

LEARNING LEARNING 『学習の学習』

NEWSLETTER OF THE LEARNER DEVELOPMENT SIG

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LEARNER DEVELOPMENT SIG
学習者ディベロップメント研究会部会

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In this issue | 本号について

It is our pleasure to bring you the Autumn issue of *Learning Learning*, which is full of inspiring writing on teacher and learner development from a variety of perspectives. The issue begins with **Greetings and News Updates**, in which **Yoshio Nakai** and **Koki Tomita**, LD SIG co-coordinators, share reflections about the COVID-19 pandemic and news of important LD events.

In **Members' Voices**, four new members of the LDSIG introduced themselves and their research interests. **Kento Nakachi** describes how his language learning experiences as a university student has driven him to decide to become a teacher-researcher. **Rashad DuPaty** recounts how his experience as a language learner, teacher, and researcher has informed his teaching and research. **James Essex** reflects on his background as a language learner and reports on how this inspires him to encourage his students to read so that they can become more autonomous learners. **Stephen Howes** illustrates how his journey to his current position as a language teacher has enabled him to take advantage of the varied teacher and learning experiences he has encountered along the way. In the final contribution to this section, **Nobue Inoue** focuses on promoting and researching study-abroad programmes at different universities in Niigata.

Three **Stories of Learning and Teaching Practices** follow. **Claire Ryan** explains how she encourages self-motivation in her students through having them set goals for their language learning, allowing them flexibility with their homework, and supporting the development of their self-efficacy. **Megumi Uemi** reflects on her experiences of introducing Critical Thinking to junior college EFL students in remedial education, while **Nobue Inoue** considers how her experiences of earning an MA TESOL through online distance enabled her to teach effectively online under the challenging conditions of the current pandemic.

In **Short Reflective Articles**, **Satomi Fuji** reports on her research into foreign language teachers anxiety among pre-service EFL teachers in Japan. Then **Terri Bryne**, writing from Australia, describes the challenges of supporting the traditional languages used in the community surrounding her school, while respecting the local creole, and teaching Standard Australian English.

Two Grant Awardee Essays follow these articles. In the first one, **Andy Barfield** and **Hugh Nicoll** interview

the 2019 Research Grant awardee **Anubhuti Chauhan**, about her own multilingual language history and her research into the grammatical competence of Hindi and L1 Persian L1 Japanese learners. This is followed by the second part of **Michael Kuziw's Project Grant Report**, which looks at the implementation of a storytelling project in an elementary school classroom and the collaboration with colleagues that the project involved.

The next section, **Looking Forward**, first contains an overview of the Learner Development Sessions that will be part of the JALT2020 International Conference, which due to the pandemic, will be held online this year. Then, we would like to draw your attention to the **6th Creating Community Learning Together Conference**, which will also be held online this year, on December 20th. The Call for Contributions for this is open until November 30th, and we encourage both students and teachers to take part <<http://ld-sig.org/events/creating-community-learning-together-6/>>.

The issue closes with the **Financial Report** written by **Patrick Kiernan**, which details the financial health of the LD SIG from February 2020 to August 2020 and looks at possible financial constraints that the SIG may face in 2021.

Please do not forget that the door to *Learning Learning* is always open. We welcome writing about learner development that is personalised and reflective, exploring connections between our experiences as learners and our practices as teachers, and learners' experiences inside & outside the classroom. If you are interested please refer to Information for Contributors at the end of this issue or here: <<http://ld-sig.org/information-for-contributors/>>. We look forward to hearing from you!

James Underwood & Ken Ikeda,
co-lead editors for LL27(2),

on behalf of the Learning Learning editorial team:

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Hugh Nicoll (editor, webmaster)

Koki Tomita (editor, translator)

Tokyo, November 2020

GREETINGS AND NEWS UPDATES | 挨拶と近況報告

Hello and welcome to the Fall/Autumn edition of *Learning Learning*. To start, Yoshio and I would like to send our thoughts and prayers to everyone in JALT and the LD SIG affected by the outbreak of COVID-19. We know that each of you is doing your best to overcome new challenges every day, and we wish all the very best for your future endeavors in both your professional and personal lives.

It is still surreal to me (Koki) to recall the time in March and April when the world suddenly stopped, and schools were forced to make the big transition from traditional face-to-face classroom learning and teaching to the new realities of online education. Our ancestors encountered deadly pandemics in the past: the Black Death in the 14th Century, the Great Plague of Marseille in the 18th Century, and the Spanish Flu in the 20th Century to name a few. During the lockdown period earlier this year, I pondered questions such as “How was the education delivered in those times?” “What changes can we see now and then?” Even though technologically advanced as our modern societies, I learned that the most common tactic to combat those critical viruses, even in the 20th Century Spanish Flu, including the 1918-19 influenza pandemic, was just to lock down all public facilities including schools. On the flip side of success in containing the diseases, this measure caused students to attend a number of make-up classes once the schools were reopened. Fast-forwarding to the 21st Century, I am impressed with how far humans have come technologically that students can receive quality education even without being present in the physical classrooms.

The pandemic no doubt constrained our SIG's activities nationally and locally, but I can never stop appreciating the fact that it also allowed us

to be more creative and innovative in conducting our activities. The Tokyo Get-Together team has organized several online-based get-togethers which broke the distance and time restrictions and allowed a number of LD members to take part online from different parts of Japan.

The JALT CALL and PanSIG Conferences also demonstrated this evolution and unity of the JALT and LD community as well. Using Eventzilla and Zoom, the Conference Chairs prepared amazing platforms for the presenters and audience to share their insightful content. At the PanSIG Conference, LD SIG members, James Underwood and Greg Rouault, had chances to give their presentations in our LD Forum on *Active Learning*. On to the JALTCALL Conference, Ivan Lombardi, Rachele Meilleur and Michael Barr, and Blair Barr presented at LD Forum which focused on *Learning Transformations with Schoology, online workbooks, and Google Suites*. Congratulations to the presenters! Yoshi and I also would like to thank Rob and Blair who worked hard to put together and manage the LD forums at both conferences.

Yoshi and I would like to use this opportunity to introduce two exciting future events, the JALT International Conference and Creating Community: Learning Together 6 (CCLT 6) taking place in late 2020. I can say that those two events have become important occasions of the LD community over the last few years. This year, both conferences will be held online for the first time ever. At the JALT Conference, the LD SIG will host our SIG Forum and Annual General Meeting starting at 17:00 on November 20th. A more detailed co and plans will be shared on the JALT Conference page and also on the LD mailing list. Thanks to the work of the conference planning committee (Blair, Dexter, Ellen, Ian, James, and

Ken), CCLT6: *Learner Development in New and Challenging Environments* will be taking place on December 20th. As noted above, the conference will be held online, so there might be a shortage of volunteers to run the presentations during the conference. If you are interested in being involved in the part of the organizing team, please send us an email at ldsigtokyogettogether@gmail.com. You can also check for updates on the conference information pages such as the call for proposal, pricing, and as well as receive updates via our mailing list. You won't want to miss these events!

We close our greetings column with my (Yoshi's) farewell message to the LD community as one of the co-coordinators of Learner Development SIG. During my time as a co-coordinator, I have met a number of inspiring members. It has always been a pleasure for me to collaborate to create a better community with a group of such talented people. I also appreciate all of the support and encouragement offered by our LD officers. Without your help, I would have never come this far. My tenure ends at the AGM in November, but my journey as an LD member never stops. From the next AGM, we will welcome Tetsuko Fukawa (now Membership Chair) as a new co-coordinator of the LD SIG along with Koki. Koki will support Tetsuko as a support co-coordinator for a year.

Looking forward to seeing everyone (online) in November.

Learner Development SIG Co-coordinators

Koki Tomita
Yoshio Nakai

Learning Learningの秋冬号をご覧くださいありがとうございます。まず最初に、現在もコロナ禍が続いておりますが、JALTとSIGメンバーの皆さまのご健康を心よりお祈り申し上げます。また、このコロナ禍の中、皆さまにおかれましては試行錯誤する中で日常生活や教育、研究活動にご尽力されてきたことと思います。

世界の動きが突然止まり、学校においてもこれまでの歴史の中で最も広く行われてきた対面式の授業形態からオンライン教育という新たな現実への転換が余儀なくされましたが、この状況を今思い返しても非現実的な状況だったと感じています。しかし、過去にも私たち人類は、14世紀に起こったペストのパンデミック、18世紀のマルセイユのペストの大流行、20世紀のスペイン風邪の大流行といったいくつかの疫病の大規模な感染拡大に見舞われてきました。その当時も都市が封鎖されましたが、私はそんな中でどのように教育が勧められていたのか、また、今と当時で何が違うのかといった疑問を持ち、立ち止まって考えてみました。現代のように技術が進歩していませんでしたが、1918年から19年に起こったインフルエンザの世界的流行も含め、スペイン風邪が大流行した20世紀においてもウィルスと戦う戦術として取られたのは、学校を含めた公共施設を封鎖するという手段でした。

一方で、この疫病の蔓延を食い止めることに成功したという事実が持つもう一つの側面としては、この方法を取ることによって、学生は学校が再開したときに補講に出なければならなくなったということが挙げられます。しかし、21世紀に入った今では、人類は物理的な教室という空間に現れなくても一定程

度の教育を受けることができるレベルにまで技術が進歩しているということを私は痛感しました。LDSIGのメンバーの皆様も、創造性と想像力を活かしオンライン授業の最前線でご尽力されていたと思います。

パンデミックによって私たちSIGとしての全般の活動も各部会の活動も制限されることになりましたが、活動を進める私たちをより創造的かつ革新的にさせた側面があることも評価しなければなりません。Tokyo Get-Together teamはオンラインでのget-togethersを幾度か開催し、距離や時間という制限を超え、日本各地で活躍するLDメンバーの参加を可能にしました。

The JALT CALLとPanSIG Conferencesでは、そのような革新的な状況とJALTとLDコミュニティの協同を具現化しました。EvensillaとZoomを用いて、大会運営委員会のほうで、示唆に富んだ発表を聴衆と共有できる素晴らしいプラットフォームを準備してくださいました。PanSIG Conferenceでは、私たちのメンバーであるJames UnderwoodとGreg RouaulがLDフォーラムにおいて示唆に富んだプレゼンテーションをなさいました。JALT CALL Conferenceのほうでは、Ivan Lombardi、Rachelle MeilleurとMichael Barr、Blair BarrがLDフォーラムにおいて発表されました。ここに挙げた発表者の皆さま、有意義なご発表をありがとうございました。また、Yoshiと私は、Conferenceの間フォーラムを運営してくださいましたRobとBlairにここで改めて感謝を申し上げたいと思います。

続いて、イベント情報に関連して、次に2020年後半に予定されている2つのイベント、JALT International Conferenceと

Creating Community: Learning Together 6 (CCLT 6)についてご紹介したいと思います。この二つのイベントはこの数年でLDコミュニティを代表する重要なイベントになったと言えます。JALT Conferenceでは、LD SIGのSIGフォーラムに加えて11月20日の17時から年次ミーティングを開催いたします。スケジュールに関する詳細についてはJALT Conferenceのホームページ、またはLDのメーリングリストを通じてお知らせします。大会委員(Blair, Dexter, Ellen, Ian, James, and Ken)の皆さまのおかげで、12月20日のCCLT 6 conference (Learner Development in New and Challenging Environments) の開催が決定しました。すでに述べたように、カンファレンスはオンラインで行われますが、大会中の口頭発表の運営をお手伝いくださるボランティアさんが足りなくなると思われますので、ご関心がおありの方はldsigtokyogettogethers@gmail.comのメールアドレスからご連絡いただければ幸いです。また、call for proposalや参加等の大会に関する最新情報はメーリングリストのほうでご確認ください。お見逃しのないよう、よろしく願いいたします。

最後に、SIGのコーディネーターを務めさせていただいた私 (Yoshi) からの退任のご挨拶をもって、学習者ディベロップメントの皆様へのご挨拶を締めくくらせていただきたいと思います。コーディネーターとしてLDSIGに関わらせていただき、これまで数多くの意欲的なメンバーに出会うことができました。非常に素晴らしい方々が集うグループの運営に携われたことを非常に光栄に思っております。ここまで来ることができたのは、

一重にLDコミュニティのメンバーや委員の皆さまからの励ましとご支援のおかげであり、ここに改めて感謝申し上げたいと思います。私の任期はこの11月の年次ミーティングで終わりますが、LDメンバーとしての活動はこれからも続きます。次回の年次ミーティング以降、Tetsuko Fukawa（現在は会員委員長）に新しいコーディネーターとしてKokiとともにご尽力いただくことになりました。Kokiは1年間コーディネーターとしてTetsukoをサポートして参ります。それでは、皆様、11月にオンラインでお会いできるのを楽しみにしております。

中井好男、富田浩起

学習者ディベロプメント研究部会

コーディネーター

JALT2020 Online

TLC From LD:

Transformational Learning Communities

Friday, November 20th,

6:15 PM - 7:45 PM; Room 5

Barfield, Andrew - Chuo University; Cusen, Oana - Kwansai Gakuin University; Feroze, Malik Amir - Hiroshima Shudo University; Hayashi, Aya - Waseda University; Ikeda, Ken - Otsuma Women's University; Imamura, Yuri - Kanda University of International Studies; Kelly, Riitta - University of Jyväskylä; Onoda, Sakae - Juntendo University; Osaki, Riho - Otsuma Women's University; Ronald, Jim - Hiroshima Shudo University

- **Format:** Forum
- **Delivery:** Live (Zoom)
- **Language:** English

In this forum, a range of interactive presentations will critically explore the theme of transformative learning communities (TLCs), based on theories of transformative learning where learners reach fundamental shifts in their worldviews and actions through reflection. Presenters will focus on distinct groups of learners (high school students, university students, teachers, teacher trainees, and practitioner-researchers), with forum participants invited to discuss and later share their reflections about TLCs in Learning Learning, the Learner Development SIG's newsletter.

Learner Development SIG Annual General Meeting

Friday, November 20th,

8:00 PM - 8:45 PM; Room 5

- **Delivery:** Live (Zoom)
- **Language:** English and Japanese

This is going to be the AGM of Learner Development SIG in 2020. At the AGM, we will look through the 2020 Learner Development SIG Committee Review, and treasurer's report for 2019-2020 and draft budget for 2021. Also, we will discuss and plan our SIG activities for 2021.