

## Greetings From the Editors

*Alison Stewart & Jackie Suginaga*



Welcome to the Fall issue of *Learning Learning*, the third issue to appear this year. The Learner Development SIG has had an exceptionally busy year so far, with members participating in conferences, forums, get-togethers, meetings and discussions. This activity is reflected in the contents of this issue.

Firstly, the coordinators, Andy Barfield and Rich Silver report on the latest news in the SIG, while Alison Stewart summarizes a recent discussion on projects and plans by the LD SIG Publications team.



Next, we have self-introductions from four new members of the editorial team, three of whom have been assisting in the production of this issue. James Underwood and Glenn Magee will be lead editors of the next issue, with Fumiko Murase and Monika Szirmai assisting and shadowing them.

The LD SIG has greatly expanded the number of grants it awards to teachers new to learner development, conferences, and research.

Here, we feature personal essays from four of our 2012 awardees: Masashi Nakamura, Caroline Ross, Yukiko Shimizu, and Mayumi Takizawa.

Andy Barfield introduced the SIG to Vocabulary Histories in his workshop at the Realizing Autonomy Conference last year. Here, a number of SIG members contribute their personal vocabulary learning histories (VHs). These histories are intended to inspire reflection in the reader, and we encourage you to add your own story to a growing collection of VHs, which can be used for reflection and research.

We have conference reports from the JUSTEC Conference, participant reflections from Nakasendo in Saitama and Pan-SIG in Hiroshima, plus an essay on the Pan-SIG from one of the non-presenting participants, another of our grant awardees, Nathan Ducker. We also have a dialogued report on the Independent Learning Association Conference in Wellington by Steve Brown and Alison Stewart.

Finally, Bill Mboutsiadis offers us a host of good things to look forward to at the JALT2012 Conference in Hamamatsu, including a preview of the LD SIG Forum. We look forward to seeing you there!

Last but not least, we wish to thank everyone who has helped to bring out this issue of *Learning Learning*: our assistant editors, Glenn Magee and James Underwood, James again for layout, Fumiko Murase, Tomoko Kawachi and Aiko Minematsu for translation into Japanese and proofreading, Andy Barfield, Jim Ronald and Rob Moreau for compiling and editing reflections, and Hugh Nicoll for putting this issue up on the web. Otsukaresama.

Please enjoy reading.

編集者よりご挨拶

アリソン スチュワート、ジャッキー スギナが

*Learning Learning* 「学習の学習」秋号へようこそ。今年の第3号です。今年はLD SIGにとって格別に忙しい年となり、SIG会員たちは学会やフォーラム、エリアミーティング、会議やディスカッションなど様々なイベントに参加しております。今号はこれらの活動を反映した内容となっています。

まず、LD SIG コーディネーターのAndy BarfieldとRich SilverがSIGの近況を報告し、Alison StewartはLD SIG出版チームによる今後のプロジェクトと計画についてまとめています。次に、編集チームの新メンバー4名（うち3名は今号の制作にも協力しています。）による自己紹介があります。James UnderwoodとGlen Mageeは次号のlead editorを担当する予定で、Fumiko MuraseとMonika Szirmaiは二人を手伝い、見習いとして経験を積んでいきます。

LD SIGは自律学習・学会・研究の経験が浅い教師のための助成金の枠を大幅に拡大しました。今号では、2012年度の助成金受賞者4名 Masashi Nakamura、Caroline Ross、Yukiko Shimizu、Mayumi Takizawaによるエッセイを特集します。

昨年開催されたRealizing Autonomy大会でのワークショップで、Andy BarfieldがVocabulary Histories（語彙学習の履歴）をSIGに紹介しました。今号では、多くのSIG会員たちが彼ら自身の語彙学習の履歴を寄稿しています。これらは読者の皆様の内省を促すことを意図したものであり、皆様にもご自身のストーリーをこの学習履歴のコレクションに加えて頂きたいと思っております。それらは今後の内省や研究に利用されることでしょう。

報告のセクションには、JUSTEC大会の報告、中仙道大会（於：埼玉）とPanSIG大会（於：広島）の参加者によるリフレクション、そしてSIG助成金の受賞者の一人であるNathan DuckerによるPanSIG大会についてのエッセイがあります。また、Steve BrownとAlison StewartによるIndependent Learning Association Conference（於：ウェリントン）についての対話形式の報告があります。

最後に、Bill MboutsiadisがLD SIGフォーラムをはじめとする、浜松で開催されるJALT年次国際学会での多くの楽しいイベントについて紹介します。現地で皆様にお会いできるのを楽しみにしています！

最後になりますが、*Learning Learning* 「学習の学習」の最新号を発行するにあたり協力して頂いた皆様に感謝を述べたいと思います。アシスタント・エディターのGlenn MageeとJames Underwood（Jamesはレイアウトも担当しました。）、翻訳者のFumiko Murase、Tomoko Kawachi リフレクションをとりまとめて編集して下さったAndy Barfield・Jim Ronald・Rob Moreau、そして今号をウェブサイトに掲載して下さったHugh Nicollです。お疲れさまでした。

それでは、どうぞお楽しみ下さい。

## Learner Development SIG News

May 2012–October 2012

学習者ディベロップメント研究部会近況報告

2012年5月~2012年10月LD SIG 委員会代表

*Andy Barfield & Richard Silver*

With just a few weeks before the JALT2012 Conference in Hamamatsu in October, we are happy to announce that Cory Koby in Sendai and Aiko Minematsu in Tokyo are this year's Learner Development SIG JALT Conference Grant Awardees. On behalf of the SIG we extend our congratulations to Aiko and Cory. We hope that many SIG members will have the chance to meet and talk with them at JALT2012.

In May Rob Moreau put the finishing touches to the updated version of the Learner Development SIG logo. This logo now adorns the SIG website (see <http://ld-sig.org/>) and has been used for the new paper banners used at different events to heighten the profile of the SIG. In the coming year, Rob hopes to consolidate and develop further publicity tools for the SIG, and he would very much like to hear from SIG members interested in working with him on this. Please contact Rob at <im AT MARK plum.plala.or.jp>.

The month of May also saw the SIG pass the annual audit of its financial activities. We'd like to thank Hiromi Furusawa for doing the SIG's treasury work with such aplomb for the last few years. Kay Irie, who was shadowing Hiromi in 2011, has now become the SIG treasurer. We wish Kay every success too. If you would like to help out by shadowing Kay's work as treasurer, please contact her at <kayirie AT MARK mac.com>. June and July were particularly active months for members of the SIG. In June the SIG put on a Learner Development Forum at three different conferences in Japan: the Nakasendo conference in Saitama, JALTCALL in Kobe, and the 2012 Pan-SIG in Hiroshima.

## JALT学習者ディベロップメントSIGの会報

These three different forums involved around 30 presenters in total. and we would like to offer our thanks to Rob Moreau, Darren Elliot, Jim Ronald, and Bill Mboutsiadis for organising these forums, as well as to the many presenters and participants for taking part. Many people involved with these forums were students of Nanci Graves at Teachers College Columbia in Tokyo. Nanci, as you will by now know, sadly passed away in early June, but her loss is somewhat mitigated by the fact that so many of her former students are brilliantly active in the learner autonomy field.

July saw the online release of the Realizing Autonomy Proceedings, edited by Kay Irie and Alison Stewart, and our thanks go to Alison and Kay and the many different contributors for their contributions. The SIG will be publishing the Proceedings in book form too, with a launch at JALT2012. Also in July, under the leadership of Masuko Miyahara and Alison Stewart, the SIG publications team was expanded, with Glenn Magee, Fumiko Murase, Monika Szirmai, and James Underwood coming on board to help with Learning Learning. We would like to thank Jackie Suginaga and Michael Mondejar for all their work on Learning Learning over the last year.

We know that many SIG members are giving individual and group presentations at JALT2012, and we wish you every success if you are. As the SIG moves towards JALT2012, members of the committee are already making plans for 2013, including a retreat in Tohoku in March and a 20<sup>th</sup> anniversary one-day conference in Tokyo in November next year. We warmly welcome your participation and continued involvement in the coming weeks and months.

On behalf of the Learner Development SIG committee, and with our very best wishes,

*Andy Barfield & Richard Silver*

*LD SIG Co-Coordinator*

## Publication Team Discussion

*Alison Stewart, Masuko Miyahara, James Underwood, Fumiko Murase & Steven Paydon*

On Friday, 14th September, five members of the LD SIG Publications Team met for dinner at Tribeks on the 20th floor of the Hotel Century Southern Tower in Shinjuku. Over squid fritters, bagna cauda and pasta, we talked about the role of the publications team, possible projects leading to publications, and the future direction of *Learning Learning*.

### Role of the Publications Team

The Publications Team aims to provide a support service to the SIG membership with regard to publications. This means helping facilitate discussion and development of new research, for example, in get-togethers, conference forums, workshops, panels, symposia etc., helping new writers to develop their writing for publication in *Learning Learning* and other SIG publications, and supporting initiatives aimed at publishing research and thinking about learner development as well as resources or materials for language learners.

### Possible Projects

#### ***Critical Understandings of Learner Development (draft title)***

Andy Barfield and Aiko Minematsu have already initiated a new project aimed at producing an anthology of papers developing out of the Tokyo get-togethers and the LD SIG Forum at JALT2012. This anthology is to comprise of articles by SIG members, together with responses to them from inside and outside the field, on defining learner development through different practices. Papers for the edited collection would also form a major discussion forum at the LD SIG 20th Anniversary Conference in November next year.

#### ***Language Learning Narratives***

Masuko Miyahara and Chika Hayashi are interested in putting together a collection of language learning narratives together with responses to them from various different theoretical perspectives. We discussed what kind of narratives would be appropriate, and ideas ranged from narratives from participants in a workshop at a future conference, to narratives from learners from different age groups, to fictional narratives of language learners and learning. As a first step, Masuko will look into organizing a workshop at one of the conferences, or a separate meeting/retreat next year.

#### ***Criticality/ Critical Thinking***

Following the warm reception of the plenary session by Richard Pemberton and Mike Nix at the Realizing Autonomy Conference in Nagoya last year (see also the article in the Realizing Autonomy Conference Proceedings <<http://ld-sig.org/LL/19two/pemberton-nix.pdf>>), we discussed the possibility of getting people together who are interested in working on Criticality or Critical Thinking. This could involve collaboration with groups outside of LD SIG, such as the new Critical Thinking SIG and the Global Issues in Language Education SIG. A first step would be a workshop or panel at a forthcoming conference or retreat.

#### ***Tohoku Stories Readers***

As the SIG has been actively involved in the Tohoku recovery effort since March last year, one idea to extend this involvement is to create a bank of “stories”, graded readers of stories by and of people affected by the earthquake and tsunami and involved in the recovery and regeneration of the area. One idea that was discussed at the dinner was offering this as an online resource together with a prominent link for the downloader to make a donation to various relevant charity organizations.

Two new ideas for projects that came out of the dinner discussion were:

- Resources for teachers and learners.
- Lesson plans and materials which can be downloaded or copied. The emphasis would be on practical use, but would also include an introductory section which would outline the theoretical assumptions behind the practice.

### **Best of Learning Learning**

As the LD SIG will be celebrating its 20th anniversary next year, a call for nominations from the SIG membership for the 10 best articles in *Learning Learning* since its inception. The top 10 nominations would be published in English and Japanese as an e-book or special issue of *Learning Learning*. We will be sending out calls for nominations on the LD Discussion List over the next few months, but please feel free to suggest articles you would like see in this publication at any time. Once we have more than 10 nominations, we will start a Survey Monkey to identify members' top choices.

### **Learning Learning: New Directions?**

Since two of the dinner meeting participants are incoming editors of *Learning Learning*, a lot of discussion time was devoted to the purpose and possible future direction of the SIG newsletter. One issue is that as *Learning Learning* is a newsletter, it does not have the status of a journal, and so the question was raised whether it would be featuring journal-like research articles at all? One solution is to split *Learning Learning* into two publications:

- a much shorter bi-annual newsletter for SIG news, reports on recent events, conferences etc, and information on upcoming events
- a journal or review of original research, research work-in-progress, opinion pieces, book reviews, and other less traditional genres: e.g., fiction, poetry, digital histories

JALT学習者ディベロップメントSIGの会報 etc. Possibly including an advisory board and independent peer review for article.

The two publications could be renamed (suggestions for names to be sent to Alison or Masuko and then voted on by Survey Monkey) and launched at the 20th Anniversary Conference.

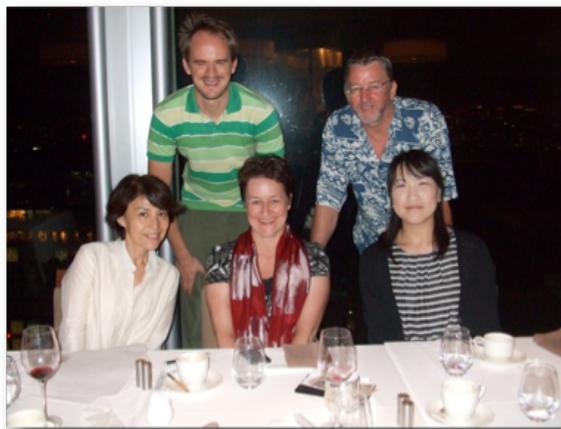
This is just a taste of the very productive conversation we had. If you would like to add your own suggestions for projects that would involve many SIG members and could lead to a publication, whether in print or online, please feel free to contact us. We'll also be continuing discussion about these ideas at the AGM, so we hope you will come along and add your thoughts and ideas.

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Publications Officer

*Masuko Miyahara* ([masukom.m58@gmail.com](mailto:masukom.m58@gmail.com))

Shadow Publications Officer



新しい編集者の自己紹介

**Glen Magee**



My name is Glenn Magee I'm from London, England. I have lived in Japan and taught primarily at public junior high schools for over a decade now. Currently, I am studying an MA TEFL through Birmingham University whilst working part-time teaching business English in Ise city, Mie

prefecture. Once a month I volunteer at a local facility for children with learning difficulties because I want to contribute to the local community I live in. My research interests include neuroscience, learner autonomy, teacher development and the process of academic publishing. It is a privilege to be part of this SIG and I look forward to working with many members in the future.

**Monika Szirmai**



I graduated with an MA in both French and English Language and Literature from Debrecen University in Hungary, and with teaching qualifications needed for high

schools and universities. In fact, I taught all age groups, including primary school children and pensioners. For a couple of years, I also had to teach Russian, so I can well understand the situation of Japanese primary school teachers who suddenly find themselves in a situation where they have to do something they have not been prepared for.

I was extremely lucky with scholarships as an undergraduate student and also as a practicing high school and university teacher. In 1993, I received a one-year British Council

Scholarship to attend an MA course in TEFL/ TESL at the University of Birmingham, U.K., which changed my life. I became interested in corpus linguistics, and wanted to continue my studies to gain a PhD from the same university. It was in a desperate effort to finance my studies that I applied for a job in Japan, and I was accepted.

I came to Japan the day after the sarinjiken, the Tokyo underground sarin attack in 1995, and experienced my very first earthquake the following day. What a start! My first job was a two-plus-one-year contract at Kanda University of International Studies. Since 1998, I have been teaching at Hiroshima International University. In 2001, I got my PhD in Linguistics, not from Birmingham in the end, but from Debrecen University.

I have many research interests but I cannot pursue all of them at the same time, so sometimes I focus more on one or the other. Being a teacher, methodology is implicitly present in everything I do. Corpus linguistics, CALL, translation studies, humour, multiculturalism-multilingualism, comparative linguistics, and pragmatics are probably the most important areas for me. A strong believer in autonomous learning, it was unavoidable that I should become involved with the Learner Development SIG. As "autonomous" should not be synonymous with "lonely and abandoned", I felt that tutoring distance MA students at Birmingham University would be helpful for the students and insightful for me as well.

As I like new challenges, not just learning languages but any other skills, I have volunteered to do the layout for Learning Learning. I hope that the quality of my work will equal the support I am getting from other members in the process of preparing for this job.

### ***Fumiko Murase***



Hi, my name is Fumiko Murase. I was born and raised in Aichi Prefecture, Japan. Recently I moved to Tokyo for my new job at Tokyo University of Agriculture and Technology. This is how I started my career as a teacher of English.

As I have always been interested in learning foreign languages and cultures, it was very natural for me to major in English at university. After finishing my BA studies, I was lucky to be offered the opportunity to teach English as a teaching assistant there. Since then, I have been teaching English to first- and second-year students for a total of six years. The first turning point in my career came when I decided to study at a MA program after four years of teaching. From 2004 to 2006, I studied at Nanzan University, where I first came across the idea of learner autonomy through my supervisor. When I completed my MA studies, I realized that I had become very much interested in learner autonomy and wanted to continue my studies at a higher level. In 2006, I quit my job and moved to Sydney, and started my PhD studies as a full-time international student at Macquarie University—this was the second turning point in my career. My PhD thesis focused on the measurement of learner autonomy in the Japanese EFL context and the multidimensional nature of the construct of learner autonomy. In 2010, I received a PhD in Linguistics from Macquarie University and came back to Japan.

I have been a JALT and LD SIG member for about six years now. I first joined both JALT and LD SIG soon after I moved to Sydney because I wanted to keep connected with the research community in Japan while I was physically away. In the third year of my PhD, I found the call for papers for “Realizing

JALT学习者ディベロップメントSIGの会報  
Autonomy” and submitted my proposal. After three years, it was finally published earlier this year. It was a great experience for me to contribute a chapter to the book. I learned a lot at each stage of drafting, writing, revising, and also reviewing each other’s paper and from all the people involved in the book project. Through this experience, I became interested in academic publishing and so I joined the SIG’s publication team last year and started to get involved in the publication of Learning Learning. Now, I am taking over a more challenging job as one of the editors for the newsletter. I am thrilled to be able to learn new skills as an editor through working with my fellow team members and have the support from other SIG members.

### ***James Underwood***

I have been teaching English in Japan for eight years. Currently, I teach part time at Chuo Gakuin High School and Reitaku University, which are both based in Chiba. I have a CELTA and a Masters in Applied Linguistics and TESOL, which was awarded by the University of Portsmouth.



I joined the LD SIG as I was interested in finding out more about Learner Autonomy and how it could be applied both in and out of the classroom. This past year has been great to meet fellow LD SIGers at the Tokyo get-togethers and hear their stories about how they are applying autonomy in the classroom. As a result of the many valuable discussions I’ve had with fellow practitioners, I have been encouraging learners to be more autonomous in the classroom in the form of Language Learning and Vocabulary Learning Histories, as well as using project-based learning to give the students more opportunity to be autonomous.