。

昨年度JALT2014でのLDのハイライトは2つのイベントでした。1つ目は、過去最多 (30) のプレゼンターが参加したインタラクティブなポスターセッション、2つ目は、陸前高田のコミュニティーの

方々や、3月11日の震災の経験について中学生によって書かれた作文のコレクションを共に訳してくださったエディター、学生、先生方が参加した東北翻訳プロジェクトフォーラム (Tohoku Translation forum) です。本年度のJALT2015では、通常のLDフォーラムに加えて、共同スポンサーとしてMacquarie 大学のAlice Chikを大会メインスピーカーの一人として招待する予定です。私達は本年度の年次大会も同じように意義のあるものとなるよう期待しています。

Fumiko: Only three weeks after the JALT Conference, there was the Tokyo Get-Together mini-conference, *Creating Community: Learning Together*, where both teachers and students engaged actively in interactive presentations, discussions and reflections on a variety of issues on learner development and community building in an informal and supportive atmosphere. There were 48 teachers and 42 students (!) in attendance, and I had never seen that many students presenting and communicating with teachers at a conference! I hope we will continue to create opportunities for both teachers and students to get together and discuss learner development issues. We would like to thank everyone in the Conference team (including our wonderful student volunteers), and our special thanks go to Andy Barfield, Ken Ikeda and Stacey Vye, who worked hard to organize this conference.

Speaking of the mini-conference, we had a launch for our two new e-books at the closing of the conference, didn't we?

文子： JALT2014年次大会の3週間後に、東京地域別集会のミニ会議*Creating Community: Learning Together*が開催されました。カジュアルなお互いに協力しあう雰囲気のもとで、教師と学生が学習者ディベロップメントやコミュニティービルディングをトピックに、インタラクティブなプレゼンテーション、ディスカッション、リフレクション

活動に参加しました。48名の教師と42人の学生 (!) が参加しましたが、こんなにもたくさんの学生が、教師と発表したり話し合っている会議ははじめてでした！これからも、教師と学生が共に学習者ディベロップメントについて話し合える機会を作っていきたいと考えております。素晴らしい学生ボランティアも含めて実行委員チームのみなさまに感謝いたします。特に、この会議を計画し実施していただいたAndy Barfield、Ken Ikeda、Stacey Vyeには大変感謝いたします。

ところで、ミニ会議といえば、会議の最後に新しい2冊の本の発表がありましたよね？

Alison: That's right, Fumiko, a champagne toast for *Learner Development Working Papers: Different Cases, Different Interests*, edited by Andy Barfield and Aiko Minematsu, and *Collaborative Learning in Learner Development*, edited by Tim Ashwell, Masuko Miyahara, Steve Paydon and myself, which both came out in digital form at the end of last year. We've now just received a special grant from the JALT Development Fund to help pay for a printed edition of these books. These are limited editions, so if you would like to buy a copy, please go to the LD SIG Publications page (<http://ld-sig.org/publications/>) and order your copy now while stocks last.

Alison : そうです、文子さん。昨年度末に発売された2冊のデジタル本：Andy Barfield and Aiko Minematsu編集の*Learner Development Working Papers: Different Cases, Different Interests*とTim Ashwell, Masuko Miyahara, Steve Paydon とわたくしAlison Stewart編集の*Collaborative Learning in Learner Development*にシャンパンで乾杯！また、これらの本を印字版で作成する費用を援助する特別助成金をJALT開発基金 (JALT Development Fund) からいただくことができました。限定出版ですので、ご購入を希望される方は、在庫がなくなる前に、LDの出版関連の

ページ (LD SIG Publications page : <http://ld-sig.org/publications/>)で注文をしてください。

In addition, we're discussing the possibility of an annual journal, each one addressing a special theme. If you would like to know more about this plan and/or would like to get involved as an editor and/or author, please contact our Publication team leaders, Tim Ashwell and/or James Underwood.

また、毎回異なるテーマを扱う年次機関紙の可能性も話し合っています。この件について、もっとよく知りたい方、エディターとして、もしくは筆者として関わりたい方がいらっしゃいましたら、出版チーム (Publications team) のリーダーTim Ashwell か James Underwoodまでご連絡ください。

Fumiko: Finally, we've got some important news about financial matters. At the Executive Board Meeting in February, which I attended as our SIG's representative, two important motions were passed: a motion to raise JALT membership fees and another motion to include a SIG membership as well as a Chapter membership in the increased membership fee. Although the fee increase is necessary for JALT to keep going as a healthy organization and providing services to the members, none of these motions can take effect until they are voted on and approved by majority of the whole membership at the Ordinary General Meeting in June. Please let us know if you have any questions or issues about these financial matters (or anything else about JALT) so that we can bring them up at the next meeting.

At the SIG level, we've recently made changes to our SIG account: we've moved money from reserves into our current account for covering the cost for the two book projects, together with the JALT Development Fund. We'll keep you updated on any of these and other news through our newsletter, mailing list, and

website.

最後に、財政面に関していくつか重要なお知らせがあります。まず、私がLD SIGの代表として出席した2月の執行役員会で2つの重要な動議が通過しました。1つ目の動議は、JALTの年会費を上げること、2つ目は値上げされた年会費にSIG年会費と支部年会費を各1つずつ含むというものです。年会費を上げるとはJALTが健全な団体として運営され、会員にサービスを提供し続ける為には必要なことですが、これらの動議は6月の総会(Ordinary General Meeting)で投票が行われ、全会員の過半数によって認められなければ、効力を発することはありません。これら財政面に関する事で(又はその他JALTに関するどのような事でも) 問題や質問などあれば、次の会議で取り上げますので、お知らせください。

また、LD SIGレベルでは、私たちのSIG口座に最近変化がありました。積立金口座から、現在の口座にお金を移動しましたが、これは、JALT開発基金の助成金に加えて、2つのブックプロジェクトの費用をまかなう為です。ニュースレター、メールリスト、ウェブサイトを通して、今後もアップデートをしていきます。

LDSIG Co-coordinators 2015

Alison Stewart



Fumiko Murase

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

Tokyo Get-together Report: Plans for 2015

Andy Barfield, Ken Ikeda & Ágnes Patkó

Our last get-together of 2014 featured the *Creating Community: Language Together (CCLT) Conference*. We felt blessed because of the high involvement of both students and Japanese and non-Japanese teachers. For 2015 we've made plans to have five get-togethers this year at Otsuma Women's University on April 19, May 24, June 28, October (TBA), and December (TBA). We hope that many people will be able to take part in these meetings this year.

When the three of us met in March to discuss ideas for the 2015 get-togethers, we reflected on the December event and came back to questions of creating community. We felt that it would be interesting in 2015 to take such questions as a common focus for part of each get-together this year.

Our hopes are that this year's get-togethers will involve:

- working in pairs and small groups around practitioner research into learner development issues that interest get-together participants;
- developing together different understandings of community building;
- exploring broader issues to do with critical approaches to education;
- writing reflectively about the different get-together discussions and learner development explorations that participants engage in over the course of the year.

We also hope to work with you towards hosting a second CCLT informal conference in December.

Visit our webpage for more details about Tokyo Get-togethers. (<<http://tokyogettogethers.blogspot.jp>>)

Please join us this year!

LD Get-together Report: Kansai

Brandon Kramer

The Kansai chapter has had some difficulty getting together over the past year, and could use your help! If you or anyone you know would like to help lead the Kansai events send us a message. Co-coordinators are also welcome!

A few ideas for possible events include:

- Organizing meetings with local area chapters. Events with the Kobe chapter have been very successful in the past, but meeting with Osaka, Kyoto, and Nara are also possible.
- Practical workshops where members work together to brainstorm solutions to classroom issues and other questions related to student autonomy.
- Holding a workshop as part of another event, either Chapter or SIG-related.
- A possible online meeting using Skype or Google Hangouts.

In the meantime, keep an eye out for an event at the Osaka Back-To-School event in April.

If you are interested in helping, please do not hesitate to get in touch! <brandon.l.kramer@gmail.com>

2014 Hiroshima Get-together Report

Jim Ronald

We have not met for our Hiroshima LD get-togethers for two or three months, so our lack of getting together is all we have to report this time. Which is a shame, as the various benefits—reminders that this is time well spent—are so obvious to us get-together regulars. We share the various learner development-related projects or activities we are involved in; share, read, and discuss papers on learner autonomy or self-directed learning; talk informally about various work- (or not work-) related matters; encourage each other in various ways; and become closer friends.

At the same time, I've noticed that many of the people who join the get-togethers are among the busiest people I know: working on postgraduate degrees, conducting research, helping with JALT or other organizations, with young children... And working too! As coordinators of the Hiroshima LD get-togethers, Ariel Sorensen and I both hit a very busy patch, too, the first three months or so of this year, and hardly noticed that no get-togethers were happening. We are looking forward to starting up again, on the last Friday evening or Saturday afternoon of May. If you are interested in joining us, you would be very welcome! Watch out for details on Hiroshima JALT's website or contact me, Jim Ronald, directly: jmronald@gmail.com.

LDSIG Publications Available Online

Collaborative Learning in Learner Development



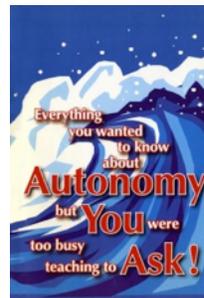
Published in 2014, and edited by Tim Ashwell, Masuko Miyahara, Steven Paydon and Alison Stewart. Twelve chapters offer a multifaceted and critical new look at the widely held assumption that people learn best in groups. Available [here](#).

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](#)..

LD SIG Members' Voices

LD SIG Members' Voices offers spaces for SIG members to introduce themselves to other members of the SIG in a variety of accessible and personalised text formats and lengths:

- a short personal profile of yourself as a learner and teacher (100-200 words or so)
- a short critical reflection on your history as a (language) learner at (a) particular stage(s) in your life (around 200-500 words)
- a story of your ongoing interest in, and engagement with, particular learner development (and/or learner autonomy) issues (around 500-800 words)
- a short profile of your learner development research interests and how you hope to develop your research (around 500-800 words)
- a short profile of your working context and the focus on learner development that a particular institution where you work takes and/or is trying to develop (about 800-1200 words)
- some other piece of writing that you would like to contribute and that is related to learner development.

Many thanks to the Hiroshi Nakagawa for sharing his voice with readers of *Learning Learning*. We hope other SIG members will also contribute their voice to the next issue of *Learning Learning*. If you are interested in doing so, please contact the Members' Voices coordinator, James Underwood, at <jamesmichaelunderwood@gmail.com>.

“LD SIGメンバーの声”は、SIG会員の皆様が他会員の皆さんに向けて多様な形式・文体・長さで、ご自身の考えや活動をご紹介していただくためのスペースです。例えば、以下のような様々な声を歓迎しています：

- ご自身の学習者および教育者としてのプロフィールを短く紹介したもの。（約100-200語）
- ご自身の（語学）学習者としての経験で、特定の場における逸話を批判的に考察したもの。（約200-500語）
- ご自身が現在取り組まれている、もしくは関心を寄せていることで特に学習者ディベロプメント（または学習者の自律）に関する問題についてのもの。（約500-800語）
- 学習者ディベロプメントに関するご自身の研究についての短い概要と、今後どのようにその研究を展開していきたいと考えているか紹介するもの。（約500-800語）
- ご自身の勤務環境の短い概要と、勤務される特定機関で学習者ディベロプメントに関し注目している、または取り組もうとしていることについて。（約800-1200語）
- その他、学習者ディベロプメントに関する内容のもの。

今号の「学習の学習」で、お声を読者の皆様と共有していただきました、Hiroshi Nakagawaさんに大変感謝致します。次号の「学習の学習」でも、他の会員の方々からのお声をお待ちしております。

ご興味のある方は、Member's VoicesのコーディネーターJames Underwood (jamesmichaelunderwood@gmail.com) までご連絡下さい。

Utilization of learners' cultural backgrounds for the promotion of a positive learning environment in ELL classrooms



Hiroshi Nakagawa,
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Currently, I am interested in how the knowledge of our learners' cultural backgrounds can help us to create a safe learning community. After several years of teaching English as a second language in the United States, I have formed the belief that culturally diverse students, such as students from different family and socio-economic background, are unique and need extra attention. From my experience, these students are most likely to expand and improve their pronunciation, intonation, grammatical, lexical and cultural knowledge of a target culture through communication with their peers in a positive and supportive learning environment. Thus, I have been examining ways to support my EFL students at Tokai University and help them succeed to have a great responsibility for their academic and social goals.

One of my recent challenges in my reading/writing classes is creating a learning environment that fosters the students' autonomy. At the beginning of the fall semester of 2014, I had 8 different classes each with 30 sophomore students, who had taken mainly lecture-style courses before, and were therefore used to taking a passive role in their learning by quietly listening, taking notes, and memorizing new vocabulary and grammatical forms that the teacher recommended. According to Tomlinson (1999), EFL learner's performance can be improved by working towards creating a positive learning environment through recognizing individual learner differences. By working

with these learners and arranging seating according to their individual needs and differences and encouraging them to interact with their peers by either teaching or simply helping each other, I started to see positive results. Students were becoming active learners, and there was a greater focus on communication with each other rather than only with the teacher. By talking with each other, students were becoming able to work through their misunderstanding and, negotiate meaning. Through this experience, I realized that if both the teacher and students work together to construct a cooperative and motivating learning environment, the students are more likely to realize their learning goals and rely on their peers more in a way to becoming more autonomous.

Since the fall semester of 2014, I have focused on creating a positive learning environment by adapting Paydon's (2012) model for developing a motivational learning environment. Paydon (2012) hypothesizes that there are 5 levels to classroom motivation: the first four levels—Structure, Trust, Cohesion, and Performance, focus on building and strengthening the group. The fifth — Personal Growth— focuses on supporting the individual's own development. At the structure stage, students find their interpersonal relationship, which provides the basic proximity, contact, interaction, and security that facilitates the development of trust (Paydon, 2012). In order to help students build trust and feel safe interacting with each other, I ask them to create a personal résumé. Each student writes his/her birthday, interests, hobbies, favorite sports, and academic goals. Once created, it provided a way for the students to form and strengthen peer to peer relationships, as by simply asking questions about the contents of the resume they were able to show interest in each other. In this way, students break the language barrier while speaking English to others. By creating a friendly social atmosphere in the classroom, students will, over time, feel more at ease in taking risks to

speak out in English and to share their own ideas, thoughts, and opinions. This enables them to move on to the next stage, Cohesion.

The aim of cohesion is to make the students feel safe enough to take the risk of sharing their own ideas, thoughts, and opinions with other members of the group, not just with those who are in close proximity. For example, I utilize students' personal information from their résumé and identify those who have common interests. Once identified, I group them together. I also vary their partners and change the seating 3 times during a class in order to provide several different types of interaction and grouping configurations in a given lesson with great success. By encouraging the students to feel empathy towards all their peers through the sharing of both their similarities and differences, the class as a whole is able to build interpersonal relationships that enable them to perform at their best. As cohesion is the glue that binds a group of people together, their strong relationship with each other enables them to focus on motivating not just themselves but each other, which is essential when moving on to challenging, authentic activities.

Authentic activities help students share their life experience in discussion activities. Tomlinson (1999) suggests that when teachers teach new academic concepts to students it is important to consider how the students' differing socio-economic statuses, cultural backgrounds, use of the language, and other possible factors, affect their learning. Therefore, I believe it is important to utilize the students' life experiences and ideas by helping the students link them to their learning of new terms as they think critically, significantly apply, and emotionally produce these in a variety of oral communication activities. For example, in my discussion activities, I always encourage the students to individually reflect on what they learnt from the stories they have encountered in the learning materials so that they can construct a personal definition. After sharing these

definitions as a group, I then encourage students to apply what they have learnt so that they connect these lessons critically with their own life experiences, which they then share with their peers. Littlemore (2012) also found that schema, the students' cognitive framework stimulated by their interests, helped students organize and interpret information. Students' learning styles may also be shaped by their past learning experiences and coded differently from their peers. My students' personal résumés contain much meaningful vocabulary and personal information relevant to their life experience. By utilizing the vocabulary in personal résumés to describe life experience, students are able to expand their semantic networks to share with classmates in the discussions, presentations, debates, peer reviewing, commenting, and a variety of other in-class activities (Dunn, 2012). Connecting existing language ability and new concepts developed during interaction and mediation with peers and the instructor helps students learn core concepts and

allows them to fill the language gap (Jenkins, 2012), which resulted in improved language ability. Thus, by contributing their own unique examples, each student feels they have an important role to play in co-constructing the classes' understanding.

Brandt (1998) explains that second language learners tend to equate their ability with outcomes, and motivation becomes more differentiated and complex. Therefore, it is important for them to share with each other the products of their learning so that they can see the results of their development. Also when I have them work with students who have different interests after gathering their own thoughts and opinions in and outside of the class, it seems that they develop a more global sense of their second language acquisition together. Their levels of motivation may change as they relate both to their development and learning outcomes. However, students are encouraged to work

together to set the goals themselves rather than having the teacher set them. This leads to them having longer-term motivation that is developed and sustained through the positive learning environment.

I believe it is important to promote a positive learning environment founded on the students sharing their backgrounds, interests, ideas and opinions both with their peers in close proximity and the class as a whole. These actions can foster student autonomy. This is my challenge, to research the specific aspects for learners with different levels of English proficiency that promote student autonomy and language acquisition. I would like to offer this advice to other language teachers who are interested in assisting the development of learners' English proficiency skills in the same way.

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LD SIG Grants 2015

YOU CAN STILL APPLY FOR

2 JALT 2015 National Grants

JALT全国大会参加助成金

Deadline ~ 申込締切日

25 August 2015 (2015年8月25日)

Two grants of ¥40,000 each are available to Learner Development (LD) SIG members who will attend the [2015 JALT International Conference](#) and are willing to write a conference report, or another piece of writing to be published in Learning Learning after the conference.

One Research grant | 研究助成金

Deadline ~ 申込締切日

1 July 2015 (2015年7月1日)

One research grant of ¥25,000 is open to a Learner Development (LD) SIG member who is willing to write an article (1000-2000 words/ 3000 Japanese characters) about their research in Learning Learning.

Two LD SIG Outreach Grants |

LD SIG アウトリーチ助成金

Deadline ~ 申込締切日

1 July 2015 (2015年7月1日)

The Learner Development (LD) SIG is offering two ¥20,000 Outreach Grants to LD SIG members conducting or leading education-related outreach projects or volunteer activities.

For more information please go to:

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Or send a quick email to:

<learnerdevelopmentsiggrants@gmail.com>

LD SIG 2014 Research Grant Awardees 2014 年度 LD SIG 研究助成金受賞者



Rejuvenating the spirit and challenging the mind at JALT

2014

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Keywords: *learning, opportunity, love letters, new ideas, refresh*

When I first heard about the theme for JALT2014, “*Conversations Across Borders*” I was excited. As a theme, I thought that it would be interesting to see the different perspectives people have regarding borders and that the conference would generate many conversations about borders relating to not only myself as an educator but also myself as a learner. I also hoped that I would leave the conference with a sense of renewal and excitement to apply what I had learned at the conference to my various contexts as a learner, researcher and educator.

Back in the winter of 2014 when the deadline for proposals was approaching, I was teaching at a public Japanese junior and senior high school. A co-worker and I decided that we wanted to attend the conference and try to present there as well. We submitted a proposal to present together as well as proposals to present separately. When I received the notification that our short paper presentation and my poster presentation proposal were both accepted I was ecstatic. However, my teaching situation had

drastically changed. Both my co-worker and I had left the high school and were teaching at different universities in Tokyo. I had also left the comfort of a stable position and entered the world of part-time university teaching. As is often the case in today’s society, one of the biggest challenges I faced was money. I really did not have the means to attend JALT and my universities did not provide funds to part-time lecturers.

Going back in time to January 2014, when I renewed my JALT membership, I decided that I would join a SIG to get more involved in JALT. After talking with some friends and remembering from my days in graduate school at TC Tokyo, I decided to join the LD SIG because I heard it was an active and welcoming group. It just always seemed that my schedule and the timing of LD events never matched up.

Fast forwarding to last spring, when I read about the grant for JALT 2014, I really wanted to apply but, because I didn’t have an opportunity to participate in any events, or really know the members, I decided not to. However, when the deadline was extended, I decided that I should give it a shot because I honestly didn’t have the funds to attend the conference and I really wanted to go not only as a presenter but also as a participant. Thankfully I was chosen as one of the recipients for the 2014 award and had a fulfilling experience.

When I arrived at the conference venue, I quickly found where my poster presentation would take place later in the day and proceeded to hear the first plenary speaker explain about why we need borders.

Afterwards, I saw my first PechaKucha presentation sponsored by TED, and then I had to prepare for my poster session. I was very nervous when the poster session began, but I found that the time quickly flew by because I was talking about something I was very passionate about and wanted to share with people. The style of the poster sessions was very relaxed and it gave me an opportunity to interact with a variety of different people from different teaching and learning contexts. It truly provided me with a way to have a conversation that crossed a variety of borders.

While the afternoon seemed to fly by in an adrenaline and coffee induced blur, I was very impressed by Bill Harley's session about music and loved the way he incorporated music in a language that very few people were familiar with. By the end, as the whole audience sang together in a foreign language it really brought home to me the fact that connections between people are the basis of communication.

It made me really want to get my students to understand the idea that we may not be able to understand 100% of what is happening around us, or even 10%, when learning a new language, but that if you have a desire to communicate with someone, you can cross the borders created by language and connect with them. In some of my teaching contexts, this lesson is not a reality for my students and I hope to help them understand that it could be a reality for them if they would just take a risk and try.

However, the session that had the largest impact on me was Leslie Turpin's workshop *Intellectual Love Letters: Responding to Writing*. She had each participant write on an index card and then trade with someone seated nearby. We then responded to their writing by writing them a letter back. It was very powerful to see the written words of advice and feedback that I received and it made me think about the feedback that I provide to my students when they submit writing. She also gave us

examples of the lasting impact that her letters have on her past students. I left feeling that I would really like to make more of an effort to provide my own "intellectual love letters" to my students because, while it is important to help my learners correct their grammar and spelling, it is also important to make them feel like I am taking the time to actually process and connect with them. I also wonder if, with the proper support and guidance, some of my classes would be able to write "intellectual love letters" to their peers when peer editing. It is something I hope to pursue in the coming months.

On Saturday night, I had the opportunity to attend the LD SIG dinner and finally met some of the members while eating a delicious meal. It was a really great experience putting faces and names together and being warmly welcomed into the group. It was also wonderful to get together with people from all across Japan that I would not have had the chance to meet otherwise.

On Sunday I began the day by attending Gerry Yokota's plenary and enjoyed learning about her research relating to gender and anime as I am also interested in Japanese pop culture and try to find ways to incorporate it into not only my research but my classroom as well. It was a struggle to attend everything I wanted to on Sunday, but I really enjoyed the LD SIG's forum in the afternoon. Some of the presentations that still stick with me today were about the student newspaper, the zemi groups that collaborated with different universities and of course the amazing poet who closed the forum with her poignant words.

Finally, Monday arrived and it was easy to see that there were far fewer people attending the conference that day. However, I still found a few presentations that I wanted to attend and also gave my short paper presentation in the early afternoon. When I left the conference, I was exhausted but also exhilarated from all the presentations that I had attended and the people I had met. I felt that I had achieved my original goals of

becoming refreshed and excited about teaching and felt my mind was filled with new ideas and ways I hoped to incorporate them into my context. I am truly grateful to the LD SIG for providing me with this opportunity to take part in the conference and I hope that I can contribute to the SIG in the future.

My Family and Other Conceptions of “Clever”



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The Learner Development SIG awards grants to financially assist people who might otherwise be unable to attend

conferences. Application for these grants includes a written submission detailing why applicants want to attend the conference and why the grant is required. The open nature of the LD SIG and grants committee may lead some potential applicants to hesitate, asking “What shall I write?” Each time I confronted this question, my solution was simple: write from the heart. Below is a slightly edited version of the essay I submitted as my Pan-SIG 2014 grant application. By sharing this with readers of *Learning Learning*, I hope to encourage other LD SIG members to be bold, write from the heart, and apply for the diverse grants on offer.

I believe that every person has something positive to contribute to society and that the goal of education should be to provide a positive environment in which each individual can freely explore their talents, weaknesses, and unknown territories, to learn what their contribution might be. However, education today all too frequently leans towards a narrow understanding of what constitutes “clever”. Dictionary.com defines “clever” as follows:

clever *adjective*, clev·er·er, clev·er·est.

1. mentally bright; having sharp or quick intelligence; able.
2. superficially skillful, witty, or original in character or construction; facile:
3. showing inventiveness or originality; ingenious
4. adroit with the hands or body; dexterous or nimble.

Current popular perceptions of what *clever* is, are heavily biased towards definition one above, linked to academic ability. This narrow understanding excludes huge portions of society from cleverness. I propose that *clever* is a term that should be applied to include a significantly wider range of skills, including those discussed in definitions two to four above.

Cleverness is not a fixed and stable entity but is a dynamic and developing process. Replacing the wonderfully dull, generic question “What do you do?” with the present continuous form “What are you doing?” would better reflect this fluidity. The various possible responses to this question are well exemplified by my brother, a man of diverse talents. He studied illustration at university and is a skilled artist and photographer. He has completed a number of picture commissions and held an exhibition of his work in Croatia. He is passionate about inline skating which has led him to compete internationally, but more importantly, to his participation in a worldwide community of skaters. Recently he chose to devote a significant portion of time to helping our aunt complete some long-running DIY projects around her home. She was thrilled with the results of their collaboration. In this busy world of increasingly virtual social networks, I deeply admire my brother’s willingness to create and cultivate shared experiences with a huge variety of people all across the world. I believe that all four definitions of *clever* can be applied to him, perhaps he might even be considered ingenious. However, in our

capitalist and consumerist society it seems the only term applicable to describe his wealth of positive and diverse experiences is...*unemployed*.

Another aspect of cleverness is that of practicality and logical thinking. These are skills I see every day in my husband. I am heavily guilty of taking these attributes for granted. I simply assume that of course he should be able to maintain and successfully complete any and all repairs, including cars, computers, bicycles, our neighbour's hair dryer, the sliding door, the wok handle, my I-pod case, the camera—anything and everything that makes our lives run that much easier. Furthermore, I also fully expect him to have all the skills and know-how required to construct a house, cultivate a farm, and if the world erupts into total catastrophe, survive. My confidence in him stems from his motivation and ability to foresee and avoid potential problems and constantly adapt to evolving situations. We are very aware of the differences in our ways of thinking and skills which is precisely why we complement each other as a team.

Finally, the cleverest person I know is my mum. Why do I feel so embarrassed to state this formally in public, as if this honest view cannot be taken seriously? Is it because APA guidelines don't discuss how to formally accredit all her hard work? My mum completed high school in London with a good number of "O-levels" at a relatively high standard. She never thought she was clever but at a reunion with classmates over twenty years later, she discovered her friends had always thought otherwise. She has a keen understanding and sensitivity of a wide variety of social issues, their interconnectedness, and history. She also has a great capacity to enunciate things clearly and simply, although perhaps not elegantly. As a child I asked her a very simple question "Why are there wars?" After a few moments, she replied "*money and power*". To this day I believe her three word explanation. Moreover, she single-handedly raised three

children. As I grow older, the more I understand her outstanding strength and cleverness and the less I can adequately express it in words. She has always prioritised our education, making it clear that my brother, sister and I could be whatever we wanted to be if we put our minds to it. Though she didn't attend university herself, she helped us recognise the value of a university education with simple wisdom; "*a university degree simple widens your options. Whether or not you choose to use it is irrelevant, but at least you'll have it*". Finally, when it came to choosing future studies or career plans, she suggested "*Just do what interests you the most*." Her sage advice and prioritization of education have led me to the inevitable conclusion that she is indeed the cleverest person I know.

Diversifying our conception of *clever* to encompass the skills and attributes described here could lead to broader talent development both within education and in society as a whole. I believe this will improve society's resilience and is essential for the development of a sustainable society in the 21st century.

I would like to express my deepest gratitude to the Learner Development SIG for awarding me the grant to attend the Pan-SIG conference in May 2014. These grants promote diversity among conference participants, allowing those of us with no access to funding to participate. With my personal interest in sustainability, I was particularly moved by Professor Nakazawa's plenary talk, in which he discussed the wide-ranging issues that communities of the Sanriku coast are facing, such as the seemingly urgent need to construct contentious sea walls and the *Bridge for Hope*—a conveyor belt to transport sand from the mountains to further inland, to elevate the entire land of Takada town higher above sea level. This contrasts starkly with the necessity to provide public housing for refugees still living in "temporary" housing three years after the 3.11 disaster. I was also delighted

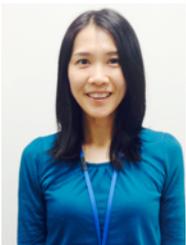
that he discussed the LD SIG's collaborative translation project—with which I am closely involved—as one positive example of hope. From a completely different perspective, I was also inspired by Dr. Paul Hullah's plenary in which he argued for the presence of literature within English curriculums. His presentation led me to pen a rough sketch of a poem which was later performed at the LD SIG's forum at the JALT International Conference in Tsukuba, November 2014. The financial assistance of the LD Pan-SIG grant provided vital support and nourishment as I continually try to develop my own ideas, knowledge, and cleverness.

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JALT 2014 Conference Report

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Keywords: conference reflection, teaching ideas, giving feedback, learner autonomy

I am one of the recipients of the JALT 2014 Conference attendance grants. The conference was truly beneficial for my professional development, and I would like to express my deepest gratitude to all the LD SIG members for helping me attend the conference. As a grant awardee, I have been asked to write a report reflecting on the conference experience. I hope that this report would show how much I have learned

both at and after the conference, and how much I appreciate the opportunity given by the LD SIG.

Overview of the Conference:

Attending the JALT Conference was a valuable experience for me in so many different ways. First, I was able to attend interesting presentations and workshops. Some helped me gain a deeper understanding of teaching and learning, some gave me new awareness in serving students' learning as a facilitator, while others gave me practical activity ideas that could be used the following day. Attending the SIG annual meeting and the Learner Development Across Borders Forum also offered me a wonderful opportunity to be introduced to various LD SIG activities, and get to know many of its members. Located in Mie, I had never had a chance to go to regular get-togethers or conferences, or talk with LD SIG members face to face. I am ashamed to say that all I had done over the past year as a member was be on the mailing list and receive emails. I feel making it to the conference finally has got the ball rolling, and given me the chance to be more involved in the LD SIG. I have agreed to work as a shadow in the Publications team, and have already started reading email correspondence between the committee members, and learning about the publication process. I am excited about reading more articles and essays written by fellow members who have similar interests. I also look forward to attending more LD SIG related events, and exchanging thoughts with other people who are committed to teaching and supporting students' learning.

New Awareness in Learner Autonomy and a Teacher's Roles

“Learning happens when a student's inner teacher learns through experiences, feelings, etc, not when a teacher merely transmits information. Teaching, for me, is creating an environment where a student's inner teacher can learn on her/his own.” This is a phrase I

jotted down when asked to write a short paragraph about teaching and learning at a workshop by Leslie Turpin, a professor of my graduate program. Though it is a brief description, when I reread the note later on for writing this essay, I felt this embodied what learning is for me. I believe my role as a language teacher is to help the students develop the necessary knowledge, attitude, skills and awareness so that they can become responsible and autonomous learners whose inner teachers enable them to learn on their own.

Leslie's workshop allowed me to develop a deeper insight regarding the way a teacher responds to the students' written work. She explained how she would take different roles based on the KASA framework when she wrote responses to her students' reflective essays. The KASA framework, developed by Donald Freeman, shows four dimensions of language teaching: Knowledge, Attitude, Skills, and Awareness (Freeman 1989). Leslie proposed that a teacher be an informant who gives knowledge, a co-explorer who explores possible attitudes together with the students, a coach/model who shows how to develop skills, or a witness who sees students reaching new awareness. She shifts her roles depending on her teaching objectives as well as on the students' needs.

I became familiar with the KASA framework through studying in my graduate program, and I have always kept it in mind when planning courses and lessons. However, consciously changing my role when writing to the students was something I had never done. At the end of my reading class, I often ask the students to write two to three sentences of personal responses. Reflecting on how I give written feedback to those responses, I have noticed that much of it has been correcting errors and writing simple phrases like "great job!", "thank you", and "interesting points". I often played the role of an informant who only gave the knowledge of correct grammar and English expressions, and sometimes a praiser who merely recognized students' good

(or correct) work and their effort. I have done little to address the other three elements of the framework.

Implementation of the New Awareness in Class

My teaching setting is different from Leslie's. With more than 200 students and 12 courses to teach, it would be difficult to write paragraphs of messages for each student like she does. To explore how the idea can be implemented into my teaching situation, I listed things that I would want the students of my reading classes to improve or develop by the end of the academic year. I randomly chose and read through some of the students' reading responses that were kept in my office, and saw what I would find or feel after gaining this new awareness. Through the process, I have realized by adding a simple sentence or question, I could create a lot more learning opportunities to support the teaching objectives, and help meet students' needs. Besides the knowledge of English grammar and expressions, for example, I could give different types of information as an informant. I could suggest useful websites and magazines for extra reading, and promote the students' understanding of the reading topic. I could share my own insights so that the students could read and examine the text from a different point of view. My students and I could also be co-learners of global issues or different cultures and I could show them what kind of attitude I try to develop towards enriching my understanding of the world through reading English texts, and could ask them to share theirs. By taking the role of a model as an English language learner, I could share my successful experiences of improving reading skills, or show my positive attitude towards being more aware of my own culture as well as learning about different cultures.

New Concept of Writing Comments: Intellectual Love Letters

Leslie's workshop has also positively changed my view of writing feedback to students. She

compared a teacher's written responses to "intellectual love letters", and asked what it meant to us. After much thought, my current working definition is that a teacher writes letters to invite the students to their life-long voyage of learning. With the teacher's love and support, the letters challenge the students intellectually so that they can fully enjoy the voyage. The letters also guide the students to develop the necessary knowledge, attitude, skills, and awareness to become effective voyagers of life-long learning. Though it is still a work in progress, this newly gained concept will surely make the process of giving feedback more enjoyable and rewarding for me.

The LD SIG Forum: Learner Development Across Borders

Learning about various projects by LD SIG members and their successful experiences at Learner Development Across Borders was truly inspiring. I was greatly impressed with the effort and commitment the presenters made to improve their classes for the benefit of the students. In Japan where many students are not familiar with the concept of learner autonomy, deciding on how much structure and guidance should be given by the teacher and how much autonomy the students are ready for is always a challenge for me. My attempts have not always been successful, and I have to admit that there have been times when I second guess myself and feel I am causing confusion instead of promoting autonomy. The presenters' successful experiences and positive attitude toward perseverance certainly encouraged me to continue working on what I am doing.

The poster sessions were also full of wonderful activity ideas. One that can be easily adopted in my classes was the idea of quizzing on the textbook and course syllabus by Hana Craig and Jenny Morgan. I am planning to design similar quizzes and use them at the beginning of the coming academic year. Some items on My Learning Record where students keep their goals,

attendance, quiz scores, etc. will also be added to the version I use in my classes. These are both excellent ways to promote the students' sense of responsibility and involvement in the course.

Students Autonomy in Assessment

Since I teach many reading courses, I went to several presentations on teaching reading, where I gained many useful insights. A presentation by Hongnguyen Nguyen demonstrated how she combined the traditional written and oral book reports with Moodle-based book chats and online recorded book reports. One thing that I would like to take away from her presentation is offering students various modes of assessment, and letting them choose how they want to be evaluated. This not only allows students to take more initiative in their learning, but also to understand their strengths and weaknesses as language learners. Furthermore, assessing with online recorded book reports where students record and submit their book reports on Moodle will be added to my repertoire. I hope to try it in a third-year university reading course as a start and see how it works for my students.

Conclusion

Through writing this report, I further confirmed that the conference was a truly meaningful experience for me. I will definitely make use of what I have learned, and continue working to improve my teaching. I feel that I am now more committed to furthering my studies in learner autonomy, and hopefully to making positive contributions to the field for the improvement of English education in Japan. I am also thrilled to meet more LD SIG members and learn from them.

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Creative Writing Forum

Guidelines for the new creative writing column

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In this issue of *Learning Learning* there is a new column for creative writing titled “Creative Writing Forum” so that members can publish their work related to themes concerning Learner Development. We welcome pieces ranging from poems to short stories as well as other forms of creative writing. As a general rule the maximum length should be 1500 words. We look forward to your active participation and if you have any questions please feel free to contact the coordinator.

創造的な作文（クリエイティブ・ライティング）コラムへの投稿ガイドライン

今月号の「学習の学習」（Learning Learning）では、Creative Writing Forumというクリエイティブ・ライティングを取り上げた新しいコラムを始めました。これは、会員のみなさんが学習者ディベロップメントをテーマにした作品を発表するためのものです。詩や短い物語など様々な形式のクリエイティブ・ライティングの投稿をお待ちしております。原則として1500語を単語数の上限としています。みなさん積極的にご参加ください。何か質問があれば、お気軽にコーディネーターにご連絡ください。

Theories of Second Language Requisition

Caroline Kocel-Ross, student of Sophia university.

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While there's much research on second language acquisition
Far less is said on the topic of imposition
So today I'm taking a fresh position
Sharing theories of second language requisition.

SLR is characterized by student compliance
Grammar plus vocab, student-teacher reliance
Yes it's *possible* that some learning *may* take place here
Through sheer grit and grind, and a healthy dose of fear

In this classroom, I'm master - forget about the rest
I'm not here to teach you beyond how to pass the test
The reality of this exercise is confined to these four walls
I decide which ones of you are good at English and which ones of you are fools.

Target 800 words - less than 24 weeks
That kind of pressure really speaks
Volumes about the priorities of True Second Language Requisition;

Empty vessels, cram them with words
No added sugar and 99% context free
Out of 15 new words, you only scored 3?!
You really *must* improve your English vocabulary
A 5000 word jigsaw puzzle, finally complete
Three weeks after the test? Mostly obsolete.

And just how far are these lessons actually effective
When we look at things from our students' perspectives?

Autonomy? You ask
Then you're clearly yet to grasp
That the only reason I'm even *in* your class
Is because I need your grade to pass
This is mandatory - I'm not here for *me*
I'm here because I *have* to be

So while you roll your eyes at me and my motivation
I'll autonomously roll my eyes at this second language education
Have you forgotten what it's like to be forced to sit in a classroom against your will?
Jumping the hoops of the foreign language drill?
While the weight of the world is as much upon my shoulders as it is upon
Yours
And I'm sitting here distracted by what the future has in store
For me
And I still don't know what I want to be
When I grow up.

So forgive me, please
If I don't live up to *your* classroom expectations
And forgive me, please
If I disprove your research dissertation;
You can just call me
An "*anonamaly*".

When it comes to SLA
I think the research can lead us astray
Promising gains, so many advantages
From the acquisition of English—I mean—
second languages
When in fact
The only ones of us
Who actually ever learned a foreign language
are
a) those of us who wanted to or
b) those of us who were forced to

It's simple logic, one or the other
As for me? I thank my mother—
"It's good to learn a foreign language," she told me
"You never know when another language might come in useful," she told me
And this I agree.
But that doesn't mean that everybody
Needs to follow the same path as me.

When we go abroad, we take an adaptor plug
And if we don't?
Well then we just don't use the electric plug
An adaptor plug *is* adaptable
But that doesn't make it necessarily valuable
In your own goddamn country.

So excuse me please while I remind both you and me
That languages are only *one* aspect of this great big tapestry
That we call life

And if you wouldn't mind entertaining me,
For a moment here
Just imagine with me

Just imagine—
If artistic creativity or musical ability
Were given just half the credence of linguistic capability
How then might our classrooms be?
What change could this effect in our society?

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Featured Article

フィチャード アーティクル

The Role of Teacher Autonomy in Learner Autonomy

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Abstract



The goal of this paper is to gain a deeper understanding of the role of teacher autonomy in the development of learner autonomy. Firstly, the general attributes of autonomous teachers are identified. Next, the teacher's role in scaffolding and learner support was emphasized through the illustration of regular weekly homework assignments and learner goal-setting practices. The conclusion indicates that learner autonomy is an essential element for successful learning and the teacher's gradual withdrawal from the learning process is needed in order to foster autonomous learning skills in students.

Introduction

The importance of autonomy in learner development has been widely emphasized over the past three decades. Holec (1981) defined autonomy as one's own ability to take control of one's own learning. If we think about the classroom implications of this definition, we can assume that the control of learning is gradually handed over to students in order to create the right environment for them to develop their autonomous learning skills. Little (1991) suggests that autonomy can be developed and deployed in a number of ways and situations, including in the classroom.

In a traditional teacher-centered classroom environment, teachers are perceived as the ultimate authority, and it is they who are expected to control and direct the learning process. Since teachers have the power, they also have the ability to change learners' perception of the teacher's role and of their own learning process. Benson (2001) describes autonomy as an attribute of the learner's approach to the learning process. The development of this attribute can be linked to the learner's ability to reflect on their own learning. Learner reflection involves linking a current experience to previous learning which is especially important during the language learning process. Since language learners are expected to apply the new language to various daily life or classroom situations they encounter, which is how language retention takes place, their reflection on their own learning becomes essential in their language acquisition. According to Gibbs (1998), "It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential is lost (p.9)."

However, not all learners have an autonomous attitude towards learning a new language. Some perceive the teacher as the sole provider of the language, which ultimately leads to teacher-dependent language acquisition. One of the challenges many language teachers face is steering learners away from a passive role where they expect the teacher to spoon-feed them the new language. In order to change this perception, language teachers themselves need to be reflective. Being reflective as a teacher involves the process of self-observation and self-evaluation. Teachers need to think about what they do in the classroom, why they do it and what benefits learners can gain from that. As teachers continue to adopt this self-observation and self-evaluation, they can become more reflective about their own teaching and guide their students in the right direction to develop their own reflective learning skills. Once learners begin their own self-observation and self-evaluation with appropriate guidance from their teacher, they can gradually learn to reflect on their own learning. One of the effective ways to achieve this in a language classroom is to encourage learners to look back over their past experiences and make links with their current experience. For instance, if learners are learning how to make requests in English, this would mean referring to their past experiences of making requests while learning the language. Such practices can help learners gain a better understanding of how to reflect on their own learning and positively influence their language acquisition process.

Reflective language teaching is a crucial part of learner development and autonomy. As Voller (1997) stated, “The rise to prominence of learner autonomy as a goal in classroom settings, in turn, has led to needs for retraining and enhanced awareness both of the importance of the teacher in structuring or ‘scaffolding’ reflective learning and of the complex, shifting interrelationship between teacher and learner roles in a “pedagogy” for “autonomy” (p.1992). In other words, if students are to learn to “take control”, the teacher may need to learn to “let go” even while providing scaffolding and structure.

The teacher’s withdrawal from the learning process occurs partly as a result of their own autonomy. Thavenius (1990) described teacher autonomy as the teacher’s ability and willingness to help learners take responsibility for their own learning. His view indicates that teachers should reflect on their own roles and adapt to students’ new roles while supporting students’ development of autonomy. The realization of this in a language classroom would mean that learners need to be allowed freedom to express themselves in order to learn to reflect on their own learning.

Many teachers consider mistake correction as one of the key elements of successful language teaching, but sometimes letting learners express themselves without paying much attention to errors will give them the opportunity to learn from their own mistakes. As a result, learners will have less fear of making mistakes and develop greater confidence in the way they express themselves. Confidence is an essential condition for effective communication giving learners the courage to take more initiative and challenge themselves. This in turn helps them to articulate their ideas and feelings using more complex language and, eventually, to develop the ability to reflect on their past learning experiences. Benson (2001) emphasizes the role of reflective learning in autonomy and suggests that the “autonomous learner is essentially one who

is capable of reflection at appropriate moments in the learning process and of acting upon the results (p.95).” This can be an extremely challenging process for some learners. Thus, the teacher’s role in the effective management of this process is crucial.

If teachers themselves know that, in order to enhance language acquisition, learners need to learn from their own mistakes, then, needless to say, teachers will have the responsibility to help learners understand this process. Littlewood (1997) identified “*Self awareness*” as a key element in fostering teacher autonomy as it leads to a better understanding of ourselves as learners and professionals, of our strengths and weaknesses. Powell and Powell (2010) claimed that teachers with high degrees of self-awareness know their strengths and their limits. They are able to make an accurate appraisal of their own talents and weaknesses, they are reflective and are able to learn from experience, they take responsible risks and, when they fail, they treat the incident as an opportunity for growth and learning (p.1991). As Little (1995) concluded “Teachers are likely to foster growth in their learners if they also know themselves what it is to be an autonomous learner (p.175).”

While students are encouraged to develop their capacity and readiness to control their own learning, they will eventually reach the point where they will be able to acquire their own independent learning skills and, consequently, will begin to reflect on their own experiences (Brown, 2001, p. 89-90).

In order to illustrate the role of the teacher in developing learner autonomy, below I have given a detailed description of a classroom practice I developed, called “Regular Weekly Homework Assignment”. I have explained my role as a facilitator in the management of these assignments and the strategies I implement in order to help my students become more reflective and autonomous in their language acquisition.

Weekly Homework Assignments

If the aim of a language class is to help students improve communicative competency in English and take greater responsibility for their language learning, then learners need to be more engaged in their own learning process and teachers need to provide support and scaffolding for this. In my own classes, I usually set three major goals with my students before giving them weekly homework assignments:

- Research and discover new target language on your own.
- Use the new target language in your writing.
- Use the new target language in spoken communication effectively.

I usually have around twenty students in each class. Firstly, I have my students research the following lesson’s target language using various resources on their own. They can either do it at home or using the university library. One of the key principles of this research activity is that I make sure to refrain from influencing their findings. As a result of their initial effort, they obtain some information regarding the target language.

In order to illustrate this activity more clearly, let’s imagine that the following lesson covers adjectives for personality traits. In the first phase, I expect the students to research

information about the use of those adjectives for homework prior to the following lesson. Some students only create a list of adjectives, while some use those adjectives in sentences or list the adjectives with their dictionary definition. There can also be students who combine some or all of the above approaches. However, in the end, this will help them gain some insights into the target language.

During the second phase of the homework assignment, students need to use the language in writing. In the case of adjectives for personality traits, this could be as simple as just selecting some people from their surroundings and writing about their personality traits. Once they have finished, they send me what they have written by e-mail, and I send them a reply with feedback. The feedback allows students to observe their mistakes and revise their usage of the language on their own prior to the following lesson.

The final phase of the activity takes place in class where students are expected to use the target language points in spoken communication. I usually start off my classes with a warm-up activity in which I put students in pairs and have them talk about their daily routines, past events, or future plans. This activity usually lasts five to ten minutes. Next, I divide them into larger groups and then each student makes an oral presentation of their homework assignment to their groups.

Below is an example of a homework assignment submitted by a first year science student:

Table 1: Example of Homework Assignment

Personality Adjectives	
Positive Adjectives	Negative Adjectives
<ol style="list-style-type: none"> 1. Outgoing 2. Talkative 3. Sociable 4. Hardworking 5. Easygoing 6. Punctual 7. Tidy 	<ol style="list-style-type: none"> a. Shy b. Quiet c. Unsociable d. Lazy e. Strict f. Tardy g. Messy
<p>My best friend is called Naomi. She is very friendly and talkative. She always chats with people for hours. But sometimes she is a little tardy. She often arrives late.</p>	

These assignments provide learners with essential training that can gradually help them understand the significance of their role in their learning. Once their weekly tasks are assigned, I step back and refrain from interfering with their research and discovery. This is when the teacher's withdrawal from the learning process comes into play. My deliberate lack of involvement in the process puts them at the center of their own learning. The only time I am truly

present in the process is when I provide correction and feedback, yet as mentioned above, their findings remain uninfluenced. This also makes students realize the freedom they have to take control of their own role and encourages them to take greater responsibility for their future assignments. I believe that learners need to be given responsibility on a regular basis in order to learn to take responsibility for their own learning.

During the writing phase of the activity, most students choose personally relevant situations as they generally find it easier to use the language in this way. At that stage, my goal as a teacher is to help them develop a sense of ownership of the language. This is a vital part of their learning endeavor. In order to help them gain a sense of ownership of the language, I try to allow my students the utmost freedom to use the language of their choice. In other words, I refrain from correcting every grammar error they make unless the mistakes significantly change the meaning of their sentences. Since I respond positively to what they say, this in return, gives them more motivation and confidence for the final stage, which is when they are expected to give an oral presentation to their peers in class.

Needless to say, determining the amount of error correction depends upon the teacher's own judgment and what they expect from learners. However, in my own experience, I find that I can only determine this if I have an adequate understanding of the learners' needs and expectations. Once I surely know that I have this awareness, I can make more accurate judgments about my own expectations of their learners. If the goal of the teacher is to foster autonomy in their learners, they may need to allow learners freedom with the way they wish to express themselves.

It is also important to have realistic expectations from students as overloading them with tasks and assignments may also prove counterproductive. Many of my students have little time to dedicate to learning English and they may get discouraged by overly demanding tasks. In order to manage this problem effectively, I give my students a target word count for each writing assignment. This helps me to determine how much time they are likely to spend on their English language study. For instance, if I set the word count limit for 200 and most of them can't manage to fulfill the requirement, then I lower my expectations. Through trial and error this can be easily determined.

Encouraging Learners to Set Their Own Goals

When helping learners to develop their autonomous learning skills, teachers should also encourage them to make their own learning decisions. Gaining decision-making ability is an important step for learners to start setting their own goals. This ability may also reflect positively on their motivation. A growing body of research indicates that when students are working on goals they themselves have set, they are more motivated and efficient, and also they achieve more than they do when working on goals that have been set by their teacher (Hom & Murphy, 1983, p.104). Stiggings and Chappuis (2005) suggest that, by including goal setting and self-monitoring in the daily classroom routine, a teacher can create a learning environment that increases student involvement and motivation. Having students set their own goals can be a fairly challenging task

for most educators, particularly in schools where learners are accustomed to teacher-directed learning and perceive goal setting as one of the teacher’s duties.

Rader (2005:124) emphasizes the role of teachers in guiding students to learn how to set their own goals and lists a set of principles which include:

- Decide a time when your goal will be achieved.
- Choose a specific goal and write it down.
- Develop a plan to achieve your goal.
- Visualize yourself accomplishing your goal.
- Work hard and never give up.

In order to evaluate and reflect on the effectiveness of Rader’s principles, I conducted a survey on 28 Biological Science students during an English language class. I asked all the students to set a new learning goal following Rader’s guidelines. The table below shows examples of one of student’s goals created in accordance with each principle:

Table 2: Rader’s Principles and Student Goals

RADER’S PRINCIPLES	STUDENT EXAMPLE
Decide a time when your goal will be achieved.	My goal is to learn 90 new English words within one month.
Choose a specific goal and write it down.	I can achieve this by adding three new words to my vocabulary everyday.
Develop a plan to achieve your goal.	Firstly, I will keep a new vocabulary notebook. Next, I will write the definitions of all the new vocabulary using an English to English dictionary. Then I will make a sentence using each word. Finally, I will review the new vocabulary everyday and use the new words in class as often as possible.
Visualize yourself accomplishing your goal.	Once I achieve this goal, I will be able to communicate my ideas using a wider variety of vocabulary.

Work hard and never give up.	I will do my absolute best to achieve this goal.
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After filling in the table, all students in class had set a new goal for themselves based on the above principles. In order to evaluate their initial reaction to their own goal-setting, I designed an informal survey including three statements:

1. I have found the principles useful for my future studies. (Yes/No)
2. I would like to set my own goals by following the same principles in the future. (Yes/No)
3. I would still prefer my teacher to set my own learning goals for me. (Yes/No)

As indicated in the table below, all students selected “Yes” for the first statement. This shows that students were convinced on the effectiveness of the principles in goal setting. Twenty-four students selected “Yes” for the second statement which also means that the majority of the students would still like to follow the guidelines when they need to set new learning goals in the future. Twenty-six students selected “No” for the final statement. This indicates that the vast majority of the students would rather set their own learning goals and not involve their teachers in their goal-setting endeavors.

Since I started this goal-setting practice with my students, it has become a regular part of my classroom routines. Before we start off a new chapter in the course book, I always allow my students sometime to set a new goal based on Rader’s principles. As a result, they can develop their self-awareness and reflective learning skills, which in return, may positively contribute to their future decision-making endeavors.

Table 3: Survey Results

QUESTIONS	YES	NO
I’ve found the principles useful for my future studies. (Yes/No)	28	
I would like to set my own goals by following the same principles in the future. (Yes/No)	24	
I would still prefer my teacher to set my own learning goals for me. (Yes/No)		26

Conclusion

The main goal of this paper was to emphasize the role of teacher autonomy in the development of learner autonomy. In order to illustrate this theory, I analyzed my own role as a teacher in student homework assignments and student goal setting. As I have shown, I scaffolded both activities from beginning to end which appears to be of significant value to learners in helping them to complete the activities successfully. The teacher’s role as a facilitator here can not be understated. In fact, it plays an essential part in learner development and autonomy.

During the implementation of both activities I gradually withdraw myself from the learning

process and hand the control over to students. As other researchers have claimed, I have also found that my own gradual withdrawal from the learning process is needed for my students to become autonomous. As I illustrated in both activities, I make the utmost effort to reflect on my own autonomy by providing scaffolding and support for learners, which is the result of my self-awareness and reflectiveness. In the future, I aspire to designing more activities to further promote learner autonomy and gain deeper insights into the role of teacher autonomy in the development of learner autonomy.

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Looking Back 報告

Reflections on Creating Community:
Learning Together, Otsuma Women's
University, December 14, 2014

To see photos of the afternoon: <http://ld-sig.org/creating-community-photos/>

In bringing people together to explore learner development and community building through discussion and reflection, our aim was to keep presentations formats informal and interactive. Creating Community: Learning Together involved two rounds of digital display and poster presentations. Both rounds were followed by small discussion and reflection circles for 30 minutes in pairs and small groups in each presentation room. In total, there were 38 poster presentations/digital displays given by both teachers and students, with 48 teachers and 42 students attending. The whole event finished with a plenary session celebrating the publication of two new collections of research by the Learner Development SIG. We would like to say a really warm thank you to everyone who supported, presented at, and participated in the conference, with special thanks to the following individuals—Keiko Sudo, Martin Mullen, Agnes Patko, Ken Ikeda, Devon Arthurson, Nozomi Tajima, Jenny Morgan, Ian Hurrell, Karin Takahashi, and Alison Stewart—for sharing their reflections on Creating Community: Learning Together. Thank you, one and all!

Andy Barfield, Ken Ikeda, Fumiko Murase,
and Stacey Vye (Conference Organizers)

みなさまに集まっていただき、ディスカッションやリフレクションを通して、学習者ディベロップメントやコミュニティービルディングについて研究していただくため、プレゼンテーション形式をカジュアルにそしてインタラクティブにする事を目標としました。Creating Community: Learning Togetherでは、デジタルディスプレイとポスタープレゼンテーションのセッションを2周行いました。また1周ごとに、それぞれのプレゼンテーションルームで、ペアもしくは少人数グループでの、30分間のディスカッション・リフレクションサークルが行われました。合計48人の教師と42人の学生が参加し、教師や学生による38ものポスタープレゼンテーションやデジタルディスプレイが発表されました。そして、このイベントは、学習者ディベロップメント研究部会(LDSIG)による研究成果をまとめた2冊の本の出版を祝う全員会議で幕を閉じました。この会議の開催に協力してくださった方々、またプレゼンテーション発表、参加して下さった方々、全ての方々に心から感謝いたします。そしてCreating Community: Learning Togetherに対する様々な意見をくださり、Keiko Sudo, Martin Mullen, Agnes Patko, Ken Ikeda, Devon Arthurson, Nozomi Tajima, Jenny Morgan, Ian Hurrell, Karin Takahashi, Alison Stewartには大変感謝しております。みなさん、ありがとうございます！

Andy Barfield, Ken Ikeda, Fumiko Murase, and
Stacey Vye (会議主催者)

Keiko Sudo, Graduate School, Keisen University

I had chances to listen to the following presentations :

Jenny Morgan’s “Learning together—researching NGOs and social change”
I found aspects of the pleasure of being a teacher in Jenny’s presentation very interesting, particularly the aspect of her enjoyment of learning together with her students. She introduced one of her students who did qualitative research in an NGO for elderly people. The elderly people the student interviewed are still active in society after their retirements. The student who is not confident yet with his English did great research. It means one of Jenny’s goals in her teaching succeeded—the student is now hoping to pursue a career with an NGO. I like her idea of exploring how domestic and international chapters work together for social change. (Thank you for your tasty and seasonal tree biscuits and chocolate!)

Yukiko Aoyama’s “The living and working conditions of indigenous people: Struggling for community with the modern world”
When I talked to Yukiko, I felt her sincerity and her earnest engagement for her topic. I am sure these feelings stem from her caring for indigenous people. Her research was well explored (?) so I learned a lot from her presentation. I hope she continues researching this topic and meets many people concerning this issue domestically and internationally.

Sumika Morita’s “Meguro Children Theatre: A learning and social community for children’s psycho-social development”
Sumika’s report and research support the importance of fostering these kinds of community activities where young and older people mix and spend time together, even for a short period of time. I was amazed to know that even her younger brother was involved in these activities. I hope many young people,

including college students get involved in these kinds of activities.

Group Discussion

In the second group discussion, I talked with two university students who sincerely hope to put their university learning to use at school environments in their communities. Some Japanese teachers still teach in a teacher-centered way. We agreed that cooperative learning can be more focused so that students can decide through autonomy and learn a great deal from other individuals in many ways. To find new things from your friends is a lot of fun and you can expect a very lively environment with a lot of laughing and active exchange.

Impressions

I was able to see that in this SIG, both teachers and students are in fact creating a community with a spirit of “Learning Together” where both counterparts in a way bring up interesting and questionable aspects of their learning and express their honest feelings and exchange ideas. For example, for my presentation, those who came and listened to my presentation asked me quite a lot of questions and gave suggestions. While answering those questions I slightly became aware of what I was not sure about, in other words I was able to realize the point I was missing. I think I can include that point in my thesis. It was a big finding for me.

Teachers are learners as well as students. Is this one of the important concepts in this LD SIG?

As a Japanese student, the way the conference team organized (?) proceeded the conference was very interesting; the conference was very relaxed, with snacks and drinking, while it was very systematic in terms of time. The conference team was very warm and their instructions were very clear in the group discussions; therefore, we were smoothly guided and the discussion was pretty fruitful. Is this normal at this type of

conference? As a matter of fact, I really enjoyed it.

Thank you very much for your sincere help and support at the conference.

Martin Mullen, Meisei University

I've been to quite a few different conferences, and kind of conferences in Japan, and I've heard people say that different events have different 'atmospheres'... and to be honest, I've always been skeptical of that. They all seem much the same to me! So attending the LD Conference on December 14, 2014 was such a pleasant surprise as it really did have a different, more relaxed, friendly atmosphere than any other I'd been at before in Japan. I was presenting myself during the second session, so my comments relate mainly to the first session.

Even before the presentations started, there was a warm and welcoming feel to the event. Because it is a SIG event, I guess everybody knew more people than usual, which helped people to relax.

Throughout the first session, one thing which struck me again and again was that there was a wonderful ratio of student presenters to teacher presenters. As I mentioned during the plenary session after the first round of presentations, conferences in Japan are usually full of teachers talking about what students want, what students need, what students are interested in. Of course, this is often very well informed, well intended, and accurate, but it was a breath of fresh air to get to hear so much from the students themselves. It was a great experience for me as a teacher to hear from students directly, and know what it is that they are interested in and what their wants and needs are.

From the students' perspective (putting on my teacher's hat) I think that it is a very useful experience for students to see their teacher from a different perspective. For students to realize that there is a community of teachers out there, of which their teacher

is a part, will help them better understand and respect their teachers and where their teachers are coming from.

Overall, perhaps we don't have enough opportunities like this where we share our perspectives in such equal measures. It can be a very worthwhile and perhaps eye-opening experience for both sets of people. And through more events like this, where students and teachers attend and present together—perhaps it can help to bridge the gap that may exist between the two groups (from both perspectives).

Agnes Patko, Meisei University

Creating Community: Learning Together was a great opportunity for both teachers and students to meet and learn from each other in a relaxed environment outside the traditional classroom setting. This one-day mini conference met my expectations; that is, I could take away new ideas of classroom management and student support. I talked to other teachers about some of the difficulties I had met in my classes and we shared techniques of dealing with them. Yet, the most memorable part of the conference was listening to and discussing issues with student presenters.

I remember how anxious I was before my first conference presentation, even though I had been teaching for years then, so I was used to speaking in front of other people. When I listened to students' presentations, I recalled my own experiences of anxiety and tried to be as supportive as I could when I saw that they got stuck or forgot what they were about to say. I was impressed by their courage and preparedness. I got lots of energy from them. Let me introduce two student presentations that were the most interesting to me.

Students from Tokyo University of Science talked about how they proposed to improve the English Lounge sessions. Originally, they discussed various topics each time with the help of the teacher in these sessions; however, they were not satisfied

with this and recommended implementing debates. The preparation process for the debates was also outlined in the poster.

Unfortunately, as I arrived only a few minutes before the end of the round, there was not enough time for them to finish their explanation. Still, there was enough time for me to feel their enthusiasm. The question that arose in me after talking to them is how I could encourage my students to take such actions as these presenters on their own learning processes.

Another interesting presentation was given by a Chuo University student. The topic was about the rights of indigenous people, with special attention to the Ainu people in Japan. During my university studies I read a lot about the Ainu in various books and papers. However, in Japan I have never heard about them in the media and when I ask Japanese people about them they seem to be reluctant to answer. I do not know if it is because it is a taboo, people actually do not know much about the Ainu or are just uninterested. Thus, this was the first time I had heard about this issue in Japan. This presentation made me think about the difficulties of preserving the culture of minorities and indigenous people.

The participants at the Creating Community: Learning Together conference not only benefited from listening to teachers' presentations but could familiarize themselves with various topics that students were interested to research and present. I believe that both teachers and students got closer to each other. Moreover, it was a great opportunity for students to get to know students from other universities and talk about their research interests. I hope that in the future there will be similar events where we all can learn together from each other.

Ken Ikeda, Otsuma Women's University

As one of the conference organizers (and presenters), I had few moments to mingle in the program itself. So, I felt privileged to attend one of the first round discussions as a

moderator. I chose it on the basis of several students visiting from my university being there (they are in a teacher training program). I was surprised that four of them came, considering that I teach them on Saturdays, and had made no offer of extra credit.

The discussion group was attended by a lot of students from various universities. I asked if there were any thoughts about what they learned from the session. A native English speaker teacher (Devon Arthurson) responded first, speaking in Japanese, which really helped usher the discussion to become open and interactive between teachers and students.

Later on, a Japanese teacher (sorry, I don't remember her name) asked the students directly why they would come to a conference of their free will. Several students answered either in Japanese or English. Among them, one explained he was unable to present at the JALT National Conference in Tsukuba so he was glad for the chance to do it here. Another (one of my students) said she came wanting to learn new things and meet people. She learned for the first time what "autonomy" meant. The Japanese teacher was overcome by the willingness of these students to freely participate. She broke into tears, leading another to cry as well. Everyone was moved. Devon complimented me on the moderation, but I felt I hadn't done anything to guide it. The discussion had moved on its own to create a community and everyone had learned something together.

It was truly a magical moment and this alone made me feel our conference was worth it all. I felt the walls that separate teachers and students and between themselves (especially between students who likely otherwise would refrain from meeting due to school ranking, etc.) had come down momentarily. We could regard each other as like-minded and like-motivated participants. I told my students that what they shared in that discussion would inspire teachers to teach with reinvigorated vision for years to come.

The only question I have, which may echo many others, is whether conferences like this one, where students and teachers do freely present alongside each other, already exist in Japan. So far it remains unanswered.

Devon Arthurson, Rikkyo University

I felt incredibly privileged to do a poster presentation about increasing learner autonomy in the first round of the conference along with one other presentation by a teacher and two other presentations by students. This was the first time I presented and I was surprised by the positive feedback other instructors gave me—in addition to the interest students showed. Immediately I felt I was in a nurturing environment. Everyone I meet seemed very eager to share ideas and learn more from one another.

After the round of presentations, we had a sharing-circle style session guided by Ken Ikeda. The nurturing environment continued as Ken let everyone take time to gather their thoughts and ideas before sharing them. He also encouraged us to speak in either English or Japanese so that students would feel more comfortable participating. Some instructors attending were moved to tears as students shared their ideas. It was evident that the students were interested in actively taking part in learning and teaching. Power imbalances between instructors, students and within universities were dramatically decreased. It was a very special moment.

The students who presented and those who attended were incredibly brave to be at the conference, especially since it was predominately held in their second language. The students truly deserve praise for being there. Many instructors recognized this and tried to put students at ease by encouraging them and asking for their feedback. Though some questions asked by instructors may have been unexpected for students, I am certain that the students pondered those questions and were prompted to examine their ideas about learning more deeply. It is more

important to have students start exploring these questions than giving concrete answers about concepts as before that session they had probably never been asked to consider such things.

Though I don't have any direct questions about creating community and learning together, I hope the success of this event can be shared with others in JALT. It is important that instructors see students as wanting to be active participants in their learning despite the predominantly passive learning that Japanese students experience. We as instructors must give students at all levels of learning opportunities large or small, so they can have involvement.

Nozomi Tajima, Third-year student, Chuo University, Faculty of Law

It was the first time for me to make a presentation outside Chuo. When Prof. Barfield invited me to this conference, I felt a bit nervous, but I thought it was my big chance to collect various comments on my research topic, trafficking in persons (TIP), so I decided to join.

Actually, many listeners came and left some comments. Some said the topic was interesting, some asked critical questions to me. For example, I introduced “JK business” (female senior high school student business) as one of TIP cases in Japan; however, one listener pointed out that it contradicted the definition of TIP. In TIP Protocol, trafficking in persons is defined as “transnational” organized crime. She said JK business is “national,” and then asked why I recognized it as TIP. This point is something I have not considered, so her question gave me a trigger for further research.

Moving on to the presentations, there were various kinds of topics. Some presenters had interviews collected from sources. I think it is very challenging and important; however, sometimes we should be sensitive when contacting people. For example, if you want to research about homeless people, do you directly ask them about their situation? If you

do so, it not courteous, letting them shut their mouths. Another problem of having interviews tends to be personal. When quoting data from personal interviews, researchers should compare that data with general information. If there are gaps between them, it is interesting to research why they happened, which makes topics more detailed.

In conclusion, this conference gave me two benefits. One is that the listeners' comments motivated me to preserve in my research. The other is that I could meet people from various fields (other university students, lecturers, etc.) through listening to presentations and having discussions. Again, I would like to express my gratitude to Prof. Andy Barfield for inviting me to this wonderful community.

Jenny Morgan, Wayo Women's University

At the recent LD mini-conference I gave a presentation (NGOs and Social Change: Creating a community of student researchers) in the first round. It was exciting to be in a room with diverse presentation topics but with the common thread of 'group-work learning' and 'community-sharing of knowledge'. We reported on: a community theatre group, Ainu rights, Tohoku Children's Voices (a story project), human-trafficking, student research about NGOs and social change, and cheerleading. I was particularly impressed with the learner presentations in each room—students had clearly spent a lot of time and energy (with their teachers) preparing interesting visual materials in order to share their individual research projects with us in English. It was heartening to be in the minority as a teacher amongst highly motivated student presenters from various universities and one high school.

While I certainly picked up useful classroom tips from all the presentations I saw, for me the most useful and relevant presentation for my own teaching-learning contexts would have to be *Fostering "Active Listening" Skills in EFL Discussion Classes* by Natalie M. Gravillis, Rikkyo University (thanks

Natalie!). As a teacher, I invariably focus on planning activities, which have students practice output and produce language so they become confident and skillful speakers of English. However, language use is about multifaceted communication, having conversations and discussions, the back and forth of ideas and opinions, making meaning and building knowledge together. So, learners need to be able to not only produce language, but also to react to what they hear, to comment and agree/disagree; they need to know how to expand conversations and discussions with their classmates—they need to be active listeners as well as speakers.

One of the specific teacher issues or puzzles that I described in my own presentation was how to help my research students make the most of their 'peer-share discussion' time so that it is a really focused, useful and dynamic process (not a one-sided conversation or monologue). The aim of these discussion rounds is for students to each present their research notes, then ask each other questions so that the researcher thinks more deeply, investigates points more fully, and so refines their research. Furthermore, the peer-share discussion process aims to foster a community of researchers amongst the class members. My students do come with research to share but many have struggled with expanding their discussions and asking useful questions which help class-mates develop and refine their topics.

In her presentation, Natalie Gravillis shared a very transparent, dynamic procedure to help her students develop their "active listening" skills during discussions by learning and using functional verbal reactions, expressions for agreeing/disagreeing, phrases for checking understanding and useful follow-up questions. Right from the start of her course, she has students practise various common English reaction expressions; they use a question 'grid' sheet to encourage pairs to engage fully in their discussions and to expand the conversations about various topics.

I currently use a simple version of the above in my English communication courses and have found the transparent teaching-learning of reactive phrases and follow-up questions to be largely effective at helping learners develop natural conversation skills. I look forward to implementing a more clearly scaffolded procedure to “active listening” to enrich my research and discussion course this year.

The LD mini-conference was a rewarding opportunity to exchange ideas with other teachers and witness the ways in which students are involved in their language learning processes. For me, creating community(s) for learning together involves a constant process of sharing knowledge by asking-speaking-listening, reacting-commenting, adapting-refining and learning-teaching together.

Making Good Feedback Principles Work **Ian Hurrell, Rikkyo University**

In my interactive presentation, I discussed a learner-centered, peer-reflection activity that I use in an English discussion course that I teach at Rikkyo University which aims to develop communication and discussion skills. In a typical EDC lesson, micro-classes of 7-9 students are presented with a new discussion skill, such as discussing advantages and disadvantages of various topics. After practicing these phrases in controlled activities, the students attempt to use these skills in a 10-minute group discussion in groups of three or four. The students are then provided with feedback which they try to act upon in a second 16-minute discussion.

It has been suggested that self-assessment and peer-reflection are much more effective in developing a sense of ownership and personal responsibility in students than teacher-fronted feedback (Birjandi & Siyyari, 2010). Nicol & Mcfarlane-Dick (2006) outline seven useful principles for good feedback practice, which should be considered when designing feedback

activities. According to these principles, good feedback should:

1. Help clarify what good performance is (goals, criteria, expected standards).
2. Facilitate the development of self-assessment (reflection) in learning.
3. Deliver high quality information to students about their learning.
4. Encourage teacher and peer dialogue around learning.
5. Encourage positive motivational beliefs and self-esteem.
6. Provide opportunities to close the gap between current and desired performance.
7. Provide information to teachers that can be used to help shape the teaching.

(Nicol & Mcfarlane-Dick 2006, p. 206)

Using these principles, I created a peer-reflection activity designed to have students reflect on their discussions and their performance of certain discussion skills. In this activity, students work in pairs to discuss their performance after a diagnostic 10-minute discussion, and ways that they can improve their performance in the next 16-minute discussion. Below is an example of one peer reflection activity, which focuses on raising student awareness of how deeply they considered advantages and disadvantages of the topics in their discussion.

1. What topics did your group talk about in your discussion?
2. What advantages and disadvantages did your group say for each topic?
3. Did discussing both sides of the topic help you to have a deeper discussion?
4. What could you improve in your next discussion?

The first question is designed to activate the students' memory of the discussion they just had (in this case, the advantages and

disadvantages of studying abroad) to more easily facilitate peer-reflection in the proceeding questions. The second question has the students reflect on their performance of advantages and disadvantages in the discussion. While the third question is more formative in nature in that it has the students consider whether discussing advantages and disadvantages improved the quality of their discussion. The final question is designed to focus on closing the gap between current and desired performance by having the students decide on ways that could improve their performance in the next discussion.

While the students are discussing the questions in groups, I can walk between them listening to their reflections and ask questions if necessary, which allows me to discreetly address problems with individual students and provides me with a great source of information into the various issues that students are having in the class. Finally, after the students have finished their reflections, we summarize the key ideas together as a class, and this is used to generate focus points for the next discussion.

In presenting this activity, I was able to have many interesting discussions and conversations with the various audience members. Many of the conversations centered around the level of English necessary for students to do these kinds of tasks. To answer this question, I generally use this activity with intermediate level university freshmen, and have found that my students can usually complete this activity with few problems. In addition, as the students develop their discussion skills, I often observe that they are able to apply these skills to better reflect with their peers throughout the course. However, even with my lower level classes, my students have been able to utilize their limited resources at their disposal to reflect with their effectively with their peers. If we look at the example above, we can see that the first and second questions simply require the students to remember and repeat examples from their discussions. The third

question is more abstract, and can consequently be more difficult for lower level students, but the answer could be as simple as “Yes” or “No”. This will at least give the teacher an idea of how the students feel that can be expanded upon by the teacher after the reflection activity. Finally, the answers to the final question can be as simple as “I think we should ask more questions” or “We should give more disadvantages next time.” In my experience, even these simple answers help the students to become more involved in the feedback process and also provide me with valuable insight into the students’ attitudes toward the class which I can use to shape my teaching.

Another question from a conference participant focused on the quality of the students’ reflections. Based on my observations, I can say that when introducing these activities, it is useful to provide some simple examples of what students might say, so that they can have an idea of how to structure their reflections. However, after students get used to these peer-reflection activities, I have found that are able to engage in these activities well and provide each other with detailed, positive feedback, which I feel has a much greater impact than purely teacher-fronted feedback. Interestingly, with the large number of student presenters attending this event, I had the rare opportunity to hear their views on these issues. I was encouraged to hear that many of them would like to try this activity and would also like to have more opportunities to be more involved in controlling the course of their learning.

In conclusion, it was a very rewarding experience to interact with both teachers and students all from different contexts and backgrounds and hear their different views on this activity. Having done several interactive presentations at LD SIG events, I am always struck by how new directions to expand my research come out of the conversations with my audience. Particularly in this presentation, one person mentioned that rather than

encouraging ‘self-esteem’, which is mentioned in Nicol & Mcfarlane-Dick’s principles, the focus should be on encouraging ‘self-efficacy’. Although I can appreciate that what Nicol & Mcfarlane-Dick (2006) meant by encouraging ‘self-esteem’ is that students should feel positive rather than negative after the feedback process, the fact that the term ‘self-efficacy’ is not mentioned in these principles is something that needs to be addressed and I’m now looking further into how this concept might be incorporated into my feedback activities.

References

- Birjandi, P., & Siyyari, M. (2010). Self-assessment and peer-assessment: A comparative study of their effect on writing performance and rating accuracy, *Iranian Journal of Applied Linguistics*, 13(1), 23-45.
- Nicol, D. J., & Mcfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

Karin Takahashi, First-year student, Faculty of Law, Chuo University

When Andy said “Let’s participate in a conference!” I was very surprised and very worried about whether I could do it or not. I had negative thoughts about English and I had never participated in conferences before.

Although I participated in a conference for the first time, my mind was very changed. There were many Japanese and non-Japanese teachers and students I had never seen before. I felt covered with an English world. I felt my mind dance. At that time, I felt that I might like English.

I presented on my development of learning and using vocabulary phrases. This is not studying using vocabulary books. Outside class, as preparation each week, we watched and listened to news and global issues reports, and wrote down key points and vocabulary phrases. Finally we made vocabulary maps

about different news stories or global issues. When we used the maps in class, we could introduce the news or global issue very clearly to other people. That was the focus of my presentation at the conference.

I think I could grow by participating in the conference. The reason is that I could present with confidence. The first time I was anxious. But I presented on, and many people understood my presentation. They not only understood what I explained, but also they took pictures of my poster and notebooks. I was very happy and I got confidence about English. One of the best growth experiences for me was that I found it was interesting to be talking English with people I didn’t know about my development, my presentation, and many other things.

The conference was very exciting. There were new ideas about English education and new people to meet. I could meet and talk with the students from other universities and get to know ideas from teachers. So I want to say thanks to Andy, the organizers, and participants. Thank you for giving me these wonderful experiences. I started to think that I want to study English more. If I can, I want to study abroad in an English-speaking university. That’s my new plan now.

Thank you very much for coming to meet me!

Alison Stewart, Gakushuin University

Creating Community, Learning Together was exactly the right title/theme for the LD SIG Tokyo get-together’s mini-conference. The mix of students and teachers in every room worked really well and really did create a sense of togetherness that is inspiring to see and feel.

The posters I saw and discussed were really high quality: thoughtful and thought-provoking. I particularly enjoyed talking to Huw Davies about Silent Communities—as teachers we seem to worry when students don’t say anything. But if we can see that they are engaged and interested, if we know they are listening or reading, perhaps we shouldn’t

worry unduly? Belonging to a community means participation, but what do we mean by participation?

I also had great discussions about sustainable motivation and project-learning in elementary schools, undergraduates' depictions of autonomy, different kinds and methods of feedback, trafficking of persons, etc., and of course all the conversations on the sidelines of the conference.

This was a great, festive end to the year. I'm looking forward to seeing how the ideas and synergy from this event will develop over the next year. And I'm already looking forward to this year's mini-conference!

For more information on Tokyo get-togethers, please go to: <http://ld-sig.org/get-togethers/>

Would you like to Join the Learning Learning Publications team?

Now that we produce *Learning Learning* as a team, we are always looking for new members to join. Membership in the team is open to everyone regardless of publication or teaching experience, teaching context, or nationality. The only stipulation is that you can agree to hold the position for at least a year (*meaning that you will help with next year's Spring issue 23 (1) and Fall issue 23 (2)*). Currently, we are looking for people who are interested in filling these positions:

- **LD SIG Grant Awardees Essay coordinator:** liaises with the grant awardees to encourage and help them to publish their research essays in *Learning Learning*.
- **Review coordinator:** encourages potential contributors to send in reviews (*of books, journal articles, materials or web resources relating to learner development*) and works with them to publish their reviews in *Learning Learning*.
- **Looking Back report coordinator:** encourages contributors to report on past events related to learner development (*which can take the form of conferences, forums, and workshops, both traditional and online*) and works with them to publish their reports in *Learning Learning*.

If you are interested in any of these positions and would like to know more about them, please send me an email;

James Underwood,
Learning Learning coordinator,
jamesmichaelunderwood@gmail.com

Looking Forward 今後のイベント

The stories of our success: Narratives in language development—LD SIG forum at the JALT Pan-SIG 2015 conference in Kobe

Hello to all of you! For those of you attending the Pan-SIG conference, you are warmly invited to take part in our LD SIG forum this year. PanSIG 2015 will be held at the Kobe City University of Foreign Studies in Hyogo-ken, from May 16-17, 2015.

This year's LD SIG forum for the PanSIG conference will focus on the role that personal narratives can play in making the language-learning process more interesting and enjoyable. As we have always done, the forum will have simultaneous displays and presentations, with plenty of opportunities for audience and presenter interaction and discussion. This year we will have six great presentations for your interest and stimulation.

The role of music in building narrative, grasping metaphor, and achieving expository reach in L2 writing

Lee Arnold (Seigakuin University) and Joseph Tomei (Kumamoto Gakuen University)

The narrative is defined as an account of connected events, and this presentation will show how music can be used to aid and inspire learners to create written narratives in the L2 with cohesion, range, and depth. The presenters will explore:

- 1) how instrumental music may aid learners' construction of meaning and narrative;
- 2) how the metaphoric character of lyrics may broaden comprehension and production of long-form essays.

In conclusion, the presenters will show, through learner writing samples and lesson materials, how instrumental and vocal music may provide learners with a foundation and stimulus for both factual and creative writing.

Use of narrative flags for learners to understand and make themselves understood

Helen Hanae (Toyo University)

When learners process long narratives, telltale clusters of lexical features flag their attention to hotspots where they pause to data-mine for gist and high-priority details. Just like data-mining bots, even L2 readers and listeners of lower proficiency can use these “flags” to move efficiently through poorly understood narratives. The presenter will examine the two streamlined sets of “flag” features (selected through POS tagging and manual analysis) her learners use for academic/business reading and listening. She will also demonstrate how “flagging” Story Dice narratives and interviews to attract readers' and listeners' attentions may function to take them on more easily followed and interesting narrative journeys.

Sharing my story: learning French through storytelling in a French drama school

Yoko Morimoto (Meiji University)

To understand what a language learner may go through, and to also bring aspects of SLA, autonomy, neuro-ELT, and positive psychology into her own learning, the presenter will share her learning experiences of French to the intermediate level over the last three and half years. She will describe the most salient moments of her experience—joining a French drama school in Paris, and discovering that her

personal pleasure of open novel reading in her drama class proved lively and engaging to others. Through the recounting of such experiences as a learner, she will share further observations and analysis of what has most contributed to her progress and what may be applicable in pedagogical terms to Japanese EFL university classroom settings.

Who's holding the reins? Teachers talk about approaches to 'teaching' about autonomy

Ann Mayeda (Konan Women's University)

This presentation examines the threads from the narratives of four teachers involved in “teaching” autonomy through a three-year tutoring course designed to scaffold learners toward self-direction in setting and achieving language-learning goals within a university English department curriculum. These classes are meant for learners to gain the tools and knowledge necessary in order to increase autonomy and for the teachers to promote and support it accordingly. This discussion will center on two narrative threads—balancing the processes of discovery towards the best fit for teachers given their approaches to autonomous learning, and teaching with the increased understanding of the best fit for learners at each stage of their studies and lives. The threads seem to indicate a positive relationship between teachers and learners when there is a good match between what the teacher offers and what the learners are comfortable with.

Language identity: from minority situation to majority situation

Joel Laurier (Toyo University)

As Global English and English as a Lingua Franca movements grow in their global appeal, the native speaker model loses its relevance for language teaching. Much less talked about is the teacher as second language learner, unless it is in the teacher's homeland, despite the fact that the majority

of the world's English speakers are themselves not “native speakers.” This presentation is a first-hand account of the presenter himself as second language learner, in one of Kachru's inner-circle countries. It will show the path he took toward identifying himself as an English speaker, and how that path became even more complex as he moved to Japan. His evolving identity as a bilingual speaker in a minority situation to a minority situation in a foreign country will also be discussed.

A web of connections - learner autonomy and Web 2.0 LD SIG forum at JALT CALL 2015 in Fukuoka

Don't forget our CALL LD SIG forum right on the heels of the PanSIG! This year's CALL 2015 conference will be held in Fukuoka at Kyushu Sangyo University from June 5-7, 2015.

This year's CALL LD forum will focus on the role that Web 2.0 technology plays for language learners and teachers, with presentations and discussion on research and/or practices using Web 2.0 over a range of motivational, social and political issues involving learner autonomy. For this forum we have three lively and interesting presentations for you.

Transportable identities and social networks: a reflection on the pros and cons of out-of-class communication

Richard Pinner (Sophia University)

Accept or Decline? Some teachers encourage their students to befriend them on social networking sites (SNS), while others are understandably wary. SNS can form a very effective way of connecting with students outside the classroom, engaging their real lives and identities. It can also create opportunities for authentic and motivating communication, not just between classmates but also within a web of connections with other learners and speakers around the globe. It could also be a social and ethical minefield.

When people interact in different social contexts, they may invoke different Transportable Identities, which are either “latent or explicit” within the social context of the discourse (Ushioda, 2011). The presenter will draw on both published research and personal experience to reflect on the use of these types of Web 2.0 technology and the consequences they pose.

Affordances for intercultural learning through a Facebook exchange

Alison Stewart (Gakushuin University)

Computer-mediated exchanges offer plentiful opportunities for language and cultural learning. Facebook is an ideal medium for such exchanges because, as the world’s largest social networking service, it is familiar to many young adult learners, as well as because of the ease with which sources of information, such as text, photographs, and links, can be incorporated into dialogue. The Tokyo-Kota Kinabalu Unilink is a Facebook exchange between university students in Japan and Malaysia, in which cross-cultural pairs of students share information on given cultural topics over a four-week period. The presenter shall identify affordances for learning in one of the dialogues and consider some implications for learner autonomy and language pedagogy in university classes.

Developing intercultural sensitivity in ELF through digital pen pal exchange

Simeon Flowers (Aoyama Gakuin University)

Development of English as a Lingua Franca (ELF) is parallel to development of intercultural communicative competence. The Internet in general and Web 2.0 in particular have created greater opportunities for gaining practical experience towards developing such competence. In a quasi-experimental study conducted at Tamagawa University’s Center for English as a Lingua Franca (CELF), subjects were enlisted to participate in a six-week online pen pal

exchange using PenPalSchools.com, a Learning Management System (LMS) style tool for managing classroom level exchanges. The program recently expanded beyond the secondary level to include use with university students. Results of the study quantifying the effects of the digital exchange on student’s intercultural sensitivity development revealed increases in intercultural engagement and intercultural confidence after a six-week digital pen pal exchange. This study contributes to a growing body of research into the use of Web 2.0 to connect students in authentic intercultural communication.

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.

learninglearningjaltldsigsig@gmail.com

『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

SIG fund balance February 28, 2015 / SIG資金残高2015年2月28日		
Balance in bank account 銀行口座の残高		115,484
Reserve liabilities JALT本部預け金		368,250
Cash at hand (現金)		230
TOTAL 合計		483,964
PLANNED EXPENSES March to December 2015 2015年3月-12月予定経費		
Table rental at JALT 2014/JALT2014 全国大会テーブルレンタル代	(17,000)	
Shipping LD materials to the conferences/SIGテーブル用マテリアル送料	(30,000)	
LD SIG site cost /SIGウェブサイト経費	(7,500)	
Donation for best of JALT 2014/Best of JALTサポート	(20,000)	
1 Research grant/研究助成金	(25,000)	
3 National grants/全国大会参加助成金	(80,000)	
2 National grants/全国大会参加助成金 (¥40,000 x 2)	(80,000)	
2 Outreach grants/アウトリーチ助成金	(40,000)	
JALT Pan-SIG conference grant/JALT Pan-SIG 参加助成金	(40,000)	
JALT CALL conference grant/JALT CALL 参加助成金	-40,000	
Co-sponsor a JALT speaker/JALTスピーカー共同支援金	(125,000)	
Get-together room hire/東京エリアミーティング会場費	(25,000)	
Other miscellaneous / 他の雑費	(20,000)	
SUB-TOTAL 小計	(469,500)	
PROJECTED REVENUE March to December 2015 2015年3月-12月予定収入		
Membership 194 members/会費 (194名)		291,000
SUB-TOTAL 小計		291,000
Projected SIG fund balance December 31st, 2015 / 予定SIG資金残高2015年12月31日		
Balance in bank account 銀行口座の残高		105,234
Reserve liabilities JALT本部預け金		200,000
Cash at hand (現金)		230
TOTAL 合計		305,464

Mayumi Abe 阿部 真由美

LD SIG treasurer LDSIG財務 March 29, 2015 2015年3月29日