In this issue | 本号について

Welcome to the Spring/Summer 2019 issue of *Learning Learning*, the Learner Development SIG's (LD SIG) biannual online newsletter. We hope this issue, which contains articles written through the lenses of teachers and learners, can support teacher and learner development in your classrooms.

This issue begins with **Greetings** from the SIG coordinators, Koki Tomita and Yoshio Nakai, reporting on the latest developments for the Learner Development SIG. They provide an overview of officer changes in the last year, recap LD forums at conferences last year, before briefly outlining the state of the SIG's finances. In the **Tokyo Get-together Report** that follows it, Ian Hurrell, Ken Ikeda and myself report on what has happened in the get-togethers that were held this year as well as their future plans for them.

In **Members' Voices** Sandy Chong critically reflects how she has been able to encourage learner development in elementary schools through action research. Then Sina Takada gives a unique perspective through his eyes as both a former student and now a teacher on how self-access learning centres can facilitate English use among learners.

Following on is a collection of **Short Reflective Articles** by Kyoko Greundel, Megumi Tokuda and Yuri Kawasato. Kyoko Gruendel takes a reflective look at her journey of becoming an autonomous English teacher before reporting on what qualities teachers should nurture in their students to enable them to become more autonomous. Megumi Tokuda reflects on her volunteering and study abroad experiences that led to her deciding to continue her studies in graduate school. Yuri Kawasato explores the critical incidents in each year of her university life that led to her becoming a confident English user.

In the **Grant Awardees Essays**, Gretchen Clark shares insights from her interview with Judith O'Loughlin at the JALT conference last year. In this piece, they discuss how to encourage resilience and community building with learners and offer many activities that can be easily applied to our classrooms.

In **Looking Back**, three pieces reflect on the successful Creating Community Learning Together 4 informal afternoon conference that was held last December. These reflections were collaboratively written by participants who first made a poster at the end that documented their experiences of attending, which they then formally wrote up.

The issue closes with the **Financial Report,** written by the new SIG treasurer Patrick Kiernan, and the updated information for contributors.

Many thanks to the hardworking *Learning Learning* team for their tireless efforts in working together with the contributors to get their writing ready for publication:

Andy Barfield, Chika Hayashi, Tokiko Hori, Daniel Hougham, Ken Ikeda, Fumiko Murase, Yoshio Nakai, Hugh Nicoll, Sean Toland, and Koki Tomita.

We hope you enjoy reading it and that it gives you ideas for encouraging learner development this semester and beyond.

James Underwood, lead editor, 2019 Spring/Summer issue, *Learning Learning* editorial team <LLeditorialteam@googlegroups.com>

『学習の学習』2019年春・夏号へようこそ。『学習の学習』はLearner Development SIGニュースレター(年二回発行)です。本号も、教師と学習者双方の視点から書かれた記事の数々が、教育現場における学習者の成長と教師の皆さんのお役に立てることを願っています。

冒頭には、SIGコーディネーターのKoki TomitaとYoshio Nakaiからの挨拶があります。二人からは、昨年に行われたSIG役員交代・LDフォーラムの様子の他、SIGの財政などが報告されています。「東京get-together」では、Ian HurrellとKen Ikedaとともに、今年度行われたget-togetherおよび今後の計画について報告しております。

「メンバーの声」では、アクションリサーチを通じて、小学校における学習者の成長を促すことがどうやって可能になったのかについて、Sandy Chongが振り返ります。また、Sina Takadaは、元学習者と現役の教師という両方の視点から、どうすればセルフアクセスセンターが学習者間での英語の使用を促進することができるかについて独自の論を展開します。

続いては、Kyoko Greundel、Megumi Tokuda、 Yuri Kawasatoによる「小論」です。Kyoko Gruendelは、自身が自律的英語教師となっていった道のりを顧みた後、受け持つ生徒をより自律的学習者にするために、教師は、どのような資質を育むべきかについて省察しています。Megumi Tokudaは、大学院で勉強を続けようと決意するきっかけとなったボランティア活動と留学経験について語ってくれています。また、Yuri Kawasatoは、自信をもっ

て英語を使えるようになるまでに大学生活で起きた様々な出来事について振り返ってくれました。

Grant Awardees Essaysは、Gretchen Clarkが昨年のJALT国際大会で行ったJudith O'Loughlinとのインタビューに関するもので、両氏はレジリエンスと学習者とのコミュニティー形成を勧め、教室で応用できる様々な活動を紹介しています。

「Looking Back」では、昨年１２月に盛会に終わったCreating Community Learning Together 4 (CCLT4)の研究会に関する省察が３つあります。これらの省察はポスター発表を行った参加者たちが協働的に執筆し、発表直後にまとめた自身の経験を本号のために推敲したものです。

本号の締め括りは、今年度より本研究会の財務局担当となったPatrick Kiernanの財務報告です。

以下の『学習の学習』編集チームの皆様に感謝申し上げます。

Andy Barfield, Chika Hayashi, Tokiko Hori, Daniel Hougham, Ken Ikeda, Fumiko Murase, Yoshio Nakai, Hugh Nicoll, Sean Toland, and Koki Tomita.

皆様が本号より、学習者の発達に関するアイディアをさらに膨らませることができますように。

James Underwood, lead editor, 2019 Spring/Summer issue, *Learning Learning* editorial team <LLeditorialteam@googlegroups.com>

News Update 近況報告告

Welcome to the first issue of *Learning Learning* in the Reiwa Era! We hope that it will give you many opportunities to reflect on new perspectives on learner development and second language education.

First, we would like to extend our appreciation to all the members who participated in and made LD activities exciting in 2018. With a new academic year beginning, the LD SIG will offer SIG members more opportunities to share experiences and ideas on learner development. Yoshi and I hope that 2019 will also be a fulfilling year for all the members in the SIG.

Our special thanks also go to the dedication of SIG officers who stepped down from their positions in 2018 and to those who became officers recently for their new journeys in the LD SIG. Huw Davies, who contributed to the LD SIG as a treasurer for a long time, passed the torch to Patrick Kiernan. The treasury job is one of the important positions for every SIG to keep their activities in a healthy financial condition. In particular, the treasurer works with the Grants team and helps grant awardees to make each transaction go smoothly. We are very thankful to both Huw and Patrick for taking their time on dealing with the monthly tasks.

For the last few years, Jenny Morgan supported the Grants Team with an extended amount of energy and passion, but with a new job starting, she felt it was time to take off one of the many hats that she has been wearing in the LD SIG. With the departure of Jenny, we welcome Kio Iwai, a new officer to the Grants Team. Kio has been one of the active members in Tokyo get-togethers, and we are looking forward to working with her in the committee.

After Andy Barfield and Hugh Nicoll each took turns as the lead editor for *Learning Learning* in 2018, we have come to the launch of this spring/summer issue under the lead of James Underwood. The editorial team is always looking forward to working with new editors and contributors. If you are interested, please contact the team at <LLeditorialteam@googlegroups.com>. We also send our big thanks to the contributors and three editors (Chika Hayashi, Masuko Miyahara, and Patrick Kiernan) who worked hard to launch the second issue of *The Learner Development Journal*. It includes seven informative papers which discuss and analyze qualitative research into learner development from theoretical and practical points of view. When you have a moment to spare, please dive into this work here: <https://ldjournalsite.wordpress.com>

We would like to introduce Gretchen Clark as the new publicity chair for LD after Nicole Gallagher farewelled from the team in 2018. Gretchen has been sharing new perspectives among the committee members and exploring ways to reach out to current and non-members of LD SIG by using her experience of working in the JALT Kyoto Chapter.

We are thankful to Jim Ronald, Agnes Patko, Andy Barfield and Jenny Morgan for being wonderful organizers for our local Get-Togethers in Hiroshima, Kansai, and Tokyo. While the Hiroshima and Kansai get-togethers have paused for the moment, Ian Hurrell has

come back to the Tokyo get-togethers in 2019 to help to organize them along with Ken Ikeda and James Underwood. At the end of 2018, the Tokyo get-togethers team delivered another amazing Creating Community: Learning Together (CCLT) conference which offered opportunities for presentations to 40 students and 10 teachers. We are hoping to carry the momentum forward and create great vibes for CCLT5 in 2019.

We also must thank Robert Morell and Blair Bar for their commitment to be involved in and organize forums at major JALT conferences. We have certainly had a successful LD forum during the Pan SIG conference held on May 18-19 at Konan University, Hyogo. We are hoping you will attend the LD Forums at JALT CALL (Aoyama Gakuin University, Tokyo, May 31 to June 2) and the 2019 JALT International Conference (WINC AICHI, Nagoya, November 1-4).

We take some space here to congratulate LD members on their successful participation in the 2018 JALT International conference in Shizuoka. At the LD Forum on "Bringing Learners Together," Lee Arnold, Tim Ashwell, Andy Barfield, Nicole Gallagher, Hideo Kojima, Sakae Onoda, Jenny Morgan, Jim Ronald, and Javier Salazar & Roxana Sandu shared their practical teaching practices and research experiences on helping to interact and connect with others both inside and out of the classroom. In addition, one of our grant recipients, Gretchen Clark, did an insightful interview with Judy O'Loughlin, a plenary speaker of the conference, which she reports on in this issue of Learning Learning. At JALT 2018 we had another successful AGM reviewing the year, deciding on officer positions, approving financial decisions, and making

plans together for 2019. Unfortunately, neither Yoshi nor I could attend, so we are looking forward to joining the AGM and sharing a good time with you at the 2019 conference. In case you missed the 2018 AGM, you can access the minutes here <http://ld-sig.org/welcome-to-the-jalt-ld-sig/annual-reports/>

As 2019 rolled in, Patrick Kiernan worked together with the two of us to compile the audit of the SIG's financial activities in the 2018-2019 fiscal year. As we did in 2017, we would say that we had a relatively healthy financial activity in 2018. For more detailed information, please refer to Patrick's Financial Report in this issue of *Learning Learning*.

For the publication of this current issue, contributors and our LL editorial team worked closely and collaboratively together. We thank all the contributors and the editorial team who invested so much time and effort to make the publication of this issue successful. We close our greetings by wishing that each reader will encounter new perspectives on learner development as they read through. We are looking forward to seeing your contributions in the autumn issue and to meeting you hopefully in the rest of 2019.

Koki Tomita (for Koki Tomita and Yoshio Nakai)

LD SIG co-coordinators

令和最初の学習の学習をご覧いただきありがとうございます。今号も学習者ディベロップメントと第二言語教育における新しい見解について考える機会をお届けします。

初めに、2018年度のLDのSIG活動を盛り上げてくださった参加者の方々にお礼を申し上

げたいと思います。新年度もLD SIGは学習者ディベロップメントに関する経験や知識を共有できる、より多くの機会をご提供したいと思います。私もYoshiも2019年度がLD SIGのメンバーにとって実りのある一年になるように期待しております。

　　そして、今年度も役員の移動がありましたが、2018年で退任されたSIGの役員と、2019年に新たにお迎えすることができた役員の方々にもお礼を申し上げたいと思います。役員の中でも会計はSIGの健全な運営を維持するために欠かせない重要な役職ですが、この会計の役割を長年務めてくださったHuw Daviesが昨年度で退任され、今年度からはPatrick Kiernanが引き継いでくださることになりました。会計は特にGrants teamや受賞者とのやり取りが多く、毎月ある業務を円滑に進めてくださったことに感謝を申し上げたいと思います。

　　また、Grants teamに関して言えば、ここ数年、Jenny Morganが大きな熱意をもってSIG活動を支えてくださっていましたが、新しい本務のため、LD SIGで関わってくださっていた多くの業務の一つから退かれることになりました。Jennyの退任を受け、Grants teamの新しいofficerとしてKio Iwaiをお迎えすることとなりました。KioはTokyo Get-Togethersでご活躍中のメンバーで、我々も役員として一緒に働けることを嬉しく思っています。

　　一方で、2018年からHugh NicollとAndy Barfieldが編集長となった学習の学習ですが、James Underwoodの編集のもと、この度の春・夏号を刊行することができました。編集チームでは投稿はもちろん編集者も募っており

ます。ご関心のある方はLLeditorialteam@googlegroups.comまでご連絡ください。また、 Learner Development Journalの第2号が刊行されましたが、こちらの編集をされたChika Hayashi、Masuko Miyahara、Patrick Kiernanの3名の編集者にも感謝の意を表したいと思います。第2号では学習者ディベロップメントに関する分析や議論を理論、実践の両面から行った7つの質的研究が掲載されています。詳細は以下のウェブサイトをご覧ください。https://ldjournalsite.wordpress.com

　　次に、新しい役員を紹介したいと思います。LDの広報担当を担当していたNicole Gallagherの後任になったGretchen Clarkです。GretchenはJALTの京都チャプターでの経験を活かし、LD SIGに所属しているメンバーだけではなく、新たなSIGメンバーを発掘するための広報活動を模索してくださっています。地域別の活動に関しては、Jiim Ronald, Agnes Patko, Andy Barfield and Jenny Morganが広島、関西、東京のGet-Togetherをまとめてくださいました。現在、広島と関西のGet-Togetherは活動を休止していますが、東京のGet-TogetherはIan Hurrellが2019年に戻ってこられ、Ken IkedaとJames Underwoodとともに運営されています。2018年の終わりには、東京Get-Togetherは第4回目のCreating Community: Learning Together (CCLT)を開催し、40名の学生と10名の教員が発表されましたが、この熱気が2019年のCCLT５へとつながることを期待しています。

JALTの大会においてLD SIGのフォーラムをまとめてくださったRobert MorellとBlair Barにも感謝しなければなりません。LDフォーラムは、5月18日-19日に兵庫県の甲南大学でのPan SIG conference、さらにはJALT CALL（青山学院大学、東京、5月31日-6月2日）において開催されており、盛会に終えることができました。今後の、LDフォーラムの今後の予定としましては、2019年のJALT国際大会（WINC 愛知、11月1日 - 4日）において開かれることになっています。みなさまふるってご参加ください。

　ここで、2018年度に静岡のJALT国際大会で行われたLDフォーラムについてもご紹介しておきます。"Bringing Learners Together"というテーマで行われたLDフォーラムには、LDのメンバーであるLee Arnold, Tim Ashwell, Andy Barfield, Nicole Gallagher, Hideo Kojima, Sakae Onoda, Jenny Morgan, Jim Ronald, and Javier Salazar & Roxana Sanduが参加され、教室の内と外をつなぐ交流に関する教育実践や経験について共有してくださいました。それに加えて、Grantの受賞者であるGretchen Clarkがカンファレンスの主題発表者であったJudy O'Loughlinに、非常に洞察に満ちたインタビューを行いました（詳細は今号の学習の学習をご覧ください）。また本年次会で開かれたAGMでは役員の人事や、予算など2019年に向けた計画が検討され、承認されました。その内容については以下のURLをご参照ください（<http://ld-sig.org/welcome-to-the-jalt-ld-sig/annual-reports/>）。残念ながら2018年

度はYoshiも私も参加することができなかったのですが、2019年度は二人そろって参加しLD SIGの活動についてご報告させていただきたいと思っております。

　2019年に入ってからはPatrick Kiernanが2018年度のSIGの会計監査を行いましたが、2017年同様、2018年も問題なく終えることができました。Patrickによる会計報告については本号のLearning Learningに記載しておりますので、そちらをご覧ください。

　今号の刊行にあたっては、執筆者や編集チームが緊密な連携をとって作業を進めてこられました。執筆者と編集チームのすべての方々に刊行に至るまでのご尽力に感謝申し上げます。さらに、今号の読者のみなさまには学習者ディベロップメントに関する新たな発見がありますよう期待しております。最後になりましたが、2019年の後半、秋号で皆様の成果にお目にかかれること、そして大会でお会いできることを楽しみにしております。

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中井好男、冨田浩起
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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Getting Connected: つながりを求めて：東京

Tokyo Get-together Report

Ian Hurrell, Ken Ikeda, and James Underwood

For 2019 we aim to build on the momentum of 2018. As we have noticed a considerable drop in attendance, we have been trying to raise this by publicising the get-togethers on Facebook and Twitter. Many thanks to Gretchen for doing this and Hugh for updating the website. In the emails that we have sent out this year, we asked those attending to share a poster advertising the event with interested colleagues. We have also encouraged LD SIG members who are presenting this year at the many conferences to share their presentations informally. Another idea that was raised is to recruit a group of get-together core members. This idea is very tentative but as a core member, they will commit to join every get together, spread the word about upcoming events and encourage others to join and also bring issues to discuss. If you are interested in sharing your ideas, please get in contact!

So far three get-togethers have been held this year. In the first get-together that took place on January 21st, 4 people attended (Ian Hurrell, James Underwood, Ken Ikeda, Kio Iwai and Koki Tomita). For this we worked out the schedule for the get-togethers and brainstormed ways to increase participation. In the second get-together that was held on April 21st, 9 people attended (Blair Barr, Ian Hurrell, Colin Rundle, James Underwood, Ken Ikeda, Kio Iwai, Rob Morel, Sandy Chong (her first), and Tim Ashwell,) and we spent the first half catching up with members as well as sharing our interests related to learner development in small groups. Then Blair Barr introduced "Active Learning" as the theme for the LD SIG forum at the JALT national conference. Following on from that, in the second half of the get-together, we focused on "Active Learning" as a whole group and discussed the relationship between it and learner development. In the third get-together that was held on May 26th, 4 people attended (Ian Hurrell, Ken Ikeda, Kio Iwai, and Natacha Sakamoto) and we shared each of our concerns on how to enable our students to develop as learners by expressing their opinions through their values, peer editing, communicative skills and helping students to develop their own Englishes.

In the next get-together that will be held on June 23rd, we will plan to hold a workshop on Active Learning in the second half of the get-together. In this hands-on workshop, we aim to first familiarise attendees with the key concepts of active learning before exploring the connections between it and learner development and offering various activities that can be applied to our classrooms.

Following on from this, there will be three more get-togethers that will be held on September 29th, October 27th and November 24th. In addition to these, we may hold the next Creating Community: Learning Together conference in December depending on the levels of attendance in the coming get-togethers.

MEMBERS' VOICES | メンバーの声

Ways to Encourage Elementary School Learners' Autonomy Inside and Outside the Classroom

Sandy Chong,
Freelance
<sandywchong@gmail.com>

My name is Sandy Chong. I have been teaching freelance in Tokyo, Japan for more than eight years. Like many, I started my career as an eikaiwa instructor. I, then, gradually narrowed my work down to teaching children. I found great passion in teaching children because by experience, I realized that the skills used to teach them, such as scaffolding and designing fun activities, can be customized to teach adults. However, the skills used to teach adults may not be modified to teach children due to excessive explanations and minimal fun activities. I am fascinated by the thought that being a successful teacher for children can lead to success in teaching adults. Therefore, I decided to earn a Master of Education degree while practicing onsite. Yet, I still practice the art of scaffolding everyday teaching at elementary schools.

After completing my studies last year, I joined the Japan Association for Language Teaching, in hopes of continuing to enhance my skills through learning from experienced educators. I decided to join the Learner Development SIG because I hoped that I could gain and contribute ideas on learner autonomy.

As an educator for children for more than two years now, I have been engaging myself in ongoing action research to explore what is best for young Japanese learners. Conducting action research is an excellent way to help bolster my focus on developing the best teaching methods for children. For one of my action research projects, I explored appropriate activities for children to help develop their autonomy outside of class time. For example, I found that the English section in the library is not as popular as any other sections. Therefore, I started hanging around the English books section to see what would happen. At first, a few children who know me would approach me and I would start reading a book to them. That attracted many more children and they would listen to the storytelling until the school bell rang. Later, according to the librarians, some children had asked when I would be there again for storytelling and more children have started borrowing English books. My next step is to try storytelling at the beginning of each class to see if that will encourage the children to become more interested in reading English books on their own in the library.

Another action research project that I have been conducting is finding out what studying English means to young Japanese learners. In my classes with fourth graders, I asked them why they think it is necessary to learn English at this age. Out of 170 students, approximately 30% of them raised their hands. The answers I collected from them include to

be able to enter a good school in the future, to prepare them for future English classes, to communicate with foreigners, and to look for a good occupation when they grow up. They seem to be aware of the logic behind learning English as an investment for their future. While they specify the reason to learning English is to interact with foreigners, I am more interested in how the process of learning English would help them to 'communicate' better in general.

Although I do not possess any concrete data to share at the moment, I recognize that the majority of my students reacted to the word 'communicate'. As an experiment, with the help of the Japanese homeroom teachers, I explained to the classes that I believe 'communication' is not only to share information in words, but to be able to present oneself to another and to acknowledge one another. When I mentioned the keyword, even with my limited observation due to a large number of students in each class, I could see that this word rang a bell with attentive students, put an indifferent look on quiet and distant students, and caused a queasy face on students who are suffering from autism. It seems to me that, if there is one, the barrier for these children in learning English in the first place was their fear of facing disapproval and failure of utilizing English. If I were to reposition English from just a subject to a useful tool to face their fear to communicate with foreigners, perhaps that may change their attitude towards it. I am convinced because after I had explained it in every class, my students are more willing to take part and speak up. My ongoing engagement in this matter is to experiment with ways to help these young

learners develop their own ways of communicating effectively as a whole in our English classes.

As a passionate educator for children, I am excited to dedicate time to experiment with ways to help children's learning. I hope my ideas of teaching can influence children as well as other inexperienced teachers. to take parts to speak up. My ongoing engagement in this matter is to experiment ways to help these young learners develop their own ways of communicating effectively as a whole in our English classes.

How can a self-access learning center facilitate English use among students?

Sina Takada 高田シーナ
Kanda University of International Studies
<sinaka10024@gmail.com>

Hello everyone!

My name is Sina Takada. I am currently a student in the MA TESOL program at Kanda University of International Studies (KUIS) and my academic interest is in learner autonomy, learning strategy, phonetics, and pragmatics. I also did my undergraduate studies at KUIS, graduating in 2018 with a BA in English. While I was at KUIS, I worked as a TOEFL tutor, and it was this first experience of teaching English that made me interested in EFL and ESL. After graduating, I enrolled in the MA program and started working as a part-time English teacher at a local cram school. Later that year, I started teaching adult learners English conversation, and got a position as a Learning

Advisor for junior and senior high school students.

When I was an undergraduate student at KUIS, I used to use the SALC (Self Access Learning Center) almost every day. The SALC was a fascinating place to me, because it provides students opportunities to use English outside of class where students can use a variety of resources for learning English, including CDs, textbooks, magazines, PCs, teachers, advisors, and other students. The most significant part of the SALC was that we speak English there. In order to improve conversational proficiency, I spent much time chatting or playing games with other people that involved a lot of unplanned speeches. In the third year, I became a leader of a SALC community called a Study Group, where members gather at the SALC and study English together. Through those experiences of interacting with other students, I was always interested in how students' interaction can foster SALC use and language learning. Indeed I have done some research about how the members of the Study Group affect each other's motivation. I conducted interviews with active members of the Study Group with such questions as why they joined a Study Group and whether they feel motivated or demotivated. Through the interviews, I learned that they are most likely motivated to study hard by peer pressure. For example, one answered that when he sees other members studying hard, he also feels like he wishes to study hard to catch up with them. While this was a motivation to some students, it turned out that some can be stressed and rather demotivated. In addition to this external motivation, members are also intrinsically motivated to gather at SALC, for example,

casually meeting in lunch time chatting in English.

For my next research project about students' interaction, I am interested in learning about language use at the SALC. As I mentioned, the SALC is an English speaking area but its language policy has been controversial. I personally liked the strict restriction of using Japanese in the area, because it pushes students to use English. However, some students can be so intimidated by the strict policy that they lose confidence and give up coming to the SALC. In addition, using Japanese is occasionally useful, such as asking how to say a Japanese word in English. For those pros and cons of English-only policy, it is hard to define legitimate rules of language use. Instead of defining sets of rules, I feel that it will be more important to think about how to motivate students to use English rather than forcing them to do so.

Now that I am working at K-SALC (the SALC at Kanda Jogakuen Junior & Senior High School), I am experiencing the same issue of language use that the SALC at KUIS has. Although K-SALC is intended to be an English-only, or recommended, space, I have seen quite a few students speaking Japanese to their friends and even to their teachers sometimes. I have seen a similar situation at the SALC in KUIS too. First, it seemed to me that students resort to using Japanese due to lack of proficiency or confidence, but I have come to notice another possible reason. I highly suspect that students cannot code-switch to English due to the strong relationship they have already developed with each other outside the SALC. As I noticed the relationship between the students and teachers outside of K-SALC, I came to suspect

that many students don't see K-SALC as a 'special' place where students have to code-switch to English, which means that being in the SALC means nothing different for them from being any other places. I imagine that speaking English to someone with whom you don't usually talk in English is not an easy action, because it can be uncomfortable or embarrassing to change language to communicate with close friends. For example, when I did an English conversation session with a pair of students, they tried speaking English to me. However, they tended to speak much more Japanese to each other.

I suppose that once people develop a particular relationship with each other using languages in a particular way for that relationship, they also develop such rules as how to call each other, whether or not to use honorifics, and what language to use. Most students usually develop their relationships with each other outside of K-SALC. It is moreover likely that the students know that some of the English teachers can speak Japanese, which, if true, explains why some students also speak to them in Japanese. Indeed, when I was chatting with a student, she revealed that she does not feel any difference between being in K-SALC and other facilities. As she speaks to her friends and English teachers in Japanese outside of K-SALC, so does she in there too. I found her opinion important for thinking about what K-SALC means to the students. This has made me decide it would be worth researching whether or not many students feel similarly to her. If so, they will need some stimuli that motivate them to use English, and take them beyond their pre-existing outside-SALC relationship.

Teachers keep emphasizing English use at K-SALC, but teachers pushing students to use English may not be the best kind of motivation because it is highly extrinsic and students might not value using English themselves. I suppose that students need more "subconscious" pressure that makes them feel that they want to use English spontaneously. For example, constantly playing TV shows or radio in English in K-SALC is one of the ways to make the area more English abundant and different from the outside world, hence facilitating English use. These ideas are still hypothetical, but I wish to explore how students are feeling about language use in K-SALC. At the same time, it will be useful to ask them directly what can help them use English. By making some changes in K-SALC after listening to students' feelings and opinions and observing their behavior, we will be able to understand better how students can be motivated to use English spontaneously.

SHORT ARTICLES | 小論

What Qualities Autonomous Teachers Should Nurture to Promote Learner Autonomy

Kyoko Gruendel
Kanda University of International Studies
<5161112@kuis.ac.jp>

During my later years in elementary school, I remember my homeroom teacher calling me stupid. I responded to her, smiling at the same time, "Yep. You are right. I am stupid." However, deep down, now when I think about it, I am not sure whether I really liked it or not. It was years and years ago, but I might have been hurt, and I might have put on a facade of not caring. As my motivation was always low, and I was the kind of student who always got bad grades, most of my teachers continued to look down on me until I was a second grader in junior high school. One day, my social studies teacher said to me, "You really ought to study hard, otherwise you won't be able to go to high school." His comments really hit home. I decided to start sitting at my desk to review the pages I had learned within that day. I continued to study like that until I got into university.

By the time I was a university student, I decided to become an English teacher. Because of my past experiences at junior high school, I was determined to become an English teacher who is non-judgemental. That is, I do not want to judge my students based on how they look and talk. If they study hard enough, they can achieve anything. Although I worked for foreign-affiliated and Japanese companies for 10 years before I finally became an English teacher, my thinking about this didn't change in the slightest and still remains the same today. I learned from my experiences that I will tell my learners if I can do it, they can do it. I would like to interact with my learners with that in my mind and with respect. In a nutshell, if I am not motivated, how can my learners be motivated?

After 10 years of working in business, I started teaching. I then began asking myself questions such as "What does teaching really mean and how should I really teach? or "Is the way I teach my learners OK? Shortly afterwards I learned that there is a TESOL Master's program at Kanda University of International Studies, and decided to apply. I started doing my Master's in 2016, and since then I have felt joy about learning every minute I study, even a sense of accomplishment when I submit my term papers after a course is over. For some reason, I seem to have always known that teachers need to be autonomous at a subconscious level if they expect their students to be autonomous.

After taking a course in Learner Autonomy as part of my MA studies, my belief that teachers need to be autonomous before they can expect their students to be so grew even stronger than

before. To foster students' autonomous language learning, Benson (2011) observed "teachers themselves must display a degree of autonomy in their approaches to teaching and learning" (p. 185). I have also come to question how any learners could develop their own autonomy unless their teachers themselves are autonomous. Little (1995) stated that "...since learning arises from interaction, an interaction is characterized by interdependence, the development of autonomy in learner presupposes the development of autonomy in teachers" (p. 175). Teachers interact with their students in their classroom, and hence, naturally, teachers influence their own students in their learning and teaching. In my case, for example, I use "near-peer role models" (Murphey, 1998) during my class. Although age-wise my learners are much younger than I am, talking to my learners in English as much and successfully as possible "increases my learners' motivation and strategy-choice while challenging limiting beliefs" (Murphey, 1998, p. 201). A few students actually have come to me during breaks asking me how they could improve their English skills, or telling me that they want to be able to speak English like I do. Although the number of students who have talked with me like that is just a handful, there is a possibility that I might actually have had some influence on other students as well. For reasons like this, teachers being autonomous is essentially prerequisite for students to foster their own autonomy. In the second half of this short reflective article, I would like to share my opinions and views regarding what qualities autonomous teachers should nurture in order to promote their students' autonomy.

Dialogue and inquiry: Teachers might want to take some time to talk to or ask their students questions regarding lessons activity contents to improve their teaching skills and approaches. When I was a high school student and university student, I often asked my teachers questions. I still ask my students many questions. In this sense, my students are my teachers. I believe autonomous teachers keep asking themselves and their own learners about how they can foster autonomous learning for their own learners.

Dialogue and reflection: As a teacher seriously interested in teacher autonomy, I reflect before, during, and after lessons. This is also why I ask my students and myself more questions related to my teaching. In this sense, I'm a learner myself. In addition, I often write a reflective journal in regard to what I teach and how I teach. I can try to improve my own teaching skills as well as what steps I need to take for my learners' language learning related to my teaching.

Positive attitude: I believe that autonomous teachers tend to have a positive attitude about students having the capacity to learn autonomously. I started having a positive attitude toward my students' capacity to be able to learn more autonomously in and outside the classroom. By this I mean that teachers should be equipped with their belief in their students' capacity to learn autonomously if we want to promote learners' autonomy.

Continuous support: Based on my experience, autonomous teachers are more likely to continue assisting their students until they can reach their goals every step of the way. Language learning is to some extent a time investment and requires an interactive process with others. Hence, teachers' continuous support related to their performance and interaction can lead to their learners becoming autonomous.

Proactive, continuous development of teacher autonomy: Teachers need to be open to continuous improvement and development of their skills and knowledge. "This is a sign of teacher autonomy and itself further develops teacher autonomy" (Gruendel, 2018, p. 144). As Little (1995) puts it, "…language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous" (p. 180). In my own case, for example, I started educating myself more by attending lectures, and taking classes at my graduate school related to teaching. By doing so, I learnt new ideas about teaching and have applied some of these to my own teaching context and put them into practice.

Awareness raising: Autonomous teachers can raise students' awareness to be more responsible for what they study and how they study because they were once learners who raised consciousness of their own language learning. According to Kohonen (1992), "Raising the awareness of one's own learning and gaining an understanding of the process involved is thus an important key to the development of autonomous learning" (as cited in Benson, 2011, p. 107). By becoming more aware of their language learning, learners will learn to realize how important it is to study their target language with their own clear and specific purposes.

Motivation: According to Dörnyei (2001), motivation is one of the key factors in learning a language. As Spratt, Humphreys, and Chan (2002) put it, it is motivation that precedes autonomy. Without motivation, autonomy does not arise in students' language learning. Teachers play a significant role in fostering and encouraging students' motivation. If teachers are not motivated, how would they know how to motivate their own students? Autonomous teachers can profoundly understand the value of motivation and how they can utilize it to encourage their learners to be autonomous in their learning and teaching. With this value, autonomous teachers can direct their learners into the right path for them to acquire their second language and take greater control of their learning.

Encouraging learner control: If students are given opportunities to take control of their own learning (Benson, 2011) and their learning is positive with teachers' sufficient support, students can assume their control of their own learning, and hence, take more responsibility for their own learning. For instance, teachers can encourage peer-teaching and decision-making in their lesson contents. Furthermore, having students choose their own homework, for example, from available resources can enhance their decision-making for homework assignments tasks. This way, students can feel like they have more control over their learning and take more responsibility for what they do and how they study.

Up until now, there has been some research done regarding this field (e.g., Smith & Erdoğan, 2008; Mello, Dutra, & Jorge, 2008; Tehrani & Mansor, 2012). The eight elements that I have proposed autonomous teachers should attend to in order to foster learner autonomy are based on my subjective experiences and reflection in a second language teaching and learning classroom. There are perhaps more elements to be nurtured to become an autonomous teacher. For example, Little (1995) viewed an autonomous teacher as "… having a strong sense of personal responsibility

for their teaching, exercising via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploiting the freedom that this confers" (p. 179). Benson (2011) moreover mentions that the idea of teacher autonomy can be viewed as "…a professional capacity connected, on one hand, to the ability to control the processes involved in teaching and, on the other, to the ability to control one's own development as a teacher" (p. 189). However, there are also institutional settings to consider. Benson (2011) adds that learner autonomy arises and progresses in school settings mainly through the transfer of control from teachers to students, many teachers work in conditions where the control they exert is normally constrained by school rules and conventions. We also need to think about other constraining factors such as stakeholders including parents, other teachers, and administrators. Benson goes on to say teachers' willingness to go against the conventional wisdom of educational systems and make efforts to create spaces within their working environments for students to take more control over their learning is an important aspect of teacher autonomy.

I myself am still searching for more ways to show my autonomous aspects to my learners at school. As Barfield et al. (2002) argue in the Shizuoka definition of teacher autonomy, the autonomous teacher is one who can understand different constraints on teaching and learning at their own institution. In addition, they are willing to "confront institutional barriers in socially appropriate ways" and to change those constraints into affordances. I would like to keep searching for better ways to be an autonomous teacher, while, at the same time, as Barfield et al. (2002) put it, taking responsibility for my teaching and learning by first confronting whatever difficulty might arise, secondly reflecting on my teacher role and teaching process and who can change it in a socially acceptable manner, and finally committing myself to promoting learner autonomy as my lifelong learning engagement at school into the foreseeable future.

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My Learning Journey to Be a Confident English User

Yuri Kawasako
Kanda University of International Studies
<<yr918.ksep@gmail.com>>

Introduction

I graduated from Kanda University of International Studies (KUIS) in March 2019 and now work as a business person. One day I thought that looking back on my four years' experience at KUIS and writing up my reflection is necessary for me as the last thing to do before starting a new chapter in my life. Therefore, I decided to share what I have done since I enrolled at university, what I have learned throughout my experience, and also how it will benefit me in the future. Most importantly, I hope that reading this essay encourages you, the reader, to have confidence in yourself.

First of all, I will explain why I spent time studying English and describe what I have learned from it separating each year below. When I was a high school student, I wanted to be a hotel receptionist and thought I could improve my English skill if I went to a university like KUIS. At the time, English was my least favorite subject so that I got akaten, less than 30 points out of 100, in a midterm exam. I was not motivated to learn English; that is, I felt I had to study English for my future job.

Freshman year

On the very first day of the required English class in KUIS, I heard a lot of my classmates had studied abroad, traveled overseas, or taken global courses that offer many English classes in their high schools. Then, I realized I was the only one who had never had any of those experiences before, and I was embarrassed about my English speaking ability that I could only say "My name is Yuri. Nice to meet you." I felt anxious about the huge difference between me and others. In addition to this, I am very competitive so I could not stand the situation where I was and I did not want them to be ahead of me. These feelings made me motivated to study English hard. The more time passed, the more I got to like English and had a little fun in classes. I was able to talk with my classmates a little bit better and even ask them simple questions, and give opinions using easy words. Additionally, my score on the TOEIC test jumped up 170 points compared with the one I took before entering KUIS. These positive experiences made me notice that my English skill had been developing. On the other hand, talking to my teachers and classmates in English outside of classes was difficult for me because I did not still have confidence when people heard my wrong English, especially my pronunciation. By the time the first year was over, I enjoyed studying and learning English a little bit more. I felt like I overcame my weakness and the fact that I did not like English. This year was just the first small step towards a big change that happened to me later.

Sophomore year

In the spring semester of the second year, I set a goal which was to get 650 on TOEIC in order to meet graduation requirements. I took a required class for achieving the target score. At the time, I belonged to the school festival committee which is a volunteer group for managing a school festival, and I expected that I would be much busier in the fall semester. One of my friends who was also in the committee took the same TOEIC class, and we decided to get 650 in the TOEIC test together within the spring semester, and it made us study much harder. Though finding study time was challenging, I used my commuting time for memorizing vocabulary and reading short English articles for the TOEIC study. Whenever we met in the class, we always shared our progress or difficulties of what we learned and asked some vocabulary questions to each other. I had thought that studying with others would distract me, but it did not. It actually made me have motivation by competing with a classmate. Thanks to studying with him, I passed the requirement by the time the spring semester was over. In the fall semester, because preparation for the school festival was much busier than I anticipated, I did not have any spare time for studying English. The top priority at the moment was the festival. After the fall semester, I joined the sophomore winter camp where students could look back on what we did regarding English for two years with other students and teachers. I talked with Mr. Sakai, the former KUIS President, and each of the participants set a goal for our language learning. He encouraged me to challenge myself more, and his suggestion made me notice that I had never done anything for my English studies by myself when I looked back on the past two years. I had studied for the TOEIC for the university requirement, not for myself.

Junior year

In this year, I tried a lot of things, and each of them was unforgettable for me. It was the most meaningful year I have ever had. In the first semester, I took a class using the Massive Open Online Course (MOOC) model. I was taking Basic First Aid: How To Be an Everyday Hero and learned how to manage emergencies. Most 4th-year students and transfer students from our sister college were passionate about improving their English skills, and I got inspired by them. This feeling was exactly the same as when I was a freshman student surrounded by enthusiastic students. The obvious difference compared with my first year was that I had got more confidence thanks to what I had done in English classes for the past two years. I realized the meaning of English to me had completely changed. I had studied English because it was a requirement until I became a junior. By reading online articles, writing reflections, and discussing with classmates, English became a tool to learn new things and verbalize my thoughts with others. I got to be able to enjoy giving opinions and comments in English. At the time, I remember it felt fun communicating using English. I was taking a module which helps students' self-directed learning as language learners in the first semester as well because I wanted to force myself to study harder until studying became my habit. It gave me more opportunities to use English outside of classes. Because of taking the MOOC course and the module, I had become more interested in self-directed learning. That was why I took another self-directed learning class in the fall semester. I studied for the TOEIC reading in a small group in the class, and all of the group members were so much better at English than I

was. I wanted to catch up with them and not give up on this situation. Having such feelings and studying together with competitors, peer learning worked really well for me. I was always excited about going to class and solving problems with my classmates. I realized my English ability had greatly improved throughout this year.

Internship in Malaysia

I joined an internship program in Malaysia over the summer break in my third year. One of the reasons why I started thinking about joining the overseas internship was I had never been abroad before, and I thought I did not need to study abroad for practicing English, but it was the time to go outside of Japan to have some experiences using my English ability. I think the first semester of my junior year was the reason to have such feelings. Throughout the internship, my point of view definitely changed, and it felt like spending the summer abroad had broadened my horizons. I learned the importance of giving my ideas to others proactively and having confidence to speak in your second language. In other words, telling your ideas is more important than your language abilities because no one can understand what you think unless you say any words that describe your feelings. Unfortunately, I did not notice it until I joined the internship. On the first day of the internship, my anxiety got bigger than before I left Japan. People in Malaysia had different accents and we both could not understand what we were trying to say. I was really worried about if I could get through it at first. Meeting a lot of people, working with them, and having conversations with them, I gradually got used to the accents. At the same time, my confidence also increased because they understood what I said even though my pronunciation was not fluent and clear. I just looked at the tip of the iceberg in the first place, but on second thought, Malaysia is a multinational country and people have different accents for sure. When I noticed it, I did not know why I had really cared about my accent all the time and felt like I was an idiot. I was always a perfectionist whenever I did something. Instead of caring about my pronunciation too much, I realized all I have to do is just step outside of my world and be proactive not to miss chances. Trying new things that you never have done before is a little scary and you may feel anxiety, but I realized the internship made me have confidence in my English and be more proactive as a person. Moreover, this internship program experience told me that I could evaluate my English skills not only my TOEIC score but also interactions with others using English.

Senior year

I always gave up new things I had always wanted before I actually tried. However, I wanted to have new experience, so I just decided to give it a shot before thinking whether I am good at it or not. I had once joined the Kaede program which is a volunteer activity to talk with exchange students to help their Japanese improve, but I did not communicate with them so often. In this year, I had a lot of opportunities related to helping exchange students, I made friends with them, and made many memories. Another new challenge was that I started working as a peer tutor who has been taking TOEIC and raised the score by studying with a study buddy. I had never taught anyone anything, and I was the one who always asked for help. Making a balance for tutoring and job hunting was very difficult to manage my time and motivation. Every time I took the second

best for a tutoring session, inside of me said "Are you sure? Your hard work will go down the drain if you give up right now." Actually, asking myself the question helped me a lot and made me feel better. Doing a lot of things at the same time, I noticed it is sometimes necessary because of my busy schedule. The busier I get, the more important I think it is to spend time doing things productively and becoming more flexible. Making a weekly plan to manage class assignments, preparation for tutoring, and job hunting every week were tough and took time, but once I got to used to it, I was able to do it easier and quicker, and everything went my way. Through the tutoring program, I also learned the difference between teaching someone and learning by myself, because I needed to think about others and explain so they can understand. Through teaching younger students English, I could gain confidence in my English more. My dream, to be a hotel receptionist, changed to wanting to work internationally using English. If I had still hated English, I am positive I would not have thought I wanted to work overseas. I was glad that although it has been taking time, I overcame my weakness and gained confidence moving towards my new dream. After I was done with my job hunting, in order to keep up my English ability and make the most of my time using the facilities in SALC (Self-Access Learning Center), I took a module program again and used the conversation desk. My fear of losing English skills led me to succeed. I finally got 905 points on TOEIC and achieved my goal that I discussed with the former President.

Conclusion

My four years at KUIS gave me a lot of confidence in myself. I think I totally grew as a person through overcoming my weakness that I was not good at English and turning it out to be my strength. What I changed the most is that I like studying and seeing how I improve. I want to say to the readers that it is not essential if you are good at things or not; yet, your efforts are everything. All you have to do at first is to take action. I realized no matter how much time you take to achieve your goals or you cannot get results that you expected at first, your efforts will definitely pay off at the end. Looking back, one thing I still regret is that I did not try to have these experiences earlier. I cannot actually take myself back in time, but it is not too late to catch up on things from now; thus, I will keep trying not to feel regret. Before I realized it, I had always made excuses not to fail. Now, I am never afraid of making mistakes or failing, because taking actions makes my horizons wider and my life better. My four year experience was a turning point in my life. How does the whole experience lead me to make my future better? Of course, I will continue learning English for my career. My new goal is to become a global person working and communicating internationally. I think confidence that I have gained from what I have done or achieved is always my strength and I will never forget it. I mean when you try new things, you might face problems and struggle with them, but later, you will feel a sense of accomplishment and might see a new aspect of yourself. For me, I believe 'my never-give-up mindset' can help me and motivate me even if my environment changes dramatically. I am really excited to do new things in the future. No matter what happens or what I bump into, in order to be the person I want to be, I will follow these words as my life quotes; 'don't make excuses, take action, and be more confident.'

Sharing my volunteering and study abroad experiences with my classmates

Megumi Tokuda
Faculty of English Literature, Kyoto Women's University
<daaaaaaance.55@gmail.com>

Introduction

My name is Megumi Tokuda and I am a fourth-year student studying English Literature at Kyoto Women's University. When I was a second-year student, I studied abroad in Edmonton, Canada for eight months to improve my English skills through a program at my university. I had a fantastic experience in Canada because the connections I made with many local communities made me a more outgoing, persistent, responsible and positive person. When I returned to Japan, I was required to make a short presentation about my study abroad experience. Instead of doing a typical PowerPoint presentation, I decided to make a digital story about my time in Edmonton. This short reflective article will share some of my overseas memories such as working with homeless people and studying First Nations culture as well as the things I learned creating a digital storytelling project.

Studying and Volunteering in Canada

I was very surprised to learn that there are so many homeless people after I started living in Canada. At the same time, I felt I wanted to know their background stories through doing volunteer work. Therefore, I asked one of my advisors at the University of Alberta, the school where I studied abroad, about volunteering at a homeless shelter. She supported my application for a volunteer position and told me that the interviews are like a "three-legged race." I did not know what my advisor meant but I felt that interviewing for a volunteer position would be an effective way to develop my speaking skills. To prepare for the interviews, I had to look into the characteristics of a particular homeless shelter and explain why I wanted to volunteer there. In addition, I needed to learn some basic facts about Canadian homeless people. I had interviews with five organisations. My advisor recommended me to try for an interview first with one of the leading legal-support organizations called Edmonton Community Legal Centre. Actually I didn't get beyond the interview stage with them, but the interviewer said since I was very passionate about helping individuals who are homeless, she wanted to suggest some other organizations where I might help out and make a difference in this very important cause. Thanks to her suggestion, two homeless shelters in Edmonton, the Boyle Street Community Services and Hope Mission, interviewed me and allowed me to be a volunteer. As a result, I volunteered at these shelters for a total of 145 hours over 5 months.

These organizations support homeless people in different ways. At the Hope Mission, I mainly cooked and served food to homeless people. Since I could communicate with different volunteers every time I volunteered, I tried to cherish this "once-in-a-lifetime opportunity."

I made a good friend there who was studying to be a social worker, and she taught me a lot. Since there were so many homeless people going there, the volunteers had limited time and space so everyone needed to work efficiently. I also joined several events in which Home Mission was a sponsor. For example, in the 'Cold Hands, Warm Hearts' campaign, we held a fundraising walk to support hungry men, women and children. It was a very successful event that raised a grand total of $42,848.55 Canadian dollars.

In the Boyle Street Community Services, my main duty was to assist the work of the organization in different ways. When I first started, I was the only volunteer and the administrators regarded me as a visitor so they did not ask me to do many tasks. Moreover, since all the staff are professionals such as nurses and nursing students, they are busy people who are used to helping homeless people so they know what they need to do. Therefore, I often felt like there was a lack of communication with the staff. I guess we were also feeling a language barrier with each other. Despite such difficulties, I tried to make them welcome me warmly. I greeted

everyone with a smile and asked lots of questions and made notes when I did not understand something. I also kept thinking how to interact with homeless people. They gradually accepted me into their community.

After a tough 4-month orientation period, the other staff placed their trust in me. I was put in charge of the coffee service, which is essential for homeless people, and I also helped train new volunteers. Even though it took four months for them to rely on me, I realized that there is a heavy responsibility to help people in need. I still remember my advisor telling me during the 'Cold Hands, Warm Heart' event, "You're not just volunteering for yourself to meet people and learn English, you are actually helping Edmonton and the community." These words touched me deeply and helped give me confidence about my new life in Canada.

The homeless people I met were really kind to me. This completely changed my perspectives about homeless people. I used to believe stereotypes such as most homeless people are often suffering from mental illnesses. While it may be true that the homeless tend to have a higher rate of mental illness than the non-homeless and have difficulty reintegrating into society again, I had learnt to be afraid of approaching and talking to them. However, since there are so many homeless in Canada, I began to question these stereotypes. I noticed that many of the homeless people who visited the Boyle Street Mission are Indigenous people. They taught me some Cree words and talked to me about their culture. One older Indigenous man remembered my name and the discussions we had. It was a really moving moment for me because every time he saw me he would say "Megumi!" Although this man was really old and suffered from epileptic seizures, he was always cheerful.

Many people who come to the Boyle Street mission have difficult lives and abuse alcohol and drugs. It was impossible for the staff to deal with these serious issues, but they provided people with information about various social services, food, and a warm place to meet. The homeless people I met had colorful backgrounds so I often felt sorry about their situations. I would listen to what they said but never meddle in anyone's life. The First Nations people I volunteered with and met at the shelter made me want to learn more about their history. Therefore, I took a Native Studies course which focused on Aboriginal history in Canada. I enjoyed this class and learned that Indigenous people have faced many challenges such as racism and poverty.

Sharing My Overseas Experiences in Japan

When I returned to Japan, I wanted to share my memories with my family and friends. I also had to make a PowerPoint Presentation for a presentation class about my study abroad experience. I bumped into a former teacher of mine in the campus convenience store, talked about my trip to Canada, and mentioned that I was nervous about the upcoming presentation. He suggested that I make a short video about my time in Canada because "you already know how to do it."

Before going to Edmonton, I had taken a creative writing course and the final project was a group digital storytelling project. At the time, I had no idea what a digital story was and did not have confidence in my ICT skills to make a short video. According to Nishioka (2016), digital storytelling is the "process of crafting, multimodal narratives using video editing software or Web 2.0-based applications" (p. 39). It involves putting different items such as photos, video clips, music, voice files, written text, and transition effects into one story. By the end of the creative writing course, I could use iMovie to make a creative video about an original group of superheroes.

The more I thought about it, a digital story would be a great way to share my study abroad experiences. My smartphone had lots of photos and short videos and I felt sure that my classmates would rather watch a digital story than a PowerPoint presentation. I ended up making a 6-minute digital story divided into three parts. In the first part, I showed positive images of Canada such as sightseeing spots and my fulfilling life studying abroad. For example, I included photos of the friends I made when I belonged to a local kendo club and dodgeball team. I also talked about what students can expect to experience studying at the University of Alberta. After that, I had the positive sounds of Indigenous music playing in the background as I talked about my volunteering experiences and why there are so many homeless people in Canada. I examined the problems they face, especially those of the Aboriginal women who live on the streets. In the final part of the video, I concluded that we need to face problems shared by the world's Indigenous peoples and do more to help the homeless in Japan. My classmates really seemed to enjoy my digital story and some of them said they changed their mind about Canada.

Conclusion

Through volunteering at these two homeless shelters I found that many of the homeless were Indigenous people. After meeting many Indigenous people with a wide range of values, I have

come to explore their difficulties and dilemmas and let others know about this too. Digital storytelling could inspire students and provide them with important visual images. I believe that the video I created also helped them learn more about the problems Indigenous people face even now. Thanks to my experiences in Canada, I broadened my horizons and started to see life from different angles. After I finish my undergraduate studies, I now plan on going to graduate school to study anthropology and I would like to focus on Indigenous Peoples in Canada.

Reference

Nishioka, H. (2016). Analysing language development in a collaborative digital storytelling project: Sociocultural perspectives. *System*, *62*, 39-52.

LD SIG Grant Awardees' Reports |
LD SIG 研究助成金受賞者の報告

Building learner resilience in the classroom: A conversation with Judith O'Loughlin, plenary speaker at JALT2018

Gretchen Clark, *Ritsumeikan University*, <gretchen3clark@gmail.com>

Judith B. O'Loughlin has taught in K-12, adult education, and graduate university TESOL endorsement programs. She has also consulted and taught for U.S. federal and state grants to train ESL and Special Education teachers. As a consultant, her focus is on standards-based differentiated curriculum, collaborative teaching, and newcomers with interrupted education. She is the author of the Academic Language Accelerator (Oxford) and co-author of Students with Interrupted Formal Education: Where They Are and What They Need (Corwin).

On the Monday morning of the JALT 2018 conference in Shizuoka this past November, I was fortunate that plenary speaker, Judith O'Loughlin, was willing to chat with me about resilience and how to nurture it in the classroom. We touched on several topics but the most meaningful to me are included in the short excerpt below.

Listening to Judith's plenary at the JALT International Conference in Shizuoka, it was apparent to me that two powerful factors in the promotion of resilience in any context, both the personal and educational, may be: first, having a positive attitude and second, having a safe environment in which to grow. In her many years as a teacher mentor/ educator in the ESL context, Judy has worked with several students who come from tough communities or unstable home lives and others who have linguistic challenges learning English as a second language. Confronted with a variety of stressors such as these, practicing resilience becomes very important for her students if they are to succeed both in the classroom and in life itself.

I am interested in how resilience might come into play in my context: the tertiary level EFL classroom at a private university in Japan. While my students may or may not have adverse personal lives, I feel Judy's ideas about resilience could be explored in the classroom and prove to be helpful for university students both as learners of English and also on the personal front. For example, Judy spoke of several classroom models used to promote resilience. Grotberg's (1995) 'I have /I am/ I can' framework can be used by educators to help each individual learner pinpoint support in their immediate community ('I have~'), inner strengths ('I am~'), and abilities ('I can~'). She also mentioned Soto's version: the 'I have~' / 'I will have~' model, which she describes below:

Judith O'Loughlin (JO): Mary Soto of the Department of Teacher Education at Cal State East Bay University, California did it when she was teaching high school. She uses a lot of her ideas from when she taught high school to work with pre-service teachers. So that they can visually see what the strengths are that they have right now and how they will move the things they don't have yet into the 'I will have' area. Using visuals is important. It's not just cerebral but seeing things. So in your life you think about all these things you need to do. For me, making lists of things I have to do and moving them from what I have to do to I've done them, that visual helps me a lot.

Gretchen Clark (GC): I like the way you frame it so it's positive. There's nothing 'I can't' do. It is 'I will' be able to do this and it implies that I can't do it right now, but there's a hope when you frame it that way.

JO: Yes and you want to do that. I mean you do that with your own children, your spouse or your significant other. You're always encouraging them. You're praising them for what they've done and you're looking forward to being able to do, their being able to do more.

GC: Right. So at the end of the day to be resilient you can't really focus on what you can't do. You just have to push forward.

Later in the interview, after recounting a personal story about how she handled her father's hospitalization and struggle with heart disease, we discussed the stressors she experienced with balancing her desire to be by his side but also care for her children. Armed with coloring books and crayons, she took her children to the hospital and accomplished both: Her children participated in his care by drawing him pictures. It was then she realized that a potentially negative situation had seamlessly turned into a positive for everyone involved. She remarked, "The positive is what makes you become resilient. Not looking at something from the negatives." This personal story helped me understand the powerful connection between positive thinking and resilience.

Using Soto's model, it would be easy for a classroom EFL teacher to encourage students to think positively about their L2 learning by having them reflect on and pinpoint strengths skills or abilities they already possess. Drawing attention to these positives and providing opportunities to practice and excel, with guided reflection included, could be integral to the promotion of resilience. It could be a useful reflective tool to use at the beginning and end of the term as a way for learners to track changes in their development. I like how the model forces students to consider what they already have in their life that is a support ('I have ~'), but also invites them to envision their future support system ('I will have~').

In my classroom, I might change the model to 'Now' / 'At the end of the term' and have students focus on abilities. I feel the 'Now'/'At the end of the term' phrasing would still capture the essence of the model but also make the meaning more concrete for my lower proficiency students. It also seems fitting to keep the model centered on learning topics rather than any personal issues as some students may not want to share information with classmates about their home lives.

For example, at the beginning of a course, my students could make a poster outlining their current perceptions of their English abilities ('Now'). They might note the skills they are most proud of, highlight recent episodes of language learning success, or describe any abilities on the 'Now' side. On the 'At the end of the term' side, they might write any language learning goals or abilities they hope to hone. The students could share their ideas with each other as a relationship building activity. Then, the poster could be revisited midway through the term and again at the end to help each student track her/his language learning progress. As part of a portfolio, this activity may prove to be a simple, concrete, yet effective, way for students and teacher to get at the heart of who each student is and who they want to be. In the end, the poster created during activity might well serve as an excellent multimodal account of L2 progress and help foster resilience should any learning stumbling blocks occur.

> Now…
> _____

Another way teachers could cultivate resilience is by providing emotional support. Judy spoke at length about the importance of teachers getting to know students and their families. Cultivating trust with all members of a learner's support system helps build communities where young people feel safe to grow. Here she related a story of a primary school age Korean child and her family that had immigrated to her community in California and the obstacles she faced as the girl's ESL teacher:

JO: They lived across the street from the school. The mother was the chief caretaker. The father was very busy with business. Their daughter was literally afraid to speak and she did not talk for almost three years. She didn't talk in the classroom. She didn't answer questions. By the middle of the second year it was apparent that she had gained a lot of receptive language and that she really understood what was going on in the classroom.

And observed on the playground, the young girl could interact with minimal language with other kids. The mother also was so worried about her and that made this cycle of 'the mom's worried and so the kid was anxious and then she didn't speak'. In that situation I went with the mother to a social worker and talked about how we can help the mother stop enabling her daughter to be silent.

GC: So as a teacher what were you doing in your classroom to make, to try to get her to speak?

JO: I paired her with another student when we had activities and so they worked together.

GC: Yes, at least in the university I find that all of the onus is not on me to make my students resilient. I think they get a lot of support from their classmates. It's what they say to each other. In my discussion classes we practice "Oh that's a good idea", which gives the other person confidence to speak up more.

JO: I think they do that in elementary school too. Of course, it depends on the classroom teacher and also the ESL teacher but if you can create the idea of a community, a community together, I think it's a really big thing.

While I don't have contact with my students' families, classroom community building is possible and could promote resilience. To me, honoring both the successes and failures of a learner in a safe atmosphere is a practice that would benefit learners. Connected to this, Judy described a 'morning meeting' activity in which both teacher and students begin the day by conversing with each other about any worries or stresses they may be feeling. This activity could humanize classroom relationships and thereby create a safe classroom environment where students cultivate confidence. I recently tried this simple activity with a small upper intermediate Speaking class at a women's university. I participated as well, relating some stressors I had experienced that morning getting my five-year old to daycare on time. We all had a good laugh and I felt better equipped to start a long day of teaching. I remember feeling how wonderful it was to connect on a personal level with the students before any serious language learning tasks had begun.

In sum, as I revisit my discussion with Judy, I am struck with how important resilience is for our daily lives both in and out of the classroom. While sometimes hard to practice, with support from others and a positive attitude, we can and will succeed in some capacity. The end result may not materialize as one imagines, but in the end we are stronger and better equipped to handle any kind of hurdle. Finally, as a main adult figure in a student's life, it is important for teachers to provide a place for exploration of the self, help learners learn from mistakes and ultimately cultivate a sense of resilience and drive to tackle any obstacle, be it connected with learning or otherwise.

I want to thank Judy for taking the time to sit and discuss her ideas with me for this grant report. And also a big thank you to the Learner Development SIG for offering the grant and enabling me to attend the conference.

Reference

Grotberg, E. (1995). *A guide to promoting resilience in children: Strengthening the human spirit.* The Hague, Netherlands: Bernard van Leer Foundation. Retrieved from https://bibalex.org/baifa/Attachment/Documents/115519.pdf What I learned from my first conference

LOOKING BACK | 報告

Reflections on Creating Community: Learning Together 4

Andy Barfield, Ken Ikeda, Jenny Morgan, & James Underwood

CCLT

コミュニティの創造:共に学ぶ4
Creating Community
Learning Together 4

2018

Sunday December 16 12:00-17:00
Otsuma Women's University, Chiyoda-ku, Tokyo

12月16日（日）12:00-17:00 大妻女子大学（東京, 市ヶ谷）

JALT Learner Development SIG
学習者ディベロプメント SIG
http://ld-sig.org/cclt4/

Creating Community: Learning Together 4 took place on Sunday December 16, 2018 with over 31 poster presentations/digital displays by both students and teachers. This small-scale, informal afternoon conference offered opportunities for students and teachers to learn together from each other about different experiences, questions and issues to do with learner development. As the final Tokyo get-together of the year, we aimed to keep presentation formats informal and interactive. There were three rounds of poster presentations and digital displays, with each round followed by small discussion and reflection circles for 10 minutes in pairs and small groups in each presentation room. 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 include here

three of these.

Our thanks go to everybody who helped out and participated in the conference, as well as to Aki Kubota & Dexter Da Silva, Haruka Shintani & Nick Kasperek, Jim Ronald & Robert Moreau who contributed their reflections.

Reflections on CCLT4 from Aki Kubota and Dexter Da Silva

Aki Kubota, 3rd year student, Faculty of Law, Chuo University

I participated in the Creating Community: Learning Together 4 (CCLT4) and gave my presentation about Burmese youth integration in Canada. Overall, I had a great experience through talking and discussing about specific cases in Canada to do with refugees with people I met for the first time at the conference. For example, how different is the situation of Burmese youth refugees in rural and urban areas? What difficulties have Burmese youth faced at school, in the workplace, and at home, with friends, family, neighbors and people with whom they work? Also, I talked about why I was interested in the issue as well as my experience of researching and learning about development issues in the spring semester and then doing fieldwork interviews about multilingual education for ethnic minority children for two and a half weeks last summer in Myanmar. In this reflection, I would like to report what I learned at CCLT4 and improvements and changes that I can make for next time.

While I saw how other teachers and students presented, what I learned most was

that engaging people in your presentation and seeing carefully someone who joins in the middle of your presentation are very important and challenging to actually carry out. I found many great models about how to do this in the first and second rounds so that, when it came to my own presentation, I tried my hand at looking at my audience carefully. However, things did not work out completely as planned. In fact, while I was giving my presentation, I could not do well in letting many other students and teachers join the discussions and be interested in my research issue. In the end, I was unable to give any comments about what the audience discussed.

In terms of improvement and changes, I should have learned more about how to make the investigation area narrow. I got feedback about my research and presentation after the third round. A teacher told me that my topic, Burmese youth integration in Canada, was great and important to discuss with people, but I should have examined specific cases such as Burmese youth in Canada who live in a village or a remote part of Toronto. I was grateful to get this important feedback and that would be of help in improving my research and presentation skills in the future.
At CCLT4 I learned a lot from people I did not know before. I also learnt how to make connections with people through presentations, discussions and reviews. I believe that there is a reason why I could not handle it. I did not feel very knowledgeable and ready to discuss with people and give a strong opinion although I had researched about Burmese youth integration in Canada and gave the presentation about it. Although I have still many bad points, I believe that taking part in this conference was a great learning chance to

find out what is necessary to be improved in future presentations and discussions and I would like to join CCLT in 2020 and take part again.

Dexter Da Silva, Keisen University

This was my third time participating in CCLT and my second time presenting. I presented on the topic of Self-Directed Learning, which is the focus of the class in which I teach Keisen students who also presented at CCLT. A couple of people came to my poster presentation because they were also interested in that topic, so I had two short discussions on it. However, I learnt much more from the wide variety of poster presentations I saw and listened to, especially the student presentations. I could really feel inspired by the display of learning that is going on at universities in Japan.

The poster presentation I was most interested in was Aki Kubota's on Burmese youth integration in Canada. I wanted to know more about the situation and the problems because I know nothing about it but am very interested in Burma / Myanmar and Burmese emigration. I could see and understand the difficulties that Aki wrote about that she had, because a couple of other people were also very interested in the topic and had strong opinions about Canada and immigration issues. So it developed into a very lively discussion. However, I perceive this as a positive result of the topic and content of the poster presentation which stimulated the discussion. Aki's reflection shows, I believe, the unpredictable directions that learning together can take. This is part of the excitement of events like CCLT.

Rejuvenated Learning and "Active Learning": Reflections on CCLT4 from Haruka Shintaku and Nick Kasparek

Haruka Shintaku, 2nd year student, Department of international Society, Faculty of Human and Social studies, Keisen University

Before I joined this event, I was only thinking about the achievement of my presentation. But as I listened to and watched more and more presentations, and talked with a lot of people, I got interested in many things, especially diversity, identity, and the connections between Japan and Hawaii.

My theme is "My English Journey". I like English since I was a child. But after entering university, I had many things which I want to do; volunteer work, study English, study manything ...etc. But I don't have time for doing everything. I had many things to do then. So I thought "I give up things I want to do, because I can't do." And I didn't study English so much, and also other subjects too . But I noticed it was wrong. I just escaped. I have different thought which I will not escape. I will do anything hard. And I decided to continue "My English Journey".

At CCLT4 I was most interested in "Identity". Identity is involved in many things in complex ways, such as people's life histories, the languages that they use, and the different groups they belong to. One presentation was about the people who grew up with different languages. From listening to

this presentation, I started to want to know about how such people's identities develop. Persons having parents from different countries would seem to have two cultures, while persons having parents from the same country would seem to have one culture. I don't know how we could determine which countries, nationalities, or ethnic group such persons belong to. But the presenter said, "Actually, there is no race in the world." This means that people should choose and decide who they are by themselves. This is what is meant by "building identities." I also want to build my own identity.

I found myself wanting to learn a lot more things, both in university and beyond. I also decided to learn seriously for the rest of my university life. I noticed that I haven't learned many things for about two years. I thus plan to restart my university life.
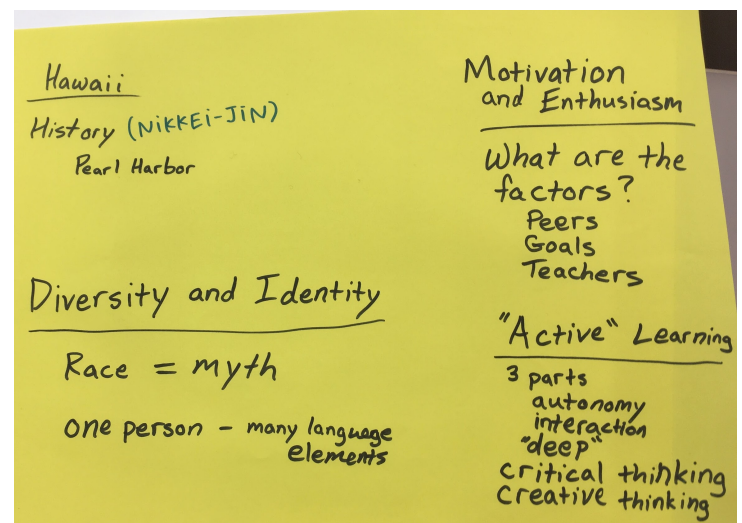
Nick Kasparek, Tokyo University of Foreign Studies

Like Haruka, I got a lot out of the interactions both about my own presentation and others' presentations. It was especially interesting to see different perspectives and data on learner motivation, note-taking, and reflection. Many presentations reinforced for

me that learning is an internal process that teachers can try to encourage, but can never hope to completely control. In this sense, then, all learning is "active learning." My presentation described part of the discovery process of what we mean when we call something "active learning," particularly in the context of an English language course for teacher trainees with institutionally required "active learning" assignments. I drew upon ideas that emerged through classroom discussions with my students as inquiry partners to come to new understandings of the term by juxtaposing our perspectives, through experimentation with learning tasks that evolved as we tried them out, and through my own reflections in dialogue with the academic literature. This dialogue was further enriched at the conference, as I learned from another participant that in the official Japanese context (directed by MEXT), "active learning" involves three main components: autonomy, interaction, and deep learning. While each of these terms would also need to be unpacked, these components accord well with what my students told me in discussion and with the active learning assignment that my students and I experimented with: using course concepts to conduct challenging and relatively autonomous collaborative education research as teacher trainees, designing a poster together, and presenting it at CCLT4. In short, the assignments seemed to become a form of collaborative project-based learning.

While MEXT's three official components seemed present in our course's active learning assignments, what my students and I seemed to value most about the project—and what made it "really active," or "meccha active," for them—was how it involved them in doing

real research, that is, actually doing and thinking about what an educator-scholar actually does. Building on the official components, especially the "deep learning" aspect, I therefore suggest that teachers in Japan also find inspiration in complementary ideas from the broader literature on curriculum design (Bean, 2011; Fink, 2013; van Lier, 1996). Retaining the focus on autonomy and interaction, "deep learning" could then be helpfully understood as involving direct experiences with relevant inquiry and focused reflection on learning. As Bean (2011) argues, active learning is especially likely to occur in small groups critically discussing pertinent puzzles that help students become "autonomous thinkers who can join the conversation of the discipline" (p. 200). Similarly, Fink (2013) stresses that taken holistically, active learning involves "real action in an authentic setting" (p. 120), finding for oneself and using relevant information and ideas, and reflecting on changes in understanding. Meanwhile, van Lier (1996) emphasizes that the authentic use of language, autonomy such as that involved in conducting collaborative research on group-chosen puzzles, and heightened awareness of learning, such as through shared reflection, are each key elements of not only active learning generally but especially of language learning. Involving students in relevant collaborative inquiry and guiding focused reflection emerge as common key elements of active learning in this literature, and these elements provide a helpful framework for group research projects as assignments that fulfill "active learning" requirements in a more meaningful way, particularly in English language education courses.

Through CCLT4, I gained further confidence that the time is ripe for discussion about what we as teachers and learners want from "active learning" tasks, whether or not these are mandated from above. The way that my students and I—along with various conference attendees—seemed to find enriched shared understandings of "active learning" gives me hope that other teachers can similarly work toward their own better understandings through dialogue. My hope is that by continuing to attend to the meaning of active learning and to suggest frameworks for its actual practice, I can help to extend this discussion.

References

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Fink, L. D. (2013). *Creating significant learning experiences, revised and updated an integrated approach to designing college courses* (2nd ed.). San Francisco, CA: Jossey-Bass.

van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy, and authenticity*. New York, NY: Longman.

## Reflections from Jim Ronald and Robert Moreau

From Jim Ronald

In the final shared reflection with Robert, words such as *shock* and *struggle, realizing being challenged* and even *breakdown* reflected the impressions we were left with of many of the learners' presentations that we joined. These "discomforts" or "disturbances" in people's lives were often the spark that led to the investigations they reported, or part of the learning journey they described. This was true in many of the students' presentations, regarding various types of culture shock, or challenges to preconceptions.

For me, similar feelings also applied to the experience of joining CCLT for the first time. The existence of the conference was not a shock, and neither did I feel any struggle or challenge in its name; after all, it's not unusual for conference titles to use big words. At least that was until I was actually there and realizing that the conference was deliberately planned and realized with the objectives of creating community and learning together. And that, within the limits of what is possible in one afternoon and early evening, it did seem to be very successful in doing what it set out to do. One reason for joining the conference was to help me prepare to be program chair for Hiroshima JALT, and to see how we can do things differently.

Having said that, joining the conference alone, as a teacher and an adult, may have been very different from that of the university students joining the conference with perhaps half a dozen of their classmates, or at least from the same university. Did they talk to other people, people they didn't know? Did they, individually or together, decide a policy of only English, only "other" people? Were they encouraged to? And where were male students?! More questions, more challenges!

Looking back, has joining this conference, and reflecting on it, changed me? Just recently, joining a similarly different conference, excitELT, was one direct outcome - and that in turn has me realizing the value of struggles and challenges in our development.
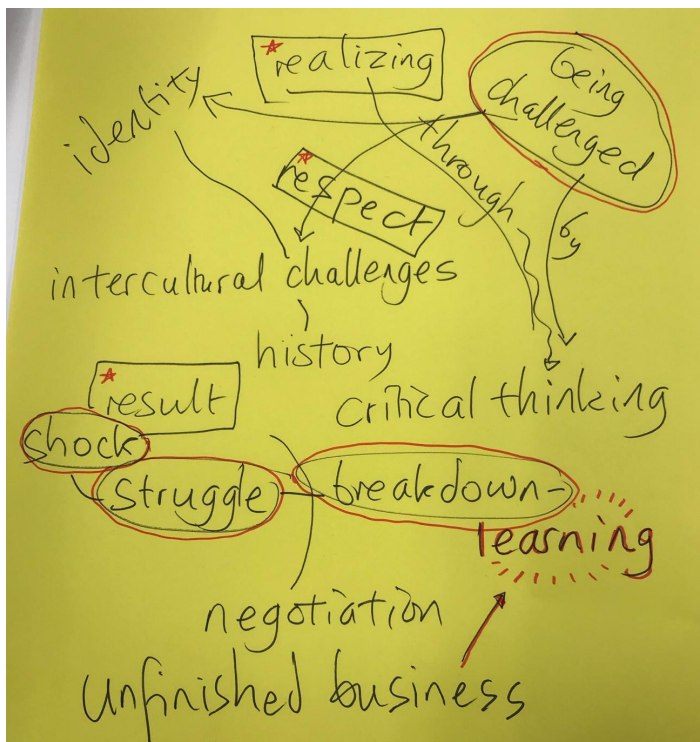
From Robert Moreau

As always, it was a pleasure to be able to attend the latest CCLT conference. One of the special things for me about this event is the student presentations, and this year was no exception. In several of the student presentations there was an interesting mix of research projects that dealt with issues involving foreign countries, and the impact this research had in developing the views of the researchers while doing these projects. For example, Haruka Hibi's research on temporary housing settlements in various countries, or Cecilia Fujishima, Zhu Wangyi, Miu Yoshino, and Maika Seki's presentation on Japanese history and the awareness of multiple points of subject amongst different cultures that had resulted from it. Both of these presentations were very insightful, and demonstrated the time and effort that the students had put into thinking critically about their topics.

At the end of the conference there was a session set aside for reflecting on the presentations we had experienced, during which time Jim Ronald and I had the chance to sit down together and share our impressions, while jotting down some keywords on a small poster.

Looking at our poster, the three words that first jump out at me are; identity, intercultural, and history. As mentioned above, the presentation by Fujishima et al. was closely related to this theme. In their talk, called "Developing an Awareness of Others through Japanese History", the students discussed their learning about Japanese and Korean historical figures. They touched on cross-cultural perceptions, national identity and also the role of education in these areas. One reason this hit home for me is that, while doing a research project about the Second World War, one of my own students commented on the gap between what she had learned in High School about the atomic bombs used on Hiroshima and Nagasaki versus the insights she gained doing research from multiple sources, including those from foreign countries, in the university project. The Shirayuri university students reiterated this notion of the need to rise to the challenge of exploring and understanding issues from multiple, and international perspectives, and not just accept without question what one learns from a single textbook. It was great to see this kind of critical thinking in practice in a well-constructed and thoughtful student presentation.

I wish that I could have taken in more of the presentations at CCLT, but being able to reflect with other people at the end of the conference was a good opportunity to share ideas and find out about some of the presentations I had missed out on. These

reflections have also helped to provide me with insights into the potential of critical thinking that our students are capable of, and its connection to developing a wider awareness and understanding of the issues that students encounter while doing research projects. This is definitely something I will keep in mind when students are working on projects in my own classes.

SIG MATTERS | インフォメーション

Financial Report November 2018 to April 2019

As the summary below indicates, the SIG's finances are in good health and this year's budget agreed at the JALT2018 AGM aims to use up some of the surplus that has been accumulated. The idea is to use our funds for SIG members' benefits. The budget can be found at the end of the minutes for the AGM at the SIG website <http://ld-sig.org/wp-content/uploads/2018/12/2018-LD-SIG-AGM-Minutes-Final.pdf>.

Revenues: November, 2018 – April, 2019 /収入：2018年11月〜2019年4月	
Book sale (28, October, 2018)	1,000
CCLT4 Meeting Fee (Teacher attendees)	20,000
Balance / 合計	**21,000**

Expenses: November, 2018 – April, 2019 /支出：2018年11月〜2019年4月	
Payment to Hugh Nicoll, Webmaster (22, October, 2018)	(150,000)
JALT2018 SIG Table and Electricity Fee	(14,000)
Printing and postage for JALT2018 conference	(4,973)
Conference grants (3x40,000)	(120,000)
CCLT4 Room rental and postage	(55,955)
Admin. postage	(820)
Bank fees (includes October 30, October, 2018)	(1,032)
Balance / 合計	**(346,780)**

SIG fund balance, April 30, 2019 / SIG資金残高2019年4月30日	
Balance in bank account / 銀行口座残高	166,236
Reserve liabilities / JALT本部預け金	200,000
Cash in hand / 現金	712
Balance / 合計	**366,948**

Please note that as the previous financial report was calculated up until October 21, I have included October 2018 transactions made after the 21st (indicated in parentheses) for the sake of completeness.

For those of you who missed the AGM, I should let you know that I took over the post of treasurer following the AGM and have been overseeing the SIG accounts since then. I'm particularly grateful for the smooth handover from Huw and the kind support that I have received from Koki and Yoshi since then and look forward to supporting LD activities this year.

Patrick, *SIG Treasurer* <kiernan@meiji.ac.jp>

Writing for *Learning Learning*『学習の学習』応募規定
Deadline for Contributions to the Autumn issue: August 31st

Learning Learning is the Learner Development SIG newsletter and is published online bi-annually, in the Spring and Autumn. It has a specific ISSN number (ISSN 1882-1103), and features cutting edge articles in various formats that relate to people's ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. Many different SIG members contribute to each issue of *Learning Learning*, and, by doing so, create a sense of shared community and learning together. Please feel free to contribute too and make connections within the SIG and beyond. 『学習の学習』はLD SIG のニュースレターで、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。

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、及び二言語で）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

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.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 any member of the Learning Learning editorial team:

Andy Barfield: <barfield.andy@gmail.com> (editor, members voices)

Chika Hayashi: <c-hayashi@hotmail.com> (editor, translation coordinator)

Tokiko Hori: <thori@tsoka.ac.jp> (editor, translator)

Ken Ikeda: <kodanuki@gmail.com> (editor, grant awardee essays)

Fumiko Murase: <fumikomurase@gmail.com> (editor, grant awardee essays)

Yoshio Nakai: <uminchufunto@gmail.com> (editor, translator)

Daniel Hougham: <d.hougham@gmail.com> (editor, digital content)

Hugh Nicoll: <hnicoll@gmail.com> (editor, webmaster)

Sean Toland:<seanhtoland@gmail.com> (editor, grant awardee essays)

Koki Tomita: <tomita.koki@gmail.com> (editor, translator)

James Underwood: <jamesmichaelunderwood@gmail.com> (editor, layout)

Many thanks!