

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.