

In this issue | 本号について

"It's refreshing to write in first person within an academic paper, and it definitely sits much more comfortably," wrote one contributor in developing their draft for this Autumn issue of *Learning Learning*. Another responded, in the midst of re-writing, *"I wish you were at my uni end of term meeting! People might have fallen off of their chairs in shock at these questions. Thank you for making me think more about the meaning of reflection."* Such genuinely enthusiastic writer perspectives take us into the heart of writing as both *about* and *for* learner development—and of responding as editors to writers about their contributions for *Learning Learning*. Since June we have been working with different writers, and it is our pleasure to bring to you with this issue of *Learning Learning* a stimulating range of reflective writing and practitioner research on learner development.

We start with **Yoshi Nakai** and **Koki Tomita's** welcoming co-coordinators' **Greetings and News Update** ahead of the JALT2019 international conference and of the somewhat smaller and more informal *Creating Community: Learning Together 5* (CCLT5) taking place in December in Tokyo. For a preview of major LD events at JALT2019, see **Getting Connected**. Here you can find details of the **Learner Development Forum** and **LD SIG Annual General Meeting (AGM)**, as well as the **LD Dinner and Party** on the Saturday evening of the conference. A full listing of **learner development sessions at JALT2019** will follow in October.

In **Members' Voices**—a space for members of the SIG to introduce themselves to each other—five members of the SIG share their learner development interests and delve into significant learning experiences they have had. First is **Elizabeth Schlingman** who explains the many different roles that she plays in a university self-access centre, sharing the satisfaction that she finds in working closely with students outside of conventional classroom learning. **Natacha Sakamoto** recalls how she started to experiment with a more learner-centred approach with her senior high school students after taking part in learner development get-togethers in 2013, and connects this to her decision to do "a funds of

knowledge" research project with her students involving photo elicitation and unstructured interviews. Natacha is critically interested in developing greater inclusion, diversity and equality with her learners, a theme that **Lorna Asami** weaves through her narrative reflection on the varied voices and cultural practices of both her formative years in Hawaii and of the Japanese, Chinese, Malaysian, South American, and Vietnamese students that she works with in her present university teaching. Based in elementary schools in Fukui, **Mike Kuziw** shares, with similar passion, his ongoing research and teacher development activities with his colleagues to improve the quality of the English classes that they teach together. In the final Members' Voices piece, **Olya Yazawa** recounts how she has confronted the loss of motivation that she sees students experiencing in their education both at university and in high school. Here Olya has used both Self-Determination Theory (SDT) and the new theory of Directed Motivational Currents (DMC) to inform her research and to develop practical student projects in her university classes.

Stories of Learning and Teaching Practices features three engaging narratives of developing learner and teacher autonomy in exploratory ways. **Jackie Talken** tells the story of recent action research about ideal classmates that she has been doing to develop a more supportive learning environment and greater cooperative, collaborative learning and interaction with her junior high school students. Reporting on a micro-teaching task, **Logan McCarville** explores different questions that came up for him in designing a lesson that would nurture university students' autonomous reading strategies. Logan focuses in particular on attending to questions of learner control over content, learning management, and cognitive processes, all key principles for the development of learner autonomy. In the third contribution **Hugh Nicoll** interviews **Yoshitaka Kato** about his journey of learning through to his ongoing engagement with Exploratory Practice (EP). Yoshitaka sees EP as a catalyst for empowering teachers and learners, stimulating innovative research, and helping us

understand the centrality of process in learner development, and in the field of education more generally.

These stories are followed by three short reflective articles. The first is an ensemble piece of extended reflections by **Ken Ikeda**, **James Underwood**, and **Tim Ashwell** on active learning (AL). They each look at AL from different practice and theory vantage points, raising many interesting questions ahead of the LD Forum on AL at JALT2019. In the second reflective article **Adrienne Verla Uchida** tells the story of applying a Four-Dimensional Education (FDE) framework to designing a course on grammar practice that she was unexpectedly required to teach when she took up a full-time position at a university in Tokyo. Then, drawing on their experiences of working in high schools and universities in Japan, **Nicholas Carr** and **Paul Wicking** look at how sociocultural theory can be applied in collaborative writing and assessment activities to promote learner autonomy.

Miki Iwamoto opens the final set of contributions by sharing with readers of *Learning Learning* what she learnt from attending her first conference. Miki was awarded an LD SIG conference grant last year to help cover her costs for JALT2018. Her grant awardee essay reveals what a positive learning experience attending the conference was for her. Rounding things off, **Robert Morel**, **Stacey Vye**, and **Anita Aden** share their reflections from taking part in the Learner Development Forum at the 2019 PanSIG Conference in May in Nishinomiya, Kobe. They take up issues connected to secondary and post-secondary learners' experiences of self-directed learning curricula, including the extent to which learners are guided to follow their interests, set their own goals, use English outside of class, and reflect on their performance and progress.

In closing, **Patrick Kiernan's** Financial Report lets us all keep up to date with how the SIG is spending what it receives from JALT based on the number of SIG members (currently around 220). Much of what LD spends is used for different grants to support LD members—see <http://ld-sig.org/grants/> for more details.

All in all, this issue includes contributions by over 20 different authors. We'd like to thank each and every writer for creating this issue of *Learning Learning* together, and for working hard on

developing their writing and finalising it for publication.

As a reader you are warmly invited to write for future issues of *Learning Learning* and/or to step forward and join the editorial team. So that you may know a little more about how we work with writers, let me mention briefly what we do. In our interactions with writers, as editors, we work collaboratively, inclusively, and transparently. Two editors work together with each writer, and we rotate the pairings so that we keep learning about and developing together our practices of responding to writers. For example, for this issue, Ken and Sean interacted with Beth on her writing, while Andy and Tokiko responded to Natacha. Fumiko, Ken and Sean also interacted with Miki, while Andy and Daniel worked with Logan, James and Hugh with another writer, and so on! Thus, if you join the editorial team, you will always be working with at least one other editor, as well as the writer, on helping each contributor tell their story of learner development in their own ways.

In this work, we often make editorial requests to writers. *“Good to introduce your passion and share more about it earlier in the text, as, otherwise, readers won't know what you are referring to,”* begins one of our comments. *“This is an intriguing observation and I hope you can expand on this ...”*, starts another. We frequently ask contributors to write with an “I-voice” about their practices and research. *“Your story, however, seems at heart a personal one, and the “I” voice—a first-person narrative voice is struggling to break through those passive voice, ostensibly objective conventions of academic discourse...”*, ventured an editor in encouraging a writer to take a more personalised and voiced position. Perhaps more than anything, we find ourselves appealing to writers to approach their writing as personal stories in which they may re-create reflective, questioning narratives about their learner development work. We know from experience that this helps writers to share their complex engagements with learner development “close-up”, so to speak, with readers of *Learning Learning*. For us, as an editorial team, in many ways then, the hallmark of writing *for* and *about* learner development is personal, narrative, reflexive. That's what we value and focus on.

We believe this way of working with writers helps to give voice to teachers and learners about

the different practices and puzzles that concern them about learner development. We trust that it helps to create a wider sense of inclusion, community, and participation among SIG members too. If this resonates with you and if you would like similarly to respond to writers as part of the *Learning Learning* editorial team, you are warmly welcome to join us and develop further the community-oriented and community-based approach that we take in producing *Learning Learning*. Just contact us at LLeditorialteam@googlegroups.com. We're looking forward to hearing from you. Many thanks in advance!

Andy Barfield, lead editor for LL26(2), on behalf of the *Learning Learning* editorial team: **Tokiko Hori** (editor, translator), **Daniel Hougham** (editor, digital content), **Ken Ikeda** (editor, grant awardee essays), **Fumiko Murase** (editor, grant awardee essays), **Yoshio Nakai** (editor, translator), **Hugh Nicoll** (editor, webmaster), **Sean Toland** (editor, grant awardee essays), **Koki Tomita** (editor, translator), & **James Underwood** (editor, layout)
Tokyo, September 2019

今号は、11月のJALT第45回年次国際大会と、LD SIG 主催で12月に行われる「コミュニティーの創造：共に学ぶ5」カンファレンスに先駆け、Yoshio Nakai と Koki Tomitaの挨拶と近況報告をまずお届けいたします。JALT年次大会でのLD SIG関連のイベントは、LD Forum、LD 年次大会、そしてカンファレンスの土曜日の夜には皆でテーブルを囲み夕食を共にする予定です。各イベントの内容は今号のつながり求めてのセクションで紹介がありますが、年次大会でのイベントの時間や場所等の詳細は追って10月にお伝えします。

メンバーの自己紹介を兼ねるメンバーの声では、今回5人のSIGメンバーが学習者の成長に関する興味や、学びの多かった経験を紹介します。まず、**Elizabeth Schlingman**はいわゆる一般的な教室ではなく、セルフアクセスセンターという、より学生とのかかわりが密接な場で求められる様々な役割を通して見つけた達成

感について報告します。**Natacha Sakamoto**は、2013年のGet-Togethers ミーティングに参加した後に、高校学校レベルでの学習者主体のアプローチを模索しつつ、映像的インタビュー、非構造化インタビューを通して行う“a funds of knowledge”というリサーチプロジェクトを立ち上げました。**Natacha**は生徒の内包化、多様性、そして平等性に研究的興味があり、それは、**Lorna Asami**が今回の物語的な振り返りで紹介している、ハワイにおける人格の形成期に、そして、彼女が現在教えている、日本、中国、マレーシア、南アメリカ、そしてベトナムの学生とのふれあいの中で得た、様々な知見と、文化的な慣習と合致するところがあります。福井で教鞭をとる**Mike Kuziw**は、現在進行中の研究、そして英語教員向けの研修資料を同僚と作成したエピソードを紹介します。メンバーの声最後の寄稿者は**Olya Yazawa**です。**Olya**は、高校、そして大学において学習者のモチベーションの低下を感じていました。そこで、彼女は学生を対象にSelf-Determination Theoryと、極めて新しいDirected Motivational Currents を応用した研究をおこない、クラス内でおこなったプロジェクトベースの実践を報告しています。

学びと指導方法の物語では、物語的手法を使って3人の寄稿者が学習者、そして指導者のオートノミーを向上させる方法を模索します。**Jackie Talken**は、理想のクラスメートは何かという質問を、アクションリサーチを通して、より協力的な環境、生徒間での相互作用や共同学習を促すクラスの形成を、中学生とのふれあいの中で探求しました。**Logan McCarville**は、マイクロティーチングの紹介、そして大学生が読解ストラテジーを向上させる授業の作成中に、思い当たった質問を探求していきます。**Logan**は、特にオートノミーを発展させるために必要な、学習者による「学習内容の選択」、 「学習の管理」、そして「学習認知」に関する

質問に主題を置きました。第三の寄稿者の **Hugh Nicoll** は、**Yoshitaka Kato** とのインタビューを通して **Yoshitaka** が専門とする探究実践に関する報告を行った。**Yoshitaka** は探求実践を、「教員と学習者を力づける方法であり、さらに革新的な研究分野となりえ、学習者ディベロップメントを含むより広い意味での教育の根幹を認識することを助けてくれる」としている。

続いては、振り返り型の小論です。まず、**Ken Ikeda**、**James Underwood**、と **Tim Ashwell** が3人で執筆したアクティブラーニングについての振り返りを紹介します。かれらは、アクティブラーニングを様々な視点そして理論から考察し、そこから湧き上がった疑問点を2019年のLD forumで発表します。次は、**Adrianne Verla Uchida** がある東京の大学の専任教員になった際に突然教鞭をとることになったクラスで、4次元教育の概念を元に文法指導を主とする授業を作成した時のエピソードを振り返ります。**Nicholas Carr** と **Paul Wicking** の振り返りでは、彼らの高校と大学の教鞭をとった経験を元に、学習者オートノミーを向上させるための、社会文化論を使用した共同ライティングと評価の活動にフォーカスを当てました。

本号最後の寄稿者の **Miki Iwamoto** は初めて参加したカンファレンスのレポートをしました。Miki は2018年年度のLD SIG補助金の受賞者で、JALT年次大会に参加しました。彼女の補助金受賞者の論文では、カンファレンスで体験した経験をシェアしてくれています。締めくくりに、**Robert Morel**、**Stacey Vye**、and **Anita Aden** は神戸の西宮市で行われたPan SIGカンファレンスの振り返りをしてくれました。中でも、中等教育やそれ以降の学習者における自律的学習のカリキュラムに関する問題で、学習者が自身の興味を追求したり、目標を設定したり、教室の外で英語を使ったり、ある

いは自分の成績や進度を振り返ったりする際に、どの程度まで教員が指導すべきかといった問題を取り上げています。

締めくくりに、**Patrick Kiernan** のファンショナルレポートではJALTからの助成金(会員の数220名を元に算出)の用途を説明します。LD SIGの支出は主に会員の助成金に当てられています。詳細は、<http://ld-sig.org/grants/> に掲載しています。

今号の『学習の学習』では20名を超える寄稿者が貢献してくれました。今号の『学習の学習』の作成に参加し、発刊までの道のりを共にくださった一人一人の著者に感謝の気持ちでいっぱいです。

『学習の学習』では編集チームに参加していただけるメンバーを募集しています。LD SIGが行う編集に親しんでいただくために、編集工程について説明させていただきます。私たち編集者達が寄稿者との関わりの中で大切にしているのが、共同性、包括性、透明性です。寄稿者一人一人に、二人の編集者が付き、フィードバックが終わるたびに編集者は違う寄稿者にフィードバックを行います。編集者のローテーションの目的は、多方向からのフィードバックを寄稿者に提示すること、そして私たち編集者自身が寄稿者とのやり取りをとおして、新たな学びを得るためです。例えば、今号では、KenとSeanがBethと彼女とやり取りを行い、AndyとTokikoはNatachaの論文にフィードバックを返しました。変わって、Fumiko、Ken、SeanはMikiと、そして、AndyとDanielはLogan、そして、JamesとHughは他の寄稿者と意見の交換を行いました。このように、フィードバックの際には、寄稿者とはもちろんのこと、少なくとも一人以上の編集者とやり取りを行い、さらに、自身の学習者ディベロップメントの経験をシェアすることができます。

本号では、編集チームが以下のようなクエストを寄稿者たちに伝えました。ある編集者

は「あなたの情熱を感じ取ることができてとてもうれしいですが、序盤でもう少しそれを伝えたほうがいいですね。というのも、読者があなたが伝えたいメッセージをここでは受け取ることができないかもしれません」と切り出し、他の編集者は「これはとても面白い視点ですね。このことについてもう少し膨らませてみましょう」というフィードバックを残しています。LD SIGでは第一人称である「I」を使って寄稿者の実践や研究内容を報告してもらっています。ある編集者は、寄稿者の著作をよりパーソナルなもの、そして自身の声に耳を傾けてもらうために「この物語は今、あなたの心の奥深くを観察しているように感じます。そして、第一人称の「I」は、自己を客観視するために学術の世界で当然のように使われている受け身形を乗り越えようとしている」というフィードバックを行いました。おそらく何よりも、私たちは寄稿者達に自身の声を聞くこと、問題を個人のものとしてアプローチすることを伝えています。そうすることで、寄稿者たちは、学習者ディベロップメントを発達させた経験談を深化させ、今までと異なった角度から問題を捉え、自身にさらに発展的な質問を与えることができると信じ問います。これまでの経験から、寄稿者たちは『学習の学習』の読者と共に、学習者ディベロップメントという複雑な挑戦に真っ向から向き合うことができると思います。私たち、編集チームにとって学習者ディベロップメントの「ため」、そしてそれに「ついて」書くことに必要なことは、個人的、物語的、そして振り返りだと信じています。それが私たちの信じるものであり、大切にしていることです。

このように寄稿者との関わり合いの中で、学習者ディベロップメントに関する様々な活動や質問を声にする機会を与えることができ、このアプローチによってより多くのメンバーの声にふれることができ、さらなる包括的な環境の整備や、意識の向上、そしてさらなる参加を促

すことができると信じています。もし、私たちのこのような取り組みに賛同し、『学習の学習』の編集に参加していただけるなら、さらなるコミュニティー主導型、コミュニティーに根ざしたアプローチを発展させているけるとおもいます。もし私たちの編集チームに参加したい方は<LLeditorialteam@googlegroups.com>にメッセージをお送りください。編集チームから心を込めて皆様の参加を楽しみにしています。ありがとうございます。

Andy Barfield, 『学習の学習』 26号(2) リード編集者より

Tokiko Hori (編集、翻訳), **Daniel Hougham** (編集、デジタル編集), **Ken Ikeda** (編集, 補助金受賞者エッセー), **Fumiko Murase** (編集, 補助金受賞者エッセー), **Yoshio Nakai** (編集、翻訳), **Hugh Nicoll** (編集, ウェブ担当), **Sean Toland** (editor, grant awardee essays), **Koki Tomita** (編集、翻訳), & **James Underwood** (編集、レイアウト)

東京, 2019年9月

GREETINGS AND NEWS UPDATES | 挨拶と近況報告

Greetings! Welcome to *Learning Learning*! We hope that this issue also will bring you a lot of meaningful chances to gain fresh insights into learner development.

First and foremost we would like to appreciate SIG members' collaborative support for the LD SIG and say special thanks to SIG officers for their contributions. Especially, now we would like to express our thanks to the contributors and editors of this issue of *Learning Learning*. Speaking of publications of the LD SIG, editing work on Volume 3 of *The Learner Development Journal: Learner Identities and Transitions* is nearly complete. As one of the editors I would like to thank the contributors, the Review Network members (Thomas Bieri, Alice Chik, Michelle Golledge, Sabine Little, Fumiko Murase, Hugh Nicoll, Ted O' Neill, Colin Rundle, Akiko Takagi, and Katherine Thornton), my fellow editors Christina Gkonou and Jim Ronald, and the Journal Steering Group (Tim Ashwell, Darren Elliott, and Alison Stewart) for all their hard work. Volume 3 of the journal will be published soon.

Almost half of this academic year has already passed, but we will have more exciting events in the next 6 months. The biggest event, the 45th JALT International Conference, is about to take place in Nagoya from Friday, November 1, to Monday, November 4. The theme of this conference is teacher efficacy and learner agency. According to the JALT website, learner agency is defined as learners "having ownership over their learning" or "the power to act," which can foster learners' ability to learn throughout their lives—a key characteristic of learner development. "Teacher efficacy" is at least as difficult to define as "learner agency"; but when teachers work together (as learners) we are more likely to construct learning environments in which learners develop their capacity to take ownership of their learning. During

the conference, we will have our LD forum and AGM and we look forward to having you join us!

Speaking of conferences, the Tokyo get-together team will organize another fascinating informal event with teachers and students taking part: Creating Community: Learning Together 5 (CCLT5) on Sunday December 15 2018 at Otsuma Women's University. More details will follow soon. Moreover, the PanSIG & JALTCALL conferences will take place in May in 2020. Although these events will be held next year, the deadline for the PanSIG will be in January 2020 and in February 2020 for JALTCALL. We hope you will consider participating in these conferences and be encouraged to put in a proposal about your interesting research and practices.

Last year, our SIG celebrated its 25th anniversary. This would not have been possible without our members' and officers' contributions over all those years. For the sake of the continuing development of the SIG, as a member you are very welcome to take part in LD SIG activities and/or to step forward and take part in the LD SIG committee. We especially need people to help with publicity and membership. We would like to have two or three people working together as a publicity team, so if you are interested in this kind of work or in joining other teams, please do let us know.

We close our greetings by hoping that we will be able to meet you at the above conferences and we are looking forward to your contributions for future issues of *Learning Learning*.

Koki Tomita <tomita.koki@gmail.com> and Yoshio Nakai <uminchufunto@gmail.com>
Learner Development SIG Co-coordinators

GREETINGS AND NEWS UPDATES | 挨拶と近況報告

ようこそ、みなさま。

Learning Learning をご覧いただきありがとうございます。今号も学習者ディベロップメントに関する新たな発見のある有意義な機会をお届けできることを願っています。

まず初めに、LDSIGを支えてくださったメンバーの皆様の協働的なサポートに感謝申し上げるとともに、SIGの委員の皆様の大なるご貢献にもお礼申し上げたいと思います。

また、特に、Learning Learningの今号にご論考をお寄せくださった執筆者のみなさま、ならびに編集委員の皆様にも感謝したいと思います。LDSIGのジャーナルに関して言えば、The Learner Development Journalの第3号、Learner Identities and Transitionsが刊行に向けて最後の編集作業に入っています。編集者の一人として、この場をお借りして、執筆者のみなさま、査読委員のThomas Bieri, Alice Chik, Michelle Golledge, Sabine Little, Fumiko Murase, Hugh Nicoll, Ted O' Neill, Colin Rundle, Akiko Takagi, and Katherine Thornton、そして編集委員仲間のChristina Gkonou and Jim Ronald、そして最後になりましたが、ジャーナルの委員であるAlison Stewart, Darren Elliott, and Tim Ashwellに感謝の意を表したいと思います。第3号はまもなく刊行の予定となっています。

今年度ももうすでに半年が過ぎてしまいましたが、残り半年に刺激的なイベントがいくつか開催されます。まず最大のイベントとしては、第45回JALT国際大会が11月1日から4日まで名古屋で行われます。

大会のテーマは教師効力感と学習者主体です。JALTのホームページによれば、学習者主体は自分の学習に対するオーナーシップ（自己所有感）、あるいは「行動する力を持つ」学習者のことであると定義されています。これは生涯を通して学習していく能力を育てることにつながり、ひいては学習者ディベロップメントの重要な要素の一つであるとも言えます。加えて、協働を通して得られる集合的教師効力は私たち教師にいかなる学習者も発展を遂げることができるという観点をもたらしてくれることになるでしょう。この大会ではLD SIGもLDフォーラムや年次委員会を開きますので、皆様にご参加いただければと思っています。SIGレベルでのカンファレンスについては、Tokyo get-togetherグループが12月15日に大妻女子大においてCreating Community: Learning Together 5 (CCLT5)を開催する予定です。こちらは、教師と学生が集うインフォーマルなイベントです。詳細については後日お知らせします。

さらに、2020年5月にはPanSIGとJALTCALLが開かれます。来年のイベントですがPanSIGが年が2020年1月、JALTCALLが2020年の2月が要旨提出の期限となっています。みなさまの研究と実践の成果の発信のためにも、ふるってご応募ください。

昨年LD SIGは25周年を迎えました。ひとえにメンバーと委員の方々のおかげであり、ご協力がなければ迎えることができなかつたと思います。SIGの今後の益々の発展のためにも、メンバーとして、あるいは委員としてSIG活動にご参加いただきと思っています。

現在、広報活動とメンバーシップに関する委員を募集しています。広報委員、メンバーシップともに2、3名のチーム体制で活動を行なっております。ご関心のある方はぜひご連絡いただけますようよろしくお願いいたします。それでは、最後になりましたが、今年度で開催予定の学会でお会いできること、また、Learning Learningへのご投稿も楽しみにお待ちしております。

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Key Learner Development Events and Sessions at JALT2019

- (1) **Learner Development SIG Annual Party and Dinner:** *Taking place on the Saturday evening of the conference, with more details to follow in October.*
- (2) **Learner Development Presentations:** *a full listing of LD sessions at JALT2019 are in the Looking Forward section.*
- (3) **Learner Development SIG Annual General Meeting:** *Sun, Nov 3, 11:45 AM - 12:45 PM; 1103*
- (4) **Learner Development SIG Forum:** *Sat, Nov 2, 5:00 PM - 6:30 PM; 1002.*

Active Learning as a Policy for Transforming Lives

"Tell me and I forget. Teach me and I remember. Involve me and I learn" (Xiang, 818). Presentations in the Learner Development SIG Forum will critically explore what happens to learners when participating in active learning. In addition to considering active approaches in practice, topics will examine active learning in policy, online, through independent research, experience, and as a theoretical concept. Timed rounds of interactive presentations will be followed by reflection for the SIG's newsletter.

Adding Preparation Time to Active Learning Activities for Increased Motivation and Participation

Lorna S. Asami, Keisen University

In a typical EFL tertiary classroom, students have various tasks to complete to receive assessment from their instructor. Even if all the tasks include active learning activities which would help the learner to be engaged and result in a higher level of retention, some learners may balk at certain tasks if it is not their preference for learning. In order to overcome this resistance, this instructor attempted to provide more time to the preparation of each task with the hope to engage the learners and achieve increased participation in the tasks. Explanation, discussion, and goal-making were added to the beginning of a course to improve learner motivation for the active learning tasks. A description of the tasks and results of this strategy with approximately 80 students are reported on using the data from a survey, and further implications for research provided.

Active Learning through Bilingual Group Discussion

Tim Ashwell, Komazawa University

In my third- and fourth-year seminar classes this year, I have introduced a new way of working which centres on discussion of specialist material in both Japanese and English. Thus far in my seminar

classes I have not expected students to discuss material but have simply required them to take 'readiness' tests and to engage in tasks connected to the topic. This year, my hope is that by having the students prepare a reading in advance, by reading the material together in class, by then discussing the material in Japanese and English, and by making individuals and pairs responsible for leading the discussions, students will become more actively involved in understanding and asking questions about the content of the material. In this presentation, I will show how the students evaluated this new way of working and will assess whether this new format has led to greater active learning.

Looking at Active Learning through the Lens of Student Fieldwork

Andy Barfield, Chuo University

In this poster presentation I look at active learning with a small group of undergraduates through the lens of student fieldwork. As preparation for later overseas fieldwork, in the Spring semester, the students did initial fieldwork observations at different sites in Tokyo. They also did interviews in Japanese, reporting back in English and Japanese on what they had learnt. In the summer vacation the students visited Myanmar for two and a half weeks to research individually a particular social justice issue that interested them. This included visits to local organisations, fieldwork observations, and street interviews, many conducted bilingually in collaboration with students from a local university. Keeping notes and reflections, the students regularly documented their changing understandings of fieldwork and their research issues. In this presentation I look at how their fieldwork developed over time and consider how the lens of student fieldwork may re-focus our views of active learning.

Using Smartphones to Help Create a More Active Learning Environment

Blair Barr, Tamagawa University / Otsuma Women's University

It is not uncommon for teachers to devise rules to take phones away from their students. These teachers typically feel that smartphones are a distraction from classroom activities and lectures. However, in this presentation, I will demonstrate how these naturally distracting objects can also be put to use as personal displays and sources of accountability that can foster a more active learning environment, even with larger classes of 30 or more people. Examples will include learners using games, study applications, websites, online forms, recordings, and online flashcards to guide individuals and groups through their language learning and speaking activities at a faster pace. The presentation will also critically explore the challenges to successfully managing on-screen time so that the phone is a tool rather than the focal point of the learning experience.

Visualizing Active Learning with Legitimation Code Theory

Dominic G. Edsall, Ritsumeikan University & UCL Institute of Education

Active Learning has become a popular buzzword in Japan and elsewhere. However, there is no agreed definition and many teachers are left to interpret this on a case by case basis. How do we know if our students will learn actively or have actively learned? Legitimation Code Theory (LCT) offers a way to visualize knowledge construction processes within a lesson activity through the language used to give a better insight into what active learning is and how activities might be used to encourage it. LCT extends ideas from the work of Bourdieu and Basil Bernstein developing theories and approaches from general education and educational sociology, and LCT allows for the evaluation of active learning within the second language classroom. Using the LCT concept of Semantic density, several examples

of real classroom activities will be discussed in relation to how they supported or failed to support active learning.

Introducing Peer-review: A Principled Approach

Ian Hurrell, Rikkyo University

It has often been stated that peer review activities play an integral part of helping students to develop their writing skills. However, it is also the case that many students, who have no experience of commenting on each other's work, can struggle to give meaningful feedback to their peers. In this interactive presentation, the presenter will report on ongoing research focused on aiding freshman college students to take an active role in reviewing and commenting on each other's written work in an advanced reading and writing class. Particular attention will be paid to methods, principles and activities that can be utilized to effectively introduce peer review techniques to inexperienced learners. The presenter would also like to engage the audience in discussion and exchange ideas about how we might better engage our students in peer review in a more active and meaningful way.

Enabling Students to Express Opinions from Their Core Values

Ken Ikeda, Otsuma Women's University

How can we get students to utter meaningful opinions? Bonwell and Elson (1991) state their fifth feature of students in active learning involves exploring their own attitudes and values. I propose that this desired outcome comes through having students construct opinions based on the degree they agree or disagree to a list of value statements. Their opinions come from what they may believe and think are important, but Lemke (2008) argues are based on their fears and desires. After examining their stances to these value statements, students can build their views into organized manifestos or platforms. Through active dialogical interaction, students also engage in community-building and create shared statements. My poster

will show how this community-building has occurred in a class of university students of differing years and levels.

How Dual Orientations Can Assist Understanding Young Japanese Learners' Learner Autonomy

Fumiko Ishinuki, Kumamoto Gakuen University

Learner autonomy involves an individual learner's goal-setting, monitoring and evaluation of their own learning. Among those, goal-setting plays quite a significant role since the other two elements are based on the goals set by the learner. While it appears that there is implicit shared understanding that the goals are related to a learner's becoming an autonomous user of the target language for authentic communicative purposes, young Japanese learners often have other objectives related to examinations and school grades (i.e. often quoted as 'dual orientations in studying English' (Yashima, et al (2004)). Based on data from the presenter's current study, strength of each goal orientation by an individual learner can affect different elements of learner autonomy development in the process of learning through a course based on experiential learning. Thus, it is suggested that dual orientations perspective be incorporated in examining learner autonomy in Japanese educational contexts.

Toward More Effective Active Learning – Analyzing Students' Interaction in a Discussion Class

Kio Iwai, Rikkyo University

Active learning is defined by Bonwell and Eison (1991) as "instructional activities involving students in doing things and thinking about what they are doing." In Japan, ever since the Central Council for Education mentioned active learning in its report in 2012, a variety of learning methods have been explored in order to promote active learning. In the university discussion class where I teach, various ways to involve students such as pair-practice, pair-opinion exchange, group-opinion exchange are adopted. While in some discussions, students

mechanically ask questions and answer them, in other discussions, students arrive at a deeper understanding as a result of continuous efforts trying to understand each other. I would like to illustrate what is happening in a discussion where learners think harder about what they are doing by analyzing students' interaction. Further, I would like to suggest a way to enhance effectiveness of active learning.

"Meccha active": Deep Active Learning, Collaborative Project-based learning, and Teacher Education

Nick Kasperek, International Christian University

This presentation will unpack the revised official buzzword "active learning" in its recent official meaning as "independent, dialogical, and deep learning" (Matsushita 2018, p. 8), exploring the literature shaping and responding to official Japanese policies and addressing curriculum design more broadly. As Matsushita notes, active learning was first explicitly contrasted with "one-sided lectures" (p. 16), which rarely characterize communicative English language courses. However, drawing upon my experience teaching an English discussion course for teacher-trainees with mandated active learning assignments, I suggest that collaborative project-based learning provides a helpful framework for English instructors not only to fulfill such "active learning" requirements but also to use these assignments for meaningful "meccha active" learning. While ideally institutions would provide teacher training for how to use "active learning," I hope to present clear and simple structures that teachers can use independently and collaboratively to create and scaffold "deep active learning" worthy of its name.

Active Learning in Large Classes

Patrick Kiernan, Meiji University

Large university classes are often the epitome of passive learning, where the teacher speaks and the students listen. Indeed, it is a reaction against this

traditional arrangement where retention is believed to be as little as 5% that has led to a growing interest in active learning approaches in Japan (Ito, 2017). Small classes are often seen as a prerequisite for active learning. However, this poster will introduce an active approach to learning used with a class of over 100 students. The course introduced began as a much smaller class of around 50 students but expanded over several years to almost 200. During this time, techniques were evolved to promote active learning, including group discussion, presentations, journal writing and use of a mobile "clicker." The poster will illustrate how these techniques have been implemented and modified, student reactions to the activities and the kind of problems still faced.

Fostering Active Learning in Compulsory EAP Classes for Non-English Major Students

Jenny Morgan, Sophia University

Teaching for the first time in a compulsory EAP skills-driven syllabus, I was uncertain how to balance the institutional requirements with a more bottom-up, learner-driven approach to learning and teaching. I had various concerns about how to make academic English learning relevant and interesting to first-year students with a wide range of linguistic and academic skills. Would an 'active learning' approach which provides learners with many opportunities for 'interaction, autonomy and deep learning' (MEXT guidelines in McMurray, 2018) be effective in engaging students from diverse departments and developing their EAP skills? In this poster presentation, I will share classroom activities, puzzles and materials, and invite participants to comment and share their experiences in fostering active learning.

Effects of Issue Logs on Learners' Active Learning and Speaking Skills Improvement *Sakae Onoda, Juntendo University*

This presentation will show how issue log tasks, a type of pair work, can help learners engage in actively listening to each other's stories and

responding to these with curiosity and critical minds, thus helping them build rapport and ultimately improve their English interactional skills. L2 literature indicates that the intensive use of such tasks, when finely tuned to learners' proficiency and intellectual and motivational levels, can help L2 learners achieve their linguistic, affective, and social goals, all of which are critical to using English in today's global society. The presenter will first explain the features of issue log tasks along with their theoretical underpinnings, the learners' key features, and their feedback on their own issue log performance, including perceived pedagogical benefits. Finally, the presenter will show a DVD of learners' performance so that members of the audience can witness how learners engaged in the task.

Learners as Co-Researchers: Actively Learning about Active Learning

Joe Sykes, Akita International University

By engaging university students in inquiry into their emplaced learning, I was able to gain deep insights into their experiences of active learning, while simultaneously empowering them in a number of ways. As co-researchers, they developed practical and intellectual skills of inquiry, the use of which led to greater awareness of factors influential over their learning and identity formation, and gave them a voice in university policy. The project I present involved three phases: an 'auto-ethnographic' phase, in which the co-researchers reflected on their learning journeys, presented them as multimodal narratives and conceptualised the university as a place of active learning; an 'ethnographic' phase, where they extended their understanding by inquiring into the perspectives of other students in the university; and, an 'action' phase, in which we (the co-researchers and I) used our findings to inform evidence-based policy recommendations, made to the university administration.

Autonomous Active Learning through Teletandem: One Undergraduate's Experience

Clair Taylor, Gifu Shotoku Gakuen University

Teletandem is an active learning practice where a proficient speaker of one language pairs with a proficient speaker of another, and through regular voice/text/video chat meetings (using an application such as Skype), each helps the other learn their target language. The learners exercise and develop autonomy as they negotiate the timing and content of the sessions, the tools used, and approaches to correction and feedback. This narrative study explores the tandem experiences of one undergraduate learner of English, studying at a private university in Japan, who engaged in weekly tandem activity for 17 months with an American learner of Japanese, organized through their universities, which are partner institutions. The story illustrates the affordances of tandem activity for the maintenance or development of language skills, for sustaining motivation to learn, and for personal growth through the building of deep, strong bonds with a teletandem partner.

Feeling Pressure or Comfort? Students' Perceptions toward English only Classrooms

Koki Tomita, Soka University

This research attempts to find out connections between students' emotions toward speaking English and English only policy implemented in four-skill English courses. In particular, this study examines how students' willingness to communicate (WTC) in an environment where the use of English is reinforced by the teacher changes over time. Participants of the study are 93 freshmen students studying at a private university located in a suburb of Tokyo. They belong to the faculty of law, education, or literature of the university and meet two times a week for the English course. This study employs the paired samples T-test to measure to what extent the level of WTC changes after taking the courses held under an English only environment. In semi-structured interviews, the

researcher also follows up with participants to identify further needs of participating classes taught all in English.

Language Learner Autonomy and its Relation with Motivation Beyond the Classroom

Fang-Ying Yang, National Chiao Tung University, Taiwan

This study aims to examine the nature of language learner autonomy in a self-directed English listening program and explore its relation with motivation beyond the classroom. A mixed-method design was adopted. Thirty-seven EFL college students voluntarily participated in a non-credit out-of-class self-directed English listening program. The program provided resources and support for two forms of learning: self-directed listening practices using online materials and socially-mediated learning through onsite and online interactions with teachers and peers. Participants were allowed to develop and implement their own study plans. Quantitative data included TOEFL listening test scores, a motivation questionnaire, and an end-of-program questionnaire. Qualitative data included learning diaries, end-of-program interviews, and teacher/researcher's field notes. Findings indicate that participants who had higher levels of promotional instrumentality of learning English showed higher levels of proactive autonomy; those who had preventional instrumentality tended to demonstrate reactive autonomy. The theoretical connection between autonomy and motivation will be discussed.

Learning Learning Editorial Team

Those working on *Learning Learning* share a commitment to working together in small teams. We aim to learn together about writing, editing, responding, and/or translating, for our shared personal and professional development. Some areas where we would like to encourage SIG members to take part and work together on *Learning Learning* include:

- **Layout and Design:** working on the formatting and preparation of finalised content for online publication
- **Members' Voices** (co-)coordinating: contacting news members of the SIG and working with them to develop their writing in a variety of formats and lengths as a first step to taking part in the SIG's publication activities;
- **Looking Back** (co-)coordinating: working with contributors writing on events related to learner development (conferences, forums, get-togethers, workshops, both face to face and online) for publication in *Learning Learning*;
- **Research and Reviews** (co-)coordinating: encouraging potential contributors to send in summaries and accounts of research, as well as reviews (of books, journal articles, materials, or web resources relating to learner development), and working with them to develop their writing for publication in *Learning Learning*.

If you are interested in any of these areas of working together (and/or you have other areas of interest) and would like to discuss your interest and ideas, please email the *Learning Learning* editorial team: <LLeditorialteam@googlegroups.com>