

# LEARNING LEARNING

## 『学習の学習』

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## In This Issue 今号について

This Spring issue of Learning Learning brings you a range of stimulating and informative contributions from our members.

In addition to the latest news update from SIG coordinators, Mathew Porter and Mayumi Abe, we have a round-up of reports from local get-together groups in Tokyo, Kansai, and Hiroshima; we have a self-introduction from new member Nat Carney; we have reports by Paul Arenson, Bjorn Fuisting, who were awarded grants to attend the JALT International Conference, and by Alison Stewart and Natsumi Magatake, who received an Outreach grant to support a trip to Rikuzentakata.

We're pleased to announce the launch of a new section for Reflective Learning Articles which features a thought-provoking article by Lee Arnold on using music in Japanese university classes to stimulate creative writing in English.

There are also reflections on the Creating Community: Learning Together 2 Get-together in Tokyo last December by five of its participants (three students and two teachers), and a preview of the LD Forums at the upcoming PanSIG Conference in Okinawa later this month and the JALT CALL Conference in Tokyo in June.

It's been a while since I edited this newsletter and in that time there have been substantial improvements to the editorial and production process thanks to the previous editors and publications coordinators. My warmest thanks go to Rachelle Meilleur for shadowing my role and doing a lot of editing

and proofreading, to the Members Voices editor, Andy Barfield, the Grant Awardees Reports editor, Yoko Sakurai, Michiko Imai for help with translation and Japanese proofreading, Monika Szirmai for layout, and finally to Mathew Porter for passing on know-how as the previous editor.

Alison Stewart  
Learning Learning Editor  
Rachelle Meilleur  
Learning Learning Shadow Editor

「学習の学習」の春号では、我々LD会員から刺激的で役立つ情報を幅広くお届けします。

まず、LD SIG コーディネーターである Mathew Porter と Mayumi Abe からの最新の活動情報に加えて、東京、関西、広島での地域支部集会のまとめの報告、新規会員である Nat Carney の自己紹介、静岡での JALT2015 参加助成金受賞者 Paul Arenson と Bjorn Fuisting、および陸前高田への旅費に使用されたアウトリーチ助成金受賞者 Alison Stewart と Natsumi Magatake による報告があります。

また、リフレクティブラーニングという新しいセクションの立ち上げをお伝えできることを嬉しく思います。今号では、日本の大学において音楽を用いて英語のクリエイティブライティングを促進するという、Lee Arnold の興味深い報告を特集しています。

昨年12月に東京で開催された Creating Community: Learning Together 2 の参加者のうち5名（学生3名と教師2名）による振り

返りと、今月後半に沖縄で開催されるPanSIG大会と6月に東京で開催されるJALT CALL大会でのLDフォーラムの予告についても掲載します。

このニュースレターの編集を始めてからしばらく経ちますが、前編集者や編集委員会コーディネーターのおかげで、編集および作成の手順は大幅に改善されてきました。シャドウとして私の役割を支え、たくさんの編集や校正をしてくださったRachelle Meilleur、「会員の声」担当編集者のAndy Barfield、「助成金受賞者の報告」担当編集者のYoko Sakurai、翻訳と日本語校正を手伝ってくださったMichiko Imai、レイアウト担当のMonika Szirmai、そして最後になりましたが、前編集者としてノウハウを教えてくださいくださったMathew Porterに、心より感謝の意を述べたいと思います。



スチュアート・アリソン（「学習の学習」編集者）



メイヤー・ラシェル  
（「学習の学習」シャドウ編集者）

## 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](#).

### *Learning Learning Team:*

Editor: Alison Stewart  
Shadow Editor: Rachelle Meilleur  
Members' Voices: Andy Barfield  
Grant Awardee Reports: Yoko Sakurai  
Translation: Yoko Sakurai, Michiko Imai & Yuri Imamura

## Learner Development SIG News Update

### 学習者ディベロプメント研究部会近況報告

*Mathew Porter & Mayumi Abe*

ポーター・マシュー & 阿部真由美

**November 2015 - April 2016**

2015年11月～2016年5月

Mayumi and I would like to begin this News Update with a brief, heartfelt tribute to the people in and around Kumamoto and Oita who lost homes, loved ones, and peace of mind as a result of the Kumamoto Earthquakes on April 14 and 16. We hope for their comfort and a speedy recovery.

In committee news, Mayumi and I would like to thank all of the different team members for working so hard behind the scenes to make sure that the SIG continues to serve its membership well. The team structure and degree of autonomy exhibited by team members is a strength of our SIG and allows us to accomplish so much. Here is what has been happening in the five months since our annual general meeting at JALT2015.

The financial team of Huw Davies and Satomi Yoshimuta faced some challenges after the JALT executive board meeting in February at which a new system for distributing funds to SIGs was decided. Under this new plan, SIGs receive a set base grant from JALT and a variable grant based on SIG membership. As a result, we received a slightly smaller overall grant this year than we had expected. However, the financial team has created a budget that will protect our financial health while continuing to provide the services we value as a community.

The grant team of Satomi Yoshimuta, Jenny Morgan, and Kris Sullivan have devised a

responsible grant structure that balances our SIG's desire to provide members with access to funding for research, projects, and conference participation with the challenges of remaining within our budget. Details about this year's grants and how you can apply for one can be found on the LD SIG website. We would also like to congratulate Sean Toland, the recipient of this year's JALTCALL grant and look forward to reading his report in a future issue of Learning Learning.

The Programme Team of Lee Arnold, Joel Laurier, and Blair Barr have decided upon themes for our forums at PanSIG, JALTCALL, and JALT2016, screened submissions, and assembled what will certainly be 90-minutes of interesting and thought-provoking presentations. These forums account for the majority of our SIG's face-to-face activities, so we hope to see a lot of members at these events. You can find out more about the upcoming PanSIG and JALTCALL forums in the pages to come.

Another way to meet LD members in person is to attend one of the Get-together events held in Tokyo, Kyoto, or Hiroshima. Although you can read reports from each group below, Mayumi and I would like to express our gratitude to Anita Aden, Agi Patko, and Chris Fitzgerald for their efforts to revive the Kansai Get-togethers. We hope they can be as fruitful as the Tokyo and Hiroshima

groups, which also deserve our thanks.

The membership team of Ann Flanagan, Barrie Matte, and Stephanie Corwin have revised the various welcome emails and reminders and have diligently contacted members every month to welcome them into our community and share the benefits of LD SIG membership. As an organization fully run by volunteers, the health of our SIG is deeply tied to our ability to welcome new members, keep current members, and convince (beg, bribe, and threaten) members to volunteer for committee spots. We hope to be able to continue building and strengthening our wonderful learning community.

Hugh Nicoll and Darren Elliott continue to make progress on the first issue of the new Learner Development Journal. The theme of the first issue is “Visualizing Learner Development” and the finished journal is expected around this time in 2017. Over the next few months, authors will be sharing ideas and information as well as reading and commenting on each other’s drafts. This process that is just getting started reflects the principles of our community in which individual practitioners with unique experiences and knowledge support each other’s research and writing activities so that we can all grow. We are all looking forward to seeing the results of these collaborative efforts.

Although the Outreach Team was officially retired at the AGM in November, we are still finishing up the 3.11 translation project. We’d like to recognize the Publicity Team—Rob Moreau, Kie Yamamoto, and Tomoko Imamura—as well as Andy Barfield, Mike Nix, Ted O’Neil, Fumiko Kurosawa, and Alison Stewart for their help putting together a press release for the Looking Back website, corresponding with the press, and providing feedback on the finished website and print copy of the bilingual reflections. We’ve spent close to two years determined to share these reflections with Japanese and English-speakers

as well as deliver a print copy to community members in Rikuzentakata, and it feels great to have (almost) achieved these goals.

We would like to also deliver a very big thanks to Hugh Nicoll for all of his work to keep the LD website updated and running smoothly. Hugh is often contacted whenever there is a trouble related to technology and we are grateful for his expertise!

Finally, we cannot forget to thank Alison Stewart and her *Learning Learning* team—Rachelle Meilleur, Andy Barfield, Yoko Sakurai, Monika Szirmai, and Michiko Imai—for putting together another outstanding issue of *Learning Learning*.

Mayumi and I are excited and grateful to be working with so many smart and competent people who are dedicated to providing so many ways for all of us to continue talking and learning about learner development. Once again, thank you to everyone who continues to make this a meaningful and irreplaceable community of learners and teachers!

*Mathew Porter & Mayumi Abe*  
*Learner Development SIG Coordinators*  
*April 23, 2016*

近況報告に先がけ、まずは4月14日・16日に起きた熊本地震で被災し、家やご家族を失った方々や精神的な被害を受けておられる熊本・大分県地域の皆さまにお見舞いを申し上げます。皆さまの安全と一日も早い復旧を心から願っています。

各チームの報告に当たり、SIGがメンバーを支える存在であり続けられるよう蔭でご尽力くださった各チームのすべてのメンバーに感謝の言葉を申し上げたいと思います。チームのメンバーたちによる結束や自律性は私たちSIGの強みであり、SIGの多くの業績の源でもありま

す。それでは、JALT2015年次総会（AGM）以降5か月間の活動をご紹介します。

財務チームのHuw DaviesとSatomi Yoshimutaは、2月のJALT執行委員会議（EBM）においてJALTからSIGへの助成金に関する新システムが決議されたことを受け、難題に直面しました。この新システム下では、各SIGはJALTからベースとなる一定の資金と、メンバー数により変動する資金を受け取るようになります。その結果、今年度私たちが受け取る助成金の総額は予想より若干少なくなるのですが、財務チームは、SIGの財務の健全性を確保し、さらにSIGが大切にしている活動を守るために新たな予算を作成しています。

助成金チームのSatomi Yoshimuta、Jenny Morgan、Kris Sullivanは、限られた予算の中でもメンバーたちにリサーチ、プロジェクト、会議参加の助成をしたいというSIGの願いをかなえるべく、助成金の見直しを行っています。今年度の助成金および応募方法の詳細は、LD SIGのウェブサイトでご覧いただくことができます。また、今年度のJALT CALL助成金受賞者であるSean Tolandにお祝いの言葉を申し上げるとともに、今後の『学習の学習』での彼のレポートを楽しみにしています。

プログラムチームのLee Arnold、Joel Laurier、Blair Barrは、PanSIG、JALTCALL、JALT2016でのSIGフォーラムが興味深く刺激の多い90分間となるよう、テーマを決定し、応募原稿をチェックし、準備を進めています。これらのフォーラムは、SIGの対面での活動の機会となりますので、当日は会場で多くのメンバーの皆さまにお会いできることを

楽しみにしています。まもなく開催されるPanSIGおよびJALTCALLフォーラムについては、以下のページでさらに詳しく紹介されています。

LDのメンバーに直接出会うその他の機会としては、東京や京都、広島で開催されている集会があります。以下の各グループからの報告にもありますが、関西の集会を再スタートさせたAnita Aden、Agi Patko、Chris Fitzgeraldの努力に私とMayumiから感謝の気持ちを伝えたいと思います。東京や広島グループの活動のように実りのあるものとなりますよう願っています。同時に、東京や広島の集会を支えるメンバーにも感謝いたします。

会員管理チームのAnn Flanagan、Barrie Matte、Stephanie Corwinは、たくさんの歓迎メールやリマインダーメールの内容を更新し、毎月、SIGへの歓迎の意とLD SIGに所属するメリットを伝えるメールをメンバーに送付しています。私たちのSIGは完全にボランティアで運営している組織ですので、その健全性は、いかに新メンバーを迎え入れ、現在のメンバーを維持し、さらにメンバーに委員会に貢献してもらうべく説得する（頼み込んだり、ワイロを送ったり、脅したり……）力にかかっています。今後も、私たちの素晴らしい学びのコミュニティを築き、さらに強化し続けられるよう願っています。

Hugh NicollとDarren Elliottは、新しく誕生する論文集Learner Development Journalの第一号発行に向けて準備を進めています。第一号のテーマは「Visualizing Learner

Development（学習者の成長を視覚化する）」であり、2017年の今頃出版される予定です。今後数か月をかけて、著者たちはお互いの原稿を読んでコメントし合い、アイデアや情報をシェアします。独自の経験や知識を持つ個人が互いのリサーチや執筆活動を支え合うことによって皆で成長していくのは私たちコミュニティの主義であり、まだ開始したばかりのこの論文集作成プロセスにおいてもそれが反映されています。この協働作業の結果を皆が楽しみにしています。

アウトリーチチームは11月のAGMで正式に解散しましたが、現在まだ3.11翻訳プロジェクトの最後の仕上げを行っています。広報チームのRob Moreau、Kie Yamamoto、Tomoko Imamura、およびAndy Barfield、Mike Nix、Ted O'Neil、Fumiko Kurosawa、Alison Stewartには、ウェブサイト「Looking Back：震災のあったこの1年を振り返って」のプレスリリースの準備、マスコミとの連絡、完成したウェブサイトへのフィードバック、日英両言語の文集出版等で尽力されました。日本語および英語話者にこれらの振り返りの作文をシェアし、さらに陸前高田市の地域の方々に文集を届けるべく2年近くの月日をかけてきましたが、その目的を（ほぼ）達成したのは素晴らしいことです。

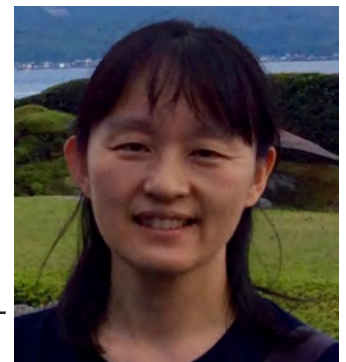
LDのウェブサイトをスムーズに運営し更新し続けてくれたHugh Nicollには、心から感謝の意を伝えたいと思います。技術面でトラブルが起きたときはいつもHughが対応してくれました。彼の専門知識に感謝です！

最後になりましたが、『学習の学習』の素晴らしい最新号をまとめてくださったAlison Stewartおよび『学習の学習』チームのRachelle Meilleur、Andy Barfield、Yoko Sakurai、Monika Szirmai、Michiko Imaiにも感謝いたします。

私たち皆がlearner development（学習者の成長）について語り合い学び合える数多くの機会を提供することに尽力くださる素晴らしい方々と一緒に活動できることは、私やMayumiにとって喜びであり感謝の気持ちでいっぱいです。改めて、LD SIGを学習者と教師が集うかけがえのない意義の深いコミュニティとして支え続けてくださる皆さまに感謝の意を表します。



ポーター・マシュー  
共同コーディネーター



阿部真由美  
共同コーディネーター

4月23日

## Getting Connected: Local Get Together Reports from Kansai, Hiroshima, Fukuoka, and Tokyo

つながりを求めて：関西・広島・福岡・東京

### Kansai

*Chris Fitzgerald & Anita Aden*

In the current incarnation of Kansai Learner Development get-togethers, a growing group of teachers have been meeting at a community center in Kyoto since November last year. The support and camaraderie found in this LD SIG group makes gathering together a positive experience each month.

In our latest meeting, the fifth, held on April 17, we began with a short discussion about new teaching positions and new challenges in our current jobs. We then went on to talk about the CEFR conference, where we had held the previous get-together in March, before moving on to discussing the use of rubrics for assessment and learner development. There was a brief discussion about creating an event for students to meet together or for students to do a poster presentation on a topic of their choosing. In response to this idea, Agi Patko described the Creating Community: Learning Together event in December 2015, where the Tokyo LD group brought together students and teachers in a joint program of presenting posters on various topics.

The discussions at the Kansai LD get-togethers have been dynamic and energetic,

with attendees keen to hear from like-minded educators in a variety of contexts and offer suggestions and advice, capturing the ethos at the heart of what makes the LD SIG such an inclusive and friendly SIG. We have managed to get good-sized groups through word of mouth and online forums, but are always looking to get the word out about our get-togethers to the broader LD community. All are welcome to future gatherings and the next meetings are scheduled for May 14, June 11, and July 19: we look forward to your participation. For more information, please join the Kansai Learner Development group on Facebook.





## Hiroshima

*Jim Ronald*

Over the last few months the Hiroshima Learner Development get-together has continued to meet, on a more or less monthly basis. We meet at a table in the lobby of the Ryugakusei Kaikan, or in one of the meeting rooms. With a total group of about 20 people, and a core of maybe 12-15 occasional or regular joiners, there are usually about six to eight of us at the meetings. We've continued, with varying success from chapter to chapter, to meet to discuss Thomas Farrell's *Reflective Language Teaching: From Research to Practice*. Our December get-together was replaced with our annual, and increasingly popular Inter-College Scrabble contest, managed by Monika Szirmai. In March, six of us met for our regular LD get-together just before the new school year started. We started by hearing each other's news and changes: new workplaces, new family circumstances, new classes and activities. One such new out-of-class activity just starting at Hiroshima Shudo University is the English Dreamers' Club. This idea was born through a student's story and the reflection of the LD SIG Talking Points blog with Naomi Fujishima last year, then revised and now being managed with a great bunch of students. We also talked about games in and beyond the classroom. These ranged from Taboo to picture shiritori to "message brick" Jenga: with DIY messages or bought readymade. (One version, "Love Jenga", sounded interesting but may not be suitable for most classes!) Exit tickets for student reflection at the end of class (see Jim Scrivener's *Classroom Management Techniques*

for an explanation) were also mentioned, and we heard about an electronic version of these available at Socrative (thanks, Ariel!). Altogether, it was a good end to the old school year—and a good start to the new one.

## Fukuoka

*Mathew Porter*

There's not much to report from Fukuoka at the moment. There aren't a lot of LD SIG members in Kyushu (perhaps a dozen or so) and the few people who seem interested in discussions or collaboration haven't been able to get together due to scheduling conflicts. Regardless, the dream lives on. I'm hoping to find like-minded educators willing to meet a few times a year to share ideas about supporting learner autonomy in the classroom and greater use of the target language outside of the classroom. In particular, I'm interested in the possibility of working together with a group of educators in Fukuoka to recreate the ACE Conference (<http://acestudentconference.weebly.com/about.html>), which provides students with two days of English discussion, collaborative problem solving, and presentations. With so many schools in the area, I'm confident that we could create meaningful opportunities for all of our students if we worked together. If you are interested or have other suggestions, please don't hesitate to get in touch <porterathew@hotmail.com>. You don't need to be an LD member to join the discussion.

## Tokyo

*Andy Barfield, Blair Barr & Ken Ikeda*

We'd like to share with you some directions for the get-togethers in 2016 where, following discussions in February and March, we are aiming to create a common focus on doing, talking about, and sharing small-scale/practitioner research into learner development issues that interest you and other LD participants.

Our first get-together this year took place on February 21. In the afternoon people shared their research histories and talked about their learner development interests for the coming year. For a more detailed set of reflections on the February get-together, please go to <http://ld-sig.org/tokyo-get-togethers/february-2016/>. At the end of the afternoon people wished a fond farewell to Agnes, who is moving to Kyoto to start a new stage in her career, and a warm welcome to Blair as co-coordinator for the Tokyo get-togethers in 2016. Talking through ideas for this year, the three of us thought it would be interesting to include as part of the April, May and June get-togethers a workshop focus for 60-90 minutes on different inclusive approaches to practitioner research on learner development issues. The idea would be that in the first part of each get-together people taking part would have space, as before, to talk about their own learner development interests, questions, and puzzles, while, in the second half, there would be an interactive workshop on a particular way of doing practitioner research on learner development issues.

For the April 24 get-together, Alison

Stewart started this new approach with a workshop on Exploratory Practice (EP) in the second half of the get-together, which included a lot of lively discussion of the concept and its possible application. A warm thank you to Alison for helping set in motion this new way of doing get-togethers. For the May 15 get-together, we are very pleased to announce that Alex Shaitan and Caroline Kocel-Ross will be leading a workshop on doing interviews, and for the June 19 get-together, Masuko Miyahara will run a 60-to 90-minute workshop on narrative research.

These workshops are expected to follow roughly the same format as for April, so again people attending will have plenty of time and space for talking about their own learner development interests. Our sincere thanks go to Alex, Caroline, and Masuko too.

If you would like to know more about the Tokyo-get-togethers, you can find information on the SIG's website here: <http://ld-sig.org/tokyo-get-togethers/>. Feel free to email us too at [ldsigtokyogettogethers@gmail.com](mailto:ldsigtokyogettogethers@gmail.com).

### LD SIG get-together Contacts

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If there isn't a local get-together near you, and you know of two or three LD members who might be interested in joining you, why not start one?

## LD SIG Members' Voices

### LD SIG メンバーの声

#### Thinking about language learning 語学について



*Nat Carney*

カーニー・ナト

[carney@mail.kobe-c.ac.jp](mailto:carney@mail.kobe-c.ac.jp)

My name is Nat Carney and I currently teach at Kobe College in Nishinomiya. I teach listening, speaking, reading, and writing classes for first and second year English majors. When I signed up for the LD SIG the last time I renewed my JALT membership, I did not expect much. My membership in SIGs in the past usually has meant receiving a publication now and then. I quickly learned that the Learner Development SIG actively contacts new members. I have been contacted a number of times with welcomes of various forms, including the last of which was the invitation to write in Learning Learning along with other new SIG members. I enjoyed reading others' introductions, and I am happy to contribute my own.

I have been teaching in Japan for about

ten years now. Like many other foreign teachers I have met in Japan, I did not expect to be here for so long. I began teaching in the United States, first as a Spanish teacher for university students and later as a Spanish/ESL teacher at the same university. Later, I taught EFL in Korea for one year, and then after a few years back in the United States, I came to Japan to teach - first to Kyoto where I worked part-time at a number of universities, then to Sanda where I worked at Kwansei Gakuin University's School of Science and Technology, and finally to Nishinomiya. I have had a very positive teaching experience in Japan, and I have enjoyed working with students here. Especially where I currently work, many of my students are interested in foreign languages and learning about other countries. As well, the students at my school work hard and are a pleasure to work with.

From a learner development perspective, I am interested especially in learners' metacognitive strategies - how they think about what they are doing. There has been a good deal of research on how language learners use metacognition when listening, and L2 listening is one of my main research interests. I especially am interested in the interaction between top-down and bottom-up processing during listening and how listeners try to use these processes to understand when listening. I am also interested in sociocultural theory and its alternative focus on the language learning process. I received my master's degree from Penn State University where sociocultural theory is emphasized, yet when I came to Japan, it seemed very fringe. I

think at least having an understanding of sociocultural theory (SCT) and the SCT perspective on language development is worth many teachers' time. Last year, I reviewed the book *Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/Practice Divide*. It is not always an easy read, but for those curious about sociocultural theory, the book details SCT's perspective on learning and tells how it is being applied for teaching and research. Overall, though I like statistics very much and I think large-scale quantitative studies have an important place in SLA research, I have recently become interested in individual approaches learners take to acquiring English and in how situational factors can influence learners' progress and perception of what they are doing. I have not done much research in this area, but it interests me.

My own language learning has taught me that things are "learned" and forgotten, and some things are more difficult to acquire than others. Some reasons for this certain might be cognitive, but without question there are affective and sociocultural factors at work as well. Whether through diligent research or less formal interactions with learners, I hope to be sensitive to the non-linear paths some of us take when learning new languages. As a member of this SIG, I look forward to learning from others interested in learner development.

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### ***The Learner Development Journal: Call for Editors for Issue 2***

With the first issue of *The Learner Development Journal* on Visualizing Learner Development well underway under the skillful editorship of Darren Elliott and Hugh Nicoll and heading for publication in 2017, we would like to invite proposals for the second issue of the journal due for publication in 2018. If you are interested in editing an issue (with one or more others) and can bring together a group of contributors with a shared interest in exploring any theme relating to learner development, we would love to hear from you by June 15<sup>th</sup>.

For further details about the aim, scope and policy of the Learner Development Journal, please see <http://ld-sig.org/ld-journal-concept/>

If you have any questions or would like to check any details with us, please do feel free to contact us.

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**Learner Development Journal Steering Team**

## LD SIG Grant Reports

### LD SIG 助成金受賞報告

#### JALT 2015: A Reflection

#### JALT 2015 参加助成金



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First, I'd like to express my gratitude to the Learner Development SIG for awarding me the conference grant and I hope that many more of the SIG members take the opportunity to join this year's JALT conference in Nagoya.

In 2015 JALT's annual international conference was returning to what some people call its "spiritual home" at Granship Arts and Convention Centre in Shizuoka. For me it was also a return to the sight of my first ever JALT conference back in 2009. Since then, the conference complex has gone through a major renovation but it felt like it was still "home".

The JALT International Conference is a great opportunity to catch up with new research and old friends, see the latest

materials that have been published, and get fresh ideas for the classroom. To make the most of the weekend I decided to arrive early and join the Welcoming Party on Friday evening. The atmosphere was friendly and relaxed, and it was a breeze to get my conference badge and bag. I was set for the weekend.

Two of my main research interests are Peer Review in writing and Extensive Reading. I am also interested in bilingualism, but more on a personal level as I'm keen to know how best to help my own children develop their language skills. So these were areas that I intended to focus on when I was planning which sessions to attend. Here are some of my highlights from the weekend.

#### Saturday

The first presentation that I had pencilled in was the Bilingual SIG's *A Discussion on Adding Biliteracy to Bilingualism*. It featured three presenters who shared their experiences and results of attempting to bring up their children biliterate followed by a panel Q&A. Although all presenters were quite different in approach, child rearing philosophy, and presentation style, they each gave valued insights and helpful advice. One presenter had been very systematic in the teaching with a structured approach including phonics training, checking reading speeds, and learning targets. Another presenter had instead decided to focus on the children's interest and build the learning around that. All presenters emphasised reading to their children and interaction with family and friends who speak

have a challenge on my hands trying to get my own two children to learn to read and write in more than one language, but I left the meeting encouraged by their examples and guidance.

In the afternoon I went to what turned out to be the most inspiring presentation of the whole weekend. It wasn't a presentation on any research, it wasn't about teaching or by a teacher, but it was a powerful message delivered extremely skilfully. The National Geographic explorer and TED presenter Aziz Abu Sarah shared his story about growing up in the occupied territories of Palestine, losing his brother, escaping from the situation, and eventually returning to start a peace initiative. Mr. Sarah set up an exchange program whereby a Palestinian volunteer visits a school in Israel and an Israeli volunteer goes to a school in Palestine. By talking to the children, they aim to help youngsters understand the other side. Mr. Sarah also shared footage taken by children in the war-torn Syria as part of a National Geographic initiative. It was a truly moving and quite emotional event sponsored by National Geographic Cengage as part of the launch of a new TED Talks textbook. I realised that in Japan we are extremely fortunate living in a peaceful society with almost no violence and, on the whole, sufficient food, shelter and education available. For my own teaching, this presentation made me think about how powerful stories and images can be for provoking thought and igniting action.

I had to follow this excellent presentation by doing my own poster presentation. Poster presentation is my favourite way of presenting educational research since it gives you a chance to interact more with your audience and get immediate feedback on your presentation. Two colleagues, Jeremy White and Brett Morgan, and I have been looking into student and teacher attitudes towards the use of peer review in EFL writing classes for the last three

years and we were presenting our latest data in a poster. We had previously looked into student and teacher attitudes from a mainly quantitative perspective (White, Morgan & Fuisting, 2014; Morgan, Fuisting & White, 2014) but this time we added the qualitative aspect by including teacher interviews. We also included another year's worth of data from the students. Some of our main findings were:

- Most students find value in using peer review
- Students don't feel criticized by peers' comments
- Most students don't worry about hurting classmates' feelings
- Most students believe they need to be trained before undertaking peer review

In the coming year we hope to conclude our study by publishing the findings from this research project.

After having talked to conference goers for 90 minutes about peer review, my two colleagues and I finished the day by attending the *Best of JALT awards* where the top presenters from the past year were recognised. Since JALT is varied in both geographic location and interests, this annual award ceremony gives you a chance to see which presenters have been recognised from all over the country. It was also a splendid and social way to round off the first full day of the conference.

### Sunday

Sunday started bright and early as I received the Learner Development SIG's Conference Grant and then attended the Extensive Reading SIG's extremely engaging Colloquium on *Defining Extensive Reading*. Even though I have been using ER in my classes, have read a lot on the topic, and have been involved with the ER SIG, it is always refreshing to come and listen to other people's practice and research. There were eight speakers sharing both

practical advice and research on ER. One of the most engaging of these was the educator and author, Jane Spiro, who showed us the difference in the process of writing graded readers compared to other genres of writing. Her comparison of how the storytelling differed yet was similar in one of her poems and one of her graded readers was delightful. It was clear to the audience that Spiro is an educator, a researcher and a writer, as well as a keen reader, and I felt that most of the audience aspired to become more like her.

- Fluent, sustained comprehension of text as meaning-focused input
- A large volume of material
- Reading over extended periods of time
- Longer texts that require comprehension at the discourse level.  
(Waring & McLean, 2015, p. 165)

In addition to these four, however, additional principles listed by Day and Bamford (2002) in their Top Ten Principles of ER may be added depending on the teaching context. Not only did this presentation provide the findings from cutting-edge research, it also confirmed my own belief about what is important in ER. In the past when I have tried to adhere to all top ten principles put forward by Day and Bamford, they have clashed with the institutional requirements and with how my students learn. With just four core principles it makes it much more practical to implement an ER programme in a variety of settings and also adapt it to students' needs. Next year I will ensure that my own ER teaching does follow these core elements but I will not feel forced to comply with the original list of ten if certain principles do not suit the institution, students, or my own teaching preferences. At the end of the colloquium there was the *Great Graded Readers Give Away* when some of the publishers donated graded readers for the

teachers to sample and use with their students. I walked away with advice, information, inspiration, and resources.

### Conclusion

Overall, I found that it was the informal things like the international food fair and old friends, the unexpected things, like the TED-style presentation, as well as the stories that stuck with me. Reflecting on the two days, I was pleased that I went, that I learnt a few things, and that I got a couple of leads for improving my teaching. But mostly, I was pleased that I got renewed inspiration and energy to continue to do my best as a teacher, researcher, and parent.

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## Aiming for Autonomy: Reflections on a 36-year career and the 2015 JALT International Conference

### 学習者の自律性を培うためのアプローチ — 英語教育の現場における36年間と JALT国際会議2015に寄せる考察



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In 2012, my wife and I gave up long-term employment and moved to Kyushu. Since the 2011 earthquake and nuclear disaster in Fukushima, we had become fearful for our safety as we were living in a radiation hotspot along the Sumida River. My new job was very different to the previous teaching I had done, where I had been able to pursue learner-centered approaches, and which I had found to be very energizing. In the new job, I was now a “trainer” (in the company’s parlance), drilling my students in exercises designed to help them pass TOEIC and be “successful”. When I tried to do something different and bring the real world into the classroom, my efforts felt clumsy and preachy, and the students did not respond well. I felt alienated in this teaching context and I was unhappy with the teacher that I felt I was becoming.

The grant from the LD SIG was thus a godsend as it helped me to see past the obstacles put in my path by the disaster and our move and refocus my attention on the needs of my learners. In the following report, I trace my journey as a critical pedagogue from my beginnings as a teacher in New York through to the new awareness I have gained about dealing with sensitive issues in my classroom.

### The Road to Critical Pedagogy

Thirty-five years ago as a new teacher at LaGuardia Community College in New York, I taught remedial English classes. One day, Sandra, a young single mother, opened up to me about why she thought she couldn’t write “proper” English: she was, in her mind, stupid. In fact, her high school teachers used just those words and she had come to believe it.

At the time, I was using Community Language Learning-Counseling Learning (CLL-CL), a humanistic approach based on the work of Carl Rogers. Part of this involves validating the learner as a person by using “understanding responses” to discover where she is (in all senses, both linguistically and socially) and helping her chart a path that facilitates learning. By the end of the semester, she was writing beautiful essays (even if not 100 percent grammatical!). She had found her voice.

Over time, I broadened my outlook to include an awareness of the essential unfairness that conspires to stop people like Sandra in their tracks and hold them back. Sandra was thus my introduction to critical pedagogy, an approach that looks at the social, cultural and political contexts in which language teaching and learning occurs (e.g., Benson, 1997; Pennycook, 1997; see also Scott Thornbury’s blog, *An A to Z of ELT on Autonomy, Critical Pedagogy, Empowering Education*, Earl Stevick, and Ira Shor)



## Teaching in Japan

When I moved to Japan, I was no longer teaching inner-city students, but I found myself most drawn to those students who believed they were stupid and incapable of learning, “poor learners,” as I had once even viewed myself in high school math class. Many of my students with poor self-images were from Japan’s hard-to-see but very real underclass: the working poor, *zai-nichi* and *burakumin*, those with developmental disorders, all but invisible in a society which calls itself homogeneous in order to ignore the issues brought about by inequality. Gradually, it became clear that I needed to bring this world into my classroom if language teaching was to have any meaning to me and for my students. Increasingly, critical pedagogy was added to the mix, particularly critical media literacy, and most of my students responded well to this.

Then 3.11 struck, and our lives were turned upside down. Moving to Kyushu was traumatic, as my wife and I had to settle for low-paid, part-time work, and it became harder and harder to maintain face-to-face contact with friends and former colleagues, let alone pay the bills. Moreover, I felt that my teaching principles were being compromised. I did not become a teacher in the first place just to train students to pass standardized tests. I was sick with anger towards the lives wrecked by Tokyo Electric and I desperately wanted to bring that reality into the classroom. Yet my students resisted my attempts to examine and debate what was going on in Japan (Arenson, 2015). Like a person whose lover has been wrested from him by a giant wave, I felt bereft. This was the situation I was in when I went to the JALT International Conference in Shizuoka.

## A Reawakening

At the conference I attended presentations by Hugh Nicoll and Andy Barfield on approaching global issues in the classroom, and I saw how students were allowed to invest time in selecting topics, choosing and analyzing research materials and writing about or discussing what they had learned. In Andy’s case, for example, scaffolding was provided with articles that piqued the students’ interest, and there were links to previous student research and note-taking strategies such as mind maps. This hit a chord because global issues were no longer working for me in my classroom of elite engineers.

As a “radiation refugee” whose own life had been turned upside down by Fukushima, I have rather firm views on the complicity of the government and nuclear power industry in the disaster. I had been choosing materials on controversial issues, including nuclear power, for my students without considering that they might see things differently, especially since among the products their company makes are components for nuclear reactors. Talking to Hugh and Andy, I began to understand why my approach had been backfiring to the extent that a few students were even hostile toward discussing any political issues. It was clear that the students were picking up on my strong anti-nuclear views through the songs and videos that I used in class, and this may have inhibited them from expressing opinions that contradicted mine.

## A Reencounter With Carl Rogers

John Spiri’s talk on mindfulness in the classroom was also an unexpected reminder of a philosophy that had inspired me greatly earlier in my career: Carl Rogers and the use of those understanding responses I first encountered 35 years ago with Sandra, where

an empathetic teacher simply tries to reflect back what she thinks the student is feeling. John took a question about “non-compliant” students who refuse to cooperate, just coming to class and sleeping. Rather than get angry at the student, why not, John asked, try to see things from your student’s point of view? In his case, he simply asked the student if he was tired, thus starting a dialogue that helped him feel *understood* and bringing the student back into the classroom emotionally.

It is easy to be lead astray when one’s own life events get in the way of seeing clearly. We must work with the hand we are dealt, and Andy, Hugh and John helped me realign what I was doing in the classroom with the teaching philosophy I did not want to discard. I took away from the conference a plan: from then on I would place emphasis on helping students select a controversial topic, learn how to paraphrase what the author says, how to look for contrasting arguments, and how to develop one’s own point of view. But I would be careful not to impose my own worldview on them. I would guide, I would listen, I would reflect back to them the difficulties they had in confronting the life questions they encountered.

### Ta-Dah!

In the semester that had just started at the time of the conference, I provided my students with a list of possible research topics, asked them to add their own, and with them discussed a variety of research sources without steering them toward the conclusion I hoped they would reach. I waited for them to encounter the voices of those who write about the inequalities, the absurdities, the unfairness that is all around them, rather than call attention to them myself. Some took note of these voices and still concluded that all is well. Others said they are not so sure. And a few even ventured to question the status quo.

I began to enjoy teaching again as I saw the students tackle topics that they themselves had chosen such as the death penalty or free trade.

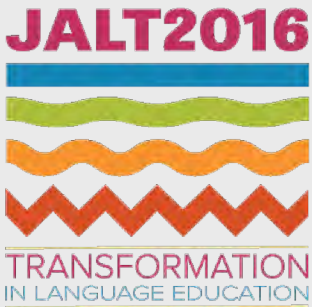
I have begun to see my “trainees” as the people they are and stopped worrying about whether or not they are critically aware of the issues that affect the world they live in. It is probably one of the hardest teaching situations I have ever been in, but, thanks to my conversations with John, Hugh and Andy, something new is being born.

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**JALT2016: Transformation in Language Education**

Friday 25th to  
Monday 28th  
November, 2016



[Aichi Industry & Labor Center – WINC Aichi](http://www.winc-aichi.jp/)  
Nagoya, Aichi Prefecture, Japan

## LD SIG Outreach Grant Report: Visiting Tohoku

### LD SIG アウトリーチ助成金受賞報告： 東北を訪れて



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As a grateful recipient of a Learner Development SIG Outreach Grant in 2015, I would like to thank the Grants Team for approving my application and thus helping finance (retrospectively) a trip to Rikuzentakata in Iwate Prefecture in July 2015, the purpose of which was to clear a path to publishing a website and bring the LD's Tohoku translation project to completion. The grant paid for the cost of a Shinkansen return ticket to Ichinoseki for Natsumi Magatake, who was my graduate student at the time, and who agreed to accompany me in the capacity of an interpreter. For this report, I have conducted an email interview with Natsumi to talk about that experience.

**Alison:** How did you get involved in the essay translation project before the trip?

**Natsumi:** A number of students from our

seminar translated essays the Kesen Junior High School students wrote into English. I was one of them. After we had finished translating the essays we were assigned, we worked in pairs and checked each other's translations. After that, we worked together in a translation workshop. Here we standardized our word choice, that is, we agreed on ways to express certain words. For example, we agreed to use both *tsunami* and *tidal wave*. We also used a word list sent to us by the project editors to accomplish this task.

**A:** What do you feel you got out of that experience?

**N:** I felt that it was difficult to translate the students' experience into appropriate English. We struggled to express certain Japanese phrases like 「これからもよろしくお願いします。」

This sort of means, “Please keep on supporting us”, but not completely. So it was interesting to think deeply about the meanings of everyday expressions and their translation, especially in the context of these students' essays.

**A:** After that experience, you graduated and rejoined Gakushuin as a graduate student, didn't you? Because we saw a lot of each other over the following two years, I came to rely on you very often for help in corresponding by email with people from Rikuzentakata, especially in the summer of last year.

The translations had all been completed by the end of the previous year, and we were ready to launch a website. But at that point we realised that we didn't have permission from the children, or rather, since they were minors, from their parents or guardians, and so ethically we couldn't proceed with the website. Of course, we should have thought about this much earlier and asked the school to help us get these permissions right at the time when we agreed to do the translations. At this point, three years after the children had written the

essays, it was very much harder. The children had all graduated from the school and moved on, our main point of contact, Kazutoshi Musashi, who had been president of the school Parent-Teacher Association, and who had suggested the project in the first place, was no longer in that role and had no connection with the school, and the school principal had also changed. When we contacted the new principal, he was not interested in helping us contact the students to ask for permission.

So it was then that we thought about traveling up to Rikuzentakata and talking to the principal in person. We weren't sure who should go, but after some discussion and reviewing of schedules, it was decided that I would go with Caroline Kocel-Ross, who would be going on afterward on a fieldtrip with her university, and with you, Natsumi.

N: That's right. I went to Kesen Junior High School with you and Caroline as an interpreter. We met Musashi-san at his new ramen cafe in the town of Rikuzentakata, then drove to the new school building, which is situated a few kilometers away from the coast, and met the school principal, Suzuki-sensei and his deputy, both of whom had been recently appointed to their jobs at the school. We told them about our work and negotiated with Suzuki-sensei for permission to publish the essay. He listened to us kindly and finally agreed to help us.



Kesen Junior High School

A: Before we went to the school for our meeting, Musashi-san took us to see the old school building, which is now unused. What were your impressions of the old and new schools, Natsumi?

N: First of all, I was really surprised at how close the old school was to the sea. So it was hard to believe the fact that all the students had survived on the day of the tsunami. In the area around the old school, there were no houses where people lived. I heard that the people who used to live there have all moved away because the area was so devastated by the tsunami, and probably they will never come back again. I asked Musashi-san a question, "Why don't they come back now?" He answered that it was taking such a long time to repair the area and people could not wait. I was really shocked to hear that...

On the other hand, the students in the new school were very cheerful and polite. They said hello once they saw us entering the new school building. This building was a little bit smaller than the old one, but it had a warm friendly atmosphere.

A: I agree, there was a nice feel to the place. I was very impressed by the new school principal, Suzuki-sensei, and the care he expressed for the children and the people who lost so much in the disaster. Of course, I was also delighted that he agreed to help us track down the families of the students who wrote the essays we translated, and I have to thank you for the very important part you played in helping that discussion go smoothly. As a result, about half of the families sent back permission for us to publish the essays on a new website (<http://lookingback311.wix.com/start>). Given that nearly three years had passed since they had written the essays, I was surprised and relieved that we received so many.

My last question to you is perhaps more personal, Natsumi. You are starting work

as an English teacher at a high school in Saitama this April. Do you think that our trip to Rikuzentakata has affected the way you think about English teaching and your future career as an English teacher?

N: This experience will certainly affect my future as a teacher. I came to think that the reason for learning English is to have more opportunity to get and give information. That is, if you speak English, you can learn more about what you want to know. And you can tell more people about what you have learnt. But this experience also affected me on a personal level. It is very difficult for most high school students to imagine how terrible disasters are because they live in peace. I'd like them to realize the importance of their families and their lives.

A: I think that is one of the main things I too have learned from working on the translation project and traveling to the area that was affected by the tsunami. Even though I experienced the earthquake in Tokyo on 3.11, my life returned to normal quite quickly. For the Kesen Junior High School children, life would never be the same again. Even today, five years later, many families are still suffering from housing, employment, and health issues that are the direct result of the disaster.

It's been important to me as a teacher and as a long-term resident of Japan to gain some awareness of these problems and to share my concerns with students and others. I believe strongly in the value of bringing social issues into the language classroom, but I sometimes feel that this practice can be somewhat sterile or distant from those issues. The Looking Back 3.11 translation project was one of those rare occasions where I could feel practically as well as emotionally connected with the people in the Rikuzentakata area who were affected by 3.11 and its aftermath, as well as with my

students, including Natsumi, who agreed to translate their words and their feelings. For me, this has been a high point in my career as a teacher. To other SIG members who may be considering doing projects with their students that aim to make a difference, I offer my warmest encouragement.



Looking Back: This Past Year After the Earthquake

震災のあったこの1年を振りかえって

<http://lookingback311.wix.com/start>

## Reflective Learning Article

### リフレクティブ・ラーニング

#### Reflecting on the Use of Music on Creative Writing in an L2 Classroom

#### 音楽を用いたクリエイティブライティングのL2授業の考察



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This song is like a feeling of a young mother going somewhere to abandon her children, she does not have money to feed her children, so she will abandon her children in front of a house that looks like with a rich family inside, with a family richer than her, so probably the children will have a better life. For me this song demonstrate the unstable feelings and thoughts that she had when she go to abandon her children. At the beginning she feel that she is doing the right thing, with her act her children will be more happier in other family maybe her children can achieve something great! But in the way to the place she get regretful, she think about her living with her children, with many problems that her children causes but which makes her happy.

*(From a first-year Japanese university English writing class learner)*

The composition above was submitted for an assignment in one of my first-year English writing classes. The task was for the learners to write short stories to pieces of instrumental music, and I assigned it out of curiosity for what it might yield from them in terms of writing creativity. I was inspired by a conference presentation by Milne (2012) on the use of ambient music in a writing class. In his presentation, he explained how he used such music to stimulate more heartfelt expression in his learners and greater creativity with descriptive vocabulary and compositional exposition. I was motivated by the promise of his findings to investigate what effect a similar approach with music might have with my learners, and what they would produce.

Upon reading this composition, I was immediately struck by the learner's rich, moving response to the piece of music he chose to write about – the French jazz pianist Jacques

Loussier's version version of J.S. Bach's *Siciliano in G Minor* ([https://www.youtube.com/watch?v=3Y\\_kRyuoVw8](https://www.youtube.com/watch?v=3Y_kRyuoVw8)). It is perhaps all the more moving as the learner's grammatical errors do not detract from his ability to write with great empathy.

Indeed, a number of the learners' stories and texts demonstrated a similar expressiveness and imagination. While some of the compositions were longer, and some were more sophisticated than others in terms of grammar and exposition, I considered this assignment an overall success in terms of learner engagement and task realization.

### Conventional Orientations of L2 Writing Instruction

The noticeable improvement in the learners' level of engagement in this task compared with the tasks they usually did prompted me to ask why creative composition rarely, if ever, appears in much L2 writing pedagogy or textbook assignments. This is not to criticize any particular textbook for my classes. Indeed, I had selected a textbook for this class and found that it was useful and effective for other assignments. Nor can I blame the syllabus; I wrote it myself with the textbook in mind knowing that the learners I would get would mostly be freshmen who would most likely need the structure of a textbook. But the fact that I had to go completely outside of the syllabus to assign a piece of creative writing struck me as odd. I wondered why creative writing was not part of a standard syllabus, and why this had not occurred to me sooner.

Further consideration of this question also brought me to another realization—that learner creative expression also rarely appears as an object of study in most L2 writing research. Kramsch (2006) makes the point that researchers in both TESL and TEFL seem to “have given more attention to the processes of acquisition than to the flesh and blood individuals who are doing the learning, [...] separating learners' minds, bodies, and social behaviors into separate domains of inquiry,” with the effect that “the cognitive and the social have been seen as distinct entities” (p. 99).

This tendency to separate the intellectual and emotional sides of the language learning process also seems to be reflected in the conventional orientation of many second and foreign language curricula. Hanauer (2011) observes that language instructors are more often than not “directed by the imposition of abstract standards, the requirement for particular teaching methods and evaluation tied to external standardized tests” and that in such a mindset, “language learning [...] is defined overwhelmingly in linguistic, structural, and cognitive terms” (p. 1). Student evaluation consequently becomes narrowed to abstract criteria, feeding in turn a research focus that, however unintended, characterizes language learning in abstract terms. Hanauer continues that “the experiences, emotions and symbolic transformations inherent in the process of learning a language are erased and superseded [...] by the overriding emphasis placed on the communicative and cognitive aims of language usage,” wherein “it seems natural to avoid any discussion of the human in the classroom and to emphasize the learning and testing of a decontextualized code” (pp. 1-2).

Smith (2013) raises a further issue with such an orientation. Speaking within the context of learner reading, he makes the point that the bulk of reading material assigned to learners to write about is, more often than not, creative in nature. “Among the most valued texts in any language are creative works,” he notes, adding further that “when we give students extensive reading, we recommend graded readers that are overwhelmingly fiction” (p. 12). Nonetheless, “when EFL teachers ask students to produce written work, they usually ask for well-organized facts and explicit opinions: descriptions, essays, reports” (p. 12). The gap between how learners assimilate

the ideas and language they encounter and what teachers usually seek in written production is stark, all the more when teachers expect learners to engage with the material yet write within a framework that tends to exclude the most interesting aspect of the engagement – the subjective and visceral responses of the learners.

Against such a tendency, an expressive component to L2 writing, where learners are encouraged to write freely and imaginatively in the target language, might be a worthy avenue for exploration in practice and research. On this point, a quote from Widdowson (1993, cited by Hanauer, 2011, p. 5) sums up what dedicated learners aim for and where such a direction might lead: “You are proficient in a language to the extent that you possess it, make it your own, bend it to your will, assert yourself through it rather than simply submit to the dictates of its form” (p. 5).

### Creative Expression in Language Learning

A growing body of literature has nonetheless considered the subjective and creative side of L2 language learning and acquisition (Zamel, 1982; Gould, DiYanni & Smith, 1989; Carter & Long, 1991; Crystal, 1998; Hanauer, 2004; Kramsch, 2009), with the aspect of subjectivity in particular raising incisive questions on the connection between language, learning and identity. On this note, Kramsch (2006) proposed that, while the language learning process may potentially threaten learner identity, it might also become an opportunity for identity re-creation. She characterizes the language learner as occupying a transitional “third place,” an area “filled with memories of other languages, fantasies of other identities” and with “linguistic anxieties and communicative joys, of symbolic gamble and subjective power” (p. 98). Seen from this perspective, the endeavor to master another language is bound up with one’s whole being. “Because it is not only a code but also a meaning-making system, language constructs the historical sedimentation of meanings we call our selves” (p. 99).

This holistic view may be anticipated in Asher’s Total Physical Response (1969); it is central in Gardner’s Theory of Multiple Intelligences (1983); and it is even supported by Krashen’s Pleasure Hypothesis (1994). Unifying each of these positions is the sense that learners acquire language when it is meaningful to them, and this occurs not through mastery of discrete clusters of techniques or through an all-encompassing methodology, but when they have the freedom to capture and filter what they find meaningful in their own terms.

Such a view prompts questions on how creative expression may be stimulated, and it is here where music may be relevant as a spur to learner creativity. Perhaps with Asher’s (1969) work in mind, Murphey (1992) explores the affirmative role of music through its somatic and motivational effects, as well as in facilitating vocabulary learning. He notes the pedagogical value of songs given their popularity, their ubiquity in media and public spaces, and in the phenomenon he cites from one of his previous studies as the “stuck-in-my-head” tendency of songs to echo in the mind after listening (Murphey 1990).

Larsen-Freeman’s (2000) book-length treatment of differing teaching methodologies examines Desuggestopedia and the role Lozanov gave to music in his original conception and name of Suggestopedia (1978). In the approach, classical music is used to set various moods as a background to story reading by the teacher and dialog practice and expansion by the learners. A key principle of this methodology is to remove “the psychological barriers learners bring with them to the learning situation” through “techniques to activate the ‘paraconscious’ part of the mind, just below the fully-conscious mind” (Larsen-Freeman, 2000, p. 81). In particular, the teacher



dialog-reading is matched to the music so that “the ‘whole brain’ (both the left and the right hemispheres) of the students becomes activated” (p. 82). This is consistent with Lozanov’s (1978) belief that music was effective in working through the blocks learners unconsciously placed out of fear or lack of confidence.

Even before I had investigated the literature, my own excitement at what my learners were able to produce from my trial of creative writing to music led me to consider how much more their intrinsic interest could be motivated and engaged when a personal space was opened up for their writing. That such research supports my intuitions on the value of stimulating creativity in the classroom leads me now to review some samples of learner writing.

### Using Music to Stimulate Creative Writing

Inspired by Milne’s (2012) successful experience with ambient music, I decided to use instrumental music in four of my English writing classes with mostly first-year learners at two private universities. I chose four pieces of music, ranging from sparse to more layered in aural and instrumental density: the Bach interpretation by Jacques Loussier, a Miles Davis jazz-fusion piece, an acid-jazz performance by Ronny Jordan, and a short Frank Zappa composition that was a blend of jazz, avant-garde classical influences, and rock. My hunch was that different kinds of music might elicit different responses from the learners. My choice of instrumental over vocal music was based on this rationale: to create an atmosphere of discovery and fresh encounter where learners could explore a sense of scene and experiment with characterization without distraction from song lyrics. To bolster such an atmosphere, I deliberately selected music they would not likely have heard before.

I played the four pieces of music on CD and iTunes in the writing classes and asked the learners to free-write a short paragraph to each piece of music in their notebooks. For each paragraph, I asked them to imagine a different scenario to the music and urged them to write whatever came to their minds from what the music suggested to them.

Prior to the classes, I uploaded video files of each piece of music onto the two learner-teacher blogs I kept for each university. In class, via computers or on their mobile devices, I then asked the learners to choose the one musical piece they liked best or thought was the most interesting, and expand on their original paragraph about it. I asked them to submit their work in typed form in the following class.

### Samples of Learner Writing

Overall, the written compositions varied in length and quality, with more proficient learners tending to submit longer texts. Nonetheless, samples of this level of writing demonstrated some surprising depictions with play of contrast within their characterizations, such as this one written to Miles Davis’ “Portia” (<https://www.youtube.com/watch?v=0nuNfDYhq6Y>):

In a certain house, thief comes up. The thief gets closer to the room on his tiptoes. When he goes into the room, there is a girl. She is a cute and beautiful girl, and fall asleep. The man falls in love with her at first sight. For a while, she wakes up and surprises him. And he forgets an original purpose and kidnaps her.

This sample effectively conveyed, in its brevity, a scene with an unexpected twist.

With a similar brevity, but depicting a quite different atmosphere, the following sample was written to Frank Zappa's "Little Umbrellas" ([https://www.youtube.com/watch?v=v5JBqKYo\\_Xk](https://www.youtube.com/watch?v=v5JBqKYo_Xk)):

I imagine many a place with many adrenaline and laughs in the air. Many lights, many people, many feelings, many dramas on the stage and many hopes and dreams delivered for children and teenagers! But also for adults, it breaks the common sense that adults do not have dreams because they lived long time to give up their dreams for "real life." In this place, those type of people can learn that dreams are also real! This place is a circus.

In some cases, quite differing interpretations emerged from the same piece of music, such as these two short samples based on Ronny Jordan's "After Hours" (<https://www.youtube.com/watch?v=NTymOEuJNlc>):

This has a negative image. The boy was very fat. When he was walking, he stuck in a hole. He was fat so he didn't get out of a hole. He was writhing in pain. Many people assisted him but he did not get out. He reflected on what he had done for the day. He decided that go on a diet.

By contrast, the piece brought out a quite different setting and character for this learner:

I am Jenny. I am 24. I work as a fashion designer. There is a café I go there almost everyday. The café's master is a middle-aged man and he has a cute moustache. The coffee which he made is always tastes good and the music in the café which he selected give me a cozy feeling. I am attracted by him unwitting for a long time but I don't want destroy "the master" and "the denizen" relationship. Because I remember that he said once that he would never be married. So I decided that I would come to this café until it be closed.

One tendency that emerged was that the more dense the musical instrumentation and structure the more impressionistic the writing tended to be. Such density may have hampered imaginative processing and vocabulary choice, and raised an obstacle with learners of lower proficiency, further accounting for the brevity of their work. By contrast, less-textured music, such as the Bach piece, brought forth the most imaginative writing, and offered particular stimulation to more comparatively advanced learners. Here is one submission from a more proficient learner based on the Bach piece ([https://www.youtube.com/watch?v=3Y\\_kRyuoVw8](https://www.youtube.com/watch?v=3Y_kRyuoVw8)):

The main melody was very beautiful but sad. I felt the sound of piano fantastic, and I also felt something mysterious. It brought me to the world of fantasy, separated from the reality. It made me imagine the story.

In a small town in Austria, there was the calm lake floating some red lotuses. It was in the park far from any buildings, and it was near the forests. The silence controlled the all-time in the park. The place was not warm but little bit cold. The season was early spring. No one was there but a crying young girl sitting on the bench in front of the lake. She looked twelve or thirteen. Her face was pain badly because she lost her favorite clarinet given by her grandmother. She would often play the clarinet in the park and she loved the time passed so slowly.

She knew that she had to go home and tell her grandmother the truth. But she was reluctant to do so then. She did not want to see the sad face of her grandmother and did not have any courage confessing her mistakes. So she wanted to stay in the place any one was not. Only stars knew where she was and what made her cry and stars were shining for her for a long time.

This piece, much like the sample in the introduction, depicts great tension between an idealized state of affairs and a harsh reality, set against an otherwise idyllic background, and characterized with depth and sophistication.

Overall, many of the learners across a range of proficiency were able to create a variety of characters and settings for their compositions to music, commensurate with their level. The experiment with music produced a successful collection of writing that gave the learners a novel way to express themselves in the L2. After the assignments were completed, I gathered and uploaded some of their samples on my blogs to showcase their efforts and for all of them to read and reflect on.

### Reflection and Implications

Creative expression may be the most personal of writing for learners to explore and perhaps this is why it is so engaging and motivating. Yet it still appears to be largely untapped as a pedagogical tool. Holistic language development in general and writing instruction in particular must nonetheless include room for the development of expressive language for the motivational possibilities this facilitates. An index of language proficiency is marked when learners claim ownership of language, and such a capacity in writing is as pragmatically central to the development of well-rounded productive skills as their ability to write clear, logical essays on factual topics. The growing body of research on creativity in language learning and the rewarding experience of writing that I have described imply that teachers could expand opportunities for learners to engage in exercises of creative expression.

This exploration of music for learner creative writing admittedly centered on samples of music that I had selected for the moods, compositional characteristics, and sonic dynamism I knew they possessed. In future, I would like to explore how learners not only respond to other forms of music I have in mind, such as non-Western samples of music, but also music that they choose themselves. Would they respond differently to music with which they were familiar and with which they perhaps associated particular memories? This also raises a much larger question: What role does non-linguistic input play in the language learning process? This question may be answered better within the context of semiotics rather than applied linguistics. The promise this task in the use of music for creative writing demonstrated may call for some exploration of areas where semiotics may be relevant to language learning and acquisition.

While there is still much for me to explore in research, I have sound reasons to believe that any materials and activities which foster creativity in writing classes may inspire more heartfelt learner involvement, unlock learner creative potential, and provide opportunities for learners to widen an emotional linguistic repertoire and thus enhance their L2 development. This kind of development furthers Widdowson's (1993) dictum on learner ownership of language and serves as an exemplary aim for teachers to direct their learners toward.

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## Appendix

Links to music used:

Jacques Loussier - *Siciliano in G Minor* (J.S. Bach): [https://www.youtube.com/watch?v=3Y\\_kRyuoVw8](https://www.youtube.com/watch?v=3Y_kRyuoVw8)

Miles Davis - "Portia": <https://www.youtube.com/watch?v=0nuNfDYhq6Y>

Ronny Jordan - "After Hours": <https://www.youtube.com/watch?v=NTymOEUJNlc>

Frank Zappa - "Little Umbrellas": [https://www.youtube.com/watch?v=v5JBqKY0\\_Xk](https://www.youtube.com/watch?v=v5JBqKY0_Xk)

## Looking Back

### 報告

#### Reflections on Creating Community: Learning Together 2

#### 「第2回学習者ディベロプメント研究部 会コミュニティの創造：共に学ぶ」につ いて

Agnes Patko, Andy Barfield, & Ken Ikeda  
パトコー・アグネス、バーフィールド・アンド  
リュー、イケダ・ケン

*Creating Community: Learning Together 2* took place on Sunday December 13 2015 with over 35 poster presentations/digital displays by both students and teachers. Thirty-four teachers, 34 students, and two parents took part. This small-scale, informal afternoon conference offers opportunities for students and teachers to learn together from each other about different experiences, questions and issues to do with learner development. As the final Tokyo get-together of the year, we aimed to keep presentation formats informal and interactive. At *Creating Community: Learning Together 2* there were two rounds of poster presentations and digital displays, with each round followed by small discussion and reflection circles for 30 minutes in pairs and small groups in each presentation room. The conference finished with a plenary session where the website for the SIG's 3.1 Children's Accounts translation project was launched and everybody at the conference had a chance to share reflections and questions about creating community and learning together.

We include here five reflections by presenters at the 2015 informal afternoon conference. Our thanks go to everybody who helped at participated in the conference, as well as to Junsei Goseki, Rob Werner, Erina Iwasa, and Shuhei Yamada for contributing their reflections on CCLT2.

#### Learning and Solving Puzzles Through Communication コミュニケーションを通じて学習と問題解決を する

Agnes Patko  
パトコー・アグネス

After the successful informal conference, *Creating Community: Learning Together* in December 2014, I was looking forward to the second one in 2015. I was glad to see that many people attended and created a friendly and positive atmosphere.

Although, as a presenter, I did not get to see other presentations during the first round, I got valuable feedback about my research. I presented about a correspondence project, in which my Japanese students and students from my university in Hungary participated. This was the first time I had presented about it; therefore, besides talking about what and how I was doing with my students I wanted to know what other people thought about it and what they would recommend me to do differently. Questions and comments from the participants helped me to gain deeper understanding of the preliminary results and identify different possibilities for analysis.

In the second round I visited several presentations on various topics. I had the opportunity to see both the teacher and student perspectives on different teaching-learning situations and managed to interact with “subjects” of stories of success. I was especially impressed by stories about how students took responsibility for their own learning and how they gradually became more and more autonomous learners. One of the most memorable stories was a first-year female student’s. She had volunteered abroad to help build a house in Indonesia for people who had become homeless after a natural disaster had stricken their region. At first she felt useless there. She could not do hard, physical work nor could she speak much to locals. However, she tried her best to express her feelings in English and it brought her closer to the local community.

At this informal afternoon conference I was happy to see that it did not matter who was a teacher and who a student. People treated each other equally friendly, which contributed to a relaxed atmosphere. Presentations and discussion made me think about various factors of teaching and learning. A few questions that came up for me are as follows:

\* There were a number of presentations by teachers addressing difficulties resulting from students’ lack of motivation in writing tasks (e.g. thesis and home paper). I was wondering whether students’ lack of motivation or unproductivity in writing tasks corresponds to insufficient instruction on academic writing at the beginning of their university studies. Is it a result of students entering university with a low level of active language knowledge, which universities try to improve by providing a greater number of general English language classes than academic skills classes? I also wonder what students think about these questions.

\* There were several students telling their stories of how they had become more autonomous and learned to make decisions about their own learning. It was great to hear them and I was happy to see students from different universities share their experiences or give each other advice on learning. I wonder if they do the same at their own institutions as well. Do students get a chance (in class or at any kind of events) to talk to their classmates, peers, seniors or juniors about their learning successes? I hope so. If not, where or when should teachers provide space for it? Could students be encouraged to take the initiative in this?

I believe that such events can aid the communication, mutual understanding and cooperation between teachers and students; therefore, I am looking forward to next year’s Creating Community: Learning Together event.

### Learner Development SIG –学生として参加– 学会への個人的回顧

五関順盛, 学習院大学修士1年

私は担当教授のシュワート先生より、11月のJALT国際大会と12月の大妻女子大学でのSIGで自分の研究のプレゼンテーションを行う機会をいただいた。学生としての自分の参加経験を振り返り、自分に起こった変化を出会った発表や参加者の方々を含めて紹介させて頂きたい。

今振り返ってみると、11月の学会では予想以上の規模の大きさに圧倒されて、また非常に年齢層が幅広い教師の方々、たくさんの国籍の人々がいて、適応するのに時間がかかった。英語を教えている人々から話を聞く事は自分が望んでいたことではあったが、中々自分から話しかけることが出来なかった。11月の学会が終わったときには大きな安心感を得て緊張感がほぐれた気がしていたので、ある程度ストレスを

感じていたのかもしれない。しかしながら12月のSIG学会は規模が小さく、学生も参加者の約半数ほど参加しているのが見え、自分としては無意識のうちに安心感を覚えていたのかもしれない。最初は中々口が開けず、先生方や学生にも話しかけることが出来なかった。しかし、最初のプレゼンテーションのセクションが始まり、Patko先生のポスターで「日本人の学生がハンガリーの日本語専攻の学生と英語でコミュニケーションをとるという形で、ハンガリー人の日本語専攻の学生に対し日本人学生が教えるというポジションをとることができる」という主旨の発表をしていた。学生・教師・年齢などという個々のアイデンティティはコミュニケーションに大きく影響するが、彼女のプレゼンテーションを最初に聞いた事で、私はこの学会ではできる限りのことを他者から学び、自分の学生というポジションに関係なく、できる限り伝えられるようにしたいと考えることができた。

参加者の発表では、明治大学の学生が「World Peace Game」という政治的な交渉を英語で行うというアクティビティを紹介していて、学生たちが主体的にゲーム内容を紹介してくれた。彼らは英語専攻ではないということが印象的であった。また、別のセクションでは大学のセミ学生による「SAGEプロジェクト」という発表が非常に学べるが多かったものかもしれない。そのプロジェクトは約20人のゼミの学生が数年に渡り行っているプロジェクトで、高校生、大学生、ビジネスパーソンという3つの完全に異なる存在を繋げようというものだ。これは、なぜ高校と大学、そして社会人と

いうものが離れていなければいけないのかという疑問に挑戦をするようなプロジェクトであり、非常に興味深かった。他の学生達からもユニークで興味深い内容の発表を色々と聞くことができた。

発表の中には、マシュー先生の「3.11 Looking Back Together」では2011年から現在までの東北や、震災・電力の様子を発表していた。震災が与えた被害、電力、原発の情報は普段あまり情報として耳に入ってくることはないの、約5年前のできごとであるが、地震や津波のことを思い出し、考えることができた。そして、回顧することの大切さ、これは震災だけに限らず、過去を振り返る事で自分たちは色々なことを学べるのだと改めて感じさせられた。

回顧というと、SIG学会では発表のセッションが終わると10分ほど議論をする時間が設けられたが、今思うとなぜ私は積極的に発言をしなかったのだろうかと考える。色々な要素が原因となっているはずだが、後悔をしている時点で自分にはまだまだ足りないところがあると感じた。総合として学生は私を含めてもっと主体的に、積極的に活動するべきだったという点がある。ある時は積極的、主体的に行動ができて、いかに環境の変化によってそれが変化しうるかということの良い例であった。しかし、このように回顧をすることで改善し、次に繋げることができればよいと思えた。

私は、「信頼」ということをテーマに発表を行った。普段、関係の中であまり言葉としては意識しないであろうこの「信頼」がどのように先生と学生が捉えているかを調査した。場

にいた先生・学生の方々合わせて約30名程度にアンケート回答のご協力を頂いた。私が色々な発表を通して改めて、または新しく「気づき」があったように、私の発表を聞いて下さった先生、学生の人にも同じ「気づき」があれば、私の発表は大成功であると思う。そしてまず何よりも、あの場で私が大事だと思う事を「教える」ことが出来たならば、私の成功であると感じる。今回の12月のSIG学会を終えた時には、11月の国際大会を終えた時にあった安心感などはなく、もっと多くの人と話したいと言う気持ちになっていた。自分はこのような気持ちになっていたことから、この「コミュニティ」に参加することができて良かったと思った。

最後に、学会に参加して疑問に感じた事を2つ紹介。

#### 1. なぜ英語の先生は英語を教えるのか？

自分自身で、なぜ英語に関する修士号を取得したいのかを考えるきっかけになった。1つには、英語圏の文化、ヨーロッパやアメリカが好きだということと、英語が好きだからである。また、英語をある程度勉強して使えるようになったことから、世界中の人と話すことが出来るということが素晴らしいと思った。自分が英語を教えるならば、この感覚と経験を他の人にも共有してほしい、そして全く異なる人々から英語を通じて異なる価値観を学ぶ大切さを伝えたい。英語を教える人はそれぞれ英語を教えたいと言う理由を持っているはずである。この学会で私たちは、先生方と生徒たちとコミュニケーションが出来たため、この質問に対する答えについて考えるきっかけ

けを与えてくれたかもしれない。中学校・高校で英語を教える日本人教師がより多く参加して、なぜ英語を教えているのか、そしてその考えをネイティブの先生方と共有することが出来れば、とても有意義になるのではないだろうかという風に感じた。

#### 2. 責任感、達成感などのコントロールの所在はどこにあるか？

学会で先生方のプレゼンテーションを聞いて、先生方は想像以上に英語を教えるということに責任感を持っているということを感じた。日本の大学生たちに英語を教えるのは簡単なことではないが、先生方が教室で思った様いかにないことを学習者のせいにするのではなく、彼ら自身に責任を置くことで、教育は成り立っている。言い換えれば、教師は教える事を止めるまでは教師、学習者として成長をやめることができない。これは、学ぶ側も同じで、学習者が言語学習の失敗をテスト・教師・教室など周りのものだけの要因・原因していたら学習者自身が変わるのも、学習を成功させるのも難しくなるのではないだろうか。学会では振り返る事の大切さや、態度・心への変化を与える事の大切さを学ぶことが出来た。これは、私自身がこの学会から有意義な行動、そして結果を得ることに責任を感じていたことによって可能だったのでないだろうか。したがって、重要なことは自分に変化を与えることが出来るのは、周りのものではなく、自分自身であると考え直す事である。



## Personal Reflection as a Student on the Conference

*Junsei Goseki, Gakushuin University, Masters  
1<sup>st</sup> year*

Thanks to my Master's supervisor Alison Stewart, I had the chance to be involved as a presenter in both the Learner Development Forum at the JALT International conference in November 2015 in Shizuoka and in Creating Community, Learning Together 2 at Otsuma Women University in December 2015. Here I would like to share my thoughts and experiences about the conferences and what I learned from them.

In retrospect, the international conference in November was quite overwhelming for me in terms of how huge the scale was and how varied the experiences and backgrounds the participants, so it took a while for me to adapt. I had hoped to listen to people who teach English, but I did not feel confident enough to ask any questions. After the conference was over, I had a feeling of achievement and I felt the pressure on me had gone.

The LD SIG conference in December at Otsuma Women University was not that big compared to the international conference, and about half of the participants were students, which naturally made me feel more comfortable. In the first hour, I was there without speaking out and talking to anyone. When the first round of presentations had opened, however, I started to feel that I didn't need to keep silent. At first, I stopped by at Agnes Patko's presentation. She explained the change in Japanese students' roles and the feeling of confidence they gained by teaching something to Hungarian students who were majoring in Japanese. From her presentation, despite the fact that our different identities, such as age, gender and whether being a teacher or a student, strongly affected me, I was able to be aware again of

the importance of challenging these barriers to learn and teach things best.

In the section by student presenters, I found many interesting things. The students of Meiji University introduced the "World Peace Game" in which participants negotiate as representatives of each country over political disputes. I was impressed at how passionately they explained the details in English despite the fact that they are not English majors. I was also impressed by the SAGE project. The project attempts to connect high school students, university students and business people, and has developed over several years through the involvement of about 20 university seminar students. It was amazing because in general, high school students do not communicate with university students. Also business people do not usually have any chance of interacting with students. However, members of SAGE have tried to encourage people who belong to the three different groups to blend.

Mathew Porter's presentation, "3.11 Looking Back Together", reminded me of the days I had volunteered in Tohoku. He talked about the history of the worst disaster in 3.11 in 2011 to the present in terms of tsunami-hit areas, power plants and electricity. As I rarely have access to this information, it was really informative and beneficial, which allowed me to think back the event almost 5 years back. In this section, I believe I learned to think that it is important to have a reflection, not only on the past events like the disaster, but also on what has actually happened to ourselves, because we can learn from making these connections to our own lives and reflecting on them.

Speaking about reflections, I was allowed to discuss what we have learnt from the presentations after each round. Looking back, I wonder why I was not active in being open to the discussion. Probably there were many reasons for that, but the point that I feel

the regret about is that there were many ways in which I could improve my participation in discussions. The students including me at the conference could have been more active towards the activities at the conference as a whole. I knew that I must have drawn more benefits from the conference about teaching and learning but I actually couldn't do as I expected myself to be able to do. This kind of reflection, however, allows me to consider what I should have done and could not so that it allows me to have a change myself.

At Creating Community: Learning Together 2 I gave a presentation about "trust", something which we generally don't think about as a concept in learning, but which is very important in relationships. I asked participants about trust based on relationships, responsibility, awareness, competence and confidence in their teaching and learning in classrooms. I was able to collect about 30 answers from the teachers and students. Just as I found myself discovering new things and reconsidering things I take for granted, I hope I was able to encourage other participants to reconsider their thoughts of trust in their own ways, and in that case my presentation was of great success there. After the SIG conference, as I did when finishing the international conference, I felt that I wanted to have more time to talk with as many different people as I could. For this reason, I was happy to be able to share my time with people there in the CCLT 2 learning community.

To close, I would like to introduce several questions I considered after the conference.

#### 1. Why do English teachers teach English?

For myself, I wonder why I want to get a MA in English. One reason is I love the culture of Europe and America including the people. Needless to say, I also love the language. Also once I become somehow proficient in English, I get to love to

communicate with people around the world. If I teach English, my answer to the question is that I would like to share this feeling and experiences with other people and to convey the importance of learning different values from very different people. I would like to ask all of English teachers why they teach English. They should have reasons. The conference gives us the great chance of exploring possible answers to this question, because we are all able to communicate both teachers and students where I was able to consider the question. I think there should be a lot more Japanese English teachers of junior and high school at the conference to share their experience with non-Japanese English teachers.

#### 2. Where is your locus of control?

Throughout the conference, after listening to teachers' presentations, I felt that if not all but almost all of the teachers are responsible in their teaching. It must be hard to teach English to Japanese university students who are not easily motivated to learn. However, it is likely that a flower blooms when a teacher does not see the failure because of students but because of their teaching. In other words, teachers should not forget to improve as a teacher and as a learner until they stop teaching. That's the way everything might improve. It is true in when we learn something, if we tend to attribute the failure of learning to surroundings such as exams, teacher, classrooms and etc, we might find it hard to change and develop what we should. At the conference I learned a lot of things including the importance of reflection and being responsible for getting meaningful actions and effects from that event.

It is always important to think that it is not others who can change me but it is rather I who must change myself and take responsibility for my own learning and continuing development.

## Improving Data Analysis Instruction より効果的なデータ分析指導をめざして

Robert J. Werner, Kanda University of  
International Studies

ワナー・ロバート、神田外語大学

Three students and I presented on our reflections of a process-based course that I taught for the first time in the Spring 2015 semester. I would like to reflect on the data analysis process, which one student focused on in her part of the poster presentation, because it was the one area I felt was not successful during the course. During the presentation and reflection sessions, I received valuable suggestions both from participants and from one of my student co-presenters that I think will help me to improve the activity in the future.

The course was a third- and fourth-year elective on social issues, which I had personally developed. It was intended to be a more advanced version of the university's new first-year curriculum, in which content is learned through various genres of texts, as well as activities where students develop different skills. The processes are repeated throughout the course, so students can improve in areas such as leading discussions, analyzing data, and critical thinking, as they learn the content. In this case, critical thinking mostly involves exploring the course material more deeply through writing original "why" and "how" questions and discussing them in small groups. While this has always been part of the curriculum, the other processes are new. Since the new curriculum has only been taught for one year, the students in my class had never learned in this way. Therefore, the course was experimental, with an eye toward the future.

As the name *data analysis* implies, students analyze their own data, which they create through formulating and asking survey questions. In encouraging

students to be autonomous in how they went about the activity, I deliberately did not tell them how to do it (aside from a brief handout). I had incorrectly assumed that everyone knew how to conduct a survey from doing a similar activity in a previous course. (As it turned out, most students either did not remember how to do a survey or had never done it in the earlier course.) In addition, since the task was unfamiliar, they wasted a lot of time trying to get started, and many of them fell behind.

In my student Emiri's, conference presentation, she reflected on the data analysis process. In a thoughtful and constructive way, she not only detailed why she felt it did not work well, but also offered a suggestion on how to improve the activity in the future. It was refreshing to receive critical feedback from one of my students, and I also think she had an excellent suggestion. Emiri said that the topic (race relations in the US) was too difficult and that she did not remember how to conduct a survey from her previous course. She suggested that there be a mini data analysis activity, so students can learn how to do a survey and become familiar with the process before having to do it all on their own.

There was one moment during the presentation that was especially meaningful in not only helping me to reflect on this activity, but which I was also able to connect to my student's suggestion. One participant talked about a possible problem related to students' familiarity (or lack thereof) with the task type and content, and he drew a small graph with four quadrants to illustrate it. I believe he mentioned the principle it represented, but I cannot recall what it was. Based on my recollection of the conversation, I tried to recreate the graph. However, after trying several possibilities and reflecting on what would best fit, the end result (see Figure 1) differed from what I remembered. In the

graph, memory relates to how well students remember the content, and familiarity relates to how comfortable they are with doing the activity.

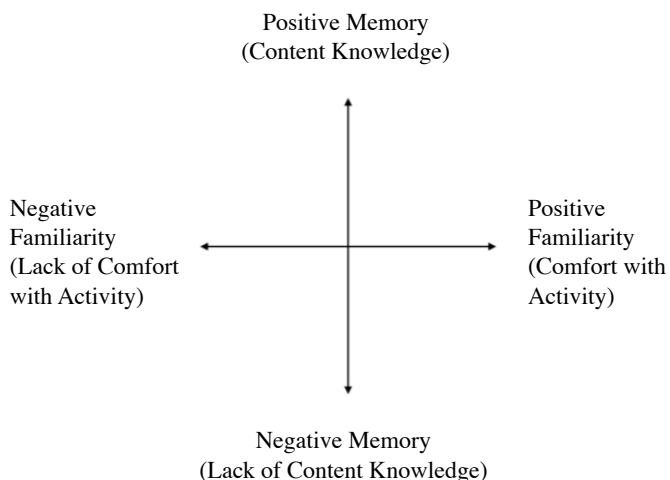


Figure 1. Students' memory of content and familiarity with an activity .

As can be seen in the graph, the upper right quadrant represents students' familiarity with both the activity and the content. On the other hand, the lower left quadrant represents unfamiliarity with both. The activity in its current form was an example of the latter, which goes a long way toward explaining why it did not succeed.

After seeing this visual example during the presentation, listening to my student's suggestion, and talking about both in the reflection session, I realized that I could have avoided confusion by practicing the activity (and teaching more about doing a survey) with content students are more familiar with. One such possibility is racism in Japan, as students at this university will have heard about or studied it, and it is also related to the course content. Using more familiar content, I could better structure the activity, explain both why and how to do a survey, provide examples of questions and analyses, and maybe even incorporate some communication strategies (one of the other processes). This way,

students would better understand *how* to complete the activity. It would then be one fewer obstacle when they design a survey on less familiar content, such as racism in the US.

I am extremely grateful to my student for making such a wonderful suggestion, which in hindsight should be obvious, but that I overlooked in an attempt to provide freedom and flexibility. I am also appreciative of the participant who drew the graph to illustrate the problem, thereby leading me to see a possible solution. As I combined the two, I had a framework for how to teach the data analysis process next time in a way that will hopefully be clearer and more meaningful for students.

Since this type of activity is analytical, students need to learn about and understand how to use different types of skills in order to successfully complete it. My experience in teaching data analysis, reflecting on it, and planning to teach it again has raised several questions, which might be useful for others who are interested in trying a similar activity:

- \* Is it important to teach survey and data analysis skills to high school and university students? Why or why not?
- \* How can teachers effectively prepare students to design a survey and analyze data (including creating and discussing different types of graphs and/or other visual representations of the data)?
- \* What strategies are useful for teaching students how to explain data analysis and survey results to their peers?
- \* In what ways do learners deal with data analysis?

## Talking With Students and Teachers From Other Universities 他学校の学生・教員とのコミュニケーションを通して

*Erina Iwasa, Meisei University*  
岩佐恵莉奈、明星大学

CCLT2 was a nice experience for me. It was the first time for me to participate in an informal conference and give a poster presentation. Before CCLT2, I did a presentation in Belarus and it was a kind of formal presentation. So, I couldn't speak with other presenters and members of the audience. But in CCLT2, I could talk with many people and get a range of advice about my studies.

My academic interest is “The Image of ‘Sousyokukei Danshi’ in Recent Japanese Animation.” It is a kind of gender study. So, when I arrived at CCLT2, I was nervous because I thought my focus did not match this conference’s concepts. However, many people were interested in my study and gave me some comments to improve my study by, for example, trying to collect questionnaire responses, and thinking about how I can use the insights from my study in education. I had never talked to students and teachers from other universities so their comments helped me. It was interesting for me to talk with them. At the conference, I could have a good time. Using this experience, I will study more and more, and write my graduation thesis.

私は、いままでに二回学会に参加したことがあった。しかし、その二つは一方向的な発表形式だった。そのため、今回のインフォーマルな対話形式は初めてでどうやったらよいのか最初はつかみづらかった。しかし、実際にやってみると人の意見を聞きやすく、フォーマルな形よりやりやすく感じた。私の研究はこの学会にはあまり適していないと思っていたが、多くの人に来ては真剣に話を聞いてくれてい

た。それに加え、たくさんの意見をくれたため、違う視点からも考察できるようになった。これによって、よりよい論文を書いていきたいと思う。

また、ほかの学生や教員の発表は私が今まで考えたことのない発表が多く、とても興味深いものがたくさんあった。卒論に関することや、人との関係性、学習方法など多種多様でとても刺激になった。他大学との交流は少なかったため、学生との交流ができてよかったと思う。

## Coming to Talk With a Positive Mind 挑戦する気持ちを強く学んだCCLT2

*Shuhei Yamada, Chuo University*  
山田 周平、中央大学

I think that motivation is the most important part of this conference. Even if I understand English no matter how much, there is no meaning if not going to talk. Of course, it is bad not to be going to talk English because I can't speak English well.

In the past, I have talked with foreigners. However, I have talked with foreigners when they have asked me how to buy something a train ticket or which train they have to ride. I have tried to talk English. Of course it was in poor English. But, they have tried to understand of my explanation. At that moment, I have understood “I should speak English even if I can't speak English well.”

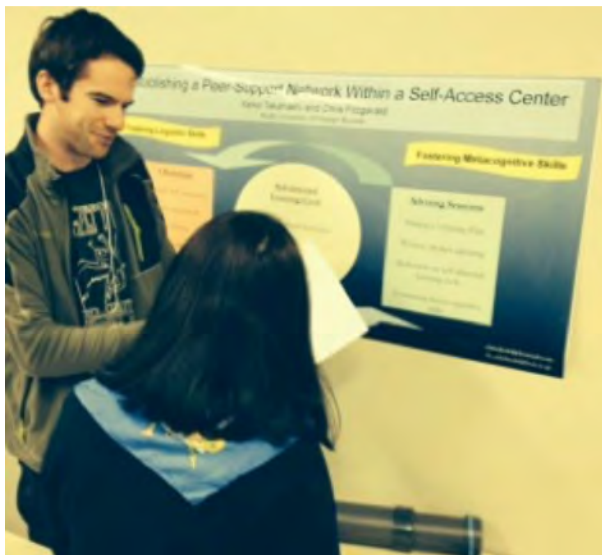
I went to this conference with that mind. And, I thought I had to talk English positively. At time to hear other people's presentations, I was very surprised. Because of most people spoke English very positively. Yes, they were very enthusiastic.

Next, I will introduce the contents of my presentation. Students of “Moreau class” tried to keep a “Listening Log.” It is very simple, but slightly serious. We listen 5 English listening resources every week, and summarize it in a note and illustrate by a

class. It has raised ability of my listening and talking comprehension. So, we decided to explain it how we accomplished the "growth" in this presentation while throwing in the change of the notebook.

At last, the time came that I had to give my presentation. I thought that I have to speak English well. Of course, with very a positive mind. However, I was not able to talk so well. Because of this I could talk with the person I was talking to, but it was not possible for me to talk to other people very much. For the reason, I was scared.

To sum up, I am still scared to speak English now. But, this conference and participants told for me that I should talk with courage. It is not good for me to speak English with a shy mind. I can talk positively. I have to challenge myself. Actually, I was able to finish this conference. So, I can talk English with ability of listening and talking from "Listening Log" and have a positive mind from this conference and speaking to foreigners. And, I think that "The most important thing is... never give up." Thank you.



## Looking Forward

### 今後のイベント

#### The 2016 Learner Development SIG forums

#### 大会でのLDフォーラムの予告

PanSIG 2016 - Innovations in Education  
Nago-shi, Okinawa-ken, Meio University,  
May 20-22, 2016

Learner Development SIG Forum:  
*Starting a new conversation: Using new approaches to ensure new learning*  
Saturday, May 21 - 4:15-5:40PM,  
Kogitoh Room 105

Our education system tends to value compliance, conformity, and complacency. In the effort to innovate our classrooms, old mindsets often resist those pioneering new approaches. But just as ineffective as those resisting change are those who abandon fundamental principles of learning for the sake of “innovation”. In the digital age, technological devices may spur innovations that are new tools, but not new ideas. While this has involved a new dialogue in education, has it brought about new schema in education, appropriate for our learners in the 21st century?

For our forum this year, the LD SIG will showcase five great presenters with incisive and thought-provoking presentations. Here are details about the PanSIG 2016 LD forum presentations:

**Alison Stewart (Gakushuin University) - *Educational paradigms: Evolving theories about language learning and learner development***

This presentation offers a broad historical review of the dominant theories of learning from Ancient Greece to the present day. Starting with Plato’s views on education and the subsequent history of language teaching, I come to focus on cognitive, sociocultural and ecological theories, approaches to understanding learning that are prevalent in contemporary language teaching theory and practice. My argument is that, although the three approaches currently co-exist, they assume incommensurate notions of how and where learning occurs. I conclude by presenting examples from recent publications to illustrate how these theories relate to an evolving conceptualization of learner autonomy/development.

**Hiroyo Nakagawa (Kansai Gaidai College) - *An assisted writing approach for Japanese EFL college students***

This presentation is based in part on a study of how Japanese EFL university students may improve paragraph writing by an assisted writing approach, which helps them reflect on their own errors and content. They wrote their own thoughts and impressions on social issues they had read. Despite their relative lack of previous writing output, the result implies that this approach may be effective to develop fluency. Yet feedback to the approach

revealed an additional dimension: a sense of maturation in their worldview, with greater sophistication in global-glocal consciousness.

**Katherine Thornton (Kanda University of International Studies) - *Established methods, new setting: bringing learning advising techniques into the classroom***

In this poster presentation, I will share my experiences of taking the now well-established pedagogical approach of learning advising into the classroom, through a blended approach of classroom activities, one-on-one advising sessions, and self-directed learning. I will provide practical examples of activities, and explain how I have adapted the original idea for this course to suit different groups of university students (freshmen, older students, and those preparing for study abroad) over several years. I hope to start a conversation with other educators about how approaches from advising can be used to enhance the learning experience for students.

**Debjani Ray (Tokyo University of Science) - *New perspective: English Lounge***

Conducting English Lounge as an extracurricular activity is a relatively new approach to enhance language learning. I started it at my campus five years ago with the idea of giving the students an opportunity to practice the language they learn in the classroom. In English Lounge, Japanese students communicate with each other in English without any hesitation. Away from any course or syllabus, they feel free to use English and through discussion their knowledge and skills of the language become deeper and broader.

**Greg Rouault (Doshisha Women's College of Liberal Arts) - *Mentoring for professional development: A case study of undergraduates seeking teaching licenses***

In developed countries, virtually everyone has attended some form of formal education. While one might think this experience would foster great innovations, education delivery has not changed much. As evidenced by the learners coming into university foreign language courses, it is clear that in the upper years of schooling one-way transmission modes dominate. Many English teacher licenses will be awarded to university graduates with only 4-year bachelor's degrees and common knowledge is that teachers teach as they were taught. This presentation reports on a case study into mentoring for professional development as innovation, supported by an LD SIG Outreach Grant.





## JALT CALL 2016 - CALL and the BRAIN Tokyo-to, Tamagawa University, June 3-5, 2016

**LD forum: *Stimulating technology? Let the learners decide*** - day, time, and location TBA

Teachers implement technology in their language classes to increase learning. While the goal is to have the students engage in more interactive language-learning activities, oftentimes we never get accurate feedback on the effectiveness of such technology. This forum hosts a selection of projects that explore the teachers' motivations for implementing technical solutions while also featuring students' reactions and narratives about the language learning experience in these computer-assisted environments.

This LD forum will feature five presentations from seven incredible presenters that seeks to add to the debate on this theme. Here are our forum participants and their presentations:

### **Blair Barr (Tamagawa University) - *Learner reviews of vocabulary-building with digital flashcards***

Although grammar is still often a focus in language teaching, learners need to develop a large vocabulary to increase their confidence communicating in a foreign language. In this study, the teacher implemented a vocabulary-building program using the digital flashcard application Quizlet to help low-proficiency learners increase their vocabulary size while preparing them for review tests. Learners were guided through two stages. First, learners built their knowledge of words and phrases through traditional picture-translation flashcards. Then, learners were encouraged to develop their understanding of the words in context through gap-fill flashcards containing all the

potential content they would need for vocabulary review tests. This digital/poster presentation will highlight some of the learners' experiences as well as offer a glimpse of the vocabulary-building program in order to help attendees adapt such a program to their own needs.

### **Darren Elliott (Sugiyama Jogakuin University) - *Personal technology as a conduit for learner creativity***

Learning management systems and other computer mediated processes can make life easier for the teacher but ultimately alienating for the learners. It need not be this way, however. As long as they are supported in evaluating hardware and software, learners can navigate their way through the technology by selecting the methods which work for them, and using the resources available to them. The presenter will discuss ways to maximize the conditions for learners' autonomous use of technology, with examples from his own teaching practice.

### **Simeon Flowers (Aoyama Gakuin University) - *An international poli-sci perspective on online intercultural exchange***

Technology continues to create an increasingly interpersonal global community. In light of this, intercultural communicative competence (ICC) has never been more relevant. This presentation focuses on Japanese student reactions to a teacher-initiated Facebook exchange with students in Taiwan. Thirty-eight Japanese university students from an international politics program participated in this study. Qualitative and quantitative data collected from student exchanges over the course of a year indicates that this project supported both cognitive and socioemotional development leading towards ICC and grassroots bridge-building between Japan and

Taiwan. Participant feedback also provided several areas for improvement.

**Jo Mynard, Kie Yamamoto, and Elizabeth Lammons (Kanda University of International Studies) - *Student voices: Evaluating an app for promoting self-directed language learning***

Students at the presenters' institution have had the opportunity to take non-credit, self-directed learning modules offered by the Self-Access Learning Centre (SALC). From April 2015, the students were able to choose either the paper version or a custom-made app version of the module. The research team is engaged in evaluating the app from different perspectives, including collecting learner feedback via questionnaires and interviews. The presenters will demonstrate the ways in which students engaged with the technology. In addition, they will share extracts from the data where students raised benefits and challenges of the technology for their learning experience.

**Michael Hetheron (Kanda Institute of Foreign Languages) - *Powerful words for better worlds***

In this poster presentation I demonstrate how the use of learning technologies both in- and out-of-class both for vocabulary development and to raise awareness of CALL, may result in significant improvements in high-stakes English language test scores amongst a segment of the student population at a vocational college in Tokyo. My approach with the technology aims to bridge the gap between conforming to the needs of the examination-bound syllabus and my aspiration to develop learner vocabulary skills towards creating more well-rounded and successful English language learners who are more confident and proficient in CALL.

## CALL AND THE BRAIN 2016

June 3rd-5th 2016, [Tamagawa University, Tokyo.](#)

Keynote Speaker



[Mark Pegrum](#)

University of Western Australia

Plenary Speaker (virtual presentation)



[Tracey Tokuhama-Espinosa](#)

FLACSO, Quito, Ecuador

Plenary Speaker (virtual presentation)



[Paul Howard-Jones](#)

Graduate School of Education, Bristol University

## Financial Report

### 財務報告

### Financial Report

*Huw Davies, LD SIG Treasurer*

The biggest thing to report is the cut in revenue we will receive from JALT for each member. Under the previous system we received ¥1,500 per member each year. I have budgeted for ¥1,000 per member under the new system, but even this amount is not guaranteed.

Last financial year saw higher than usual expenditure due to the SIG's sponsorship of a featured speaker from Australia to the JALT International Conference. Publishing expenses were also high, although we did receive a JALT Development Grant of ¥225,000 towards those costs.

This year, despite minimal expenses, we are expecting a loss which will take us close to using up some of our reserve. That said, I have purposely over-budgeted for grants, so there may be some money left over if anyone can think of a suitable use. We are a non-profit organization, so there is no reason for us to hold onto surplus funds in our account.

今回最も重要な報告は、会員数に応じてJALTからSIGに支給される金額が削減されるという事です。今までは、年間で会員一人当たり1500円が支給されておりました。この新しい方針をふまえ、一人当たりの支給額を1000円とし予算を組んでありますが、この額ですら保証されたものではありません。

昨年度はJALT国際大会へ海外から講演者を招待したこともあり、例年より多くの支出がありました。また、JALT開発基金からの助成金225,000円を受給しましたが、それでも出版費用も高額となりました。

今年度は支出を最低限に抑えたとしても、資金不足が見込まれ積立金を使用しなければならないかもしれません。そうは言いましたが、意図的に助成金の予算を多めに組んでありますので、他に適切な使い道がある場合は、そこから資金を捻出できる可能性もあります。私たちは非営利団体であり、口座の余裕金を使用する事に関しては、特に大きな問題ではないと考えています。

Revenue		2015-16 budget	2015-16 actuals	Difference	2016-17 budget
Membership fees		260,000	246,000	-14,000	180,000
Event fees		0	59,514	59,514	36,000
Publications		0	84,000	84,000	47,500
From JALT		225,000	225,000	0	0
Other/Misc.		0	13,211	13,211	0
<b>Total</b>		<b>485,000</b>	<b>627,725</b>		<b>263,500</b>
Expenses		2015-16 budget	2015-16 actuals	Difference	2016-17 budget
Grants		225,000	225,000	0	225,000
Event costs	Conferences	52,000	264,782	87,782	49,000
	Sponsor speaker	100,000			0
	CCLT	0			36,000
	Get-togethers	25,000			15,000
Publications		40,000	229,188	189,188	52,000
Administration		7,500	1,976	-5,524	7,500
Other/Misc.		20,000	0	-20,000	20,000
<b>Total</b>		<b>469,500</b>	<b>720,946</b>		<b>404,500</b>
<b>Profit/Loss</b>		<b>15,500</b>	<b>-93,221</b>		<b>-141,000</b>
Account balance (April 2016)		171,864	Expected balance (March 2017)		33,244
Cash in hand		2,380	Cash in hand		0
Reserve liabilities		200,000	Reserve liabilities		200,000
<b>Total (April 2016)</b>		<b>374,244</b>	<b>Total (March 2017 expected)</b>		<b>233,244</b>



## Call For Contributions

### 原稿募集

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

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

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

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

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

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