Learning Learning 『学習の学習』

Newsletter of the Learner Development SIG

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

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

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Cover Design & Layout, James Underwood

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Hello and greetings to all of our readers at *Learning Learning*. I hope that you will be inspired and encouraged by the many people who have written for this issue of our biannual online newsletter. I would also like to send out a heartfelt thanks to my co-editors for their support in my first venture as lead editor. It has been a great experience for me personally and one of firsthand learner development for sure!

Our Learner Development SIG coordinator, **Koki Tomita**, will open this autumn issue with our SIG news and a farewell as he hands over the reins to our incoming coordinator, **Tim Cleminson**. We have so appreciated Koki's work here along with his co-coordinator **Tetsuko Fukawa** in LD with the many events and publications that they have planned, directed, and participated in. We will miss their leadership, but are glad to know that our SIG will be in good hands with Tim.

We have recently restarted a section called "**Mini-profiles**" for our busy members to be able to share snippets about what interests, puzzles, and/or intrigues you about learner development. **Kayoko Horai** wrote to us telling us a bit about the disruption that the 2019 Kumamoto earthquake and then Covid19 pandemic brought to her personal and professional life. We are very thankful that she is safe and glad that she is able to continue to be with us.

In **Members' Voices**, **Szabina Adamku** relates her story of focusing her research interests on learner autonomy and self-regulated learning in her home country of Hungary. Now in Tokyo, she says that she sees similarities in how language learning is approached in Hungary and Japan. She is presently researching vocabulary learning practices and doing qualitative studies to discover more about students' self-regulated learning. **Dominique Vola** tells us that the beginnings of her study of learner autonomy with students in Madagascar served as the impetus to earning a Ph.D in fostering learner autonomy. She is presently at the Kanda University of International Studies, researching advising, self-directed learning, and in-class reflection. **Tim Murphey** brings up an important point that teachers should remember who our students are as they are learning and growing and have all of their future careers ahead of them. He uses the word "partnerism" and highlights works from Riane Eisler that emphasize dependency on one another over having a domineering worldview and agenda. **Kaori Suzuki** writes about the teacher who inspired her dream to become fluent in English and tells of how she has come to realize the importance of her influence in the classroom to help learners form their identities as English speakers in a global environment.

In our **Free Space,** is an article by **Tim Ashwell, Andrew Barfield**, and **Alison Stewart**. In 2015, they founded the Learner Development Journal, our SIG's online open-access annual publication and formed its first Steering Group. As they consider Inclusive Practitioner Research, they show us new genres and ways of writing with increased collaboration between author and editor. I hope that you will take up their invitation to contribute your reflections to the knot of issues at the end of their article which were raised by the participants of the Learner Development Journal Issue 5 that is to be soon released.

The next section of our 28.2 issue are two special stories about **Learning and Teaching Practices**. The first is a Zoom interview by one of our own editors, **Ken Ikeda**, with **Jackson Koon Yat Lee**, a university teacher in Tokyo. Ken interviewed Jackson about his conflicted feelings as he learned English and moved from Hong Kong to Canada and then to Japan. Ken comments on how Jackson's language experience resonates with his own personal experiences and shares Jackson's reasons for choosing language education as a career. Our second story is by **Cecilia Smith Fujishima** and **Adrienne Johnson** who explain how they have adapted exit cards for use in their online classrooms to ascertain their students' progress, feelings, and a sense of the class as a whole. They show us that exit cards are easy to use and invaluable as a tool to improve the communication between teacher and learner.

Following **Learning and Teaching Practices**, is **Looking Back**, where **Blair Barr** compiled reflections from sixteen attendees of the Learner Development SIG Forum at **PanSIG 2021** on the presentation theme of "Challenges in Multilingual Learner Development." Another Learner Development event covered in this Looking Back section is the online **Get-Together** that was held in July and September. There were reflections from July's meeting on topics such as an Exploratory Practice board game by **Tim Cleminson** and limits of learner autonomy by **Ian Hurrell**. The September **Get-Together** featured such topics as how to encourage learner involvement in hybrid classrooms, CEFR standards, and SMART goals.

Upcoming events for our SIG for the remainder of the year include the next **Get-Together** at the end of October (which will have been finished at the release of this newsletter), the annual JALT International Conference from November 12-15 which will be held online this year on the theme of "Reflections and New Perspectives." Please join Learner Development SIG members **Aya Hayasaki, Gareth Barnes**, and **Sakae Onoda** at the **LD Forum** on November 13th from 18:30-19:30. Then, on December 12th from 14:00-16:30, we will have a modified version of our annual **Creating Community: Learning Together (CCLT) conference**, with this year geared to give our students center stage on the theme of "Quality of Life and Learning."

Concluding this issue is our **Treasurer's Report** by **Patrick Kiernan**, with the good news that in spite of a severe budget cut from the JALT Central Office, our SIG has managed to stay healthy and in the black.

I would like to close by encouraging those who are considering writing for us, to peruse our **Information for Contributors** at: http://ld-sig.org/information-for-contributors/ to find the right section for your personal and reflective story of learner development. The editors here at *Learning Learning* are ready and willing to help you to tell your personal story of learner development. If you would like to join our group of editors, please send us a message at <LLeditorialteam@googlegroups.com>. We thank you all for your participation and for making this SIG such a vibrant and warm place to be.

Lorna Asami, lead editor for 28.2, on behalf of the *Learning Learning* editorial team: **Ken Ikeda, Mike Kuziw, Hugh Nicoll, Koki Tomita, James Underwood**
Tokyo, November 2021

Co-coordinators' Greetings for Autumn 2021 | コーディネーター挨拶

Welcome to the fall issue of SIG's newsletter, *Learning Learning*. Thank you very much to the many people who have contributed to this issue, working hard with the editorial team to put together this issue. In these greetings, I would like to reflect on our activities since the last issue and write my farewell to you as a Co-Coordinator of the Learner Development SIG.

To begin, I extend my appreciation to each one of the members and officers who contributed to our SIG activities throughout the year. Our activities were so informative and engaging because you made our activities worthwhile. In particular, I would like to express my appreciation to the contributors (Kayoko Horai, Dominique Vola, Nicole Gallagher, Tim Murphey, Kaori Suzuki, Szabina Adamku, Jackson Lee, Cecilia Smith Fujishima, Adrienne Johnson, Blair Barr, James Underwood, Ian Hurrell, Andy Barfield, Patrick Kiernan) and editors (Andy Barfield, Mike Kuziw, Kento Nakachi, Yoshio Nakai, Hugh Nicholl, and James Underwood) of this issue of *Learning Learning* led by Lorna Asami and Ken Ikeda. Thanks for the terrific job, all!

Next, I would like to address my gratitude to all presenters and members who joined our online forums and Get-togethers (monthly meetings). We should not forget to appreciate the dedication and commitment of my fellow officers, Blair Barr, Ken Ikeda, James Underwood, Ian Hurrell for hosting our events. 2021 has been another challenging year for all of us in the field of education. In the midst of such uncertainties, we needed to have a place where we could connect to share our views and ideas and overcome the challenges that we were facing. At the 2021 PanSIG Conference in May, we had 13 presenters (Isra Wongsarnpigoon, Ellen Head, Akiko Nakayama, Andy Barfield, Alison Stewart, Lorraine de Beaufort, Kevin Mark, Rita Kelly, Jussi Jussila, Yuri Imamura, Alex Shaitan, Chie Tsurii, and Kizuna Fuse) under the theme of *Local and Global Perspectives: Plurilingualism and Multilingualism*. In June, we also held another forum to share our insights on learner development at the JALT CALL Conference with the theme *Reimagining Learning Communities Online*. For this forum, the LD SIG had an amazing list of speakers, which featured Leticia Vicente Rasoamalala, Martin Mullen, Satoko Watkins, Dominique Vola Ambinintsoa Razafindratsimba, Gareth Barnes, Lee Arnold, and Yuta Sato. Please check the following URL for more details of our online forums. https://ld-sig.org/events/

Now let's look at the events coming up in the rest of 2021. In November, we will have our final forum in 2021 at the online JALT International Conference with the theme of *Learner Development SIG Identities* on November 13th from 10:45 to 12:15. Join us at https://jalt2021.edzil.la/session/2327. On the same date, we are going to have our Annual General Meeting where all LD members can join and discuss topics regarding the LD SIG.

I imagine a lot of LD members have been looking forward to hearing updates from us on our annual signature conference, *Creating Community: Learning Together*. After much consideration and discussions among our officers, we decided to take a break from holding the event for this year. Instead, we have been planning to have a small-scale festival theme meeting for our students. You will hear from us about the event soon, so please check your email box for the news.

In 2022, we will face a big decline in the number of officers. We are looking for volunteers who can work together to create a wonderful community as Co-Coordinator, Program Chair, editors of *Learning Learning*, a *Learner Development Journal* Steering Group member, and online Get-together team. If you are interested in taking one or more roles in our SIG, please contact Co-Coordinators at ld@jalt.org.

To close, I would like to thank all the members and officers who supported me in the total four years of my tenure as a co-coordinator of the LD SIG. The past four years have been an incredible journey, and filled with joy and appreciation. In particular I would like to thank Andy, Yoshi, Ellen, Ken, Blair, Tetsuko, Patrick and Hugh for supporting me and sharing a number of great pieces of advice since the beginning of my tenure. Thank you all! After the November AGM, Tetsuko and I will completely step down from the Co-Coordinators role and support Tim Cleminson, one of the incoming Co-Coordinators. Once again, thank you so much for your support. I am looking forward to meeting all at the Forum and AGM.

Thank you LD and bye for now.

Outgoing Learner Development SIG Co-Coordinators

Koki Tomita & Tetsuko Fukawa

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。

Kayoko Horai
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Hello everyone. My name is Kayoko Horai.
I decided to rejoin the LD SIG because I am interested in the theme of Learner Development, even though I had not been actively engaged in LD before. Also, I have been out of the LD SIG for a while because of the Kumamoto earthquake in 2016. I had to rebuild my house and the SALC building where I work at my university. After I finally felt like things settled down, the pandemic started with all of its unexpected challenges in 2020.

Right now, I am a learning adviser/teacher in Sojo University in Kumamoto. When I was a university student, I couldn't imagine being an English educator because I didn't do well in English class in school. Then, I finally realized that English is a great communication tool when I met non-Japanese people. Now, I enjoy supporting STEM students in my university and assisting their development. I am interested in advising in learning, Self-directed learning, learner development, and the SALC. I look forward to joining more LD SIG events to learn from the other members.

Call for Contributions

Deadline for the Spring 2022 issue: February 28th, 2022

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

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

Members' Voices | メンバーの声

Towards the In-class Development of Learner Autonomy and Self-regulated Learning

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My research interest in learner autonomy, more particularly in self-regulated and strategic foreign language learning started in my home country, Hungary. Located in the heart of Europe, Hungarians aim to gain foreign language knowledge – mainly in English and German – for existential benefits such as better job opportunities, broader learning possibilities, or even prospects of settling in a foreign country. However, self-reported research statistics on foreign language skills placed Hungary fifth from last among EU countries (Eurostat, 2019), and domestic large-scale research results (Öveges & Csizér, 2018) revealed a yet widely applied frontal teaching style in primary and secondary school education, leaving little room for communicative language practice. While self-reported data include the participants' level of confidence beyond language knowledge, and recent changes are emerging in approaches to EFL instruction through more practical language skills development, these results serve as a warning to the stakeholders of EFL education about the need for improvement.

Granted with the opportunity to join the EFL instructor's team at a Japanese private university where, besides general EFL classes across all departments, there is an International Studies Program with several English classes focusing on different aspects of EFL language practice and widening learners' global understanding, I have gained a broader insight into the field of EFL education. By taking part in both general English classes and the focused international communications program, not only am I able to draw a parallel between Hungarian EFL education and the still widely-applied grammar translation methods in Japanese EFL instruction (Fujiwara, 2018), but through participating in a program that aims to provide EFL learners with adequate language skills for their successful entry into global platforms, I can gain insight into Japanese learners' EFL learning activities.

I firmly believe that EFL instruction goes beyond providing material, knowledge, and practice that fulfil the aims of a pre-set curriculum (may they be passing high-stake language tests or meeting a certain predetermined level of language knowledge). Building learning strategies, especially in our time of rapidly emerging digital opportunities in foreign language practice, is just as vital for learners as receiving the necessary knowledge and opportunities for practice (Oxford, 1997, 2017; Schmitt, 1998). As EFL practice has been moving progressively outside the boundaries of classroom instruction, language instruction and training needs to shift focus from mere in-class practices to promoting strategic outside-class EFL skills development (Benson, 2013; Zimmerman, 2008). The initiator of such learning processes can often be the teacher (Murray, 2014), and while learners have their individual goals, needs, learning styles and difficulties, the promotion of successful autonomous and self-regulated learning should be incorporated into the EFL teaching syllabus.

Although learning a foreign language spans across several skills and focuses, when determining my research focus, I narrowed my interest down to a crucial aspect of language acquisition: that of vocabulary learning (Folse, 2011; Ghazal, 2007). As Hungarian and Japanese EFL instruction both share the educational goals of (1) preparing learners for high-stake tests necessary for their life achievements and (2) providing useful skills for the global demand of English language application, sufficient knowledge of vocabulary is desired both by learners, teachers and the outcomes determined by the learning curricula. Therefore, one of my missions in my ELT and research activities is to find useful and applicable means of promoting and developing learners' strategies for their out-of-class, self-controlled EFL vocabulary expansion.

My PhD research activities in Hungary focus on secondary-school EFL learners and teachers; however, I believe that language learning spans across a longer – and often life-long – continuum, with each phase strongly affecting the next. While conducting quantitative studies about Hungarian secondary-school

EFL learners' current self-regulated EFL vocabulary learning practices and teachers' views and activities regarding the development of such learning processes, I am currently making qualitative inquiries among Japanese university students about their beliefs, experiences, views, development and approaches related to their self-regulated EFL learning, with certain focus on vocabulary learning. I hope my results can shed light on tangible problems and meaningful pedagogical implications that contribute to the field of EFL instruction and, within that, teachers' contribution to the development of learner autonomy and self-regulated learning both in Japan and on a global scale.

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Interest and Research in Learner Autonomy

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I was an English as a Foreign Language (EFL) teacher in an English language center in Madagascar for several years before I decided to learn more about learner autonomy, as I realized the latter was what my students were lacking. They tended to be dependent on teachers to give them instructions and to guide them on what to learn and what resources to use, though they were already university students and workers. I then started to read papers about learner autonomy, the capacity to take charge of one's learning (Benson, 2011), a notion that was unfamiliar in the context where I was. The more I learned about it, the more I felt that I needed to do much more than just reading about it. Thus, I decided to pursue a PhD on fostering learner autonomy in the EFL Malagasy context in New Zealand.

For my PhD, I especially worked with EFL student teachers and in-service teachers in Madagascar, as I strongly believed that learner autonomy starts with teacher education, as Little (1995) states, "Language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous" (p. 180). Firstly, I investigated the affordances for learner autonomy in a rural Malagasy school. Secondly, I conducted a nine-week practitioner research with first-year student teachers, aiming to develop their metacognitive awareness on their writing by means of reflection. The findings from these two phases showed that learner autonomy can and should be implemented in any context. However, before the

implementation, it is crucial to study the context in order to find the affordances and the constraints regarding learner autonomy. The first phase demonstrated that it is important to understand the in-service teachers' existing beliefs and teaching practices in order to raise their awareness of learner autonomy gradually by means of reflective questions. The second phase showed that experiencing the implementation of learner autonomy on their learning for nine weeks made the student teachers aware of their capacity to take charge of their writing and their learning in general by setting goals, monitoring and self-evaluating. They also realized their responsibility towards their learning, and expressed their willingness to promote the same to their future students, as exemplified in the following quote from one of the students:

If I were a writing teacher, I would use the reflective journal sometimes for my students. I would tell them that learning by themselves is really important because when we are just given lessons, we forget them after a few times and we do not really understand why they are like that, but when we have to find solutions and lessons by ourselves, we never forget them. I would let them [set] clear goals and challenge themselves to attain them. (N1)

Including the implementation of learner autonomy in formal teacher education can, therefore, be the most effective and sustainable way to foster autonomy.

In addition to my PhD thesis (published in 2020), I am still writing on the studies I conducted in Madagascar and some follow-up studies. I still would like to continue working with student teachers and teachers on the promotion of learner autonomy in the EFL Malagasy context and hopefully the Japanese context.

Still related to the investigation about affordances for learner autonomy, I am co-authoring a paper with two of my Malagasy former students, which will be published in the Learner Development Journal 6. In the paper, the two student teachers share their English language learning histories (LHL), which, according to Murphey and Carpenter (2008), are rich sources of data to analyze learners' perceptions and beliefs vis-a-vis the languages they learn and to identify the 'seeds' of their agency. In the paper, we focus on the student teachers' learning beyond the classroom, including their sources of motivation as well as the activities they did.

As a learning advisor at Kanda University of International Studies now, I have been conducting research related to advising (e.g. Ambinintsoa, 2020), self-directed learning resources (e.g. Ambinintsoa et al, 2021), and in-class reflection. My experience as a learning advisor has enabled me to appreciate the importance of Intentional Reflective Dialogue (IRD) (Kato & Mynard, 2016) and to understand the uniqueness of each learner. It has reconfirmed my belief in the necessity of self-reflection, which I have applied in my own Japanese learning. I am now writing a paper on self-reflection as the solution to motivation according to my own language learning experience. In addition to learner autonomy and advising, I am interested in motivation related to multilingualism.

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Dominique Vola Ambinintsoa is a learning advisor at Kanda University of International Studies in Chiba, Japan. She holds a PhD in applied linguistics, focusing on fostering learner autonomy in an EFL context (Victoria University of Wellington, New Zealand) and a Master of Education in TESOL (State University of New York at Buffalo, US). She is a co-managing editor of the Research Institute for Learner Autonomy Education's Relay Journal and is a co-editor for an upcoming issue of the Learner Development Journal. She has a particular interest

in learner autonomy, self-access language learning, advising in language learning, and positive psychology in education. In addition to Japan, she has had experience of teaching English in Madagascar, the United States, and New Zealand.

Ecologically Partnering Our Students and Nature: Empowering Learners, Learning, and Life!

Tim Murphey,
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"Partnering? Partnerism?"

Strange words just six months ago (when the virus was peaking again in Japan) and I ran across Riane Eisler's chapter in *The New Possible* (2021), "Caring for People and Nature First: Four Cornerstones for a Successful Progressive Agenda." Eisler, anthropologist turned lawyer-activist, has been telling us in her many books since 1987 that partnerism offers a more equitable and egalitarian way to address our problems and hopefully survive a bit longer on this planet. We have all heard how everything is connected (how our biologies, psychologies, sociologies, economies, and ecologies all depend upon each other) and Eisler does an excellent job of showing how the "domineering agenda" of economists is connected to recent socio-ecological problems:

> Both capitalism and socialism were attempts to move away from the domination economics that pervaded most of recorded history. Examples included the top-down economics of tribal chiefs, Chinese emperors, Middle Eastern sheiks, and European kings and feudal lords. Adam Smith was interested in challenging the system of *mercantilism*: the control of economics from the top by kings and court officials. Marx challenged capitalism and the exploitation of workers and peasants by so-called nobles and the growing bourgeoisie.
>
> While many today focus on the differences between Smith and Marx, both men actually saw nature as something to be dominated and exploited. They did not consider the damage to our natural life support systems or the need to care for them…(p. 72)

We do not need to be scientists to understand that many of our social and ecological systems drastically need revising to have a sustainable future. That's the big picture.

Eisler also writes of teachers partnering students in education (*Tomorrow's Children* 2000) for a better, more ecological way of "walking our talk" and creating dialogue in which teachers continue to learn as well. When such partneristic learning communities emerge dialogically in education, the possibility that they can emerge in families, businesses, and communities grows as well and we all begin to reap the benefits of more egalitarian and equitable societies. (Educators should never assume that they are just teaching the students in front of them; they are teaching future parents, politicians, and business leaders in whose hands the world will evolve.) Respectful and trusting partnerships empower all of us and we all end up learning, being more creative, and evolving more ecologically.

Unknowingly almost, I have been drifting that way somewhat throughout my career. At first by getting students to share the classroom by giving me feedback so that I could make our classes more equitable through action logging (Murphey 1993, Miyake-Warkentin et al, 2020), fighting against the Japanese university entrance exam system (Murphey 2004), publishing student work (Murphey 2021a&b), and social testing (Murphey 2013, 2018, 2019).

Engaging the minds of youth with respect and trust through partnering them goes much further and straighter to the target of ecological and meaningful active learning and lifelong engagement. (NB: Educators should never assume that they are just teaching their students; they are teaching future communities, parents, politicians, and business leaders, through their students in whose hands the world will evolve in eternal ecological waves of respectful and trusting partnerships.) Of course teachers and students will come around to this easier than politicians and corporations, and we can only hope that some of our students will get into politics and corporations and eventually shift systems. After first reading Eisler's chapter, I have read five of her books and am on #6. I have also found the links ***centerforpartnership.org*** and ***partnerism.org*** very helpful as well. It seems rather obvious that the "spare the rod and spoil the child" domineering form of education is not only outdated but does not work.

For more information about Riane Eisler see here:
https://centerforpartnership.org/ https://www.partnerism.org/

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A Teacher Can Change Students' Perception of English

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How will students feel my English instruction is effective and fruitful? I am currently seeking the answer as a graduate student at the School of Global Communication and Language at Akita International University. In the past, I did not consider students' feelings or help students pursue their dream of English acquisition. To tell the truth, I forgot why I wanted to become a fluent English speaker and what experience I have had in order to achieve the goal. In this article, I would like to identify what makes my students think my instruction is effective or fruitful. I appreciate providing me with this opportunity to write about my English learning and teaching process. I would like to share the process of recognizing my lack of awareness and identifying better approaches to teaching.

The first thing I learned that makes my instruction effective and fruitful is that possessing a dream of getting a global status is vital to becoming an autonomous English learner. My values were changed by one teacher when I was a second-year high school student. Her English was like a native speaker's, and she was glittering. I began to hold an admiration for her. I concentrated on her instruction and talk of experiences

overseas, and took notes as much as possible. My English grades drastically improved, and I started to fantasize about becoming a fluent English speaker and getting a job that required English. Until then, I perceived nothing more than English as one of the school subjects. When I was in college, I was depressed with many assignments and wanted to get away from learning English. However, my dream was alive and has inspired me to continue learning English until now. After getting a degree in English and an English teacher's licence, I began working for a company, but my dream was still in my mind. I started to go to an English conversation school. Finally, I began to work as an English teacher. I realized that my dream would come true if I kept my dream alive.

My English instruction was entirely like the style I experienced at school rather than my individual English learning. Students' unmotivated faces explained that they were only studying English to get good marks in the exams. Thus, I felt compelled to encourage students to find their own dreams and convey that English can broaden their possibilities. At the same time, the new course of study published by the Ministry of Education stated that English lessons should be conducted in English at high schools (MEXT, 2009, 2018). My teaching experiences made me want to improve my English skills and learn novel instruction methods to inspire my students.

The second thing I learned that makes my instruction effective and fruitful is that I need to take into consideration the feelings or difficulties of my students in relation to their English learning. Most of my previous students interpreted English as one of their school subjects, just like I did. Nothing more, nothing less. I learned that a motivational factor, "International Posture," is one stimulus for raising autonomous learners (Yashima, 2009). If students can see themselves involved in the global society, it may help them to become interested in English and overcome their negative feelings or any difficulties they are having. It takes a long process for students to change from recognizing English as a school subject to realizing that they can have an international posture in society. I believe teachers can change students' perceptions of English. To achieve this, teachers should be aware of their students' perception of English education. Students' behaviors, reactions, or facial expressions presumably want to convey some messages to me. Chatting with students outside the classroom indeed gives us clues to see their perceptions.

Since an English teacher is the closest English-speaking and English-learning person to a student, we teachers must show our postures as the models to support students' English learning. However, just learning the instruction methods does not mean that teachers can immediately put them into practice. I have realized that repeated training and reflection are vital to satisfy the Course of Study and raise autonomous learners. It is essential to know what is difficult for students, what activities encourage student engagement, and how to give them a sense of achievement.

With the development of the internet, students must know that English is a universal language and English is required to communicate worldwide. However, it takes a long time to acquire English. It is crucial to become autonomous learners to make dreams practical goals. It is necessary to consider whether our classes are exciting and worth joining and support students to continue learning. When our students find their dream, we know we have succeeded.

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Free Space | フリー・スペース

Talking of Breaking With the Third-party Academic Paradigm in Writing About Inclusive Practitioner Research

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Setting the Scene

In August this year we took part in a symposium on Fully Inclusive Practitioner Research at the 2021 AILA World Congress hosted online by the University of Groningen, Netherlands. The focus of our two sessions in the symposium was on breaking with conventional modes of academic writing about learner development and learner autonomy issues—and on researching and writing about learner development and learner autonomy issues in ways that are more inclusive and personal, especially for new writers, than traditional genres of published research. In this dialogue we trace our thinking around key issues to do with trying to produce an alternative approach with *The Learner Development Journal*, particularly Issue 5 (LDJ5).

Dialogue

Alison: In the nearly 30 years since the Learner Development SIG was founded, there has been an enduring focus on seeking to understand our practices through discussion and sharing at get-togethers, mini-conferences, and conferences, and through writing. The SIG's newsletter, *Learning Learning*, published biannually, has been a lively forum for many different kinds of contributions, including learner and teacher voices, reflective writing, dialogic pieces, short research articles, stories of practices, as well as experimental forms of writing about learner development and learner autonomy. In addition, the SIG has over the years brought together groups of practitioner-researchers to publish different books of anthologies of research and reflection (see https://ld-sig.org/publications/). As one of the editors of two of these collections, I can attest to the fact that these projects were hugely rewarding and enjoyable collaborations, involving large numbers of contributors, and also a great deal of time and energy from the team of editors working on each project. In setting up the Learner Development Journal in 2015, we wanted to create a sustainable way for LD SIG members (and others interested in learner development), particularly people new to writing about their practices, or new to writing in English, to work together over time in investigating and writing about a particular area of learner development that interested them.

Tim: The original concept for the *Learner Development Journal* appears on the journal website under "Aims and objectives":

Rooted in a commitment to community, collaboration, and praxis, each issue of the learner development journal publishes work on a particular learner development theme that the contributors to that issue explore together under the leadership of the issue co-editors.

Each year, one or two people, usually LD SIG members, put themselves forward as co-editors of a new issue with a particular theme in mind. These people formulate a call for proposals which aims to attract both SIG and non-SIG members to join them to discuss the theme with a view to publishing the issue two years down the line.

The LDJ is an annual online, open-access journal that presents practitioner-driven research on LD-related issues. This does not necessarily mean, however, that every contributor has to write an academic paper. In fact, one of the strongest underlying principles of the LDJ is that people are encouraged to move away from writing in a traditional academic genre. From the outset, editors were urged to accept book reviews, interviews, and written conversations as well as more conventional academic texts.

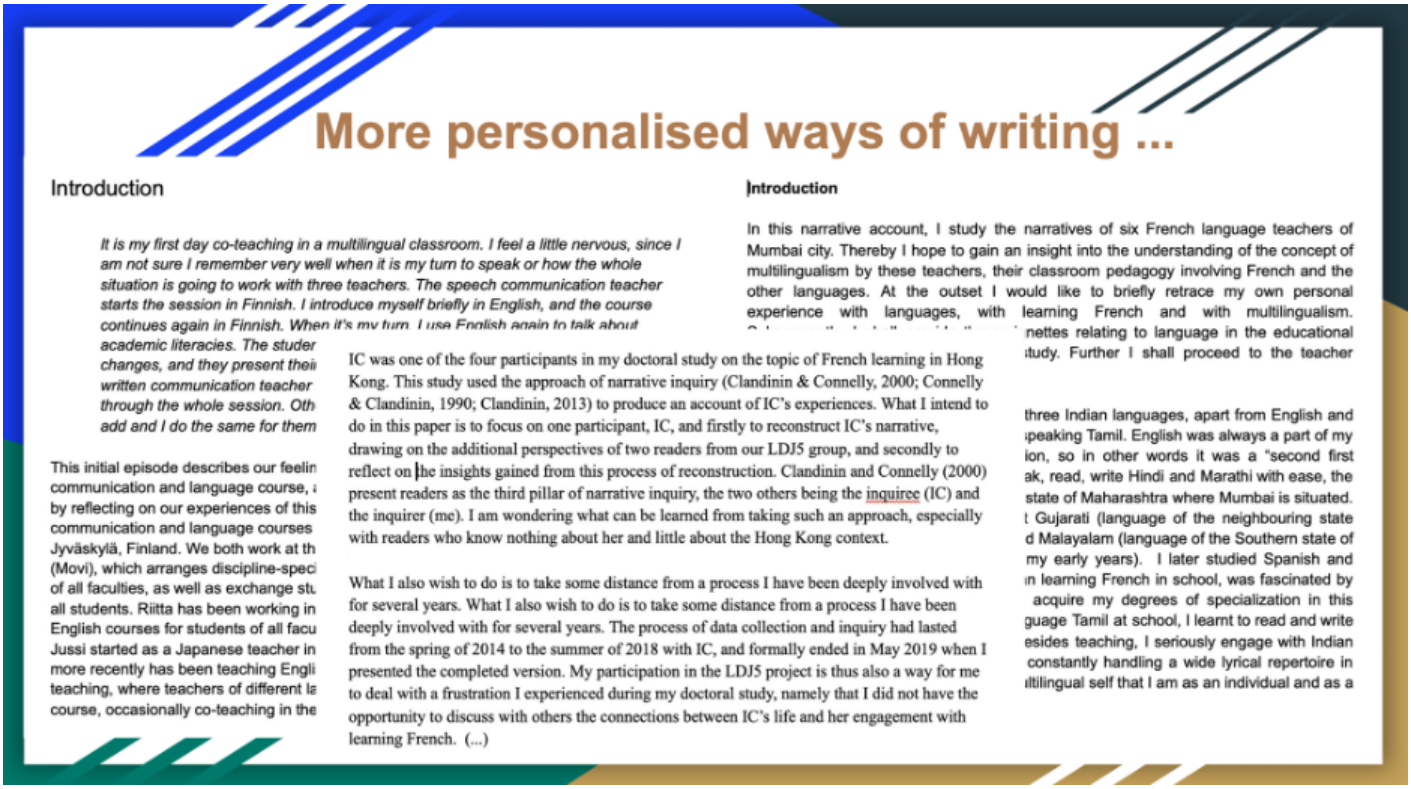
Perhaps even more than a collection of writing, each issue of the LDJ involves a form of group-based professional learner development—a process of shared exploration. The process is an intensely collaborative one and the desire is to create an environment which encourages novice writers and editors to step forward knowing that they will receive the support of other special interest group members.

Andy: And, in that interactive, collaborative environment, one question that comes up is who the contributors are writing for. In the first place it's for themselves and the other practitioners involved in a particular issue of the LDJ—for the immediate community that they are part of, and with whom they discuss their inquiries and writing as they develop. From a broader perspective, they are writing for members of the Learner Development SIG and other like-minded groups in other parts of the world, so the imagined readership for the *Learner Development Journa*l are aficionados of learner development and learner autonomy—people who have a strong interest and enthusiasm in exploring through research, practice, dialogue, and writing learner development and autonomy puzzles and issues that interest them.

At AILA2021 we talked of "breaking with the third-party academic paradigm." For us, "third-party academic paradigm" suggests a strong distancing effect. In much academic writing writers adopt an objectivist stance and try to take up a universalising position, which not only removes the author from "practitioner" readers, but also positions the author as practitioner at a distance from their learners. In such writing, the convention is to reproduce general realities of learning and then, through lengthy literature reviews, to situate practice within the global field, rather than raising particular questions and puzzles that writers themselves have within their own local contexts. With the *Learner Development Journa*l, and especially with Issue 5, we have been trying to encourage writers to move away from this paradigm and develop more personalised ways of writing.

For LDJ5 we have called these alternative genres, ***narrative accounts*** and ***practice-related reviews***. In ***narrative accounts***, contributors have been aiming to ground their writing in concerns and questions that they have about engaging with the multilingual turn for learner development to, and write their inquiry as an unfolding story, in which they include different voices, relate their inquiry to arguments and debates in the field where appropriate, and write questioningly to take up critical positions to do with multilingualism and learner development (the theme of LDJ5).

Some examples of openings from near-final drafts in the slide below illustrate such ways of writing. The opening on the left is from two teachers, Jussi Jussila and Riitta Kelly, at a university In Finland; the opening in the middle is by Lorraine de Beaufort, who teaches French in Hong Kong, while the one on the right was created by Vasumathi Badrinathan (University of Mumbai, India), who has been exploring multilingual issues with a group of French teachers in Mumbai. In each case the writers take a strongly personalised position.



The other genre that LDJ5 writers have been focusing on is ***practice-related reviews*** of books to do with multilingualism in language(s) education. Here contributors have been aiming to connect their reviews to particular local learner development practices and concerns that they have. So, whereas a conventional "third-party academic" review might well aim to provide objective, "clinical" summaries of a specific work, the authors of the practice-related reviews in LDJ5 have created a range of personalised writing (including critical dialogues, autobiographical reflections, and explorations with students) about different questions that the book(s) under review raise(s) for them.

Alison: So having introduced the two "new" genres, narrative accounts and practice-related reviews, that were intended to replace the more traditional third-party paradigm, we asked our audience to think about the issues that the journal, and particularly all the people involved in creating Issue 5, have faced.

For the contributors to the issue, and to the editors as well, the new genres were unfamiliar. How did the writers and the editors envisage this kind of alternative writing? Did they see this in the same way? Were there conflicts or misunderstandings?

Since the aim was not just to work together for mutual benefit, but also to publish something that would be of interest and value to other teacher-practitioners, what role did the editors play in shaping or influencing the writing that was done? What brokering structures and processes were created to enable the contributors to produce high-quality writing?

In asking these questions, we wanted to encourage the audience to share the critical, puzzling perspective that we are trying to bring to our own reflection on the writing and publishing practices of the LDJ, and particularly the current issue.

So how were the alternative genres realised in practice? To begin with, the editors set up "response communities," groups of contributors and editors (who were also writers), who shared drafts and discussed their ideas, both in writing and in online meetings. The purpose of these groups has been to forefront the drafting process and to enable writers to develop their thinking through this collaborative dialogue. Another important aspect of this is that the editors have been closely involved with the writing process from the outset, rather than seeing writing only once the authors have completed a final draft, as is more usual. The assumption was that, in addition to levelling the perceived hierarchy between editors and writers and ensuring friendly and constructive communication, these groups would also facilitate shared understanding and expectations about the kind of writing that LDJ aspires to publish.

Tim: One of the other things that has been introduced for the current Issue, Issue 5, is the idea that contributors should write in a cumulative way. They have been asked to first put down their thoughts in personal, experiential pieces of writing. They have then shared those ideas with other contributors before trying to build on that initial piece of writing to extend it and to push themselves further.

In LDJ Issues 1 to 4, different editors either leaned towards a traditional academic approach to the production of a journal issue or have been veering towards a more exploratory mode of working which is reflected in the kind of writing that is produced. LDJ Issue 5 contributors have been encouraged to move away from evidence-based writing that includes an extensive literature review. Instead, writers have been encouraged to see writing as a means of exploration or reflection. Writing therefore inevitably becomes an interactive drafting and responding process which is an integral part of the exploration and reflection.

Through reflecting on the assumptions and processes surrounding LDJ, we have realised that a formal academic style is not necessarily appropriate for the kind of practitioner research which fits in with learner development. A reflective personalised mode of writing is probably more in tune with exploring how people experience classrooms and how they can grow and develop as learners. Writing which starts from a personal perspective can help teachers to forefront their own professional experience and break with some of the usual tropes that encourage writers to disguise their own agency and presence.

Andy: Another key factor in the collaborative development that LDJ aims to foster has been the dialogic review process with different parties at various stages. In the first place this involves members of the same response community sharing and discussing their writing and ideas with each other as they take shape and unfold. For example, the response community that I was in met in Zoom six times over 14 months or so for 1½ to 2 hours, in which we discussed with each other our doubts and uncertainties about writing, as well as incomplete fragments, stories, and drafts. Feedback also came from two reviewers in the LDJ Review Network, who were asked to respond reflectively to contributors' writing in progress—to puzzle over the writing, reflect on what they wished to understand better, and focus on the quality of learning-teaching-researching that the writer(s) were trying to nurture through their inquiry and writing. Our hope was that reviewers would stand alongside the writer(s) in the quest for quality of understanding and share questions and puzzles with them. Writers also received extensive feedback from a member of the Learner Development Journal steering group (currently Tim Ashwell, Dominic Edsall, Tanya McCarthy) on their incomplete second drafts.

Later, comments and questions came from two of the LDJ5 editors (Oana Cusen, Riitta Kelly, Yuri Imamura, and myself). We believed that writers needed plenty of space and interaction with different parties along the way before they started getting feedback from editors as things moved towards a final draft for publication. Our comments were written as well as videoed. In order to demystify and make our feedback transparent, we recorded a video-discussion of each complete draft, shared the video with the respective contributor(s), and then arranged to talk together in Zoom about the further development of their writing. This let us personalise our editorial stance; at the same time, it created some kind of distancing effect in responding to different writers, both novice and experienced.

Alison: I'd like to add to what Andy has written about feedback in the form of video-discussions. This innovation came about after one of the editors was unable to join a meeting and asked for a recording of what was discussed. Unlike written feedback, which can seem somewhat authoritative and conclusive, the recorded discussions allowed the writers to witness the editors' initial and evolving views as they talked through what they had read. As a contributor who received video feedback on my practice-related review, this was a fascinating, if somewhat disconcerting experience. I'm not sure I particularly enjoyed viewing a discussion about what I had written at that stage—as the writer, it felt like I was eavesdropping on a conversation about my writing, even though the editors were addressing their comments to the camera and a future me. Nevertheless, this use of technology helped me to think about my writing again from the perspective of readers who were also invested in the experience and ideas I was trying to convey.

Tim: Through two questionnaires, a series of interviews, and reviewing the email correspondence we have had with LDJ editors, contributors, reviewers and others, we began to identify a number of "knots"—recurring issues and themes that intrigued us and for which we had no ready-made answers or solutions. These included the following:

Discourse

We noticed how by using certain vocabulary, we and LDJ contributors trap ourselves into thinking in particular ways about the LDJ. The very fact that we (stupidly?) called it a "journal" has set up many expectations and possibly many misconceptions about the project. Similarly, terms such as "steering group," "editor," "reviewer," and "article/paper" have led sometimes to assumptions about roles and modes of work which can be unhelpful. It might be better for us to use new vocabulary to describe new practices.

Miscommunication

With contributors/writers, editors, reviewers, and members of the steering group part of the LDJ structure, it is obviously crucial that these different people and groups communicate effectively with one another. Things can be misconstrued, and things may get miscommunicated. For example, writers and reviewers may see the feedback process differently and can be disappointed with the feedback they receive, or may feel the other person does not want to enter into a collaborative discussion about the writing.

Feelings

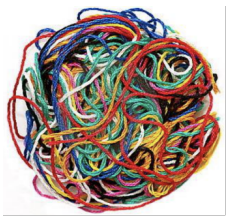
Feelings can be hurt in this kind of endeavour just as they can in traditional academic publishing. Writers can feel misunderstood when they want to write in a particular way which may not fit with what the editors are hoping for. Some writers have dropped out at a late stage in the process because they do not seem to want to commit themselves to this exploratory, collaborative way of working.

Quality and standards

This is interesting because one might assume that in the LDJ, in terms of the writing, anything goes! But, of course, ultimately when the editors move towards publishing an issue of the LDJ they want it to be good and they want to feel that people will read it and enjoy it and learn from it. So, this is something that we've been struggling with: how you can encourage people to write in a very original, creative, exploratory way but still ensure that it turns into a decent product which will be judged by how coherent it is, how easy it is to read, how relevant it seems to the topic under discussion, and how well the writer makes the context easy for the reader to understand. This raises questions about what sorts of standards we are wishing to adhere to or what we regard as good quality writing when it comes to writing about practitioner research and when we are trying to make learner development issues come alive for readers.

Alison: We end this written dialogue as we ended our presentation at AILA: with knots, intractable puzzles that we hope to unravel and understand better. Reflecting on these knots together is, we hope, something that is not only enjoyable in itself, but a practice that might also lead to more sustainable processes of collaborative writing for publication. In the poster video that we prepared for our second session in the symposium, we identified a number of knots: accepting new genres, power dynamics and issues, writing quality, (mis) communication, collaboration and commitment, novice and experienced writers, different expectations and assumptions, and emotions around the review process. As with our poster, we invite readers of *Learning Learning* to take some time to view the comments of writers, editors, reviewers, and steering group members—and to add your own reflections in turn.

To view the knots that emerged, go here and follow the links.



(Laura, 2011)

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

From Hating to Teaching English: An Interview with Jackson Koon Yat Lee

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Ken: Jackson and I conducted this interview in Zoom for our classes to showcase him as someone who was born in an Asian country then moved to Canada where he developed a phobia to speak in English. Initially, Jackson and I had this interview for our classes to showcase him as someone who was born in an Asian country then moved to Canada where he developed a phobia to speak in English. We agreed that his experiences could inspire students who harbor similar fears of becoming able English users.As our interview progressed, I found myself vicariously immersed in his experiences, seeing myself in him, through a narrative inquiry lens (Connelly and Clandinin 2000) that situated me in time, location and personal experience. Although I was born and raised in the United States, I could see parallels with my own upbringing that brought me to Japan.

Much of what I reacted to Jackson's experiences is embedded in this interview. I'd like to let his retelling of his language development experiences speak for themselves, and invite others to react and engage in dialogue with us.

Jackson: Thank you Ken for this valuable opportunity to share my experience as an English learner with other educators. I believe it is an interesting account that demonstrates several important aspects of language learning, including language trauma and confidence. It also shows how exploring our own journey as learners, we can discover valuable teachable moments for our students.

Here is a link to our interview uploaded to YouTube. Some portions of the transcript below have been condensed and abridged for readability. Time stamps are included below to aid those readers who would like to view more.

Jackson: (00:46) My full name is Jackson Koon Yat Lee. I'm a Hong Kong-born Canadian. When I was ten, my family immigrated to Vancouver, Canada, where I had lived for 12 years before coming to Japan to teach English. I have been here for almost a decade now.

"This narrative will explore how I overcame my fear of English as an immigrant and eventually turned my experience into a story I share to encourage my students in their journey in English learning, summarized in three life lessons at the end."

In Hong Kong (HK) , we spoke only Cantonese. People called me Lee Koon Yat (李冠一), but I also had my English name, Jackson Lee. My family did relatively well, and I grew up as the first grandchild of a big family, being loved and spoiled by my relatives. Elementary school in Hong Kong was quite strict, but since I didn't go to cram school as most children did, my childhood was rather simple, relaxing, and sheltered.

When I was nine, my father informed us we were moving to Canada. I honestly didn't comprehend what that meant. I didn't understand the concept of overseas or immigration. All I knew was that I would be leaving my home, my school, my friends and my relatives. I got really upset and didn't know the rationale behind this drastic change. We moved to Canada several months later.

Ken: Did your parents tell you later why they moved to Canada? Was it related to the 1997 transfer?

Jackson: It is partially related to that, but we were quite late in 2000. We never met anyone who immigrated from Hong Kong after us. Another major reason for immigration was that my father wanted his children to see the world, acquire another language, and have more options in life.

Ken: How long did you hate your father for doing that?

Jackson: (laughs) I would say about ten years. I didn't realize how life-changing this experience was until much later. Instead, I was fixed on the immediate hardships, specifically the language barrier. People in Hong Kong studied English from kindergarten but my teachers focused more on vocabulary and spelling than actual communication. I had aced all of my vocabulary quizzes, but there was never a chance to speak the language.

When I moved to Canada as a sixth grader, I immediately realized that I couldn't make friends or understand what the teachers were saying. They were nice people, but I couldn't connect or share my thoughts with them. To help me, the teachers looked for other students who could speak Cantonese and asked them to be my 'friends'. However, it also limited me on who I could approach for conversations.

I had ESL classes every day, which I would attend in the room across the hallway. On one hand, I didn't need to learn subjects like French and science that I could not understand. On the other hand, I stopped learning science, a subject I used to be passionate about. I also felt embarrassed whenever I would stand up and leave our classroom for ESL at least once a day. Besides ESL classes though, I still had to take the normal English classes, which I hardly understood.

I didn't hate school life, but I hated that I couldn't do the things I used to be able to do like making friends or studying science, all because of the language barrier. Due to the resentment and shame, I started avoiding using English (15:15) even though I was in a situation where I should be using English.

At that time, my father was working in HK and only visited occasionally. My mother's English wasn't good and she couldn't drive. Life was difficult for her, especially with two young children. For instance, when we were renting, the landlord wanted to sell the house, and we were forced to move within a month. My mom didn't know how to look for places to rent. There were listings in local newspapers, but calling and negotiating in a second language was nerve-wracking. Another example was when we took the bus downtown for the first time. When we reached downtown, I cried and begged my mother to not get off and let the bus turn around and take us home instead. The naive little Jackson was afraid we would get lost forever, and my mom was quite angry. Feeling helpless in a foreign land, unable to function or communicate due to language differences, I had become afraid of Canada and any new experiences.

In comparison, my 6-year-old brother picked up the language and by the 3rd grade he was well integrated in the class. He was making friends and having fun while I was busy being scared and avoiding English. Watching him adapt to the environment successfully while I struggled actually made me jealous, but I didn't know what I could do, and I simply stayed in the comfort zone, hanging out with my handful of Cantonese-speaking friends.

At the end of elementary school, we moved, which meant I was changing school districts. I had just made a few friends in elementary school, and I already had to say goodbye. The night before entering secondary school, I stayed up crying, frightened about the idea of not having anyone there who could speak Cantonese.

As expected, there were only strangers. I couldn't identify the Cantonese speakers in the school, and there were no teachers matching 'friends' for me. I also missed another year of science due to a schedule mix-up and ESL class commitments, which set me back even further.

In the ESL program, the higher level you reached meant less ESL classes to take. Eventually, you 'graduate' from needing ESL classes altogether. My ESL teachers were mostly teachers at school who taught other languages (ex. Japanese, Mandarin) and had learned English as a second language too. My social circle started to expand to bond with other 'Chinese kids', which included anyone from HK, Mainland China and Taiwan. We all got along really well because we shared similar cultural beliefs and values. Ironically, I saw significant improvements in my Mandarin.

My issue continued to be my negative attitude towards English. I had my classmates ask questions on my behalf. My friends would lead presentations while I focused on the artistic tasks. I did my best to minimize public speaking. However, the more I avoided speaking up and interacting with new people, the more introverted, shy, and negative I had become.

Ken: I could relate to your experience, because I was a nerd too.

Jackson: Entering university felt like I was starting from zero again in a brand new environment. I majored in criminology in university, and there was not a single Chinese-speaking classmate in my program. My studies went well, but socially, I didn't make a single friend at university because I didn't know how to communicate casually in English. I was also still lacking confidence in my English. For instance, I would always check with teachers whether spelling mistakes on exams would be penalized before I even made the mistakes.

Ken: You said you hated English but you're teaching English!

Jackson: Two things happened that significantly changed how I considered my relationship with English. The first was my part-time job selling Japanese kitchen appliances in a small store. The customer base was mostly Chinese, but more and more English-speaking customers became interested in Asian cuisines, and I was the expert who could explain and teach them about rice cookers and hot water pots. This contrasted with my previous job at a pizza shop where I did everything but dealing with customers. Without realizing it, this sales job built up my confidence in English as I found success in my verbal English interactions, something I rarely experienced through my school life.

Another life-changing event happened when I was 20, when I took a trip to HK with my best friend from high school. We always communicated in Cantonese, but a random thought inspired me to try speaking in English throughout the day. I was curious about the reactions I would receive from strangers on the street. People on public transit did double-takes at us: first to locate the source of the English they heard, and another to confirm if the English was really coming from the two ordinary looking Chinese young men. It may not have mattered to anyone else, but I felt the recognition as an English speaker for the very first time, which ironically happened in Hong Kong.

This event made me realize my English wasn't as bad as I always imagined, as I had been absorbing the language for a decade. The issue was that I had convinced myself that my English was insufficient, my vocabulary was lacking, my accent was weird, and it was an embarrassment. Thus, I had locked my English away and avoided using it in front of people. The recognition as an English speaker by strangers blew the lock off. Since then, I found much more comfort with my spoken English.

Ken: *(As I listened to Jackson, I remember having a similar experience many years ago. I was speaking in English with a white American on the train. He told me that everyone was looking at me because I was speaking English at the same speed as him. Of course they didn't know I was a native English speaker if they only looked at my face.)*

Jackson: Back at university, I had lost interest in criminology. I also thought that my still-weak English made me undesirable in the job market. Rather than pursuing a professional career, I thought I would continue my comfortable kitchen appliances job for a couple of years. Working in Japan never came across my mind until I took an elective class called 'Japanese Cultures through Films' during my final semester, which discussed different values and beliefs found in Japanese society.

While writing the final exam for that class, which was also my final day at the university, I was distracted by thoughts about my future. When I finished, I waited to be the last to submit so I could thank him for the course, and we struck up a conversation.

"Based on your impressive work, you are quite passionate about Japan. Have you thought about working there?" I explained to him my interest in Japanese pop-culture. However, employment was unlikely with a criminology degree.

He agreed but gave another suggestion. "You could teach English in Japan as an ALT (assistant language teacher). This is your opportunity to fulfill a dream. Give it a try, even just for a year"

Despite many worries including having no interest in education, communication, and certainly, a job focused on English, my fondness for Japanese culture was enough to have me considering. Also, the professor's words of "give it a try" lingered in my head and ended up convincing me to "try" and applied for a position.

In hindsight, this life-changing interaction with the professor shaped the kind of teacher I wanted to become, one who sees potential in students and would encourage them to explore beyond their comfort zones.

When I made up my mind, I also spoke with my mother. She was understandably shocked, knowing my struggles with English and fear for new environments. She hesitated but ultimately supported me in pursuing a new challenge.

Throughout my application process, worries about my subpar English returned. Many ALT job recruitments listed 'native English speakers with any university degree' as requirements. In Vancouver, I had never come across the term 'native speaker' because there were so many people from different cultural backgrounds. (*I recognize 'native speaker' to be a problematic term, but that is a discussion separate from this interview.*) People in school were 'in ESL', 'out of ESL', or 'didn't need ESL'. 'ESL student' is a status anyone can graduate from, but 'native speaker' is something people are born into. I did not know if I qualified, but I got hired 2 months after my interview.

Initially, I was still very worried about how students and local teachers saw me. Perhaps they would doubt my 'native speaker-ness' based on my appearance and/or HK heritage, so I avoided telling people about my Hong Kong background. In Canada, I was someone from HK. However, in Japan, I presented myself purely as a Canadian. My introduction was "Hi. I'm Jackson and I'm from Canada." Considering my journey and struggles, I felt like I was a fraudulent English speaker, let alone an English teacher.

It took me two years to realize that teachers and students focused on how I taught rather than who I was. Some students told me that they appreciated how clearly I spoke, which came from me being very conscious and careful with my accent and pronunciations. Everyone involved enjoyed my lessons, and that replaced the fears and worries I had with motivation to become a better teacher. Years later, I had discovered my passion in teaching, and I realized that my one-year trial had turned into an unexpected career.

Ken: It reminds me of when I applied to be an ALT. I wrote on my application that my nationality was "Japanese" even though I was born in the United States and I had an American passport. We are our own worst enemy. We think, "I know myself better than anyone else, and I am not good enough." We ought to realize that often people think the opposite of what we think ourselves.

Jackson: Reflecting upon my experiences, there were three important lessons I learned.

1. English (or any skill) is not an on-off switch. A person is not either a 'good English speaker' or not, nor is it about being a 'native speaker' or not. Instead, it is a scale of what I can do now with my skills now, and what more I can do as I further improve.

2. Confidence is essential in learning. No matter how much English I learned in Canada, my lack of confidence drove me to avoid using it, so I never understood how capable I really was. Thus, we must nurture students' self-confidence alongside their skills.

3. This is about life in general. When given time to reflect, negative experiences at the moment may turn out to be positive life-changing experiences. I hated my father for immigration, but now I am really glad he opened a new world for us. English has traumatized me for over a decade, but that has shaped my identity and beliefs as a language teacher. Being able to reflect and view an event from different perspectives can help us find more things in life to appreciate.

With my students, they learn from me that liking something is not a prerequisite to learning it. However, recognizing their own growth throughout the learning journey and finding pride in improvements will be greatly encouraging. Without crediting ourselves for our effort, we end up locking our own progress away and give ourselves negative labels that hinder further growth. At the same time, I also tell my students that if I can get here after hating English for 12 years, those with a more positive relationship with English can get much further than me. (laugh)

Finally, by sharing this with other teachers, I hope more educators can see that many personal experiences in our lives can become valuable teachable moments. It requires us to seek deeper into how we have grown and overcome obstacles, and then match them with our understanding of what will support our students at their stages of development.

Thank you, Ken, for this opportunity to share my story. This has turned my past struggles into a positive message that can hopefully help some people in their classes or in their journey of language learning.

Ken: There is so much in your experience that it is a success story. I hope you will have more and more successes in your life, because you are not a native speaker, you are able to give confidence to students, to go over a great wall. I

hope students will be more inspired to use English for learning and their part-time job and for anything else in their lives.

Afterthoughts

Ken: Those who have ears to hear - how many students will hear our stories and use them to inspire them to do likewise or change their ways?

Exit Cards as a Bridge between Teachers and Students in Online Learning

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Adrienne Johnson
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Introduction

With the wide-scale introduction of online learning in response to the COVID-19 pandemic, numerous strategies have been employed to maintain quality in university education. To overcome the lack of technological preparedness, Japanese universities have adopted a range of multimedia tools to facilitate synchronous and asynchronous communication between teachers and students. Zoom, a previously relatively unknown software, burst onto the educational scene offering videoconferencing as a solution which would bridge the geographic divide between teachers and students doing online learning (Zoom, 2020). The attraction of Zoom, vis-a-vis other video conferencing technology, is its ability to offer a viable alternative to group work through the breakout room functionality, which allows teachers to assign students into small, adjustable groups within larger meetings.

However, with a lack of in-person contact, it is difficult for teachers to ascertain how students are doing. Despite the various classroom experience substitutes available, limitations remain. It is difficult for teachers to move between breakout groups smoothly and unobtrusively, and more so to get a sense of the whole class when students are separated into groups, making it challenging to assess the class' progress and well-being. Teachers therefore need to develop strategies to ascertain students' progress, feelings, and sense of the class in online learning.

Literature Review

According to Mazna Patka et al., exit cards “are formative evaluations of student knowledge and instruction undertaken at every class meeting” (2016, 659). They are an established teaching practice typically used to give “on-going feedback to help instructors make decisions about instructional techniques, pacing, or classroom management” (Eifler, 2018). Exit cards are common in the Japanese university setting, with many universities providing pre-cut slips of paper to teachers to be distributed in class to collect student feedback.

Exit cards, or the concept behind them, are particularly well-suited to an online learning environment with a few alterations, and present a high potential yield of information with little initial effort on the part of the teachers or students. Furthermore, they provide a wealth of data from students to assist in the transition between offline and online learning. In response to the COVID-19 pandemic, many educators with little to no online teaching experience were suddenly thrust into the world of entirely online lessons--while general advice and guidelines are useful, for many teachers, each class presents particular and potentially unique challenges, in which case direct feedback from students is best for managing and adjusting class content, pace, format, etc. Previous research has suggested “that Exit Cards are

most useful in creating a dialogue between students and teacher" (Patka et al., 2016, 666), and thus well suited to making these adjustments in response to student needs. In light of this, exit cards are a highly effective and rich tool.

Background

We began to employ online exit cards for a confluence of reasons. In the first semester, from our observation, some students were overwhelmed with the switch to online learning due to large amounts of homework, social isolation, and comparative difficulty in communicating with teachers. We also reevaluated our own first-semester efforts to have students write weekly about their progress towards course learning objectives in their introductory seminar classes. We judged that this opportunity for feedback was valuable, but the focus on recording academic progress did not provide adequate space for students to communicate their broader situation about struggles and success in the class. Furthermore, the length and detail required of these original weekly progress reports seemed to be overwhelming, and the feedback gradually became less rich over the course of the semester from the majority of students.

Before the second semester began, we decided to alter the form of the feedback sheets to give students more freedom to choose what to report. Lengthy feedback on specifically academic progress occurred only at the end of a unit in introductory seminars. Exit cards were also employed in second semester elective courses due to large numbers of enrolled students. Exit cards would provide an easier way for students in large, multi-level classes to communicate with their teachers more broadly about their successes or troubles, including content, interpersonal, and technical problems. We aimed to use information from the students as a way to check on their perception and understanding of the class to inform decisions about the way the class was conducted.

Implementation

The original template was created with Google Docs, and assigned to students individually within Google Classrooms. The same template was used for introductory seminar and elective courses. Respondents ranged from first to fourth year English majors.

Students were instructed to choose two (2) questions from the following list, and write at least thirty (30) words in response to each.

1. What was something that went well in today's class?
2. What was something that was difficult for you today?
3. What would you change to improve the next class?
4. How did your group work go today?
5. What was something new / interesting you learned today?
6. What was something you learned today that you will be able to use in the future?

Table 1. Exit Card Questions

Students could choose any combination of two questions each week. Students were also provided with a "free talk" section which was not required, but allowed them to speak about other topics not covered with the questions.

Introductory Seminar Exit Card

1. Think about today's class and read each question.
2. Choose **two** questions to answer about today's class & copy-paste them to the question box.
3. Answer each question with **detail** (at least 30 words each)
4. Complete it **before** the end of scheduled class time and submit.

Questions:

a) What was something you did well today?
b) What was something that went well in today's class?
c) What is something that you think you should work on for next time?
d) What is something that you want to improve about the class?
e) What was something new and interesting you learned today?
f) What was something you learned today that you will be able to use in the future?

Question	My Answer

Free Talk (Feel free to write any other comments about today's class here!)

Figure 1. Sample Exit Card

The deadlines for exit cards varied throughout the semester; initially, we hypothesized that, like an in-person exit card, which is completed before students leave class, it should be completed as soon as possible after the end of class. Thus, an initial deadline of an hour after class was utilized. However, this deadline proved to be unfeasible. Students, in some cases, have more than 20 classes a week as well as responsibilities outside school, such as part-time jobs. Some students reported the short time frame for completion was stressful and did not allow them enough time to complete the exit cards to their own satisfaction. In negotiation with students, the deadline was gradually extended, typically by the weekend after a class was completed.

Exit cards were given in two elective classes (one conducted by each author) and all introductory seminar classes for first and second year students (four total). Points for the cards were assigned based on a rubric with eight (8) total points: two (2) points assigned for timeliness, two (2) points assigned for completion, and four (4) points allotted for effort and detail. It was emphasized to students that they would not be judged on the content of their answers (e.g. they were free to criticize and be honest), but rather on the above three criteria only.

We provided feedback on the students' responses (a) through the Google Classroom "private comment" feature directly in response to the exit card and, when appropriate, (b) in class time through action (e.g. adjusting breakout rooms) or spoken comment (e.g. providing details regarding an uncertainty, while maintaining the anonymity of the writer).

Results

For the sake of brevity, lengthy reports on student feedback will not be covered here. Instead, we will present a brief overview of the main issues discovered through the use of exit cards, and examples of students' feelings about teachers' use of exit cards.

While the amount and quality of feedback varied depending on the student and week, we were able to ascertain and then work to address the following major issues with students' online learning experience through the use of online exit cards:

Interpersonal Issues	e.g. different levels of commitment/effort within groups leading to frustration
Confidence & Ability Issues	e.g. inability to understand instructor's directions
Structural Issues	e.g. overall workload, issues with overlapping deadlines
Personal Issues	e.g. family concerns that affected online learning

Table 2. Main Issues Uncovered through Exit Cards

At the end of the semester, we gathered student feedback in a longer-form semester reflection. Within it, we specifically requested students' advice to future teachers if online learning were to continue. The following quotes are from students who explicitly suggested the use of exit cards in their appraisal of the semester

Advice to Teachers (Week 15)	"Exit card is a very good way to know how students feel and their opinions about class. Teachers can see their class from students' perspective."
"5b. What advice would you give teachers and the school to make a better environment for students?"	"Collect students' feelings about the class. Unlike the normal face-to-face class, teachers can't see students when we are in the breakout room, so, teachers can't see us "what we do in the room". So, teachers have to know about us through our eyes (our feeling) For example, using like Exit cards"

Table 3. Students Recommending Use of Exit Cards

Discussion

Overall, we report significant success with the use of online exit cards. They were able to obtain invaluable feedback from the students through the use of the exit cards, and implemented a number of classroom improvements and adjustments based on this feedback. Students also reported that in the isolated environment of online learning, they were relieved to have a direct means of communication with teachers. Because the teachers are both full-time, the feedback was also used to inform department policy about students and online learning. In a subsequent paper, we will detail the improvements we implemented specifically through the Zoom breakout room functionality thanks to feedback from exit cards.

As the students were all English majors, the exit cards were all conducted entirely in English, which likely had a non-negligible impact on students' (a) ability to fully express their ideas and (b) potentially diminished their understanding of what was being asked. Regardless, the information obtained from these exit cards remains valuable, even considering this limitation. Furthermore, it had the added benefit of improving students' English skills, which added both (a) academic merit and (b) potential motivation for students. In particular, the students responded positively to the opportunity for individualized feedback from teachers presented by the exit cards.

In summary, we find that digital exit cards are a valuable addition to any online learning class, and provide a wealth of information to allow educators to have a better grasp on their students' learning, progress, and overall situation during the school year.

In summary, we find that digital exit cards are a valuable addition to any online learning class, and provide a wealth of information to allow educators to have a better grasp on their students' learning, progress, and overall situation during the school year.

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Looking Back | 報告

Reflections on the Learner Development SIG Forum at PanSIG 2021

Challenges in Multilingual Learner Development

May 5, 2021

6:00 p.m. - 7:30 p.m.

Rei Sandy, Nagoya University of Foreign Studies

Thank you for the presentations. I loved that I could reflect on my language portrait and that I was able to receive information on the various modes of multilingualism - especially about spaces, identities, and social norms.

Michael Kuziw, Jin-ai University

The focus on narrative inquiry is very effective in drawing out and analyzing the learning feedback that occurs in learners. It gave me inspiration to consider individual student identity.

Chie Tsurii, Momoyama Gakuin Daigaku

I really enjoyed the presentations and discussions. I am really impressed by the course design to equip students with knowledge of countries they plan to visit, shown in Alexandra's presentation.

Dominique Vola Ambinintsoa R., Kanda University of International Studies

I have a project called "Multilingual me," and I think the use of the language portrait mentioned in Andy's presentation will help a lot with this project. I am looking at my linguistic repertoire already, but I did not think of the language portrait. So, thank you, Andy!

Alison Stewart, Gakushuin University

I was very taken with Kevin's account of creating materials for and with his student Kizuna. Great use of multimedia - something I would like to learn more about.

I was also impressed by what Alex said about getting her students to do research on the countries they are going to. I wanted to ask her more about whether she used her own location in London or her own identity as Greek-Ukrainian in discussing cultures and stereotypes?

Kevin Mark, Meiji University

Alison's observation of the way prospective Japanese teachers of English found the TESOL related books they studied to have little relevance to the Japanese context. Lorraine's insight into how narrative reflection allows you to become more aware of the (inner) choices available regarding who we want to be.

Isra Wongsarnpigoon, Kanda University of International Studies

The idea of teaching courses in multiple languages with multiple teachers seems like an interesting way to help students learn the multilingual competences that the program is aiming for, in a way that makes sense—all at once, as they will need to use the languages in a multilingual society, rather than separated in different courses.

In Tsurii and Head's presentation, it was great to see their research on how native-speakerism was being propagated by Japanese society, universities, and Japanese individuals; the idea of creating third culture spaces as well as the rest of their talk dovetailed nicely with some of the concepts Yuri and I had presented.

Interesting discussion in the final breakout rooms about whether these spaces for certain language use are good.

Riitta Kelly, University of Jyväskylä

That there are still invisible borders stopping us from being multilingual/using our multilingual language repertoire and it's sometimes hard to say what causes this to be difficult. It seems that in Japan this is perhaps more strict than in many other countries or other language communities. Coming from a strongly monolingual country myself I can kind of understand why this works the way it does but it would be interesting to hear more about the ways that stop people from using languages that they know, focusing on the strongest one alone.

Alexandra Shaitan, Birkbeck College, University of London

I attended Alison Stewart's presentation. I learned about a practice-related review and its implementation in teaching about SLA Pedagogy at the tertiary level. Alison reported on some findings and challenges pertaining to monolingualism discussion she had had with her students.

Kizuna Fuse, Meiji University

I learned that learning goals depend on who you are, and the important thing is to stay aware of why you want to learn.

Blair Barr, Tamagawa University, Otsuma Women's University

Kevin and Kizuna - I loved listening to the French activity and putting the sentence puzzles together. I was really intrigued with the goal of practicing and learning two languages in one place.

Alex - Learning stereotypes from pictures illustrating nationality: It's interesting that we have to fight back against stereotypes from those images right from the start. I even find these stereotypes tend to be quite dated.

Akiko - The Korean learner of English in Japan saw herself as “a missionary” when living in other countries? I wanted to hear more about this individual’s experiences, but, unfortunately, I got pulled away by responsibilities of managing the forum.

Discussion with **Michael Kuziw**, **Alex Shaitan**, and **Riita Kelly** was interesting, as we are all speaking from multilingual experiences. I was especially interested in hearing about others' experiences, like my own, where we mix our second language with Japanese when we are living in an environment where Japanese is more active.

Akiko Nakayama, Hiroshima University

It was a little bit of a rush but provocative and good presentations! After listening to today's presentations, I wondered how languages can be named as one in the minds of learners, such as Japanese or English. I want to keep thinking about multilingualism!

Lorraine de Beaufort, ATILF, Université de Lorraine, Nancy, France

Regarding Alexandra's presentation, I did not have time to share that I don't think it is so easy to get rid of stereotypes concerning cultures because they are running discourses in our societies. I would have also liked to make the point that you cannot share "a" culture, you can only share interpretations of that culture. Anyone culture is different for anyone from this culture and for anyone outside that culture. In my study, it became clear that if my four participants seemed at first to refer to stereotypes of French culture, what was more striking was that their interpretations were strongly connected to personal issues and constraints in their society. Would it not be more interesting in intercultural communication courses to focus on learning to meet 'another/the other (i.e. other human being)' who is different but still the same as me rather than learn about a foreign culture which is not easily definable?

Ken Ikeda, Otsuma Women’s University

Kevin and Kizuna - I am glad for Kevin that he was able to overcome his initial dismay in Kizuna’s habits which led both to develop an interest in French, sparking Kizuna to read Camus’ L'Étranger. I am also intrigued in Kevin’s two dimensions of teaching as spontaneous and systematical.

Andy - I thank you for bringing to light the linguistic repertoires of your two students. I am always drawn to the historical and negotiation of local dialects with mainstream ones (learning about Putonghua and the Jeju Incident for the first time). Thanks to these two student accounts which illuminated their odysseys, I was brought to think about the taken-for-granted attitudes of my students for their Tokyo accent and their othering of regional accents.

Lorraine - I was drawn to your session because you used narrative inquiry to probe into the lives of your students regarding their motives to learn French. I regard narrative inquiry as a great tool of analysis given my initial academic grounding in history. Your comment about Candice’s feeling freer to write short stories in French because this language was not commonly understood in Hong Kong reminded me of the connection between my wife and Norwegian (but she refused to learn the latter because of its relatively few speakers).

Akiko - I was moved by her telling about her feeling to be an ‘ornament’ among the English teaching community in South Korea moving her to a new community among Korean wives. It has caused me to reflect on my many years journeying to find a research abode and niche, which I have found in this LD SIG.

Andy Barfield, Chuo University

To everyone who joined my presentation in the second round - My apologies for leaving the Zoom room totally spontaneously and absolutely abruptly -- ahhh! -- just after Akiko asked a question in the discussion! My computer suddenly died, and by the time it had recharged enough for me to rejoin the LD Forum, the second round was already over! I'm really sorry about this, but hope you could discuss further -:) If you would like to have a copy of my slides, please feel free to email me at <andybarfieldchuo@gmail.com>. Many thanks.

Alison - Thank you for sharing about your practice-related review for Issue 5 of The Learner Development Journal. It was a shame that we were pushed for time for discussion (20 seconds!), and I hope we have another opportunity to follow up and explore some of the knots that you mentioned in exploring the multilingual turn within a particular institutional context.

Akiko, Chie & Ellen, Lorraine, Jussi and Riitta - I dropped by for just a few minutes in each of your sessions in the second round. Thank you one and all. It was a pleasure to see you all in the same place, so to speak -:) I hope very much that you enjoyed the forum as part of a wider process of participation around the LDJ5 project. @Jussi and Riitta, at one point you invited us to read one of your slides and ask questions if we had anything we wanted to check. I greatly appreciated the silence and the space that you offered the listeners to reflect and ask questions at that point.

Ellen Head, Miyazaki International College

As we get used to meeting in virtual reality, the theme of embodied cognition continues to interest me. Where does language belong, in the space, and in the physical and mental map of the self? In Andy Barfield's presentation, he introduced language portraits made by two multilingual students. Language portraits are a deceptively simple idea (drawing a simple figure and colouring in different colours to show which parts of the body one's various languages and dialects seem to be associated with). I first heard about this idea in a presentation by Alice Chik "Multilingual Sydney", https://www.multilingualsydney.org/languagesofsydney . Andy went one step further by connecting this with sociopolitical factors impacting language use and emotions related to language use for each student. One student had learned Shanghainese as a child but been required to use Putonhua (a standardized form of Mandarin) as a student. I was very interested because I lived in Shanghai for a couple of years and noticed the extremely swift and visible changes to the old communities. It was interesting that even someone as young as 20 could have experienced a shift during their lifetime.

Isra Wongsarnpigoon and Yuri Imamura described two spaces in their SALC, space dedicated to multilingual communication and a space for "only English communication". They discussed how over time "only English" seemed to be given more kudos by students than "multilingual space". This was fascinating because in my presentation with Chie Tsurii we had discussed native-speakerism. In the final ultra-short reflection session, I was grouped with a young man who is still studying in a college with a choice of "English only" and "multilingual" dedicated spaces. It seemed that having particular spaces helped him to get in the right frame of mind for using his L2. We did not have time to ask how he would feel if L3 was suddenly used! The forum was a very intense 90 minutes and as always with zoom, the sudden vanishing of the hallucinatory presence of my friends and colleagues in my living room left me feeling a little sad. I am hoping I can catch up with some of the presentations which I was not able to attend through LDJ 5 and other future publications. Returning to the theme of spaces and language learning, I am looking forward to the publication of this book by Phil Benson in June 2021, which may stimulate further discussion https://www.multilingual-matters.com/page/detail/Language-Learning-Environments/?k=9781788924894

July 4th 2021 Get-together Report

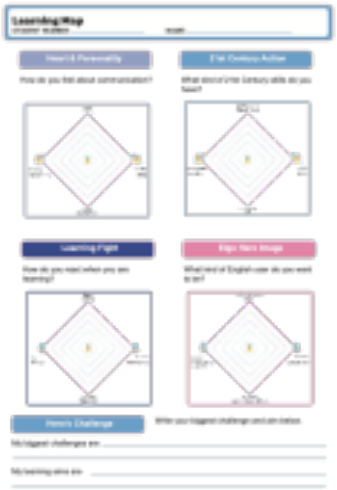
In attendance: Tim Cleminson, Cecilia Fujishima, Tetsuko Fukawa, Ellen Head, Ian Hurrell, Ken Ikeda, Koki Tomita

Discussion topics in the meeting

There were 2 main topics at the meeting. Firstly, Tim Cleminson shared the work he has been doing with exploratory practice. Then, the group discussed the possible limits of learner autonomy.

1) Exploratory Practice (EP) - Hero's Journey Game

Tim has been working on a board game for the first 'real' lesson in a class. It's a self-intro game. The board game also introduces students to a broader view of the skills and challenges related to using English. It's designed to develop more common ground and expectations between teachers and students. Like what exactly are we doing in this lesson? The game is a combination of individual and group questions. As students answer and listen to the answers of the other students, they map out a self-evaluation.



Tim also shared an article by Judith Hanks, introducing a wide range of theoretical issues related to EP. There are a lot of case studies here to see the way the approach has been implemented by different practitioners. Judith Hanks (2018). From research-as-practice to exploratory practice-as-research in language teaching and beyond

Reflections from participants

Ian: This was an interesting topic as I remember the workshop that Alison Stewart gave on the topic a few years ago. The idea of identifying puzzles together with the students and helping students to consider the process of learning more deeply is one that I try to implement into all of my learning programs.

However, it can sometimes be difficult to communicate some of these unfamiliar concepts to the students. The game that Tim showed in the meeting was an effective and elegant method to communicate the ideas of self-reflection and metacognition for language learning which would be perfect for orientation lessons.

I look forward to trying to implement some of these ideas in my classes next semester.

2) Limits of learner autonomy

The group discussed the limits of autonomy, the role of cooperation in autonomy - being "cooperatively autonomous." We also discussed the role of the teacher. The teacher as an expert in language, as a motivator who can help students find their own path to a more enlightened purpose for their study, as a provider of a framework that enables them to reach higher goals. Ellen introduced the book Maintaining Control: Autonomy and Language Learning (https://www.jstor.org/stable/j.ctt1xw9m0) Which has many interesting ideas regarding this topic.

Reflections from participants

Ian: This is an issue that I often grapple with in my approach to teaching. I am a strong believer in developing learner autonomy; helping my students to take control over their learning journeys. However, I also feel conflicted with giving my students control and my role as an expert in language learning. For example, if I see a student going in a direction that I have experienced to be unproductive, do I intervene and try

to push the student in a "better" direction, or do I let the student go through the experience themselves. This is a conversation that I am always having with myself when considering my teaching. Ellen introduced an interesting book, edited by our very own Andy Barfield, that seems to tackle this very issue: Maintaining Control, Autonomy and Language learning. If I can find a copy, I would be interested to read how others feel about this topic

Ken: Ian and I were concerned if the teacher ought to allow students to create and develop their own ideas without guidance, especially if seemingly the same student ideas are re-created, or if the teacher could provide advice so as to foster their own development.

I think the European University Association (EUA) , which published a piece about "promoting active learning in universities", offers a radical approach of instructors as, "[individuals who] change from that of a provider of knowledge to that of a facilitator of learning. Students need to be considered co-creators of their own knowledge and be given the opportunity to explore this role through, e.g. research-, problem- or inquiry-based learning and participation in decision-making processes."

More than active learning, I regard this as active negotiation to carry over into learning, lest students think of autonomy as atomized (I credit this idea to Cecilia).

Sept 26th 2021 Get-together Report

In attendance: Tim Cleminson, Ellen Head, Ian Hurrell, Ken Ikeda, Koki Tomita, Lorna Asami, James Underwood
Regrets: Cecilia Smith Fujishima

Discussion topics in the meeting

In this meeting we mainly discussed 3 topics. First, we discussed teaching hybrid classes and how to encourage learner engagement when some students are physically in the classroom and others are online. We then talked about exploratory practice and metacognition and students' struggles with thinking about and reflecting on their own learning. Finally we looked at the topic of implementing CEFR standards into language teaching, such as can-do lists and SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.

After the meeting, the participants provided some excellent reflections on the topics mentioned above, so I think I will let them do the talking!

Reflections from participants

Tim - It was great to talk about some of my research ideas and get feedback from others about how they approach similar challenges. I am someone who likes to think aloud and get a lot from working things out in dialogue. Although we are all facing similar challenges, we approach them from different angles. Sharing perspectives with other practitioners is a really powerful way to interrogate your own ideas. I'm sometimes pretty direct in my own responses to others, but that comes from being engaged and caring about what they say.

I feel that's reciprocated in the group - it's a space in which we trust each other enough to share our ideas and engage critically with each other. It's also a great space for sharing teaching paradigms. Each paradigm has something you can learn from. I often feel like I know nothing, so hearing about what others do and the tools they use to teach develops my knowledge of the field and my conception of what's credible.

Lorna - Today's LD get-together was a comfortable, casual time of seeing familiar faces and meeting new people (Hello Tim, it was nice to meet you!) We sorted out various details for upcoming events and publications and talked shop as much as time allowed.

Ken's helpful tips to Ian on hybrid online teaching were from his experience as well as student feedback, Tim Cleminson's critical incident questionnaire will be put to good use in my classes this term, and Koki Tomita's comments regarding CEFR "can do" statements as well as his initial needs-analysis helped me to think about a different way to set up goals for courses.
This LD get-together was a stimulating afternoon of inquiry, consultation, and camaraderie, encouraging us with positivity for this autumn term of learner development in our classrooms.

Ellen - Talking about exploratory practice is always great! It was interesting to hear how several of us have used similar tools in different ways or at different stages in the class, with the aim of helping learners to understand their own learning process. Tools which were mentioned were CEFR can-do lists, motivation graphs, SMART goals. Lorna talked about students' difficulties in articulating meta-cognitive understanding in English when linking the SMART goal to the lesson objective, and the "aha" moment when they realized they had already got it. Tim

talked about exploring reflection using creative means. Ken talked about using a values questionnaire to build up [pyramid discussions I think], which he uses as a way to show students that they do actually have opinions. One of the things I like about the get-togethers is that if you attend a few times you can get insight into how other people's projects are developing, and so you learn more than you might learn from a single presentation.

Koki - We talked about high-flex teaching, exploratory practice and the CEFR in our discussions. I've personally never experienced high-flex teaching, so the participants shared a lot of insightful information. Careful preliminary research and preparation on top of normal class preparation are necessary before conducting it. In particular, teachers need to be keen on how online and face-to-face students like to interact with each other. Also, setting up the environment for smooth interaction between students taking classes online is important. Exploratory practice is another topic by which I was intrigued. Listening to Tim's experience using EP in the classroom, I recalled that I hadn't included this type of teaching and learning practice in my lessons for so long and would like to read more on this concept for deeper understanding.

Ken - I was impressed by Lorna telling us about a student who thought watching 20 videos was an accomplishment. It's great she encourages students to move from being a fly on the wall to taking control of their own learning. One idea that sprouted in my mind is to ask my students to write 10-15 words/ideas that they came to learn to use well in my course. Some of these ideas might come directly from those taught in the course, but I would hope they might develop their own insights. Fashioning those words into parsimonious form might be a good way for students to develop mindfulness in their own learning.

I liked Lorna's suggestion that relevancy is not connecting, but tying, which requires concerted focus (like with our shoes) as well as effort. I thought about how I harp on my students to write how relevant their research summary is to their thesis, when instead they could find strands to tie their readings to constructing their methodology.

JALT2020 Online 46th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

Friday, November 12 to Monday, November 15, 2021
https://jalt2021.edzil.la

Ian - In this get-together, I wanted to discuss the prospect of teaching hybrid classes this semester. With the vaccination rate improving, both students and teachers are eager to get back on campus for face-to-face classes. However, I have some classes where 1 or 2 students cannot enter the country so they need to join the classes virtually. I already have some ideas about how I will approach this. With the number of students online being so small, I was hoping that I could bring a computer to the class and have the students join virtually through the computer screen. For some of the classes, the students are required to bring a computer to class, so I thought that I could have students log into Zoom in the classroom when doing group work with the students overseas.

However, I still haven't had the chance to experience teaching hybrid classes so I was eager to hear the experiences of the other participants in the get-together and get their advice. There were several useful suggestions; some mentioned that I should involve the students with choosing the method of interaction with the class. I thought this was an excellent idea and very LD! Employing Google apps such as Google Forms and Google Docs so that the online students can better participate in online activities was another suggestion. Finally Tim recommended using a Critical Incident Questionnaire to keep track of the students feelings. He also provided some useful resources: https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Critical_Incident_Questionnaire_ed.pdf , http://www.stephenbrookfield.com/critical-incident-questionnaire. I want to express a big thank you to all participants for offering their suggestions for teaching Hybrid classes, and I look forward to trying them with my students.

Looking Forward | 今後のイベント

Learner Development Sessions at JALT 2021

Click here for more information: https://bit.ly/3bGR0uQ

The Power of 'Obsidian' – Revolutionising the Way We Take Notes

Fri, Nov 12, 16:15-17:00 **Asia/Tokyo**

Michael Walker

Note-taking is essential for any academic endeavour. Yet many curriculums fail to teach a systemised and effective approach to this skill. The repercussions are significant, more often than not resulting in substandard work being submitted by students. Inspired by Sönke Ahrens' breakout book 'How To Take Smart Notes', this workshop will cover the principles of taking smart notes and introduce a powerful note-taking app called 'Obsidian' that will help teachers and students alike optimise the thinking process.

Learner Development SIG Identities

Sat, Nov 13, 10:45-12:15 **Asia/Tokyo**

Gareth Barnes

In this LD SIG forum, presenters will look at who the LD SIG is as a special interest group. What does learner development mean to SIG members? What experiences have members valued? What research have members embarked on? Where is the SIG going? How is the LD SIG interpretation of learner development evolving? The forum will feature timed rounds of interactive narratives highlighting themes such as self-regulation, autonomy, learner identities, and lifelong learning.

The Effect of Dual-Language Authentic Materials in Junior High Schools

Sat, Nov 13, 10:45-11:10 **Asia/Tokyo**

Michael Kuziw

The use of dual-language authentic material in storytelling for English language learning is well understood. Though some studies have focused on the use of bilingual children's books as authentic material, less is known about the effects of student-produced dual-language authentic material on early English language development. In this presentation, the presenter aims to explore how junior high school students make use of these materials in their language development.

The Effect of Practice Tasks on L2 Writing Development: A CAF Perspective

Sat, Nov 13, 11:25-11:50 **Asia/Tokyo**

Paul Marlowe / **Mayumi Asaba**

The presenters will share the results of a mixed-methods study investigating the effects of different types of writing practice on developing complexity, accuracy, and fluency (CAF) in the writing of Japanese university students. Three groups who received regular practice in either sentence-combining, translation, or fluency writing were compared on measures of CAF across one semester. The findings from the study will be discussed in terms of pedagogical implications for writing instructors.

Perceptions of Multimodal Remediation Compositions in L2 Academic Writing

Sat, Nov 13, 12:05-12:30 **Asia/Tokyo**

Eric Ku

Multimodal remediation-based compositions (MRCs) are multimodal compositions where students convert a composition from one mode to another. This study examines EFL students' perceptions of MRCs. How does doing MRCs impact student perceptions of L2 writing? How do student perceptions differ between text-based compositions (TC) and multimodal compositions (MC)? Findings show that doing MRCs did not change student perceptions of L2 writing. However, students did have distinct perceptions distinguishing TCs from MCs.

Developing Effective Hand-Written Notes in 1st-Year University Classes

Sat, Nov 13, 12:45-13:45 **Asia/Tokyo**

Robert Moreau

Effective note-taking by hand plays an integral role when students must research and discuss complex topics. However, first-year university students may lack experience in preparing and using notes effectively. Also, they may not be aware of specific benefits that hand-written notes can offer. In this presentation, methodologies used to help students develop note-taking skills for communication and reflection, as well as ways that hand-written notes can be used in online classes, will be discussed.

Scaffolding Oral Task Difficulty to Enhance Engagement and Performance

Sat, Nov 13, 12:45-13:10 **Asia/Tokyo**

Robert Stroud / **Stephen Harris**

Low-level students often struggle to speak up within orally interactive classwork due to problems with confidence, anxiety, and task difficulty. Participants will be introduced to a powerful three-stage scaffolding model for tasks which helps students improve fluency over time by better preparing, checking, and reviewing planned speech. Recent data on the influence of the model on engagement and performance will be shared and guidance given on applying the model to any language learning context.

Out-of-Class Learning at a Japanese University Self-Access Center

Sat, Nov 13, 12:45-13:45 **Asia/Tokyo**

Luke Harrington

This poster session outlines the first part of a longitudinal qualitative study that investigates university students' participation in a self-access center by focusing on their perceptions, learning experiences, and attitudes. The research is concerned with whether students will become more willing to seek out future opportunities to use English beyond the classroom in non-formal settings after having been strongly encouraged to do so as part of their English course.

Cluster Analysis Using Test Scores and Test Familiarity and Preparation

Sat, Nov 13, 13:25-13:50 **Asia/Tokyo**

Tetsuya Fukuda / **Kimberly Klassen**

This presentation reports individual differences in L2 English proficiency gains after one year in an intensive English program at a small private university in Japan, using test scores, a survey, and interviews. For the current study, cluster analysis was used to identify subgroups from a large cohort based on their test preparation and experience. Cluster analysis, a multivariate exploratory procedure, revealed five subgroups, organised by their proficiency gains or losses, and test familiarity and preparation.

Spiral Upward: A Framework for Engendering Reflective Output

Sat, Nov 13, 14:05-14:30 **Asia/Tokyo**

Jeffrey L. McEntire

Paul Ricoeur's "self" expands its self- and world-understanding by 1) encountering the outside or the other, 2) reflecting upon this encounter, and 3) mediating and processing it through the self's existing identity: spiraling forward. This presentation employs said framework to engender students' output that reflects their expanded worldview vis-à-vis their lived reality (e.g., hobbies, diet). This three-step process equips them ultimately to reflect upon the insights gained as a result of their encounters

Making Classes SMART to Boost Student Motivation and Achievement

Sat, Nov 13, 14:45-15:10 **Asia/Tokyo | 18**

Stephen Harris / Robert Stroud

Students make greater efforts within language learning tasks if they fully understand where their performance is, where it should go, and how to get it there. The presenter will introduce how to raise student motivation and achievement within common English communication tasks with SMART checklists. Participants will see how they can create more confidence and focused classroom environments by applying simple checklists of skills, measures, actions, reasons and time to their own contexts.

Cultivating Autonomous Learning With a Language Learning Strategy Database

Sat, Nov 13, 15:25-16:25 **Asia/Tokyo | 18**

Lucas Pignolet / Tomoko Eto / Matt Saunders / Ben Rentler / Maiko Berger / Kiyu Itoi

This panel will overview the evolution of integrating independent learning into a Japanese university's English program. As language classes moved online in 2020, our research team identified the need to provide students with accessible and practical language learning strategies (LLS) to supplement their personalized self-study. Thus, an online LLS database was developed. Student and teacher feedback will be discussed, revealing insights into how an LLS database can be used to support students' autonomous learning.

Serendipities in Self-Access Learning: Positives From the Pandemic

Sat, Nov 13, 18:00-19:30 **Asia/Tokyo**

Clair Taylor / Katherine Thornton / Stacey Vye

The COVID-19 pandemic has been problematic for self-access and social language learning spaces where community, interaction, and proximity are central to our mission. Moves to remote or hybrid learning and the need for social distancing have forced us to rethink our practices. This forum explores how these initiatives have led to greater choice for learners and even some surprising benefits. There will be two mini-presentations, followed by discussion time.

Narrative Inquiry into the Student Sojourn Experience - JALT2021 Kevin Cleary Invited Speaker Presentation

Lyndell Nagashima

Sat, Nov 13, 18:00-19:00 **Asia/Tokyo**

Narrative Inquiry is a body of research that considers personal accounts, giving voice to those often invisible in academia. The presentation incorporates Japanese university students' English language accounts. The purpose is to understand learners from a holistic perspective. Language learning is an individual journey of discovery and progressive skills. It is hoped this presentation will provide perspective, as an educator or a language learner yourself, on personal journeys represented in the Japanese classroom.

Making the Most of Online Learning: Student Reflections, Teacher Responses

Sat, Nov 13, 18:00-18:25 **Asia/Tokyo**

Cecilia Smith Fujishima / **Adrienne Johnson**

This presentation outlines research into student experiences of remote learning. The initial goal was to learn more about students' online learning experiences and devise informed interventions. The presentation outlines a three-step information gathering process: exit cards, a qualitative survey of reflections, and a Google Forms survey to quantify experiences across the department. These provide insight into factors that influenced students' satisfaction with remote-learning and illustrate the benefits of engaging students in the process of analysis.

Learner Development SIG AGM

Sat, Nov 13, 18:30-19:30 **Asia/Tokyo** | LD SIG Zoom Account

The Efficacy of Studying Abroad at Varying Lengths through Remote Learning

Sat, Nov 13, 18:40-19:05 **Asia/Tokyo**

Aaron Chao

This study examines two groups of Japanese university students who participated in a five-month and ten-month study program overseas during the COVID-19 pandemic. Both groups were required to take the TOEIC exam pre-departure and post-arrival, and quantitative analyses were used to measure any improvements at both the individual and group level. Research methods were also utilized to determine the effects of the pandemic on the overall study abroad experience.

Emergency Remote Learning: Learner Perceptions and Readiness for Autonomy

Sun, Nov 14, 10:45-11:10 **Asia/Tokyo**

Tanya McCarthy

This study explored learner perceptions and readiness for autonomy after one year of emergency remote learning. An open-ended survey was administered to 850 first-year undergraduates across eight faculties. Qualitative analysis of learner perspectives highlighted positive and negative impacts of self-directed online learning in areas such as technology, social relationships, affective issues, and self-monitoring strategies. The researchers concluded that autonomy-based educational technology should be widely adopted in higher education contexts and, if possible, pre-university orientation programs.

Student Reflections on Projects Leading to New Perspectives

Sun, Nov 14, 12:45-13:10 **Asia/Tokyo**

Oana Cusen

Project-based learning and teaching (PBLT) has been recognized as an approach that fosters learner autonomy. This presentation introduces the Students as Teachers project, during which university students prepared and taught a 90-minute lesson based on a unit from a four skills textbook. Student reflections throughout the project and at the end of

it will be discussed in detail to show how students developed new perspectives on their development as learners of English.

Expanding Opportunities for Intercultural Development Through COIL

Sun, Nov 14, 13:25-13:50 **Asia/Tokyo**

Kevin Ottoson

Collaborative online international learning (COIL) is a method of virtual exchange that offers a way to help bridge the opportunity gap to study abroad by providing cross-cultural exchanges without leaving home. This presentation outlines the process of implementing COIL activities with university students in China and Japan and reports on the impact of such activities on student perspectives of language development, motivation to study a foreign language, and intercultural competencies.

Investigating the Impact of a Teletandem Online Language Exchange

Sun, Nov 14, 14:45-15:10 **Asia/Tokyo**

Katherine Thornton / **Levi Durbidge**

Teletandem is an online language exchange, where two students learning each other's languages are paired to practise their languages and support each other's learning online. The researchers administered a survey and several interviews to investigate the experiences of teletandem participants from a Japanese and an Australian university, specifically focussing on the programme's impact on students' motivation to learn, their autonomous learning skills, and their identities as language learners and users.

Benefits of Social Emotional Learning in University Classrooms

Sun, Nov 14, 15:25-15:50 **Asia/Tokyo**

Natasha Hashimoto

In this presentation, I describe the context and challenges that led me to include social emotional learning (SEL) methods in my teaching. I discuss specific strategies and activities I utilized in online university courses with ELLs and share some positive outcomes of the approach. SEL practices include various activities and strategies; however, as the method I utilized was not implemented campus-wide, I introduce only a handful of activities and strategies that learners successfully used.

Students' Opinions About Peer Teaching

Sun, Nov 14, 16:05-16:30 **Asia/Tokyo**

Devon Arthurson

First, an overview of peer teaching will be given. Next, an introduction to a peer-teaching activity will be shared. Then data will be presented about students' opinions about the experience of teaching, how this experience will help them in the future, advice they would give to others about peer teaching, and if peer teaching was a positive or negative experience. Lastly, possible ways for instructors to use this activity will be discussed.

Autonomous Language Learning Perceptions and Practices in Japan

Sun, Nov 14, 18:00-18:25 **Asia/Tokyo**

Adam Christopher

This study examined intermediate and advanced Japanese EFL learners' perceptions regarding their own and their teachers' responsibility in learning the foreign language autonomously, their decision-making ability in learning the foreign language, and their EFL autonomous learning activities inside and outside the classroom.

Using Eye-Tracking Equipment to Improve Test-Taking Strategies of the TOEIC

Sun, Nov 14, 18:40-19:05 **Asia/Tokyo**

Marshall Higa

Eye-tracking equipment for second language acquisition purposes is an underused tool. This is due in part to budget constraints and a lack of affordable devices on the market. This study examines whether low-cost, self-fabricated equipment can be used to assist students in their study of the Test of English for International Communication (TOEIC) by allowing students the opportunity to visually observe their recorded eye-movements after taking a TOEIC practice examination.

A Qualitative Investigation of Japanese Learners' Experience in Teletandem

Sun, Nov 14, 19:20-19:45 **Asia/Tokyo**

Kie Yamamoto

The presenter will report on a qualitative investigation of Japanese college students' learning experience in teletandem. During the COVID-19 pandemic, a group of Japanese female college students had joined a series of language learning sessions with American college students online since October 2020. Drawing on the analysis of pre-/post-questionnaires, student reflections, and interviews, the researcher will discuss the impact of tandem learning in the online environment, particularly on the students' self-concepts in L2 learning.

Reflecting on Reflection: Peer Feedback Over Distance

Mon, Nov 15, 10:45-11:45 **Asia/Tokyo**

Zack Robertson

Peer review can be an effective tool for involving students in the assessment process; however, the sudden switch to online learning last year introduced new challenges to effective implementation. This workshop will provide an overview of peer review and adaptations the presenter made to continue the activity in an exclusively online university writing course. Then, after examining the effects and consequences, it will reflect on how the modified procedures might inform the practice moving forward.

A Study of Self-Reported Academic Misconduct Among Japanese University ELLs

Mon, Nov 15, 12:05-12:30 **Asia/Tokyo**

Gordon D Carlson

This presentation examines the results of a survey on self-reported academic dishonesty among English language learners (ELLs) across nine Japanese universities. The study includes the domains of cheating on tests, plagiarism, falsehoods in assignments, and dishonest acts committed in English language classes. An analysis shows the prevalence of cheating and the most frequent behaviors. The presenter concludes that by knowing the common traps in which students fall, educators can proactively work to increase academic integrity.

Study Abroad During a Pandemic: Problems and Solutions

Mon, Nov 15, 12:45-13:10 **Asia/Tokyo**

Kris Ramonda / **Todd James Allen**

For many second language learners, study abroad presents an opportunity for both cultural immersion and L2 language development. However, the necessity of social distancing during the coronavirus pandemic has greatly impacted the study abroad experience for many learners. This presentation reports on a cohort of Japanese university students who studied abroad in 2020, including the problems they encountered and the solutions they adopted to maximize their experiences.

Belonging and Becoming in a Learner-Led Community of Practice

Mon, Nov 15, 13:25-13:50 **Asia/Tokyo**

Daniel Hooper

This presentation outlines a study investigating members' identification with a student-led learning community within a university self-access centre. Interview data from members suggested members' identities within the community were connected to the comfortable learning environment, an international, imagined English community, and the negotiation of certain sociocultural norms. This presentation will also address practical implications based on the findings of this study for SAC staff aiming to cultivate and support student-led learning communities.

Perspectives From the Pink Shirts: Reflections From Student Volunteers

Mon, Nov 15, 14:05-14:30 **Asia/Tokyo**

Andria Lorentzen

Student volunteers are vital to running a conference successfully, and volunteer feedback can be used as a tool to improve the conference experience for both volunteers and attendees. This presentation will give a brief overview of the student volunteer process, from initial recruitment to final training, and will share the results of a mixed-method survey in which student volunteers reflect on their experience. Suggestions on how to improve the volunteer experience will be discussed.

Creating Community Learning Together: Quality of Life and Learning

Sunday December 12th from 2 PM to 4.30 PM

Message from CCLT organizing team: Tim Ashwell, Andy Barfield, Tim Cleminson, Ellen Head, Ian Hurrell, Ken Ikeda, James Underwood (CCLT organizing team)

As you might have heard in previous messages, we were not planning to hold a large formal Creating Community Learning Together (CCLT) event like last year. However, in the last Get-together on Sunday October 24th, several LD members discussed options for a more informal CCLT event on "Quality of Life and Learning" that we hope will be an exciting and inspirational experience for both teachers and students.

The focus would be on small-group discussions between students (and teachers) from different schools and universities sharing experiences and puzzles from the last 6 months. ****Please see further below for some example anecdotes and discussion questions.****

We plan to hold the event online on **Sunday December 12th** from 2 PM to 4:30 PM with two rounds of discussion and reflection.

Our idea is to hold **an afternoon of online discussions** where participants will have the chance to share with students and teachers from other universities their experiences of living and learning through these unusual 6 months. Ahead of the event, participants will be asked to **write a short anecdote or small story (say, 70 to 100 words) with some questions or puzzles about their experiences as in the examples further below.**

At the event, participants will **break into small groups** to share their personal stories and anecdotes and to discuss the questions or puzzles that they have. Participants will be expected to **speak in English or Japanese, but mainly in English**! Below is a rough schedule of how we think the event would proceed, more information and updates regarding registration for CCLT and submission of anecdotes and puzzles will be provided soon:

14:00 Introduction 5-10 minutes
14:10 Round 1: 40 minutes
In groups of 4, students from different universities and schools introduce themselves and ice-break, in break-out rooms for 40 minutes, then share & discuss their anecdotes and puzzles (with teachers acting as facilitators, or forming their own discussion groups)
14:50 ***10-minute break / note-taking***
15:00 Round 2: 40 minutes
Groups are reshuffled: a second round of discussions for 40 minutes, sharing their anecdotes and puzzles
15:40 ***10-minute break / note-taking***
16:00 Reflection: 20 minutes
16:20 Wrap-up/closing: 10 minutes

Example anecdotes and puzzles>>>>>

Anecdote: I am a third-year student. In April this year I was due to go to America as an exchange student from my university, but the International Center told me that I would have to wait until September before leaving because the situation in the US was still unsettled. However, I was then told I would need to wait until April next year. I am now afraid that this will interfere with job-hunting and I wonder whether I should go.
Questions: Have you had a similar experience? Are you planning to study abroad?

Anecdote: I am a teacher and I have been wondering how my students feel about online and face-to-face learning. From my perspective, teaching online is in some ways easier (I don't have to commute), but in other ways it makes life more complicated (I can't judge so easily how engaged my students are and cannot see their reactions).
Questions: From your perspective, what do you feel are the advantages of online classes? Are there any disadvantages? Are there aspects of online learning that you want to continue even after we go back to face-to-face classes?

SIG MATTERS | インフォメーション

Learner Development SIG Financial Report March 2021 to September 2021

As reported in the previous LL, we did have some concerns about the impact that budget cuts from JALT Central Office (JCO) might have on SIG finances. With this in mind, at the AGM in November we agreed on a policy of sticking to our budget for the current year but reviewing it at the following AGM if the SIG income were to be cut. This was decided on the basis that there is still enough surplus overall to keep to our budget, even with cuts. As anticipated/feared there was a substantial cut to the revenue from ¥157,697 last year to ¥57,736. However, we did also receive a ¥35,000 share of income from PANSIG2021. This amount is less than half of some previous years but something we did not receive last year. Nevertheless, with few onsite events there has also been little in the way of expenses with lower than anticipated costs for CCLT6 and, so far, only the Research Grant award being made this year. CCLT6 made income equal to the current PayPal account of almost 26,000 but the only expense was the Zoom accounts (¥8,800) resulting in a healthy profit.

Revenues: March 2021 – September 2021 /収入：2021年3月〜2021年9月	
JCO Grant / JALT 年間収入	57,736
PANSIG2021 program fee　/ PANSIG収入	35,000
Total revenue / 収入合計	**92,736**

Expenses: March 2020 – September 2021 /支出：2021 年3月〜2021年9月	
Research grant (1x40,000) / 研究助成金	40,000
CCLT6 expenses /　CCLT6支出	8,800
Total Expenses / 支出合計	**48,800**

SIG fund balance: September 30, 2021 /SIG資金残高：2021年9月30日	
Balance in bank account / 銀行口座残高	312,740
Reserve liabilities / JALT本部預け金	200,000
PayPal account/ ペイパルアカウント	25,972
Cash in hand / 現金	0
Balance / 合計	**538,712**

Later in the year, there will probably be expenses from the JALT national conference and perhaps three further grant awards to pay out, as well as web expenses, but these will easily be covered. Overall, the SIG finances remain healthy and though the situation will still be up for review at the AGM I don't anticipate a need for any dramatic changes.

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

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

Deadline for Contributions to the Spring issue: February 28th 2022

Contributions / 寄稿

We encourage new writing and new writers and are happy to work with you in developing your writing. We would be delighted to hear from you about your ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. これまでにない形式のもの、また新しい方々からのご投稿をお待ちしております。内容についてもぜひご相談ください。みなさまのご意見やお考え、ご経験、そして学習者の成長、学習者と教師の自律性に関することなど、ぜひお聞かせください。For more details about formats and lengths (形式と長さ) of writing suitable for *Learning Learning*, please see below. To upload your writing to the editorial team of *Learning Learning*, please use this link.

Formats and lengths / 形式と長さ

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

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 ー 学習者と教師の成長・自律を目指して

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

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

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

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

Members' voices / メンバーの声

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

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

#3: a short profile of your learner development research interests and how you hope to develop your research (about 500 to 1,000 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>

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

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

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

Many thanks!