Learning Learning 『学習の学習』

Newsletter of the Learner Development SIG

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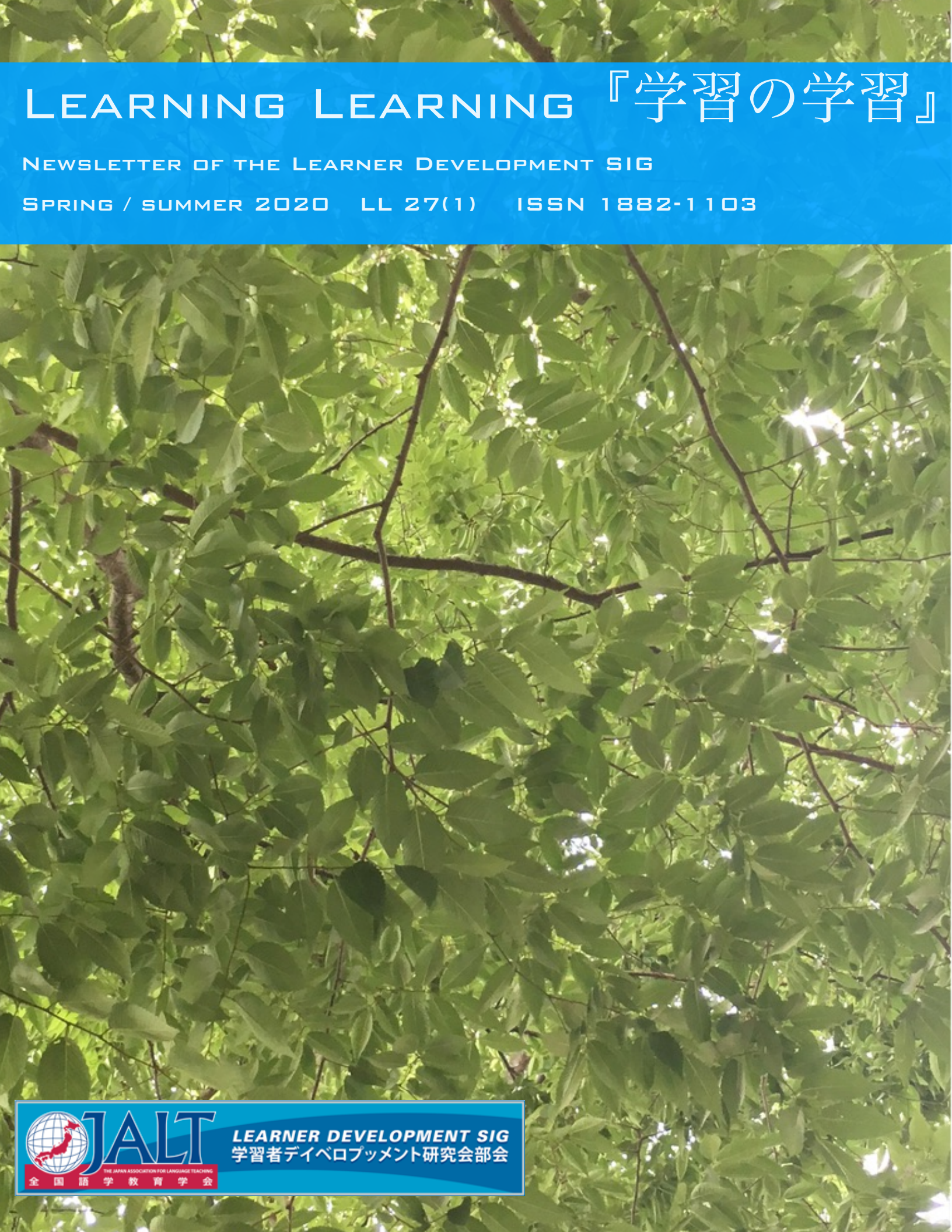

JALT THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING 全国語学教育学会

LEARNER DEVELOPMENT SIG
学習者デイベロプッメント研究会部会

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As an editorial team we have been working with the contributors of this issue since the end of last year. It is our pleasure to bring to you the Spring issue of *Learning Learning,* which collects an invigorating selection of articles on teacher and learner development representing the vibrant nature of the LD SIG.

The issue begins with the **Greetings and New Updates**, written by **Yoshio Nakai and Koki Tomita** as co-coordinators' of the LD SIG, which brings us up to date with LD SIG-related news that happened since the AGM that was held at the JALT 2019 International conference in Nagoya.

In **Members' Voices**, three new members of the LD SIG introduce themselves. **Gareth Barnes** describes his attempts to define learner development. **Adam Peterson** recounts how his experiences learning Japanese led him to introduce project based learning supported by online vocabulary study to his English classes. And finally, **Natsuho Mizoguchi** reflects on her journey to becoming a university English teacher.

These reflective articles are followed by four **Grant Awardee Essays.** In the first one, **Gregory Lambert** reports on how the JALT 2018 International Conference grant enabled him to both participate in the conference and showcase the comic book project work his high school students completed to communicate popular Japanese folk tales to Australian students. **Dominic Edsall** continues with his JALT 2019 International Conference Report, that reflects what he learnt from participating in the conference and attending two plenary sessions: one by David Barker, which centered on Teacher Development; and the other by Donna Briton that explained how ideas about learning agency had changed over time in relation to changes in teaching methodology. **Masayo Kanno** shares her JALT 2019 International Conference report, which outlines what she learnt by participating in the conference as a presenter and conference attendee and summarizes Yuko Eto's session on learning management systems, John Spiri's presentation on critical thinking and Joseph Falout's talk on critical collaborative autonomy. **Micheal Kuziw,** project grant awardee, then updates his project to enhance affect towards EFL in elementary schools through storytelling. **Jackson Lee** contributes a JALT 2019 International Conference Report that summarizes what he learnt from attending the conference with reference to David Barker's presentation, Kio Iwai's presentation on classroom activities, and Roberto Rabbini's Italian vocabulary workshop, among others.

In the Free Space Section, **Alison Stewart** interviews *The Learner Development Journal* 4 (LDJ4) editors, **Sabine Little** and **Michelle Golledge**. They begin by discussing how their supervisor-supervisee relationship inspired the issue's theme, "Supervision in Multicultural/Multilingual Contexts," and then reflect on their experiences co-editing LDJ4 and getting it ready for publication.

The **Looking Back** section contains critical reflections from both the LD SIG forum at the JALT 2019 International Conference and the Fifth Creating and Community Learning Together conference (CCLT5) held at Otsuma Women's University in December. The **Critical Responses to the LD SIG Forum** collated by **Blair Barr** (the LD SIG Programs chair) contains in-depth responses from **Ian Hurrell**, **Fang-Ying Yang**, **Clair Taylor**, and **Blair Barr.** This is followed by reflections on the CCLT5 conference by both teachers and students. **Gareth Barnes** reflects on his experience attending the conference for the first time as a presenter and attendee. **Ian Hurrell** contributes his reflection as a conference co-organizer. **Kio Iwai** follows on from

this by reporting on her experiences as a presenter. **Tim Murphey** shares four activities that he designed to create a classroom community. **Chihiro Moriya, Shiori Kishihara, Hana Oyama, Yukari Sato, Misa Yamashita**, and **Yuma Shibaki** report on their experiences as student presenters. **Mimi Tanzawa, Maho Seki**, and **Masako Yoshioka** add a collaboratively written reflection from their perspective as student presenters. This is followed by Maya Yamada and Natsuho Takasaki, who both individually report as student presenters.

The issue closes with the Financial Report written by **Patrick Kiernan**, which details the financial health of the LD SIG from September 2019 to January 2020, and also reports on the LD SIGs decision to award five grants this year.

Due to the uncertainty caused by the spread of Covid-19, we have decided not to include the **Looking Forward** section in this issue. Both the PanSIG 2020 conference and JALT CALL 2020 have been postponed and moved online. We recommend those interested to check the conference websites and social media for more information. Please do not forget that the door to *Learning Learning* is always open; those interested in submitting their writing should refer to **Information for Contributors** at the end of this issue. Our thoughts are with you and your families as we struggle with the spread of Covid-19 across the world.

James Underwood & **Ken Ikeda**,
co-lead editors for LL27(1),
on behalf of the Learning Learning editorial team:
Andy Barfield (editor, Members' Voices)
Lorna Asami (editor)
Mike Kuziw (editor)
Yoshio Nakai (editor, translator)
Hugh Nicoll (editor, webmaster)
Koki Tomita (editor, translator)
Tokyo, April 2020

私たち編集者チームは昨年の終わりから、執筆者の皆様とともに本号の出版に取り組んできました。春版の『学習の学習』も、教員そして学習者の成長に関する目をみはるような小論が散りばめられ、出版にたどり着けた喜びもひとしおです。

今号は、LD SIGの活動のニュースと昨年11月のJALT第45回年次国際大会で開かれたLD AGMのレポートを、**Yoshio Nakai** と **Koki Tomitaの挨拶と近況報告**の中でまずお届けいたします。

メンバーの自己紹介を兼ねるメンバーの声 では、今回3人の新たなSIGメンバーが自己紹介を行います。**Gareth Barnes**は学習者の成長についての自身の定義を模索し、**Adam Peterson**は自身の日本語学習の経験からヒントを得て、オンライン単語学習を軸に置いたプロジェクト型の授業について語ります。そして最後に**Natsuho Mizoguchi**は自身の大学英語教員になるまでの旅路を振り返ります。振り返りジャーナルに続き、次はLD SIG補助金受賞者のエッセイを紹介します。**Gregory Lambert**は2018年のJALT の年次大会に参加する目の補助金を獲得しました。レポートの中で、まず補助金を獲得することによって参加した年次大会の経験を紹介し、そして担当している高校生が、日本の昔話をオーストラリアの生徒たちに教えるプロジェクトを紹介します。続いて**Dominic Edsall**は2019年に行われた年次大会のレポートを行います。レポートの中で、「教員の成長」について述べたDavid Barker と、「教育方法が学習者の主体性をどのように変えて来たか」について発表したDonna Britonの特別講演に参加して得られた経験をシェアします。**Masayo Kanno**は自身のプレゼンテーションの振り返りを行い、さらに聴衆として参加した学習管理システムについて発表を行ったYuko Eto、John Spiriの批判的思考についてのプレゼンテーション、そしてJoseph Faloutの「批判的、共同的、自主的な学習者集団」についての発表を振り返ります。プロジェクトの補助金を受賞した**Micheal Kuziw**は、物語形式の授業を通して小学

生が外国語としての英語に対する興味を伸長させるプロジェクトをシェアします。最後に、**Jackson Lee**はDavid Barkerの特別講演から始まり、Kio Iwaiのクラスアクティビティ、そしてRoberto Rabbiniのイタリア単語を学習するためのワークショップでの自身の経験をまとめます。
フリースペースでは、Alsion Stewartがラーナーディベロップメントジャーナル(LDJ)4号編集者の**Sabine Little** と **Michelle Golledge**に行ったインタビューを掲載しています。”多文化・多言語コンテキストにおける指導”と銘打った今回のLDJ4号は、編集者達の主幹関係を元にスタートしました。今回のインタビューではLDJ4号を共同編集したことから得られた経験、そして4号の発刊準備の軌跡を辿ります。

報告のコーナーでは、JALT2019年次大会で行われたLD SIG フォーラムと同年12月に大妻女子学園で行われた、コミュニティの創造：共に学ぶ５(CCLT5)の振り返りを行います。**Ian Hurrell**、**Fang-Ying Yang**、**Clair Taylor**、**Blair Barr**が寄稿したLD SIGフォーラム参加に対するリスポンスは、**Blair Barr**（LD SIGプログラムチェア）によって批評的総括としてまとめられました。これに続いて、CCLT5への振り返りが教員、そして学生から寄せられ、**Gareth Barnes**は、発表者として、また参加者として初めてカンファレンスに参加した経験を振り返っています。**Ian Hurrell**は、会議の共同主催者としての感想を綴り、続いて、**Kio Iwai**も発表者としての経験を報告します。さらに、**Tim Mupheyはクラス内でのコミュニティづくりを促すための4つの活動を共有します。** 学生発表者として、**Chihiro Moriya, Shiori Kishihara、 Hana Oyama、 Yukari Sato、 Misa Yamashita そして Yuma Shibaki** がカンファレンスでの経験を報告しています。加えて、**Mimi Tanzawa、 Maho Seki**、そして **Masako Yoshioka** は共同で作成した学生プレゼンターとしての振り返りを寄稿しました。学生のレポートの最後は**Maya Yamada**と**Natsuho Takasaki**で、その中で彼らも学生プレゼンターとしての経験を報告します。

Covid-19の拡散による情勢不安のため、今号では今後のイベントセクションは掲載しないことにしました。PanSIG 2020カンファレンス、JALT CALL 2020ともに延期され、共にオンラインカンファレンスに以降しました。上記のカンファレンスのご興味のある方は、カンファレンスのウェブサイトやソーシャルメディア等で詳細をご確認ください。『学習の学習』への投稿はいつでも可能です。もし投稿に興味がある方は、今号最後にある投稿者情報をご参照ください。コロナウイルスの蔓延が進んでいるなか、私たち『学習の学習』編集者一同、LD SIG会員、そして読者の皆様の健康とご多幸をお祈りしています。

James Underwood & Ken Ikeda,
『学習の学習』27号(1)
リード編集者より
Andy Barfield (メンバー紹介)
Lorna Asami (編集)
Mike Kuziw (編集)
Yoshio Nakai (編集、翻訳)
Hugh Nicoll (編集、ウェブ担当)
Koki Tomita (編集、翻訳)
東京　2020年4月

GREETINGS AND NEWS UPDATES | 挨拶と近況報告

Hello to all the members of the Learner Development SIG community and the readers of *Learning Learning*. We are happy to share LD SIG's latest activities with this issue of *Learning Learning*.

First, we would like to thank each one of you who have joined LD SIG and made our activities meaningful. Since the last publication of the Autumn issue of LL, two major LD SIG events have taken place in 2019. The first event was the LD SIG forum at the 2019 JALT International Conference in Nagoya. At the LD SIG Forum on "Active Learning as a Policy for Transforming Lives," Blair Barr, Lorna Asami, Tim Ashwell, Andy Barfield, Dominic Edsall, Ian Hurrell, Ken Ikeda, Kio Iwai, Nick Kasparek, Patrick Kiernan, Hideo Kojima, Jenny Morgan, Joe Sykes, Clair Taylor, and Fang-Ying Yang shared their practice- and research-based poster presentations. Among them, Dominic, Masayo, and Jackson were selected and presented as 2019 JALT International Conference Grant recipients. For more, Dominic and Masayo also joined the committee at the AGM. Kudos to all the wonderful presentations and contributors!

The second main LD SIG event, Creating Community: Learning Together 5 (CCLT 5), was held in December. Joined by almost 60 teacher and student presenters, the conference carried a friendly and lively atmosphere throughout the day and was closed with a wonderful after party. We are hoping that this year's CCLT 6 will offer insightful and exciting experiences to future participants. For those who missed the conferences, you can still get a glimpse of presenters' conference experiences through their reflective writing in this volume.

All those events and LD SIG activities in 2019 wouldn't have happened without the tremendous contribution of LD SIG officers. We would like to thank our Program Chairs, Blair Barr and Robert Morel, who coordinated the LD SIG forums at the conferences throughout 2019. Also, the Tokyo Get-togethers team, Ian Hurrell, Ken Ikeda, and James Underwood, who worked tirelessly for the success of CCLT 5. For future reference, the Tokyo Get-togethers team will set up a conference planning group for CCLT 6. If you are interested in being involved and making the conference together, please contact the team from LD SIGsigtokyogettogethers@gmail.com.

From here, we would like to share recent updates and news. At the 2019 JALT International Conference in Nagoya, we reflected on our activities and discussed future plans for 2020 and onward. Thanks to the lead of Andy Barfield, Fumiko Murase, and Lorna Asami, it became another successful and meaningful meeting. While there were many key points, we would like to highlight a few to recap the meeting. The first point is the changes in the committee roles. Having been supportive and contributing Membership Chairs for the last years, Ann Flanagan and Barrie Matte decided to step down from their positions. Since last December, we have welcomed Tetsuko Fukawa for the membership roles and she is working as effectively as the former chairs. Ellen Head is another new officer who stepped up and took over the publicity role from Gretchen Clark. We are sure that a lot of LD SIG members benefited from Gretchen's effective promotion of our events and news and so will do with Ellen's coordination. At the AGM, Chika Hayashi, Daniel Hougham, and Sean Toland stepped down from our *Learning Learning* editorial team. Personally, Yoshi and I had worked alongside the wonderful former editors in the LL team and received a lot of inspiring insights. Due to the collaborative and supportive nature of the editorial process, where editors and contributors work together on developing and finalizing each article, there are many learning opportunities for both sides. Lorna Asami and Mike Kuziw started their journey as LL editors after the 2019 AGM, and we always welcome new editors and translators to the team. If you are interested, please contact the team at <LLeditorialteam@googlegroups.com>. Another LD SIG publication is The Learner Development Journal (LDJ). Sabine Little and Michelle Golledge have been working alongside Alison Stewart as editors to the launch of issue 4 – Exploring the Supervision Process Across Diverse contexts: Collaborative Approaches later this year. For issue 5 of the LDJ, Dominic Edsall will join *The Learner Development Journal* Steering Group and work with the team from issue 5. You can access the latest volume of Learner Development Journal on Learner Identities and Transitions from https://LD SIGjournalsite.wordpress.com/issue-three-identities-and-transitions-2019/. We would like to thank the contributors, Review Network members, editors, and

steering group members who worked together to create and create this issue.

Another highlight of the AGM is the treasurer's financial report. As we did in 2018, we would say that we had a relatively healthy financial activity in 2019. For more detailed information, please refer to Patrick's Financial Summary at the end of the following summary of key points at the 2019 AGM: http://LD SIG-sig.org/wp-content/uploads/2019/11/2019-LD SIG-SIG-AGM-Minutes-20191110.pdf Before closing our greetings, we must show a huge appreciation to the contributors and our LL editorial team. To make this publication happen, they worked closely and collaboratively since the launch of the last issue. We are excited to read this issue as one of the many readers. We also hope that this issue of LL will provide you with new perspectives on learner development and professional development.
2020 is going to be the last year for Yoshi and I to work together as co-coordinators of the LD SIG. It is very saddening to even think about closing our final chapter as co-coordinators of this wonderful community. We will work together with other amazing officers to keep sharing the best experiences with our members for the next 7 months. See you in the next issue of *Learning Learning*!

Learner Development SIG Co-Coordinators
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学習者ディベロプメントSIGのメンバーの皆様、並びに*Learning Learning*の読者の皆様、こんにちは。今号の*Learning Learning*では、LD SIGの直近の活動についてご報告させていただきたいと思います。

まず初めに、LD SIGの学会活動にご参加くださった皆様に感謝を申し上げたいと思います。*Learning Learning*の秋号を発刊してから現在までの間に、LD SIGでは2つの大きなイベントがありました。一つ目は名古屋で開かれたJALT2019年次国際大会でのLD SIGフォーラムです。フォーラムでは“Active Learning as a Policy for Transforming Lives,”というテーマのもと、Blair Barr, Lorna S. Asami, Tim Ashwell, Andy Barfield, Dominic Edsall, Ian Hurrell, Ken Ikeda, Kio Iwai, Nick Kasparek, Patrick Kiernan, Hideo Kojima, Jenny Morgan, Joe Sykes, Clair Taylor, Fang-Ying Yang が実践や研究の成果についてポスター発表をなさってくださいました。また、今回のフォーラムでの発表者の中から、Dominic、Masayo、Jacksonの３名の方がJALT2019年次国際大会のGrantを受賞されました。全ての発表者や関係者の皆様に賞賛のお言葉をお送りします。

2つ目のイベントは12月に行われたCreating Community: Learning Together 5 (CCLT 5)です。およそ60名の教員や学生さんの発表者が集まり、カンファレンスは温かく、かつ活発な雰囲気のもとで行われ、素晴らしいパーティーでカンファレンスが締めくくられました。次のCCLT 6 は今年開催を予定していますが、CCLT 6 も意義のある刺激的な会となるよう準備を重ねてまいります。今号にカンファレンスでの発表者の振り返りを記載しておりますので、今回の参加がかなわなかった方にはそちらをお読みいただいて会の様子を感じていただければと思います。

2019年のLD SIGの全ての活動が無事に行えたのはLD SIG運営委員の皆様のご尽力にほかなりません。2019年のLD SIGフォーラムをコーディネートしてくださったプログラム委員長のBlair Barr と Robert Morel、CCLT 5 を無事に開催にこぎつけた the Tokyo Get-togethers teamのIan Hurrell、Ken Ikeda、James Underwoodにはここで改めて感謝の意を表します。カンファレンス運営などにご興味がおありの方は、ぜひTokyo Get-togethers teamの連絡先（ LD SIGsigtokyogettogethers@gmail.com）にご連絡いただければ幸いです。

次に、近況についてご報告したいと思います。名古屋で行われたJALT2019年年次国際大会では、2020年以降の今後の活動について議論しました。Andy Barfield、Fumiko Murase、Lorna Asamiがまとめてくだったおかげで、意義のある議論ができました。多くの重要なポイントがありましたが、会

議を振り返りここでまとめておきたいと思います。昨年度メンバーシップの委員としてご貢献くださったAnn FlanaganとBarrie Matteが委員をお辞めになることになりました。昨年の12月からはTetsuko Fukawaにその委員を引き継いでいただき、既に運営にご尽力いただいております。また、Ellen HeadがGretchen Clarkから広報委員を引き継いでくださっています。GretchenやEllenが委員として関わってくださることはLD SIGメンバーにとってとても心強いことです。AGMでは、Chika Hayashi、Daniel Hougham、Sean Tolandが *Learning Learning* の編集委員を退任されました。Yoshiと私は*Learning Learning*の編集者としてお仕事をご一緒させていただく中で、個人的に多くの示唆をいただきました。編集者や執筆者が論文を協働的かつ協力的に編集していく過程で、執筆や編集という両方の側面で多くのことを学ぶ機会を得ることができました。 2019年のAGM以降はLorna AsamiとMike Kuziwが*Learning Learning*の編集者として加わっていくことになりましたが、私たちは編集や翻訳にご関心がある方がいらっしゃれば、わたしたちはいつでもお待ちしておりますので、LLeditorialteam@googlegroups.comまでご連絡ください。また、LD SIGのもう一つの機関紙である*The Learner Development Journal*では運営委員であったDarren Elliotが退任され、その後をDominic Edsallが引き継がれました。2019年の年末に発刊されるIssue 4 – Exploring the Supervision Process Across Diverse contexts: Collaborative Approachesの編集に既に取り掛かってくださっています。Learner Development Journalの最新刊は https://LD SIGjournalsite.wordpress.com/issue-three-identities-and-transitions-2019/にてご覧いただけます。刊行に関わってくださっている著者の皆様、査読委員の皆様、編集者や運営委員の皆様にはお礼を申し上げたいと思います。

AGMで取り上げられた別の重要課題は会計報告です。2018年と同様に、2019年も財政状況は比較的良好であったことを報告いたしました。詳細については、2019年のAGMのご報告の最後にある、Patrick作成のFinancial Summaryをご覧ください（http://LD SIG-sig.org/wp-content/uploads/2019/11/2019-LD SIG-SIG-AGM-Minutes-20191110.pdf ）。

最後に、LD SIGにご貢献くださった皆様と*Learning Learning*の編集委員の皆様に深く感謝の意を表します。今号の発刊にあたっても、より親密に協力的に編集作業を進めることができましたが、私たちも読者の一人として拝読するのを楽しみにしております。また、今号が読者の皆様に学習者ディベロプメントや専門性を高める新たな知見をお届けできることを願っています。2020年はYoshiと私にとってLD SIGのco-coordinatorとしての最後の一年となります。この素晴らしいコミュニティのco-coordinatorとしての幕を閉じるのは非常に寂しいことですが、残りの７か月も素晴らしい委員の方々と共に私たちの経験をメンバーにお届けできるよう尽力してまいります。次の*Learning Learning*でお会いしましょう。

学習者ディベロプメント研究部会　コーディネーター

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MEMBERS' VOICES | メンバーの声

Negotiating the complexity of the incomplete and changing architecture of development

Gareth Barnes
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I've read that as people delve further into their studies, we tend to gradually let go of conviction. I am not sure about the generalizability of this claim; however it has been very true in my own experience. I'm in the process of completing a pilot study (Master of Research) for a PhD at Macquarie University, and reflecting on the journey so far and where it has led me, is like strolling through a park and finding a strange tree that has miraculously grown by completely avoiding the guiding frame the gardener has set up for it.

My area of study is foreign/second language development for older, retiree-age learners: a dynamic and varied demographic also referred to as the Third Age. Because of the variation inherent in the subject, as I progress with the research, I'm reminded of a description of the four stages of developing expertise (see for example Underhill, 1992). It is said that we start from unconscious incompetence, progressing to conscious incompetence, then conscious competence, and finally unconscious competence. Often it seems I'm regularly cycling between the first two stages, as with each new concept comes a long history of research to explore and take in. 'Simple' words like *ecology*, or *emergence*, have taken me on a journey from Lamarck to Darwin to Peter Corning, from Chomsky to Larsen-Freeman, van Lier, and Phil Benson (see for example Benson, 2019; Berwick & Chomsky, 2016; Chomsky, 2015; Corning, 2018; Hornstein, 2018; Larsen-Freeman, 2018; van Lier, 2004). Words like *teleological*, *epigenesis*, and *punctuated equilibrium*, have appeared as fundamental landmarks, while in the meantime leaving me to struggle with how all this relates to second/foreign language development.

When I first considered writing a short piece for Members' Voices, I quite happily trotted out something similar to a short literature review setting up the argument for why my research was necessary and then followed through with defending it with as many references as I could gather, just to be certain. Then I was reminded that I'm not writing this for my examiners, but instead for my colleagues and interested readers of *Learning Learning*. Nor is my current research by any means a complete description of my voice as a member of the Learner Development SIG, or as a researcher, graduate student, teacher, or learner. Perhaps I am gradually becoming more comfortable with letting go of certainty and conviction. This is not about losing ethical and moral conviction—they are always present for me, unchanging, and are a driving force throughout life; it is the loss of conviction that one method, one idea, or one approach is "the right" one, and will give me answers to all my teaching/learning/researching/life problems. The world is beautifully complex and varied. If you picture a garden or a park, it seems only fitting to be able to stroll around it and take in its splendour from as many perspectives as possible—from the microscopic world to the macroscopic. It's in treading the fine balance between not knowing and knowing that I can constantly cycle within the first two stages of expertise. How exciting!

Just recently, after the Creating Community Learning Together (CCLT5) student-teacher conference in December, I had a rather motivating talk with some friends and was prompted to re-read *Autonomy You Ask!* (Barfield & Nix, 2003), as learner autonomy is an area I've not read about much. Each time I read through the chapters, I find myself going back to Phil Benson's "A Bacardi by the Pool" (Benson, 2003), and his thoughts on defining autonomy. That reference point, and a common definition of autonomy, was that autonomy is the capacity to control your own learning. This definition initially triggered way more questions than I was comfortable with, which usually means I've hit a good challenge to whichever stage of understanding or competence that I'm at right now. Questions arose like "What on earth could 'capacity' and 'control' mean?",

followed shortly by "How can we define 'learning' without referencing culture?", and then I even found 'your' and 'your own' as problematic, adding to the self-inflicted confusion. I didn't immediately see how this definition included social learning, apprenticing, the variability of capacity over time, or why only individual control should be so important for learning. Back to expertise stage one for me.

On reflection, this questioning gave way to an interesting perspective on my current research into an ecological model of development, and the contrasts present in development stages throughout our lives that Erikson proposes; take for example the contrasts Erikson identifies in the 8th stage (which corresponds most to the Third Age) as Ego Integrity vs Despair (Erikson & Erikson, 1997). This is a psychosocial stage driven by the biological influences of time, environment, and experience. Whatever happens in one will influence the others, and from the perspective of life stages, we can see how development emerges from these complex interactions. As Bronfenbrenner argues, we need to look at development biologically, cognitively, and ecologically (see for example Bronfenbrenner, 1979; Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 2007; Hoare, 2007; Rosa & Tudge, 2013) to consider what we are innately capable of, and how these innate capabilities 'control' our development to varying degrees, but also how through the course of our lives, different capacities fluctuate naturally with time and experience, and how the environment and various abstractions of context play a role in our development. This is not about nature vs nurture - this false dichotomy doesn't reflect the complexity of development. Development emerges from the continuous and changing interaction of organisms in the environment over time. And being social, symbolic organisms, our environment and the abstractions of context (including cultural and social forces) play an important part in the emergent whole.

As for control, in light of insights from research about biological and ecological development, it is an extremely slippery concept. How much can we actually control anything? On the philosophical front, Epictetus, in his handbook (Epictetus & Hard, 2014) states that the only things we can control are our thoughts and actions —everything else is not our problem. However this really depends again on our capacity to control ourselves, whether cognitively or physically. If we look at how people in their later years can use strategies of compensation to overcome a loss of control of a certain cognitive or physical capability (for example, "tip of the tongue" retrieval or hearing loss—see Burke & Graham, 2012), we can see how our capacities change and fluctuate throughout our life (see for example Hartshorne & Germine, 2015, for the various cognitive peak ages across the lifespan), and if we have the right support, the right setting, the right opportunities, we can continue developing:

"cognitive capacities not only vary as a function of age and genetics, but are influenced in large part by an individual's lifestyle and the extent to which intellectually stimulating exercises are included therein" (Kliesch, Giroud, Pfenninger, & Meyer, loc. 1796, 2018)

Capacity and control are intricately linked with our own development, which emerges from our actions, our experiences, and the affordances around us. In one way, we seem to be back to the stages of expertise—moving on from stage one almost exclusively involves others, or in other words, ecology (environment + active organisms). Progressing through the other stages involves more of our capacity to control our learning, yet this capacity, as mentioned above, is also dependent on our developmental stage. I'm starkly reminded of this in a description of Joan Erikson's Ninth Stage of Development as a distinct loss of autonomy (Erikson & Erikson, 1997, p. 105). On the other hand, I'm also reminded of the English mentalist, illusionist, author, and despiser of mushrooms, Derren Brown, addressing the same idea in his book "Happy" as this not necessarily a bad thing, and quoting Anne Karpf in her book *How to Age*: "'Age doesn't obliterate our individual traits and identities… it heightens them'" (Brown, 2016, p. 498).

So "capacity to control" cannot mean freedom of choice, otherwise we'd never get out of stage one. This makes sense to me at the moment, and sits well with me as a teacher given the positive reaction I've seen from students when we get the balance of capacity and control right in a course. It feels good to know that I still have a role to play in developing my students' autonomy. Also, as a learner myself, I can see how important it is to have friends and mentors around to continuously nudge me out of stage one.

An interesting thought to end on is to restate the idea that capacity changes throughout our lives dynamically, based on experience, character, environment, as well as time. Paul Baltes, the influential German developmental psychologist, describes human

development as "the incomplete and changing architecture of the life span" (Baltes, 1997, p. 377), and calls for us to find ways of making it more robust. In an effort to improve robustness then, I've learned that instead of trying to construct guiding frames and expecting development to take place only because of them, it is important to stroll around the garden taking in the splendour of incomplete architecture, appreciating it for the complex and dynamic system that it is—and remaining open to the next nudge out of stage one.

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A Learner Teaches

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As a first-time writer for this SIG and newsletter, thank you for reading this. I'd like to describe and comment here on some of my experiences as a Japanese learner and their impact on my English teaching.

I started learning Japanese, unusually, with formal lessons at school in the UK when I was 17 years old; it was a short course limited to basic vocabulary and a little Japanese history. We were also required to write a short project on an aspect of Japanese culture. Following this, I had no exposure to Japanese for several years and forgot almost everything linguistic I had learned, yet to this day I can remember details of the project I wrote. It's clear to me that this was because, unlike the Japanese lesson content, I could choose the topic for myself and did research on it by myself. Remembering this, I now require students to research their own presentation or discussion topics several times a term in the expectation that they will absorb and retain the English used for longer.

Starting from when my plans to come to Japan firmed up, I began to study again the language on my own, initially with the goal of passing as many levels of the Japanese Language Proficiency Test as I could. I had had fun with the subject before, but more as an academic exercise; now I knew I would be using it in real-life contexts with native speakers. This gave me plenty of motivation.

An issue I noted was that I could not review vocabulary effectively: by the time I had started to forget recently-learned words, there was already new vocabulary to learn. Reviewing took away from the time and energy required to learn and vice versa, resulting in patchy and unsatisfactory progress. What I was spending too much time on was, as became apparent, work that technology could do for me instead: a "lightning bolt" moment occurred when I discovered a Spaced Repetition System (SRS; Gupta, 2016) in the form of *Anki*, an application used by many long-term learners of Japanese. The application uses an algorithm to decide when the user is likely to forget the meaning of a term and asks for the meaning at that point. Should the user have difficulty recalling it, the application shortens the interval before it asks again; if they can recall the meaning easily, the interval is lengthened. The great advantage of this is that the technology takes care of the logistics: The user doesn't have to second-guess themselves or spend time on complicated filing methods and can concentrate simply on the language.

I was hamstrung however by the fact that I wasn't choosing vocabulary, but having it chosen for me in the form of JLPT lists. I knew that the words would be useful because they were likely to be in a test, but this did not make them interesting. I knew I *should* learn them without feeling strongly that I *wanted* to. Used every day, the SRS will ensure that you memorize a high percentage of the words you want to learn, but it cannot make you use it: Only motivation and engaging with your own learning will do that.

So, in my recent Japanese learning, I have changed my approach: I now take all the vocabulary I want to learn from authentic L1 sources, looking up the most interesting words and phrases in a dictionary app and adding them as flashcards from that directly to Anki, in which I then review them. I find my motivation has increased noticeably. It should be remembered that habit is also a major factor. It took a long time for me to develop the habit of daily vocabulary study; according to one report, sixty-six days is the average point at which a habit is formed (Clear, n.d., para. 15).

All these experiences are substantially impacting how I teach English. Projects in the form of presentations and skits have become key components of my lessons. I was surprised at how motivated many students were to research and create these. A project in which students introduced their own "green" business produced presentations featuring not only detailed research into environmental issues (for example, the effects of plastic straws on marine life) but also highly worked-out and slickly presented business solutions. Projects like this also have the benefit of providing the student audience with authentic L1 input in the form of their peers' research findings.

I also use SRS in and after lessons. Having told students the major benefits I reaped from SRS, I have them sign up (for free) with *Quizlet*, which features flashcard sets that teachers can upload and games that students can play with those flashcards. Games require students to recall a term or meaning against the clock and include the *Space Invaders*-style "Gravity" and "Match," a simple card pairs game. The most popular game is "Live," played in the classroom between student teams using their smartphones to guess the meaning of

terms, and which regularly ends in scenes of high drama.

Over the course of a term it is noticeable how many students start to use the *Quizlet* app to study the vocabulary that they want to; this method demonstrably gives students greater control over their learning. To give students the opportunity to see a measurable result of their vocabulary-learning, improve vocabulary retention, and hopefully demonstrate to them the efficacy of SRS, we have vocabulary tests frequently. To give further practice, I also require students to include a minimum number of recently-studied terms in their skits.

Quizlet allows students to make their own flashcard sets, and so going forward, this seems the natural next step in increasing their autonomy as learners. As with my Japanese learning, a natural way to do this would be for students to take the most interesting words from the most interesting texts they can find. This will require a lot of thought beforehand if it is to be relevant to the course and assessable, but the benefits to be gained would likely make the effort worthwhile. I would be interested in hearing the experiences of Learner Development SIG members who have tried this or other methods of encouraging their students to take ownership of their vocabulary learning.

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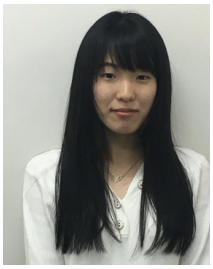
My Journey to Become an English Teacher



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I am a student at Gifu University majoring in English education. Before I enrolled in the university, I had no interest in education, and teaching was actually one of the jobs I never wanted to do. In junior high and high school, English was always my favorite subject, and I was good at it. My dream was to work for a company where I would be able to use English, so I wanted to learn more about it in university. I chose English education for my major because I thought it would be good experience for me to learn not only about English itself, but also about language education.

I started studying in university. I expected all of my classes to be about the latest and best ways of teaching, but I was surprised. Instead of simply studying effective teaching methods, I learned how to think about students. It was broader and deeper than I had expected. I learned that every class is different, that within each class there are many different students, and that teachers have to consider the needs of every single one of them. Through studying education, I learned how important and difficult it is to make lessons comprehensible and interesting for the students. Also, I went to teaching practice in elementary school and a junior high school. I observed classes and homeroom and actually taught students English. Through this experience, I learned how much teachers need to think about their students and how they go about putting those thoughts into action. These experiences have been fascinating for me, and it has made me want to learn more about this field.

Even after completing my teaching practice, however, becoming a teacher was still not what I wanted to do. In Japanese elementary and secondary schools, all the full-time teachers have to take care of their students even outside of their lessons. They have dozens of students in their charge, and they are supposed to be a kind of surrogate parent as well as a teacher. I am sure that is an important part of education, but classroom teaching is the part that interests me.

When I talked about this with my supervisor, he suggested the idea of teaching at a university. That appealed to me because it would enable me to focus on

teaching English without having all the extra responsibilities of a school teacher. Since then, becoming a university English teacher has been my dream job.

As a first step on the road to making my dream come true, I was working on my thesis about English education programs in Japanese universities. We do not have any courses about university education in my department, but fortunately, I have been able to learn from the teachers in our English Center. They are very kind and friendly, and they are also very passionate about teaching. Learning from them has made me want to become a teacher even more. I often visit the center to ask them about their perspectives on university English education. I ask them what they think about their work and how they feel about their working environment. It seems like their answers are almost the same. They do not agree with the methods used to teach English in Japan because it puts too much focus on grammar and reading, and they think that the English Center aims to provide students with effective English education that meets the needs of modern-day Japanese society. Having clear goals means that the teachers are able to work together as a team and learn from their students and from each other.

Becoming a university English teacher is not easy. In addition to a high level of English ability, it also requires a knowledge of research methods. Since the Ministry of Education deregulated all the universities in Japan in 1991, each institution has had a lot of freedom to teach whatever they want in whatever way they think best. One result of this has been that some universities seem to be unsure about what they should do with regards to English education. This is not surprising, given that there are no national standards or guidelines for English education at Japanese universities.

For me, English education at the university level is still a mystery. Many people criticize the way English is taught in Japan, and although for most people, university education is a part of this process, it receives relatively little attention compared to English education in elementary, junior high, and high schools. I think it might be interesting to dig a little deeper and investigate the reasons for this. I am also interested to know how English education at the university level can be improved, and I am curious to see how students' language proficiency might develop in a better educational environment.

As I learn more about English education at the tertiary level, I am beginning to see things that I would not have been able to see in elementary, junior high, or high schools, and I am keen to learn more about this exciting new world. Even though I am about to graduate with a degree in English education and starting my master's program this spring, I feel as though my journey to become an English teacher has only just begun.

Call for Contributions

Deadline for the Autumn issue: August 31st, 2020

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. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development.

『学習の学習』は会員の皆様に興味ある繋がりを築きつづけ るスペースです。次号の『学習の学習』への日本語（もしくは英語、及びニ言語で）の投稿を募集していま す。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関 する以下のような原稿をお待ちしております。 ターで、年に２回（春と秋）オンライン出版されています（ISSN 1882-1103）。学習者の成長、学習者と教員の自律に関するアイディア、省察、経験や興味に関連したさまざま形式の原稿を収録しています。SIGの多くのメンバーが『学習の学習』に寄稿し、共同体の意識を築き共に学習しています。どうぞ奮ってご投稿され、SIG内でのまたそれを超えた繋がりを築いてください

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JALT2018 Conference Grant Report: Using *Comic Life* and *iMovie* for a Cultural Exchange Project

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In 2017 I had the opportunity to join a research project by chance when I sought help from a colleague at the neighboring university for my malfunctioning Mac computer. The Mac was overheating and I needed to reinstall the OS, but with no idea on how to do it I turned to a wiser head. The colleague fixed the OS, and as we talked, he explained that he was involved in a project that was designing e-modules for a cultural exchange with Australian high schools. The Australian students were studying Japanese, so the idea was to share something in each other's language. He was interested in the work I was doing with my third grade high school students that I had chatted about at lunch various times during the year. As the Australian students were of high school age, the project appeared more suitable for high school rather than university students. I am the sole teacher in my class, so I have more flexibility with deciding what to teach compared to other high schools with a set English department curriculum. The majority of the third grade students that I teach are members of a sports team and are on a different track to the other academic classes. I had wanted to do something extra with my students to push their English boundaries because of this. In previous years they had produced comics created and illustrated by themselves for the school's cultural festival as a way to highlight their English ability. Fortunately my colleague had received funding and had purchased five iPads which we could now use for a comic book project between my students and the Australian high school students that my colleague was working with. To explain how the project went, let me take you through the steps that I took from start to finish to bring it to life, including some of the artwork that was used.

Now that we had the equipment to use, I set out to design a short syllabus that I thought would showcase the students' English skills. I had previous experience teaching classes on how to make a story into a comic and I had taught media at another school, so I organised the syllabus in the following way. It would start with the students drawing a comic by freehand and coloring it. They would then take a picture of the page using the iPad camera. There they would import the pictures into *Comic Life* (<http://plasq.com/apps/comiclife/macwin/>,an easy-to-use app for creating comic book stories) and add speech bubbles and text. From here their pictures would be imported to *iMovie* and a voiceover and sound effects could be added if they wanted to. These files would then be exported for the Australian school to download.

To set the project in motion, I asked the students to make groups of three and to think of popular Japanese folk tales. We brainstormed a list of different stories such as *Momotaro*, *Urashima Taro*, and *Princess Kaguya* and then eliminated some of the stories because they were internationally known. We wanted to introduce something new in terms of Japanese culture to the exchange students. Each group was asked to choose one story from the list we made and to make a comic based on it. Due to the familiarity of the stories, most of the groups could discuss amongst themselves the various plot points of the story in their group. The groups that were not familiar with the story that they had chosen were allowed to visit the library to read the story again. I also allowed the students freedom in how they wanted to portray the story, so they could add a twist to the tale or something that made the story interesting for themselves if they wanted to. For example, one group changed the turtle in *Urashima Taro* to a starfish:

Figure 1. From turtle to starfish: Re-designing *Urashima Taro*.

The only requirement was that the script had to be in basic Japanese for the Australian students and the voiceover in English. The students usually elected the "best speaker" of English in their group to do the voiceover, or they relied on the tried and trusted "Rock, scissors, paper" alternative.

The majority of students had an interest or exposure to Japanese manga so they had a basic level of familiarity with how a comic was structured. The main issue we had was involving the artwork for their story. Some students could draw and others couldn't. I had not grouped the students according to their artistic abilities, so there were some differences between students in what they could draw. I stressed that it was important to have the reader understand the story based on the pictures rather than have everything looking amazing. By putting the students in groups of three, there was a higher chance that at least one of the students could draw. As part of the creative process I gave them a basic lesson on how gestures are an important part of non-verbal communication, so that they should think about these points when illustrating each panel.

The students gradually learnt how to structure their stories based on the main points. They then drew these panels and colored them. From here they took pictures of them using the iPad camera. They next imported the pictures into the *Comic Life* program and added speech bubbles and extra effects.

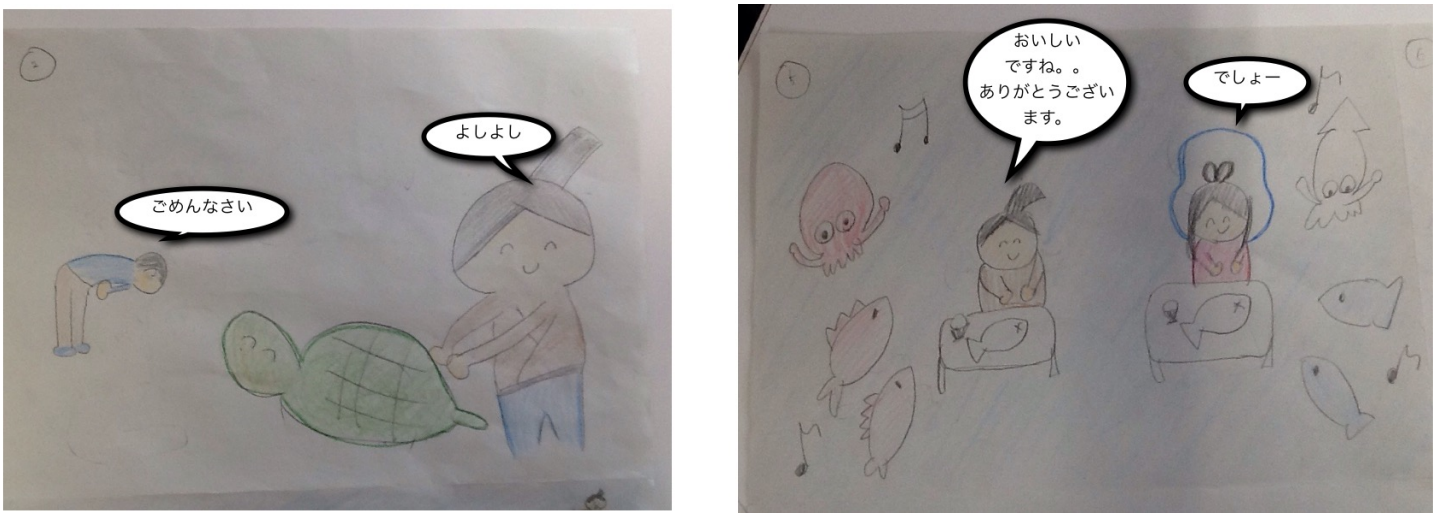

Figure 2. *Urashima Taro* after using *Comic Life* for the speech bubble effects.

The comic pages were then exported back into the photo album folder and imported into *iMovie*. Once this was done, the students went to a quiet area and recorded the narration and added sound effects. The next step involved making everything into a video file to be sent to our corresponding Australian school. This process was also useful for

making a compilation of the students' work for peer review. We showed each group's work to the entire class to see if they understood what they were trying to portray and so they could appreciate each other's work. My goal was to make a DVD for each group of all the work they had done on the iPad, similar to a portfolio.

The overall advantage of using the iPads was that we would be able to extend what we had done in class previously when drawing comics. We would now be able to digitize the students' work using the *Comic Life* software. This was important as it allowed the students to make adjustments to titles, speech bubbles, and sound effects as they progressed without having to redo their artwork if they made a mistake. From here we imported the work into *iMovie* and added a voiceover and sound effects. Each component needed to be relevant to the students and to be achievable, as I wanted it to stretch their abilities but still have the end goal remain possible for each of them. My belief was that as students developed their autonomy more they would need less guidance from myself on future tasks. This would then make the classroom less teacher-orientated and more driven by the students.

Looking back at the completed project

The students enjoyed reading their peers' comics and would compliment each other on their artwork. The benefit of peer review was that the majority of the language used was at a level that they all understood. This made the comics more accessible for the students. When I had the students complete their final survey for the year describing what they had and hadn't enjoyed, some of the students highlighted the fact that they enjoyed making the comics. There were no negative comments towards the project, which I took to be a positive indication. When I asked what made the project different from their regular mandatory English classes they shared comments like: "*It was interesting*," "*We were able to speak in English*," "*We enjoyed being active*," and "*It did not make them fall asleep*." The students also stated that they wanted to continue using the iPads to make a movie in English. Unfortunately the semester was coming to a close. I tend to think everyone's goal when they first start learning English is to be able to speak the language. I see so many students coming through the education system who have given up due to the complexity of the English curriculum with its focus on passing exams rather than the language itself. I really wanted to show my students that they were amazing at using English and that there were other methods that they could use to be able to communicate what they wanted to say. One of the joys of teaching is seeing children grasp a new concept and to develop it according to their understanding. The comic book project let me see less confident students progress in leaps and bounds and the more confident students able to tailor their work accordingly. The students could think for themselves about what they were doing as opposed to being spoon-fed by the teacher all the time.

At the conclusion of the project I felt a great sense of pride and felt that the students' efforts should be rewarded. I showed the English teachers in my department the students' work and they commented on the high standard of the artwork and stories that they had produced. They were impressed with the students' level of English and enquired more about how the lesson format worked. I didn't get the feeling that they wanted to follow the lesson plan for themselves due to time constraints, but rather that the teachers were impressed the students could engage in an open-ended, collaborative, and creative exercise and still produce something of merit.

Mission accomplished

This project was useful for the students to familiarize themselves with the iPad and the functions that it had. This was important as we primarily used the iPad for our projects. By giving the students a task that was meaningful, relevant to themselves and their coursework, I created a class that needed none to little direction from myself. My role was to give groups and individual students advice, and finally check their finished project. This gave me a great sense of satisfaction as I went to class for each lesson with the students.

I am usually happy to do my work at school. It was only by chance with my computer suffering a slow death that I was introduced to this project and to the LD SIG as well. I had never known about the opportunities that were available, and without the LD conference grant I would never have been able to experience the 2018 JALT International Conference where I gave a poster presentation about using *Comic Life* and *iMovie* for a cultural exchange project. This did wonders for myself personally and professionally in opening my eyes to other like-minded academics and different kinds of research being carried out. I recently gave a "Life after JET" talk in Kumamoto for JET participants. During this presentation I highlighted the benefits of being a JALT member, mentioning that there are grants available to members to encourage them to present at conferences when they don't have financial assistance like myself.

JALT2019 International Conference Report: A Reflection on Self-efficacy, Learner Agency, Teaching Repertoires, and Pedagogical Choices

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The theme of JALT 2019 held in Nagoya was "Teacher Efficacy, Learner Agency." While this is a seemingly simple theme, it bridges some very complex ideas. This complexity that can be found just beneath the surface of teaching and learning has interested me for my nearly 20-year teaching career. This topic led to some very interesting discussions during the Learner Development SIG forum. The forum theme was about learners' experiences of Active Learning (AL). As a presenter, I encountered one issue that seemed pertinent to the theme of AL - how could I both present my own poster and see the other poster presentations? As both a teacher and a student, I have experienced situations where the activity of learning has been so involved that time is up before achieving any sense of completion. If we are to learn actively, how can we be sure to cover as much of the topic or theme as possible? While the forum organizers staggered half of the presentations, it was not possible to see every poster presentation. The presentations that I did see were extremely interesting and generated a lot of questions with participants. The level of conversation and debate was so overwhelming that I was unable to see every poster at the forum even though they were staggered. That says a lot about the quality of those presentations and the interest in them. As an analogy of Active Learning, it was frustrating not because of the level of difficulty, but because it left me with a sense of missing out. And this raised the question in my mind whether AL could be used in isolation or if we as teachers should adopt a broader range of pedagogical choices.

In contrast, the conference plenaries might be considered passive learning. Sat in a large auditorium with several hundred other teachers, they certainly reminded me of the lectures that I attended as an undergraduate. As with most conferences, everything else stopped for the plenaries, and I did manage to see the plenary speakers. Much like a lecture, I sat taking notes. Much like a lecture, there were a few in the audience who appeared to be off-task or inattentive, but I do not think this reflected the value of the plenaries. There were two plenary speakers in particular that touched on the topic of learner development, and I think their talks would be particularly interesting to LD SIG members. The first, David Barker, talked about teacher self-efficacy in ELT education in Japan, and the second, Donna Brinton, talked about the connection between learner agency and SLA pedagogy. While these plenaries might be considered passive learning, they prompted a lot of engagement and resulted in more Active Learning on my part. This suggests to me that I need to consider how a mix of approaches to learner development might help me in teaching English at the university level in Japan.

Plenary Speaker - David Barker

David Barker might be a relatively unknown name in the global TESOL community, but gave one of the best plenaries that I have seen at a JALT conference (JALT, 2019). Self-described as a scholar of ill-repute, he did not hold back from giving his opinions on teacher efficacy and our own self-efficacy in judging our own abilities to attain teaching goals. He offered the opinion that if teachers had a very high sense of efficacy and did not feel frustration with their work, they either had no idea about language teaching or they had very low expectations, or alternatively they were simply deluded. Language teaching is often a frustrating occupation and I have suffered many of the same frustrations as he went on to describe.

To discuss these frustrations, Barker cited fairly recent PhD research by Praver (2014) into factors that affect both Japanese and non-Japanese university English language teachers' self-efficacy. The themes that emerged really struck a chord with me. According to Barker, Praver split these themes into "good" - autonomy, colleagues, money (Professional Development funding), and students; and "bad" - administration, employment status, and students. The appearance of students as both a good and a bad theme highlights the complexity of this issue, while the emergence of autonomy shows the inseparable link between efficacy, teacher autonomy, and learner autonomy that any teacher who has read

David Little's work will recognize: Little has argued for more than 30 years that teacher autonomy and institutional support for teacher efficacy are prerequisites for learner autonomy. Little's recent collaboration with Dam and Legenhausen (Little, Dam, & Legenhausen, 2017) gives a renewed sense of the importance of these factors.

Professional Development (PD) funding is a positive factor that I immediately recognize in the ups and downs of my own teaching career. Employment status has had a major impact on the amount of PD funding that I have received throughout my career. Starting out as a school teacher in the UK with some PD funding, the amount of funding has varied enormously as I have moved to contract teaching at small universities in Japan with generous PD funding, to contract teaching at a big name university with zero PD funding. Receiving no funding from my institution for PD meant that receiving a Learner Development SIG conference grant to attend JALT 2019 improved my own sense of self-efficacy.

To address these themes of teacher efficacy, Barker suggested that there are some problems with the aims and policies of ELT in Japan, teacher training, and collaboration. The somewhat muddled goals in Japan do not help as Barker highlighted: university course titles are typically uninformative and approved course descriptions do not provide sufficient detail of what is actually being taught or how within an ELT programme. Barker noted that, while course titles might be numbered sequentially, there were no guarantees that those courses were coordinated and that teachers knew what their colleagues were or were not teaching in the preceding course. I frequently encounter course titles that simply do not tell me what to expect from the course either as a teacher or as a student. This has often led myself or colleagues to just copy and paste on old syllabus into a course description or occasionally completely rewriting a course when time and funding have been made available. Other teachers are then expected to follow this description in planning their teaching without much insight into what was actually intended.

The courses that I have rewritten collaboratively illustrated to me the differences in pedagogical experience and teacher training that Barker focused on. In defence of ELT, Barker raised the argument that students are not tired of learning English, but tired of not being taught English properly. Having started my teaching career as a Science teacher before retraining in TESOL, I have always been surprised at how much teachers' pedagogical repertoires can vary in English language education in Japan. I realize that we are all creatures of habit and I can often fall into a routine if I am not careful - a routine that does not expand or use my full repertoire, but I try to make myself aware of different ways that I can achieve my teaching goals by, if possible, attending conferences such as JALT, reading teachers' accounts of their practices, reading both ELT publications and articles from the wider educational field, and also observing other teachers. I also try to learn from talking with and observing my learners.

However, I agree with Barker that there are insufficient opportunities to develop these practical skills in Japan. For example, many of the "new" teaching methods that are popular in Japan today, such as Active Learning, Task-Based Learning (TBL) and Project-Based Learning (PBL) have been around for a long time. In a book on the "Project Method: The Use of the Purposeful Act in the Educative Process," Kilpatrick (1922) lays out the foundations of both PBL and TBL, making these ideas nearly 100 years old at least. Critics of Kilpatrick claim that PBL is even older, originating in 17th-century Italy (Knoll, 2012). John Dewey (who taught Kilptarick) identified experiential and interactive learning as early as 1915 and these share most of the core features of Active Learning definitions today. One reason for this institutional time lag seems to be partially the distances both physical and metaphorical between mainstream education, ELT education, and EFL teaching. Our disciplinary autonomy as ELT teachers gives us greater control so that we can make positive changes to our teaching, but also insulates us from information that might help us make those positive changes. I think there needs to be more collaboration between teachers in different disciplines and from different backgrounds, as Barker argued in his final main point. Anecdotally, I found telling other attendees that I was once a chemistry teacher was a great conversation killer at JALT rather than the beginning of a cross-disciplinary discussion of teaching methods. With more opportunities to experience different methodologies, there would be greater possibility of increasing teacher efficacy.

Plenary Speaker - Donna Brinton

Continuing this pedagogical approach to the conference theme of teacher efficacy and learner agency, one of the other plenary speakers, Donna Brinton talked about how ideas about Learner Agency had changed over time in relation to changes in teaching methodology (JALT, 2019a). Invoking the pendulum metaphor that has been commonly used in mainstream education to describe the shifts between opposing approaches, Brinton explained how the evolution of

language teaching has swung from the Stimulus-Response operant conditioning of behaviourism and Skinner' Verbal Behavior involving audio-lingual drilling and programmed learning to Affective Humanistic Approaches, swinging again through methods, such as the Silent Way, TPR and Suggestopedia, to the Cognitive Code Approach, Community Language Learning, and Learning Centered Instruction, and recently to Content Based Instruction (CBI), and Content and Language Integrated Learning (CLIL). Brinton's main point seemed to be that methodology has had a direct impact on what agency was made available to students - in other words, teachers' changing methodological and pedagogical choices affect how much control the students have over their study practices. This is something that has been important in my own teaching. Often some lesson activity or task is described as fostering autonomy even though it actually restricts the acceptable type of student response. One example from my own experience would be the use of some online self-study materials, where the only real choice is over when the student completes a completion monitoring task, such as a multiple choice quiz, to demonstrate that they did the required study, leading to many students completing the quiz in the few minutes between classes. Such activities may just push responsibility onto the student without sufficient scaffolding or teacher assistance.

In order to avoid offloading all responsibility onto unprepared students, Brinton suggested that we as teachers should create a culture of inquiry and creativity both by learning to let go, and by teaching collaboration skills and learning strategies. This seems to be a simple change but might require coordination across faculties and departments within a university setting. In my own situation, I am teaching classes across a number of faculties, so this might be quite challenging as I do not have complete control of what I do in the classroom. Some other university programmes are even more prescriptive with lock-step lesson plans and teaching activities set in stone for each and every lesson period. There are some signs that newer courses are swinging over to this approach of teaching study skills and learning strategies rather than purely focusing on linguistic skills, such as traditional 4-skill ELT courses. Some of the courses that I and other colleagues have been asked to teach in recent years at different universities involve a lot of tasks that are actually teaching study skills through English (an English as Medium of Instruction approach) rather than traditional ELT receptive and productive skills.

Thinking about the creation of a culture of creativity and inquiry in Japan's ELT university education raised some further questions in my mind and I was lucky enough to communicate with Prof. Brinton via email after her plenary talk. Eager to find out from Professor Brinton what she thought about the use of teacher centred teaching in Japan, I emailed her the following question: "*In your talk, you mentioned that the pedagogic pendulum should be stopped or prevented from swinging back to teacher centered methods. There have been some suggestions in Japan that such teacher centered approaches are necessary for students to gain sufficient fluency in the L2 in order to express learner agency. What are your thoughts on that?"* (Author)

Professor Brinton generously replied at length: "I'm not at all sure that we want to totally "stop" the swings of the pendulum. As I believe I mentioned in my talk, there were strengths of those methods that fall on the left-hand side of the pendulum. As a pronunciation specialist, I feel we owe many of our "tried and true" classroom techniques to the Direct Method and to the ALM (Audio Lingual Method). And as someone who studied French under both grammar translation and the ALM, I believe that what I've retained is a semi-decent pronunciation and (after oh so many years) also a knowledge of the verb system. I have neither of these from my attempts to learn Spanish, which was learned in much more communicative contexts. Perhaps what we should say instead is that we should aim at trying to moderate the swings of the pendulum so that they are less extreme and also, as practitioners, aim at being less dogmatic about our implementation of the resulting approaches, allowing teachers more of what Kumaradivelu (2001) refers to as the sense of teacher plausibility."

Here Prof. Brinton was referring to the idea that methods need to be adapted to the teaching context (Prabhu, 1990), the chosen methods should provide practical results, and those methods should support social mobility - in the context of Japan, there are questions about the differences in ELT provision at private and public schools and how that affects social mobility (e.g., Matsuoka, 2010). It is clear that teachers should be careful that the routines they follow in their teaching should be continuously re-examined and that teachers should have a broad repertoire that they utilize flexibly. She continued: "Certainly, in the presentation stages of any lesson (even the most communicatively- oriented lesson) there is still a need for the teacher to assume a teacher-centered stance. It's just that this role needs to be one of many teacher roles (as Harmer suggests) that are assumed over the course of any given lesson. So I'd definitely agree with your last statement. In the early years of Communicative Language Teaching (CLT), where Krashen's i+1

(comprehensible input - simple input that could be acquired easily without much cognitive processing) dominated much of the thinking about Second Language Acquisition (SLA), fluency was the only byproduct, and accuracy suffered while teachers everywhere espoused the "all you need is intelligible input at the i+1 level" mantra. And then came Merrill Swain, with her game-changing article claiming that comprehensible input does not equal comprehensible output, and the pendulum began to swing more to a centered position."

Although I was not able to continue our discussion, Prof. Brinton evidently wanted to argue for a more balanced approach. While she was definitely not in favour of Skinner boxes or the Silent Way, she was putting arguments forward for a much wider pedagogical repertoire. This seems like a more manageable step for a teacher such as myself who does not have the inside institutional clout to suggest major changes to the courses that I teach. By broadening my repertoire, I can help develop my own efficacy and thus my students' efficacy, which in turn should help remove some of the barriers placed on autonomous student learning by the particular pedagogical choices that we make.

I would like to take this opportunity to thank the JALT LDSIG committee for awarding me with a conference grant to attend JALT 2019 in Nagoya. Without that help, I would have been unable to attend the conference and benefit from one of the best annual international teaching conferences in Japan.

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JALT2019 International Conference Report: How can teachers support learner agency?

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2019 was my first JALT international conference, both as a participant and as a presenter. I talked about learner agency, a featured topic of this year's conference. As I teach part-time without any research funding, I very much appreciated receiving the LD SIG JALT International Conference Grant. While preparing for my own talk, I began to plan which presentations would be most useful in deepening my understanding of the links between theory and practice in both my research and my teaching.

In my research I investigated learner agency in a university prerequisite EFL course through two interviews with a learner who surprised me with his strong initiative in self-directed learning (Kanno, 2020, forthcoming). The initial interview revealed that his self-confidence derived from several multilingual experiences. He had lived in Europe for three years in his childhood and had recent work experience in an English-speaking environment. However, his agency appeared to weaken as the course progressed, which was ongoingly mediated and co-constructed in the immediate sociocultural environment (Lantolf & Pavlenko, 2001). While the results implied that interviewing could facilitate teacher-learner relationship that enhanced a learner's self-esteem and attitude to self-directed learning, it seemed to be insufficient to sustain autonomous learning practices in a classroom where few learners looked fully engaged. This research generally suggested that a more collaborative learning environment, in which learners help and learn with and from each other, could help us enhance learner agency. But how could this be realized?

Some exchanges ahead of JALT2019 with the grant report editors made me want to seek out the links between my research and my teaching practice (Ikeda, 2019). I was aware that my research findings were descriptive rather than prescriptive, which didn't explicitly imply better practice for learner development. According to Smith (1994), learner development aims to help learners "learn how to learn" and to support them to step forward to take greater responsibility for and more control of their own learning. This echoes with the sociocultural approach to language learning that sees learning as a developmental process. I decided to join in some sessions that would help me explore how my investigation into learner agency might feed into classroom practices that could support learner development.

I will report on three sessions that were specifically relevant to my teaching context and research interest. First, Yuka Eto's talk about a Learning Management System (LMS) intrigued me, as I was also using an LMS in my blended-learning course. Next, I was interested in a presentation by John Spiri that focused on engaging learners in classroom "thinking" activities and developing critical thinking skills. Lastly, a presentation by Joseph Falout, Yoshifumi Fukada, Tetsuya Fukuda, and Tim Murphey was of my specific interest, in that they discussed collaborative learner autonomy which would directly address my question: how can we realize learner autonomy both for individuals and for a group of learners?

Learning management system (LMS)

Yuka Eto's presentation "Building rapport and trust through usage of an LMS" was convincing, as I have used LMSs as a learner and a teacher. She uses an LMS to supplement university EFL coursework–for example, to assign and receive homework, to share classroom materials, and to communicate with learners. I used Moodle when I was working on my master's degree at University College London and am currently using Google Classroom to teach blended-learning courses at University of Fukui. My experiences with LMSs have taught me that people could work collaboratively online. LMSs also allow participants to feel connected with each other anytime anywhere. Therefore, I totally understood what she meant by building rapport and trust in the title of her presentation.

She chose an LMS that was manageable and optimized for smartphone users. Despite previous concerns about the need of special support for smooth implementation of an internet-based learning system (Murakami, 2016), LMSs have become handier and more effective along with the increase of smartphone users (Gromik, 2017). The results of her

student survey suggested that the use of LMS enhanced learners' control over their own learning. The LMS helped them organize classroom materials and keep informed of the coursework deadlines, which implied that the LMS could help enhance autonomous learning.

Her findings also confirmed that an LMS could help build a personal relationship between learners and a teacher, in which learner agency can be co-constructed. Some learners' comments indicated that they felt supported and encouraged through communicating with the teacher outside the classroom. In addition, learners could be aware of their teacher's online presence through progress monitoring and question answering. Reflecting on some exchanges with her students, Eto claimed that the LMS helped learners become more interested in their own learning and hope to be more autonomous learners. These positive findings were in line with part of my research results, the co-construction of learner agency by developing the teacher-learner relationship, which was enabled through an LMS in Eto's case.

Critical Thinking (CT)

John Spiri's presentation about CT activities in an EFL classroom was also relevant to my teaching context, in that I always explore better ways to introduce discussion activities that facilitate EFL learning. According to a general definition, CT is the ability of individuals to take charge of their own thinking, such as analyzing their own thinking, evaluating different perspectives, and solving problems (Shirkhani & Fahim, 2011). Spiri invited the participants to think critically about bullying and introduced some discussion points to get his students think and interact with each other. Learners' active and collaborative participation possibly mediates their agency in a positive way, at the same time, engaging them in well-prepared classroom activities could enhance their CT skills (Kusumoto, 2018).

Though Spiri did not explicitly mention learner development, his workshop convinced me that raising students' awareness of critical thinking might help make language learning experiences more meaningful. There are some cautions for the introduction of CT in EFL, in that it is closely related to cultural ways of thinking that would be hard to teach in classrooms in Japan, and that some skills are so context-dependent that they cannot easily be transferred to other situations (Atkinson, 1997). However, CT can naturally help language learners become aware of different perspectives and begin to think dialogically (Benesch, 1999; Spiri, 2013). These new ways of thinking may include the transfer of skills among subjects, helping learners to metacognitively monitor and evaluate their own learning (Shirkhani & Fahim, 2011). These changes could also be viewed as aligned with Smith's (1994) notion of learner development where learners take more responsibility for their own learning.

Critical collaborative autonomy

Finally, Falout et al.'s presentation helped inspire me with the confidence to further explore the ways to realize a collaborative learning environment. They introduced a concept of critical learner autonomy and demonstrated how a collaborative environment could be facilitated. By letting the participants briefly introduce themselves to their neighbors in the room, they demonstrated the first phase of Murphey and Jacobs's (2000) five steps of agentic development: (a) socialization, (b) dawning metacognition, (c) initiating choice, (d) expanding autonomy, and (e) critical collaborative autonomy. These steps gradually engage learners in participation in their learning communities in more intensive and critical ways. Some classroom activities were introduced, which aimed to help teachers and students facilitate these steps and create a collaborative classroom (Fukada, Fukuda, Falout & Murphey, 2017).

The last step, critical collaborative autonomy, specifically resonated with my sociocultural exploration into learner agency. According to Murphey and Jacobs (2000), critical collaborative autonomy is not achieved by simply handing over the power. Rather, it is empowered by pursuing learners' voices continuously and encouraging them to critically negotiate collaboration and their individual thinking. This could possibly elaborate the sociocultural aspects, "mediation" and "co-construction" of learner agency. If teachers make continuous efforts to create a collaborative classroom while listening to individuals' voices and facilitating their own thinking, that will positively shape and reshape their learners' agency and enhance autonomous learning. This was an eye-opening presentation to me, because it not only linked the theory to practical classroom activities, but also showed the presenters' collaborative teamwork. As Fukada et al. put it:

> teacher-researchers observing themselves within their own respective classes can learn well enough, but by expanding their perspectives by collaboration in research groups, they can go more deeply with their observations and reflections so that they can see the wider picture. (2017, p. 91)

Collaboration among teacher researchers would definitely bring about a broader view of the world, from the classroom to wider society.

Conclusion

I learned a lot from my first JALT International Conference as a participant, a presenter, and a member of the LD SIG. I was an independent researcher who had done most of my research alone or in my classroom, but now I am aware of what sociocultural theory implies about human development through socialization. I felt professionally empowered and encouraged by the informative presentations that suggested practical approaches to socially engage learners in EFL activities in and outside of a classroom. I could share some interests with the presenters and other attendees and gained a little more confidence in my research. I truly appreciated the presenters of these three sessions for kindly replying to my emails and offering helpful resources.

I would like to emphasize here that my experience at the conference was greater than that of simply receiving the financial support the grant provided. It put me in touch with invaluable people. The LD committee warmly welcomed me when I attended their Annual General Meeting and received the grant. I could sense the committee's open and frank atmosphere. Through writing this report, I experienced their approach to visualizing the developmental process of writing (Nicoll & Elliott, 2017). The editors were willing to address any of my questions, even very fundamental ones, and gave me helpful suggestions. This convinced me of the value of sociocultural and collaborative knowledge development.

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JALT2019 International Conference Report: Learning about Success, Achievability and Positivity and JALT 2019

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JALT 2019 was my very first JALT International Conference. It offered me a wealth of educational knowledge, ideas, and experiences to help me become a better teacher. As the Gifu Chapter President, it was part of my duty to attend the conference. However, with no research funding from my job position, and JALT chapter officers typically receiving no monetary support from their chapter to attend the conference, the financial burden made me contemplate heavily before registering. It was thanks to the LD SIG JALT International Conference Grant that I was able to be a part of the conference for the very first time, both as an attendee and as a presenter.

Prior to the conference, some experienced attendees had prepared me about being overwhelmed by the amount of information and resources on language teaching that would be presented at the conference. Others had warned me about how networking and executive responsibilities might end up consuming a significant amount of my time throughout the three days. Therefore, I had to set my mind clear on one goal: to walk out of the conference as a better educator. Every morning when I walked towards the Nagoya WINC Building, the same thought would reappear in my head: "I am here to learn," and I did learn a lot.

Attending JALT 2019, I was determined to gain a better understanding of Japanese students' perspectives on learning and using English, and how to cultivate a more positive perspective. As someone born in Hong Kong, who then moved to Canada, my identity as an English teacher in Japan is rather mixed. I am viewed as a fluent user of the language (in that no one feels the need to ask for my English test score when I apply for a position), but I also learned English as a foreign language and eventually as a second language. Despite my role now, I struggled with English and viewed it as an obstacle in my everyday life in Canada. It hindered me from making friends, from studying subjects I enjoyed, and from expressing my ideas with people around me. Due to the hardship, from my time in elementary school to university, I was extremely demotivated from learning it, I avoided interacting with it, and I hated it. That negative perspective towards English remained for over a decade, and when my perspective ultimately changed, I finally saw myself as a user of English. My own experiences helped me tremendously in being able to recognize and respect the students' perspectives on their own learning experience, as well as to see how educators could use such understanding to support the learners. That became my guide when navigating through JALT 2019, and I would like to highlight three themes I learned about at the conference: students' feelings of success in English tasks, achievability in goal-setting, and positivity towards English learning.

Fostering students' sense of success

David Barker, my colleague and one of the plenary speakers of JALT 2019, gave an additional session on learner agency. He mentioned one of his approaches towards education is to allow students to succeed in English. The success can be trivial, but Japanese students are used to struggling and failing, so even a small yet consistent feeling of success can have a huge impact on how they view their relationship with English.

In her additional session, Mari Nakamura demonstrated how her creative projects allowed her students to not only feel, but also to witness their own success that came from their individuality. The audience who attended her plenary session on Sunday saw her demonstrating the "flat-traveler" project, a paper avatar that each student in her class hand-made and mailed alongside their letters to their international penpals. She also presented the shared blog project where two classes from different countries wrote and shared their culture with each other. These projects showed her students how their success in communicating with someone in different countries created physical results in forms of friendly letters, photographs, and occasionally *manju*.

The two Saturday sessions made me reflect on my own teaching and also my own presentation on a method that encourages freer-practice activities to cultivate the students' sense of achievement. Have I been "generous" enough with helping students experience success throughout their journey of English learning? What physical forms of success can I provide my students with? I left the venue on that day reflecting about "success."

Achievability in goal-setting

One of the key elements of success that David Barker mentioned was to set goals that are achievable. This revelation motivated me to seek classroom ideas, and practical workshops with keywords such as achievable, successful, and confidence became even more attractive.

Two Sunday sessions were extra memorable for me. Kio Iwai introduced several simple yet effective information-gap speaking activities. The activities seemed difficult at first, but each one included multiple layers of success. Students would certainly experience a degree of achievement as they negotiate through a communication breakdown.

Roberto Rabbini also shared several activity ideas in his workshop. What made an impression on me was when he had the attendees experience a substitution drill with Italian vocabulary. Although the room initially gasped at the unexpected challenge, the word list provided was so short and precise that the room felt the courage to take a shot at pronouncing Italian. This was presented to be achievable, and the smile and positive feedback from Roberto made us feel even better about ourselves.

In addition to presentations, I also spent some time in the Education Material Exhibition. When discussing the topic of "the biggest challenge teachers face when selecting a textbook," several publisher representatives replied "level-appropriacy." One person added that they would rather recommend a book that is too easy rather than too difficult because teachers could bring in supplementary material for an easy book, but difficult books would make learners feel that the goals are simply unachievable and make them give up. I wrapped up day two with extensive thoughts on "achievements."

Positivity towards English learning

The positive feeling from practicing Italian at Roberto Rabbini's session reminded me about the importance of creating a positive environment to help students feel at ease, even when they are faced with the challenge of learning a different language, often with the instructions given in the said language.

My final day at the conference began with James Bates' workshop on how positivity and productivity work hand in hand. The session focused on how to foster a learning environment that helps learners feel encouraged and supported, and the atmosphere of the room itself well represented his ideas. I felt like I was learning about positivity by watching it happen, and this motivated me to try to bring the same mood into my classroom too.

The last presentation I attended relating to my research on Japanese students' perspectives on English was by Najma Janjua, who presented about the usage of humour in her healthcare classes. All the attendees seemed to enjoy all her activities, despite the fact that we were not necessarily interested in healthcare, and that well demonstrated how humour could help engage students who are less motivated in English. If they could enjoy the lesson itself, they would enjoy the subject more as well. Positivity became my personal theme of the final day of JALT 2019. I left the venue satisfied and motivated, and with a notebook full of activities and teaching approaches to try to implement in my own classes.

Final thoughts

My one regret was that I was not able to attend a few presentations that I was keen on learning from, due to conflicts of schedule with other presentations and with my official duties as a chapter president and as a member of the Diversity and Equity Practice committee. However, I undoubtedly finished the conference with a head full of new ideas that I was looking forward to try out. The presentations that I attended covered a wide range of topics, from grand curriculum design approaches to small activities that could immediately be introduced into classrooms, so I was inspired to re-examine every level of my teaching approach to see how I could apply my new learning. The one difficulty I was still struggling with was whether the positivity and achievability in my lessons could flip the negative perspectives towards English education that some students had built up over the years. There was also the question of whether the new positive perspective would remain in the heads of students who had already given up on interacting with English for the rest of their lives. The only way to find out is to try them, and I also look forward to exploring those questions further in future JALT events. Besides the fantastic presentations, I also had the honour of meeting and connecting with many motivated educators, including many from the LD SIG. The level of energy and motivation at the conference was beyond what my imagination was prior to attending, and I appreciated every moment of it. I would like to end this report by expressing my gratitude to the LD SIG once again for giving me this opportunity to be a part of this year's conference.

Learner Development Project Grant Report: Enhancing the affect towards EFL in elementary schools through a storytelling project: Literacy and learner development

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My interest in developing teachers' ability to establish strategies that build, support and sustain students' self-efficacy brought me to initiate a literacy project in Fukui City. I believe that through the support of teachers' familiarity with literacy, in particular children's books and storytelling, students can feel motivated in their pursuit of English language acquisition. Well-informed teachers have the power to change students' attitudes towards their own achievement, bringing about a positive affect towards the English language. By understanding, observing, and assessing the needs of the current learning environment, changes can be made, especially during this critical time given that from April 2020, English is set to become a compulsory subject for fifth and sixth graders in Japan. Learner development aims to support learners in their ability to take more control and greater responsibility for their learning, which can be enhanced by effective skills in learning how to learn. The active nature of a storytelling project assists learners' process towards learning, and in this case, the English language. A socio-constructivist approach to learning was taken for this project, which sees learning as a developmental process, an active one, in which language is developed by using it (Bruner, 1983) in interactive experiences involving social and collaborative exchanges with others (Vygotsky, 1978). In developing the storytelling project at Hoei Elementary School in Fukui City, I kept a monthly journal from October 2019 to March 2020. Keeping track of my learning through the monthly journal enabled me to reflect on the student and teacher-focused developments of the project and see the project through to its culmination. Below, I include the journal entries from October 2019, November 2019, December 2019 & January 2020, and finally February 2020.

Children's Storytelling Project Journal: October 2019 Update as of November 5th 2019

During my studies as a graduate student at the University of New Brunswick, I became interested in the importance of including storytelling in the EFL classroom. Continuing from the end of 2018, I involved myself in enhancing the inclusion of children's books and storytelling for students on a daily basis. I familiarized myself with the resources available at Hoei Elementary School in Fukui City, including the English language children's books, of which there were only a few. Showcasing the in-house books was one way I felt I could reach a great number of students. With the assistance of the librarian, I began giving book reviews in Japanese for recommended books, most of which were Japanese translations of foreign titles. After some discussions with the school administration and an English teacher, it became clear that homeroom teachers and the staff themselves could best increase awareness of children's books. Additionally, teachers could reach students in their progress of learning English, not only enhancing the means by which learners receive English input, but also influence students' affect and motivations towards English learning, ultimately benefiting students' in-class skills. As a response, I coordinated a summer seminar on effective classroom implementation of children's books for homeroom teachers and the administration of Hoei Elementary School. Specifically, the teachers were made aware of the availability of English resources, methodologies of strategic read-alouds in the classroom, along with pedagogical information regarding English language children's books activities. Adding to the books already at the school, I purchased 10 new children's books through the JALT LD SIG Project Grant and introduced them to the staff. Theoretical and practical methodologies encouraged the staff to familiarize themselves with the books available, which topped 20 total. Additionally, a list was compiled indicating the appropriate grade level and target language to be achieved with each book, a valuable resource for the staff. To foster the teachers' motivation and self-efficacy about using English, the seminar was held in English mostly, building the theme of practical instruction in English into the seminar, with the hope to encouraging teachers to use basic terminology when implementing children's books in the classroom and demonstrate to the students comfortable and positive role-modeling of English.

The aim of the seminar was to create a collaborative atmosphere for engaging with others and initiating interest when introducing children's books in the classroom. As such, at the beginning of the seminar, I distributed a

questionnaire (attached) to each of the 25 or so participants, with the hope of stimulating conversation regarding individual ability to engage students with English language children's books in the classroom. Sitting in discussion groups of 5 or so, teachers were encouraged to share their answers with one another and bring forth any concerns regarding classroom activities, including displaying, reading aloud, or building children's books into lesson plans. Based on the discussions, some participants showed concern for the availability of appropriate variety and quantity of books. Others felt strongly about the impractical nature of using children's books as an educational tool because of the time commitment necessary for planning and implementation. However, as anticipated, the most common discussion surrounded the teachers' lack of confidence in pronouncing English. Many teachers raised concerns that their insufficient pronunciation might in fact hinder the development of some students, influencing the effectiveness of the readings. This led me to understand that many of the participants felt discouraged about implementing the children's books themselves: They mentioned their desire for assistance from either a licensed English teacher of a native speaker. This made me wonder if teachers had a negative experience in the past either performing storytelling in their non-native tongue, or if other reasons could explain teachers' lack of confidence in their pronunciation. I decided that I could come to better understand the issue of participating in this project by conducting a self-assessment of teachers' self-efficacy towards language ability.

It became clear to me that teachers would have to rely on external resources to effectively impact the amount of input students receive from storytelling. Some suggestions included reading aloud over the broadcast system to lessen the burden on one teacher and reach a greater number of students, creating audio or video recordings of the books which could be distributed to all the classrooms, purchasing books with an included audio CD or DVD, among others. While fluency may be seen as a desirable skill to effectively conduct storytelling, at this point teachers themselves had not indicated an explicit desire to improve their English pronunciation skills. If teachers do show in the future an interest in improving their English skills, I would certainly consider investing the necessary resources and time.

Throughout the month of November, I hope to gain a greater understanding of the barriers towards implementation of the children's books in the classroom. Although it may be challenging to necessarily connect English books to English lessons or with the adopted curriculum and Course of Study, I feel that teachers should be encouraged to find time outside of their busy schedules to include a weekly or monthly reading of books. Some of the opportunities suggested include formally during the classroom morning meeting, or at the end of the day, and informally during the scheduled break times throughout the day. Improving access to the books has also been discussed, either placing the books in a devoted English educational resources space in the teacher's office, alongside the current English titles in the library or in a mobile box which can be rotated among the 10 homeroom classes. By rotating the books among the classrooms, teachers can gain a greater understanding of students' interests and inquisitiveness for English books. As such, I intend to have deeper conversations with the staff and distribute a questionnaire inquiring about their participation in the project.

Children's Storytelling Project Journal: November 2019 Update as of December 11th 2019

Two months have passed since the initial summer seminar at Hoei Elementary School. I was interested in knowing how teachers were getting on with implementing storytelling in their classrooms and the success regarding students' learning towards EFL. To understand this in detail, I prepared a 10-question questionnaire, which I distributed to the staff at Hoei Elementary School. Of the eleven questionnaires distributed, one to each staff member with classroom responsibility, ten were collected. The results that most stood out were the two respondents who strongly disagreed with the statement, "I am concerned that my pronunciation is a deterrent to implementation", regarding storytelling. The same two respondents strongly disagreed with the statement, "I do not have confidence to read in English in front of my students", leading me to believe that the respondents had strong teacher self-efficacy and could provide a hospitable atmosphere for learner development through positive modeling. Regarding the statement, "I want to introduce English children's books into the classroom", three respondents strongly agreed; however two of the same respondents, along with three others (5 total) strongly agreed with the statement, "I need help in either the preparation or the implementation of the activity". These results created the impetus to explore the specific areas where help is needed in an effort to bring teachers closer to the aim of increasing students' motivation and positive attitude towards EFL.

Moving forward with the project, I intend to uncover the anxieties teachers have regarding implementation of the activity. I believe the best way to provide necessary assurance of proper structural implementation of the project is through in-class observations. The roles of the teacher and students can be clarified during an observation, taking into consideration who should conduct the storytelling, what resources are needed, and what real-time assistance is available. Through observations, teachers have an opportunity to imagine such a project being undertaken within their own classrooms, a necessary part of learner development. Resources, including a detailed unit plan, in addition to a specific lesson plan outlining the lesson's objectives and aims, may contribute to the enhancement of teacher effectiveness towards learner development. Furthermore, a questionnaire to specifically clarify teachers' apprehension pre- and post-observation may effectively raise teacher awareness of the expectations during such projects.

Besides the aims of the LD SIG project, I was happy to learn that Hoei Elementary School was passionate about storytelling itself, which made the viability of my own project more meaningful. I was asked to observe a storytelling assembly that was held in November, which brought together the entire school body in the gym for a one-time storytelling experience. With the help of the librarian, all homeroom teachers and staff were responsible for selecting and reading a children's book from the school library. Students at Hoei Elementary School are grouped together in clusters, called *niko-niko fureai*, which are made up of a number of students across the six grades. These groups moved together between different stations, participating in a read aloud by a staff member, one being a native English speaker who read English texts to the students. What I was hoping to see was some of the Japanese teachers or staff attempting to read English books to the students. This led me to become interested in uncovering teacher anxiety as it relates to storytelling for specific audiences, and understanding how a familiar audience compared with an unfamiliar one changes one's level of anxiety.

While schools themselves may not have a wide variety of English books, if any, the Fukui City libraries have increased their collections of English books recently. I met with some staff at the City Library who introduced me to several books which are part of the collection. They recommended that I consider using the library books as tools for the schools themselves. Thus, I have been able to match titles at the schools with their English titles from the library, borrowing and using them as a resource for the school during storytelling sessions and book recommendations, answering teachers' concerns about availability of books.

FREE SPACE | フリー・スペース

Researching Supervision: An Interview with LDJ 4 editors, Sabine Little and Michelle Golledge

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The Learner Development Journal is the Learner Development SIG's annual online publication of research and writing on special themes relating to learner development. The fourth issue of the journal, which deals with supervision in multicultural/multilingual contexts, is due to be published this autumn under the editorship of Sabine Little and Michelle Golledge, and with articles by Theron Muller and Tracy-Ann Tsuruoka, Dai O'Brien and Vicky Crawley, Jim Ronald and Stachus Peter Tu, David Hyatt and Sally Hayes, and Ken Ikeda. Alison Stewart, a member of the journal's steering group, talks to Sabine and Michelle about their collaboration on the forthcoming issue.

Alison: Sabine and Michelle, as the editors of Issue 4 of *The Learner Development Journal*, I wonder if I could start by asking you about your theme, "Supervision in Multicultural/Multilingual Contexts". Could you tell us how you came up with your proposal for this issue? Am I right in thinking that you yourselves are in a supervisor-supervisee relationship?

Sabine: Michelle and I "met" on the iPGCE, an international Postgraduate in Education programme, where she was a student, and I am programme director. We both have an interest in international teaching contexts, which is obviously a core focus of the programme. During the year, I came across a call for papers for London Review of Education, on global education. It seemed a great opportunity to write about the iPGCE, but I felt that such a paper should not come from the director alone--instead, I wanted to pursue a more collaborative approach, where the students, who are teachers themselves, would be actively involved as both co-researchers and co-authors. I had previously edited a book on student-staff partnerships in higher education, where each chapter was co-authored by staff and students, and felt that such publications were still underrepresented. I asked the students on the programme whether anybody would be interested, and four students, including Michelle, came forward. Together, we worked on the paper, and I think it is fair to say that we all gained from the experience, as a way to extend the "standard" supervisor/supervisee relationship, especially since our little author team brought together experiences from multiple nationalities, languages, countries, and cultures. The call for future issues of *The Learner Development Journal* came out around this time, and I thought that it would be useful to gather such experiences, to explore how the supervisor/supervisee relationship links to language and culture, and how this is experienced, processed, and built upon. We knew that intercultural supervisory

relationships were very common, and when we put out the call, we realised what variety there was in experiences, and seeing the papers currently taking shape is very rewarding.

Alison: I'm interested that you say your shared experience working on a paper for the London Review of Education was valuable in enabling you to "extend the 'standard' supervisor/supervisee relationship". I wonder what that "standard" relationship is for you, Sabine? And I whether you Michelle initially envisaged a different kind of supervisor/ supervisee relationship?

Sabine: I guess what I mean by a “standard’”relationship in this instance is that, no matter what the circumstances, part of the supervisor/supervisee relationship is that there is ultimately a focus on assessment for the supervisee. This places, by default, certain boundaries: the supervisor can aid, advise, correct, suggest, encourage, facilitate...but ultimately, the assessed work is the student's, and, in my view, a supervisor's primary job is to help the student to develop their own “voice”, critically, sensitively and ethically. Writing collaboratively is obviously a different experience--especially, as in our case, in a group of five. I wouldn't pretend that any authority or power interpretations within the relationship immediately disappear, but in collaborative writing, it is more about creating a coherent whole out of a number of voices, and trying to do so as equitably as possible.
I hope I am expressing that clearly?

Alison: Yes, that's very clear and it definitely resonates with my experience of supervising, as well as reviewing and editing. I guess my next question should be directed to Michelle who, as well as being one of the editors of the Special Issue on supervisor/supervisee relationships, is (or was?) also Sabine's doctoral (I think?) supervisee.

Michelle, how do you understand this concept of "voice"? And how do you see your relationship with Sabine, for example, and with other people you work with on your research, in terms of the development of your own voice? (I hope this isn't being too intrusive!)

Michelle: During the time I decided to do the iPGCE I was employed (and still am) at an International School in Germany. My teaching career has always been centred around International Schools which don’t tend to require formal teaching qualifications. I have taught for many years but I came to feel that I needed a teaching qualification and I was keen to look at the state of what the latest research is in the teaching profession and especially within my field, English as an Additional Language. I started looking for an International course which would help me dive deeper into research. Our school college counsellor did her Masters at Sheffield University and she recommended Sheffield to me. The course was a good fit for my needs as an International School teacher, and so that’s where I applied. I found that collaboration formed an integral part of the course. Although we were all located in different parts of the world, we still formed solid academic friendships with each other and with our supervisors. All in all, it was a very good experience, one which I would recommend to any teacher who wishes to further themselves academically.
During this time on the IPGCE, I had many writing assignments, with each paper building upon the previous one, so as to give me the opportunity to find my own writing “voice”. It was a very exciting process through which I got to know many researchers in my field (on paper) and started to recognise their “voices”. Having a very supportive supervisor (Sabine) added to my motivation to carry on with my academic pursuits. I feel that with the guidance of my supervisor and my teacher colleagues on the course, the huge exposure to research has helped me to find my “own” voice in writing. I could always ask Sabine about the subjects I was researching and, when I stumbled upon something that I wanted to find out more about, she was the first person I would write to. We would discuss it further and she would always point me towards some new directions of thought. Finding my own “voice” is a very important part of academic writing for me and something I am still developing. I also believe that this process of development is continuous, or at least I hope it is in my case.

Alison: That’s really interesting, Michelle. From what you say, I sense that “voice”, for you, is about your personal development as a practitioner-researcher, but it also seems to be, at a deeper level, about your identity as a relative newcomer in the field. I’m really struck by what you say about the importance of finding your own voice, as well as learning to recognise other, more established voices in the field. Personally, I’ve struggled in my own research and writing to assimilate myself (my voice) to current I academic practices and at the same time to be true to myself and to the people I do research with and on. I would say you have been incredibly fortunate to have entered this field in the company of like-minded colleagues and a supervisor, who not only provided direction, but also access to opportunities for writing for publication and now, for editing a journal.

A final question to both of you, Sabine and Michelle: Coming to this project as co-editors of the 2020 issue of *The Learner Development Journal*, and given your previous experiences of writing collaboratively, how do you see your role here? It must be quite different, given that some of the authors you are working with are located at the other side of the world.

Michelle: As soon as I heard of the opportunity to be part of an online academic writing team, I expressed an interest. Not only did it benefit my learning experience in academic writing, but I also provided me with an opportunity to interact with different authors internationally. During that time, I was an international student working on my iPGCE, which meant most of the time, I was writing alone. This collaborative exercise provided me with a platform to experience collaborative writing in a team, and of course dealing with the fact that all of us were located in various parts of the world. Luckily the various time zones did not surface as being problematic and we all worked together, each doing their share. It was a fantastic learning experience, one I would recommend to anyone who has the opportunity to do something similar.

Sabine: I think that editorial teams are a more enjoyable experience than going it alone, and I think the publication benefits from multiple heads being involved. But co-editing with somebody also carries quite a workload, and most people don't edit until they have written. I feel really lucky that Michelle and I were able to undertake this journey together, from co-authoring a paper to co-editing the journal, and conscious of the additional workload on Michelle's other full-time roles as teacher, student, and parent! We have had only positive feedback about our roles, and I think it did, in some cases, break down barriers and encourage experimentation for the author pairs, too, simply by seeing that we were committed to student-staff partnerships across the whole issue, from writing to editing. Our edition seeks to consider both the supervisor and the student as learners, and so it was great that everybody embraced the new experience. The time difference really was irrelevant - the iPGCE, where all this started, has about 70+ students in 35 countries each year, so working across all timezones is just another day at the office. The experience has made me think about looking for ways to facilitate more of our students to share our voices, because they make such valuable additions to learning and teaching discourse, and so the iPGCE will soon have its own online journal where students can share their research with a wider audience, which will hopefully pave the way for more student voices from around the world being heard.

Alison: Thank you both. It's really amazing to hear about your collaboration as co-writers and now as co-editors. Hearing about your plans to expand the possibilities for collaboration and publication for your students inspires me to think about how I might do something similar for--and with--my own students. Good luck to you and the writers in the crucial final months of writing and preparation for publication of your issue of the LDJ.

LOOKING BACK | 報告

Learner Development SIG Forum Title:

Active learning as a policy for transforming lives

Forum Abstract:

"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.

Critical responses:

Ian Hurrell – (Forum Presenter; LD SIG Tokyo Get-together Organizer)

Having started a new job last year, I took some time off presenting so that I could devote my time to preparing for my courses. However, after getting used to my new position, I was eager to get back into presenting and the LD forums with their interactive and positive atmosphere seemed the perfect opportunity to get back into the groove. This year, my presentation focused on a principled approach to introducing peer review skills in an upper intermediate writing class. It was great to discuss the new techniques that I had been working on with some familiar faces and meet some new members too. It was interesting not just to present but also to hear about how others approach the challenge of introducing peer review to their students, and I was able to get some useful food for thought to try with my classes in the future.

As always with LD forums, there are always so many interesting presentations to view but so little time to view them! One presentation that I found particularly interesting was the presentation given by Clair Taylor. Clair talked about her experiences using an online practice called Teletandem. Through this practice, students can connect with students in other countries and co-operate with each other to improve their language abilities in a safe environment that can be monitored by a teacher. It was interesting to hear how one student was able to cooperate with her tandem partner and not only improve her ability to communicate but also to forge a lasting friendship. In my experience, giving students chances to practice their communication skills autonomously outside of class can be a challenge and I thought Teletandem could be an effective solution to this challenge.

I would just like to give a big thanks to Blair Barr and the LD Programme Committee for putting on another great forum, and I look forward to taking part in more forums in the future.

Fang-Ying Yang (Forum Presenter)

My presentation this year focused on proposing a structured out-of-class learning program to support autonomous learning beyond the classroom and exploring learner motivation in such a program. I appreciate the comments and questions from the members in this LD forum. The conversations about the role of motivation in autonomous learning were especially helpful for me to further interpret my findings.

Two of the presentations that I spent most time viewing and discussing were given by Lorna Asami and Dominic Edsall. Lorna shared her experiences of providing more preparation time for active learning activities to help increase motivation and participation. Her findings showed that the added preparation time mitigated learner resistance to active learning. As we discussed in the group, engagement in active learning does not necessarily happen with every learner; appropriate teacher scaffolding thus plays an important role. Dominic presented visualized data about learners' knowledge construction processes in active learning activities through the lens of Legitimation Code Theory (LCT). I find the study interesting because the effects or processes of active learning have mostly been measured by self-report instruments. To triangulate the self-report data, exploring other measures is necessary. LCT offers an alternative approach for researchers to evaluate active language learning.

Clair Taylor (Forum Presenter)

When people in the field of TESOL started jumping on the 'active learning" bandwagon, I was quite disappointed. Why would people reject evidence-based, effective practices, based on decades of sophisticated research on language learning in favor of basing their approach on a buzzword designed to force teaching in other fields to move away from using only lectures to teach? My worry has been that the active learning movement could cause language teachers to move away from activities which can be highly beneficial for language learners, such as watching movies, or reading graded readers, simply because learners appear to be still and silent when engaged in these tasks, even though powerful learning may be happening inside their minds.

However, from listening to my students' stories, I started to realise just how many of their classes consist of mere listening and copying from PowerPoint slides - even some of their English language classes, when taught by people not educated in TESOL. I also noticed, in my visits to junior and senior high schools, that most lessons still consist of students sitting, listening, and copying. Grudgingly, I accepted that the active learning movement might bring some change to this state of affairs, and began to look at it more positively.

The choice of active learning as a theme for the LD SIG forum made me read more widely on active learning and reflect on my own practices. I have found it very exciting in recent years to set up teletandem partners (voluntary language exchange partnerships, using tools such as Skype) for the students at my campus. I have been carrying out narrative research to better understand and share the learners' experiences of managing their own learning, and being in control of the time, place, and content, as well as the nature of the feedback they receive, as they develop a learning partnership with someone from another culture. I realised that this practice meets all of the "active learning" criteria listed by Kamegai and Croker (2017); it is active, interactive, cognitively engaging, emotionally involving, individualized, and independent. These factors lie behind teletandem's power to dramatically change the trajectories of some of the learners who take part.

At the LD SIG forum, I was excited to find a variety of interpretations of active learning, all subtle and nuanced. Each conversation revealed the care and consideration of the learners which had been invested by the teaching professional. In particular, I was interested in Ian Hurrell's poster on helping his students develop peer-review skills in writing classes. He gave attention not just to the cognitive challenges of this practice, but also to managing the learners' social and emotional needs. I was also fascinated by Joe Sykes' poster about his work with students as co-researchers who explored their own transformational learning journeys. The co-researchers took a broad understanding of learning, perceived learning as transformation and development of personal identity. This study showed me how active learning can be very introspective, and that learners can explore very deeply. I understood that I may have been guilty of assuming that my learners' conceptions of learning may be rather simple and shallow, when in fact their understanding of what learning is may be complex, and powerful. I realized I have been underestimating the capacity of the learners I work with to reflect, and need now to explore how best to provide them with the tools and space to do so fruitfully.

Overall, the presentations, and the varied and thoughtful conversations I had with other forum participants developed my understanding of active learning and made me much more curious about my students' perceptions of their own learning processes.

Reference

Kamegai, M. & Croker, R. (2017). Defining Active Learning: From the perspective of Japanese high school teachers of English. *Journal of Liberal Arts and Science Asahi University 42*, 65–79. Retrieved from http://id.nii.ac.jp/1128/00009097/

Blair Barr (Forum Presenter; Programs Chair)

Although I spent a significant amount of time preparing for this forum, I am actually disappointed to say that responsibilities getting set up meant that I was unable to chat with any of the presenters in the first round of poster presentations. However, I presented in the second round and I was able to chat and share ideas about *active learning* in the reflection period, so I will simply reflect on these points in turn here.

My own presentation focused on how I have learners engage and actively participate in the learning process while using their smartphones. In this presentation, I focused on three particular applications: Quizlet, Kahoot, and the use of Google tools with the add-on Flubaroo. First of all, Quizlet is widely known as a vocabulary learning application, as it is commonly used for learning words with digital flashcards. Although I did talk about using these tools independently and in the interactive game Quizlet Live, I also talked about how I

get users to use it for Q & A, conversation, and discussion. In short, partners use a smartphone to view questions that they can answer, discuss, teach each other, and/or inquire with the teacher before moving on to the next question at their own pace. Second, I showed participants how I use Kahoot for whole class learning and lecturing. In this case, students are required to engage with particular questions by responding on their own smartphones. Then, we can view their responses and deal with correction and teaching as needed. Finally, I talked about how I use Google Forms for online "testing." I intentionally emphasize testing here, as although it is used for evaluation, students are also encouraged to deal with the feedback and respond to the "test" or homework items multiple times. Thanks to the Google Sheets add-on Flubaroo, I am able to automate feedback to learners, even on some open-ended questions, and then learners can deal with their feedback immediately after submitting their homework while they are still engaged with the contents. They can identify their errors, and then attempt to self-correct before involving the teacher or others. Also, when students return to class, they are expected to work with classmates to resolve any remaining errors. In this way, students get individualized feedback on their own learning process, and students play the role of peer teachers, reinforcing their own learning. At the forum, the people I talked to during the second round showed particular interest in knowing more about online "testing" to give learners feedback.

In the reflection period, I had an excellent opportunity to chat with other participants. I have been particularly concerned about the fact that we are dealing with this concept of active learning as if it were a new thing. In researching the idea for the forum, I kept finding a number of quotes going further and further back into history about what could be defined as active learning. I even think that the whole practice of apprenticeship was a form of active learning. We worked in the field with a professional to gradually develop our own skills in that field through hands-on involvement. I think this actually summarizes how I personally try to get students personally involved in their own language learning. In fact, I often think of the learners as apprentice language teachers. They practice, they evaluate themselves and their peers, and then they are expected to teach, and, if they are having difficulties understanding particular points, they ask me, the teacher, for help. Of course, some students are not used to actively participating in their own learning, and they require more direct involvement. However, I feel that I can observe and monitor how they are dealing with the learning and interactions from afar before checking in with particular individuals and encouraging them to take charge of their own learning.

In summary, I think that active learning is an old idea that we always need to be reminded of in a teaching field where it is easy to get absorbed with evaluating and grading. I think we always need that reminder that our goal is to teach and prepare learners for dealing with language in the real world. We should find more ways to encourage rather than just evaluate, and we should really make an effort to help learners take care of their own learning development.

What are some key points that you picked up in today's poster presentations?

"Autonomy and active learning go hand in hand."
- **Dominic Guy Edsall**

"The importance of student choice. It links to the motivation, autonomy, and many were crucial aspects to their development as learners."
- **Jackson Lee**

"Some self-access centers are anti-autonomy... students perceive learning as transformation, development of personal identity." - **Clair Taylor**

"Liked the linkage between research and practice."
- **Joseph Tomei**

"I loved the idea of teletandem. I have been trying to introduce the idea of self-access at my institution and I think this would be a perfect way to get students involved in communication outside of class and intercultural exchange. I would like to learn more about this." - **Ian Hurrell**

"I learned a very innovative way of visualizing active learning." - **Fang-Ying Yang**
"Listening to your audience may be better than speaking." - **Patrick Kiernan**

"Multimodal activity by learners as central to active learning; active learning as an open-ended, non-predictable process that necessarily has unexpected and

surprising outcomes versus official packaging of "active learning" into discrete identifiable CEFR-like "can-do" components." - **Andy Barfield**

What are your impressions of Active Learning?

"Active learning is more than just a buzzword and has a lot of potential." - **Dominic Guy Edsall**

"It is useful and beneficial, but requires motivated students and brave teachers to be unconventional." - **Jackson Lee**

"It can be very deep personally and very introspective." - **Clair Taylor**

"A lot of article possibilities that I hope to see in the future." - **Joseph Tomei**

"I think that active learning is particularly integral to developing language skills because language is a skill, much like learning to play an instrument, and how can you play a piano without touching a piano!" - **Ian Hurrell**

"If it is not active then the learning is likely to be minimal." - **Patrick Kiernan**

"Varied; it's a catch-all phrase that needs deconstructing and questioning through students and teachers collaboratively sharing practices and questions together" - **Andy Barfield**

Other comments:

"Awesome session, learned a lot!!" - **Jackson Lee**

"Love being able to respond on google forms!!!" - **Joseph Tomei**

"I wish I had time to see more posters! A very enjoyable event." - **Ian Hurrell**

"Thank you for the opportunity. I learned a lot from the interactions." - **Fang-Ying Yang**

"There was a lot of rich information and experience in today's posters which I didn't get enough of." - **Patrick Kiernan**

"Thank you for a great forum." - **Andy Barfield**

Short Reflections on Creating Community: Learning Together 5

Ian Hurrel, Ken Ikeda & James Underwood

Creating Community: Learning Together 5 took place on Sunday, December 15, 2019, at Otsuma Woman's University. Although this conference was the final "Tokyo" Get-together of the year, it was open to all, and it was great to see LDSIG members from Hiroshima and Kyoto as well as those in the Tokyo area. Like previous years, LDSIG members were encouraged to invite their students to present individually or in small groups, and over forty took part. Alongside these student presentations, several teachers also presented, and all together, there were 28 interactive posters presentations/digital displays.

The conference started with an opening plenary where participants were given time to set their goals for the conference and get to know the other participants around them. This was followed by three rounds of poster presentations and digital displays. In between each round small discussion and reflection circles were held for 15 minutes. Through these presentations and the reflection circles that followed both students and teachers could explore the questions or puzzles they had about learner development and its connection to active learning. The conference finished with a plenary session where participants and presenters had a chance to share reflections and questions about creating community and learning together while designing a poster that documented their experiences. The participants were then invited to formally write up these reflections and we some of them include here.

Reflections from Teachers:

CCLT5 Reflection

Gareth Barnes (Tokai University, Ochanomizu University)

With its theme of learning actively and reflecting on learning experiences of the past year, the CCLT5 conference at Otsuma Women's University in Tokyo was an excellent opportunity for presenting and learning. This was my first CCLT, and my first LD-SIG gathering, and I quickly found myself to be very grateful to be a part of the community. Based loosely around the idea of sharing experiences of Active Learning, the conference had a wide selection of informal presentations based on teachers' ideas and experiences implementing courses with active learning components, and students' experiences of their language courses involving active learning over the past year.

The whole day was structured around and focused on the conference participants: presenters and non-presenters, teachers and students alike. The opening and closing plenaries set the atmosphere for the whole day and this structure worked well to create an inclusive learning atmosphere, which was punctuated throughout the day with short group reflection sessions after the presentation blocks. The group reflection session provided an informal opportunity for discussions about the presentations with the presenters, producing a brainstorming/problem solving style discussion. Because

of this "learning community" focus and the friendly casual atmosphere, the conference provided a rare opportunity to converse, share, and learn with a diverse range of people, all with similar interests and dealing with similar challenges in different ways. For people looking for hands-on professional development, the CCLT5 was an excellent opportunity to participate in a community "think-tank".

Location

Centrally located, the conference was easy to access, and visitors were greeted with a smile by sign-carrying volunteer students to help with orientating first timers like me. The university is a beautiful modern building - a great setting for a small conference - and participants were made to feel very welcome. Before the conference started, I enjoyed a short walk around the neighbourhood in search of a Mister Donuts for snack sharing with presenters and found myself instead marvelling at the surprising array of German luxury and sports cars. Long story short, I couldn't find the donuts, but luckily there were more than enough snacks provided, and Vincent set a high standard with his chocolate muffins. Snacks in each room are an awesome idea.

Short Reflection on Presentations

It does say a lot about a small conference when there is so much on that you want to see but can't see it all. However due to the format, each presentation naturally led to further questions and discussion, which allowed for a deeper consideration of the ideas presented and how they could be practically implemented.

As a very short summary of the day as I saw it unfold, I was presenting in the same room as Greg Rouault from Hiroshima Shudo University, who was presenting practical ways of grading and monitoring student participation, which included allowing for the students to reflect on the class, their participation in it and their goals, and for providing an opportunity for feedback with the teacher. In the reflections afterwards, we discussed ways to practically measure student development - a good example of presenting an idea and working through the practicalities and how it ties in with our overarching goals of education.

Posheng Vincent Chien from Rikkyo University described using improvisation in classroom discussion, which again, was a very practical and interesting take on group discussions and interviews, tied in with the course grading expectations. Vincent shared his experience in depth on the topic of structured/controlled improvisation detailing how it works within the goals of a communication course and how to get the best results from it (see https://voice21.org for an interesting follow up supplement).

Tim Murphey gave us an insight into how he guides students to consider ideal classmates, had some great examples of action logging and using journals/diaries, and presented ideas on social testing, which was a completely new idea for me (for more information see Tim's recent article "Peaceful social testing in times of increasing individualization and isolation" in Critical Inquiry in Language Studies, January 2019). He also shared his take on Hattie's ideas of visible learning (see "Visible Learning for teachers" 2012, and "Visible Learning" 2009).

Andy Barfield provided a trove of resources and student examples on using writing genres in a global issues course and showed how meaningful use of independently researched content can benefit students in so many ways (see https://sites.google.com/view/learning-about-global-issues/ and https://sites.google.com/site/studentswritingforenglishc/3-student-writing-across-different-genres for more information).

I also caught the tail end of Nick Kasparek's presentation on developing questioning and wondering in the classroom using slightly modified Socratic questioning. A couple of the main ideas he described were QFT (Question Formation Technique) and P4C (Philosophy for Children) (for follow up information see https://philosophyofquestions.com). Developing critical thinking skills in students is a goal that many teachers are concerned about, and Nick's focus on ideas such as philosophy for children, inquiry as play, and educating for good questioning, is both valuable and useful for active learning courses.

To mention finally, it was a real pleasure to see the students of Komazawa University present on "Active Learning for Linguistics" and to discuss with them the pros and cons of their experience in the course. I also spent some time talking with students from Keisen University with two separate presentations: "Australia Field study", and "What we learned at Keisen University". The opportunity to discuss courses, education, and learning/teaching goals with students is really what made this conference stand out, in my opinion.

Conclusions - Student and Teacher mix

Out of all the positive experiences that came out of the conference, the most notable experience in many ways was the mix of student and teacher participation. An interesting challenge that I was not expecting was presenting and explaining my classroom plans, experiences and research with students in the audience. Getting comments and feedback from students about active learning very much completed the circle of feedback, generating new questions and goals for the next teaching cycle. And discussing this point with other teachers, we seemed to agree that it was the relaxed, inclusive atmosphere set right from the start of the conference that allowed this positive mix of student/ teacher collaborative discussion. A big thank you to the organisers for this opportunity.

In final thoughts, when I think of development, one of the first ideas that comes to my mind is Urie Bronfenbrenner's interacting levels of context and his 'proximal processes' (regular activities ever increasing in complexity - for more information, see Bronfenbrenner, 1979; Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 2007; Hoare, 2007; Rosa & Tudge, 2013). From this perspective, CCLT provides a unique and special opportunity to come together and develop together. You might not be able to predict beforehand what the specific outcome of attending the conference will be for you, but if future conferences are anything like CCLT5, you can be sure that something positive will emerge.

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CCLT 5 Reflection.

Ian Hurrell,
Rikkyo University

This year was the first time for me to be an organizer of the conference, and it has been a privilege to work with the other organizers, Ken and James, as well as all the other LD SIG members, teachers and students who all helped to make the conference an exciting and successful event. However, one drawback of being an organizer is that I was so busy dealing with the smooth running of the conference, I had very little time to enjoy the variety of excellent presentations given by both teachers and students. Therefore, I would like to take this opportunity to reflect a little on how my feelings towards CCLT have evolved over the years that the conference has been taking place.

One of the most unique elements of CCLT is the conference's focus on student involvement, which is reflected in the large number of student presenters that contribute to the conference. To put this into perspective, the ratio of student presentations to presentations given by teachers this year was more or less 50/50. If I'm being honest, when I first heard the idea of inviting such a large number of student presenters, I had concerns that this might have an adverse impact on the professionalism of the conference. However, after attending CCLT conferences over the years, and particularly being involved with the organization of the conference this year, my feelings on the involvement of student presenters has completely changed. I have come to realize that the contributions of the students, far from taking away from the conference, are integral to creating the vibrant environment that CCLT has become known for, which gives both teachers and students a unique opportunity to learn from each other in a way that I haven't experienced at any other event.

From a teacher's perspective, we have the chance to interact with students and gain a rare glimpse into their feeling and attitudes toward language learning. It also offers the teachers who encourage their students to attend an excellent opportunity to promote learner engagement by giving their students a significant goal to work toward. From a student perspective, they also have a valuable chance to gain insight into the way that teachers are working to help their students improve their language abilities. It also helps students to truly reflect on their learning and makes their project work more meaningful by giving them a real audience to present the results of their efforts to. This was reflected in many of my interactions with the participating students, of which several mentioned that it was a motivating experience to present in front teachers and

students from other institutions. One student also mentioned that they were shocked that their classmate's presentation was much better than the presentation they gave in class. All of these interactions brought home to me the importance of giving students a meaningful goal to aim for in their project work, and this is something I'm going to work toward in my own classes in the future with an aim to having some of my students participate in CCLT next year.

To sum up, through participating in and helping to organize the CCLT conference, I have come to understand and appreciate the conference as a truly valuable event for promoting the core tenets of Learner Development, particularly the power of student involvement, that the LD SIG works so hard to discuss and develop. I look forward to working with other members of the SIG to continue the tradition of CCLT in the future, and I hope that at some point, I too can be in a position to encourage my own students to take part in the conference and enjoy the benefits that this wonderful event has to offer.

My Reflection on CCLT

Kio Iwai,
Rikkyo University

It was my second time presenting at CCLT. This time, I talked about learner beliefs of two Japanese expert EFL learners, Yui and Ryo. Both of them had IELTS overall band scores of 7.0 or above. Focusing on the reasons why they think they have succeeded in learning English, I tried to contrast the two learners' beliefs and ways of thinking on a poster.

Fortunately, the topic seemed to have interested some student audience. One of them showed interest in the learning history of Yui who once lost her confidence when she encountered returnee students, and restored it in her own way. The student gave me feedback saying, "I (also) lost my confidence when I met them (returnee students). I'm going to do practice teaching at junior high school next year. I would like to do activity telling my study history in my class." She must have noticed that sharing the history of her English study could also encourage some students. I am glad if my presentation was able to give her a chance to reflect on her own learning experiences.

Another student told me she was interested in the story of Ryo who used his competitive mindset (being makezugirai). Makezugirai literally means "dislike for being defeated", and can be construed as "competitive against others", "competitive against one's own weakness" and "not admitting defeat". While having competitive mindset is generally considered disadvantageous against cooperative mindset, Ryo used it as a motivating force to study harder when he didn't want to be outranked by his returnee classmates in speaking, listening and paper tests. The student got interested in Ryo's study history because she also acknowledges herself as makezugirai. I hope this presentation showed her a way to become a better user of English.

Finally, one teacher audience left a comment saying, "I am really interested in how you can get students like these to work together." Although Yui and Ryo were my classmates at graduate school, and not my students, I thought this is an interesting question which I had never thought about. Indeed, we teachers should understand every student has their own way to success just like Yui and Ryo. Presenting at CCLT gave me a chance to think about my own teaching, too.

Reflections on CCLT5 2019

Tim Murphey

I got to the CCLT5 (2019) at Otsuma University 30 minutes early on the day of the conference to get my presentation ready and only then did I realized that we were all doing poster presentations! I love improvising and I had a whole white board with magnets that would hold up some papers and I loved writing large notes about the 4 areas that I was covering. I laid out examples of all the things noted on the wall and on the tables below and it was like a 3D Poster presentation with handouts and examples:

Simple Socializing Steps:
Ideal Classmates, Action Logging, Class Publications, and Social Testing

One of the most important things we need to remind ourselves (and our students) is that **we *are social beings that react very strongly to civility*** (Porath, 2016). However, great civility was already so profoundly evident in the making of the conference in the attitudes of the participants (university teachers, students, and organizers) and in the small group discussions, I found I was already singing with the choir.

I believe that the 4 activities that I described to many teachers and students allow students to bond and take pride in their work as a collaboratively civil group, a collaborative learning community full of support for each other. The four activities were (1) **Ideal Classmates** (Murphey et al. 2014) in which we ask students to write descriptions of their ideal classmates that would support them in their learning, and then in the following class give them a handout to read of everyone's opinion, but without their names (article link below). (2) **Class Publications** done usually at the end of a semester with everyone's personal research about a central topic of a class (language learning histories, case studies of teaching a songlet, interviews of others asking them "How do people help you have a wonderful day and a good life?" Etc. (3) **Action logging** (Murphey, 1993) in which students evaluate all the activities in class and comment on the class in a notebook so the teacher can see what they like and don't like and thus they can control the teacher more (article link below) and the teacher after reading them knows "where to go to next" (Hattie & Clarke, 2019). The action logs are collected periodically by the teacher to understand the impact on the students and often become resources for future teachers to look back into. (4) **Social Testing** (Murphey 2017) in which students work alone for the first part of a test and give themselves an estimated score, and then in a socially interactive part they can ask anyone they wish for any of the answers (talking-dialogue not copying) and after which give themselves a second score. (Hattie and Clarke 2019 have found through multiple research analyses that self- evaluation and self-grading are one of the most productive ways to increase learning.)

Edward Deci (1995, of Deci and Ryan fame for social determination theory—SDT) writes appropriately about "The Biopsychosocial Approach" in which everything is really connected to everything else. If we are not respected socially, psychologically we may become depressed, which can affect our eating habits that create biological problems from binge eating. As teachers we need to acknowledge that people need healthy relationships to support their autonomy and their biopsychosocial well being.

My 30 minutes of prepping was fast, efficient, creative, and ultimately fun with the help of the organizers and participants. The coffee and snacks made it even more enjoyable. The reflective sessions in small groups after the sessions were also precious. I definitely will go again next year! Thanks especially to James Underwood, Greg Rouault, and three inquisitive students for fast, calm, and intensively civil and collaborative dialogue. We did it together!

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Reflections on the Conference from Keisen University Students:

Change through CCLT5

Chihiro Moriya, Shiori Kishihara, Hana Oyama, Yukari Sato, Misa Yamashita, and Yume Shibaki

At the very beginning, our team of six members had a lot of problems. We were not confident about our English skills and we were worried about our relationship with each other. Before we went to Otsuma Women's University, we practiced our presentation in class called "How we changed our thinking at the Asian Rural Institute." We wanted to talk about the new things we learned while in leadership training at ARI and how we could see the world at peace. ARI was held in Nasushiobara, Tochigi prefecture. We stayed there from September 1st to September 6th. We met participants from all over the world who had different religions, languages, and customs. We learned how to work together and share the food we raised in our agricultural training. The experience was supposed to be like a small picture of what world peace could look like. However, after the ARI program was finished, while we were trying to get our presentation ready for the CCLT5 conference, our group of six Keisen first-year students sometimes got angry with each other because we had to fit our preparation time in with our studies and our busy schedules and most of all, we didn't really know what we were doing. This part wasn't so peaceful. We wanted to abandon this presentation.

However, we decided to continue to get ready for our presentation and we tried hard to prepare a good presentation and understand each other. Through our hard work, we could get to know each other more and we could gain in confidence. We talked about our presentation many times with each other and we listened to each other's opinions. Each of us explained our own opinion. Sometimes one teammate did not understand the other's opinion. However, we did not abandon to say our opinions until the other teammate understood it. We did not give up, so in the end we were able to finish preparing our presentation.
In our last classes before going to Otsuma Women's University, we worked together on improving our presentation. We found some bad points. We discussed how to fix those bad points. We worked on our expression, eye contact, and volume of our voices. When we showed our classmates our presentation, they praised us. Finally, we could take part in CCLT5 with confidence in ourselves.

We participated in the CCLT5 conference on December 15th, 2019. At CCLT5, we were able to learn what teachers think because the CCLT5 presenters were not only students but also teachers. Many teachers called out to us while we were there. We had an opportunity to chat with many teachers. When a teacher presented on how to use a smartphone to connect with student's memories, other teachers made comments and gave some feedback and students gave their ideas to teachers. Everyone gave us really interesting ideas. In Japan, many students were waiting for someone to come along and motivate them to take action. This experience was so good for us. Through this experience, we think the most important thing is to try to talk with other people, to have passion to tell your own opinions and to try to understand others. CCLT5 also gave us the chance to say what we think about other people's presentations. Almost all our teammates have trouble saying their opinions. It is because we hesitate to talk in English, do not think deeply and do not have confidence in our opinions. We decided we have to try to speak in English, to think about things around us deeply, and to practice telling our opinions. Participating in the CCLT5 gave us the opportunity to do these things.

We would like to take part in CCLT again and continue to learn how to improve our communication skills, using the knowledge and thinking skills that we learned at CCLT5. Some students are not good at talking with older people even if they have good ideas. We hesitated when CCLT5 started but we want to try again and continue to engage with teachers and other students from now on.

CCLT5 Reflection

Mimi Tanzawa, Maho Seki, Masako Yoshioka

We talked about a program called CENA (Civil Education Network in Asia) at the CCLT5 conference. We wanted to share about our topic because our experience was so special. At the 8th CENA summer school which was held in Okinawa in 2019, we learned along with other students from around Asia, what "state violence" is and we met the local people.This year, many students joined CENA program: from Japan, Keisen University; University of the Sacred Heart and Waseda Hoshien; from

Indonesia, Universitas Islam Indonesia; from Taiwan, Shih Hsin university; from Korea, Sungkonghoe University and Hanshin; from Thailand, Asian Muslim Action Network; from Pakistan, Community World Service Asia. The theme of this year was "Why a state kills people?" In this program, "state" means a country's government.We discussed problems of each countries. From Japan, we talked about Henoko Base and Fukushima nuclear power plants. Common problems were also connected each government and they ignore local people. Sometimes states hide serious problems for their problems. We called these things "state violence". Moreover, we joined one of the local protests which is trying to prevent a new U.S. base from being made. These protests are mostly hidden by the media or the state. Almost all Japanese do not know about these types of movements. We think we have a responsibility to tell about these problems that are happening in Okinawa. This CCLT5 conference at the Otsuma Women's University was a good opportunity for us. If conference participants know about our presentation, they can know what is happening in Japan or other countries regarding state violence. Moreover, if they tell others about this movement that is trying to stop the new U.S. base from being made, more people in Japan can find out about it. Learning about state violence at CENA was an amazing experience for us and made us feel responsible to tell others about what we learned.

Furthermore, we had an opportunity to listen to other presentations. Sometimes, it was a little bit hard to understand but presenters tried to use another word so we could understand their meaning. Listening to other presentations introduced a lot of ideas to us that we had never thought about before. One presentation that we were impressed by was, "Cost performance and quality of face lotion." A normal face lotion sold for a low cost was compared with a name brand lotion sold for a high cost. The presenters had taken a survey to find out which face lotion a woman would buy. At the same time, they researched whether the buyer would regard the cost performance or name brand as the most important. This presentation was a really interesting topic for us as it was about familiar topics for women. Listening to other presentations taught us a lot.

The three of us are glad that we participated in this CCLT5 conference once again. Last year, as first-year university students at Keisen University, we talked about our school's Asian Rural Institute (ARI) program, where we learned about servant leadership. We feel that we are getting the hang of making presentations. Also, we could tell the audience what we wanted to say this year better than last year. The topic we focused on this year about state violence and what we learned at CENA was so difficult to explain. However, the audience listened to our presentation and they asked questions. We were very happy. Moreover, after our presentation, many students and teachers showed interest in the CENA program and said that they would also like to join it.

We thank you for putting together the CCLT5 conference. We could share our experiences with each other and we learned a lot of things from other presentations. We would like to join this conference again.

Reflection about My Presentation and Sharing Ideas

Maya Yamada

My presentation topic was the effects of pressure for learning. In my opinion, motivation has two kinds of pressure, intrinsic and extrinsic. Intrinsic pressure comes from ourselves such as self-expectation and our dreams. On the other hand, extrinsic pressure comes from other people or the situation such as punishment, guilt and comparison with others. When we are motivated towards some actions, we need to keep both pressures in balance. This is an important point of motivation. In addition, pressure is effective for changing from extrinsic to intrinsic, because most of our motivation is from extrinsic motivation, however it is hard to keep by ourselves. For that reason, we need to change from extrinsic motivation to intrinsic motivation. In conclusion, when we are motivated toward some actions, we have to balance these pressures change motivation from extrinsic to intrinsic for keeping our motivation.

Reflection from participant

I received some ideas from participants. We discussed three topics. First, extrinsic pressure comes from several situations, therefore we can suppose that it has different problems and effects who brings the pressure such as in the school, from parents or from teacher. For example, pressure from parents tends to affect children in the long term. Besides, it forms a child's self-efficacy strongly. I need to inquire into each situation closely. Second, what should we do, if students have negative feelings for learning? Some participants search for the resilience which helps their motivation to restore by

feedback. Feedback has two kinds in the school, from teacher to students and from students to teacher. I was interested in feedback from students to teachers.

Finally, how can we change motivation from extrinsic to intrinsic? I do not know what should we do for them, however human needs (competence, autonomy and relatedness) which is from self-determination theory is useful for changing motivation. In my experience, I did not like going to piano lessons in the beginning, however negative feelings disappeared halfway. This is because I could fulfill human needs. I could do it well step by step and I could make friends. And also, I determined which song I would like to play. These reasons changed my feeling for piano lessons. In addition, I thought that balance of pressures can change the motivation to intrinsic motivation. For example, students should set their own goal and think how you can do it within the range that can be realized in the first. And then, they will be able to get confidence by steady performance. Besides, teachers make students understand that teachers expect a level slightly higher than students' ability as a kind of extrinsic pressure.

CCLT5 Conference Reflection: Reflections on my presentation about my field study in Australia

Natsuho Takasaki

I was so nervous to do this CCLT5 presentation in English at Otsuma Women's University because it was my first time participating in this conference. I couldn't imagine what it would be like and I didn't have confidence in my English ability. However, other university students and teachers listened to me and the other members in my group talk about Australia. In our last summer vacation, we took a trip to Australia to learn about the Aboriginal people, the indigenous people of Australia. Our field study was based on four themes which were diversity, reconciliation, spirituality, and resilience. We also learned about things such as the Aboriginal culture, the relationships of Aboriginal and Australian people, and the reality of Aboriginal life. These were the things my group and I talked about in our presentation at CCLT5.

Following our talk, the audience asked us questions about our presentation. One of the questions was about the relationship between Mt.Fuji and the Japanese people because of the deep relationship between Uluru, also known as Ayers Rock, and the Aboriginal people. This question is something I had never thought about before. It made me want to study more to compare Japan and Australia. From this presentation at CCLT5 I could get new perspectives on our experience.

Also, the other university students' presentations were interesting. I especially enjoyed the presentation on MR's peace by Mitsuki Sakurai from Otsuma Women's University. I had never thought about refugees before. This problem is very serious in the world. Most Japanese think that this problem about refugees is another country's problem. I know that Japan does not accept almost all refugees. However, I realize that it is necessary to think about the world's problems because we do not know when this problem could happen in Japan. It could happen to any one of us. It is just now that it isn't happening. This presentation was a good occasion for me to think about our attitude towards world problems. This CCLT5 conference is so valuable as it caused me to change my way of thinking.

SIG MATTERS | インフォメーション

Learner Development SIG Financial Report
September 2019 - January 2020

The last few months are the most active part of the year for the LD-SIG finances with the JALT national conference in November which included the presentation of grant awards followed by CCLT5 in December. Overall, the major expenditure has been on grants leading to an overall slight reduction in the SIGs funds compared with last year. Nevertheless, considering that the core purpose of the SIG is to promote learning, it was unanimously agreed at the AGM to award the same five grants next year, a policy which should still allow the SIG to stay afloat without accessing reserve funds. As last year, CCLT5 brought in some income from teacher participants which partially offset the cost of holding the event. Another source of income was a share of the PanSIG event fees, credited back in September 2019.

Revenues: September, 2019 – January, 2020 /収入：2019年9月～2020年1月	
PanSIG2019 Program fee	76,199
CCLT5 conference participant fees	20,000
Total revenue / 収入合計	**96,199**

Expenses: September, 2019 – January, 2020 /支出：2019 年9月～2020年1月	
Conference, project and research grants (5x40,000)	200,000
JALT National expenses	19,800
CCLT5 expenses	48,000
LD-SIG Get-together room fees	2,592
Bank fees	739
Total Expenses / 支出合計	

SIG fund balance, January 31, 2020 /SIG資金残高2020年1月31日	
Balance in bank account / 銀行口座残高	121,995
Reserve liabilities / JALT本部預け金	200,000
Cash in hand / 現金	34,612
Balance / 合計	**356,607**

The next few months are typically a quiet time as far as expenditures go, but a further update will be provided in the next issue of *Learning Learning*.

Patrick Kiernan, SIG Treasurer
Email: <kiernan@meiji.ac.jp>

Writing for *Learning Learning*『学習の学習』応募規定

Deadline for Contributions to the Spring issue: August 31st

Contributions / 寄稿

We encourage new writing and new writers and are 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. 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、そして学習者の成長、学習者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。For more details about formats and lengths (形式と長さ) of writing suitable for *Learning Learning*, please see below. To upload your writing to the editorial team of *Learning Learning*, please use this link.

Formats and lengths / 形式と長さ

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. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development, such as:『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語（もしくは英語、及びニ言語で）の投稿を募集しています。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関する以下のような原稿をお待ちしております。

Short articles on issues to do with learner/teacher development and autonomy /
学習者と教師の成長・自律に関する小論

#1: short individual articles (1,200 – 2,500 words)： 小論（単著） (約3,600-7,500字)

#2: short group-written articles (1,200 – 4,000 words)： 小論（共著）(約3,600-12,000字)

Reflective writing about learning for learner/teacher development and autonomy /
学習に関する省察 ー 学習者と教師の成長・自律を目指して

#1: particular puzzles that you and/or your learners have about their learning, practices, development, autonomy, and so on, and inviting other *Learning Learning* readers to respond (1,000 words or more)：ご自身や学習者の悩み（学習、実践、成長、自律など）に関して、LL読者と一緒に考えましょう。(約4,000字)

#2: dialogue with (an)other SIG member(s) (1,000 to 2,000 words)：SIGメンバー同士の対話 (約4,000字-8,000字)

#3: stories of learners becoming autonomous (about 500 to 1,000 words)： 自律・成長する学習者に関する話 (約2,000字-4,000字)

#4: stories of your learning and teaching practices: success and failure (about 500 to 1,000 words)：学習・教育実践の成功談・失敗談 (約2,000字-4,000字)

Members' voices / メンバーの声

#1: a short personal profile of yourself as a learner and teacher and your interest in learner development (about 500 to 1,000 words) ：学習者・教員としての自身のプロフィールと学習者の成長に関する興味 (約2,000字-4,000字)

#2: a story of your ongoing interest in, and engagement with, particular learner development (and/or learner autonomy) issues (about 500 to 1,000 words) ：学習者の成長や学習者の自律に関する興味や取り組み (約2,000字-4,000字)

#3: a short profile of your learner development research interests and how you hope to develop your research (about 500 to 1,00 words) ：学習者の成長に関する研究内容と今後の研究の展望 (約2,000字-4,000字)

#4: a short profile of your working context and the focus on learner development/learner autonomy that a particular institution takes and/or is trying to develop in a particular curriculum (about 500 to 1,000 words)：教育環境の紹介、所属機関やカリキュラムにおける学習者の成長や自律に関する取り組み (約2,000字-4,000字)

Research & reviews / 研究 & レビュー

#1: summaries and accounts of new graduate research (1,200 - 2,500 words) ：大学院での研究内容の要約やその振り返り (約2,400字-5,000字)

#2: proposals for a joint project/joint research (about 500 to 1,000 words)： 協働プロジェクト・リサーチの提案 (約2,000字-4,000字)

#3: reports (of a conference presentation, research project, particular pedagogic practice, and so on, to do with learner development) (about 500 to 1,000 words)： レポート（学習者の成長に関する学会発表、研究プロジェクト、教育実践など）(約2,000-4,000字)

#4: reports of research in progress (about 500 to 1,000 words)： 研究中間報告(約2,000字-4,000字)

#5: book, website, article reviews (about 750 to 1,500 words)：書籍、ウェブサイト、論文の批評(約3,000字-6,000字)

Free space / フリー・スペース

#1: photographs, drawings, and/or other visual materials about learner development, and/or related to learner autonomy：学習者の成長や自律に関する写真、絵、視覚資料

#2: activities and tips for learner development/autonomy (about 500 to 1,000 words) ：学習者の成長・自律を促す活動やヒントの紹介 (約1,000字-2,000字)

#3: some other piece of writing that you would like to contribute and that is related to learner development ：その他の学習者の成長に関する執筆

#4: poems… and much more： 詩、その他。

Learning Learning Editorial Team

<LLeditorialteam@googlegroups.com>

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>

Many thanks!