



ようこそ！

12.00-12.30	G311A <i>Registration and refreshments area</i>	<i>Registration (open to 15:00)</i>
12.30-13.00	G423	<i>Everyone: Opening plenary Creating Community: Ice-breaking, interests, & goals</i>
13.00-13.40	G411, G412, G413	<i>Round 1 Presentations</i>
13.40-13.50	G411, G412, G413	<i>Reflection circles</i>
13.50-14.00	Short break	
14.00-14.40	G411, G412, G413	<i>Round 2 presentations</i>
14.40-15.00	G411, G412, G413	<i>Reflection circles</i>
14.50-15.20	Longer break	
15.20-16.00	G411, G412, G413	<i>Round 3 presentations</i>
16.00-16.10	G411, G412, G413	<i>Reflection circles</i>
16.10-16.20	Short break	
16.20-16.50	G423	<i>Everyone: Closing plenary Sharing what we have learned, making connections together, and raising question</i>
16.50-17.00		<i>Clean up</i>

A very warm welcome to you! Thank you for coming today!

12.30-13.00

G423

Everyone

*Creating community: Ice-breaking,
interests, & goals*

In this session you have the opportunity to:

- * break the ice and meet new people**
- * talk in pairs and small groups about your interests in the conference**
- * consider your goals for the afternoon and write them down.**



13.00-13.40 *Round 1 Presentations*

G411

How we changed through our Asian Rural Institute (ARI) experience

Mei Kamogawa, Kiyono Nakamura, Mimi Tanzawa, Keisen University

Before going to the Asian Rural Institute (ARI) we did not have clear ideas about what would we learn. We thought that we would only be learning English. We didn't know we'd be doing farm work, and we didn't know the principles of ARI. We knew that the schedule would be hard and so we did not have strong motivation to go there. But we learned the three principles of ARI, and through farm work, sharing and living together, and communicating with people from different countries, we could realize the meaning of our ARI experience and how it changed us.

Exploring diversity and identities in Japan

Jenny Morgan, Wayo Women's University

Despite persisting beliefs about Japan's homogeneity, Japan has a long history of in-migration and out-migration. This invites interesting questions about citizenship, nationality, (ethnic) diversity, identity, and belonging. Here I look at how learners develop their critical understanding of ethnic diversity and identity through self-directed research projects and peer-share discussion about minority communities inside Japan & Japanese communities abroad.

Reflecting on reflections: The trials & tribulations of mapping learner development

James Underwood, Chuo University & Gakushuin University

This poster presentation will examine how student written end-of-topic reflections could indicate how autonomous a learner as has become. It will first explain how reflection was introduced as a guided writing exercise in a second-year self-directed research and discussion course. Then it will analyze and discuss various examples of these reflections. The presenter will then comment on the design of the reflection task itself and question how authentic the reflections produced were. Participants will be able to share their experiences of using reflection in the classroom.

My changing identity as a student, sempai, leader and student teacher

Natsumi Igarashi, Keisen University

As a third-year university student learning to become a teacher I adopt different roles in the groups and programs. One group is the Keisen English Education Society (KEES). In this group, I am the "sub-leader". At nursery schools we visit, we are "university students", and at elementary schools we are "teachers". I am also a "friend" and a "senpai" (senior) to younger students. In this presentation, I will describe how my role identity changes depending on time and circumstances, how this is often decided by other people, how I need to change my behavior, and my feelings as I struggle to adopt these identities.

G412

Reflective practice and self-directed learning

Dexter Da Silva, Keisen University

This presentation will describe the process of reflective practice that the presenter has been using on his Self-Directed Learning (SDL) class in which the concept of Psychological Literacy was used to introduce students to some principles from educational psychology and neuroscience and encourage them to apply the

principles and practices to their study and to lives. It will include description of the different stages of the reflective cycle used and an overall reflective summary of the evaluation of the course.

My SDL journey: How I study English

Mei Takada, Keisen University

Developing an awareness of others through Japanese history

Cecilia Fujishima, Zhu Wangyi, Miu Yoshino, Maika Seki, Shirayuri University

This presentation will examine both the teaching content and teaching style of a CLIL Japanese History class. Students will present the physical arrangement and interpersonal dynamic of the in the class environment. In addition, they will show class materials and relate their experience of the class particularly with regard to the following: developing an awareness of multiple points of view; challenging their assumptions about historical events; developing visual literacy to better interpret information and interrogating the idea of historical memory. Students will reflect on this approach to learning.

Mirror neuron and imitation in language education

Wakana Sakai, Keisen University

Mirror neuron systems are imitation cells in the brain. I believe that the system plays an important role in learning a second language. At the kindergarten in Australia where I experienced an internship, teachers used ICT tools (YouTube), for children to learn by imitation. Then, I noticed that imitation is most important for learning English. I also use imitation in my learning of English through listening to western music or watching foreign movies to practice pronunciation or conversation way. It is also related to my motivation. In my presentation, I describe the effect of mirror neuron and its activation through my experiences of learning and learning to teach English.

Doing what I want to do

Haruka Shintaku, Keisen University

In this presentation, I will describe my English learning journey and how and why I made important decisions during journey. I started learning English at kindergarten. When I was a junior or senior high school student, my English grade is always better than other subjects. I noticed that I like English very much. Then I tried many things for my improving English. For example, I worked at Macdonalds in the Yokosuka base using English. I also did volunteer work where I help homework and learning Japanese for children from foreign countries. I learned English, but I didn't know why I studied English so hard. I'm now spending my time working with my sister helping children during my university life. But I also still like English. I am doing two things which I want to do now helping children and learning English.

Using language portraits and I-poems to explore learners' (and our own) linguistic repertoires

Andy Barfield, Chuo University

In this presentation I share language portraits and I-poems from four undergraduates about how they experience and understand their linguistic/multilingual repertoires. Starting from one-to-one interviews with the students, the language portraits and I-poems illuminate richly diverse identities, resources, and practices - and the shifting interplays between them - in each person's linguistic

repertoire. Many interesting questions about identity conflict, as well as social inclusion and exclusion, emerge. You are warmly invited to discuss, reflect and respond - and also draw your own language portrait and/or write your own I-poems in turn.

13.40-13.50 *Reflection circles*

13.50-14.00 *Short break*

14.00-14.40 *Round 2 Presentations*

G411

How can we improve/promote critical thinking in English classes

Jun Hoshino, Honami Osaka, Hina Taniguchi, Chisako Obiya, Tokyo University of Foreign Studies

We want to focus on how critical thinking can be introduced effectively in English classes, because us 4 university students realized how we were required to think critically but not familiar with the concept:

1. What is critical thinking
2. What are the problems in English classes (referring to our experiences in 10th grade English class)
3. The current change made in curriculums
4. Suggestions/conclusion.

My motivation, effort, achievement cycle

Akiko Jonosono, Keisen University

This presentation focuses on my motivation, effort, achievement cycle. From April 2017 when I entered university to fall semester 2018, my motivation for studying English increased that all did my achievements, especially my English grade, Grade Point Average (GPA) and TOEIC score. I will describe my cycle of motivation, effort, achievement, explaining the importance of setting high goals, and the specific ways I used to study and improve my vocabulary and listening skills

Designing a task to promote students' interactions

Kio Iwai, Rikkyo University

According to the interaction hypothesis (Long 1983, 1996), negotiated interaction leads to L2 development, and studies have found that such interaction-driven learning opportunities can be enhanced by manipulating task designs. The presenter designed a decision-making task and used it instead of the open-ended task they usually use in the discussion class at a university to see if there is an increased opportunity for negotiation of meaning. Although data have not been officially collected as this is a pilot study, the presenter would like to share with the audience some of her findings, and welcomes any suggestions on future directions.

Reflections on teaching a graphic novel to Japanese university students

Ken Ikeda, Otsuma Women's University

I have taught Gene Luen Yang's *American Born Chinese* to university students for five years as a one-semester literature course. I have taught this in two differing classroom contexts: (a) face-to-face and (b) a language laboratory. I share my insights gleaned from teaching this novel in several aspects: (a) learning concerns and outcomes; (b) instructional contexts; (c) cross-cultural understandings intersecting with Americans, Chinese, and Asian-Americans. The first two aspects were greatly improved by having students who enrolled in this course develop their instructional innovations through the examination of class questionnaire results.

A practice report of Exploratory Practice: Deepening discussion on creative learning

Kimihiko Kimura, Naruki Kono, Yurie Mori, Natsuki Yano, Yuka Tamura, Tokyo University of Foreign Studies

This presentation reports a practice of Exploratory Practice (EP) (combined with more traditional experimental research) in classroom. Presenters are teacher-trainees who seek to find an effective way of "active learning" in classroom. Following the seven steps for EP presented by Allwright (2000), presenters first determined the central puzzle for our EP: How should we teach creative thinking in language classroom? Presenters reflected on this issue through discussion, and decided a potentially effective method: open-ended task activity. The activity was designed and conducted by presenters, and the results were assessed and interpreted afterwards. Finally possible implications from the experiment were drawn.

Engaging in intercultural communicative practices

Anita Aden, Mukogawa Women's University

Communicative mannerisms are a natural part of language interactions including the development of intercultural awareness, meaning-making and personal adaptation to new language settings. Many university students in Japan have limited opportunity to engage in meaningful conversations in the target language as a natural part of their day. This presentation reflects creating more meaningful exchanges among Japanese students to formulate a stronger understanding of intercultural communicative language learning principles (Newton, Yates, Shearn, & Nowitzki, 2010). One example of how students share their ideas and enjoy a semi-structured language activity each week will be introduced in this presentation.

A discussion on the benefits of hand-written notes, and applications for the EFL classroom

Robert Moreau, Learner Development SIG

In this presentation, I will discuss several examples of note-taking, along with some of the research that describes the learning benefits of hand-written notes, including concepts such as the encoding hypothesis, and the external storage hypothesis. I will also draw upon my experience, teaching note-taking skills to English as a Foreign Language (EFL) students, and describe various scaffolding ideas, and resources, for note-taking. It is my hope that a discussion in which, teachers' and students' experiences with note taking, can be shared as part of this short poster presentation.

Valuing students' involvement in the teaching process: Self-reflection in the EFL classroom

Anna Belobrovy, Junalyn Toyoka, Miyu Nagai, Honoka Masuda, Rion Kimura, Mizuho Sekita, Reitaku University

This presentation provides an analysis of Japanese EFL college students' reflective diaries in a speaking and listening course. It explores the involvement of the students in the learning process through the diaries from the angle of their role in the educators' comprehension of the students' perception as learners, as well as their pedagogical implications. The main focus of the presentation is the perspective of self-reflective diaries' contribution to the learners' awareness of their language skills' development and progress along with pedagogical implications such as goal-setting, learning difficulties and motivation and others both from the students and teacher's point of view.

Analysis of Japanese university students' interview responses about their motivation toward English learning

Sumire Shiba, Master's student, Otsuma Graduate School

This study's aim is to see how students' motivation have been changed after entering university compared with when they were 3rd year high school students. The 5 students have been chosen as interviewees from the quantitative study I have done. In the interviews, the students answered questions mainly focusing on their purposes, goals, environment relating with their English learning. According to what they share in the interviews as experiences, I am going to discuss what tends to cause the changes on students' motivation.

Assessment of thinking critically and creatively

Chie Matsuda, Toshi Cho, Suzuna Meguro, Tokyo University of Foreign Studies

We will try to figure out how teachers should assess critical and creative thinking. First, we will define the ability that we are trying to assess. Second, we will consider what kind of tasks are suitable for assessment and list the key features. We will also provide specific examples of tasks from teaching materials. Third, we are going to suggest several ways to assess critical and creative thinking. We will also make a rubric for assessment. At the end of the presentation, we think whether we should assess students' critical and creative thinking.

My English journey

Yuuka Takayama, Keisen University

My English journey began when I was in my mother's womb. It continued after that from pre-school to my current university studies. During this journey I have had many different experiences which have built my confidence and increased my motivation and competence. In this presentation, I will describe these experiences and explain fully what I learnt and how they influenced me. I am a slow learner but have learnt how to learn at my own pace.

14.40-14.50 *Reflection circles***14.50-15.20** *Short break*

15.20-16.00 *Round 3 Presentations*

G411

Another reason to go to Hawai'i*Ken Fujioka, Keisen University*

Have you ever thought about taking your students to Hawai'i for English study? The speaker will explain how a study tour to the island of Oahu transformed into unique opportunities for university students to study English in a practical way. What do the Hawaiian Islands have to offer besides hula dancing and ukulele strumming? In this presentation the speaker will explain how the process for planning a research trip developed into a number of student-initiated and student-centered learning activities. This presentation is intended for those who are interested in developing a study tour and learning more about Hawaii.

An appreciative inquiry into "Active Learning" with teacher trainees*Nick Kasperek, Tokyo University of Foreign Studies*

My presentation will focus on an ongoing participatory action research project inspired by appreciative inquiry. At Tokyo University of Foreign Studies, there is a somewhat vague "active learning" requirement for beyond the classroom. My teacher-trainee learners and I have been inquiring together about how this active learning could be more meaningful. Inspired by CCLT4, I suggested that as more significant active learning, we could conduct collaborative research into essential questions about "critical thinking" and "creative thinking" in the classroom and then share our deeper understandings at this conference. We will discuss how this research works as meaningful, "active learning".

Thinking about female leadership through agriculture*Mari Gotou, Fumino Watanabe, Asuka Ueda, Keisen University*

This summer, we had a wonderful experience at Asian Rural Institute (ARI). ARI accepts students from developing countries to train them to be agriculture leaders. Every day, we spent time doing "farm work" on the "food life work" with people from around world. I thought our society demand latest technology, but we must think about sustainable growth through learning about sustainable growth. We shared extremely special time in ARI and we could grow up day by day. Also, ARI's policy is "That we may live together". This policy share points with Keisen's philosophy. We also learning agriculture in Keisen, so We found why it's important to learn agriculture for us. We can achieve "true happiness". ARI was so peaceful, love and exciting. This experience is still pushing us, so we want to be persons who respect nature and people as leader.

Exploring about informal and temporary housing settlements: How can we decide what is sufficient?*Haruka Hibi, Chuo University*

My presentation is about informal and temporary housing settlements. After visiting Myanmar this summer to do fieldwork about Internally Displaced Persons, I found myself being surprised at buildings that line the railway tracks in Yangon. However I

couldn't judge whether those housings are enough for people to live or not. So, in the autumn semester, I decided to research about informal and temporary housing settlements in several countries, including Japan, Myanmar and Albania. In this presentation, I'd like to share with you what I have learnt, and discuss these questions with you.

Our Asian Rural Institute (ARI) learning experience

Ami Matsui, Amika Yagi, Yuka Yanagisawa, Maho Seki, Keisen University

In this presentation we will introduce the three important principles of the Asian Rural Institute and what and how we learned from our experience there. The three principles are Food Life, Servant Leadership and Community of Learning. The principle of Food Life is similar to our university's principle of Gardening/Horticulture. Servant Leadership is very different to the common idea of conventional leadership. Community of Learning stresses the idea that we live, learn and experience together. We describe how we have changed through our experience of these principles at ARI.

My SDL journey

Rio Maruta, Keisen University

In this presentation, I focus on my motivation and what I did to improve my English skill. After I entered Keisen University, I tried many things. I joined KEES, I went to the Philippines. However, I can't say English is my strong point. So, I want to improve my English skill more. I now plan to study abroad. I haven't decided what I want to do after graduating from university, but I want to use English in my work.

Burmese community and youth in Canada: Learning about their challenging lives to integrate into Canadian society

Aki Kubota, Chuo University

In this presentation, I look at Burmese community and youth in Canada. After visiting Myanmar this summer to do fieldwork about multilingualism and education, I became very interested in ethnic children's education and how immigrants from ethnic minorities integrate into a different society. In the autumn semester, I have been researching Burmese communities and immigrants, especially refugees and their lives in Canada. In this presentation, I would like to share with you what I have learned and then discuss these issues with you.

Learning for experience in Keisen Women's University

Yuki Habu, Haruka Kawasaki, Masako Yoshioka, Aki Oomori, Jinjin Li, Keisen University

First of all, what we learned from Horticulture is cooperativeness. In this class, we raise many kinds of vegetables with two people in one group. We think it is difficult for us to grow vegetables by oneself, so we know importance of cooperativeness. Second, what we learned from GCP class is broaden our horizons. In this class, we have many opportunities to discuss a lot of theme. Third, what we learned from class of Christianity is that things have a lot of views. We can get motivation and creative for doing a lot of things. We get time to face and think oneself at worship time.

G412

G413

Stateless people in Thailand: How can they get citizenship?

Kyouko Nagata, Chuo University

In this presentation I focus on statelessness issues in Thailand. After visiting Thailand this summer to do fieldwork about the Thai economy and Sustainable Development Goals (SDGs), I found myself asking why there is the big gap between economic development and human rights awareness. To explore this question, in the Autumn semester, I decided to research statelessness issues. This is the one of the serious problems in Thailand. In this presentation I report on what I have learned. I would like to discuss with you how statelessness can be successfully addressed.

How Japanese people think of microaggression

Haruna Nakanishi, Otsuma Women's University

I surveyed about how familiar Micro aggression is among Japanese people and how they define it. Do they consider it as a kind of discriminations? Or do they even know anything about it? I got 83 responses from native Japanese people both males and females. I'm going to focus on what Japanese people would think if they became people who committed Micro aggression without intentions, and if they were people who always got to experience it.

16.00-16.10 *Reflection circles*

16.10-16.20 *Short break*

16.20-16.50 *G423*

Everyone

Learning Together: Sharing what we have learned, making connections together, and raising questions

16.50-17.00 *Clean up*

In this session you have the opportunity to:

- * share what you have found interesting
- * make connections across the afternoon
- * talk in pairs and small groups about what you have learnt
- * raise questions for discussion.



Thank you for taking part in CCLT4! We hope that you have enjoyed creating community and learning together with other participants and presenters this afternoon.

If you would like to write about your presentation and share a reflection about taking part in CCLT4, please do.

Reflections will be published in the newsletter of the Learner Development SIG, *Learning Learning*, in 2018: <http://ld-sig.org/learning-learning/>

**Short reflections: 200-600 words
in English, Japanese, or both languages.
You can expand your reflection later through
discussion with the *Learning Learning* editors.**

Please send your writing as a Word .docx file
by **January 15th** to

LLeditorialteam@googlegroups.com

& the *Learning Learning* editors will respond as soon as they can. Many thanks.