

LOOKING BACK | 報告

Learner Development SIG Identities JALT Learner Development SIG Forum

At JALT 2021: Reflections and New
Perspectives
Saturday, November 13, 2021
10:45-12:15

In this LD SIG forum, presenters looked 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 featured timed rounds of interactive narratives highlighting themes such as self-regulation, autonomy, learner identities, and lifelong learning.

Presentation abstracts, followed by Reflections by

Szabina Adamku, Meisei University, Tokyo
Tim Ashwell, Komazawa University
Blair Barr, Tamagawa University, Otsuma Women's
University
Tim Cleminson, Kawasaki University of Medical
Welfare
Robert Moreau, Meiji University
Sakae Onoda, Juntendo University

Language and its role in learner development

Gareth Barnes, Macquarie University, Ochanomizu
University, Tokai University

Abstract

How can 3rd Age language learner ecologies inform our understanding of development throughout the life course?

By adopting a bioecological perspective (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2007), we can see the influence of time and social context on developmental processes. Looking at the narratives (Barkhuizen, Benson, & Chik, 2014) of 8 members of a community learner group, we follow the influences of time, the economy, education, family, and work, to see how language has played and can continue to play a role in development throughout the life course.

Barkhuizen, G., Benson, P., & Chik, A. (2014). Narrative Inquiry in Language Teaching and Learning Research. New York & London: Routledge.
Bronfenbrenner, U. (1979). The Ecology of Human Development. Cambridge, Massachusetts: Harvard University Press.
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Short Reflections

Robert Moreau - Very interesting context and age group. On the PowerPoint, it would be useful to have any sources cited on the slides as you go. I know that I like to jot down the studies as I listen.

Tim Ashwell - What sparked your interest in voluntary (community) language learning groups?

Blair Barr - Language development in informal groups among older adults: cognitive reserve, healthy aging, mobility, resiliency (makes the brain stronger), culture (agency). I could relate to a lot of this presentation from my days working in an eikaiwa setting. A few older learners had a lot of motivation to learn to maintain connections,

exercise their brains, or even just socialize in an enjoyable community.

Kominkan: Community Centers

Political and Commercial influence is on the increase. Why is the political and commercial influence in kominkan worrying? Do you have any examples? Gareth has followed up with me on this and I am planning to read up on these concerns soon.

Szabina Adamku - Your topic is very relevant as the development of LLL is targeted in many countries with mixed results. I have taught a few elderly EFL learners and I experienced difficulties as well as success in this field. I hope your research continues and reaches wider audiences.

Tim Cleminson - You're doing some really interesting research into lifelong learning. Would be great to hear more about how motivation emerges from the relatedness of the learners. There seems to be a renegotiation of agency and connectedness that goes on through the later stages of life. As people move on from work, they lose a massive part of their identity and social network. So, they need to connect to new social groups and learn how to operate in new social situations. The FL classroom is an environment which necessitates social interaction and communication. So, it provides opportunities to bond and connect. But, it's also a 'foreign' arena which facilitates more flexibility in the mode of interaction than Japanese conversation would. It appears to me that this creates an affordance for the renegotiation of agency and self as learners pass from one stage of life to another.

Sakae Onoda - His research results and implications were thought-provoking and offered new perspectives on language teaching. Additionally, his presentation gave an opportunity for me to reflect on my own teaching and research.

Learner Development Research through Autoethnography: With a Critical Reflection

Aya Hayasaki, Waseda University

Abstract

This presentation takes an autoethnographic approach to explore learning trajectories which I, a female Japanese in her early 30's, experienced both as a learner and teacher of the English language. Autoethnography allows researchers to take on the "dual identities of academic and personal selves to tell autobiographical stories about aspects of their past and present experience" (Ellis & Bochner, 2000, p. 740). Having spent most of my formal school years in Japanese educational systems, I started my career as a senior high school teacher in Japan, later becoming a master's student in the UK, a volunteer and corporate member in informal and non-formal education, and currently a PhD student. This study particularly sheds light on the process of shaping my learner, teacher, and researcher identities. I will also discuss the importance of critically reflecting on researcher reflexivity in conducting an autoethnographic study.

Short Reflections

Robert Moreau - Thank you so much for this! I particularly felt that being able to understand the context that students come from is very useful. As teachers, it is easy to become absorbed in the content and skills that we would like to teach in our classes, but how that content engages the students as individuals is a point that is easy to forget. Also, being aware of the struggles that students have, especially if they are far from home for the first time, can assist teachers in making their classrooms more "user friendly" for students.

Tim Ashwell - Is there any need for triangulation when using autoethnography?

Blair Barr - Gaps in motivation and access to English learning are significant in Japan. I was shocked by the differences between Tokyo, that national average, and Kagoshima's post-secondary education, especially amongst women. I haven't really been exposed to this teaching in the Kanto region, so it was eye-opening for me. Student learning history profiles are interesting (autoethnography). As a student of anthropology, I find it really interesting to see how individual profiles relate to the population as a whole.

Szabina Adamku - Thank you for sharing your experiences. It was very useful for me as I am new in Japan and students do tell me some of their struggles with their EFL development. I think it cannot be emphasized enough to raise and discuss these issues and I do hope that the results and implementations reach students' levels and, therefore, they can overcome these difficulties.

Tim Cleminson - I was really impressed by the idea that culture shock and burnout could become catalysts for change. Resilience is central to language development and your talk showed how individuals turned uncertainty and challenges into learning and development.

How can learners be assisted in becoming self-regulated?

Sakae Onoda, Juntendo University

Abstract

My presentation will discuss insights from my research on learner development, which was inspired by Learner Development (LD) SIG group members and their own studies. I will explicate the effect of self-regulation on language learning, in particular the effects of self-regulation strategies on L2 listening improvement and their relationship with self-efficacy and intrinsic motivation. This work also suggested positive results for self-regulated learners and revealed that such learners mainly use metacognitive and effort regulation strategies and abound in self-efficacy and intrinsic motivation. To examine

interrelationships between self-regulation strategies, self-efficacy, willingness to communicate, and intrinsic motivation and L2 listening skills improvement, structural equation modeling was performed using quantitative data. Results showed that self-efficacy influences intrinsic motivation and effort regulation strategy use, which predicts metacognitive self-regulation strategy use, which in turn influences L2 listening skills improvement. These interrelationships shed light on how learners can continue to learn L2 listening while being assisted in doing so. However, several factors were shown not to influence self-regulated learning, and pedagogical interventions for promoting self-regulated learning, including how to improve and maintain volition, remain poorly understood. At the suggestion of LD SIG members, I plan to explore pedagogical interventions to equip self-regulated learners with volition and self-efficacy in the new online learning environment.

Short Reflections

Robert Moreau - Well researched, and as was mentioned, quite technical. The question focusing on what to say to students was spot on, and the answer was helpful. Thank you Onoda san!

Blair Barr - How can I simplify your message to help students with listening? (What can I say to students?) Sakae's advice to students is that they should listen every day, concentrate on the interactions they watch, listen to something that interests them, and students should have confidence (experience success in listening) by doing extensive listening. This is great! I have been building a library of video quizzes that students have helped build. Tim Ashwell also asked, "What approach do you have to make listening relatable?" Sakae suggested having groups work on the listening tasks together. I like this because students can actually talk about the contents together, and they can help teach and learn together. I believe peer teaching can

actually be a lot more meaningful to a lot of learners.

Szabina Adamku - The research is very relevant and you have meaningful results. I wonder if and how you are planning to continue, especially regarding the relationship between ETC and metacognitive strategies. My research interest is strongly connected to yours (self-regulated vocabulary learning) and I also found a correlation between self-efficacy and self-regulation. I hope you will publish your results as I would like to cite some of them in my work.

Tim Cleminson - Thank you for your presentation. As I said in my comment, I agree that relatedness is really important in learning. As teachers, we need to develop a learning environment that encourages engagement and positive feedback. I think that means we need to empower students to express their opinions and give them the resilience to accept feedback and use it as a way to kick-start learning and development.

Sakae Onoda - I hope that what I talked about in my presentation was meaningful for everyone.

What does Learner Development mean to you?

Szabina Adamku - Facilitating learners' needs, assisting them in their learning processes, providing them with learning strategies, monitoring their progress, and developing their outside-class, autonomous and self-regulated learning.

Tim Cleminson - I see learning as emerging from interaction with others. So, learner development is about learning how to be yourself with others, to learn from them and to help them learn.

Sakae Onoda - Engaging in learner development yields valuable opportunities for teachers to reflect on their teaching and generate

opportunities to discover alternative teaching ideas and thus evolve.

If applicable, what brought you to join the Learner Development Special Interest Group (LD SIG)?

Szabina Adamku - My research interest is self-regulated learning and it is in strong connection with learner autonomy.

Tim Cleminson - The focus of education is learner development, so it seemed a natural choice.

Sakae Onoda - The impetus for my joining was my strong belief that the most important job language teachers can do is to foster autonomous language learners. Another strong and equally important reason was my wish to improve my teaching and research by getting feedback on both activities from LD SIG members, who share the same academic and research interests, as many heads are better than one.

If applicable, what experiences have we valued as a member of the LD SIG?

Tim Cleminson - Connecting - I always learn from others. And I have fun doing it.

Sakae Onoda - I have learned a lot from LD SIG members about practical teaching approaches to fostering autonomous language learners, and this has given me incentives to conduct research on how to foster such learners.

What research, questions, or puzzles have you had as a member of the LD SIG?

Szabina Adamku - How can learner autonomy be developed? How can learner autonomy, self-regulation and learning strategies be developed in in-class instruction?

Tim Cleminson - How can I make people realize how creative they are?

Sakae Onoda - I have conducted research on causal relationships between self-regulation strategies (effort regulation strategies, metacognitive self-regulation strategies, and peer learning strategies), motivational variables (self-efficacy and intrinsic motivation), and L2 speaking, listening, and vocabulary skills. I have not yet come across any L2 literature that posits particular factors that may improve and maintain learners' volition (i.e., willpower) in L2 learning. All I know is what I learned from suggestions and anecdotal evidence from other teachers.

Where are we going, or where should we be going, as a SIG?

Szabina Adamku - I think we should work towards ways of developing learners' outside-class learning, in view of post-Covid-19 experiences and developments.

Sakae Onoda - We should think about how to foster autonomous learners in the online teaching setting, where teachers can take less control over students' learning than in traditional face-to-face teaching. In such an environment, fostering learner autonomy becomes critical.

How is your interpretation of learner development evolving?

Szabina Adamku - The Covid-19-triggered ERT has brought about a paradigm shift from face-to-face instruction to the incorporation of outside-class learning practices into learners' development.

Sakae Onoda - I hope I understand this question correctly. Tangible evidence of evolving learner development comes from situations in which teachers do not prepare a lot of materials and do not have to teach much. This is a situation in which students think about what and how they should learn and study on their own with minimal guidance or instruction from teachers. This point is corroborated by John Fanselow' teaching philosophy: the more teachers do, the less students do, which means when teachers take too

much care of learners, they may end up depriving students of opportunities to learn autonomously. What will the future of learner development mean to you or the larger community?

Szabina Adamku - I think research and discussion should break geographical boundaries and the topic of LD should reach beyond research circles and involve educators and learners.

Tim Cleminson - I want to help build a community of educators who support each other in work and life. I believe everybody is capable of amazing work once they realise what their own puzzle is, but they need time to find it in the first place and the support to help them meet the challenges it presents.

Sakae Onoda - As I say above, learner development will be my lifework as a teaching professional. The ideal language teacher is one who can gauge students' interests, proficiency levels, and needs and then create materials that suit them, instruct them to use effective learning strategies, encourage them to study on their own, and reflect on their learning outcomes. I believe this may be the lifework of LD SIG members, too.

Creating Community: Learning Together 7 December 12th 2-5 pm (Online)

Discussing Personal Stories and Puzzles

This year's CCLT was all about sharing and reflection. It was a chance for students and teachers from different colleges and universities to share personal stories and puzzles about living and learning through the last 6 months. Small group discussions were held in English. In each group, an LD SIG member acted as a facilitator and helped the students speak as much as possible. There were also Breakout Room(s) for teachers who wanted to share their personal stories and puzzles with other teachers.

After the short introduction and welcome the participants were asked to go into their breakout rooms for the first round of the discussions. These breakout rooms were grouped via a set theme and an LD SIG member facilitated the discussion within. In each session a presenter introduced their puzzle, which the participants then interactively discussed for around 20 minutes, before moving onto the next presenter until all presenters had described their puzzle. These sessions were followed by a 20-minute break for reflection and note-taking before moving into a second round. For the second round of discussion the students were mixed into random groups, which were not facilitated by an LD SIG member. The students were able to discuss and share their opinions freely for 40 minutes, before moving to a 10-minute break. After the break they were put into groups for a collaborative reflection for 30 minutes. At the end of the conference, participants were invited to contribute their reflections to *Learning Learning*, which you can read here.

Many thanks to all those that took part, either by organizing or participating in the conference or by preparing your students to take part. Overall, the conference was a success, which would not have been possible without the hard work and effort that all those considered put in!

Reflections on CCLT7

Sungyeon Kim, Miyazaki International College

CCLT was a fantastic opportunity for me. Because even though it was online, I could feel the heat and huge aspiration and passion of many people in the conference. We were divided into several groups share our personal stories and there were people from many different countries such as Korea, Vietnam, China and Japan. We shared our experiences, and our goals and challenges that we did and made presentations together. My title was "You can do it because I could do it". I wanted to tell and share how and why I came to Japan to study English and it was such a big challenge in my life. And this challenge changed my view and grew me up. So, I wanted to share how this challenge brings connection in spite of our differences and new changes in myself and also wanted to give power and courage to challenge something by showing my past to others.

Before I came to Japan, I've never thought about living in other countries. And I was a very weak and timid person who has lots of fear. Therefore it took a lot of time and trouble to decide to study abroad in Japan, but this decision greatly changed me. I could meet many people and learn their cultures and feel them by communicating. And I was able to grow myself stronger. In this conference not only sharing my stories, but I also learned a lot while listening to the stories of others. I felt like we are all different people from different nationalities but we could feel and sympathize with similar difficulties and challenges. For example, one friend shared her stories that her goal was to go on a diet on vacation, and she had a very hard time, and we could understand her feelings and cheer her up. I feel like I could become friends in a short time so

it was an amazing time for us to talk about our own stories.

CCLT7 Reflections:

To be a better English speaker

Yuki Kinoshita, Otsuma Women's University

I participated in CCLT7 with the question of what we can do to improve our English speaking skills. The reason is that I would like to improve my English by facing my speaking skills. In CCLT7, I learned many ways to improve them. In my opinion, there are two main things that we should do to be a better English speaker.

First, it is important for learners who want to improve their speaking skills to be interested in English and to be willing to learn English. This is because many university/college students can participate in activities to improve their speaking skills in class and extracurricular activities, but they are not taking full advantage of their opportunities due to feeling they are not good at speaking English. For example, when practicing conversation in class, many students hesitate to express themselves because they have their thoughts but are not confident in their English expressions and pronunciation. I came to understand this through discussions with the 1st student speaking group at the CCLT7. In my opinion, I want learners to actively try to express themselves in English without fear of making mistakes. I don't think it's embarrassing to make mistakes in pronunciation, words, grammar, etc. As we make a lot of mistakes, we will be able to speak English better and better.

Second, when Japanese speak English in actual situations, it is important to keep in mind the attitude of knowing and understanding the other person. It is natural for people to live with different common sense and customs, and each person has different values and ways of thinking. This is because if each person lives in a different place, the education he/she receives and the environment in which he/she live will change significantly. Furthermore, I think it is very important to respect the other person regardless

of which community they are from. I came to notice again this through discussions with the 2nd student speaking group at the CCLT7. By sharing the values of each other and accepting the values of the other person through repeated exchanges, it is possible to build a friendly relationship. And if you deepen your way of thinking through them, I think you can grow significantly as a person.

In conclusion, I learned through CCLT that it is very important to be willing to learn English and to speak English while trying to understand others. After CCLT, I wanted to be able to speak English fluently like everyone who participated, and my motivation for learning English increased. Currently, I enjoy actively watching foreign movies and the BBC. Also, in CCLT, I heard that not only classes but also participating in English cafes run mainly by students and taking TOEIC and TOEFL are motivations for learning English. I want to try them too. I am glad that I participated in CCLT and was able to interact with wonderful members. Thank you and everyone for giving me a wonderful experience.

Interesting online team activity tool “Google Jamboard” which I learned at the 1st discussion group

Arisa Minami, Otsuma Women's University

In the 1st group, I remember we discussed a good online study way which teachers and students can connect online. Since we mainly focused on “English Speaking skill”, the teacher James asked us what kind of tool we use in online English “Speaking” classes. There were three students including me in my group. And one of them was a student from a different university. And the student told us that she uses “Google Jamboard” in class. She explained how to use the app briefly, and the app looks convenient. I found it is good as an online group discussion tool too. Because “Google Jamboard” is something like a conventional whiteboard, but people (not only students but also teachers) can write their ideas or comments on Google Jamboard from everywhere at any time. I was curious but I didn't have a

chance to know what kind of class style other university students take, so it was good to know. And I felt it might be nice if my university (Otsu's Department of English classes) would take in and use this idea too. Because when I took Speaking class last year, we used a whiteboard on Zoom, but Google Jamboard has more convenient functions especially in terms of "design (visual)". Google Jamboard can change the background design, add images, and sticky notes. I feel it makes our group work activities more interesting and enjoyable. I wish I could have met the students in my group, and discussed them in-person, but it can't be helped. If we meet new people, we find new perspectives. If I didn't have a chance to talk with people from different universities, I wouldn't know that there's another effective way to discuss with classmates online. We don't get this kind of opportunity to meet and talk to people from different countries, universities, and faculties in English every day. So I feel I was lucky to have this opportunity. Thank you.

What I Thought after Joining CCLT7

Kaori Moriizumi, Komazawa University

It was my first time participating in CCLT. I did not know much about CCLT, so I was worried about how the conference would work before it began. In addition, my concern was discussing certain topics in English because I am not used to explaining what I consider in English. At the same time, I have never engaged in such a conference before; I was excited as well.

In the first group, the topic was education and method. The other students were older than me and they had a lot of knowledge, so I learned a lot. When I shared my idea of my graduation thesis, one of the students, who was from China, told me that my idea was related to social context. I realized that the words, "social context" would be one of the key words for my graduation thesis. After that, we talked about why many Japanese people do not have much confidence in speaking English, and what standard

English is. Honestly, I like speaking English, but don't have much confidence in speaking English, so I believed that I am a typical Japanese person. I had just learned in my seminar about social dialects, so the content "what standard English is" was interesting. When I considered standard English, it was very difficult to answer because everybody has their own accent when they speak English regardless of their first language even though we say "American English" or "British English".

In the second group, we shared ideas that I learned in the first group. Also, we talked about characteristics of English classes in each university, which was also interesting. We had a lively conversation about some problems in English classes like some students don't try to use English and they use Japanese a lot. Particularly, many students talk in Japanese in a break-out room during online classes. Several reasons why they do that could be considered. For example, some students are not enthusiastic about speaking English. Other students do not have much confidence in their English skill. In addition, even though a couple of students would like to talk in English the atmosphere of the group dissuades them from trying. In my case, as I mentioned I like using English, but I often hesitate to speak English among Japanese members who speak English as L2 and are in the same situation in terms of growing up in Japan because I feel that my English as L2 would be judged by them. That means that it is much more comfortable for me to talk with native speakers in English. We know that we should not think about mistakes in theory, but most Japanese care about them in practice. As a result, they develop the perception that "they cannot speak English."

In the first group, their level was high, and they used various sophisticated expressions, so I realized I didn't have much knowledge and I was nervous a bit. At the same time, that inspired me, and I had a great time among them. In the second group, our age was close, and I could talk about familiar topics in English more comfortably. Overall, I don't usually have much chance to talk

with other university students in English, so I was very glad of this opportunity.

Reflection of CCLT7

Makoto Namiki, Keisen University Graduate School

“How we should adopt the current world and have a better life.” This is the main content which I learnt from CCLT7 held on 12th December 2021. Before the conference, I could not have imagined I would have this huge idea because the topic I chose was mainly about English learning, especially varieties of English including Japlish. Through group discussion in the first round and another discussion, I noticed everybody had completely different topics to introduce, however, once we talked about them with our own words and ideas, we were able to find some similar points and ideas. Also, we could get many new ideas to think about our own topics and they helped to widen our sights. In this paper, I would like to write what we talked about and what I learnt from group discussions and this conference especially focusing on my topic.

My group's main topic was “Education and Learning Method”. We talked about our language learnings and struggles, learning style and diversity and varieties of languages. My main topic was about English learning and education, especially focusing on how we have confidence in our English and Japlish. As I learnt some theories such as English as an international language and English as Lingua Franca, I started wondering why many Japanese do not have confidence in our English. Also, I read that it is said that there are about 1.3 billion people who use English and this is the biggest population of all languages in 2021. Approximately 370 million people are Native English speakers and approximately 898 million are Non-native English speakers but they use English as their second language in the world (Encore!!!, 2021). The number of people who speak English as foreign language brings English as a world language. According to Nagai (2015, p. 37), if we see only the population of the mother language,

English is the third largest population in the world and there is a larger population of speakers of Chinese and Spanish (Nagai, 2015, translated). Also, Ono (2020, p.1) showed in her thesis that if we have skills to communicate in English, it is possible to communicate with one-fifth of people in the world (Ono, 2020, translated). From these facts, I believe there is no one standard English and we should respect many kinds of English. However, we mainly learn American English at Japanese schools and many people believe Japanese' English is not good because we do not pronounce or use English as Native English speakers. Then many people have troubles with learning and using English. On the other hand, I think Japanese English education has an advantage because mainly, students learn English from Japanese English teachers. Classrooms can be the places where students learn varieties of English such as English as a Lingua Franca environment, and Japanese English teachers can be models for students as non-Native English speakers. However, I think the way of teaching might be the problem. Torikai (2011, p. 140) mentioned Japanese future English education like this in her book: “In future English education in Japan, we have to understand that understanding American or British culture is not the main aim. Also, using English like native English speakers is not necessary” (Torikai, 2011, translated). I agree with this idea that if teachers tell or give some experiences to their students that they feel our English-Japlish is one of the varieties. This book was published about 11 years ago, however, I still feel that many Japanese English learners feel American or British English, especially white people's, is the best. If students have more opportunities to know or learn about varieties of English, then students might have confidence in their English. For example, Ng (2018, pp.3-15) who teaches English with his Singaporean English at Japanese University and was complained by his students about his English explained his teaching experiences in Japan and student's review in a book. He used videos of students from China, Korea, Singapore, Hong Kong and Malaysia debating in their English to help his Japanese students to have a positive attitude

towards their Japanese-accented English. Then, one of his students commented in his journal in this way. "...I am a Japanese so I should try to speak "Japanese English" to express myself with confidence" (Ng, 2018, pp.11-12).

In our discussion, we found that even in Japan - small island, have language hierarchy such as Japanese spoken in Tokyo is standard and the best, other Japanese with some regional accents (dialects/ Hogen /方言) are not good as standard Japanese. However, if people find there is no one standard language in this globalized world, the way of language learning in Japan might change positively.

Also, one of our members asked about using AI translation machines such as Google translate or DeepL. We all agreed that the machine translated versions are really easy to understand, but that they don't reflect the speakers' own words. When we communicate with others, we should focus on sharing our feelings with others, and not depend on machine translations because we are afraid of making grammar mistakes. On the other hand, we also agreed that their sentences are not our own words and when we make communication with people, we should use our words to tell our feelings, not mechanical words. This was very interesting because many people including myself always worry about our English mistakes but we are thinking using our own English is more important. Machine translated English might be one of the varieties of English as well but I think our opinions through the discussion meant everybody in my group was sure that adapting and understanding the varieties is the key to develop our (English) communication skills.

In the second round, it was interesting because we had to explain well what we talked about in the first round because each group had completely different topics but at the same time, we found some similar points while we were making our mind map. One student talked about international food and with that perspective, she learnt there are many lifestyles in the world and we can learn about the world even though we cannot go there through online materials. Another student said

that she talked about how to keep our positive mind with this COVID-19 situation. For example, some students learnt the importance of listening to other people through their online studying abroad experience. They gave up traveling to other countries but could get new friends through online learning and felt they were not alone. That experiences keep their minds positive and motivate them to learn. From these talks, I learnt that knowing and trying to understand that people have different ideas and values and we cannot give superiority or inferiority. This is one of the keys to adopt the current world and make a better life.

In conclusion, I strongly felt that we can communicate easily with our own English. I think many of us made many English mistakes but nobody cared because we tried to understand it and more than anything, we learnt varieties and diversity. For my main theme "How we should adopt the current world and have a better life", I am confident to answer in this way; sharing our thinking and feeling with other people and knowing many people have many ideas to make our society and life better. The CCLT conference gave me this opportunity and for my topic for this conference, English varieties, I am more confident to say that not only English but also in many categories, varieties are important. Lastly, I would like to say a big thank you to all the facilitators (teachers) who organised this wonderful conference for us students and making connections, especially Professor Andy Barfield who led our group discussion and made a warm atmosphere for us to talk freely, and Professor James Underwood who help my writing this review and gave me a lot of advice. I am sure this experience will give me more confidence in my future studying.

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Reflection of CCLT7

Saki Ogawa, Otsuma Women's University

CCLT was very meaningful for me because I could talk about changing lifestyles in English at the 1st group discussion with a teacher.

There were many thoughts about lifestyles due to coronavirus. As I expected, 2 students were bored because we cannot go on a trip. On the other hand, other students enjoy spending much time at their house. Many lessons' styles changed on-demand and on Zoom so I guess many students don't need to go to their university. That means we don't spend time getting on the train. We had more free time, compared to face-to-face lessons. One of my group members, who answered that she enjoys spending much time at her house, talked about enjoying reading books and watching movies. After I listened to their stories, I thought that it's important to find a way to enjoy the online lessons more. For example, I can see all student's faces and talk with many of them in a lesson on Zoom, compared to face-to-face lessons. In addition, I guess that online lessons make many people improve their PC skills and clean their room because other people may see it through Zoom. Many people tend to think that

coronavirus makes them troubled or bored. But changing the thoughts into positive ones leads to a happy life. I'm trying to think not negative things but positive ones.

In addition, students from Korea and China have influenced me. They can speak not only Korean or Chinese but also Japanese and English. I respect them. I'm spending a lot of time just speaking English well. But I should learn English more and try other languages.

This is a part of my memories about CCLT.

Learning various experiences and sharing similar feelings through interaction with students of different backgrounds in CCLT

Izumi Sekiguchi, Otsuma Women's University

About the 1st student speaking group (with teacher)

In our group, we had many international students from Korea, Vietnam, China and Japan, so we could talk about a wider topic and learn from more various points of view than I expected. For example, I prepared the discussion topic about what are the interesting reasons for you to visit and experience different cultures before CCLT. When we introduced each other in the group, I found many of our group members were experiencing different cultural aspects in Japan exactly at that moment, so we could actively discuss the good points and difficulties of living in different cultures mainly based on their actual experiences in Japan. I could also ask the group members about foods in their countries. I just took a class about Asian culture at college before joining CCLT and got interested in Asian food culture and local dishes, so they explained about their favorite foods in their countries and their features of them. It was such a great opportunity to learn about new things directly from people from the country.

Everyone in our group wasn't native English speaker, so we encouraged each other to share personal experiences and stories. One of our members said to the other member who didn't

have confidence in her English, “That’s ok, that’s why you are here.” I’ve so impressed by that word and totally agreed with him. It was such an enjoyable time that I could experience understanding different cultures in that group.

About the 2nd student group (no teacher)

In this session, we started by sharing our background and why we decided to join CCLT. We were soon able to open up to each other, so we could build a good relationship for discussing and working together to make a presentation. We announced that we could spend time and create slides as we liked, so we decided to create a presentation whose main topic was “globalization”, which was the common underlying feature of each 1st round group’s discussion that we found through the discussion in that round. At first, as we all came from different groups that each discussed diversity, English learning environment, and experience abroad, we wondered what was the best way to make one presentation from three different topics. However, for deciding our presentation topic we consciously had a chance for each of us to express equally what we found and wondered about each topic, based on each reflection from the 1st round, and the other member responded to the idea and considered the ideas together. Also sharing each life under the Covid-19 situation that our college lives were restricted, including fewer options for the English learning environment, experiencing new cultures, or interacting with various people in person was an important process. Through these discussions, we found the word “globalization”, and then we discussed more deeply both good and bad aspects of globalization. Thanks to these aggressive activities, we could make a presentation smoothly and creatively. It was a really interesting and stimulating time for me.

What topics, and interesting discussion

For me, talking about why we decided to join the CCLT was most interesting and stimulating. In both 1st and 2nd speaking groups, almost everyone came from different colleges to

me. They have various reasons for attending, but I felt they all had motivation for studying English and communicating with various people, so I could communicate with them very comfortably the whole time.

What you decided to do about your English learning after CCLT

After CCLT, I could get more motivation for learning English, and I got a lot of inspiration from people in the CCLT like I should be more active and try more new things for interacting with various new people. The whole time of the CCLT was so exciting because I could communicate a lot with motivated English learners. Then, I realized again that I love to communicate with various people in English, learn new things or perspectives and build friendly relationships through conversations. Therefore, I could recognize again that the purpose for learning English for me is to have more opportunities and have a more exciting life.

CCLT7 Reflection

Ririka Takami, Otsuma Women’s University

I learned in CCLT that I can make friends with many people who have different cultures by knowing cultures which I never knew. This culture contains country, prefecture, gender, values and so on. I’m from Miyazaki City and now I’m living in Tokyo because my university is located in Tokyo. Miyazaki is far from Tokyo and has a different culture from the big city. So when I was talking about my hometown to my college friends who are from urban cities, they were surprised by some topics. For example, food and fashion. These two topics exist every time so I feel that I must know about them. Fashion culture impresses me because when I belong to a women’s college in Tokyo, I have many opportunities to feel the aesthetic sense of women. I sometimes feel anxious about the difference between my hometown dialect and Tokyo dialect. However, I learned that this concern is also necessary for interacting. By listening about some cultures, I could have fun and

study about methods of communication. Communication is important for our growth. So CCLT was a very meaningful time for me.

Even I feel that the difference is the barrier of communication between people. Everytime I find the same conversation point, both I and other people and I talk about the same point, for example our birthplace. Although we have different cultures as CCLT group members, we were able to enjoy talking with each other. Learning about different cultures could give me new knowledge. For instance, The members of the first group came from different countries. Members were from Vietnam, South Korea, China and Japan. I was able to listen to some countries' food. One Japanese student said "I have eaten summer rolls". This food came from Vietnam so we were talking about Vietnamese food at that time. There was a Vietnamese student. He said that Vietnamese food eaten in his homeland and Vietnamese food eaten in Japan have different tastes. From this experience, I found that knowing what I did not know was a lot of fun and a catalyst for curiosity about others. In my first group, I could learn it.

However, when we discover new knowledge, sometimes we may have doubts about it. People almost feel uncomfortable I think. Because we create stereotypes in our lives. This fixed concept disturbs the communication of people from different cultures. I was in trouble. However, I was able to understand the importance of different cultures in the second group. Second group members have different birthplaces and we belong to different colleges. One student belongs to a university which is located in Miyazaki City, and another student belongs to a university which is located in Tama City, Tokyo. For the first time, we could not throw off reserve. But we could speak about ourselves by talking for a long time. If we understand completely, we have to retain posture. That's why we can make the first step of friendship. So I found that people must talk for a long time. I don't know exactly how many minutes to speak. However, I felt through the exchange that if I made an attitude to understand each

other, I would have a longer discussion. For that purpose I will study English more.

Throughout this CCLT experience, I could find the true reason why I learn English. In order to communicate with many people and understand various values. From now on, I will try to talk with my university friends deeply. Perhaps I don't know my friends well because we didn't talk for a long time. Effect of COVID-19 is an obstacle between students' communication I think. So I rethink my relationship with present friends. I consider finding the difference creates a new dimension for a person. Also, I want to show my new aspect by sharing something different from other people. Actually, I could talk about my favorite part of my hometown and I was able to tell that I like cities like Tokyo but I also like the countryside like my hometown. It is a new challenge for me and I'm a little scared. However, I think that new values can be created only by overcoming this fear. So I will try it. CCLT gave me a chance to rethink my way of interacting

Reflection: CCLT 7

Huiyan Zheng, Miyazaki International College

"Time and attention is the best gift". This was the opening message for the event, and I really like it. Born in a society filled with the overconsumption of symbols and goods, free time and attention are the true scarcity with irreplaceable value. This form of giving is the most worthwhile return for another giver, it is reciprocal. Therefore, it is very nice to have this kind of talk combining so many people's contributions, especially given the background of such a stress-inducing pandemic.

The first round and second round of group discussions were mainly on the topics of challenges in standard English teaching and learning. During these exchanges, I came to be more and more confused about the role of language and how it was being used. Is language itself an element for identity building? Is language originally, borrowing from the concepts from Pierre Bourdieu, in the end cultural capital, symbolic capital, social

capital, and financial capital? Across the different learning environments I have studied in there is a tension. On one side we are praising the diversity of English or culture, and on the other, we look down on non-standard language users or non-mainstream cultures. At this level language itself can be viewed as an element for identity crisis or building dominance over another speaker.

The processes described in the work of *Pygmalion* by George Bernard Shaw happen not only in a native language context but also in second language learning and teaching. For example, the idea that language is a game with the fallacy called either A or B, either correct or not - the world of antonym sets. The correct choice is always judged and made by authority. The other side of correct is incorrect which should be looked down on or punished by those who have the authority to decide the rules of communication, the rulers. In this way, rulers can solidify their power to control the majority.

Recalling my language learning experience, what has frustrated my learning is not criticism from native speakers but attempted depreciation by non-native speakers. So-called “feedback” from my classmates and teachers, like I use improper grammar, that my pronunciation is never native enough and my spelling is incorrect, have been part and parcel of my language learning. It makes me question if it is a kind feedback or it is a dualist learning environment in which the power-holders build “right” and “wrong” as a way of strengthening their hold on power. However, during conversation with native English speakers, I always receive positive feedback. At the same time, native speakers make mistakes in their native language as well, just as we do, since it is hard to maintain accuracy and fluency simultaneously.

The amazing thing about language is the power of co-creation. The gap between communication is where creative tension emerges and thrives. Tim stressed that CCLT is about having conversations rather than making presentations, which reminds me of Hellenistic teaching. Conversation is dialogic, the interaction

between at least two participants, similar to the form of an echo. However, presentations are often monologic, they build the singular authority that greatly weakens the effectiveness of real exchange of ideas. Co-creation requires a comparatively equal position to reconfirm or rediscover a certain topic through dialogue. From this CCLT, I was able to learn the invaluable role of talk as a process in learning and identity formation.

Online LD SIG Get-together Report

Tim Ashwell, Ken Ikeda, and James Underwood

For 2022 we aim to build on the groundwork laid in the previous years of the online get-togethers. One advantage of having the get-togethers online is that more people can attend due to the get-togethers not being constrained geographically; one disadvantage is that people are more easily able to drop in and out and keeping consistency in attending members between each becomes a problem. Although it is great to see new faces, we all agreed that it sometimes felt that we were caught in limbo and not progressing to the next stage, where after the introductions and catching up, we collaborated on a shared theme that would help us to develop further as teachers. After a few meetings together between us the organizers, Tim Ashwell came up with the idea of reading groups, which we all agreed would focus on the get-togethers and might result in a publication, much like the CLiLD project (<https://ld-sig.org/collaborative-learning-in-learner-development-clild/>).

Before we get ahead of ourselves with talk of possible publications at the end of the year, it is certainly exciting to think about what is possible when we utilize the full potential of the vibrant LD SIG community. If you have not yet attended and are thinking of joining, please come along! If you have attended before and wonder what we are up to, you are always welcome. Here is what we have done so far:

January 23

We started the year with a bang, and 11 members joined. Thank you to Szabina Adamku, Anita Aden, Lee Arnold, Andy Barfield, Ellen Head, Jenny Morgan, Jim Ronald, and Eileen Yap with a surprise attendance by a long-serving LD SIGmember: Alison Stewart. At first, we split up into smaller groups and went into breakout rooms to catch up and meet new people. We then came back into the main session and Tim Cleminson gave an overview of the various LD SIGprojects for the year (more details of which can be found here: <<https://docs.google.com/presentation/d/114HU6UhaXDN8IEZdEEuGqbrbIU1NBD4R/edit?usp=sharing&oid=104678131013580289685&rtppof=true&sd=true>>. Alison Stewart then announced her retirement and that she was moving back to the UK in the Spring, we all wished her the best of luck. After that, we went back into breakout rooms to focus on the upcoming LD SIGforums that will be at JALTCALL (17-19 of June), PanSIG (8-10 July), and the JALT International Conference (11-14 November) and share our ideas for these.

February 27

Ten of us met online on February 27th for the LD SIG Get-together. Thank you to Andy Barfield, Ellen Head, Emily Choong, Jenny Morgan, Kayoko Horai, Lee Arnold, Sayaka Karlin and Szabina Adamku. In this meeting we discussed possible topics that we could continue to explore together in groups over the coming months. Below is a link to the Google Doc we set up <https://docs.google.com/document/d/1afJ-g4dA5LBAIRah8HJDyYAr_g2Qbsa5UQM4O9w8iuM/edit?usp=sharing> which contains our initial thoughts and interests.

March 27th 2022

At today's online Get-together we discussed our learner development interests as we search for common themes around which we can form discussion groups. The following people attended:

Andy Barfield, Cecilia Smith, Ellen Head, Emily Choong, Ian Hurrell, Ken Ishida, Szabina Adamku, Tim Ashwell, Tim Cleminson (Jenny Morgan sent her apologies).

Below are the notes people have written about the meeting. For the next meeting on April 24th, we wondered whether we could help make our LD interests more concrete for ourselves and others if we prepared to do the following:

1. Share stories about students who have influenced us in some way ('single case models') and the stories students have told about themselves that have triggered our own development;
2. Share student work to illustrate the ways in which we have been affected and how this connects to our teaching practice;
3. Share examples of our own teaching materials which again exemplify our teaching approaches and attempts to facilitate LD;
4. And, arising from 1-3, share our questions, puzzles, and knots regarding our future practice as we implement LD practices.

We may also try out 'reflective dialogue' / disciplined listening in break-out groups as we attempt to clarify puzzles for ourselves and others. For more information see here: <https://docs.google.com/document/d/1afJ-g4dA5LBAIRah8HJDyYAr_g2Qbsa5UQM4O9w8iuM/edit?usp=sharing>

Dates for the next online Online LD SIG Get-togethers

(All Sundays, from 14:30-17:00)

- April 24th,
- May 29th,
- June 26th,
- September 25th,
- October 23rd,
- November 27th

Around 2 weeks before each get-together a reminder will be sent, so please keep an eye on your inbox.