

# Learning Journals: Various Approaches Used in a University Level EFL Setting

大学レベルの英語学習者のためのラーニング・ジャーナル

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本稿では EFL の授業でラーニング・ジャーナルを使う方法を説明する。ラーニング・ジャーナルが使われているのは関西大学の英語 I コミュニケーションの授業である。この授業ではテキストを使っておらず、ラーニング・ジャーナルが授業の骨格を形成する。ラーニング・ジャーナルはコミュニケーション授業が特任外国語講師によって教え始められて以来、続いているものだが、その使用方法、内容は変遷を繰り返している。特任外国語講師のほとんどは 3 年で入れ替わるので、現在の特任外国語講師がどのようにしてラーニング・ジャーナルを使い、その内容はどのようなものかをまとめることにした。ラーニング・ジャーナルが英語 I コミュニケーションでどのように使われてきたか、その歴史をたどり、ラーニング・ジャーナルに関する先行研究もまとめた。現在英語 I コミュニケーションを担当している 12 人の先生にラーニング・ジャーナルをクラスでどのようにして使っているのか聞いた。ラーニング・ジャーナルの様式、実施方法、学生からどのようにしてラーニング・ジャーナルを集め、どのようにして評価するか、学生へのフィードバック、欠席した学生をどう扱うか等の項目を含めた。本稿はその結果のまとめと、その内容に関するディスカッションである。

## INTRODUCTION TO THE PROGRAM

The English Communication I Program at Kansai University was started in 1993. Its purpose was to provide English communication classes to freshman students from the university's various faculties. The Communication Program replaced General English courses taught by part time instructors at the university. In the first year, the Communication Program consisted of three instructors and one coordinator (Doodigian, 2000, p.218). The following year, it was increased to ten instructors, and in 2001, to eleven. A member of the permanent faculty has always served as coordinator of the English Communication I Program.

Instructors in the English Communication I Program (Communication Program) are hired for three years, as temporary full time teachers. Each year 3 - 4 instructors leave the program and 3 - 4 people are hired. In this fashion, about a third of the teachers are new every year. So, while the program's goals have remained largely the same, new people and ideas have influenced the details of teaching in the program. Instructors are referred to collectively as the

Communication Team. Each instructor teaches ten ninety-minute English Communication I classes per week. The instructional year at Kansai University is about twenty-eight weeks for regular teaching, excluding exam and make up classes.

Each class consists of 30 freshman students, all of whom have elected an English Communication class, rather than another option to satisfy the English requirement. All classes are organized within the various faculties, and Communication Program instructors teach in the Engineering, Law and Letters, Sociology and Economics schools. Usually, all of the students in a class have the same major, for example, electrical engineering, German, or industrial psychology, which means they generally have similar backgrounds and future goals.

Certain principles of education have been followed since the inception of the English Communication Program. Classes are conducted primarily in English, including both teacher-student and student-student communication. Classes have always also employed small group and pair work interaction in order to increase student communication opportunities. (Doodigian, 2000, p. 219)

The Communication Program aims to have a learner-centered classroom. Early in the program's development, the Communication Team identified target language skills for instructors to focus on, with the aim of developing these. These included: voice production and pronunciation; fostering a sense of appropriate choices of topics and language for use in conversation; being aware of culture; developing proficiency at interacting with classmates and the teacher; increasing competence in both written and verbal self expression; and being responsible for and being aware of the learning process. (Locke, 1994, pp. 160-161).

One way of facilitating learner responsibility has been the inclusion of a learning journal since the Communication Program began in 1993. Part of the course design has always been teaching without a textbook. Teachers in the Communication Program have always developed and created their own materials, working toward some of the goals listed above. Learning journals have been used to provide structure for classes in lieu of a textbook, as well as facilitating a certain depth of teacher-student interaction, which would be otherwise impossible. Students are able to ask questions and give the teacher feedback and teachers are able to check the progress of students' understanding of material being used in the classroom. Because teachers have heavy teaching loads and large classes, the learning journal also serves as an aid to evaluating students accurately. (Wisener, 1995, p. 204)

The learning journal provides immediate and longer-term reinforcement for language and concepts taught in class. As there is no textbook, the students are able to use the learning journal to review for tests as well as general reinforcement. When the students write at the end of class,

the information they encountered is still fresh and easy to recall. In the process of remembering and writing vocabulary and structures, as well as content, the learning objectives are reiterated and reinforced, aiding retention. (Wisener, 1995, p. 203)

How has the format of learning journals changed over the nearly 10 years since the Communication Program was started at Kansai University? According to an interview with Robin Russ, who was first hired to teach in the Communication Program from 1995, the teachers in the program at that time used the same form, which had been designed by the team. This early learning journal form included a self-evaluation section, asking students such questions as, "How much English did you use in class?" and "How much did you participate in class?" The form included boxes where students could check off percentages to answer the questions. Sections for homework, activities and reflective writing were also included (Russ). Communication III classes, taught by part time teachers and permanent faculty members, also had a standard learning journal form used by all the teachers in 1995, which was very similar to the Communication I form. (Cowen)

By the academic year beginning in 1998, however; there was a greater variety of learning journal forms, some more elaborate than others. Some teachers used a notebook and had students write a more free form learning journal, while others had a specific form for the students to fill out every week. Although the basic sections of the learning journal remained the same: class activities, homework assignments, and written reflections on learning, teachers were able to try different formats and areas of emphasis in the learning journals they used in class (Cowen).

Also, in the early years of the program, learning journals were apparently completed by students during the last ten to fifteen minutes of class. Because the teacher is present, students have the opportunity to have questions answered and clarify any confusion. (Wisener, 1995, p. 203) In any case, the non-reflective portion of the learning journal is generally written down during the class session. New vocabulary, for example; should be noted as it occurs, and homework assignments written down when they are announced. The reflective portion of the learning journal may be more time consuming and can also be done as an independent activity.

## LITERATURE REVIEW

The authors wished to reexamine the rationale behind using learning journals as well as the current administration of them in the program. Research shows strong support for reflective journaling in the classroom.

There are as many types of journals and diaries as there are uses for them. Many that

have been used in educational settings are; recordings of events, literature logs, dialogue journals, collaborative journals and response journals. Kerka (1996) writes that journals have been used extensively in adult education because, "Several themes prevalent in adult learning—coming to voice, developing the capacity for critical reflection, and making meaning—are reflected in the way journals have been used in adult education" (p.1). Adult learners are capable of, and in need of, understanding how they learn as well as what they have learned.

Learning journals are a distinct form of journaling in that they are meant to document a student's thoughts about what s/he has recently experienced in the classroom. This type has been used in many different learning settings, including: adult education students, nursing students, basic biology students, language learners, those participating in teacher training courses, as well as many other situations. The learning journal is a written reflection. Kerka (1996) states, "The learning journal is a systematic way of documenting learning and collecting information for self-analysis and reflection" (p. 1). In the setting discussed in this paper, an English communication course at a Japanese university, topics included in a learning journal might be: vocabulary and/or structures addressed in the classroom, what homework assignments were given, what activities were done, the student's feelings during the lesson, the student's perceptions of the objectives and effectiveness of the activities and materials presented in class, as well as their perception of how well they mastered these objectives.

The learning journal is an important part of a language course in that it provides two benefits; it forces students to think about what and how they have learned and it provides teachers with insight into how the students perceive what was done in the classroom and its effectiveness.

The principal objective of the learning journal is reflection. In the setting of English language classes at a Japanese university, the learning journal forces students to reflect actively on their learning process, something few have had previous experience with. By having students think about what and how they have learned, they become more aware of their own mental processes as well as how well they have mastered a certain skill. Kerka (1996) writes, "Journal entries can provide tangible evidence of mental processes. They make thought visible and concrete, giving a way to interact with, elaborate on, and expand ideas" (p. 2). Reflection is the first step towards learner autonomy. Cole, et al. write,

...effective learners should be able to take initiative, becoming actively engaged in the learning process, and assume responsibility for their learning. Journal writing provides a place for learners to develop an awareness of their own discovery processes. Thus journals

can provide opportunities to heighten self-awareness and engage writers in a process of critical thinking (1998, p. 557).

By developing self-awareness and critical thinking skills, the teacher enables the students to become both more effective learners and more autonomous. Porter states, "The act of writing about one's experiences is a process that activates the making of connections, the exploration and generation of ideas, and the discovery of meaning" (qtd. in Cole, et al., 1998, p. 557). It is this complete process that is the first step in becoming a critical thinker and an effective and independent learner.

Another important product is that the act of reflecting and writing these thoughts aids in memory. By replaying what happened in the classroom in his/her mind, a student is able to remember much more clearly what happened in the classroom. Schneider says, "It (the learning journal) reveals thought processes and mental habits, it aids memory..." (qtd. in Kerka, 1996, p. 2). Wisener writes, "In the process of remembering and writing vocabulary and structures, as well as content, the learning objectives are reiterated and reinforced, aiding retention" (1995, p. 203). The act of spending time thinking about what happened in class and the struggle to write something meaningful in the journal means that the student is forced into a basic three-step process. The student is exposed to the material once in class or during the original learning experience, a second time when mentally reviewing and reflecting on what happened, and a third when they write their thoughts in the journal.

A third aspect that is often overlooked is that writing a learning journal is a real world act of communication between the teacher and student in the target language. Carroll writes, "The practice of regular reflective writing would be in itself a powerful language learning activity" (1994, p. 19). By assigning a regular learning journal, classes that are largely devoted to oral communication, as are many English classes at Japanese universities, are able to incorporate a writing component into the course.

Another essential aspect of using a learning journal in a language course is that it provides the teacher with an insight into the students' perceptions and experiences in the classroom. Although most teachers use various other methods to assess learning, such as: testing, homework assignments, discussion, questionnaires, and course evaluations, these give little feedback to the teacher as to how the student perceives what happens in class. Kathleen M. Bailey, when discussing goals-based evaluation states that, "As the teacher, you are trying to discover the connections in the students' minds, between the course goals and what you did together in the class" (2001, p. 6). The learning journal is an essential aspect of this. Do the students feel that

the objectives are clear? How well did they understand the connection between class materials and activities and the stated objectives of the course? How are the classroom dynamics effecting the individual student? These and many other questions can be answered, at least partially, by the teacher reading the students' learning journals. Carroll writes that he found this same type of feedback, "An important gain to teachers is the data provided by student journals about what is going on in learners' heads as they go through the learning process" (1994, p. 21). By having the students reflect on the learning process and then communicate those thoughts to the teacher, they are able to open a direct line of communication between themselves and the person directing their learning. Carroll makes this clearly understood to his students when he writes in his guidelines to students regarding keeping learning journals,

Another advantage of keeping a learning journal is that it is a way for the teachers to monitor the usefulness of the course activities and to continue or change them as seems necessary – in other words, to negotiate the curriculum with you (1994, p.22).

Wisener (1995) confirms the usefulness of learning journals is assessing students' levels of learning when she writes, "A teacher can assess the level in which a student participated in the class, to what extent students were cognizant of the primary learning points and how much was absorbed" (p. 204). She later adds;

The level at which a learner not only participates in an activity, but cognizes the material to the extent that they can perceive the aim of the activity and recognize their own learning process as a result, can be clearly identified through the learning journal writings (p. 204).

Beyond the unique and in-depth look into how a student perceives what is happening in the classroom, the teacher is also able to assess his or her performance reflected in the students' journals. Wisener (1995) writes,

One can also utilize journals as a tool for evaluation of one's own performance. If a particular point is not recorded in most of the students' summaries, or if a large percentage of the class expresses the same misunderstanding, one must reconsider its presentation (p. 204).

By incorporating learning journals into a language course, the teacher is able to achieve several goals at once. He/she is encouraging the students to become more aware of what and how they learn; students learn how to reflect on their experiences and, hopefully, to become more critical thinkers. By journaling, students are mentally repeating the learning experience, thus aiding in their retention. In a course largely dedicated to developing oral fluency skills, the journal provides a relevant writing component. Teachers are able to more clearly understand how well each student is doing in class as well as how the class is perceived by the students so they are able to modify their teaching, materials and or curriculum to better reflect the students' needs.

As mentioned previously, the English Communication I program at Kansai University does not use a specific textbook. The learning journal is used in most sections as a way of providing structure to the course. However, different teachers administer and use the learning journal in a wide variety of ways. Incoming teachers are given a brief, oral synopsis and expected to develop their own system. The researchers felt that incoming teachers into the program would benefit by having an overview of the learning journal as it exists in the program now. To accomplish this goal, the researchers surveyed all the teachers currently in the program as of the 2002–2003 academic year in regards to the following aspects of the learning journals: format, administration, collection techniques, methods of assessment, feedback and how absences are dealt with. See Appendix A for a copy of the survey.

## FORMAT

Throughout the program, the general format varied greatly but they all contained two basic types of question: one section regarding what actually happened in class, and the other, a reflection over what was taught in class. The first type included such segments as: who their conversation partner was that day (e.g. Today I spoke with Tomoko and Hitoshi), what activities were done in class (e.g. I wrote 3 survey questions about hobbies and then asked three people these questions), topics discussed (e.g. traveling, using follow-up questions), homework assigned, class notes and new vocabulary. Teachers varied in the vocabulary section in that some asked for vocabulary learned in class, others asked for vocabulary learned in any setting, either in class or outside of class. Not all teachers used all the sections mentioned above, on average 3–4 objective sections were included in a learning journal. The objective section was mainly used as a method to encourage students to mentally organize their learning experience. The reflective section was the teachers' principal focus in that this was the section most carefully checked and

given feedback on. This section usually consisted of 1–3 questions regarding how students felt about the class. The most common questions were regarding general feelings toward the class (e.g. “How did you feel about today’s lesson? Why?”), and what the student found most useful in that day’s lesson (e.g. “What was especially useful for you? Why?”). Many teachers used a general section for comments and opinions in lieu of more directed reflection questions. Other teachers used the directed questions in addition to a general comment section. Two teachers also used a bar graph in which students wrote an “X” to indicate how much English they spoke in class that day as well as another to indicate how much effort they showed.

All the teachers used the same general format every week. Eight teachers responded that they varied the questions in the reflective section either every week or occasionally. Examples given include questions regarding: different conversational styles (e.g. “Do you give long answers when you speak Japanese? If so, when? If not, why?”), addressing cultural points (e.g. “What do you know about Halloween?”), addressing a specific point covered in class (e.g. “Why is it important to use correct intonation when using rejoinders?”), the student’s own learning style (e.g. “Which is more important, having a good teacher or studying hard yourself?”), or thematic topics covered or soon to be covered in class (e.g. “Write 75 words about the difference in traveling in Japan and traveling abroad”). These questions were often in addition to the reflections that were done every week. Other examples of questions given include, “Which conversation was best and why?” and “How did you study English over the summer?”

## ADMINISTRATION

As reflecting upon their learning experience is foreign to most of the students in the program, most teachers dedicate considerable time to explaining and modeling the learning journal in the first few classes. When the program originated and learning journals were instituted program-wide, the last ten to fifteen minutes of class time were used so students could complete the journal while the information was still fresh in their minds. (Wisener, 1995, p. 203). Currently, only one of the teachers gives class time for completion of the journal, although many teachers said that during class students often add pertinent information to their journal. For example, they write new vocabulary in it as it was presented or came up in class, and take notes on the different activities in class.

Two basic administration techniques are used in the program; providing students with a specific form, or having them do it on their own notebook paper. Most teachers that choose the former style provide each student with a copy of the form at the beginning of the course and the

student is responsible for making 30 copies of that form for use in class that year. Those using the latter technique provide students with a list of questions to be answered.

## COLLECTION TECHNIQUES

Results of the survey show that there is no standard technique for collecting learning journals from the students and each teacher uses the method most suited to their teaching style. Three teachers collect the journal every week in class, check it in class and then return it to the student. Five teachers collect it every week, check it outside of class and return it to the student the following week. One teacher uses a combination of these in that she checks it in class if possible but most often collects it and returns it the next week. Four teachers use a system of random checks; checking the learning journals either two to three times a semester or at the end of each semester. The teacher who provides class time to his students to complete the journal, checks the previous week's journal while the students are working on the current one. He reports that this is very effective as, "This allows (him) to give individual and personal feedback to each student."

## METHODS OF ASSESSMENT

As the learning journal is completed every week by each student, it produces an enormous load of work for the teachers. In a week, 300 learning journals are produced for all but one of the teachers in the program. Most teachers in the program use a simplified assessment method. The survey shows that there are two dominant techniques. The first being a general check that the journal was done, the second a 3-4 tiered system based on excellent, satisfactory, unsatisfactory or a similar structure (others used are; very good, good, OK, not good enough, and a system of checks, check pluses and check minuses). One other teacher uses a ten point scale, eight or above meaning excellent and below six denoting unsatisfactory. All but three of the teachers record a weekly score for the learning journal. Teachers report that the learning journal is weighted between 15% and 20% of the total grade, with one teacher weighing it as 35-40%. The team has endeavored to standardize this.

## FEEDBACK

Most teachers report that students need extensive and frequent feedback at the beginning

of the first semester when they first begin doing a weekly journal. One teacher writes, "I generally don't comment a lot. I answer direct questions that students ask me. I write positive reactions to points in their writing in which they reflected well. I also write prompts or questions to help them reflect more deeply." This seems to be representative of what most teachers do at the beginning of the course when students are unsure of what is expected of them in regards to the learning journal. As the students grow more accustomed to what is expected of them and more confident, teachers are able to provide less directed feedback, although most continue to provide encouraging comments, directed at an outstanding submission or pointing out what needs to be improved in journals that are unsatisfactory. Most teachers reported that they respond to any specific questions directed to them by the student in the learning journal.

## DEALING WITH ABSENCES

As the learning journal is a report of what happened in class and a student's reflection on this experience, by being absent it becomes impossible for the student to complete the journal in the customary way. When asked how the teachers dealt with absences, three different methods were reported. Six teachers expect students to complete the learning journals by consulting with a classmate on what was covered in the missed class. Three teachers expect the students to submit a partial journal by consulting with a classmate on the objective portions of the journal. It was not clear from the survey if the students are expected to complete the reflective section. One teacher excuses the student from the assignment and another teacher has the student complete another assignment, which consists of reporting back why the student was absent and what they did that day, including a certain level of reflection on events that day. An equal amount of writing as a normal learning journal is expected in this case.

When asked if their administration or format of the learning journal has changed since their first year teaching in the program, many teachers report that they have, or plan to simplify the format by including fewer sections. Several teachers find that it is difficult to get well-developed reflections from general questions and have reported that they use or plan to use more specific and directed questions the following year. One teacher has separated out the objective portions from the reflective portions. Students are expected to keep a log of class activities and homework on one sheet of paper, whereas the vocabulary and reflective sections are done as a different assignment, which is collected every week and checked in class.

## CONCLUSION AND RECOMMENDATIONS FOR FURTHER STUDY

Learning journals can be a valuable part of a communicative English course. They can facilitate teacher-student dialogue, giving insights into the learning process for both the learner and the teacher. They can provide a guide for review and reinforcement. Learning journals give support for course goals, and can be tailored to serve the learner. They encourage retention of and reflection on the material and ideas encountered in class. It is clear that the learning journal has been a mainstay of the Kansai University English Communication I Program. Because of its flexibility, the learning journal has been able to change over time, and be altered to suit individual teachers and learners, and yet remain an essential part of the course. By being able to see a variety of learning journal forms, future teachers can select or design learning journals suited to their and their students' needs. Also, future teachers in the program can benefit from the experience of their forerunners in choosing methods of collecting and marking learning journals, giving feedback, and recording marks. It might be of interest to future members of the Communication Team to create a viable study to compare the efficacy of various learning journal designs and the impact of specific points on learner development.

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**APPENDIX A**

**Learning Journals Survey**

Rebecca and Kelli are working on a paper about the various ways to administer learning journals. Please complete the following survey and turn it in to either of us.

1. Do you have a specific form that the students fill out? If so, could you attach a copy?
2. What sections do you include?  
 Partners                       Focus questions for thought or writing  
 Homework assigned             What happened in class  
 Self generated vocabulary    Vocabulary from class  
 Writing questions to ask in next class  
 Reflection / essay  
Does it change every week? YES    NO  
If so, could you give us some examples?                      Other:
3. How do you collect it?  
 every week and return in class  
 every week and return following week  
 Random checks;                      How often?                      When?  
 End of semester in class  
 End of semester and check outside of class                      Other:
4. Do the students receive a grade or verbal feedback? Do you write comments on it? If so, could you explain what type or give a couple of examples?
5. What weight does the learning journal have in the students' total grade?
6. How do you deal with absences?  
 Student is responsible for learning journal  
 Student is responsible for completing it partially  
 student is excused from doing it  
 Another assignment is given                      For example?
7. Do you keep a weekly learning journal grade in your grade book?
8. Has your administration of the learning journal changed in your time here? If so, how?
9. In terms of the reflection / essay portion, how is that used?  
 Same question every week  
 Differing questions assigned every week                      For example?  
Other:

**APPENDIX B**  
**Guide to Using a Learning Journal in the**  
**Kansai University English Communication I Program**

Learning journals have been used in the Communication Program since it was started in 1993. Learning journals (LJ) are intended to provide structure, feedback, reinforcement and an opportunity to reflect on learning.

The twelve teachers in the Communication Program were surveyed in 2002 about the methods and techniques they used for learning journals. Samples of specific forms are on file in materials boxes in the meeting room.

**SECTIONS**

All LJs have some space for reflections, that is for students to write about what they are learning in class. A few teachers provided focus questions or topical questions for the students but most did not, asking the same question every week, for example, "What did you learn?". Almost everyone has space for students to note down what they did in class, what homework was expected for the following week, and vocabulary from class. Many teachers include a section for notes about partners and vocabulary generated by the student rather than the teacher. A couple of teachers have the students write down questions to ask the following week.

**COLLECTION METHODS**

The most popular method of keeping track of LJs is collecting them on a weekly basis. About half of the teachers collect and return them the following week, and some others check them and return them on the same day. One teacher checked them while the students worked in class and did not actually collect them, and another did an end of term collection. One teacher has the LJ separated into vocabulary, reflections and partners pages and collects them in alternating weeks.

**FEEDBACK**

About half of the teachers offer feedback to the students on their LJs, for example, "Good idea" or "I'm sorry to hear you partner wasn't talkative today". Most say they answer student questions. About half of the teachers give some kind of grade to students. However, these are systems of symbols like checks and pluses rather than numerical or letter grades. One teacher has three

grades ranging from "1/2" to "Great" and another has a system of 7 symbols like check plus and check. A couple of teachers say they only check off that the LJ has been done.

Over half of the teachers keep a weekly LJ grade in a grade book. Two teachers say they kept no regular LJ grade, relying on an end of term overall inspection.

#### ABSENCES

About half of the teachers hold the students responsible for the LJ even when they are absent. Some teachers expect the student to do part of the LJ. In one case, the teacher asks the student to write an explanation for being absent in lieu of a reflection essay. Two teachers excuse the student entirely for doing LJs when they are absent.

#### PERCENT OF FINAL GRADE

Officially, the weight of the LJ is agreed upon by the Communication Team at the beginning of the school year. It is supposed to be weighted at 15 percent of the final grade. However, teachers may choose to give it a higher or lower percentage depending on how much work students do on LJs. For example, if the bulk of the homework is LJ, then it could account for a portion of the homework grade as well. Homework is officially 15 percent.

#### CHANGES OVER TIME IN THE PROGRAM

Almost all of the teachers have made changes in their LJs while at Kansai University. Most have made the LJ simpler or more specific to their teaching styles. One has been working on refining the students reflections. Two of the first year teachers are using another teacher's learning journal and haven't made any changes, but the other two say they plan to make changes in the future.

#### VARIATIONS OF REFLECTIONS SECTION

About half of the teachers use the same reflection question every week. That is, asking students what they have learned, how they feel about the class, and to evaluate the lesson, etc. Many teachers ask specific or topical essay

questions which are different every week. For example, “Why is good pronunciation important in communication?” or “What country would you like to travel to and why? “.

TIME IN CLASS

Most teachers do not allow class time for writing reflections. However, sections like vocabulary and homework assignments are, of course, written down as they occurred in the lesson.

APPENDIX C

Samples of Learning Journals

**APPENDIX C**

**Samples of Learning Journals**

**Learning Journal**

Date: \_\_\_\_\_

Today's Class

Comments, Opinions and Questions

Energy Level

How much English did you speak in class today?

0% \_\_\_\_\_ 50% \_\_\_\_\_ 100%

How much effort did you put into today's class?

0% \_\_\_\_\_ 50% \_\_\_\_\_ 100%

Homework

Learning Journal for Atsuko's English Class

TODAY CLASS (date) \_\_\_\_\_

What was the topic?

What did you do?

How did you do this?

Who did you talk to?

What English expressions did you use?

When can you use these expressions?

Did you do the activity well? Or, was it difficult? If it was difficult, why was it difficult? If you enjoyed it, why did you enjoy it?

ABOUT YOU

How are you today? What's on your mind?

HOMEWORK

KUREZUMI  
REFLECTIONS

**Learning Journal**

Name: \_\_\_\_\_  
(Day & Date)

Date: \_\_\_\_\_  
Class: \_\_\_\_\_

Class activities/topics

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Homework

**PVN: Personal Vocabulary Notes**  
*If you don't know an English word, write the Japanese, show your partner, communicate, and then check the English text!*

**Partner/Conversation notes:**  
*Who did you talk to? What did you talk about? → Key words only.*

**Class notes:** ex. vocabulary, grammar, skills hints, class. Remember to write **main idea** and **summary**!  
(You can also continue on the back of this page.)

**Reflection:** On the back of this page please write your thoughts today's class. You must write at least 75 words. Don't worry about grammar or spelling. You can use some of the questions below.

How did you feel about today's class? What did you learn? What do you want to learn more about? What did you do well today? What did you work on during your conversations today? What did you notice in class and during your conversations today? What do you want to work on more? What did you think about? Do you have any suggestions for the teacher?

**PVN Sentence:**

Week \_\_\_\_\_

LEARNING JOURNAL

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Class: \_\_\_\_\_

Class Activities

Partner/s

New English

HOMEWORK

Reflections

I don't know how to say—(Japanese OK) Find out how to say it in English