

Newsletter of the Learner Development SIG / 学習者ディベロップメント研究部会

# Learning Learning 『学習の学習』



**GREETINGS AND NEWS UPDATES | 挨拶と近況報告**

- In This Issue: *Learning Learning*, Volume 28, Issue 1 今号について..... *Andy Barfield* **3**
- Co-coordinators' Greetings for Spring 2021 2021年春 コーディネーター挨拶 ..... *Koki Tomita & Tetsuko Furukawa* **6**

**MINI-PROFILES: SHARING YOUR LEARNER DEVELOPMENT INTERESTS |  
ミニプロフィール：学習者ディベロップメントについての関心の共有**

- Mini-profiles ミニプロフィール .... *Brennan Conaway, Naomi Fujishima, Ian Hurrell, Ken Ikeda, Judith Kambara, Mike Kuziw, Tanya McCarthy, Rob Moreau, Yoshi Nakai, Namiko Sakoda, Akiko Takagi, & Dominique Vola Ambinintsoa* **10**

**MEMBERS' VOICES | メンバーの声**

- Creative collaboration - Kickstarting the 21st century classroom .... *Tim Cleminson* **14**
- Writing classes and the next generation of translational software .... *Jeffrey Stewart* **16**
- Experiencing presence in English .... *Wan Jung (Amy) Lin* **18**

**LEARNERS' VOICES | 学習者の声**

- Stepping up to take action: Beach cleaning as a first step .... *Mifu Yasukuni* **20**

**STORIES OF LEARNING AND TEACHING PRACTICES | 学習・教育実践の成功談・失敗談**

- Narratives of Filipino English Teachers in Japan: A reflective dialogic review of Stewart (2020) .... *Prumel Barbudo & Stephanie Keith Lim* **22**
- Dis/Connect – a virtual art exhibition by students of Miyazaki International College and Kyoto University of the Arts ... *Will Hall & Eric Luong* **26**
- Silence, voice, and writing .... *Leena Karlsson & Chika Hayashi* **31**

**LD SIG GRANT AWARDEE REPORTS | LD SIG 研究助成金受**

- Professional development through the pinhole of learner development .... *Malik Amir Feroze* **40**

**RESEARCH & REVIEWS / 研究 & レビュー**

- Review of *Language Teacher Recognition: Narratives of Filipino English Teachers in Japan* (Stewart, 2020) ... *Michael Carroll* **43**

**LOOKING BACK | 報告**

- A collage of reflections on the Learner Development (LD) Forum: “TLC from LD: Transformative Learning Communities” .... *Feroze Malik Amir, Andy Barfield, Phillip Alixe Bennett, Oana Cusen, Dominic Edsall, Aya Hayasaki, Ellen Head, Ken Ikeda, Yuri Imamura, Riitta Kelly, Jackson Lee, Teh Pei Ling, Riho Osaki, James Ronald, Alison Stewart, & Isra Wongsarnpigoon* **46**
- Learning from students: Applying the spirit of CCLT to a year of online learning .... *Cecilia Smith Fujishima* **48**
- Our CCLT6 conference reflection .... *Shiori Kishihara, Yuki Murakami, Chika Matsumoto, & Kristina Reyes with Lorna Asami* **49**
- CCLT6 Reflections: From face-to-face to armchair .... *Patrick Kiernan* **51**
- Newsletter of the JALT Learner Development SIG <<http://ld-sig.org>>** **2**

Reflections on <i>Dis/Connect</i> : virtual art exhibition .... <i>Will Hall</i>	52
Reflection on CCLT6: Learners (and teachers) in the virtual moment .... <i>Lee Arnold</i>	53
Acknowledging the tiredness and appreciating the struggles .... <i>Andy Barfield</i>	54

## LOOKING FORWARD | 今後のイベント

Information on PanSIG 2021	55
Information on JALTCALL 2021	58

## SIG MATTERS | インフォメーション

Learner Development SIG financial report August 2020 to February 2021 .... <i>Patrick Kiernan</i>	59
Writing for <i>Learning Learning</i> 『学習の学習』 応募規定	60

## In this issue | 本号について

Welcome to *Learning Learning* 28(1)! We warmly thank everyone who has generously written for this issue, and we very much hope that their contributions will enable readers to reach new and unexpected perspectives on learner development.

The issue opens with **Greetings and News Update** from LD SIG co-coordinators **Koki Tomita** and **Tetsuko Furukawa** who inform us of all the SIG's activities and plans for 2021. Thank you, Koki and Tetsuko, for all your dedicated coordination work. In a newly revived feature of the newsletter, **Mini-profiles: Sharing Your Learner Development Interests**, 12 members of the SIG (**Brennan Conaway, Naomi Fujishima, Ian Hurrell, Ken Ikeda, Judith Kambara, Mike Kuziw, Tanya McCarthy, Rob Moreau, Yoshi Nakai, Namiko Sakoda, Akiko Takagi, and Dominique Vola Ambinintsoa**) share personal vignettes about what interests, puzzles, and/or intrigues them about learner development. Please feel free to contribute your own mini-profile for the Autumn issue of *Learning Learning*. Just write to <lleditorialteam@gmail.com>. Many thanks!

Next, three new members of the SIG—**Tim Cleminson, Jeff Stewart, and Wan Jung Lin Amy**—contribute to **Members' Voices**. Writing about how he values creativity and collaboration, **Tim** recounts his enthusiasm for using “creative play” in different projects with his learners. Creative play requires students to engage in active decision-making with other classmates. It also encourages them to improvise and take risks to resolve different problems such as “the egg-drop challenge.” **Tim** writes, “*My university classrooms are often strewn with newspaper, straws, spaghetti, tape, hastily hashed-out plans, a fair sprinkling of wonky towers and broken eggs ....*” Which not only begs the question as to how we might say “wonky towers and broken eggs” in another language, but also leads us, albeit somewhat indirectly, to **Jeff Stewart's** reflections about the impacts of translational software on learners' writing development. **Jeff** asks: Should we as teachers condemn the use of software like DeepL by learners while we may ourselves benefit from using it? More broadly, how might we start to enter into dialogues with our learners about making good use of translation tools for shared quality of life and learning? After considering a range of perspectives, Jeff ends on a note of cautious optimism about the benefits of students using software like Deep L.

In the third **Members' Voices** piece, **Wan Jung Lin Amy** takes us on an extended autobiographical journey of different identities and positioning as a “non-native speaker” of English where she can experience her presence in English-using communities. “*It was not an easy process, and it took many years of constant reflection, evaluation, self-talk, arguing, fighting, negotiation, and frustration to come to this transformation,*” observes **Amy** in her critical appraisal of the varied challenges she has faced. A hearty thank you to **Amy, Jeff, and Tim** for sharing such compelling stories. And, of course, all of you are also warmly invited to share your own **Members' Voices** story or reflection to do with learner development in a future issue of *Learning Learning*.

We are delighted to revive another feature of *Learning Learning*, **Learners' Voices / 学習者の声**, in which learners share stories and reflections of their learning and/or report on a project or research that they are doing related to learner development. In *Stepping up to take action: Beach cleaning as a first step*, **Mifu Yasukuni**, a third-year university

student, writes in Japanese and English about her changing awareness and growing sense of responsibility to take action about pollution and climate change. Please do consider sharing your learners' voices in future issues of *Learning Learning*, too.

**Stories of Learning and Teaching Practices** follows with three contributions that each have a strong dialogic quality. First, **Prumel Barbudo** and **Stephanie Lim** engage in a reflective collaborative review of a recent book by **Alison Stewart** that explores the life stories of Filipino English teachers in Japan. Sharing close cultural identities with the teachers, **Prumel** and **Stephanie** take up three themes that personally stand out for them in their stories: their teaching paths, their experiences of discrimination, and the politics of ascribing and/or being ascribed simplistic binary identities such as Native English Speaking Teachers (NESTs) and Non-native English Speaking Teacher (NNESTs). Later, in this same issue in **Research and Reviews**, **Michael Carroll** provides a parallel review of **Alison Stewart's** book in which he analyses the theme of identity recognition in the different teachers' stories. We are grateful to **Michael**, **Prumel**, and **Stephanie** for their thought-provoking and mutually complementary reviews of Alison's groundbreaking research.

Continuing with **Stories of Learning and Teaching Practice**, **Will Hall** and **Eric Luong** report on "Dis/Connect", a virtual art exhibition which they organised with their students in the last academic year and which focused on experiences and impacts of distance and isolation in the COVID-19 pandemic. Preparing for this outside of regular class time and in the 2020 summer holiday period, **Eric** and **Will's** students not only created impressive artworks but also learnt how to use various digital tools. What's more, the collaboration that such project work involves spurred the development of their students' autonomous learning.

Expanding on some similar themes, **Chika Hayashi** and **Leena Karlsson** close **Stories of Learning and Teaching Practice** by reflecting on their extended collaboration since 2018 when they gave a joint plenary at the Independent Learning Association conference (ILA2018) in Kobe. Their prolonged dialogue starts from the final moment of their plenary session where they were unexpectedly met with silence. What did this signify for them and for different audience members? As **Chika** and **Leena** ponder this, they gradually shift their reflective gaze towards the challenges of listening to learners' inner voices and adapting to the disruptions of the physicality of learning that the COVID-19 pandemic has brought. In the final part of their elaborate reflection **Chika** and **Leena** contemplate what different meanings writing about their shared learning and their learners has for them.

**Chika**: "... it's always a chorus of voices in narrative inquiry that the readers will hear... ."

**Leena**: "... the world of education needs experimental writings, texts emerging from experience; it needs narrative and stories, memories and dreams, the use of imagination and creativity."

We hope you will enjoy reading their inspiring reflection as much as we have. Thank you so much, **Chika** and **Leena**, for sharing this with the readers of *Learning Learning*.

Following this, as a JALT2020 conference grant recipient, **Malik Amir Feroze's Grant Awardee Essay** brings to us his own teaching story and learner development interests, as well as what he especially valued from taking part in the LD Forum, presenting, and participating in other sessions at JALT2020 Online. "*I felt encouraged, socially as well as professionally, to collaborate with like-minded people,*" writes **Malik** as he looks forward to building on these experiences and collaborating with other SIG members in the future. **Research and Reviews** comes next, where, as mentioned above, **Michael Carroll** shares with us his review of **Alison Stewart's** book around the theme of identity recognition in Filipino teachers' lives in Japan. **Michael** starts: "*It's not often that the word "unputdownable" is heard in relation to an academic book, but this book had me engrossed from the moment I picked it up.*" We hope you will find similar thought-provoking enjoyment in reading this engaging review.

Next, **Looking Back** brings together a rich chorus of reflections from the JALT2020 Learner Development SIG Forum in November and the *Creating Community: Learning Together 6* (CCLT6) mini-conference in December 2021. Both events were held online, with presenters and participants invited to share what they had experienced, learnt, and found interesting. The collage of reflections on the JALT2020 LD forum includes responses by 17 individuals to the different presentations about transformative learning communities. These reflections were written during the forum itself in an online Google form, while the suite of CCLT6 reflections were composed in the weeks afterwards. These include writing by Keisen University students **Shiori Kishihara**, **Chika Matsumoto**, **Yuki Murakami**, and **Kristina Reyes**, with their teacher **Lorna Asami**; by **Cecilia Smith Fujishima**, four of whose students (**Rino Yoshida**, **Ayaka Muraishi**,

**Remi Hayasaka**, and **Nagisa Sato**) presented at CCLT6; by **Patrick Kiernan** of Ochanomizu University about the presentations of four of his graduate students (**Kimika Matsuyama**, **Saki Takei**, **Miho Meguro**, **Ngô Thị Tố Trinh**); by **Will Hall** of Miyazaki International College (MIC) about his collaboration with **Eric Luong** from Kyoto University of the Arts with MIC students **Aya Fukunaga**, **Masataka Ochiai**, and **Serina Yano**; by **Lee Arnold** on “*Learners (and Teachers) in the Virtual Moment*”; and, by **Andy Barfield** of Chuo University, who took part with three of his students (**Mutsumi Kobayashi**, **Wakana Taira**, and **Mifu Yasukuni**). A humongous thank you to everyone for sharing reflections from this groundbreaking student-teacher conference!

In **Looking Forward**, we include news of the **LD Forums** at this year’s PanSIG conference in May and the JALTCALL conference in early June. After this, in **SIG Matters**, comes the most recent financial report of the LD SIG so that you may see where your membership fees go and what LD uses its funds for. Thank you to **Patrick Kiernan**, SIG treasurer, for keeping us all updated here.

Once again, we would like to express our heartfelt gratitude to each contributor.

As we reach the end of this introduction, you will probably have noticed that a great number of writers have contributed in many different genres to this first issue of *Learning Learning* for 2021. May we enthusiastically encourage you to write for the Autumn issue of *Learning Learning*: We would love to hear from you!

You can find full information about the kind of writing that *Learning Learning* aims to include here: <http://ld-sig.org/information-for-contributors/> The deadline for the Autumn issue is 28th August 2021. Please send your writing to us at <[lleditorialteam@gmail.com](mailto:lleditorialteam@gmail.com)>. Many thanks in advance: We are really looking forward to hearing from you. We also invite reviews of another important publication from 2020, “*Whose Autonomy? Voice and Agency in Language Learning*” edited by **Adelia Peña Clavel** and **Katherine Thornton** and which is freely available as an e-book here. If you are interested in reviewing this anthology of writing from the 2018 Independent Learning Conference in Kobe, please let us know. Thank you.

Wishing you happy reading and learning,

**Andy Barfield**, lead editor for this issue, together with the *Learning Learning Editorial Team*: **Lorna Asami**, **Ken Ikeda**, **Mike Kuziw**, **Yoshio Nakai**, **Kento Nakachi**, **Hugh Nicoll**, **Koki Tomita**, and **James Underwood**.

24th March 2021

## Co-coordinators' Greetings for Spring 2021 |

### コーディネーター挨拶

Welcome to another amazing issue of our SIG's newsletter, *Learning Learning*, that many people have contributed to, working hard with the editorial team to put together this issue. I also would like to use these Greetings to reflect upon the year 2020 and formally begin our activities in 2021.

To start, I would like to share our gratitude for the members of the community who joined our activities in 2020 and made them worthwhile. Regardless of the difficulties and challenges triggered by the pandemic, we were able to pull off all of the major events as we had initially planned because of the continuous contribution from each one of you.

Since the last issue of *LL*, we held our SIG Forum with the lead of our Program Chair, Blair Barr, at the first-ever online JALT International Conference in November 2020. At the forum on "TLC from LD: Transformative Learning Communities," Andy Barfield, Oana Cusen, Yuri Imamura, Riitta Kelly, Malik Amir Feroze, Aya Hayasaki, Ken Ikeda and Riho Osaki, and Jim Ronald presented their research findings and community building experiences in their workplaces during the pandemic. At the end of the forum, we congratulated one of the forum presenters, Amir Malik Feroze, as the LD SIG's JALT International Conference Grant recipient. Good work, everyone!

On the same note, we managed to hold the signature event of the LD SIG, Creating Community: Learning Together 6 (CCLT 6), in December 2020 through the tireless efforts of the CCLT Planning Committee (Ellen Head, James Underwood, Ian Hurrell, Ken Ikeda, and Lorna Asami) and Publicity Team Illustrator (Rob Moreau). CCLT6 was held online and drew a large audience. Personally, I participated in the conference as part of the organizing team. Since my task was to host presentations in a Zoom room, I had the chance to join several sessions. I was continually struck by the quality of the presentations. In particular, student presenters did amazingly well in sharing original insights from their learning and development in 2020. We are hoping to upload the videos to the LD

website from the CCLT6 presentations with the permission of the respective presenters. Please watch out for further updates on LD News.

About the administrative report, I would like to share the highlights of our Annual General Meeting (AGM) at the 2020 JALT International Conference. For more detailed information regarding the Committee Report and the minutes of the AGM, please visit our website at <<http://ld-sig.org/welcome-to-the-jalt-ld-sig/annual-reports/>>.

In the LD committee, Yoshio Nakai stepped down from his role as Co-Coordinator, then Tetsuko Fukawa, Membership Chair, stepped up. After Tetsuko stepped down from Membership, Andy Barfield started organizing membership emails for SIG members. Switching focus now to the programme team, Robert Morel decided to leave the Committee. Rob along with Blair Barr had organized a series of LD Forums at past PanSIG Conferences over several years. Fumiko Murase is another officer who stepped down from her long-time *LL* editorial team role in 2020. It has been my pleasure working with you in the team over the past years. For the fresh start of 2021, I am happy to announce that Kento Nakachi is joining the Japanese translation team from this issue of *LL*. We are delighted to be working with you, Kento.

Touching upon the SIG publications, I think it is good timing to bring up the *Learner Development Journal* (LDJ), another platform for LD members to experience professional development through collaborative writing opportunities. From the LDJ Journal Steering Group (JSG), Alison Stewart, another distinguished editor and longtime LD committee member, decided to step down. Replacing Alison, Tanya McCarthy has joined the JSG and been working for the publication of issues 5 and 6 of the journal.

Finally, I would like to mention a change in webmaster for the LDJ website. In 2017, Darren Elliot kindly agreed to create and maintain the LDJ website for an initial period. From my experience, creating and managing a website from scratch takes much time and commitment. I really appreciate

Darren for taking care of the website for the past 4 years and keeping it running smoothly. From 2021, Dominic Edsall will take over this role and work with Hugh Nicoll and me to migrate both the main LD website and LDJ websites to the JALT website. We are looking at the summer for completing this.

Thank you so much, everyone for your contributions to the LD community. We are looking forward to meeting and collaborating with new members to keep our activities dynamic with different perspectives. If you are interested in supporting our activities, please contact us at <[ld@jalt.org](mailto:ld@jalt.org)> or find the relevant person to contact from <<http://ld-sig.org/about-us/>>.

Another important part of the AGM was the treasurer's report. Due to the COVID-19 pandemic, I regretfully inform you that the proposed budget for 2020 was very difficult to follow. However, we were able to save a substantial amount of money by holding our events and regular meetings online. The silver lining of 2020 is that we can offer LD Grants to support our members this year again. Please check our webpage to get further information, especially about how to apply for the grants. <<http://ld-sig.org/grants/>>. March 31st is the deadline for grant applications this year.

For LD program activities in 2021, I would like to mention that we will have forums at the three major conferences as we normally do, and I hope that

#### 2021年春 コーディネーター挨拶

Learning Learning をご覧くださり、ありがとうございます。今号も著者や編集チームが一丸となってまとめあげた素晴らしい内容となっており、メンバーの皆様にお届けすることができて大変うれしく思っております。2020年のSIG活動の振り返るとともに2021年の開始に向けてのご挨拶をさせていただきたいと思っております。

まず最初に、2020年に行われたSIG活動にご参加いただき、活動を盛り上げてくださっ

た皆様にご感謝申し上げます。パンデミックによる様々な困難や不便がある中で、全てのイベントが予定通り開催できましたのも、皆様の継続的なご協力があってこそだと思っております。

前号のLLが発刊されて最初のSIG活動として、2020年11月に行われたJALTでは初めてとなるオンラインのJALT国際大会において、プログラム委

many SIG members will take part. As for conference sites, please note that PanSIG will be online, but JALT CALL and the International Conference will be held as hybrid conferences for now. About our annual conference, CCLT7, we have been planning to move the conference to either February or March to avoid the winter holidays and the end of the academic year.

To close, I would like to announce that Tetsuko and I are going to step down from the Co-Coordinator's position this year. I had a high hope for Tetsuko to become a new Co-Coordinator in 2021 and take a lead in the SIG for a few years, but she decided to step down from the role due to her professional and personal reasons. For myself, it is a bit of shame, but I noticed that I shared the same "New Year's" resolution in the spring issue of LL in 2020. After much contemplation since then, I had decided to stay on to ensure a smooth transition of our administrative duties to the next Co-Coordinator. Having said that, Tetsuko and I are looking forward to working with you the rest of the year and having another exciting year as Co-Coordinator. We both hope to see you in the future and, most importantly, hope you will enjoy this issue of *Learning Learning*.

Koki Tomita & Tetsuko Fukawa ([ld@jalt.org](mailto:ld@jalt.org))  
Learner Development SIG Co-Coordinator

員長のBlair Barrの指揮のもとでSIGフォーラムが開催されました。“TLC from LD: Transformative Learning Communities”をテーマに掲げたフォーラムでは、Andy Barfield、Oana Cusen、Yuri Imamura、Riitta Kelly、Malik Amir Feroze、Aya Hayasaki、Ken Ikeda、Riho Osak、Jim Ronaldがそれぞれの実践現場での研究成果やコミュニティ創出の経験について共有していただき、パンデミックの前後の教育実践を振り返ることができました。フォーラムの最後に、フォーラム登壇者の一人で、JALT International Conference Grantの受賞者となったAmir Malik Ferozeを表彰しました。みなさまのご活躍、本当に素晴らしいです！

On the same note, また、2020年12月にはLD SIGの重要なイベントである Creating Community: Learning Together 6 (CCLT 6)をCCLT企画委員 (Ellen Head、James Underwood、Ian Hurrell、Ken Ikeda、Lorna Asami) と広報のイラストレーター

(Rob Moreau)のご尽力を得て無事に開催することができました。CCLT6はオンライン開催でしたが多くの方々にご参加いただきました。個人的に私も運営チームの一員として参加させていただきました。私はZoomの部屋のホスト管理をしていたので、発表を拝聴することができました。セッションでは、私は発表の洗練された内容に感銘を受けておりました。特に、2020年の学習と発展に関する独創的な洞察を共有して下さった学生さんの発表は非常に素晴らしいものでした。それぞれの発表者に許可をいただいた上で記録した動画をアップロードする予定をしております。詳細はLD Newsのほうでお知らせします。

LD SIGの運営に関する報告としては、2020年JALT国際大会で開かれた総会 (AGM) 出の報告事項から重要な点のみ共有させていただきたいと思っております。報告や議題に関する詳細情報は以下のウェブサイトの方でご確認ください <<http://ld-sig.org/welcome-to-the-jalt-ld-sig/annual-reports/>>。

一つ目の報告は委員会メンバーの交代に関するものです。Yoshio NakaiがCo-Coodinatorの任期を終え、メンバーシップ委員長であったTetsuko FukawatoがCo-coordinatorを務めることになりました。Tetsukoの異動にともない、Andy Barfieldがメンバーシップを管理して下さることになりました。SIG活動へのご貢献に感謝申し上げます。そして、プログラム委員会に関しても次のような異動がありました。これまで数年にわたり、Blair BarrとともにPanSIG ConferencesでのLD Forumを運営して下さったRobert Morelが委員を辞任されることになりました。さらにLL編集委員としてご尽力いただいたFumiko Muraseも2020年に編集委員をお辞めになりました。長きにわたって皆様と運営に関わることができたことに改めて感謝を申し上げます。また、2021年の新たなスタートを期に、日本語翻訳チームにKento Nakachiをお迎えしており、今号のLLの編集作業にも携わって下さっていることについてもご報告いたします。新しいメンバーであるKentoとご一緒できることを光栄に思っております。当SIGの出版に関して言えば、LLとは別のプラットフォームで、アカデミックな知識を共有できるLearner Development Journal (LDJ)についてもお知らせいたします。LDJの紀要委員会では卓越した編集者として長い間ご貢献くださったAlison StiewartがTanya McCarthyと交代することになりま

した。Tanya McCarthyはissue5と6の出版にも携わっていらっしゃいます。最後に、LDJのウェブサイト運営に関する委員の交代についてお知らせします。私個人の経験から見ると、ウェブサイトを作り管理していくのは非常に多くの労力を必要とします。そのウェブサイトの円滑な管理をこの4年にわたって行ってくださったDarrenには深く感謝を表したいと思います。2021年からはDominic Edsallがこの業務を引き継いでくださいます。今後はHugh Nicollと私とともにJALTのウェブサイトにあるLDのページとLDJのウェブサイトの管理を行っていきます。LDコミュニティに貢献して下さっている皆様に、ここに改めてお礼を申し上げたいと思えます。また、今後の学会活動にご協力くださる新しいメンバーのご参加をお待ちしております。ご興味、ご関心のあおりの方は、<[ld@jalt.org](mailto:ld@jalt.org)>か、<<http://ld-sig.org/about-us/>>から各委員にご連絡いただければと思います。

次に、AGMでも重要な項目となる財務に関する報告についてです。COVID-19のパンデミックに伴い、2020年の予算状況は残念ながら厳しいものとなりました。しかし、イベントや会議などをオンラインで行うことで、支出を抑えることができました。また、そのような状況の中でも、明るいお知らせもあり、今年度もメンバーを支援するLD Grantsを出すことができました。Grantsに関する詳細につきましてはウェブサイトをご覧ください <<http://ld-sig.org/grants/>>。今年度は3月31日が申請の期限となっております。

2021年のLDの活動については、LDが関連するイベントや出版について最後の告知をさせていただきたいと思えます。今年は、通常通り3つの大きなカンファレンスの開催を予定しております。多くのSIGメンバーの皆さまのご参加をお待ちしております。カンファレンスについては、PanSIGはオンラインでの実施ですが、現時点ではJALT CALLと国際年次大会はハイブリッド形式で開催される予定となっております。私たちの年次大会であるCCLT7については、2月から3月の間の、冬休みや年度末を避けた時期に開催日を変更する計画をしております。

最後になりましたが、私とTetsukoは今年度をもってCo-Coodinatorの職を辞任する予定であることをお伝えしておきます。Tetsukoには2021年の新しいCo-CoordinatorとしてSIGをまとめていただきたいと思いますと考えてはいたのですが、本務や個人的なご

事情で叶えることができませんでした。私にとって非常に残念なことではありますが、この問題を2020年のLLの春号でみなさまと共有し新しい年を迎えるための解決策を模索したいと思ようになりました。次のCo-Coordinatorへの円滑な交代のために、もう少しCo-Coordinatorとして留まろうと考えました。つまり、次年度のCo-Coordinatorと今年度の残りを一緒にさせていただくことで、Co-Coordinatorとしての業務を引き継いでいきたいということです。以上をもってCo-Coordinatorとしてのご挨拶に変えさせていただきます。今年度は皆様にお会いできることを楽しみにしております。この後の論考など、今号のLLをお楽しみいただければ幸いです。

学習者ディベロップメントSIG Co-Coordinators  
Koki Tomita & Tetsuko Fukawa <[ld@jalt.org](mailto:ld@jalt.org)>

## Call for Contributions

**Deadline for the Autumn 2021 issue:  
August 31st, 2021**

*Learning Learning* is your space for continuing to make the connections that interest you. You are warmly invited and encouraged to contribute to the next issue of *Learning Learning* in either English and/or Japanese. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development.

『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語（もしくは英語、及び二言語で）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。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

## Mini-profiles: Sharing Your Learner Development Interests | ミニプロフィール：学習者ディベロップメントについての関心の共有

*... in which SIG members introduce themselves briefly (just 50 to 100 words or more), and write about what interests, puzzles, intrigues them about learner development, and/or about a particular approach or project, or research that they are doing or plan to do, or simply share a short reflection, to do with learner development ...*

...ここでは、SIGメンバーの学習者ディベロップメント研究に取り組む原動力となる関心や課題とともに短い(50から100ワード程度)自己紹介をお届けします。特別なアプローチやプロジェクト、現在進行中の研究やその計画、さらには学習者ディベロップメントの取り組みに関する内省など、それぞれの思いや考えが寄せられています。

### Brennan Conaway

Email

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As an artist and educator, I have been studying how to use artwork in the EFL classroom. I'm an instructor at Tokyo University of the Arts and Tokai University and, if all goes well, I will be awarded an M.S.Ed. diploma from Temple University Japan this spring.



### Naomi Fujishima

Email <[naomikfujii@gmail.com](mailto:naomikfujii@gmail.com)>



My name is Naomi Fujishima, and I've been teaching English on and off in Japan since 1987. My first teaching experience was in the JET (Japan Exchange Teaching) Program as an Assistant Language Teacher where I taught at various junior high schools around Hiroshima prefecture. I enjoyed teaching so much that I decided to get a master's degree in TESOL and went back to California to attend graduate school. After I received my degree, I was lucky enough to get a job teaching at a Japanese university. Since it was a short-term contract, I was only planning on being in Japan for 2 ½ years, but I'm still here today! Now I teach

full-time at a university in Okayama, but my home base is Hiroshima.

I first got interested in the Learner Development SIG when a Hiroshima member, Jim Ronald, invited any JALT member who was interested to join a local LD SIG meeting. A few of us would meet at a local coffee shop and talk about issues related to our students or activities we've used in the classroom. Sometimes Jim would prepare something for us to discuss, but mostly it was a friendly gathering of like-minded teachers sharing stories. Unfortunately, the meetings dwindled away (even before COVID-19 hit), so instead I try to check the LD SIG and OTJ Facebook posts for helpful information and ideas.

I am especially interested in how to maintain motivation in students so that they can become lifelong learners of English. At university now, I teach mostly compulsory English classes, which means that many students are in the class only to get enough credit for graduation. I am always thinking of ways to show them how interesting and beneficial it can be to learn English. It has become a bigger challenge during this pandemic and with classes going online, as many students seem to lose the motivation to study at all. It's very useful for me to talk and chat with fellow teachers because I can find out what others are doing in their classes. I am looking forward to joining more LD SIG events to improve my teaching and learning skills!

### Ian Hurrell

Email <[taffstar2003@gmail.com](mailto:taffstar2003@gmail.com)>



I have been a member of the LD SIG for the last 8 years and I'm currently working as an Adjunct Lecturer at Rikkyo University's Foreign Language Education and Research department. My current research interest is focused on the development of world Englishes and learner expression of cultural identity through a foreign language. However, I am still in the early stages of trying to understand this concept. I am also one of the organizers of the LD SIG's regular get-togethers, so I would love to meet with other members to share ideas about this concept, as well as any other learner development issues that you would

like to discuss. I look forward to talking with you at one of our meetings soon!

#### Ken Ikeda

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After coming to Japan on the JET Program in 1987, I entered the university circuit after earning a CELTA and later a MA.TESL with Teachers College Tokyo in 1999. I have been teaching full-time at Otsuma Women's University in Tokyo in the Department of English Language and Literature since 2009. I became actively involved with the LD SIG co-authoring a study on language learning strategies. I have been on a number of LD admin groups: the Tokyo (now online) Get-Togethers (2012-), CCLT (2014-) and the *Learning Learning* editorial team since 2018. What keeps me involved in LD is aiding its learner-focused vision and community-building, which stem from my regard of learners as language users. I am interested in thesis writing, values-based active learning, teacher equity, and narrative inquiry. I co-authored a study on language accent trauma which was published last year in the LD Journal Issue 4.

#### Judy Kambara

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Okayama Prefectural University  
My name is Judy Kambara. I discovered that I loved teaching while working as a high school special education aide in the United States. That love grew while teaching English conversation to older adults in Okinawa. I am now a U.S.-licensed teacher in 7<sup>th</sup> – 12<sup>th</sup> grade social studies and English language arts, and I also hold an M.A. in applied linguistics from the University of Massachusetts Boston. I have taught social studies and language arts in international schools in Okinawa and Kyoto, and EFL at Japanese universities in Niigata and Okayama. These very different experiences have made my teaching journey one of reinvention, discovery, and growth. Part of my research and classroom practice focuses on weaving social studies-based issues, such as equity, human rights, and intercultural understanding into EFL courses. I also strongly believe that allowing students to

pursue their interests and passions facilitates learning by making the content that we study relevant to their particular situations. I truly feel that my students are some of my best teachers, and I hope to continue learning with them for many years to come.

#### Mike Kuziw Email

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I have noticed a growing implementation of child-centered learning during my more than 10 years of work in public schools for Fukui City. Furthermore, since starting my work as an ALT in elementary school 7 years ago, I have developed an interest in the development of the child as it relates to language learning. My observations at the University of Fukui have mostly occurred through action research, focused on in-classroom learning; however, I also have an interest in why certain learners acquire language and others do not. Motivation, self-efficacy, self-regulated learning and well-being describe my focus, in addition to children's books and storytelling. I'm curious to know more about how communication through language learning strengthens one's identity. From April, I will begin a new position as a lecturer at Jin Ai University, Fukui.

#### Tanya McCarthy

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Hi everyone! My name is Tanya McCarthy. I first joined the LD SIG in 2008 when I had just begun working as a learning advisor. At the time, I was looking for a group to share my experiences with. For years, I was actively involved with meetings, conferences, and publishing, and then life got busy. Over the years, I have kept up with learner development theories and changes in the field through different LD SIG publications (*Learning Learning*, various books, and *The Learner Development Journal*). My research focus has changed from advising to teaching, but at the heart of it is still the idea of how to help learners become more involved with the learning process. 2020 more than ever highlighted the importance of learner autonomy. The question many are



asking now is, “Is learner autonomy the way forward or will things return as they were?” As I find myself once more at the door of the LD SIG in 2021, I look forward to meeting, sharing, and discussing the way forward with newbies and oldies alike. Cheers!

### Robert Moreau

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My introduction to the Learner Development Special Interest Group (LD SIG) took place when I was still a graduate student at Teachers College Columbia University in Tokyo. As part of my course work there, I had researched, and completed projects involving learner autonomy, as well as self-reflective practices. I felt immediately that these were useful tools for students to boost their motivation, and take their learning beyond the classroom. I also discovered that self-reflection for teachers could play an important role in the ongoing process of improving classroom practices. In the years following graduation, I have integrated reflective practices into each of my classrooms and have found that they can provide me with excellent insights into the students’ learning.



As a member of the LD SIG, I have had the opportunity to publish articles in *Learning Learning*. I have also enjoyed presenting on reflective practices, including at the Realizing Autonomy conference in Nagoya, hosted by the LD SIG. More recently, my interest in reflective practices has been combined with research into genre-based instruction. Puzzles I have explored include; scaffolding with regards to how and when to leave control of a project in the students’ hands. Also, how to best incorporate peer review activities into the classroom in order to let students build their own proficiency and confidence in using various genres independently of the teacher.

Outside of my research interests, I am happy to have held the position of Publicity Officer for the LD SIG. Since then I have continued to provide various graphic design solutions, including book covers, as well as the logo and signage for the CCLT conference each year.

### Yoshio Nakai

Email <[uminchufunto@gmail.com](mailto:uminchufunto@gmail.com)>

I have been supporting learners of Japanese as a second language for more than 20 years. First, I was interested in second language writing, but after becoming familiar with qualitative research, my research interest started to focus on using a narrative approach to explore my own situation of CODA (Child of Deaf Adults) as a cultural minority. Now I’ve found the reason why I have been a language teacher who is aiming to support foreigners in the same position in Japan. Recently, I have been conducting research on minority agency and second language education to promote DEI (Diversity, Equity and Inclusion) in Japanese society.

第二言語としての日本語教育に携わってもう20年近くになります。日本語教育に関わり始めた当初は作文教育に関心を持っていたのですが、質的研究を知ってからは、ナラティブを用いた研究を通して、自身の研究の関心がCODA（ろう者の親を持つ子ども）という文化的マイノリティである自身の環境に向かっていくようになりました。今になってようやく、私が外国人と同じ立場に立ってサポートをする言語教師でいようとしてきた理由にたどりつくことができました。最近ではマイノリティの行為主体性に関する研究と日本社会にDEIが根付くような第二言語教育に取り組んでいます。



### Sakoda Namiko 迫田 奈美子

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I have been teaching English for about 20 years at Hiroshima University of Economics. My recent research has focused on building, improving, and verifying the effectiveness of the cycle of English peer tutoring. Such tutoring involves students teaching other students outside of regular curricular activities. I aim to support the autonomous learning of English for both the tutee who needs remedial education, and the student tutor who supports the tutee’s learning.



**Akiko Takagi 高木 亜希子**

Email

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I have taught education-major freshman and sophomore students in a required English class at Aoyama Gakuin University since 2010. I have long wondered how I could develop low proficiency level students' intercultural communicative competence (ICC) so that it is fully integrated into the language classroom using the target language. I had an opportunity to investigate this topic during my sabbatical year at the University of Nebraska-Lincoln in 2020. I learned that the "NCSSFL-ACTFL Can-Do Statements for Intercultural Communication,"\* published in 2017, can be applied in a Japanese context. I am excited to introduce ICC tasks to my classes and to conduct an action research case study this year.

\* [NCSSFL = National Council of State Supervisors for Languages](#); [ACTFL = The American Council on the Teaching of Foreign Languages](#)

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I am from Madagascar, and I am now a learning advisor at Kanda University of International Studies in Chiba, Japan. I hold a PhD in applied linguistics, focusing on fostering learner autonomy in a Malagasy EFL context (Victoria University of Wellington, New Zealand) and a Master of Education in TESOL (State University of New York at Buffalo, US). I taught English as a Foreign Language (EFL) in Madagascar for 8 years, and English as a Second Language (ESL) in the US and in New Zealand for 2 years. I have a particular interest in language learner autonomy, self-access language learning, advising in language learning, and positive psychology in education. I am part of *The Learner Development Journal 6* (LDJ6) editorial team, focusing on learning beyond the classroom.

Having learned 4 languages apart from my first language, I have also recently developed interest in learner development in multilingualism, including goals,

affective factors, self-evaluation, learning beyond the classroom, identity, successes, and challenges related to each language. In my own experience, those aspects can be quite different from one language to another. I have started to do some self-reflection and gather some information about these aspects in myself and would like to investigate other multilingual learners and to write a few case studies. I would love any ideas on possible theoretical framework and any potential collaboration on this project.

***For the 2021 Autumn issue of Learning Learning please send your mini-text or mini-profile (just 50 to 100 words or more!) to <[lleditorialteam@gmail.com](mailto:lleditorialteam@gmail.com)> by 28th August. Many thanks.***

*Learning Learning*の2021年秋号に向けて、みなさまの短いメッセージやミニプロフィール（50～100語程度）を募集します。8月28日までに [<lleditorialteam@gmail.com>](mailto:lleditorialteam@gmail.com)宛にお送りください。よろしく願いいたします。

## Members' Voices | メンバーの声

### Creative Collaboration - Kickstarting the 21st Century Classroom

#### Tim Cleminson

Associate Professor, Kawasaki University of Medical Welfare

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#### Intro

Hello everyone, I'm Tim. My journey to Japan started off in the UK, when I met and married a lovely Japanese lady in 2000. I came to Japan the following year to learn more about her life and culture. We'd only planned to stay for a few years. But when the little ones came along, time just seemed to fly by. I started off as an ALT. Since then, I have worked in universities for 16 years teaching English and cultural courses. Even after all this time, I still feel like I am just starting to gain the cultural competency to do my job properly! I take that as a positive because it means there is still so much to explore and keep me engaged. I am fascinated by creativity and collaboration, and explore them in my teaching and with informal networks online. I think creativity is a humanizing force that gives a sense of place and purpose in life. I am a photographer <https://chapinthehat.com>. I work with volunteer groups in Okayama and Fukushima. I like to run up hills. I like to run far.

#### Research Interest: Creativity and the EFL Classroom

I guess Ken Robinson is one of my educational heroes. I fell for Ken when I watched his hilarious takedown of conventional education, 'Do schools kill creativity?' (Robinson, 2007). His deep belief in the creative potential of others hit a chord with me, as did his observation that education often lionized test success in highbrow subjects and stigmatized nonacademic forms of creativity. At present, my eldest daughter is battling through university entrance exams. For her, English has become a purely academic exercise of grammar-translation; a matter of ticking the right box. This notion of English having a right answer can reduce student autonomy and spontaneity. I believe that creative collaboration is a great way to help students

escape the 2D maze of grammar-translation and switch on their communicative potential.

Creativity has been identified as the cornerstone of approaches to 21st Century Skill development (Scott, 2015). People often conflate creativity with being artistic; thinking 'I'm not artistic, so creativity's not for me.' However, creativity is a new, surprising and valuable contribution in *any* field of human endeavour (Boden, 2004). It's just as 'at home' in the dark matter of astrophysics as the Titanium white of Picasso's *Guernica*. We can think of it in terms of creative *contributions* (new products, painting, and ways of thinking); or as a set of creative *behaviours* (divergent, convergent, imaginative thinking) that lead to those contributions. How these contributions are valued is culturally dependent with some cultures prioritizing conceptual novelty, whilst others prioritize appropriateness (Niu & Sternberg, 2006). So, how does creativity relate to language learning?

Imagination and creativity can aid learning and communication skills. Empathy and social-emotional imagination allow us to visualize different times, peoples and perspectives (Gottlieb et al., 2017) and gain a deeper understanding of the human condition (Chappell et al., 2012). This understanding helps us interpret others in everyday conversation and communicate appropriately (Jones, 2016). In addition, language-play results in memorable phrases that aid understanding and information retention (Tagg, 2013). So, creative thinking skills are a fundamental part of communication—creating a mindset that is open to new possibilities and able to make and retain connections.

In my own practice, I have long focused on collaborative group work and physical building tasks like the egg-drop challenge. My university classrooms are often strewn with newspaper, straws, spaghetti, tape, hastily hashed-out plans, a fair sprinkling of wonky towers, and broken eggs—all joyful accidents as teams try to outsmart and entertain each other. These activities are all about creating spaces for creative play. Creative play embodies an open mindset and spirit of engagement. Creative play is an intrinsically motivated, autonomous and interactive process (Cleminson et al., 2019) that facilitates

1. Democratic participation and collaboration
2. Improvisation, risk-taking and emergence
3. Plurality of identity and possibility thinking. (Craft, 2012)

A sense of autonomy, a willingness to improvise and adapt to the situation are essential components of real-world communication. This requires both cognitive flexibility and psychological resilience. Creative play enables students to use English whilst collaborating, encountering problems, building solutions, and experiencing failure and success. These experiences can help practice problem solving in English and build resilience. The question for me then became: How can I do this in a more structured and meaningful way in the EFL classroom?

### Design Thinking: Communicative and Collaborative EFL Model

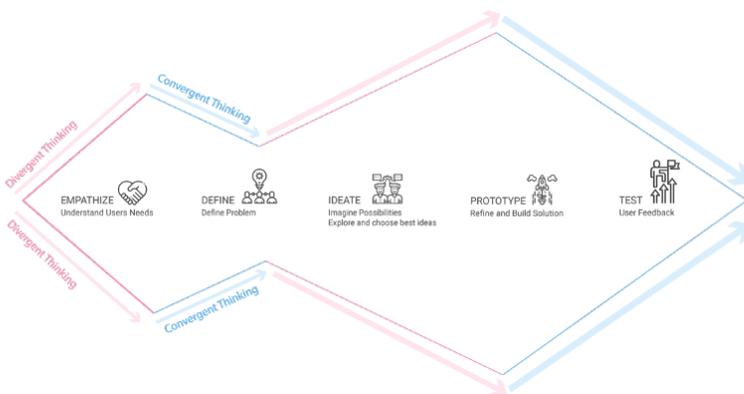


Figure 1. Design Thinking Model

Over the last few years, I have explored the suitability of Design Thinking (DT) as a communicative and collaborative model for EFL. Design thinking aims to create solutions that users value (IDEO U, 2020; Stanford d.School, 2010). DT starts with empathetic interviews to understand problems from the users' perspectives. Design teams then ideate possible solutions in a free-thinking and iterative process. Through discussion, the best possible solution is chosen and a prototype is developed and tested. Based on feedback, the solution is redesigned and made fit for purpose. So, the DT process requires collaborative risk taking and divergent thinking to generate possible solutions and critical and convergent thinking to make the solution fit for purpose.

When I have implemented courses based on DT, I have found students to be highly engaged and animated in their discussions (Cleminson & Cowie, 2019). They have also come up with some incredibly imaginative solutions. Empathetic interviews help to develop deep-listening skills and social-emotional imagination. Iterative design tasks help to develop divergent and convergent thinking. Collaborative problem solving promotes communication as students present, discuss,

and refine their ideas. Increased student control of learning promotes inter-learner engagement (Skehan, 2003), scaffolded learning (Vygotsky, 1978) and positive affective states (Sawyer, 2007). In these ways, collaborative and creative project work provides a method to practice improvisation and develop communicative resilience and autonomy. Hence, DT, can create dynamic classroom environments that help students learn language competencies for the globally connected and uncertain futures they face.

If any other people are interested in learning more, or share similar research interests, I'd love to chat. Thanks for reading.

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## Writing classes and the next generation of translational software

**Jeffrey Stewart**

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During a final interview for a tenured associate professor position I was met with a question that caught me by surprise. The university is best known for its strength in science and technology, and this background gives faculty members an interesting perspective toward the humanities. While I don't recall the precise and more polite wording of the question, the gist of it was: "Given the great advances in translation software in recent years, it will soon be possible to automatically translate text and even speech with great accuracy. If this is the case, why should we give you a permanent position as an English teacher?"

I apparently managed an answer that impressed the interviewers sufficiently enough to continue with the hiring process, but the question has haunted me ever since, and even more so since I discovered DeepL

Translate ([deepl.com](https://www.deepl.com)), the AI software that translates text with considerably more accuracy than Google Translate. While DeepL isn't perfect, it handles many of the issues that you thought translational software would never be able to handle—politeness register, pronouns, context—with surprisingly intuitive ease. Soon, I found myself using it to translate many of my work emails and replies to said emails. Writing and reading such messages has been a key way I learn Japanese, but it is hard to keep the habit up when I know I can finish the task at hand at the click of an icon. The writing appears to be on the wall.

I wondered more about what effect DeepL would have on language classes through 2020, when my classes went online and became more dependent on students' written work. I teach two Listening and Speaking classes, one with an average TOEIC score of about 500 and the other with an average score of about 650. I have them do debates in teams while the rest of the class watches and votes on what team was more persuasive, but find this assignment works better if students have ample time to prepare opinions that will be of interest to the class and are sufficiently controversial and arguable, and then to articulate their thinking on these topics and formulate defensible arguments to support their beliefs in advance.

First, I ask them to "tell me something you believe that many people your age do not believe", and screen the responses for answers that are either not controversial enough among their peers (e.g., "Japan's rapidly aging population poses challenges") or are too subjective or trivial to argue about in detail (e.g., "I don't think chocolate tastes good"). The students then complete a survey of their peers' opinions, and indicate which they agree or disagree with and how strongly. I use this information to determine what topics each student will argue for or against, and assign an argumentative essay for preparation following a basic five-paragraph format: Introductory paragraph (introducing the opinion), three body paragraphs, each listing a different and distinct reason for the belief in each paragraph's topic sentence ("The first/second/third reason is because..."), explanation of the reason and a citation of facts or statistics that support each reason, and finally a closing paragraph to summarize the position. To prepare them for this, I introduced them to Toulmin's argumentation model, which breaks arguments into individual components such as claims and warrants.

I asked students to write their answers in their own words and not to rely on translational software, even if it meant fumbling English grammar sometimes. But clearly, not all of them were following those instructions. Some transgressions were easy to catch; paragraphs would begin in the prescribed format, but in the next sentence the narrative would veer off onto strange, logically mangled tangents that perfectly matched the text of the essay's sources after passing those links through Google Translate. As usual, that software's flaws made it easy to spot. And even when there were few mistakes, it was easy to see that the essays were a patchwork of original sentences and autotranslated direct copying due to the sudden shifts in style and tone.

More worrying were the essays where the English was grammatically perfect through and through. The students in these classes were good, but not that good. I don't know for a fact that any of my students used DeepL to translate their essays to English straight from all-Japanese drafts. But they *could* have, considering the quality of its translations. And even if they haven't yet, they likely will one day soon. Recently I got a letter in the mail regarding some administrative issues from Waseda University, where I teach a few part-time classes. The reverse of the letter was a near-perfect English translation. At the bottom was a note it had been automatically translated using Deepl. If universities and businesses here are already using it, It won't stay secret from students for very long.

Where does that leave us as language teachers? I have had this debate with my colleagues over Slack for a few months now. We have agreed that it would be hypocritical for us to entirely condemn using the new software when we find ourselves using it so often in our own administrative work. But even if such software is permitted in student work, there are still other considerations students must make in order to write English at an academic level. To write something one must know what one needs to write, not just have the language proficiency to write it. For this reason the software doesn't negate the value of genre analysis, for example. And students still need to learn how to make and support a logical argument if they need to write an argumentative essay. Essays written for this purpose in Japanese follow a markedly different and less culturally appropriate structure that sticks out like a sore thumb no matter how good the literal translation is.

In the case of my own classes, I found that since the essays had so few grammatical errors that I wasn't

getting lost in the weeds of endless minor corrections, and could instead focus on the strengths and weaknesses of students' individual arguments. My comments were more often aimed toward things like inconsistencies between arguments and the facts used to support them, weaknesses in the quality of sources and suggestions on how arguments could be improved. Second drafts of essays were much better, and to my surprise student evaluations showed that the essay-writing and the feedback they received were popular aspects of the course, second only to the debates themselves. Grading students' writing is often an unpopular task for teachers due to its time and labor-intensive aspects. But once students' written prose was good enough I could understand what they were trying to say the first time I read it and was able to get past endless corrections of the uses of "a" and "the", I found the process quite smooth and enjoyable. I was able to engage with their ideas much more freely and directly than I was able to in the past. In the year before the pandemic, teaching students how to analyze and poke holes in arguments using the Toulmin model was an uphill battle. This year, a greater proportion of students' cognitive load could be dedicated toward these key conceptual aspects of formulating arguments and rebutting those of opponents.

Given this experience, I find myself more optimistic about the effect of translation software on language classes. Perhaps this software will become to foreign language classes what calculators have been to math classes: a way to handle the more tedious aspects of the subject quickly in order to devote more time to more conceptual aspects of practice. While the shift will be controversial and will likely inspire much debate in the years to come, I suspect that in the future, EFL writing classes will become more and more similar to non-EFL English classes at the high school and college levels, with greater emphasis on developing the higher-order skills that separate good writers in a given language from poor ones, regardless of how much vocabulary and how many grammatical rules they have memorized prior to the start of the class.

For more on the Toulmin model, see:  
<https://courses.lumenlearning.com/englishcomp2kscep/master/chapter/toulmins-argument-model/>

## Experiencing Presence in English

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It is natural and common that language educators reflect on how they acquire a new language and apply the strategies and experiences in their teaching. Ever since I started teaching, I always recall my own experiences in learning languages, whether or not they were successful. When I plan my lessons, I very likely design activities that I wish I could have done when I was a student.

Born and raised in Taiwan, I then migrated to the States in my early 20s, and now I currently teach in Japan. I originally came to Japan as an ALT working with the JET Program in 2013, teaching at kindergartens, elementary schools and junior high schools for five years. Before I started working at the university level, I taught English part-time at a private high school for about six months. As a non-native speaker in English, it was a long journey (and still is) for me to empower myself by repositioning from solely oppressed, minor, nonnative or silenced to a position in which I can experience my presence in English communities.

In Taiwan, even though my parents spoke Taiwanese to each other, my mother would speak Mandarin to my sisters and me to make sure we could understand instructions when we first started kindergarten. It was common in Taiwan that parents use their respective languages at home but speak Mandarin to their children because Mandarin was considered more important many years ago. Therefore, I grew up understanding Taiwanese but regret not being able to speak Taiwanese even now. I started studying English in junior high school. I enjoyed it and would spend my spare time reading English learning magazines. Majoring in English in college in Taiwan, I felt in some way satisfied that I was studying English. I did not picture how I would use it in the future and what it meant to “use” English. I was “studying” English, and that was good enough. However, when I was in college, my parents suddenly announced that our family “finally” had received Green Cards (permanent residency) -- apparently, they had applied long ago without informing their young children and had been waiting for the result for more than 10 years. When I was told that we had received Green Cards, it was quite a shock for me. I had never imagined living overseas and speaking another language in daily life. I

was angry, anxious, and grievous. I did not want to move at all.

When my sisters and I emigrated to the States, I was initially quite confused. I could speak English well enough, but I did not feel my presence there. I was intelligent and had already got my BA in Taiwan, but in the States, I found myself thinking that I could only do grocery shopping, write emails, and have small talk. I thought I was still an English learner there, a newcomer and a foreigner to the country. Who am I standing there speaking English when people did not want to listen to me? Can I expect anyone to pay attention to me when I speak? I felt I lost my power as a person in California, as Zou would describe (1998). She explains that no matter how intelligent, experienced, powerful, and competent immigrants have been in their home country, without language proficiency they lose their power in a new country. Even in graduate school, to get my MS in TESOL, I could not actively join class discussions (my classmates could read one line and say ten lines, yet I could understand an article without knowing what to say in class). Outside of my studies, in my daily life in California, I also experienced powerlessness when I could not fight for myself in English. I remembered when Bank of America charged me an extra transaction fee, I couldn't argue to get my money back. In other cases, sometimes people would not listen to me because of my accent and poor vocabulary. I felt I was dumb and powerless.

After living in California for about two years, I finally noticed that I needed to identify myself with something else. I couldn't just be an English learner. I needed something powerful inside of me to cause people to become interested in me and listen to me when I talked. I worked on my accent; I watched the news; I became curious and critical about everything around me and reasoned more carefully. After a few years, I finally developed my new identity as Taiwanese American; for me this identity explained why I was in America. I came to realize that I am not solely Taiwanese; I did not think the way Taiwanese people thought nor did things the Taiwanese way. I was not entirely American (of course I was not); I didn't even know the cartoons that children watch. It was not an easy process, and it took many years of constant reflection, evaluation, self-talk, arguing, fighting, negotiation, and frustration to come to this transformation.

It was ironic enough that when I moved to Japan, my identities were questioned again. Japanese people around me did not think I was American even though I came as a US citizen to teach at public schools in Japan. Some of my American ALT colleagues did not consider me as American either. I felt I needed to put in more of

the American social side of me to be more American. It took me a few more years to struggle, to reflect, to argue, and to negotiate. All this helped me develop into the person I am today. Because of these struggles, I became more confident even when I speak the new language, Japanese. I am convinced that my journey would be more challenging, and I would be intimidated if I did not have the skills to think critically, process, analyze, and evaluate. All those skills helped me negotiate my identity in English, Japanese, Mandarin, and Taiwanese. Over the years, I have become able to position myself where I am in any language community. I am not who people think I am, but rather who I think I am, with my multicultural and multilingual backgrounds.

Drawing insights from my own story, when I am teaching, even with different age groups, I always wonder: will the lessons be relevant to the students? Will they feel empowered when they communicate? Is this activity going to help them connect with the language? Will they develop a different identity as a community member when they contribute ideas in English? What will help my students to be successful in this new language?

Because of my experiences, when I teach, I decided that I do not want to claim my expertise. I am not an expert on any languages or cultures, but I can talk about all of them. I hope to demonstrate to my students that they don't have to sound or perform native-like to feel confident when they speak. That expectation is too unrealistic. My role in the classroom is more of a life coach guiding students to contribute and think as a community member, and hopefully, through that, the students can feel their own presence when they contribute in English.

I am currently teaching English-integrated skills courses to freshman, sophomore, and junior students learning a different foreign language rather than English. We discuss health, judicial systems, fashion, environment, technology, economics, social issues, and more. Through the discussions, I found some students can be disconnected when they use the L2 even if they are motivated. When they use the English language inside or outside of class, they do not consider it as practical or real, or even further, they lack emotions when using the L2. I also observed that even if they can process information in their main language and form their opinions, students rarely have the opportunity to obtain information in English, process it in English, evaluate in English, and develop their opinions in English. In my classes, students need to ask questions and research respectively, and from what I have found, most students use Japanese sources and use Google Translate. Some of them also share that they would

translate their ideas from Japanese into English, even in conversations. With all observations above, even if students are fluent English speakers, they sometimes can lose their agency in English. Do they feel "a sense of [themselves]" (Davies, 2000, as cited in Vitanova, 2005, p. 152) or "feel [their] own presence" (Morita, 2004, p. 592) in the L2 world?

My teaching philosophy, then, is to provide ways for learners to develop skills to process information in English, analyze it in English, reflect on it in English, and apply it to their lives in English. I hope that the skills can help them develop their new identity in the new L2 community. Of course, providing a safe environment for students to exercise and practice the skills in is, therefore, teachers' responsibility. In terms of class activities, I have been developing different activities to cultivate students' critical thinking skills to analyze and process the class materials and reflect and connect the information to their own life stories. They are required to continually ask questions when they read and listen to presentations, research on their inquiries, role play, and reflect on their own life. English is then moving from the linguistic level to the practical level, giving them the power to speak. Encouraging student choice where students choose activities to participate in and designing student-centered activities is also a strategy to develop learners' responsibility in learning.

According to the survey I did last summer, many of my students expressed the view that after learning how to think critically in English, they felt more mature, proud, motivated, educated, and confident. When language educators recognize students as English users, as members of the English-speaking community, rather than English learners, their students will be empowered and more responsible for their learning. They will experience presence in English.

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# Learners' Voices | 学習者の声

## Stepping up to take action: Beach cleaning as a first step

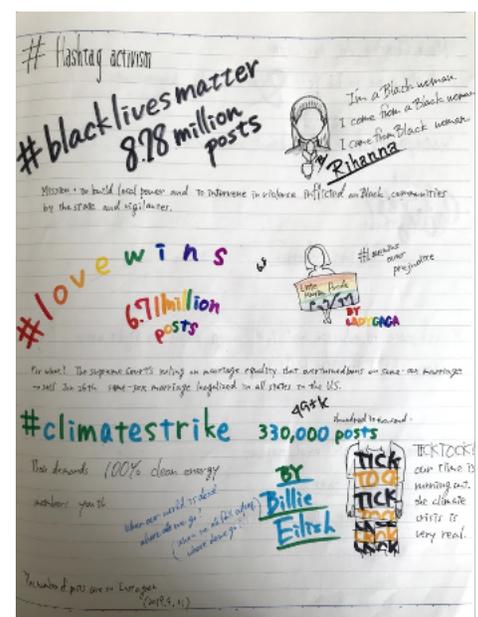
Mifu Yasakuni

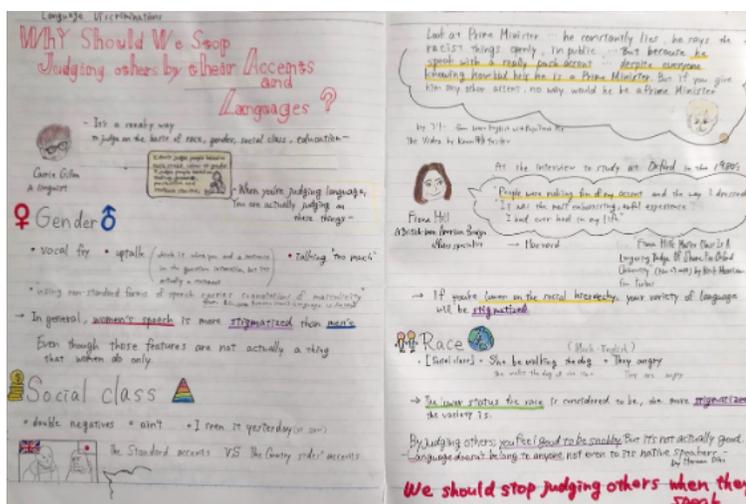
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I am going to be in the third year of university this spring. I belong to an international exchange club, *Tokyo Best*, and we are going to recruit first-year students from April. Recently we held a Zoom meeting to plan our recruiting activities, and I suggested holding a beach cleaning event with new students. The reason why I would like to organize a beach cleaning event is that I'm concerned about global climate change, and I believe that considering myself as directly involved in the issue and responsible for taking action is important. Do you know what beach cleaning is for? It is for dealing with plastic pollution. Too many people throw away plastic trash; this waste material gets washed into the ocean where birds and marine animals eat them, which damages their health in many ways. But this issue is related not only to pollution, but also to global climate change. That's because plastics "generate heat-trapping gases at every stage of their life cycle" (Bauman, 2019). The production, transportation, consumption, and disposal of plastics creates carbon emissions from when they are made to when they are disposed of, so beach cleaning is one way for us to take action against this.

Let me share with you several experiences that made me interested in these issues. 私は、大学1年生の英語の授業で、人種問題、ジェンダー問題などの社会問題に対して、ソーシャルメディア上で抗議を行う活動、Internet Activism について調べた。すると、SNS上では、積極的に抗議活動に参加している海外の俳優やモデルが、多くみられた。私は、海外の映画やテレビ番組が好きだったので、海外の有名人が投稿している、抗議活動やその問題について、少し興味を持った。実際に、彼らが投稿する記事を読んで、社会問題について詳しく知るようになると、社会問題に対する意識の変化がうまれた。参加している国際交流サークルのアメリカ人と、社会問題について話しあうことで、より社会問題を現実的に感じるようになった。Black Lives Matterの抗議活動が特に盛んだった2020年は、日本に住む日本人とアメリカ人、アメリカに住む日系アメリカ人の三者で、差別について、話し合ったことが、最も興味深かった。さらに、そういった社会問題を提起する日本人の投稿をSNSで見つけて、より社会問題を自分が関わっている問題として、とらえるようになった。I found especially interesting posts by Ms. Ito Natsumi (Instagram account: [https://www.instagram.com/ntmj\\_ito/?hl=ja](https://www.instagram.com/ntmj_ito/?hl=ja)) about a variety of social issues. This has had a massive influence on me. She also shares news stories to do with issues which the media in Japan don't cover that much, for example the Pacific Ocean Garbage Patch. This was really shocking for me to learn about and it drove me to consider our future and current lives. From there I started to find what I can do now.

Another big influence on my awareness came through my seminar last year. 昨年、「日本と世界における多言語問題」に関するゼミの授業をとった。ゼミでは、問題の本当の姿をとらえるために、ひとつの問題を





様々な観点からとらえる方法を学んだ。What I learned was this: When people hear other people speaking, they tend to judge their power based on their words. This is because the way people use language is strongly related to gender, race, social class or education. And speech by people with lower status is more stigmatized by people with higher status. 言語があまりに生活に密着したツールであるため、人種差別やジェンダー問題に比べて、注目を浴びることが少なく、言語と差別や偏見の間に、強いつながりがあることに対する認識が低いことが言語問題の大きな課題であった。Through this seminar, I was surprised by the fact that there were so many

related issues that I hadn't noticed before, and they were in my life. そしてこのゼミを通して、私たちの日々の暮らしの中に潜む、問題の存在に気づくことの重要性を学んだ。

一度、社会の問題が自分の問題であると認識をすると、多くの疑問が浮かんだ。ビーガンになるってどういうことだろう？もっと包装を減らせるんじゃないかな？プラスチックはどこから来て、どこへ行くのか？さらに、これらの疑問について調べることで、世界をもっと多角的に見ることができるようになった。そして、社会の問題は自分の問題であるからこそ、微力であっても、自分ができることをしたいと思うようになった。

私は、小笠原、沖縄、グアムやハワイを訪れたことがあり、美しい海が大好きだ。だから、私は美しい海をプラスチックから守るために、汚染問題の解決と、地球温暖化問題解決への行動を起こす方法として、ビーチクリーニングを新入生歓迎のイベントとして提案した。他のメンバーは、このアイデアに激しく賛同をしてくれて、とても嬉しかった。ビーチクリーニングは、ソーシャルディスタンスが取りやすいだけでなく、海をきれいにするという1つの目標に向かって、みんなで頑張ることで、新1年生も含めて、絆をより深められることを期待している。また、一人でビーチクリーニングをするのではなく、サークルのイベントとして行うことで、参加した人が地球温暖化問題に興味を持ち、汚染問題や地球温暖化問題などの世界の社会問題が、私たちの生活の中で起きている、身近な問題であるという認識が共有できることを望んでいる。

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# Stories of Learning and Teaching Practices | 学習・教育実践の成功談・失敗談

## *Narratives of Filipino English Teachers in Japan:* A Reflective Dialogic Review of Stewart (2020)



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**Stephanie:** In her book, *Narratives of Filipino English Teachers in Japan*, Alison Stewart presents the stories of Aurora, Lori, Elma, Sampaguita, Anna Marie, Shin, Katrina, Renata and Carmela as foreign English teachers working at different levels of education in Japan. Through their accounts, Stewart delves into the notion of teacher identity and how it is affected by the community in which they belong.

**Prumel:** I think that Stewart is bold in adopting an “identity politics perspective” (p. 26) to explain the central theme of the book, language teacher recognition. Stewart suggests that recognition involves a very strong attachment to the background the Filipino teachers were born into, as well as other attributes such as language identity, gender and social class that are both inscribed and ascribed to them. She effectively presents the stories of the interviewees to argue that feelings of prejudice and pride are fundamental to identity. I find her interviews successful in eliciting these emotions from the interviewees. In her analysis, she portrays the organization Filipino English Teachers in Japan (henceforth FETJ) as a driving force for social activism that merits recognition and acceptance. As Filipino teachers with shared cultural identity with the interviewees, Stephanie and I will include our emic view or insider’s interpretation (Creswell, 2014) of the narratives which may be disparate from Stewart’s perspectives.

**Stephanie:** My name is Stephanie Lim. I have been working as a lecturer in Miyazaki, Japan for three years. I am Filipino-Canadian—born and raised in the Philippines, but my family moved to Vancouver when I was a teen, so I feel like I grew up in the Philippines, and became an adult in Canada. I identify strongly with both national identities. I have firm cultural roots in my birth country, and I have internalized values shaped by my Canadian experience.

**Prumel:** I am Prumel Barbudo, a lecturer at universities in Yokohama and Tokyo. Just like Stephanie, I was born and raised in the Philippines. I moved to Tokyo several years ago to do some research on teacher development under the Japanese Government Monbukagakusho (MEXT) Scholarship. Working as an English teacher abroad, I have always been proud of my Filipino heritage. I grew up as a “probinsyano” (Filipino slang which loosely translates as “country boy”), so my ex-urban, semi-conservative values are deeply shaped by my Ilokano regional ethnicity, which intersects with my professional and personal identities.

**Stephanie:** All the teachers interviewed presented diverse and compelling narratives of their respective teaching journeys. Certainly, many of the stories shared and analyzed in the book resonated with us as fellow Filipino language teachers in Japan. In this discussion, however, we would like to focus on three aspects that stood out to us from the stories: teaching path, discrimination, and Native English Speaking Teacher (NEST) and Non-native English Speaking Teacher (NNEST) identities.

### Teaching Path

**Stephanie:** Shin, Katrina and Carmela were clear that teaching in one form or another would be their profession. Shin stated that it was his childhood dream, while Katrina and Carmela expressly pursued a degree in education.

Meanwhile, for Lori, Sampaguita and Anna, it appears that they arrived at teaching rather fortuitously as they studied Medicine, Business and Computer Science at university. However, one point is consistent among everyone, and that is it took a while, having had to overcome significant personal and professional obstacles, before they were able to establish themselves as English educators in Japan. What was your teaching path like as you moved from the Philippines to Japan?

**Prumel:** My bachelor's degree was in Secondary Education, major in English, and my master's degree was in English Education. In the Philippines, the English department in my university hired me after graduation and while doing this, I passed the licensure exam for professional teachers. I decided to move to the public high school system after a year. I had the privilege to be promoted to a position called "Master Teacher I," which means I had more senior roles such as conducting a mentoring program for other English teachers. When I moved to Japan, I worked at all levels of Japanese education, teaching both adults and children in public and private institutions. It was a struggle for me to start all over again in a foreign land but I worked my way through to become a university lecturer. I love the teaching profession. I have been enjoying this for over 18 years and I could not see myself doing other work. What was yours?

**Stephanie:** I have been teaching for almost nine years, three of which here in Japan. Like Renata, I never thought I would be in academia. Growing up, I did not like school, but when I was at university, I learned to appreciate it thanks to some of my professors who I felt taught with great passion and kindness. That was when I began imagining myself as a Psychology teacher. For the most part, though, I was unconvinced that it could happen because, at that time, it seemed like getting into graduate school was daunting and arduous. Also, I am quite introverted, and I did not think my personality would be suitable. However, a few months after completing my Bachelor's, I enrolled in the Teaching English as a Second Language (TESL) program as I was unsure about what to do with my Psychology and International Relations degree. Fortunately, I was hired at a private language school in Vancouver not long after graduating from the program. In my five years there, I realized how singular a profession English teaching is. Among other things, I found it remarkable that people from all over the world, who have highly diverse backgrounds, could converge in our small classroom and connect with each other. I do not think there are many fields which can facilitate this kind of rich cultural exchange. It has allowed me to forge valuable friendships with some of my students, with whom I keep in touch with to this day, and I have really come to appreciate that aspect of this work. In my third year of teaching, I went back to school to get my Master's degree in Teaching English as an Additional Language (TEAL), which then led me to my current position at Miyazaki International College.

## Discrimination

**Stephanie:** In Chapter 4, Sampaguita said she "does not experience or sense any discrimination against her as a Filipino in Japan" (p. 112). She received assistance from Japanese authorities when she needed it, and she stated that her coworkers have been appreciative of her work (p. 112). Similarly, Elma said she is aware that there is discrimination, but believes it can be overcome if you prove yourself to be better at your work than others (p. 93). As Stewart points out, Elma achieved this by garnering distinctions that recognize her as one of the best teachers at her workplace (p. 93). Have you ever experienced discrimination as a foreign English teacher here in Japan?

**Prumel:** I have not experienced overt discrimination directly from native English speakers or even Japanese teachers and administrators. However, I believe it still exists in the workplace and in our discourses. In the language teaching industry in Japan, we almost always equate the term discrimination to "negative discrimination," which is basically the poor treatment of a teacher because of his background, especially his mother tongue. However, "positive discrimination" is evident in the Japanese workplace too and affects the lives of all English teachers here. It usually favors teachers who come from Inner Circle countries (Kachru, 1992) where English is used as the primary language such as the UK, USA, Canada, Australia, and New Zealand. One specific example even until today is that the job advertisements of English schools require candidates to be "native" English speakers from Inner Circle countries.

Upon deeper reflection, based on my recent experiences, discrimination often comes from fellow Filipinos, not from some explicit behavior or discourse from other nationalities. Having said this, I think it is also imperative to address discrimination with this specific Filipino organization in question. Having dealt personally with the interviewees myself, I noticed firsthand that some teachers exhibit a Filipino socio-cultural trait called "*kanya-kanya*" or self-centeredness. Specifically, when job opportunities come, some of them deliberately withhold information so only a few

or only members of the organization know about it, hence, fewer competition. This is primarily a manifestation of “circles within circles” (Martin, 2014) and is a harmful practice in the language teaching community.

Stewart is right to interpret that FETJ primarily caters to the professional, social, and sometimes political concerns of Filipino teachers in Japan. While this maybe so, there needs to be a more truthful representation of who we are as a community. I somehow feel FETJ is a platform where there is a mirage of Filipino values and hard work being projected, but it does not necessarily speak for other modern Filipino English teachers in Japan. Also, it has recently become a business enterprise whose programs are driven more by money-making activities than social activism. Therefore, there is a dire need to represent other Filipino teachers in Japan and not just the already established ones. What about you? What is your experience with discrimination, if any?

**Stephanie:** Like Sampaguita, I can say that I have not actually felt discriminated against because of my identities. I do not think that it has set me back professionally. I do recognize that it is a reality many minority teachers face, not only here in Japan. I also acknowledge that I inhabit this liminal space; my hyphenated national identity most probably affords me certain privileges. Having said that, I do feel like I have to prove myself as a teacher. Citing Morgan (2004), Stewart points out that, as language teachers, “our identities are ‘on show’ to learners and the people who hire us” (p. 192), so because I look a certain way, I feel there is an initial invisible barrier I need to overcome to get the full confidence of my employers and students. Whenever I enter a classroom for the first time, I feel like I am subjected to this automatic evaluation. I am unsure if this stems from my own insecurities given my age and experience. Nevertheless, that feeling does arise, but the good news is that I think I feel it less as I teach more.

With regards to the “kanya-kanya” mentality within FETJ, as I do not have first-hand experience with the group or other Filipino teachers in Japan in general, I cannot speak much about it specifically. In any case, I do understand this trait you are referring to as I have witnessed some form of it at different points in my life. It truly can be detrimental to everyone involved. As it pertains to us, however, if the larger goal is to elevate the image of the Filipino English teachers in Japan, then this issue within the community needs to be addressed directly and meaningfully. I do recognize that this is definitely easier said than done as everyone would have to acknowledge and accept that it is a legitimate point of contention in the first place.

## NEST/NNEST Identity

**Stephanie:** When asked about her identification as NEST or NNEST, Renata asserted that she “do[es]n’t want labels” (p. 168). I understand where she is coming from as these categorizations are not straightforward. In my case, for speaking, I consider Cebuano as my native tongue. However, I cannot write formally in Cebuano or in Tagalog (Filipino languages), so if I were hard pressed to choose, I would say my first language for writing is English. As for reading and listening, I feel English, Cebuano, and Tagalog are my “first languages.” I think this is true not only for me, but for many people who grew up in the Philippines as the various Filipino languages are more often than not used simultaneously and/or interchangeably with English. Overall, however, I do identify as NNEST, but perhaps part of the hesitation some teachers may have when it comes to these labels arises as a result of this internal/personal, somewhat imprecise linguistic distinctions, even within ourselves. What do you think about the NEST and NNEST distinction?

**Prumel:** This dichotomy is simplistic but I still believe that these terms should be considered in meaningful discourse. This is not to say that I am complicit to perpetuating stereotypes about native and nonnative English speakers. On the contrary, having a demarcation between the terms “native” and “nonnative” to identify the teachers is the first step in recognizing that these all backgrounds matter. Misrecognition of these subjective terms alone may further marginalize those who identify as such. What should be forsaken is what Stewart mentions in Chapter 1 and the Introduction, which is *native speakerism* (Holliday, 2005, 2018) or the ideology that native speakers are better suited to teach English because they come from the Inner Circle countries. Another ideology that should be condemned is *linguicism*, or the preference for native English speakers (p. 24). There have been many attempts, even at recent international teacher conferences, to use terms such as “multilingual teachers,” “intercultural teachers,” and the like. Using these alternative terms achieves a superficial goal: It simply euphemizes the real problem that conflicts and forms of discrimination usually start in what we know, believe, and think or simply “cognition” (Borg, 2003) as manifested in our discourses and behaviors. Therefore, I do not see a huge problem in using the terms “native” and “nonnative,” however subjective they are, as they can help expose the disbenefits of the ideologies behind them.

Different types of World Englishes have now been intellectualized and as a result, we should have more tolerance to different varieties of the language. As a lingua franca, English is not anymore just owned by speakers from the Inner Circle countries. As Professor Ryuko Kubota (2001) of the University of British Columbia once mentioned, we, as nonnative speakers, also take ownership of the English language. However, in Japan, the misconception that the ideal teacher of a language is a native speaker of that language is still pervasive. This labeling is deeply ingrained in our professional communities, and we can start to change this by asserting ourselves and showing others that regardless of background, first and foremost, we are all English teachers. All experiences are valid, and ethnicity, race, or color should not be a factor in being an effective English teacher. Sure, nonnative speakers may have issues with their linguistic confidence, but if you qualify and can deliver, then nobody should discriminate against you in any form.

**Stephanie:** Agreed. I would also like to include age, gender and sexuality to those dimensions you mentioned. Indeed, it is wonderful that there are institutions like Renata's workplace that value the various identities of teachers and see them as assets. Arguably, it would be better for students, teachers, and institutions as a whole to recognize that diversity in English language teaching, and in life in general, is an advantage.

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## ***Dis/Connect* – a virtual art exhibition by students of Miyazaki International College and Kyoto University of the Arts**



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*Dis/Connect: virtual art exhibition* is an online project featuring the artworks of students from Miyazaki International College (MIC) and Kyoto University of the Arts (KUA). The project was organized from August to September 2020, and the works are currently available to view online. Featured artworks span a wide range of media, including photography, illustration, graphic design and video. The theme of the exhibition was distance and isolation, as they relate to the ongoing pandemic.

### **Motivations and Goals**

With the onset of the COVID-19 pandemic in early 2020, which coincided with the beginning of the university school year in Japan, many universities moved their classes online (MEXT, 2020). Students took classes in the form of live Zoom sessions, Google Meets, or through on demand resources. However, with extra-curricular activities being cancelled, this move to online teaching drastically changed university life and narrowed the breadth of student experience (Cohen, 2020). There were two main reasons for beginning the *Dis/Connect* exhibition project: to provide an opportunity for international exchange (and thereby practice English) and use art to share experiences during the pandemic.

Both MIC and KUA have international exchange programs that were suspended due to the pandemic. All second-year students at MIC have the opportunity to study abroad, while students at KUA can apply to study abroad for one semester. With study abroad no longer possible, the *Dis/Connect* exhibition project aimed to provide exchange between international and Japanese students using capabilities of suddenly very familiar video conferencing software. An open-call to participate was sent via email to students at both schools in August 2020, and finally 21 students of five nationalities in three countries decided to join. The project was run completely in English, and outside of regular class time, giving students the chance to maintain their English skills throughout the summer holiday. Communication was done via email and two Zoom meetings were held before the opening of the exhibition. The opening day also included an online reception on Zoom where students introduced their works.

The *Dis/Connect* exhibition project was partly based on +Project (Plus Project), an international student group at KUA. Every year, international and Japanese students work together to create art exhibitions, artist talks, and other events. This is a student-centered project, also run in English, whereby planning, design, and same day operations are done by students. One result of this project is that students could use English outside of the classroom and make international friends. Many have gone on to study abroad. In the same spirit, the *Dis/Connect* exhibition project aimed to promote interaction between Japanese and international students.

During the first semester of online classes in 2020, there was a concern that the students were feeling isolated (Okutsu, 2020). Many did not have any plans for the summer and some reported that they missed meeting friends and social interaction. Extra-curricular activities at the schools were also cancelled. By giving a chance for students to meet others going through a similar experience, the *Dis/Connect* exhibition project aimed to support students during this time.

### **Theme and Format**

When considering what theme would be appropriate for the exhibition, it became clear that it needed to address the pandemic, something everyone was going through. As the exhibition title suggests, students were invited to make a

work of art on issues of connection, isolation, and distance. It was hoped that by sharing individual experiences, students could help each other during this time of isolation, and perhaps find some positives such as how we can support one another in uncertain times. The *Dis/Connect* exhibition project was a chance for students to reflect and express feelings which are perhaps difficult to share in a classroom.

To encourage a diversity of artworks, students were invited to create a work (or a series of works) in any media. The final result was a collection of photographs, illustrations, graphic design, video, and manga. Another reason for not limiting works to one medium was to keep the project as inclusive as possible and avoid discouraging students who did not come from an art or design background. Along with their work, students were asked to submit a short introduction in English. In this way, they had two tasks: first, to interpret the theme artistically and second, to reflect on and articulate the ideas behind their work in English. This helped viewers to appreciate the art, as both text and image are displayed together online. More importantly, this also encouraged students to further articulate their ideas. First, teachers presented their own images with introduction texts as examples. These were discussed in the first Zoom meeting to provide scaffolding for students to write their own introductions which were edited and checked by the organizers via email and feedback was given.

It was decided that two hosting formats would be used: Tumblr, a free blog website, and Instagram, the social media app. Using two platforms made it more accessible to a wider audience. A benefit to using online platforms was that all media could be shared, not just two-dimensional works. Viewers could click and immediately see videos. Judging by the number of students who already had Instagram accounts at the time of the project, it appeared many students were familiar with the application. This allowed for further visibility as students often shared posts and tagged other users from the official project account.

## Meeting and Exchanging Ideas

The exhibition was planned for the summer break. Exhausted from the disruption of the first semester, and following social distancing protocols, most universities had planned to limit summer activities to the bare minimum. It was a concern that students, already suffering from limited social interaction, may feel especially isolated with the ceasing of a regular academic schedule. We wanted to give interested students the opportunity to do something productive and creative, while encouraging as much social interaction as possible, under the unprecedented circumstances of the pandemic.

The project consisted of two one-hour meetings and one opening reception, all held on Zoom. The first meeting, at the end of August, was a chance for students to introduce themselves, share their experiences of the pandemic, and listen to those of others. It was especially interesting to hear the voices of students from places we were seeing on the news such as Italy and Sweden, as well as different parts of Japan. The capabilities of the Zoom software, which had become clear during the spring semester, such as the breakout rooms and screen sharing functions, helped make the experience involving and interesting. Several art-related warm-up activities had been planned, but students were more keen to share their experiences with each other, and it seemed a shame to interrupt them. The time went by very quickly. The remainder of the meeting was used to explain the details of the project (such as deadlines and formats for submissions) and to answer any questions students had at this stage. Most participants were not art university students and so had limited experience in creating artworks; especially work to be shown in a public exhibition. For this reason we decided it was important to provide sufficient guidance and support for them to start their creative process with confidence and energy, while at the same time avoiding over-prescriptive instruction which might hamper their individual expression. We ended the meeting encouraged that students understood the requirements and were excited about working on their projects in the coming weeks.

The second meeting was held in mid-September and functioned as an interim discussion in which we could share our ideas and show what we had made so far. By this time, students had begun to formulate some ideas about the direction of their artworks. Some had already started experimenting with test works and were excited to share what they had created. It was crucial at this stage to relieve students of anxieties they had around what makes a good artwork, or how finished their artworks should be at this stage. We stressed the importance of the process over the finished piece and encouraged students to discuss their ideas, however unfinished, as a way of fleshing them out and thinking of possible new directions.

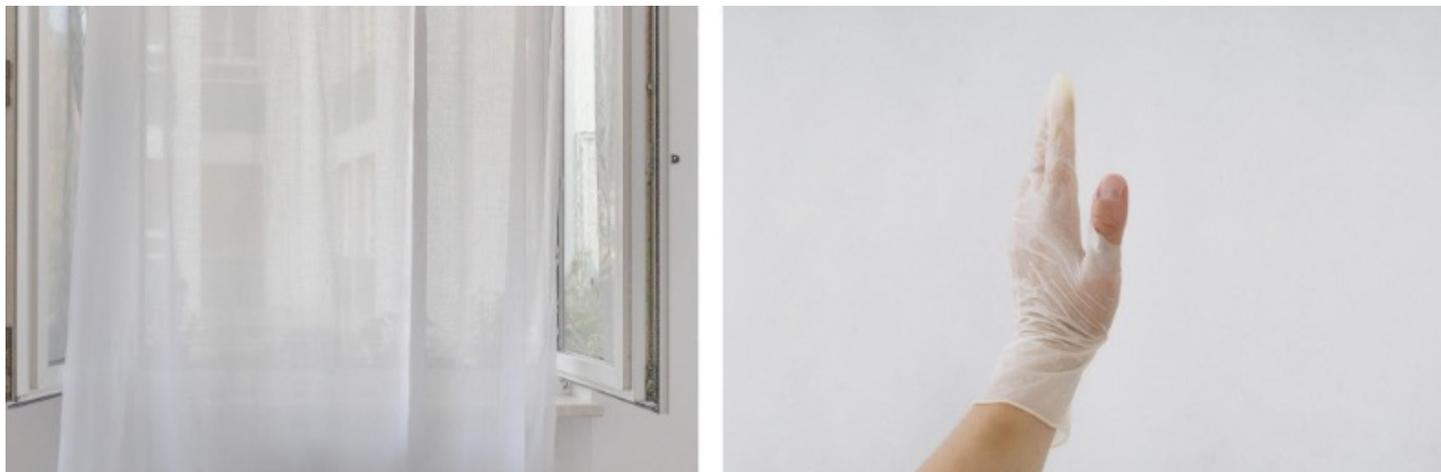
Once finished, the artworks were submitted to the organizers via Email along with the short English captions. They were then uploaded to the Tumblr and Instagram sites and launched before the online opening reception on September 28<sup>th</sup>. The event was a chance for participants to introduce their finished artworks and to see them hosted in the virtual public galleries. The presentations were followed by lively discussions as we were all excited to see the works on display and learn more about the creative processes of the artists. Translating creative decisions into words is no easy task, let alone in a second language. Yet, while this was a new and challenging experience for many, it helped to add depth to the artworks and a welcome element of closure to the project.

## Student Works



### **Aya Fukunaga Family, 2020**

*This is my dis/connect image. By using this image, I showed “loneliness” and “connection”. The hand below is mine and the hand above is my grandfather's. He was in a nursing home because of dementia, so I could not meet him often. This image shows the situation when I held his hand and said good-bye after seeing him. Because of coronavirus, the chance of seeing him drastically decreased. This October, his condition suddenly changed and he passed away. So, this image became my treasure and also my family's treasure. At his funeral, I made a photo album by using this image and I displayed it at the back of the ceremony hall. If I did not join the dis/connect project, I don't think I could have had this kind of valuable experience. After joining this project, I thought that taking pictures is important not only in a happy situation but also a difficult situation because we can look back on the memories. So if I feel loneliness and sadness, I look back at this image.*

**Lucia Rose Buffa, Untitled, 2020**

*When COVID first hit Italy, there were some initial precautionary measures, but it wasn't long until the strict, stay-home order was issued. Suddenly, all these layers appeared, separating us from the World, as we'd previously known it. They arrived overnight, and now they're integrated into everyday life. There are physical layers—plastic gloves, Plexiglas, facemasks. Layers of distance - 2 meters from other people, a thousand kilometers from my family. Layers of uncertainty and unknown, for all of us. Quarantine in my city lasted 12 weeks. I spent a lot of time in my room (who didn't?). Spring arrived and I opened the windows to let it in; I watched the street through my sheer curtains. One day, in the supermarket, the plastic gloves I had to put on at the entrance caught on the handle of my shopping bag and the thumb snagged open. It felt symbolic.*

**Outcomes and Reflections**

Since the launch, the exhibition has been introduced in two *PechaKucha Night* conferences in Tainan/Kyoto (December 2020) and London (January 2021), helping the artworks reach many more people than would be possible in a physical exhibition. The project was also presented at the CCLT6 conference in which three participating students from MIC were able to reflect on their experiences and show their artworks. The chance for students to talk publicly about their artistic process was very important. Not only did it help them to think deeper about their artworks and process what they had learned, but it also offered educators a direct insight into the outcomes of the project. This was a rare chance to hear directly from the students without teacher mediation.

One interesting take-away from the project that was mentioned by students was the novelty of taking part in a public exhibition. While some participants had prior experience of interpreting guidelines into creative artworks, for most it was their first time. Many commented on the challenge of trying to turn partially formed, perhaps not fully understood, feelings and emotions into something concrete and visual. As a mode of expression, art differs greatly from spoken or written language. One difference being that full explanations are, in fact, often redundant in art. Art welcomes nuance and suggestion, is forgiving of imprecision, and is the perfect vehicle for expressing what you struggle to with more direct forms of communication. Art can help us in the messy task of making sense of our inner world, even when it is not yet fully understood. It is this dialogue with ourselves that can lead to new realisations and discoveries, and help to process emotions in tough times. With all the uncertainties and anxieties of the pandemic, perhaps right now is the perfect time to introduce more creative expression activities into our students' lives.

2020 was a challenging year for students and teachers alike, and new teaching methods were adopted and discarded with rapid pace. On a positive note, being forced to experiment with new educational tools has led to some very creative outcomes, but it will take time for us to reflect upon and realise how successful our response to the crisis actually was. We feel that the virtual exhibition was one step towards helping students process their experience of a very difficult year. By encouraging them to reach-out, make connections, and share what they are going through, we hope that they could realise that they are not alone in these times and that their anxieties and worries are perfectly

normal. We were able to create this project thanks to the hard work and openness of the students and we now have a precedent in place that can be built on. Once we emerge from the pandemic, we hope we can encourage the same sense of creativity and optimism in future collaborative art exhibitions that transcend the physical boundaries of the classroom and create real bonds between students, regardless of how disconnected they may feel.

**The Dis/Connect exhibition can currently be found at:**

Tumblr: <https://miyazakikyoto.tumblr.com/>

Instagram: <https://www.instagram.com/dis.connect2020/>

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## Silence, Voice, and Writing



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The Independent Learning Association (ILA) 2018 was held at Kobe Women's University from the 5th to 8th September in 2018. Due to the heavy typhoon that hit Japan at the beginning of September, a number of conferences were cancelled not only in Japan but other countries. Fortunately ILA 2018 took place although the schedule needed some changes.

On September 7th, we gave our joint plenary titled "A Collaborative Reflection on Our Professional Journeys with Learners' Voices." When we were invited as plenary speakers, we were informed that it was the first endeavour to have a joint, collaborative plenary at ILA. Wondering how it would work and what we could co-construct, we started to interweave the two threads. We thought of our communication and preparing for the plenary as an engagement in "doing collective biography" via dialogic emails. Our first contact with our potential audience happened, when we were invited to write a "prologue" (which we later called "A meeting of hearts and minds") mainly to give readers of *Learning Learning* a glimpse into our journey of exploration towards the plenary (Hayashi & Karlsson, 2018). This was our first collaborative writing effort. We had hoped that some readers might have gotten a touch of our complexly interwoven emotions on the journey towards our joint plenary. And so we gave our plenary!

### 1. Missing a piece: Pursuing the meaning of silence

**Chika:** Immediately after our joint plenary ended, I realised that the room was full of silence. If my memory serves me correctly, nobody was applauding. I had attended several conferences and listened to various kinds of plenary talk, but this ending full of silence was my first experience. On reflection, I feel a sense of accomplishment every time I give a presentation, as do most people. However, I have to say that I felt awkward about the situation at the front of the room, confused about how to react to the silence (or pretend not to realise it at all) because this was a completely different ending from what I had expected. Actually, it was my first time to leave the room with such awkward feelings. What caused the silence? Was the content overwhelming and uninteresting? Was the audience just tired after listening to our one-hour talk? Had we perhaps disclosed too much in our personal stories? Was our talk too fast to understand? Was the talk successful overall? I was asking myself, but these questions that I came up with indicate that my immediate reaction was not positive.

**Leena:** I remember the silence. I remember how I was trying to first smile, then not to smile. It was me who had said the very last words. I had spoken about Naoko Aoki, I had finished with the lyrics of a song, I had spoken out her words: *Let's keep autonomy stories alive*. That is, if my memory serves me right. If what I did was taken to be asking for a silence in Naoko's memory and honour, then the silence was good. But at the moment when the talk was finished there was no way of knowing. Because the organizers had asked people to hurry to the next thing, because we had taken too long, because... I was stunned and remember seeing how somebody came to talk to you, Chika, to ask you a question. I hovered there for a while, then sneaked out into the corridor. A colleague who hadn't been listening was sitting and typing in the hall. My answer to a friendly "How did it go?" was a stunned "Nobody applauded." Would we ever know what the true meaning of that silence was?

**Chika:** "Silence is golden"—this is a common cultural belief and practice in Japan. As far as I know, this is based on a Buddhist idea that "novice" priests need to maintain silence and devote themselves to special training to be "real" priests until they completely master special skills and manners as a priest. In my everyday life, I admit that I am

accustomed to silence in class and meetings, but the silence both Leena and I had experienced in Kobe was completely different.

On the last day of the ILA conference, Leena and I explored Kobe city (and enjoyed shopping!), chatting about many things such as our families and workplaces. (Do you remember we even dropped in at a cozy coffee shop and our chat continued almost forever over a cup of coffee? I still remember the delightful aroma of coffee we enjoyed together!) Turning this way and that in Kobe city as a stranger, I seemed to be waiting for the right time to talk to Leena about the meaning of silence which I could not get out of my mind at all. I think it was me who broke another “silence” and started to talk about the silence we had experienced. I clearly remember that you told me in a soft but firm voice that we would find out the true meaning of silence after a while. You even said that the audience also would understand the true meaning of silence after several years, which reminded me of the “parallel process” we had discussed in our *Learning Learning* piece just before the ILA conference (see Hayashi & Karlsson, 2018). I was convinced that our meanings of unspoken and nonverbal messages about silence and its various connotations would be transmitted and even shared in due course.

**Leena:** On our exploration of rainy Kobe we were talking, sharing stories in yet another way from the days before, including our plenary. This was more intimate, not done in front of an audience or through writing stories to be later shared in front of an audience. A Japanese coffee shop was a novel experience for me, and we were, I felt, truly becoming friends.

In the plenary, we had both emphasized the importance of learners’ voices, including their feelings and emotions. We had, at length, talked about how we both aim at truly “hearing” students’ *insider* experiences and their learner *voices*. We had written about this in our prologue as well. But now we had had to listen to the silence of our audience and needed to “hear” their collective inner experience. We both struggled. And yes, Chika, you broke the silence of the last moment of our plenary. It was important that we verbalised our embarrassment and admitted to not “hearing” what the voice of the audience was trying to say. A colleague who had been listening to us immediately said to me that she thought it was meant to be a two-minute silence to remember Naoko. I think that her words gave me comfort and an understanding of sorts was developing in my heart and mind.

When the two of us talked in the coffee shop, we started moving back to what we had come to see as shared understandings and in thinking about educational stories we were looking into the future. At the moment, I feel that there is never one true meaning for a silence. This is true of the Kobe silence as well. And, we have the same saying in Finnish: Silence is golden. In fact, the Finnish silence can be read about in a book (*The Silent Finn*) written by two linguists, Lehtonen and Sajavaara, in 1982. So I know what a silence can feel like in a classroom with Finnish students! By the way, wasn’t it on this walk that meeting each other in Helsinki was mentioned?

**Chika:** The Kobe silence was always in my mind and even echoed (of course, soundlessly). I guess it was the same as you, Leena. Looking back on our plenary and looking for the meaning of silence like the story of Silverstein’s (2006) “*The Missing Piece*,” I came across some reflective writings on our joint plenary in *Learning Learning*, and *Self-Access Learning Journal*, respectively.

■ Maria Giovanna Tassinari & Christian Ludwig (2018)

“Opening an authentic dialogue with learners and sharing their own personal stories, they encourage learners to find their own (inner) voices [.....] Leena and Chika’s such a reflective journey as the “textual friendship” (ibid.) they developed through their virtual and textual communication illustrates. [.....] Their plenary was much more than passing on knowledge and raising questions as they let the audience participate in their very personal “process of re-storying [their] professional pasts as practitioners, researchers and persons” (ibid.: p. 34).” (p. 72)

■ Elizabeth Schlingman (2018)

“This honest and engaging presentation, made more impressive by the fact that Karlsson and Hayashi live on opposite sides of the globe and ...” (p. 449)

The three participants' reflective writings give a glimpse of their inner voices that Leena and I had been looking for. The importance of transparency and authenticity that both Leena and I emphasised and embodied in our joint plenary were not merely transmitted as Maria and Christian describe, but more importantly, it was mutually shared at least with the three participants. Reading their writings, I came to think that the Kobe silence may have been a sign of our collaborative and reflective moment and endeavour. The audience would have been engaged in the "parallel process," going back and forth between the present and the past in pace with our wandering stories. They may have looked back on their own personal and professional histories related to teaching and learning, and explored critical incidents as they gradually emerged as the "fellow passengers" in our collaborative journey. So, perhaps the silence was one of both individual and collaborative reflection.

As you said Leena, in Kobe I also truly felt that we were bound more tightly with the magic drink (coffee!) and we already started talking about Helsinki as our next destination. To my surprise, I landed in Helsinki airport just one year after our joint plenary. It was September 2nd, 2019—a sunny but a bit chilly afternoon for me.

## 2. From ILA to Finland: Puzzles, New Encounters and New Challenges

**Leena:** I, too, read the texts in *Learning Learning* and *Self-Access Learning Journal* with a refreshed understanding about the silence. Our audience had been travelling with us with their own personal memories, histories, experiences, their whole autobiographies. Our individual professional and personal stories and, as Elizabeth Schlingman writes, our virtually and textually shared, and thus entangled, story had resonated with them. Thinking back to our need to look for "the missing piece", Chika, I feel very strongly and palpably how fragile our stories of teaching and learning always are. It is, however, this vulnerability as the tellers that also gives positive hope: there are always listeners with whom the story will resonate.

And a year later you landed in Helsinki and our virtual story continued as a live story. For me it was so enjoyable to introduce my colleagues, the Language Centre and, in particular, ALMS counsellors and students to you. And Hetti, my dog, who loved you from the very first moment.

It was great to have you sit in my ALMS Opening Session with my theology students. I don't always wholeheartedly enjoy having visitors in my classroom because I also tend to feel a bit nervous. Now, it was different. I felt my shy and silent students and I were safe with you. The group you were observing, like any faculty group, is always very diverse in terms of language skills and potential anxieties: not everyone is feeling comfortable in the session when it starts. Some bring a lot of baggage with them. A lot of pedagogical sensitivity is needed and observation can make this a bit problematic. Not with you, Chika!

Your visit to my Opening session was the beginning for a small project which we also planned to write about one day. At the moment, May 2020, I am struggling with an article that is a rewrite of something I had already finished writing when you came to Helsinki. It was the educational story I had referred to in the Kobe plenary:

"My current research work is happening round the ideas of arts-based language, using poetic language, mindful and attentive listening in narrative inquiry, and how an *ethical know-how* can be developed using these as inspirations in *research writing* (Reed & Speedy, 2011). This is work in progress that is at a beginning stage with a text with the working title *Laura*, the girl who wrote the fear. Laura is a diarist, a creative writer, an explorer and experimenter with writing in English, the girl who suffered from language anxiety but found her *voice* and used it as an expression of her *autonomy*."

The text, written along the lines in the above paragraph, was not accepted for publication by a particular journal on the basis of it being too experimental and "not interesting to our readers." I am now trying to rewrite it for another journal. At the moment, I am pondering about (non-native) academic writing, about narrative educational stories, and what kind of qualitative writing is considered "interesting", acceptable, and publishable in academia. Chika, am I making sense when I bring up writing for publication? We wanted to write together about our students' Japanese-Finnish DIY. What are your passions and concerns as an academic writer?

**Chika:** My first visit to Helsinki was memorable, enjoyable and informative! Prior to my departure, you kindly arranged everything for me, asking what I would like to do in terms of my academic (and personal) interests and needs. You may not have realised this, or this may be your natural manner, but I felt that you were carefully listening to my inner voice. I also thought that this is your way of approaching students ahead of and during your counselling sessions.

Getting a sense of your educational approach, I was welcomed to your first session with your theology students on my second day in Helsinki.

It was the first encounter for all of us, but as you have described, Leena, I was not nervous either and felt safety in the classroom. I think I was an observer, but I felt as if I were auditing your first lesson. Do you remember that one of your students asked about your learning history? I think you didn't expect to be asked such a personal question at the very beginning of the first lesson. But you answered when and how you started to learn English in a friendly but sincere attitude, which I believe sent an implicit and explicit message to your students about you as a practitioner, counsellor, and person. Also, another magic item (not coffee but chocolates this time!) that you prepared for your students helped to establish a trusting relationship between you and your students as well as among students! Again, it reminds me of Silverstein's (2006) *The Missing Piece*. By having one chocolate and sharing parts of it, some of them might have thought that each member is an important part of the team. Smiling at this "sweet" story and taking a note of teaching strategies and critical incidents in the class, I began envisaging a new English course starting from April 2020.

Yes, not only your students, but also your wonderful colleagues kindly welcomed me in a friendly manner! I immediately felt a warm and caring environment that both you and your colleagues co-constructed—Yes, it was a lively community bound together with strong ties. I enjoyed observing some of your colleagues' classes and also talking about their classes over coffee and lunch. I really appreciate that you kindly connected me to your colleagues!

We also talked about our potential Do-it-Yourself project when I visited your home! I was trying to expand our interactive process to a much wider context and wondering if it would be possible to involve our students somehow. Moreover, I had chances to talk with some of your students after the classes I observed. The feeling I had in talking with the students made me realise that there are some commonalities between your Finnish students and my Japanese students. I have no intention to make a sweeping generalisation, but students in both countries are kind of modest but they have their own ideas and opinions which are probably not expressed or shared so often. I immediately thought that these similarities would work effectively because students would be able to naturally establish an equal and healthy relationship for their mutual learning without one student dominating.

With lovely Hetti sitting next to us (probably carefully listening to us and hoping for success), we opened our notebooks and started to make a concrete plan. I soon realised that we were heading in the same direction even if we didn't say anything directly. We were also naturally trying to leave some space for our students to make decisions and also negotiate with each other about how to proceed with the project. Like you, I also invited my students to join the Do-It-Yourself project in exactly the same way as you.

So, our interests in learners' voices including emotions and feelings face challenges. It is often the case that texts related to learners' voices are as a simple record of their learning processes and get judged as "not academic" as you say, Leena. This is a big challenge for us indeed. With a careful choice of appropriate research methods and techniques such as interviews, diaries and drawings, we are able to step into an internal aspect of individual learners' minds. We understand that those are the keys for us to approach and see learners' internal voices and establish a symbiotic relationship, which is an important basis for learner counselling, advising and teaching.

I think this is similar to the reading theory that "reading is an interactive process." As a reader of students' inner voices, we activate our schemata and connect their stories narrated verbally and through drawings to our own learning experiences, several theories, some tips we got in conferences, our former students' failures and successes and other academic papers to find the best practice in a specific context and case. There may be a gap between research and practice. I've just remembered Stevick's (1980) observation that "Success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom." (p. 4)

**Leena:** The beautiful analysis in your latest entry, Chika, very strongly resonates with what I am struggling to write about, or touch upon, in the article that is on my computer screen right now. We teachers, advisers, counsellors "as readers of our students' inner voices" indeed struggle with how to show, not only tell about, the internal *voices* in our papers. The challenge is how to "convert" into academic text our research done using research tools and methods like diaries, drawings, letters, stories, creative writing, counselling notes and recordings, research discussions, "dream data." When we re-story, we should be brave and stick with evocative storytelling ourselves and this still, amazingly often, seems to be a problem for journals. But we'll keep trying!

I have to confess that all my energy has gone into rewriting the article I keep referring to. In fact, I've been "writing" it for two years now. And I do not think I'm ever going to finish and send it off to be (not) published! In fact, it is turning into a text about "different" academic writing and the voice is now mainly a practitioner-researcher's voice, which she uses as an expression of her own autonomy as a counsellor, as a non-native academic writer. The first version was telling the parallel stories of two writers, myself and Laura, the girl who wrote the fear. I talked about her in Kobe as you might remember. I haven't yet given up on student voices but have to ponder further on how Laura and potentially another student could be written into this "new" story. Writing is a huge struggle and I might be missing a focus and a point but seem to keep going back to the file, like a cat scratching a sore spot.

**Chika:** It is obvious that we are always with our learners. As you describe, Leena, we need to analyse and interpret the data to share it with readers without distorting the learner voices expressed in their "products." In a sense, we are a mediator between participants (learners) and readers and take responsibility for all the "interactive" processes. However, as you said, we also need to convert the data into academic text. Those who engage with learner voices face the same challenges and dilemmas but both of us dare to choose to devote ourselves to understanding learner voices and move forward together with whatever voices learners have!

Leena, I was thinking about "learner voices in this COVID-19 pandemic." Due to this unprecedented situation, we have been struggling to adjust ourselves not only to the new normal but also to the new teaching/learning environment. Likewise, we also need to change or transform our ways of approaching our learners. In my case, I've been conducting online lessons using Zoom since the middle of April. To be honest Leena, I cannot really feel the presence of my students during the classes although I was aware that our interaction should be clearly different from what we used to have before. I cannot physically feel or touch students or directly interact with students.

Any assignments related to their learning are perfectly typed and sent to a Learning Management System as digital data. Unlike the previous years, I cannot receive their assignments directly from my students, which equally and sadly means to me that I cannot really feel their authentic feelings and emotions. It is my first time in my teaching career that I feel I'm away from my students. All the perfectly typed documents I receive from my students every week are a set of simple, artificial and monotonous documents to me; I cannot feel their particularity even if the assignments are related to their own learning history or their opinions about certain topics. Of course, I know that students put so much effort and time into their assignments and I appreciate their contributions during this difficult time though. I cannot really see how they work on each assignment, but I can imagine that they rewrite their sentences, carefully choosing more appropriate words as they type.

It is a very natural thing, but this means to me that their spontaneous and authentic voices are easily altered to something different or even erased completely. The strength of their hand writings, their use of space, their choice of colour pens and drawings are what I'm missing. I'm missing even dirt like coffee or sweets on some papers I received from my former students, which gave a glimpse of their personality and personal lifestyle. That kind of small but significant "trace" tells me something which is not explicitly expressed but implicitly shared through each student's product. As for my feedback, I myself typed my comments in the same Word file and sent it back to each student, strongly feeling that some important things are really missing ...

Struggling with this challenging situation and pursuing alternative ways, last week I decided to print out all the documents that students had sent to me. I then wrote my comments manually using various color pens. Yes, I decided to be transparent myself in this small way and share my own voice not verbally but visibly. I'm wondering whether and how it will work...

### 3. What is Writing?

**Leena:** Chika, I simply love your new angle, the effects of COVID-19 on our students' and our own embodied being in the world and our (written/Inner) voices! It's so very tangible to me, the whole destruction and loss of teaching and counselling as meetings of minds and bodies. I love the way you write about the "perfectly typed" texts with no traces of life in or on them (the dirt, the lovely dirt, the wonderful messes are missing). "Simple, artificial and monotonous," yes, that's what writing can become when we make it possible for writers to use templates, models, when they can just "copy and paste" in their minds, if not in reality, when they never leave an Other's influence, when the whole English-

speaking and English–writing world is writing on their screens, when “help”, when “inspiration” is only a click away. When the product becomes more important than the process, again this happens but for different reasons than before.

In my own work, I got more and more interested in asking the students to freewrite, to write in order to think, to claim their voice, enriched with the native language, but authentic, not copied (Karlsson, 2006; 2017). More and more I was inspiring writing that would be messy and colourful and could be worked with endlessly and “improved” but not immediately, but with time, first reflecting and then “editing”, first generating and then polishing, first making a mess and then cleaning up. This writing approach makes use of pictures and coloured pens and scrap books and glittery pictures.

Do you remember the ALMS Diaries in the session I had with my students when you visited? And you have been getting those kinds of spontaneous texts and drawings back from your students! And we have both enjoyed the reading! We have been reading and thinking with their stories, living their stories in the pictures and colours and handwriting, the scribbles. I think we need to print these pages soon and both take pictures of how we handle them, what visible traces we leave (I can promise footprints of coffee mugs and other dirt!). In fact, could this be the next phase: printing what we have and taking time to READ, UNDERSTAND, BE SURPRISED and DIGEST and do our handwork? Will we see what inner voices are expressed in our entries? Will we be able to spot and mark each other’s *feeling* voices (a lovely term I came across again just now by Elbaz-Luwisch, 2014)? In my email I said this, right? On 24 May I wrote:

*We both need to print out this diary, read it with a pen (or many coloured ones) in hand in order to understand and feel what's going on in the text, what (inner) voices are being expressed. When we do it, taking our time, I'm sure we will know what to do with our dialogic diary, themes will emerge...*

As I am (almost) retired now and not active in teaching, I can see how these times of upheaval in our lives and in education make me stop and sigh, but not necessarily think of immediate solutions to the problems. I also want to attach a bit of text from my article to this email, the one I’m struggling with, just to hear your immediate reaction. The thing to know is that the article is experimental and I am including my own writing exercises from a course in creative academic writing I took in the research story, using my own writing as data. This bit might be of interest because it is about voice, although a spontaneous writing exercise. I ponder on unique voices in educational stories, how we can keep our own unique, although incomplete, voices as practitioner-researchers and also allow our students to keep theirs. I write how previous student stories always echo in our texts and how it’s always a chorus of voices in narrative inquiry that the readers will hear. You’ll see that I worry about silence, I truly worry about how to write about it in my text and also about not hearing the sound of Laura’s silence, perhaps even silencing her story.

**Chika:** I was thinking about Freire’s (2000) *Pedagogy of the Oppressed*. He demonstrates the dichotomous relationship between teachers and students and defines it as “the banking model of education.” In that model, the expected roles of students in a traditional classroom are clearly described in contrast to those of teachers. One of them is that students are expected to listen to teachers. This means that the student role is to be silent and their voices are not expected to be heard. Then I came up with an idea of two types of silence: *intentional silence* and *oppressive silence*. In the former case, we are supposed to read between lines and keep quiet so as to maintain harmony. For example, students who believe that “the nail that sticks out gets hammered down” would choose not to express their opinions so as not to stand out or to be isolated from others in a group or class. On the other hand, in the latter case, people are forced to keep quiet to play a role imposed on them like Freire’s example of students described above. Whatever types of silence it is, silence includes (un)intentionally unspoken messages and implicit or explicit meanings, and appear and disappear any decisions a learner makes and a sign of autonomy behind their authenticity.

**Leena:** *Permission to write*, that’s the name I decided to give to my article! I think that what you and I are talking about now is about the right to write, the right to write academic texts, too, “differently”, in a more human language. I did send my article and will hear in due time if this journal, if these reviewers, might consider that some of their readers might be interested. I’ll keep you posted, Chika! But even to be given a vague permission is not enough; one needs to be able to call oneself a writer by claiming one’s voice and right to write. There are always multiple social and cultural norms that won’t allow a writer writing against them to quite use her voice because there’s always the possibility to be rejected. I guess that somebody from the margins of academia, like myself, a non-native writer, a practitioner-

researcher, not a real researcher, will always hear the nagging internal censor's voice in her head: *"This is not going to be accepted, and for a good reason!"*

So what can we do? Keep writing and sending our papers to different journals. Live with the rejections and suggestions of re-writing and editing. There are also different rejections: rejections for a good reason and for the wrong reasons. The wrong reasons often have to do with strong expectations of conventional and conforming writing only. I believe that the world of education needs experimental writings, texts emerging from experience; it needs narrative and stories, memories and dreams, the use of imagination and creativity. I think it needs *feeling* voices (Elbaz-Luwish, 2014). It needs practitioners who listen to the inner voices of their students and have micro-dialogues with their own inner voices. If we write in our feeling voices arising out of our inner dialogues, perhaps the readers will hear our inner voice, and perhaps they will also hear our students' inner voices in our re-storying. Perhaps it's about a resonance of experiential stories (Conle, 2000) in the world of learning and teaching (advising/counselling for) foreign languages?

Chika, it is a perfect point to bring in Freire! Silence indeed is about power. And here it is learner autonomy that gives me hope! A student who has autonomy, a permission to act autonomously, can choose to be silent and we teachers/counsellors have to have the skill and sensitivity to listen to that silence. Granger (2011) writes about silence as *"a presence rather than a lack, as a methodology rather than a pathology."* Isn't it also a permission to be (autonomously) silent that students need to have in classrooms and counselling offices? We are the ones who can give that permission. But we are also the ones who can reject and refuse silence, force our thinking, our meaning and power on students.

Silence is an ethical question in education, in practice and research. Giving thought to and exploring how we listened to a certain silence might be the starting point to understand it, the slippery and obscure meanings of silences in different contexts, our own prejudices included. Which takes us back to the beginning, to Kobe, and the moment at the end of our plenary.

#### 4. Collaborative Reflection After Writing ...

**Leena:** I'm looking at a printed version of our dialogue so far. Colours, underlinings, circles and words are trying to tell a story of a collaborative writing project, a project which is experimental in terms of what form the end product, an article will/could/might/should take. Writing has many meanings here, writing is the inquiry in the project. Our writing takes the form of a dialogue, consistently so. And yet, there are fragments, episodes, small stories by Chika and yet others by Leena inside the big story called Silence. Because I am not a particularly visual person, my use of colour is very modest and pragmatic, I go for words, this time I used a red pen to write my words/reactions/ideas/interpretations, which is very interesting as I don't use red as a teacher at all!

We both seem to have an agenda, or an underlying silence/passion/issue wanting to find a form in words; these are not exactly the same but they do emerge from the dialogue for both of us. For me, it's definitely writing, academic and personal, students' and practitioners', writing as written voices, feeling voices. I do not venture to say what's yours, Chika, perhaps you disagree with the whole idea of agendas (a negative word but I mean it as a neutral way of saying we want to focus on certain issues). For me, the other issue, which also gets coloured in yellow (=hope) or orange (=vitality), is minds and bodies, learning as a bodily process, embodied encounters in counselling/teaching, which we might not have in the future. No colours, pens, handwritten texts, breathing the same air, smelling each other. I guess I'm not alone here...

**Chika:** Our collaborative writing is an explorative process of our own and collaborative voices. We have spent so many years exploring our common interests, students' inner voices, but we may not have been so conscious of the presence of our own voices or we simply didn't have any chances to express or share our own voices at least in a written form and even didn't expect our voices would go across oceans and continents, but we have still continued our dialogue even if we didn't know what our end product would be like.

The dialogue started with my voice and included the emotions I had in Kobe. In response to that, your voice also included your real voice of the negative feeling you had after our plenary session. In this way, our monologue gradually turned into dialogue, expanding it with the others' voices like Elizabeth, Giovanna, and Christian, who had shared the same space and time with us in Kobe. As researchers, we understand the importance of triangulation, so we might have tried to explore the meaning of silence, which is our main concern, from various perspectives. However, it might have

been simply out of our curiosity as human beings that we wished to understand how the audience felt about our plenary.

As the dialogue goes on, not only voices of ourselves as plenary speakers, but also various voices emerge, such as practitioner-researchers, counsellors, writers, teachers, and human beings. It was like a soap opera and each player appeared one after another and expressed their own emotions and feelings from their own perspectives. Their struggles, challenges, passions and hopes are well reflected in our collaborative dialogue. As we responded, repeated, paraphrased and summarised what they expressed, we reflected on our specific teaching/learning environments like a mirror image. In this way, multilevel voices are echoed, mingled and resonated.

**Leena:** Thank you for the great insights into silence, Chika. I've read your reflections with interest. You don't mention colours at all, this is the only thing I'm surprised about. These months, even years, that we've spent with first the idea of *silence* and now the writing project are indeed a rich story of professional and personal development. I can see and feel a web of experiences forming and resonating and I can hear a chorus of voices joining in, speaking and at other times listening, silently pondering. Voices in us and around us.

The starting point for us was indeed the need for "triangulation" as researchers and plenarists but also human curiosity or perhaps both? For me, this dialogue has given a peace of mind about the original Silence of Kobe. It has provided me a space for reflecting and critically looking back at the silence and its repercussions. During our dialoguing I've written three papers and been engaged in inquiries about themes that are not directly related to silence but also with one that has to do with being "silenced" as a writer. This silencing, or more accurately, the feeling of being silenced has to do both with my inner voice and my written voice as an expression of my autonomy as a practitioner-researcher. Our text as a "soap opera" is a telling metaphor, Chika!

Because we've shared our feelings and opinions and ever-evolving ideas about silence and its meaning, I've started to hear novel echoes of voices having to do with English as an academic lingua franca and writing as a non-native practitioner. During this time, I wrote one text in Finnish about (learning) diaries in ALMS and felt much more expressive and playful in writing it than I do when I use English. Ideas emerging from our "dialogic diary via emails" have written themselves, in deliberately reformed ways, in the other texts and papers I have been writing and vice versa. Two of them have now been published and one is still "becoming" an article. The article I mention struggling with will be published soon and the one in Finnish has just come out. There is a writing story (Richardson & St. Pierre, 2005) or a story about writing here that I'd be interested to pursue now that as a "third age" teacher, or rather a third-age practitioner- researcher, I have all the time in the world.

## 5. Closure

**Chika:** Like our joint plenary at ILA 2018, this piece of writing reflects our authentic voice narrated from the multidimensional aspects of ourselves: teachers, counsellors, researchers and human beings. Whatever aspects it is, we have been constantly pondering, wondering and facing issues, but we are surely moving forward. In my research study (Hayashi, 2010), one of the participants (a 15-year-old junior high school student) drew rock climbing on a sheet of a paper and explained that rock climbing is closely related to English language learning. If we need to climb a rock by ourselves, it would be very challenging and hectic; we might easily give up on the way to the top unless we do not have a strong motivation and can maintain it. However, if we do that with someone with similar interests and goals, the whole process will be more dynamic, motivating and more importantly enjoyable! Likewise, our second piece of writing demonstrates the power of dialogic inquiry between Leena and me, which always empowers me both professionally and personally even under the unprecedented circumstance of the COVID-19 pandemic!

**Leena:** The experience of writing this text with you, Chika, and our whole two-year-process, reminds me of a project we did in ALMS and reported on in Bradley et al. (2015). This was an exploration of our (possible) counsellor selves, of our beliefs and attitudes but also a way of visioning our professional futures. Most importantly, we wanted to explore how a scholarship of language counselling (Vieira, 2010) could be developed via professional discussions and collaborative writing. The way the two of us have worked together since we started preparing the plenary has been a similar effort in developing our scholarships of teaching and pedagogies for autonomy across the oceans and continents. It has been a project of sharing and caring, of peer mentoring, or learning together: learning about ourselves, about teaching, about autonomy, about writing, and about life, both our personal and academic lives.

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## LD SIG Grant Awardee Reports | LD SIG 研究助成金受

### Reflections on JALT2020:

#### Professional development through the pinhole of learner development

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JALT2020 was my second JALT International Conference and was different from JALT2019 for two main reasons. One, it successfully brought together “communities of teachers and learners” from around Japan in times of a pandemic that continues to affect our living and working. Two, it was unique as it was online, which created a special call for collaboration and joint sessions. Originally, JALT2020 was scheduled to be held in Tsukuba, Ibaraki, which is a long way from Hiroshima city where I live and work. Going totally online saved me from planning for a long trip, and I could appropriate the grant money to research and prepare for my own talks. As a part-time university teacher without any access to research funding or monetary support to cover the registration fee and other expenses involved, I was fortunate to participate and present as well as co-present at JALT2020 Online with the support of a LD SIG International Conference Grant. In this essay, I would like to tell you a little about my own teaching story and learner development interests, and share with you what I enjoyed learning about at the conference.

From 2007 I was a beginning teacher as a Canadian participant on the Japan Exchange and Teaching (JET) Program. I am a Pakistan-born Canadian. I grew up in Pakistan, and my family moved to Montreal, Canada in 1998. By that time, I had come through English-medium schooling and had finished my BBA (Bachelor of Business Administration) in Pakistan. This single handedly helped me the most to continue my studies in economics with an intensive one-year masters in 2005. Encouraged by a graduate teaching assistantship but feeling fatigued by the pace of all the studying I had done for the masters in economics, I took a couple of gap years to focus on volunteering as an adult literacy instructor at the Reading Council for Literacy Advance in Montreal (RECLAIM; see <https://www.reclaimliteracy.ca/>) to tutor adult literacy students with individual learners’ needs. It was here that I found my calling for teaching English.

English is not my second language: I speak Punjabi (my maternal language and a language of my ethnicity), Urdu (Pakistan’s official language), Hindi (roughly speaking, the spoken equivalent of Urdu, but different in its written form), and English (de facto my “langue du jour” or daily language for my career as a teacher and researcher). On the JET program, I felt I was not only a cultural ambassador of Canada, or for that matter Quebec, but also a Punjabi and a Pakistani. In the classroom, the thing that excited me the most, and filled me with the most pride, was that I was a face of Canada as well as Pakistan. This looping of multiple identities through languages helped me establish a deep connection with my learners in the early days, as their struggles and development reminded me of my own early schooling experiences with a mixed sense of confusion as well as clarity: confusion as to why English, and clarity as to why not English. For me, like the young learners I was now teaching, in my early schooling English had little use in everyday life. Yet, as schooling progressed, the use of English in higher education clearly singularly influenced me and motivated me to succeed.

I worked as an Assistant Language Teacher for the Hiroshima City Board of Education (BoE) for five years. The collaborative teaching experience, specifically team-teaching practices in English language instruction at junior and senior high schools, helped me grow as a teacher from feeling that I was on my own to developing a sense that we were

working with the students and learning together. The collaborative classrooms singularly shifted my teaching to excite, engage, and empower young learners with practical everyday English. The JET experience was a breakthrough period in my own development as a teacher and became the springboard for my university teaching career in 2015. Currently, I am an adjunct lecturer at a private city university in Hiroshima. I am also pursuing my second master's degree in Applied Linguistics, and my main interests as a teacher are collaborative classrooms, learner development, and pragmatics.

In planning and developing my courses collaboratively, one of my goals is to help prepare a greater number of students to graduate as capable, confident users of social English. Learner development is an integral part of my approach to collaborative learning as I want my students to make shared decisions in socially interactive situations of role play and teamwork. To that end, three key components of my classes have been: (a) task-based “learning-by doing”, (b) measurement of performance against outlined targets, and (c) self-assessment for reflection. Practically speaking, I look to orient the students with a warm-up activity, review relevant past lesson content, pre-view the current lesson and its focus, move into a combination of teacher-led instruction and student-centered activities, with reflection on achievement or movement toward the goals and things to be working on independently or in dyads or in small groups. In a collaborative classroom we together create a learning environment that demonstrates the relevance of English to our learners’ social lives. Coming back to JALT2020, I was looking forward to learning more about these kinds of issues at the conference. I focused in particular on presentations and workshops that covered the aforementioned three components, specifically in terms of collaborative practices and learner development in online classes.

The LD Forum offered a range of interactive presentations that focused on distinct groups of learners (high school students, university students, teachers, teacher trainees, and practitioner-researchers). In terms of creating social language learning communities in face of social distancing restrictions, I listened to a presentation by Jim Ronald, titled *Learner Community Development with Google Docs*, on how to use these for sharing some personal news (good news, bad news, any news), preparing for activities together, and fixing problems together with students. Jim showed how our online classes and online presence could be all about students caring for each other in these times of feeling lonely and nervous, not to mention confused and discouraged. I appreciated the idea of turning *Google Docs* into a shared daily class journal that could teach the students how to respond in courteous and friendly ways while learning about each other personally.

One crucial element in the LD forum discussion was self-assessment and reflection. I also focused on this in my presentation on using *End-of-Class Feedback*. In face-to-face lessons, feedback opportunities always were and still are important; now they are arguably essential. It might be more necessary than ever for the learners in our online/hybrid classes to have a voice, and to know that they are heard. In my presentation I showed how to turn a *Google Forms* into an “end-of-class feedback” form that included free-response questions as well as scaled questions. The data collected through completed forms was helpful in establishing rapport with my students and shifting their focus towards shared reflections.

Overall, for planning online classes, a critically central concern is how teachers present materials and information to learners. At JALT2020 I later attended a practical workshop by Bob Aschcroft, *How to Teach Online Classes Using PowerPoint*, to learn about PowerPoint as a tool for lesson presentation and as a whiteboard for online classes. I was thrilled and excited to learn how to mesh seamlessly easy-to-use, easy-to-read PowerPoint slides with other digital class applications such as Zoom. I got to see some creative ways of organizing teaching materials on screen with the presenter sharing useful tips and tricks on creating with Powerpoint engaging, interactive online educational experiences for students. I found this workshop useful and instructive as an integral part of the courses I teach is active learning and participation through project presentation(s).

Speaking of active learning, I presented together with Cooper Howland in a research-oriented session, *Student Poster Sessions to Promote Learner Agency*. We showed how students conducted their research to make and complete posters using a rubric for assessment of poster design, poster language and public speaking skills. In our talk, we focused on how posters on a variety of topics and issues can help students experiment with the basics of critical thinking, media literacy, and public speaking. The use of Google Slides/Powerpoint here also enabled them to communicate and collaborate with each other in the absence of any face-to-face contact.

In connection with class work and project presentation, I joined a practice-oriented workshop, *Benefits of Online Group Projects*, by Kazumi Kato. The workshop was effective for learning how to set up an online group project using the free version of Zoom. I found this workshop particularly helpful for switching from teacher-centered lessons to student-centered group discussions. In another practice-oriented workshop, *Productive Activities in an Online Classroom* by Kirsten Waechter, I could learn how to teach better online with technology. This workshop showed participants how to plan and prepare for writing and speaking activities that could be easily transferred to an online interactive classroom. For example, it was encouraging to see how using Flipgrid could benefit students in their speaking and listening activities.

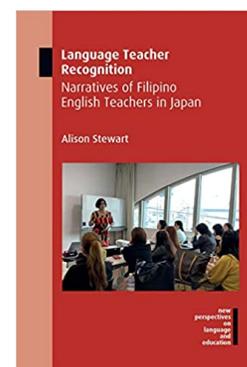
Another major part of JALT2020 Online featured presentations and workshops on the benefits of being a JALT member and professional development opportunities for teachers who are interested in sharing and publishing their research activities. One presentation, *Writers' PSG: Improving Writing for Publication*, by Dawn Jin Lucovich and Paul Beaufait, talked about the training support available to JALT members through the Writers' Peer Support Group (PSG). The PSG are a group of teachers who work collaboratively with interested JALT members to help them see their writing through to publication (see <https://jalt-publications.org/psg> for more details). Through shared educational or research interests, I hope to become involved in working together on research activities and publishing projects.

In conclusion, I am glad I could join the JALT2020 Online conference as a participant, presenter, and member of the LD SIG. On the whole I was pleasantly surprised at the openness of the presenters. The presenters were friendly, approachable, and ready to share their contact information. They encouraged discussion and readily welcomed questions and comments. There were plenty of feedback opportunities. It was easy for me to share my opinions and thoughts. The presenters were kind to provide access to useful materials, including outlines, activities, examples, and rubrics, for a variety of teaching contexts. I felt encouraged, socially as well as professionally, to collaborate with like-minded people for research activities. I could furthermore learn by engaging with their work, joining discussions, and asking questions. My one regret was that I was unable to attend a few presentations that I was keen on learning from, due to schedule conflicts with other presentations and with my on-line university teaching assignments.

Last but not least, my conference experience was greater than that of simply receiving the financial support the grant provided. The LD committee warmly welcomed me when I attended their Annual General Meeting and received the grant. I could feel and appreciate the committee's open and frank atmosphere. Most importantly, this very openness helped me through the developmental process of writing this report. The *Learning Learning* editors were willing to address any of my concerns, and gave me helpful suggestions to complete this short essay. Thank you again, everyone.

**RESEARCH & REVIEWS / 研究 & レビュー*****Language Teacher Recognition: Narratives of Filipino English Teachers in Japan.*****New Perspectives on Language and Education Series. Alison Stewart.****Multilingual Matters, 2020. E-book (pdf, EPUB). 168 pages.***Reviewed by***Michael Carroll**

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It's not often that the word "unputdownable" is heard in relation to an academic book, but this book had me engrossed from the moment I picked it up. It contains narratives by nine Filipino teachers working in Japan, telling the stories of their teaching lives, and one by Alison Stewart herself. These ten stories are told in the first person, in the words of the teachers themselves, with only some 'cleaning up' by the author to make the transcripts more easily readable, and are in a sense the heart of the book, in that they speak to the reader directly both about shared experiences (being teachers of English in Japan, living in a country not their own, and so on), and about experiences that may not be familiar to many (being a minority within a minority—Filipino teachers within a European-Australian-North American dominated profession). There are stories of people already established in their home country, as teachers or otherwise; people who come into teaching by chance, after coming to Japan; stories of hard work and success, of struggle to find acceptance, of challenging and overcoming prejudice and stereotypes. What really makes this volume so intriguing, though, is the way in which Stewart eloquently weaves around these narratives her argument about the nature of identity, and in particular the centrality of the concept of *recognition* to any understanding of identity.

Stewart argues that recognition is the key to any identity theory. In essence, recognition consists in "submitting to the power" (p. 31), or accepting the right to recognition, of the person being recognised; while *mis-recognition*, or lack of recognition, is at the root of the identity politics that we see in societies around the world today. If our sense of identity is essential for our self-respect and our sense of being in the world, it is through the struggle for recognition, which "is the basis of human subjectivity and agency" (p. 27) that individuals strive to claim different identities for themselves. There are many examples of this struggle, in the narratives. Aurora, the founder of Filipino English Teachers of Japan (FETJ), notes that in the early days, "we [felt] that we didn't have the right to speak out," (p. 81) and Lori, worries that the mothers of her students will not approve of her. Stewart locates the key elements of this concept of recognition in the twin emotions of *prejudice* (particularly as it is experienced by those who are its object) and *pride*. In doing so, she places herself in opposition to the post-structuralist position which dominates applied linguistics, and especially identity studies. Her argument is that post-structuralism, with its focus on the ubiquity of the ideological systems that form all social frameworks, sees the individual as always 'subjected' to one ideology or another. A person can choose the identity they will enact, but only from ideological frameworks already in existence in the social realm. Recognition theory, on the other hand, allows for the "affective or psychic nature of identity" (p. 57). This taking account of the role of affect in identity (the self-affirming emotion of pride, and the sense of hurt that comes from

feeling prejudice coming from others) means that people are constantly mutually co-constructing each other, negotiating each others' identities, making change possible through the actions of individual people taking charge of their lives, rather than only through the large scale political action that, Stewart says, is implied by a post-structural perspective.

This is the central theme of the book, and is developed step by step by the author, in between the narratives. As Stewart points out at the outset, this is not a book to dip into, but needs to be read in order, from beginning to end.

As readers of *Learning Learning* will know, native-speakerism, the ideology (and prejudice) that English can only be taught by native speakers of English, and only those who conform to a narrow stereotype (inner circle speakers of English), is especially strong in Japan. Filipino teachers of English, despite being 'native English speaking teachers' (Stewart discusses the problems with this term), have traditionally been excluded from EFL roles in Japan. Only in recent years have they begun to be accepted, and then for the most part in the informal language school sector where pay is low and job conditions insecure, rather than in formal public school settings. These first small steps have been largely made possible by the activities of a teacher's association, FETJ, and in the first story Aurora describes how she came to found this organization in 2000. After realising that many Filipino teachers were inhibited from taking an active part in other teaching associations, she started study groups in her home at weekends. Her story, and the next two, Lori's and Elma's, illustrate something of the variety of the backgrounds that led each of them to teaching English in Japan. What they have in common, though, is that each of them faced significant prejudice, and hardship, while conversely, each talks about the pride they feel in overcoming that prejudice through hard work and achievement. From these accounts, Stewart pivots to discuss the notions of *investment*, about which she has reservations, in that it reduces human value to market terms, and *desire*, another powerful emotion which Stewart maintains takes us back to recognition theory as a way of theorizing about identity. The concept of investment was first used by Bonny Norton Pierce (1995) in her study of women immigrants in Canada. Despite a wide-ranging and detailed critique of the use of the term, Stewart concludes the discussion by acknowledging the ground they share: that denial of access to participation, and the desire for recognition are the keys to understanding identity, and why it is so important.

Chapter 4 introduces Sampaguita, who, aside from telling the story of her teaching life, describes a major change brought about in FETJ. Sampaguita's story leads to a discussion of how groups form, change and maintain identities, and how that impacts on individual teachers' identities. This happens through recognition mechanisms such as the award of achievement certificates and the provision of opportunities for professional development and management roles within the group. The theme is continued in the stories of three younger teachers, Anna Marie, Shin and Katrina. All three discuss their increasing pride in themselves as teachers in terms of the recognition they receive at FETJ, not least as a result of the confidence invested in them by being able to take organizing roles there. The strong emotions which color all these teachers' accounts leads Stewart to a consideration of the notion of value, not in an economic sense, but as a moral sensibility which motivates the teachers to try to improve their skills, and to support the community of their fellow Filipino teachers. At the same time it is seen in the work of FETJ, with its dual mission to support teachers and to foster teaching excellence.

The two final stories come from university teachers, Renata and Carmela, whose experiences of teaching are quite different from the earlier narrators, and who were not members of FETJ. Their accounts provide a welcome balance, reminding the reader that not all Filipino teachers in Japan have the same experiences. While the earlier narrators all felt that their identity as Filipinos was central to their teaching identity, Renata and Carmela identify themselves as teachers first, with confidence in themselves as professionals. They also provide a somewhat more critical view of aspects of FETJ, which adds to the richness of the overall picture. Not being members of the group, and perhaps because they choose to identify as teachers or researchers first, rather than as Filipinos, they feel themselves to be outsiders, and the group as overly parochial. Despite this, both of them are in general positive about the benefits FETJ have brought to the Filipino community. This section is a useful reminder of the complexity of the issue, and supports Stewart's thesis that identity is rooted in emotion, and fluid, rather than enforced by ideological structures. Renata and Carmela are labelled as Filipino teachers, but the identity they claim is different.

I highly recommend this book to anyone interested in giving some thought to what it means to be, and to feel oneself to be, a teacher. Identity politics is of course a highly contested area just now, arousing strong feelings among many. Stewart offers a refreshingly new way of thinking about identity, through her critique of poststructural explanations, and through the concept of recognition, “the precondition for ontological security and social justice” (p. 235). Not only is there a comprehensive and scholarly review of a host of topics related to these questions, but the book also provides a thoughtful discussion of the methodological issues involved in this kind of study: the representation of interview data so that the voices of the participants themselves are heard, the political choices involved in selecting and ‘cleaning up’ that data, the inevitable influence of the researcher on what the interviewees say, and how they say it. The thought that stuck most in my mind, as I turned the last page, was Stewart’s statement of her core belief that “the world exists independently of the way we think about it” (p. 59), but that the way we think about our identity is also rooted in reality, and is deeply felt. An account based on recognition theory allows her to treat emotions as central to the issue of identity, and to make the persuasive claim that the pursuit of social justice depends not only on the location of economic power, important as that is, but also on the agency of teachers insisting on earning and receiving the recognition that is their due.

### Reference

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9-31

If you would like to review this book for the 2021 Autumn issue of *Learning Learning*, please contact the LL editorial team at <[lleditorialteam@gmail.com](mailto:lleditorialteam@gmail.com)>. Many thanks.

## Whose Autonomy? Voice and Agency in Language Learning

Edited by Adelia Peña Clavel & Katherine Thornton

(Independent Learning Association) [Free ebook PDF | [ePub](#) | [Mobi for Kindle](#) ]

**Publication date:** 2020

PDF: free, will be available to download from this website

**Ebook.** ISBN: 978046357804. Free **ePub:** <https://www.smashwords.com/books/view/995845>

**Kindle ebook.** Free [Mobi file](#)

**Produced by:** The Independent Learning Association

**Published by:** Candlin & Mynard, Hong Kong

The 2018 Independent Learning Association Conference was held at Konan Women’s University, Kobe, Japan, in September 2018 and brought together autonomy researchers from around the world under the theme *Whose Autonomy? Voice and Agency in Language Learning*. This collection of papers includes a variety of voices, from both classroom and non-classroom contexts, including from learners themselves.

The first part of this collection of articles contains papers that explore the development of autonomy of students in the classroom. The second part consists of projects which focus on learners’ opportunities to use English outside the classroom and showcases multiple instances of learners exercising their agency in an interesting variety of contexts. The third section focuses on how advisors and teachers exercise agency in teacher education contexts. The fourth section includes a number of collaborative reflections on the conference. Finally, the fifth part includes seven student papers from the *Learners About Learning* student conference, organised by JALT Learner Development SIG Kansai Group, and held within the main conference.

## Looking Back | 報告

### A Collage of Reflections on the Learner Development (LD) Forum: “TLC from LD: Transformative Learning Communities” JALT 2020, Online Zoom Session, Friday, November 20, 2020 (6:15 PM – 7:45 PM)

#### Forum Abstract

In this forum, a range of interactive presentations critically explored 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 focused on distinct groups of learners (high school students, university students, teachers, teacher trainees, and practitioner-researchers), with forum participants invited to discuss and share their reflections about TLCs in *Learning Learning*, the Learner Development SIG's newsletter.

#### What are some key points that you picked up in the LD SIG forum?

Google form is live and current to gauge feedback  
- *Teh Pei Ling (Melita)*

Transformation of our learners over a period of time  
- *Feroze Malik Amir (Hiroshima Shudo University)*

That using google docs is still quite new in Japan but it was nice to see that it works as a collaborative tool between students and teacher, unlike in my home university. It was nice to see how it works in practice in these situations and enables real & genuine conversation between the teacher and the student. I was one of the presenters so it was really interesting to hear the responses and comments from others - thank you everybody for your views! - *Riitta Kelly (University of Jyväskylä, Finland)*

Research diaries used in developing thesis writing.  
End of class feedback and reflection used as a means to

build community in the classroom. - *Oana Cusen (Kwansei Gakuin University)*

The concept of the "research diary" was something that I found valuable. - *Phillip Alixe Bennett (Kanda University of International Studies)*

collaborative dialogues, reporting research journey - *Yuri Imamura (Kanda University of International Studies)*  
life stories of learners -- development over a long period of time; the dynamics of creating community, as a parallel process to the ongoing development of self-directedness, learner autonomy. Apologies for the technical hiccoughs at the start ---- I wish we could have had a longer discussion -- so many interesting points were coming up. The question of the dynamic between participant research-writer/editors and other contributors and how it may change as LDJ5 moves into its later stages is really good to raise. I hope we can sustain the dialogic quality of what we have set out to do together - *Andy Barfield (Chuo University)*

I went to Aya Hayasaki's presentation. Interesting focus on Kagoshima - very different social context to Tokyo. It raises questions for me about class stratification in Japan. Among my students there is a strong belief that Japan doesn't have a class system. But clearly that's not true, and I would imagine that the further away from Tokyo you go, the lower down the scale, and the harder it is to reach elite universities or even imagine that you could. Of course there are class differences in the regions too. Good to hear about the progress and impressions of LDJ5. Inspiring to hear how enjoyable the collaboration has been for all participants. - *Alison Stewart (Gakushuin University)*

Glimpses of other classes, other learners - leaving me to want to know more. As a presenter, this does feel very different from a face-to-face LD Forum - good interaction, but movement is not so easy. - *James Ronald (Hiroshima Shudo University)*

Although there are pros and cons about online lessons, Google docs and Zoom lessons encourage people to write research papers. - *Riho Osaki (Otsu Women's University)*

Trajectory Equifinality Modeling - an interesting way of comparing similar respondents and qualitative data. The data suggests that regional Japan remains a little parochial in its outlook, especially with foreign language

learning, but for those who do go beyond their prefectural border, there does not seem to be one specific causal factor. Interesting to hear about Narrative Inquiry as I have very little experience with it. The perspective that you have to keep trying to include writers in their own writing highlights how much we think of writing as presenting a finished product for judging - a kind of hangover from school writing classes, I guess. I also liked the idea of quality through inclusion: dialogue with reviewers. - *Dominic Edsall (UCL IOE / Ritsumeikan University)*

Identity is not fixed, and affiliations to communities are also dynamic in response to events inside and outside the classroom. Aya Hamasaki's talk highlighted this kind of change in young adults from Kagoshima. The models she introduced were new to me. The idea in Mezirow that change is preceded by a disrupting event was interesting and made me think about whether autonomy can ever be easily achieved. - *Ellen Head (MIC)*

I got some ideas from Jim on how to generate a positive collaborating atmosphere with a group of students who have yet to meet each other. - *Jackson Lee (Toyo University)*

It was inspiring to hear about the dynamic process of editing a journal. - *Phillip Alixe Bennett (Kanda University of International Studies)*

I'm part of one of the response communities for LDJ5, and my experience has been quite similar to what the presenters talked about. I've gotten a lot from sharing my experiences (both related to the subject of our writing as well as the process of writing) with the other contributors. And as this kind of narrative is new for most of us, it's helpful to have people to support each other during the process. I also thought it was interesting to hear from the editors about some of the issues that come up during the editing process (e.g., in terms of power relationships). As one of the co-editors of LDJ6, we purposely kept the basic format of the response communities because they have been positive, and it was good to know of some potential issues that might come up further down the road. - *Isra Wongsarnpigoon (Kanda University of International Studies)*

Jim Ronald's presentation caused me to reflect on the degree that I am (in)sensitive to student needs and moods during this period. I think all of us in our own way have had to find ways to cope, cut corners, compromise with ourselves, students. Thought-provoking is the lack

of camaraderie with colleagues and staff in my institution. I am a loner by nature, but I imagine this pandemic lockdown has wreaked havoc on social relationships. - *Ken Ikeda (Otsuma Women's University)*

I made a presentation in the LD SIG community for the first time. I appreciate all the participation and comments I received! I gained hints for further deepening my understanding of learner development: exploring the roles of different social fields and parents' values in adolescents' language learning experience would be indeed interesting. I am very much interested in joining the response community as well. - *Aya Hayasaki (Waseda University)*

### Other comments:

Thanks. Interesting sessions. *Teh Pei Ling (Melita)*

Questions about the feedback and how to make it a collaborative exercise among learners for learners ... forming learners' community through google docs collaborative, interactive activities among learners. - *Feroze Malik Amir (Hiroshima Shudo University)*

Thank you to the presenters, this was a very interesting presentation to see! - *Riitta Kelly (University of Jyväskylä, Finland)*

Having a student's perspective in the presentation was excellent. - *Phillip Alixe Bennett (Kanda University of International Studies)*

Very interesting sessions - big thank you to the presenters - *Andy Barfield (Chuo University)*

Receiving the link to the Google Slides was very useful - a good way to catch up on what I joined late - *James Ronald (Hiroshima Shudo University)*

As a presenter, too bad I could only attend one session. - *Ken Ikeda (Otsuma Women's University)*

Thanks again for the great opportunity to connect with amazing people! - *Aya Hayasaki (Waseda University)*

## Short Reflections on Creating Community: Learning Together 6

Ian Hurrel, Ken Ikeda & James Underwood



*Creating Community: Learning Together 6* took place on Sunday, December 20, 2020, through the event space: <<https://cclt6.eventzil.la>>. The decision to move online came in response to the restrictions posed by the COVID-19 pandemic. Although holding it online brought some challenges, it was thanks to the great team of volunteers that we were able to overcome these. The was accessible to all, and people joined from the UK, Mexico, and Japan. Like before, it was also open to student and teacher presenters, and all together, there were 30 presentations. Many thanks to those who presented and took the time and energy to help and support the presenters as well.

The conference started with an engaging opening plenary from Joseph Shaules. In his talk, he explored the psychological resistance that learners may experience about learning and using language. Then encouraged the audience to think about how to motivate their students to counteract this.

Following the plenary, there were four rounds of presentations. After each round, small discussion and reflection circles were held for 10 minutes; in these, both students and teachers could explore the questions or puzzles they had about learner development and their challenges and triumphs with the COVID-19 pandemic.

The conference finished with a closing session where participants and presenters shared reflections of the conference in small groups in breakout rooms. As they did so they collaboratively designed a slideshow that documented their experiences. The participants were invited to write up these reflections formally, which we include here.

## Learning from Students: Applying the spirit of CCLT to a year of online learning

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Thank you very much for the opportunity to have students presenting work that they have done during the year. CCLT is always a wonderful conference that gives students a presence and a voice in the world of English teaching, a field that tends to talk about students in academic terms while at the same excluding them from the dialogue. In contrast, CCLT gives an opportunity for students to be experts, and provides them an opportunity for personal and academic growth. I appreciate the efforts of the conference organizers to persevere with the conference by moving it online to accommodate the restrictive measures for dealing with COVID-19. This not only gave students a rare opportunity to present, but it also opened up the conference to all Japan, and beyond. In a year of remote classes, the 2020 CCLT experience seemed especially poignant as a chance to appreciate the support and camaraderie that has been evident in the online teaching community this year, as well as being a way to celebrate this year's students as a cohort whose resilience and adaptability have been an inspiration.

The first presentation I watched was from presenters in Mexico. It struck me how being online had reduced barriers to entry and had broadened the scope of the conference. There were presentations from Gifu, Hiroshima, Miyazaki, Sapporo among others; this year's conference was a chance to hear about how people in a variety of places and teaching environments had adapted to the changed circumstances of this year.

A further theme that ran through the conference was the ability to create opportunity from adversity. Ellen Head's students in Miyazaki who presented at the conference, expected to be on a study abroad year. In their presentations we gained insight into how they had adapted to the circumstances by using technology to communicate with people overseas. Jenny Morgan used the COVID-19 situation to create an opportunity for students to record oral histories about the ways in which the pandemic had affected life this year.

Four second-year students taking my Japanese History class also presented at CCLT6: Rino Yoshida, Ayaka Muraishi, Remi Hayasaka, and Nagisa Sato. They too adapted to the difficulties and turned it into a learning opportunity. In their presentation, they talked about the difficulties they faced at the beginning of online learning: the lack of internet connection, the unfamiliarity of the technology, the lack of access to teachers and the inability to connect with classmates to ask for help. As English majors taking the International Society and Culture course, each of them had more than 10 online classes per week where they were expected to interact with other students. This gave them ample opportunity to become breakout room experts and it also made them a valuable source of information for teachers as we tried to improve the online learning environment. In a debrief with the students after they finished their presentation, their strongest impression of their CCLT presentation was that they realized how much they have grown up this year, thanks to online learning. From their point of view, despite the difficulties, they could thrive in 2020.

Watching them present, I realized that the social dimension of online learning underpinned their academic achievement and this was integral to their feeling of success. In their presentation, they gave advice on how to communicate effectively in breakout rooms, particularly when in groups with senpai, kouhai and unfamiliar people. Advice included establishing an understanding that cameras should be on, smile and use gestures, and start each session with greetings and self introductions in English. In addition, they emphasised coming to class well prepared so that they could focus on understanding the task, sharing the screen to show their answers as a way to scaffold students with lower English comprehension, asking groupmates questions, particularly “why” and improving their own homework by adding ideas that they learned during class from their group mates. Through break-out sessions, they developed confidence to be the person to start in

## Our CCLT6 Conference Reflection

**Shiori Kishihara, Yuki Murakami, Chika Matsumoto, & Kristina Reyes with Lorna Asami**  
Keisen University

During the COVID-19 pandemic, our classes went online so we did not need to spend time commuting. As a result, we had more time to think about ourselves and

English, initiate discussion, ask questions, summarise ideas, and present information to the whole class when breakouts had finished. Exit cards gave them an opportunity for focused reflection as well as communication with teachers, including their frustrations and complaints. When teachers responded with advice and modifications to the class, it further motivated the students to keep experimenting with strategies for effective communication in breakout sessions.

Secure in their social environment, their learning flourished. They, and their classmates, understood that with good preparation they could exchange ideas effectively about the class contents, for example the way Japan remembers (or doesn't remember) history and how history should be taught in Japan. They advised that to make good breakout room discussion, all answers, no matter how misguided, should be accepted. In the thorny subject of Japanese history and regional relations, the student's idea to accept all answers is quite sensitive. From their point of view though, a student who musters the courage to express their ideas will have chances in the future to adjust their point of view but if their opinion is denied, they may lose the willingness or courage to speak out again. From a teacher's point of view, it became an opportunity to introduce lateral reading as a way to help students discern the reliability of information. The process of exchanging ideas between students and teachers facilitated an environment of mutual learning.

Their presentation provided me with an opportunity to reflect on what went well in the year and what needs to take place to have more successful learning environments for students. It has motivated one of my colleagues and me to try and learn more about what made for successful online learning by making a survey about their online learning experiences. Stay tuned!

Thank you again to all the organizers and participants for an exceptional conference. It was stimulating and provided fruitful opportunity to reflect on a challenging year.

how to overcome our difficulties. One of our classes was called SDL, which stands for self-directed learning. In this class, we chose one skill from a *Readiness to Learn* list of skills (University of Waterloo, n.d.) that we wanted to improve to become better learners.

In our SDL class, we regard “metacognition” as an important idea. Metacognition is thinking about oneself. Our ideas about metacognition were expressed in our

SMART goal. This smart goal should be **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-based (Doran, 1981).

Yuki selected “study skills” as she wants to study more efficiently. She will do four things to improve her study skills, which are to decide on her tasks, organize and analyze them, gather information about them which will help her, and write notes along the way. Shiori decided to improve her “note taking skills” by using her i-phone to take memos of URLs. Smartphones are one of the normal things in our life. Shiori has evaluated and re-evaluated her note-taking style and keeps improving herself. Chika selected “coping skills” then analyzed her lifestyle and her stress, and her stress was divided into three types. She made a To-Do-List to be stress free. After learning how to better cope with her stress, she has been able to concentrate on her work more than before. Kristina described her planning skills which uses PDCA goals where **P** is plan, **D** is do, **C** is check, **A** is act. She now uses a PDCA chart to help her deal with her many university assignments, part-time job, study of other languages, and club activities. She feels that her PDCA chart has helped her to be more organized and find free time for herself.

We divided our roles and helped each other to make this presentation. We worked hard to finish by the deadline and thought about how to make it more interesting. Each of us made an effort even though we had a lot of work and also had our part-time jobs. We felt we did not have enough time but we had good teamwork and were able to prepare and practice our presentation slides.

As for other sessions, we listened to “An Inter-university Line Study/Share Group for 2020” by Takefumi Ariga, and we learned from Lee Arnold how to use Flipgrid more smoothly. While we were there, we heard a speaker mention acronyms like our SMART goals. Ms. Anita Aden introduced SMILE which her students used during their class time together. She creates a good mood while students study in English with the acronym SMILE. **S** means start with a question, **M** is Make mistakes, **I** means increase interest in people around you, **L** is Listen and repeat and, **E** is Enjoy your life. It was an interesting and fresh thing for us. We think it makes students feel better and enjoy studying and using English.

Throughout this coronavirus pandemic, everyone has been thinking about how to improve our learning environment. When we go to school, we can see our friends and greet them, and then the class starts. We took these simple things for granted as part of the normal life at university and what should be in the university. We realize now that our ordinary lifestyle before the pandemic was actually extraordinary, and there are real risks in that once ordinary lifestyle. When we meet friends, we always hug or talk and laugh out loud. Hugging and laughing have been part of our normal lifestyle until now. However, these things have been shown to be the cause of infection clusters. To overcome the difficulties in this pandemic, many people must think of ways to improve this situation. If we could improve this situation we would be able to significantly improve the place we learn.

We felt not only Keisen university students, but also other university students and teachers experienced difficulty in online classes during the coronavirus pandemic, and most of us tried new ways to study English or study without feeling lonely. As we listened to the CCLT6 presentations, we heard and thought that everyone felt similar feelings and tried to overcome difficulties, so we were stimulated by other ways of studying and we will work even harder from now. We joined sessions where most of the speakers or listeners are teachers at university. We thought teachers had a difficult year and tried some ways to communicate with students by using emails, reaction papers, and questionnaires. We thought reactions or reflections are important ways to communicate with our teachers because teachers could find out how much students understand, how students feel about class, or if students are having any trouble. We think it is important for students and teachers to keep communicating with each other to solve problems.

In this conference, we gave our presentation and also heard other presentations. We will keep studying each skill in our list of *Readiness to Learn* skills and continue to improve our skills and competencies. Even if online classes continue next year, we will find ways to communicate with our teachers and friends and continue with our studies.

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## CCLT6 Reflections:

### From face-to-face to Armchair

**Patrick Kiernan,**

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After the exhilarating experience of participating in CCLT5 where my students gave poster presentations using posters created during my academic presentation course, I was keen to participate again this year. The event not only provided an opportunity to give a real presentation in a supportive atmosphere but also to share ideas and communicate with students from other universities. I was even able to have students from two different universities I teach at meet up. However, I was somewhat anxious about how this would play out in an online context for CCLT6 and indeed whether my students would wish to participate. I need not have worried, however, as, although not all the students were able to present at the conference, those that did were keen to do so and positive about their experience afterwards.

This year four graduate students from Ochanomizu University, researching in a variety of different areas, presented at the conference. In this case, the research fields on which they presented were English Education (Kimika and Miho) Semantics (Saki), and Human Biology (Trinh). Worrywart that I am, I was also concerned that

developing presentations that would fit in with the conference theme may prove problematic but again, though initially expressing concerns about the topic seeming far from their chosen research themes, they all found ways to adapt their interests to the theme of the conference as indeed did all the other presenters that I saw at the conference. Moreover, they even tweaked things from the final “dress rehearsal” that we had in class on Friday for the big day. On the day, Kimika and Saki attended the event from the opening plenary to the final reflections and participated in sessions throughout the rest of the day. In this reflection, I'll do my best to share both my own personal experience and something of the feedback I received from my students after the event.

The plenary is as good a place as any to start because it really was an excellent start to the day. Professor Joseph Shaules talk on “The Psychology of Resistance to Language Learning” was not only a topic that got close to the heart of the SIG's concerns with motivation and learner autonomy but was one that I am sure chimed with the experiences of both students and teachers attending the event. Professor Shaules also did an excellent job of building a rapport with his audience both through his comments about the SIG and the way he picked up comments from the chat such as Ellen's “the devil and chocolate”(?) bringing some humor and lightheartedness to his serious and important message, based on a wealth of research about how motivation is always a challenge. We had talked in class about knowing your audience and building rapport and Professor Shaules' talk served as a nice example of this.

Some of the presenters I found most informative and interesting would probably not have been part of the conference had it been offline. Two talks about CLIL “Experiences of CLIL and Study Abroad Online in Japan” and “Resilience in Mexico's SALC and students in Pandemic” included talks from teachers in Miyazaki and Mexico respectively who introduced an online language exchange project called Teletandem. It was interesting to hear both teacher and student perspectives on this experience. It was also a reminder of how really meaningful language learning takes place in communicative contexts outside the classroom.

I enjoyed some other presentations throughout the day including my students session at the end, but it was noticeable that whereas the previous year's conference audiences had been carefully managed, it is just too easy for students to tune out for other sessions. That said,

the student who came to listen to the Ocha-dai students was clearly genuinely interested and it proved an opportunity for some real sharing.

In the breakout rooms during the closing session, I talked with Ken and a charming American gentleman whose name now escapes me but whose main point that he noticed many students were simply reading their presentations and that this was completely unacceptable remains fully engraved in my memory. As Hugh Nicoll has pointed out in his kind comments on this reflection, reading aloud can have its place in presentations, particularly when introducing a text about which comment is being made. Nevertheless, the underlying concern was presumably that students had not prepared fully and so were focused on reading their notes rather than focusing on communicating their message to the audience. This negative evaluation of reading aloud may in part also be a result of differing cultural notions of what a presentation entails: reading aloud, a tradition that is still prominent in Japan, shows that the content is prepared and intentional, whereas presentations, particularly in the US have evolved into theatrical events (think Steve Job's product announcements though not his famous Stanford Commencement which was read aloud) where full communicative engagement with the audience is paramount (as espoused by presentation experts such as Garr Reynolds). Language teachers brought up in a communicative tradition naturally tend to sympathise with the more communicative realisations of a presentation and so feel that students who read their presentation are hiding behind their script and cutting themselves off from the audience because the bodily modalities of voice tone, eye contact, posture and gesture tend to be inert. These are all issues that my students had discussed extensively in class in relation to extracts from Garr Reynolds' book *Presentation Zen*. As the students in this class already had a good general fluency in English that would have allowed them to explain their topics without any script (something they did in class) and they had already given several in-class presentations on their topic including an in-class dress rehearsal of their conference talk, I partly wanted to object that my students had gone to considerable efforts to avoid just reading from their script. I wished he could have seen them talk! Even so, I recognise the problem as a central concern when asking students to prepare presentations which may also otherwise include material found online and read as is, potentially without

fully understanding it. The temptation to read is a particularly insipid and tricky point when presenting online through Zoom but no less forgivable for it. The script can be put on the screen or out of sight of the camera so that it is invisible to the audience. Signs of reading tend to be detected according to the tone of voice, something speakers may not be aware of. The fact that my breakout room colleague shared his views on reading aloud when we returned from our breakout rooms also made an impact on Kimika and Saki as he put it a lot more unambiguously than I might have done. Moreover, it is always good to have important points expressed by others! It also gave us a focus for further discussion of this topic in class after the conference.

All in all, then another exhilarating conference, this time from the comfort of my own home and online or offline, I am already looking forward with excitement to CCLT7!

## Reflections on *Dis/Connect*: virtual art exhibition

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*"We learn geology the morning after the earthquake..."*  
(Emerson, 1860)

This was my first time to take part in CCLT, either as a presenter or part of the audience. Together with Eric Luong from Kyoto University of the Arts (KUA), and Miyazaki International College (MIC) students Aya Fukunaga, Masataka Ochiai, and Serina Yano, we presented on *Dis/Connect*: virtual art exhibition. The exhibition, organised during the summer, involved students from Miyazaki, Kyoto, Italy, and Sweden, who showed their artworks on the theme of distance, isolation, and all things pandemic. It was a chance to share our own experiences, while learning about those of others, and try to process, on some level, these unprecedented times as they were unfolding. A wide range of media was submitted, including photography, illustration, graphic design, and video, and the artworks are displayed on these Tumblr and Instagram platforms:

Tumblr: <<https://miyazakikyoto.tumblr.com/>>  
 Instagram: <<https://www.instagram.com/dis.connect2020/>>

One important aspect of CCLT for me was the voices of students. Many of the presentations involved students sharing their ideas and reflections, most in their first public conference, such as MIC students discussing their experience of “Studying Abroad Online in Japan.” These voices, free from the filter of teaching theory, offer us a level of direct insight into the learning experience that is difficult to attain from the usual teacher-focused conference. For students of the Dis/Connect project, CCLT was an opportunity to introduce the details of the exhibition and why they decided to join, as well as a chance to think a little deeper about their own artworks. As an organiser of the exhibition, it was moving to hear students reflect on the ideas behind their creative process with such depth and consideration. Several of the artworks were very personal and resonated deeply with participants, such as Aya Fukunaga’s “Family”, an intimate portrait of her grandfather in hospital. Hearing students describe their images added an extra layer to the works. It is often said that art helps us express what we cannot with words. Certainly, as a mode of expression, art is unique in the way it lets us externalise some of the more nuanced subtleties of our thoughts and feelings. But more than just conveying a message, art can help us in the messy task of making sense of our inner world. It is a process of self-discovery and realisation: a complex, deeply personal dialogue with ourselves.

2020 was a difficult year for us all. As teachers we struggled to get to grips with unfamiliar technology and run our classes from behind a screen. Online teaching has, so far, proved to be a mixed bag. Yet it is students who have been the most affected. In Japan, the first wave of the pandemic coincided with the start of the academic year and an entire cohort’s university experience was dramatically disrupted. The damage from the past year will reveal itself in years to come, and it will take time for us to fully understand what happened, how we reacted, and how successful our coping methods were. By providing a platform for students and teachers to share experiences, CCLT6 was an important step in that process of understanding.

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## Reflection on CCLT6: Learners (and Teachers) in the Virtual Moment

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To begin with, kudos to the organizers of CCLT6 given the logistical difficulties of online coordination through Zoom. As we had never before embarked on this, I know fully the fear and trepidation, yet sense of grit and determination, to pull off the endeavor of a synchronous virtual conference. It mirrors the sense of apprehension many of us have felt over this year at our institutions. We have struggled to deal with the reality of online instruction while striving to learn what it can make possible, and there has been a commensurate level of that same fear of the new and determination to make it work for our instruction and our learners.

One major challenge I have had this year is in maintaining the motivation for exploring issues in learner development given the new and differing demands of remote instruction and learning. The most immediate issue has involved the technical difficulties that arise with the video-based platforms we have had to deliver our instruction in. In that sense, and without casting aspersions on the event, some technical difficulties with the conference reprised the technical difficulties that we have experienced with online instruction this year. In my case, my presentation was delayed by around an hour due to a connection issue in the room I was assigned to. Yet again, the organizers were gracious enough to allow me to present anyway with the awareness that these problems could arise. Their patience with the situation enabled me to present with great response from the attendees, and their reception has gotten me thinking about how to attend to the needs of learners online in any (possible) subsequent online interaction.

Given that issue, I was unable, unfortunately, to see very many of the other presentations. But what I was able to catch glimpses of were the various tribulations, and success stories, of working with our learners in the virtual moment we have found ourselves in. One thing I was intrigued by was the learner response to the online reality and how well learners could cope. In my own

case, my presentation dealt just with this issue, and I could see from the titles of the other presentations that this loomed in the minds of a number of the other presenters as well. It reminded me all the more how special to me LD has been in the concern and care of learner quality of learning and how it can best take place. The online reality, in that sense, has been a blessing – it has levelled our positions vis-à-vis the learners, in that in some respects, we have had to learn with the learners on how to cope within this environment. Consequently, that can only contribute to a greater empathy with our learners, as well as allowing some of the pressure many of us tend to place on ourselves to ease – it is by way of understanding, not perfection, that can do more to relieve the anxieties of our learners while allowing ourselves as teachers to see technology in more level-headed terms.

Given this virtual moment, many of us have had to become better acquainted, and some of us completely acquainted, not only with video-based instruction but also with learning management systems. In my situation, this has had the effect of constricting research exploration given the amount of time required in LMS work. Yet the successful realization of the conference was due in no small part to the determination of the participants to continue to explore, gather, and reflect through the technological challenges. It is therefore all the more remarkable how successful the conference was, perhaps from the crash course in virtual instruction and learning we have been put through over this year.

## Acknowledging the tiredness and appreciating the struggles

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I found myself reflecting on the photograph *Family 2020* that Aya Fukunaga shared in the Arts Project presentation by Will Hall, Eric Luong, and students Masataka Ochiai, Serina Yano, and Aya Fukunaga. The photo shows Aya's hand gently holding her grandfather's as she said goodbye to him in August. This was the last time she saw him. He had senile dementia, Aya explained. He died in October, and the photograph cherishing this moment and representing much more had been displayed in the funeral hall.

Aya's artwork and experience were profoundly moving and thought-provoking. I am grateful to Aya, Masataka (*Lonely Fireworks*), and Serina (*Not Cheerful Aoshima*) for what they each shared about their arts projects as part of a virtual arts exhibition between students at Miyazaki International College and Kyoto University of the Arts. This re-confirmed for me the value of project-based learning in enabling learners to create, collaborate, and become more autonomous and reflexively critical about issues that they are interested in and that they freely choose to focus on.

Unexpectedly it also led to waves of memories coming back to me of saying goodbye in different situations. The enormous emotional force of such moments seemed to surge through me as I listened later – screen off – to a couple of presentations, but didn't speak. ... *Walking across the dayroom in the old people's home with my 8-year-old son after saying goodbye to my mother ... She was sitting in a high-backed armchair ... At the door, stopping, turning, and giving her a wave, knowing this might be the last time I would see Mum. (It was.) Over 10 years later, that moment suddenly present again, inexorably vivid ...* I needed a quiet reflective time for myself as these visceral memories came up, and as I looked back over 2020 too. How had I responded to different students? Had I been able to sense their own vulnerabilities and been there for them? How could I have responded differently? How might I attend better to others in my personal and professional life? And what, in the end, have been the enduring traces and impacts of online learning, teaching, and meetings pretty much non-stop for the last nine months? Exhilarating in many ways, exhausting in others, the academic year was still a blurred image, and it felt too early to grasp more deeply what it might yet mean for the future.

At CCLT6 it was good to start to let go, quietly acknowledge the tiredness, appreciate the struggles ... and smile ... then switch off the computer—at least for a few hours, perhaps even for a few days, but not for that long ... Onlineness was now more than ever part of the everyday texture of our lives.

## Looking Forward | 今後のイベント



**Dates:** May 14-16, 2021.

**Venue:** PanSIG 2021 will be held online due to ongoing concerns over the COVID-19 situation.

**Website:**  
<[pansig2021.eventzil.la](http://pansig2021.eventzil.la)>

### Conference Fees:

- JALT Members: 3,500 yen
- non-JALT Members: 5,000 yen
- students: free (*either JALT student members, or full-time students with proof of student status, such as a valid student ID*)

### LDSIG FORUM:

#### *Challenges in Multilingual Learner Development*

**Sat, May 15, 13:00-14:30 JST**

Connecting with the theme of “Local and Global Perspectives: Plurilingualism and Multilingualism,” we invite proposals in which presenters explore the development of linguistic diversity in learners’ lives and environments, whether within formal education or in the wider world. What affordances and constraints do learners face in developing their linguistic repertoires beyond a simple binary of first and second language? What challenges do they face as multilingual learners and users in participating in different communities and in becoming more autonomous? What peculiar trajectories do learners’ language biographies take, and what dilemmas, questions, or puzzles do they have? Why? In this Learner Development SIG Forum at PanSIG 2021, we would like to explore the challenges and benefits of learning and using multiple languages from diverse perspectives. We welcome digital and poster displays that engage with learner language biographies, learning strategies, lingua franca, majority/minority language use, content-based learning with more than one language, CLIL, and other related topics and issues.

Our aim is for presenters and participants to engage in a lively exploration of the challenges of multilingual learning, use, and development. Depending on the number of presentations, the forum will feature timed rounds of interactive presentations followed by reflective writing and discussion. Presenters and participants will also be invited to contribute writing and related multimedia resources to the LD SIG’s newsletter, *Learning Learning*.

### Other Sessions related to

#### **Learner Development:**

*As yet, the times of these presentation are yet to be confirmed, please click the titles for more information.*

#### [Exploratory Practice in an L2 Genre Writing Class](#)

*Matthew Miner*

This presentation initially defines Exploratory Practice, a style of practitioner research in response to Action Research (Burns, 2003) that seeks to integrate classroom research and empower students as co-researchers studying language classroom quality of life (Allwright, 2005). The presenters discuss implementation of EP into a Japanese university freshman-level reading and writing class that follows a genre approach. The presenters will share results of an ongoing EP project which contextualizes genre writing of academic research papers by instilling concepts of autonomy, personalized language-learning research topics, and teacher-student collaboration. The presenters will end with reflections and suggestions on the potential role and benefits of EP in the language learning classroom.

#### [Online Poster Sessions as a Student Activity](#)

*Malcom Swanson*

Poster sessions, whether face-to-face or online, require a different set of skills than presentations or speeches. Presenters work with just one poster or slide, can only give a brief explanation, and must then respond to a constantly changing group of viewers. The interactive

and dynamic quality of poster presentations can offer university students useful opportunities to develop these explanatory skills in a very structured setting without the pressure of large audiences or a set script. In this session, I will describe our experiences of running an online poster presentation event in our university in Kyushu. The programme was intended as an opportunity for our 4th-year students to showcase and share their graduation thesis findings to inspire younger students. I'll explain the system we used, and some of the many pitfalls we encountered - and how we intend to improve the process for next year's event.

### **The Efficacy of Online learning: A Students' Perspective Survey**

*Dr. Michael Greisamer*

During the spring of 2020 Universities in Japan for the first time began either partially or fully to teach classes online. This sudden change in the way students are taught created a new style of learning, for them as much as the teachers, and as such, initiated discussion about the quality of learning and the effect on students. The implementation of online learning has the potential to substitute or supplement traditional language teaching far beyond the initial purpose; the safety of staff and pupils via social distancing during the Covid19 pandemic. The purpose of this research was to assess student responses to the first semester of online teaching and explore in what ways online education enhances language education for university students. A large number of university students (N=642) in the Kansai area were surveyed. The data is collected from University students in the Kansai area via an anonymous survey with a sample set of 642. Questions focused on their readiness to embrace online learning, their anxieties and what effects learning online has had on their learning in general. The results indicate that while the students accept the situation they would rather get back to on-campus face-to-face (F2F) classes. As online learning is now expected to continue at least for the next semester, the presenter will discuss the results of the survey as well consider what effective strategies students can use to manage their continued online learning. Questions of student satisfaction and student retention will also be considered.

### **Making classes 'SMART' to boost motivation and achievement**

*Stephen Harris / Robert Stroud*

Self-Determination Theory states that all humans possess the motivation to improve and feel a resultant sense of achievement (Reeve, Deci & Ryan, 2004). One problem which can hinder such motivation and progress for students studying English is a lack of clarity of the expectations for their oral performance. Research shows that students will make greater efforts if they are shown where their performance 'is', where it should 'go' and 'how' to get it there (Atkin, Black, & Coffey, 2001). In addition, clarifying the purpose of the learning for real-world use beyond the classroom will further motivate students to improve. This presentation explains how such theories of learning and human psychology can be applied to language learning classrooms by using original 'SMART' checklists, designed specifically for second language oral tasks. These checklists better define and direct students' efforts so that classes demonstrate higher levels of motivation and resultant achievement in learning English speaking skills. By clarifying oral task Skills, Measures, Actions, Reasons and Time, students become more focused on and confident at improving their speaking skills over time. The presenter will give clear examples of how to create and apply these SMART checklists to existing oral tasks to motivate and engage students.

### **Motivation and meaningful connection in the changing classroom**

*Andrew Reimann*

The main goal of language learning is undoubtedly social. We all have a strong desire to connect with others in meaningful ways, sharing experiences, exchanging information, or collaborating. Apart from language skills, connecting with others in meaningful ways requires intrinsic motivation, self efficacy, social and emotional intelligence as well as other traits or states that make up interpersonal competence (Spitzberg, 1989; Goleman 2006). This presentation will discuss key issues affecting relationship building and communication in the modern classroom through demonstrating activities and strategies for improving interpersonal skills and meaningful connections in both early and higher education contexts. These include storytelling,

collaborative video projects and interactive presentations, all of which can help to provide learners with opportunities to develop empathy, self-awareness, active listening, critical thinking, assertiveness, sensitivity, and tolerance of differences. With the rise of online learning, social media-based interaction, and social distancing norms, making 'real' connections with others is becoming increasingly rare and difficult. By using relationship-building strategies to become better communicators, learners can develop multiple competencies and a multilevel awareness needed for making meaningful and interpersonal connections.

### The evolution of a four-dimensional EFL classroom

*Adrienne Verla Uchida*

Teaching students only English is not enough these days. While students do need to master the four skills of reading, writing, speaking, and listening, they also need the skills known as the 4Cs: critical thinking, creativity, collaboration, and communication. Additionally, there is a need to foster students' character and metacognitive abilities. The Center for Curriculum Redesign's Four-Dimensional Education Framework (Fadel, Bialik, & Trilling, 2015) is designed to foster all of those traits in students. The framework emphasizes the importance of four dimensions that are essential to learners in the 21st century: knowledge, skills, character, and metacognition. A flipped learning approach was used to assign the grammar drills as homework and class time was spent participating in group tasks and projects that utilized the homework and integrated various dimensions of the framework. This study examines student perceptions about their growth as English language learners over a semester-long, first-year required EFL course with a focus on grammar. The course was held in the spring semester each year. Data were collected over three consecutive years from three different groups of students by analyzing the instructor's syllabi, student reflection sheets and a voluntary post-course survey. How the tasks and projects were designed and implemented over each semester to engage students with the traits from the framework will be discussed. Additionally, ways that other educators can implement the framework and the various tasks and projects will be shared.

### Every language learner is different: A personal perspective

*Dominique Vola Ambinintsoa Razafindratsimba*

As a learning advisor (LA), I often reply, "It depends. Everyone is different" to my advisees' "how-to" questions, before engaging them into what is referred to as an "intentional reflective dialogue" (Kato & Mynard, 2016). My role as an LA and my research on learner autonomy have enabled me to understand and accept the uniqueness of each learner's experience with their language learning. The latter involves internal factors such as personality, motivation, agency, and feelings about the language. These factors can be influenced by external factors such as the learning environment, including the geographical location (Benson, 2020), the society and the culture to which the learner belongs (Little, 1999). The frequent "how-to" questions from my advisees prompted me to reflect on my own language learning journey, including the struggles, the successes, and the fluctuation of emotions related to each of the five languages I have learned. I used some advising tools to help me with my self-reflection, and then, writing as a "method of inquiry, a way of finding out about [my]self" (Richardson, 2000). In this presentation, I will discuss my self-reflection and the self-awareness resulting from it. I will then suggest some implications for language teaching, mainly highlighting the need to promote learners' self-reflection.

### Multilingualism in self-access learning centres in Japan

*Katherine Thornton*

Self-access centres, non-classroom language learning spaces which promote learner autonomy and provide an informal setting for extra-curricular language learning, are now common facilities at campuses across Japan. While some of these centres are multilingual, others promote only one foreign language (usually but not always, English). On establishing and subsequently operating such a facility, language policy and how target languages are promoted and supported are important aspects to be considered, which will determine how potential users interact with and in the space.

This presentation will present some of the main findings from a KAKEN project investigating language policy and language use in self-access learning centres

(SALCs) across Japan. Several institutions were chosen as case studies. Through surveys, interviews and focus groups, data was gathered from SALC directors and administrators, learning advisors, instructors and students about attitudes to policy and how language is used in these semi-naturalistic language learning spaces. Issues arising from the data include the roles of motivation, identity and autonomy in student language choice, the dominant role of English, and how attempts are made to make space for multilingualism.

## Exploring a Full-Time Learning Advisor's Autonomy

### *Andre Parsons*

In self access, there has been much research on learner autonomy (Benson, 2007; Benson & Voller, 1997; Dam, 1995; Holec, 1981; Little, 1991, 1999, 2007; Sinclair, 1999). Nevertheless, to our knowledge, there have been few to no inquiries into learning advisor autonomy (cf. Shirakawa, 2018). Having proposed a model for understanding learning advisor autonomy via teacher autonomy (Warrington & Parsons, 2019) and subsequently applied it to ourselves to test its feasibility (Warrington & Parsons, 2020), this presentation stands as an attempt to further address the aforesaid gap in the research literature. Discussion will first focus on what learning advisor autonomy looks like through the lenses of professional freedom (Pearson & Moomaw, 2005; Vieira, 2006), continuing professional development (Huang, 2005; Smith & Erdoğan, 2008), and the phenomena of the interconnectedness between teacher and learner and their mutual and simultaneous development (Jiménez Raya, Lamb, & Vieira, 2007; Little, 2007). Thereafter, attention will be turned to a case study which examined one full-time learning advisor's autonomy using these lenses and the implications and future directions of this for his 'learning advisor self' and the underlying identities within it.



**Dates:** June 4-6, 2021.

**Venue:** Hirosaki Gakuin University, Hirosaki, Aomori & <<https://jaltcall2021.eventzil.la>>

**More information:** see here: <<https://jaltcall2021.eventzil.la>> or here <<https://jaltcall.org>>

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**Submit proposal here (Deadline April 23, 2021)**

[https://docs.google.com/forms/d/e/1FAIpQLSd9qr6VVVoORvWdZk3PIIfZTKAY2emQf0UUI\\_FKdjxRx1oEdg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd9qr6VVVoORvWdZk3PIIfZTKAY2emQf0UUI_FKdjxRx1oEdg/viewform?usp=sf_link)

Connecting with the theme of the last year with emergency remote teaching, we invite proposals in which presenters explore the development of language learning communities during online classes. In the spring of 2020, we were all suddenly faced with the challenge to bring our institutions of learning to a fully online environment. This undoubtedly challenged the way we interacted, worked, and learned. How did learners and teachers first respond to the emergency? What challenges and questions were encountered? How did learning evolve into a "new normal"? What aspects of this new normal will affect the ways the community will return to classroom learning? In this Learner Development SIG Forum at JALTCALL 2021, we would like to hear what tools were used to navigate the new normal, and what were the challenges and benefits of these tools for the learning community. We welcome digital presentations that explore the use of particular applications or websites with learning groups or individuals. In addition, narratives, interviews, and other explorative research into the social constructs that developed with online learning will also be accepted. Our aim is for presenters and participants to share both the rewards and challenges that we encountered in this period of online teaching and to discuss ideas about how this could challenge future directions to learning and learner development. Depending on the number of presentations, the forum will feature timed rounds of interactive presentations followed by reflective writing and discussion. Presenters and participants will also be invited to contribute writing and related multimedia resources to the LD SIG's newsletter, *Learning Learning*.

## SIG MATTERS | インフォメーション

### Learner Development SIG Financial Report August 2020 to February 2021

As reported at the AGM in November, there was some concern about the potential impact of pandemic on the LD SIG's finances. This prompted us to consider how we would respond to a situation where finances were suddenly cut, which was probably not a bad thing. The general conclusion of this exercise was that we decided to base our budget for the following year (agreed at the AGM) on current finances. Hence, any cuts in income will affect the following year's budget rather than the current one. As it is, our income from JALT was only reduced in accordance with a slight drop in membership and the pandemic generally meant cancelation of activities or moving them online, and even a reduction in grant applicants which has overall meant a large reduction in costs. Indeed, besides the one grant application, the only other anticipated expense is the cost of holding CCLT6 online. I am currently waiting for invoices for this event. Overall, finances remain healthy and our budget for 2021 is similar to last year.

<b>Revenues: August, 2020 – February, 2021 /収入：2020年8月～2021年2月</b>	
JALT Grant	157,697
CCLT6 conference participant fees	30,472
<b>Total revenue / 収入合計</b>	<b>188,169</b>

<b>Expenses: August, 2020 – February, 2021 /支出：2021年8月～2020年2月</b>	
Research grant (1x40,000)	40,000
CCLT6 expenses	?
<b>Total Expenses / 支出合計</b>	<b>40,000</b>

<b>SIG fund balance, February 28, 2021 /SIG資金残高2021年2月28日</b>	
Balance in bank account / 銀行口座残高	268,804
Reserve liabilities / JALT本部預け金	200,000
PayPal	25,972
Cash in hand / 現金	0
<b>Balance / 合計</b>	<b>494,776</b>

The next few months may include further cancelled events, but it is to be hoped that as we move towards the end of the year and into next year we will gradually be able to expand events and even meet again face-to-face.

**Patrick Kiernan, SIG Treasurer**

**Email:** <kiernan@meiji.ac.jp>

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

### Deadline for Contributions to the Autumn issue: **August 31st 2021**

#### 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. これまででない形式のもの、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。

#### Mini-profiles: Sharing your learner development interests / ミニプロフィール：学習者ディベロップメントについての関心の共有

Here SIG members introduce themselves briefly (just 50 to 100 words or more), and write about what interests, puzzles, intrigues them about learner development, and/or about a particular approach or project, or research that they are doing or plan to do, or simply share a short reflection, to do with learner development (about 100 words or more) : ... ここでは、SIGメンバーの学習者ディベロップメント研究に取り組む原動力となる関心や課題とともに短い（200から400字程度）自己紹介をお届けします。特別なアプローチやプロジェクト、現在進行中の研究やその計画、さらには学習者ディベロップメントの取り組みに関する内省など、それぞれの思いや考えが寄せられています（約200-400字程度以上）

#### 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 — 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 1,000 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)

### Learners' voices / 学習者の声

Learners share stories of their learning, reflections on their practices of learning, or report on a project or research that they are doing or plan to do related to learner development (about 300 to 500 words) : 学習者が自分の学習経験、

学習の実践についての考察、または学習者の成長に関連して行っている、もしくは計画しているプロジェクトや研究について報告します。(約1200-2000字程度以上)

## Research & reviews / 研究 & レビュー

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

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

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

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

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

## Free space / フリー・スペース

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

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

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

#4: poems... and much more : 詩、その他。

## **Learning Learning Editorial Team**

<[LLeditorialteam@googlegroups.com](mailto:LLeditorialteam@googlegroups.com)>

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

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

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

Many thanks!