LEARNING LEARNING
学習の学習

In This Issue 今号について

Glenn Magee & James Underwood

Welcome to the Spring issue of *Learning Learning*, the Learner Development SIG's (LD SIG) biannual online newsletter.

Soon the brief respite of Golden Week will be over but we hope that you all will have time to peruse this bumper issue at your leisure, and find something that inspires your teaching and learning.

In its 20th anniversary year the LD SIG is very much coming of age and this issue is a testament to its constant engagement with Learner Development issues, puzzles and practice, summarized in the News update. Following the update are the Get Together Reports that show the success of learning from each other as practitioners. If you haven't yet been to one, we thoroughly recommend you do! Even if you are not an LD SIG member you are welcome to join the meetings. Should you decide to join the LD SIG there are a number of grants available for you to apply for, see <ld-sig.org/grants2013/> for more details.

Two of last year's Grant Awardees, Gretchen Clark and Jason White, write about their research interests in the LD SIG Grant Awardees Essays on Research Interests. Gretchen details the reasons behind her

incorporating technology into her practice to "prepare students for the digital age," while Justin reports on the challenges faced by his high school students as they move from anxiety to autonomy.

Following on from this, Takara Kenza Allal gives an insight into how she successfully overcame her anxiety as a non-native and non-Japanese English teacher. Her experience illustrates how important it for mixed root language learners to be comfortable with their L2 Self.

This issue's Special Feature article is a collaboratively written report on the LD SIG's Tohoku Outreach weekend that took place at the beginning of March and focused on engaging with the local communities of Tohoku and exploring future avenues for collaboration. Well worth a read! If you are interested in Outreach, we recommend reading the NGO Outreach column that follows the report as it details various ways you too can become involved in outreach as a LD SIG member and also gives a preview of how the LD SIG will incorporate Outreach into its 20th anniversary conference in November, see <ldsigconference2013.org>.

To whet your appetite for the conference, we have included an interview with one of the featured speakers, Naoko Aoki (which was very kindly arranged, organized and conducted by Alison Stewart). Aoki offers some interesting perspectives on both learner and teacher autonomy, and also explains how the LD SIG came to be founded. Following on from her inspiring interview are short introductions of the other featured speakers at the conference, Richard Smith and Kensaku Yoshida, who will be interviewed for the next issue.

Following on from the conference preview is a review of a review by Alison Stewart of *Innovating EFL in Asia*, edited by Theron Muller, John Adamson and Philip Shigeo Brown, a book which seeks to showcase some of the original pedagogies that are being developed in the Asian context.

Then in the Looking Back section Juanita Heighem reflects on her experience attending the JALTCALL conference, and Aiko Minematsu looks back at attending and participating in the 2012 JALT national conference.

Building on the successes of last year, the LD SIG goes full steam ahead, which can be seen by the Looking Forward section. This includes a PanSIG preview by Jim Ronald; a preview of JALTCALL by Hugh Nicoll; a call for contributions for the LD Forum at the JALT

national conference by Ian Hurrell and the LD SIG 20th Anniversary Conference in November for which the Call for Proposals is now open until May 31.

A big round of applause to everyone who contributed to *Learning Learning* and made this issue possible. As always, *Learning Learning* has relied on the amazing goodwill and cooperation of a diligent team of proofreaders and translators. Thanks go to Andy Barfield, Sayuri Hasegwa, Tomoko Fujita Kawachi, Aiko Minematsu, Masuko Miyahara, Fumiko Murase, Kayo Ozawa, Etsuko Shimo, Richard Silver, Alison Stewart and Mayumi Takizawa. Thank you also to Hugh Nicoll for uploading this issue to the LD SIG Website. If you would like to be involved in *Learning Learning,* please let us know. New members, new ideas and new ways of doing things are what keep the SIG alive and kicking!

We hope you enjoy reading this issue: we certainly enjoyed putting it together. As mentioned in the last issue we will now say our fond farewells as we take a backseat role in *Learning Learning,* and the editorial baton is passed on to the next editors: Fumiko Murase and Monika Szirmai.

Best wishes, From the Coeditors

Glenn Magee **&**   James Underwood

Learner Development SIG News Update
Learner Development SIG　近況報告

Andy Barfield & Richard Silver

アンデイ　バーフィールドとリッチ　シルバー

October 2012 – March 2013

At the SIG's Annual General Meeting (AGM) at the JALT International Conference in Hamamatsu in October 2012, we were pleased and privileged to have 27 people in attendance, many of whom reaffirmed their willingness to do something within the SIG, while others volunteered to join the committee for the first time.

At the time of going to press there are over 40 committee members working in various teams, ensuring the SIG runs smoothly from month to month and planning special events such as the Tohoku Outreach Weekend in March, SIG grants and the 20th Anniversary Conference in November. We would like to thank everybody who has made the period since the conference so productive. Please see the SIG website <ld-sig.org/about/>for details of who organises the SIG's many different activities - and for the minutes from last year's AGM. As always, you are welcome to join the committee yourself: Our system of shadowing means that you can learn about what a team does before you take a lead role. You also don't have to wait until the AGM to join the committee and become actively involved!

As ever, there are people who have moved on from their committee positions. In the summer, our membership chair, Rachelle Jorgenson, returned to Canada. Rachelle had worked hard with the membership team to establish an efficient and effective way of communicating with members, and we would like to thank her for all her hard work. From JALT2012 Gretchen Clark took over as membership chair and is now responsible for keeping you informed of your membership renewals, something which has attracted the attention and praise of many within JALT. Programme Chair Bill Mboutsiadis has also just returned to Canada after a dynamic 18 months in that role. During that time, as well as keeping you updated with various events and helping to organize them, Bill was an energizing figure who brought many new members into the SIG. Most significantly of all, Bill led - together with the help from Alison Stewart, Cory Koby, Mike Nix, and Sayuri Hasegawa - the recent LD SIG Outreach Weekend in Tohoku, more details of which you will find in this issue of *Learning Learning*. We are very grateful to Bill for everything he has done for the SIG these past

action-packed 18 months. Ian Hurrell has recently taken over from Bill and is already working on the organisation of this year's SIG forum at JALT2013 in Kobe. A very warm welcome to Ian!

The SIG's programme of events this year includes forums at the JALT CALL Conference in Shinshu, led by Hugh Nicoll, and the Pan-SIG Conference in Nagoya, led once again by Jim Ronald. Local get-togethers are continuing in Hiroshima and Tokyo. In Kansai the get-togethers are building up steam where a joint event with Kobe JALT in February was followed by an event at Ritsumeikan High School in Kyoto in March. Thank you to Michael Wilkins, Gretchen Clark, Ellen Head, Philip Shigeo Brown and Greg Rouault for collaborating so energetically on the Kansai get-togethers. Each of the LD SIG local get-togethers is different in character, but they all offer active spaces for practitioner discussion, as well as for personal and professional development. If you have yet to join one but are interested, please check the website for the details of the next planned events (ld-sig.org/get-togethers/).

As part of the continuing website development, led by Hugh Nicoll (thank you, Hugh, for keeping things so up to date), Chika Hayashi and Alison Stewart have begun a series of monthly conversational updates called "Talking Points". Please see (ld-sig.org/) for more details. Information about the LD SIG

Grants for 2013 is also available on the website. This year the SIG Grants team of Kay Irie, Martin Mullen and Stacey Vye have tweaked the grants so that the SIG can continue to offer support to new and aspiring teacher-researchers, more experienced researchers and people who are simply curious about what the SIG does. Applications for grants for the autumn can be made through to June 20, and more details can be found on the website at (ld-sig.org/grants2013/).

For publications Masuko Miyahara has been leading efforts in this area, helped by Steve Paydon, Tim Ashwell, Aiko Minematsu and Alison Stewart. There are two book projects in development at the moment: *Collaborative Learning in Learner Development* and *Learner Development: Different Cases, Different Interests*. More details of both can be found via the website at (ld-sig.org/publications/).

The highlight of this year will surely be the 20th Anniversary Conference, *Exploring Learner Development: Practices, Pedagogies, Puzzles and Research*, to be held at Gakushuin University, Tokyo. Co-sponsored by the Junior Senior High School SIG and Teachers Helping Teachers SIG, the conference will be welcoming back SIG co-founders Naoko Aoki and Richard Smith as invited speakers who, together with Kensaku Yoshida of Sophia University, will be focusing on their current concerns and research to do with learner development issues. We hope that many SIG

members will take part in the conference: The Call for Proposals is open until May 31. Please see the conference website <ldsigconference2013.org/> for more details.

Many people have already made huge contributions to preparations for the conference, including Mike Nix and James Underwood who set up the dedicated bilingual website; Sayuri Hasegawa, Kay Irie, Aiko Minmetasu, and Fumiko Murase who created the Japanese dimension of the website; Alison Stewart who secured the venue, and Rob Moreau who has produced the conference flyers. An exciting aspect making this conference different from others will be the collaborations with various NGOs. Here we would also like to thank Colin Rundle and Caroline Ross who have already been in contact with various groups. In due course, many more people will need to be thanked, but the best way to thank them in person will be to attend what promises to be a very exciting two days in Tokyo in November. Please spread the word to colleagues and students, and sign up early in order to take advantage of the really low conference fees.

We would like to close by thanking everybody who has contributed to this issue of *Learning Learning* - in particular, Glenn Magee and James Underwood, for producing and editing this publication. We hope you will enjoy reading it and sharing it with friends and colleagues, and we hope to see you and talk

with you at any one of the many LD events coming up soon.

With our very best wishes for the new school year, on behalf of the Learner Development SIG committee,

&

Andy Barfield
アンデイ　バーフィールド

Richard Silver
リッチ　シルバー

昨年、2012年10月、浜松で開催されたＪＡＬＴ国際大会での学習者デイベロプメント研究部会(LD SIG)の年次総会では　27人もの方々に出席していただき、光栄に思うと同時に、多くの方々から研究部会への活動にご協力をいただくことになり、皆さんに感謝申し上げます。

今号発行の時点でLD SIGでは40名以上の委員が各種委員会で活動しており、日々のSIGの円滑な運営のほか、3月の東北アウトリーチ・ウィークエンド、SIG助成金、11月の20周年記念大会などの企画を行っています。前回の総会

以来、SIGの活発な活動に貢献してくださったすべての方々にこの場を借りて御礼を申し上げたいと思います。SIGの様々な活動を企画する担当者の詳細および昨年の年次総会の議事録についてはSIGのホームページ<ld-sig.org/about/>をご覧ください。また、こうしたSIGの委員会活動にご興味がある方はいつでもご参加ください。各委員会はシャドーウィング体制が整っているので責任者役を担う前に各委員会の業務について学ぶことができます。委員会活動への参加はいつでも可能ですので年次総会を待たずにぜひ積極的に参加してください！

今回も役員担当に異動がありました。夏には会員担当理事であるRachelle Jorgensonがカナダに帰国しました。RachelleはSIG会員と効率的で有効なコミュニケーションが取れるよう会員担当チームとの作業に尽力してくださいました。Rachelleの功績に感謝の意を表します。JALT 2012大会以降、Gretchen Clarkが会員担当理事を引き継ぎ、メンバーシップの更新について会員の皆様への連絡を担当しています。この点ではJALTにおいて多くの人に注目され賞賛の言葉をいただいているところです。プログラム担当理事のBill Mboutsiadisも、18か月に亘り精力的に任務を遂行したのち、カ

ナダに帰国しました。在任中は、様々な会合について皆様に報告し、また、それらの企画に携わり、その熱心さで、多くの新しい会員をこのSIGに呼び込んでくださいました。なかでも、Alison Stewart, Cory Koby, Mike Nix, Sayuri Hasegawaによるサポートのもと、東北でのアウトリーチ・ウィークエンドの開催に導いてくださったことは、特筆に値します。この会合の詳細については「学習の学習」の本編をご覧ください。様々な活動が行われたこの18か月、BillがSIGのためにしてくださったことすべてに、謝意を表します。Ian Hurrellが Billの後任となり、今年度神戸で開催されるJALT 2013大会におけるSIG Forumの企画に早速取り組んでいるところです。Ian、ようこそ、一緒に活動していきましょう！

今年のSIGのイベントプログラムには、Hugh Nicoll が中心となっている信州でのJALT CALL年次大会と、Jim Ronald が再び中心となっている名古屋でのPan-SIG年次大会が含まれています。また広島、東京では引き続き地域別集会が開かれています。

関西の地域別集会は、２月の神戸JALTとの共催イベントとそれに続き催された３月の京都、立命館高校でのイベントによって活気づい

ています。Michael Wilkins、Gretchen・Clark、Ellen Head、Philip Shigeo Brown、そしてGreg Rouaultの関西地域別集会へのたいへん精力的な取り組みに感謝します。

LD SIGの地域別集会にはそれぞれ特色がありますが、そのすべてが個人や専門分野での成長と実践者同士の討論のための活動の場を提供しています。もしこちらにご興味があってまだ参加されたことがなければ、今後計画されているイベントの詳細を是非ホームページ<ld-sig.org/get-togethers/>でご確認下さい。

ホームページの改善をHugh Nicollが担当していますが（Hugh、このように常に更新してくださってありがとうございます）、サイトでは林千賀とAlison Stewartが"Talking Points（話題）"として毎月の対話シリーズを始めました。詳細については、ホームページ（ld-sig.org）をぜひご覧ください。2013年度LD SIG助成金についても情報を提供しています。今年度の助成金チーム、入江恵、Martin Mullen、Stacey Vyeのほうで、この分野に入って間もない意欲的な教師研究者、すでに経験の蓄積がある研究者、そして、研究部会の活動に単に興味を持ってくださる方への支援をこの研究部会が今後も続けていけるよ

う、助成金に微調整を入れました。秋の助成金への応募は6月20日までの受付ですが、ウェブ上（ld-sig.org/grants2013）にて詳細をご確認いただけます。

出版チームにおいては宮原万寿子がSteven Paydon、Alison Stewart、Tim Ashwell と共に出版プロジェクットを進めています。現在、二つのプロジェットが進行中です。一つはCollaborative Learning in Learner Development (Tim Ashwell, Alison Stewart、宮原万寿子, Steven Paydon 編集)であり、もう一つはAndy Barfieldと　峰松愛子　編集によるLearner Development: Different Cases, Different Interestsです。詳細はホームページをご覧ください。(ld-sig.org/publications/)

今年度の一番の目玉はExploring Learner Development: Practices, Pedagogies, Puzzles and Research と題された、20周年記念大会です。本学会は学習院大学にて開催予定で、中学・高校外国語教育研究部会及び教師による教師のための研究会との共催です。本研究会の創設者である青木直子氏とRichard Smith氏、更には上智大学の吉田研作氏を招聘講演者としてお迎えし、学習者ディベロプメントに関する最新の研究やテーマを取り上げる予定です。より多くのSIG会員の皆様のご参加をお

待ちしております。研究発表の申し込み締切は5月31日です。詳しくは記念大会ホームページ(ldsigconference2013.org/)をご覧ください。

20周年記念大会の準備のために多くの会員がすでに多大な貢献をしています。Mike NixとJames Underwoodは日英両語の大会ホームページの作成、長谷川さゆり、入江恵、峰松愛子、村瀬文子は大会ホームページの和訳、Alison Stewartは会場の確保、Rob Moreau は大会告知用の資料作成を担当しました。この大会が他の大会と異なる大きな点は、様々なNGOとの共同プロジェクトです。Colin RundleとCaroline RossはすでにいくつかのNGOと連携を取り始めています。大会の準備が進むにつれて、より多くの方の力をお借りすることになりますが、大会に参加すること自体が準備に携わった会員達に感謝の意を示す最高の方法です。来る11月、東京での盛り沢山な2日間に是非ご参加ください。大会の詳細を同僚や学生にもお知らせし、また大会参加費の割引を受けるためにもお早目の申し込みをお願い致します。

最後に今回、「学習の学習」の出版にたずさわった多くの方に厚く御礼を述べます。特に編集長のGlenn MageeとJames Underwood、

そしてこの号の翻訳を手伝ってくださった　入江　恵、峰松愛子、村瀬文子，宮原万寿子にも感謝いたします。　皆さんが同僚や友人と共に今号を楽しんでいただければ幸いに存じます。又、本研究部会の集まりやイベントで、多くの読者の皆さんとお話しさせていただける機会がありますよう願っております。

アンディ・バーフィールド

リッチ・シルバー

ＬＤ　ＳＩＧ研究部会　コーディネータ

Past issues of *Learning Learning*

Issues of *Learning Learning* going all the way back to 1994 are now available in PDF format here: <ld-sig.org/LL/archives.html>.

Many thanks to founding co-coordinator Richard Smith for scanning archival copies, many of which were originally printed on an old Risograph, collated by hand, and mailed in hard copy.

Also, thanks to the hard work of Mike Nix, the LD SIG's first anthology of writing exploring learner and teacher autonomy within Japanese contexts: *Autonomy You Ask!* is now available in digital format, and can be found here: <c-faculty.chuo-u.ac.jp/~mikenix1/ldsig/AYA.html>

Getting Connected: Local Get Together Reports from Kansai, Tokyo and Hiroshima
つながりを求めて：関西・東京・広島

February 18, Tokyo
LD Get-Together Report: *Andy Barfield*

Eighteen people took part in the February 17 get-together held at Otsuma Women's University in Ichigaya (Alan Stoke, Alison Stewart, Andy Barfield, Bill Mboutsiadis, Fumiko Kurosawa, Jackie Suginaga, James Underwood, Joe Falout, Kazuko Unosawa, Ken Ikeda, Lee Arnold, Martin Mullen, Mayumi Abe, Mayumi Takizawa, Mike Nix, Sayuri Hasegawa, Terry Nakajima, Tim Ashwell, Yoko Munezane), with apologies from Aiko Minematsu, Allen Lindskoog, Chris Fitzgerald, Colin Rundle, Debjani Ray, Hiromi Tsuda, Hugh Nicoll, Huw Davies, Masuko Miyahara, Miyuki Sakai, Peter Cassidy, Robert Moreau, Sachiko Maruoka, Stacey Vye and Yasuyo Matsumoto).

A brief report follows, plus more specific reflections from different individuals about particular parts of the get-together. We also decided the dates for the next two get-togethers: Sunday **April 21** and Sunday **May 26**.

As people arrived, they wrote their names and learner development interests on the blackboard so that everybody could get a sense of possible areas of focus across the group. Andy then started things off by suggesting that, as part of the get-together, we might later talk about how the get-togethers are working and in what ways we might develop them collectively. We would also mix and mingle to get to know individuals that we haven't talked with so much; form similar interest groups for a good hour; and talk about plans for the Tohoku Outreach project – not to mention have updates about the Collaborative Learning book project, Learner Development SIG grants, contributions for the coming issue of *Learning Learning*, and news about the 20th anniversary Learner Development conference in November 2013 .

Through to 14.45 we mixed and mingled to get to know others in the get-together – with some people standing, others sitting, some in pairs, still others talking in threes and fours. All very informal and energizing.

After this, we then formed similar-interest groups, and the discussions here carried us through the next 50 minutes within the blink of an eye. There were three groups:

1. collaborative learning
   (Joe, Lee, Martin, Mayumi A., Tim, Yoko)
2. content-based learning
   (Fumiko, Jackie, James, Ken, Mayumi, T., Sayuri)
3. critical pedagogies
   (Alan, Alison, Andy, Bill, Kazuko, Mike and Terry).

I was in the critical pedagogies group where we talked about our different understandings of what critical pedagogy means and how this differs from the more common notion of 'critical thinking.' We also mentioned briefly key figures in the field, what critical multiculturalism and learning for diversity might entail. Some people talked about how they had got into a critical pedagogy approach, as well as referred to institutional reactions against such pedagogy. We also touched on some of our own practices and the questions/puzzles that we see in trying to develop critical pedagogy practices further. This was a thoroughly engaging discussion: I not only learnt a lot, but also felt that future discussions would help us go into deeper understandings and contradictions in trying to explore critical pedagogies in our work.)

We then had a short break for 10 minutes, stretching into 20 as people talked happily away with each other. In the next part of the get-together, the focus shifted to the Tohoku Retreat March 1-3 and Bill took us through the main parts of the retreat.

Preparation: Andy, Bill and Sayuri reported on a briefing they had last week with a psychologist and social worker who have been doing work in the Tohoku area. Alison and Bill also showed us the bilingual flier that will be used locally in the Sendai area to publicise the event, designed by Rob Moreau and Sayuri, with input from the wider group.

Kesennuma: Mike explained about plans for visiting schools in Oshima/Kesennuma, Sayuri about link-ups with a local businessman, and Andy about connections with a local community leader.

Sendai: Alison and Bill went over the links with a SEELS school in Sendai, "established by marginalized Filipino migrants in the midst of a whirlpool of social issues and natural disasters", following the Montessori method. Mayumi T. showed some of the animal balloons she is going to use, and Fumiko talked us through the animal shapes that can be made from peeling tangerines and cutting the peel into shapes: "My rabbit came to be like a dog!" Fumiko amusingly observed!

As a whole group we shared comments and observations, and also discussed the Tohoku Retreat in pairs.

In the final part of the get-together, Martin reported on the first round of Learner Development grants, and Alison and Tim about the collaborative learning book. Just a few

grant applications have been received so far, so the SIG needs to publicise these more in the next couple of weeks. As for the book, 14 chapter proposals came in, with perhaps a couple more this week, as Alison, Masuko, Steve and Tim set about reviewing the proposals and deciding what the next steps are, keeping everyone on board. James also made an appeal for contribution to *Learning Learning*.

It was gone 17.00, and we still wanted to talk briefly about two other areas of activity – the November conference and ideas for developing the get-togethers themselves. Andy gave out copies of the flyer for the November conference and mentioned some of the main dimensions that we are hoping to achieve – collaborative sessions, discussion and interaction-focused, with the involvement of students, NGOs and other SIGs. Connections were made to the collaborative learning book project, where teachers taking part in that project might also involve their students in the November conference, or in Tim's words "You've heard my side of the story – now here's what my students made of it" – and the very strong sense that we are trying to create a conference with a difference – "a festival of learning", as Andy put it. More details to follow in March and April.

In the very final part of the get-together we shared ideas about how to develop the Tokyo get-togethers further. James suggested trying to link up with the other local LD get-togethers in

Hiroshima and Kansai, to hear from them how they run their sessions, what their activities are, whether they keep a blog and so on. This led to mention of possible Skype link-ups during future get-togethers In Tokyo. Tim then suggested that part of future get-togethers should involve a common focus for an hour or so where one of the interest groups takes the rest of the group through the issues that they have been focusing on. So, for example, the critical pedagogies group might be responsible for organising an hour of the April get-together. The point would be for us to have a common focus as a whole group as part of each get-together, for our collective teacher learning – but also to allow space and time for small – group multiple discussions too, as we have done until now. There was also a sense that in the coming year we would be more focused on going more deeply into learner development issues that we are interested in, through discussion, small-scale explorations and 'research', and through presentations.

Fittingly, Fumiko shared with us how much she had learnt in the last year by taking part in the get-togethers – in her group with Ken, Jackie and Martin, and also across the whole group – and taking part in a group presentation on their research at JALT2012. The question of which languages we might also use in the future was briefly mentioned.

With time racing on, we had to stop and quickly tidy up the room by putting the tables

and chairs back into rows, before meeting outside the entrance to the building - well most of us, that is – some of us forgot that we had come in on the 3F and gone to 5F; going to 1F on the way back led to an unexpected exploration of the building!

Great get-together! Many thanks to everybody who attended – and particular thanks to Ken for arranging the use of Otsuma Women's University and providing signs for us (which we used as we came in).

March 23 Kansai
LD Get-together Report:
The following is a short report by Ellen Head on the latest Kansai Get-together on March 23. Any feedback or suggestions is welcomed especially from those involved in the Tokyo and Hiroshima get-togethers.

Theme: Action Research
Gretchen and Michael introduced a model of the action research cycle drawn from Practical Action Research by Richard Schmuck (IrI/Skylight, 1997), suggesting that we would work through the first two of three steps, 1) identifying a problem, opportunity or ambition, 2) brainstorming ways to address or investigate it, and then 3) talking together to select ways that could be turned into an action plan. Each person would go home with a plan to do and report on at the next meeting. We worked individually for a while, then chatted in pairs/3's about each other's

situations. Next we wrote our problems and solutions/strategies or questions, on A3 paper. After a break, we milled round looking at each other's papers, sometimes writing suggestions on another person's paper, and sometimes grouping to chat in front of a paper which brought up common interests. Questions ranged from "how do I get students to go beyond Katakana pronunciation?" to "how can I increase the support for staff at my school?". My focus was academic writing and how to get my peer editing, marking, re-drafting cycle going more efficiently and encourage students to take more responsibility for their own peer editing and re-drafting. Having the opportunity to brainstorm alone and then talk, helped me to pinpoint small changes I can make. A further stage of the action research project would be to gather data, and in my case students submit portfolios so I have a source of data which is generated by work I would be doing anyway. Other people went away with plans to diversify their range of speaking activities, re-evaluate autonomous homework projects, and vary the ways of doing group work in their classes.

Thanks for writing the report Ellen!
Also please note: On the Kansai FB Get-Together's Facebook page, there is a link to the materials for the March 23 session. Those who weren't able to attend the workshop are welcome to use them as they wish.

We hope to see you soon at the next Get-together planned for July 20th at the Kansai University of International Studies English Education Seminar in Amagasaki. Please visit our Facebook page for more upcoming details. Michael Wilkins

On behalf of the Kansai GT team:
Gretchen Clark, Ellen Head, Phil Brown, and Greg Rouault
Kansai Get-Together Facebook group
http://www.facebook.com/groups/126518854184011/

Hiroshima: LD Get Together report

Coordinator Jim Ronald

In Hiroshima, we are continuing to meet for LD get-togethers just about every month, but are just starting to introduce get-togethers alternating between Friday evenings (end of March, May...) and Saturday afternoons (end of April, June...). The aim is simply to be available to a greater number of people who are interested in joining us. We meet at the Ryugakusei Kaikan, a few minutes' from Hiroshima Station.

Bring your learner development hopes, plans, research projects for the new academic year with you.

And if you have something good to read related to learner development / autonomy, please bring that along too. Look forward to seeing you!

Calling readers in the Tokyo area!

The Tokyo get-togethers are run in an informal and interactive way, with small-group discussions around learner development issues that participants wish to focus on (such as collaborative learning and autonomy, content-based learning, education for social change and social justice, out-of-class learning, and self- and peer-assessment).

We welcome the participation of teachers from diverse teaching contexts - including elementary school, junior high school, senior high school, university, distance learning & graduate studies, and language school settings - and teachers teaching languages other than English.

私たちは、多様な教育現場(大学以外)でご活躍の皆さんの参加を歓迎しています。小学校、中学校、高校、通信教育、大学院、語学学校での指導や、英語以外の言語を教えている教師の皆様、どぞご参加ください.

In this coming year, as a whole group, we will be aiming to go more deeply into learner development issues that we are interested in, through discussion, small-scale explorations and 'research', as well as informal presentations.

For more information and get-together reports, please visit the Tokyo get-together blog:

.

Andy Barfield, Ken Ikeda, & Stacey Vye
LD SIG Greater Tokyo Area Get-together

2012 LD SIG Grant Awardees:
Essays on Research Interests
LD SIG研究助成金受賞者：研究課題についてのエッセイ

A snowboarder's insights: Teaching for the digital age

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Keywords: Critical Thinking, Bloom's Taxonomy, Authenticity, Collaborative Learning

'You know it's funny what's happening to us. Our lives have become digital, our friends virtual, everything you could ever want to know is just a click away. Experiencing the world through endless second hand information isn't enough. If we want authenticity, we have to initiate it'. (Rice, T. in Morgan, 2011)

This powerful statement from snowboarder, Travis Rice reveals several issues affecting today's society, which in my opinion should ultimately affect how we educate and prepare our learners for life after school. First, the Internet has changed our relationship with information by making it more accessible and easily disseminated. Second, collaboration with others using virtual platforms has also become more frequent both socially and in the workplace. In turn, effectively utilizing the influx of available information in collaborative situations calls for heightened critical thinking skill. Finally, all three of these issues may complicate the road to authenticity of experience and require a more proactive approach. In the first part of this article, I will discuss the connections between these issues and describe how they might inform educational innovation. Then, I will discuss how these ideas have surfaced in EFL classrooms in Japan and finally outline the changes I plan to make in my classroom for the 2013-2014 school year.

Figure 1: Anderson and Krathwohl's (2001) revised version of Bloom's taxonomy of thinking (adapted from Forehand, 2005).

Information at our fingertips

In the mid-1950's, Benjamin Bloom proposed a taxonomy of thinking skills that provides a framework for organizing and assessing learning activities in classrooms across the globe. Anderson and Krathwohl's revised

version in **Figure 1** illustrates the six levels of thinking (Forehand, 2005).

As indicated by **Figure 1**, Bloom and his colleagues surmised that thinking could be characterized by its level of complexity. These range from lower order skills such as 'remembering' and 'understanding' to the higher levels, 'evaluating' and 'creating'. A common thread that links all levels of thinking is a mastery of declarative knowledge. We exercise different levels of thinking from simply 'remembering' this information to 'evaluating' or 'analyzing' it, to finally using the new information to 'create' a personalized rendering of it.

Traditional approaches to teaching operate most often in the bottom tiers of the taxonomy. Characterized by transmission modes of teaching, these classrooms emphasize the memorization of information imparted from 'expert' teachers to 'novice' students. These lessons are supported by examination systems that reward students for memorization of facts. In this digital age however, computers and smartphones with Internet access make it easy to get information whenever and wherever we choose, making the distinction between 'expert' and 'novice' less clear cut.

Furthermore, Sparrow, Liu and Wegner (2011) argue that search engines like Google, in addition to collaborative wikis or blogs make information so easy to find that people are

more adept at knowing where to find information on the Internet rather than to actually be able to remember and produce the information on their own. These realities call for a change in how we educate, a move from the transmission of information to the teaching of skills concerning how to use it. This may involve more concentration on higher order thinking skills, such as applying, analyzing, evaluating and creating and most definitely requires skill in critical thinking.

Fruitful collaboration requires skill in critical thinking

More than a storehouse for information, the Internet also acts as a mechanism for connecting people all over the world. Not only for contacting family and friends, social networking sites like Twitter and Facebook also provide platforms for businesses to network and advertise. Web applications like Skype, Dropbox, and Google Drive make doing business with people off-site quick, easy and convenient. Online collaboration has become an important part of the modern way of communicating in general and also doing business.

When interacting with others, individuals contribute their own previous knowledge to the creation of group-authored new knowledge. This requires the manipulation of declarative knowledge in a variety of ways and may include the execution of higher order thinking skills such as the analysis and

evaluation of one's own against others' opinions. Critical thinking is becoming more important as a skill needed to be web-savvy and teachers are taking notice. For example, the 21st Century Fluency Project is a Canadian online initiative that recognizes the importance of teaching critical thinking skills and offers support for teachers interested in preparing students for life in the 21st century (21st Century Fluency Project Homepage, 2012). It promotes critical thinking as it relates to five different fluencies: solution, creativity, collaboration, media and information. Young people who are proficient in all five of these fluencies operate as productive 'digital citizens'.

The necessity of the development of critical thinking skills for use in and outside the classroom, both online and in daily life is also promoted in critical thinking literature. Marin and Halpern assert, 'The proliferation of information via the Internet will only be managed effectively by individuals with well-developed thinking skills' (p. 3). Rudd (2007) comments that critical thinkers are 'invaluable' as participants in the workforce, future leaders and as simply members of society (p. 49). Students of the modern digital age must have expertise in the higher tiers of Bloom's taxonomy of thinking skills and have an ability to use this expertise in collaborative settings. It is our job as teachers to help students develop these skills.

Scriven and Paul (2008) offer a comprehensive definition of what it means to be a 'well cultivated critical thinker'. Critical thinkers:

- [Raise] vital questions and problems, formulating them clearly and precisely
- [Gather and assess] relevant information, using abstract ideas to interpret it effectively
- [Come] to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- [Think] open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences
- [Communicate] effectively with others in figuring out solutions to complex problems. (Scriven and Paul, 2008)

Mulnix (2012) concurs and emphasizes that good critical thinkers '[grasp] evidential relationships that hold between statements' (p. 464). Therefore, critical thinking involves an ability to sift through information, create sound arguments for one's opinions while allowing for flexibility in a collaborative situation.

Because the ability to think critically is not an easy endeavor and perhaps not learned implicitly from regular classroom interaction, several researchers advocate for the explicit instruction of metacognitive aspects of the critical thinking process (Rudd, 2007; Marin & Halpern, 2011; Mulnix, 2012). Mulnix (2012) provides several ideas for how to design a course in developing skill in critical thinking. In summary, good courses:

- use models and have a strong metacognitive component.
- possibly use argument mapping, a visual way to organize sound arguments (author note: See Austhink website for examples).
- provide several opportunities for practice.
- generate immediate feedback to learners.
- include some instruction on terminology to use when arguing a point. (Mulnix, 2012, pp. 474-475)

The changing view of the road to authentic experience

As previously discussed, the influence of the Internet on classrooms and daily life is far reaching but this also may contribute to an increasingly blasé view of the human experience, as affirmed by Rice: 'Experiencing the world through second-hand information just isn't enough' (Morgan, 2011). Splitter (2009) also laments, '...more and more of what we experience in the ordinary course of our lives strikes many people as inauthentic, second-hand, phony and, to that extent, deeply unsatisfying' (p. 136). Information overload may be sabotaging a once clear cut route to attainment of authentic experience which was seemingly characterized by the simple attainment of new knowledge. Rice's reflection, 'If we want authenticity, we have to initiate it' captures a sense of urgency and a need for a more proactive approach (Morgan, 2011).

A mindset such as this may also be an asset when searching for authenticity while studying and working within a digital

community. In the classroom, authenticity has surfaced as a goal of the autonomous learner, someone who takes control of his/her learning and acts independently of a teacher's guidance. Little (2007) describes the notion of autonomy as being related to learners doing things by themselves as well as for themselves. In addition, Littlewood (1999) suggested: '... the concept of autonomy has associations with independence, self-fulfillment, freedom from external constraints and 'authoring one's own world without being subject to the will of others' (p. 72; Young 1986, cited by Pennycook, 1997, p.35). Both Little and Littlewood seem to pit the individual against the group in a dialectic war in the pursuit of authenticity. However, with the development of collaborative capabilities fostered by online platforms, a slightly more appropriate take may be: autonomy and authenticity are two constructions that develop not only in spite of a group's influence but also because of it.

Splitter (2009) offers a more positive, inclusive rendition of what is at the core of authentic learning that seems relevant in this digital age:

> '...what lie at the heart of education are not learning, truth and knowledge, but thinking, meaning and understanding and, moreover, that this heart is not to be found buried inside each one of us, nor locked up within those bodies of knowledge that pass for school disciplines and subjects, but rather within the richness of the relationships that we enter into when we are, or become, students' (p. 136)

Nurturing positive relationships with others is an important asset to the way we communicate as students and/or do business in the modern digital age. The 'richness' we encounter through collaboration enables us to stretch and create powerful authentic new meanings, both alone and in conjunction with others. Teachers are instrumental in preparing our learners to successfully navigate the digital arena to ensure authentic learning is accessible to all learners.

Implications for EFL in Japan

In the late 1990's, there was some disagreement among leading scholars about whether topics such as autonomy and critical thinking have a place in the Japanese EFL classroom. Some called critical thinking 'culturally imperialistic' or a distinctly 'Western' thought process and claimed the Japanese culture constrained students from challenging others' opinions, be it a fellow classmate or teacher (Atkinson, 1997). However, Davidson (1998) found that Japanese learners are especially adept at the skills of listening to others views, endeavoring to make sense of differing perspectives while at the same time avoid making rash assessments (cited in Long, 2004). Long (2004) boldly asserted that '...if students are not exposed to these skills, they will be denied the opportunity to complete (*sic.*) in the global community' (p. 230). Without instruction and chances to develop this skill, Japanese learners may be at a disadvantage. This especially

becomes relevant in today's digital age, where life unfolds online very often in English (Internet world stats homepage, 2012).

Evidence for this move toward the inclusion of critical thinking in curriculums is manifested at the national level by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In the second of five proposals for a 2011 curriculum renewal plan, MEXT (2011) included a focus on critical thinking through the utilization of debates and discussion. MEXT also suggested these to be instituted via collaborative measures using available technology and online forums. These pedagogical practices are intended to help Japanese learners be competitive on an international level and encourage a 'global perspective' (MEXT, 2011).

In Japan, one vehicle for the instruction of critical thinking is through content-based subjects. These may be conducted strictly via English under the guise of academic writing or discussion-based seminar courses. According to a 2006 survey, 227 universities (approximately 1/3 of the total) have introduced English-medium Instruction (EMI) courses (MEXT, 2006). LD SIG members Pemberton and Nix (2012) describe two student-centered programs at the undergraduate and graduate level, both of which are conducted in English and encourage students to interact critically with a subject of interest. Ritsumeikan University's

International Relations Department offers a Global Studies major within which students can select one of three programs: Governance and Peace, Development and Sustainability, or Culture and Society and take discussion-based courses delivered solely in English. A more flexible rendition of these English-only content-based courses is to also include some sort of language support. This type of course has come to be called content and language integrated learning (CLIL). CLIL-type courses are also surfacing at the secondary level. My home economics CLIL program is one example (Clark, 2013, forthcoming).

The aforementioned courses appear to be mostly conducted within single classrooms with no online component. One online program that has interested me recently is Apple's Challenge-Based Learning (CBL) program in which students collaborate in groups to provide solutions for real-world issues. These are then published online for other students around the world to view and comment on. Themes include: Making Your School a Place of Peace, How to Reverse Student Apathy, and How to Improve Your Wellness (Challenge Based Learning home page). If needed, a project like this could be engineered to include a language component and could serve to be an interesting way for EFL teachers in Japan to make classroom learning more relevant to real-world situations and therefore authentic via use of the Internet, collaboration, and real-world problem solving.

My aspirations for the 2013-2014 school year
A CBL-type course that provides ample opportunities for students to grow intellectually via a strong critical thinking component, is an exciting idea for Japanese EFL classrooms and could easily be instituted at the tertiary level. However, programs like this could be difficult to introduce at the secondary level because of stringent curriculum guidelines for content and assessment. In lieu of this, for example, in my academic writing classes, I plan to include more collaborative work featuring student-to-student idea exchange. This year's 'Influential Scientist' research project might evolve from simply an exercise in reporting information ethically to asking students to use facts from primary sources to back up their arguments in essays. Instead of asking students to write about their daily life in their journals, I'd like to pose more probing themes such as 'Your friend found 10,000 yen on the school steps and decided to keep it, do you tell the teacher or not? Why?' I might use the journal as a tool for reflection on learning and pose these following questions: 'What did you learn in today's class? What questions do you still have?' In addition, I hope to use a class blog or Edmodo page to provide information about the class such as syllabi and homework assignments and also have students respond to each other's posts in a forum setting. I'd also like to use Dropbox or Google Docs for digital submission and feedback for essays. While not a large departure from what some teachers

already do, I think these are important changes for my classroom that will first, better prepare my students for life in the digital age both inside and outside the classroom and second, through collaborative tasks that require critical thinking, help them in their quest for more meaningful, authentic learning.

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Web links

- 21st Century Fluency Project:
http://fluency21.com/
- Challenge Based Learning*
http://www.challengebasedlearning.org/pages/welcome
- Dropbox:
https://www.dropbox.com
- Edmodo: www.edmodo.com
- Facebook: http://www.facebook.com/
- Google:http://www.google.com
- Twitter: https://twitter.com/
- Skype: http://www.skype.com/en/

From Motivation and Anxiety to Autonomy: Reflections of Learner Development in Japanese High School Students

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Keywords: Learner Development, Motivation, Anxiety, Autonomy, Japanese High School Students

Worlds Apart

When I first came to Japan four years ago I found that teaching Japanese students at a public prefectural high school was a whole different world from teaching high school English in the United States (stop me if you've heard this before). In America I was trained extensively in classroom management skills. However, what I had learned proved to be of little use when I came to Japan in 2009 as part of a sister cities teach abroad program. When I began teaching at Himeji High School I thought I was fully-prepared to dazzle the students with my immense teaching skills and indomitable passion for English education. Instead, like many foreign language teachers, I found myself in a state of mild shock at the blank stares and drifting eyes I received in response to my well-formulated and meticulously planned lessons. My schedule, which included seven first grade oral communication classes and two third grade English expression elective classes per week, was not daunting in size, but was disturbing none the less in the outcomes I was getting from my students. At first I wasn't sure exactly what to expect in the classroom, but what I found was far worse than anything I had imagined. Through classroom observations I noticed reluctance and what appeared to be general apathy in a large number of my students. These observations lead me to my first foray into learner development research. The first component of learner development that I focused on was motivation in foreign language learners. Teaching American high school students requires many types of classroom management skills, but motivating students to learn English is not one of them for obvious reasons. In an EFL context, however, motivating students can be one of the most difficult, and necessary, tasks that teachers deal with on a daily basis. In my personal experience I have found that motivating Japanese high school students to invest time and energy into their English language studies, when many students find no practical use for the language besides passing the college

entrance exams, is one of the most difficult aspects of my daily teaching.

The Motivation Factor

Through my research I was able to learn that this test-centered type of motivation is called instrumental (Hudson, 2000; Norris-Holt, 2012), and, as suggested by Berwick and Ross (1989), is a main source of Japanese English language learners' motivation. In contrast to instrumental motivation, integrative motivation focuses on bilingualism and biculturalism as the ultimate goal (Falk, 1978; Norris-Holt, 2012). Additionally, I have found research that indicates there is a new way of viewing motivation. Wadell and Shandor (2012) suggest that teachers should employ practices that move away from instrumental and integrative motivation, and instead allow students to develop a bicultural identity. In other words students are motivated by having a sense of their place in the global community while continuing to maintain their own cultural identity.

Once I gained some understanding of the different types of motivation I started to understand the seemingly apathetic attitude or lack of genuine motivation in many of my students. Recently I have taken steps to create lessons with a cultural aspect to them in the hopes of increasing motivation for my students. One very successful lesson I have created is a presentation lesson on major American cities (see Appendix 1). Many

students have shown increased motivation and enjoyment in completing this project, and yet I still observed some difficulties related to the oral presentation section of the activity. Some students created wonderful visual displays, study guides, and even short quizzes to supplement their presentations, and yet when it came time to do the presentations I noticed nervousness, tension, apprehension, and fear in about half of the students. A few students would even tremble when they went to the front of the class to begin their presentations.

The Anxiety Factor

In addition to the behaviors I observed during the American cities project, I noted, through daily classroom observations, that many students showed a distinct reluctance or apprehensiveness towards oral communication of any kind. Furthermore, I noticed that this reluctance and apprehensiveness was not necessarily correlated with the students' overall English language ability. I was perplexed by this seemingly inexplicable divide between student ability and student output, so I began to investigate the possible reasons for the inconsistencies. When I investigated the possible causes for the lack of oral communication proficiency I was seeing in my classroom, I discovered the concept of anxiety as it relates to foreign language learning. Soon I began to understand what foreign language practitioners have been finding for decades; a large percentage of foreign language learners

suffer from anxiety, which leads to other problems such as lack of motivation and even low self-esteem (Aida, 1994; Campbell & Ortiz, 1991; Horowitz, Horowitz, & Cope, 1986; Horowitz & Young, 1991; Krashen, 1987; von Worde, 2003). Ultimately anxiety can significantly hinder language learning. Personally I observed what appeared to be a double-headed monster - lack of motivation and speaking anxiety - dominating my classes. It was frustrating at times, but I took it as a challenge to develop a teaching style that would combat the obstacles I was encountering in my classroom. The first step was to learn more about the dynamics of foreign language teaching, specifically as it relates to Japanese students, in order to be successful in my own teaching practices. There were many helpful articles that I came across in my research, but one in particular stood out as being particularly useful to my situation. I strongly believe in the idea, set forth by Peter Burden (2004), that the teacher should act as a facilitator of language learning. He suggests that communicative strategies in which the teacher encourages positive self-assessment among all students will help to raise learners' motivation and overall effort.

I decided that in order to give myself and my students the best chances for success I needed to play to my strengths as an educator. My personal teaching style has always been to try and employ a high level of awareness in the hopes of creating a safe and comfortable learning environment, a place where students are encouraged to think critically and to express their ideas openly and without reservations. Through careful planning, observation and self-reflection of all aspects of my classroom experience I have been more successful in accomplishing these classroom goals.

Towards Autonomy

My continuing research has led me to the topic of autonomy in foreign language learning. According to Benson (2011) autonomy is the "capacity to take control of one's own learning" (p.58). He is careful to point out that autonomy is not something done to the students by the teacher; it is not simply another teaching method (p.59). I am just beginning my focus on autonomy, but I hope to conduct action research in the future which will shed some light on the best ways to develop learner autonomy in the EFL classroom. Combating lack of motivation and anxiety are necessary components of any EFL classroom, but I believe the ultimate goal should be autonomy for foreign language teachers and students.

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Calling all readers!!!

The SIG is pleased to announce that we are continuing to offer grants for the JALT National Conference, and the LD-SIG conference in November 2013 celebrating the 20th anniversary of the LD-SIG.

２０１３年度、今までと同様に言語教育の現場で自律学習を研究しているLD SIG会員の支援と、LD-SIG創設２０周年記念大会への参加助成金を設けました。

In particular we welcome applications from the following groups of teachers:

特に以下の教育機関に所属されている教員・講師の方のお申込みをお待ちしています。

- Elementary school teachers / teachers of children ~ 子供の言語教育（小学校、幼稚園、保育園／塾等）
- Junior high school teachers ~ 中学校教員
- Senior high school teachers ~ 高等学校教員
- Language school teachers ~ ランゲージ・スクール
- Teachers currently doing graduate studies ~ 大学院（在学中の教員）

You are still welcome to apply even if you're not in one of these groups.
上記の条件に当てはまらない教員の方のお申込みも歓迎しております。

We also welcome applications in either Japanese or English.
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Deadline: June 20 2013.
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LD SIG Members' Voices
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Overcoming Anxiety: Knowing Myself and Filling the Gaps

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Although there are many individuals with mixed roots (bi/multi-racial, ethnic, cultural people) in Japan, there are still many misconceptions about their persona and abilities. One of the most common being about language ability. Many people seem to believe that "ハーフ / Hafu", individuals who are considered half Japanese and half non-Japanese, are naturally bilingual or multilingual. The term "Hafu" may be controversial, but I am going to use this word in this article since the context is based on Japanese society and it is commonly used in Japan. I did not like the term "Hafu" when I was a child but I have come to be gradually tolerant of the phrase. I personally think the term "Hafu" does not always carry a negative meaning, but the context in which the term "Hafu" is used often leads to negative meanings. Some people claim that we should use "Double" instead of "Hafu", but to me, the term "Double" seems to force mixed roots individuals to acquire two languages and customs. Therefore I do not use "Double" but use "Hafu" according to context.

I was born and grew up in Japan as half Japanese and half Algerian. Since my parents' common language was English, they use Japanese and English, or a mixture of these languages at home. I went through kindergarten to university, all in the Japanese educational system. Therefore, I am a native speaker of Japanese. My mother taught me English at home so I could understand when my parents were talking. However, I seldom spoke English. Even if my father said something to me in English – I responded in Japanese without any reason. Moreover, I did not have any chance to learn French and Arabic, both of which are native to Algeria, except being able to count one to ten and sing two songs in French.

When I was a child I was often asked whether I could speak English although English is not spoken in Algeria. I always answered, "No, I can't" (In Japanese). Because I knew that if I said "Yes", then people would think I was a perfect bilingual, so I said "No". Then people would say, "What a waste!" or "Why don't you work harder as you are living in such an ideal environment to learn English?" Thanks to my parents, I was good at English in school,

but I knew that what other people expected from me was not just getting good grades at school, but speaking English fluently. At first I was not pessimistic at all, but after I graduated from high school, I gradually realised the huge gap between what other people expected of me and my true abilities. I also realised the gap between my listening and speaking abilities. I could talk about easy things with simple vocabulary, but once the topic became a bit complicated I could not say any words and that was very frustrating.

When I was a teenager I wanted to study both English and music at university. In the end I decided to study music. However, during my time at music university, I felt that I was still missing something in my life and realised that it was proficiency in English. I realised that without becoming proficient in English, I would somehow never be truly confident of myself. Therefore, I decided to study English to overcome something that I was missing. I was also interested in education, so I decided to go to another university and major in English education, after I graduated from the music university. I wanted to improve my speaking abilities but at the same time I was wondering why it was so hard to speak English fluently even though I could understand what others were saying, and what made me feel anxious about speaking. I understood that many language learners seemed to experience anxiety when they speak a new language, but I also thought that my

feelings might not be exactly the same as that of other Japanese students. All these feeling and experiences became not only my motivation to speak English, but also my research question.

Whilst studying English education, I joined a group that consisted of mixed roots individuals. I met one woman who was half Japanese and half Argentinean. She had also been through the Japanese education system and initially she could not speak Spanish, but after she became an adult, she went to Argentina and became fluent in Spanish after staying there for one year. One day we were talking about language acquisition of mixed roots people and our experiences. She told me that the sooner you overcome your anxiety, the sooner you improve your speaking abilities. I realised that I had been concerned too much about the gap between the image of being "Hafu" in Japan and myself. Anxiety had made me avoid having a chance to speak or even taking risks to improve my speaking skills.

During my second undergraduate experience, I had a chance to go to the US as an exchange student and studied TESOL there. Throughout the year, I was still not comfortable speaking, but I was really interested in the topics in the TESOL course, such as the mechanisms of language acquisition, and teaching methodologies. I wanted to share my opinions in class, so I began to speak out before

worrying about my speaking abilities. Sometimes it was hard to make people understand what I wanted to say because of my lack of ability, but the feeling that I really wanted to share my opinions to others was such a strong feeling that it motivated me to speak more and foster my autonomy to study more vocabulary and grammar by myself.

Many mixed roots individuals, especially those who are not fully bilingual seem to encounter and suffer anxiety over their language abilities. They may feel like they are lacking something that they were suppose to have, even though it is not true and language acquisition is influenced by their living environment and not by blood. However, their roots can be a great reason to learn languages and motivate them. After finishing TESOL course in the US and graduating the second university in Japan, I attended the University of Nottingham, UK, to take a master's degree in applied linguistics and ELT, and now I am teaching English to university students in Japan. Comparing my past and present, I feel that I am becoming sufficiently "Hafu", and I am able to celebrate both my first language and roots. Language is inextricably linked to my identity as a person of mixed roots. Acknowledging its importance has been a key factor in fostering my own self-esteem. This is especially important for learners in Japan because the social expectation may pressure mixed roots individuals to be forced to learn, or anxiety might dissuade them from learning and result

in limiting their abilities and choice. This must certainly have an impact on an individual's identity development, as I have found to be the case.

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Special Feature 特集

Tohoku Outreach Project:

A Collaborative Report

Andy Barfield, Satomi Hasegawa, Sayuri Hasegawa, Ian Hurrell, Fumiko Kurosawa, Bill Mboutsiadis, Hideo Nakazawa, Mike Nix, Caroline Ross, Alison Stewart, Mayumi Takizawa, James Underwood

The Learner Development Outreach Project to Tohoku, from March 1 to March 3 2013, focused on engaging with local communities in Tohoku and exploring possible sustainable partnerships for collaboration. Over the weekend we visited many different organisations and groups, listening to the stories of a great range of local people in the Kesennuma and Rikuzentakata areas. We learnt about their lives and challenges, as well as about how they are working to rejuvenate and develop their communities. We were all profoundly moved by these experiences and had many discussions among ourselves about how the Learner Development SIG might be able to help over the longer term. Although at first this project was known as the 'Tohoku Retreat', we decided that 'Tohoku Outreach' fitted much better what we had all experienced. We had gone to reach out to people in Tohoku and consider how we might develop and extend that outreach into the future.

The weekend started on Friday March 1, when we met at Tokyo Station to catch the 7:56 Shinkansen from Tokyo to Ichinoseki. We were joined by Nakazawa-sensei, a colleague of Andy's and Mike's at the Faculty of Law, Chuo University. Nakazawa-sensei, a specialist in Political Sociology and Regional Sociology, has been regularly visiting the Tohoku area for the last two years and has a wealth of knowledge about the local communities in Kesennuma and Rikuzentakata. He has coordinated the Chuo University Tohoku Volunteer Network and been doing research into how local communities can rebuild in sustainable ways. After we left Kesennuma on the Saturday, Nakazawa-sensei stayed on another week to have further meetings with students, local community groups, community leaders and business people to explore the human rejuvenation of the area. For the LD SIG, Nakazawa-sensei was instrumental in helping to arrange several of the visits that we made. He also helped us understand many aspects of the local communities that we met, and very kindly acted as our minibus driver on the Friday and Saturday. Having just started the journey on the shinkansen from Tokyo, we got an unexpected phone call from Stacey Vye,who was to join us at Omiya. Stacey explained that she had been knocked off her bicycle by a car and wouldn't be able to make it. (Now in early April, Stacey is fully recovered, but at the time it was very unsettling to get this news. We missed you, Stacey!)

Once we got to Ichinoseki we were joined by Satomi Hasegawa, a student of Andy's and Mike's at Chuo. Satomi is from the Tohoku area and had been volunteering since 3/11 for different local communities affected by the disaster. Eight of us then went by minibus with Nakazawa-sensei from Ichinoseki to Kesennuma port, while Mike and Fumiko took the local bus.

When we had all arrived at Kesennuma, we split up into two groups. One group stayed on the mainland for the Friday afternoon and early evening, and the other group took the ferry to Oshima Island. What follows is a collaborative write-up and recounting of what we experienced and learnt over the rest of the Tohoku Outreach Weekend.

Friday March 1, Oshima Island
Alison, Bill, Fumiko, Mike, Satomi

Kesennuma Port consists of a large muddy construction site. At the entrance is Fukko Yatai Mura, a small entertainment district consisting of restaurants in prefabricated huts on one side, where those of us who arrived from Ichinoseki by van enjoyed a lunch of hamaranyaki, the local version of okonomiyaki. The original pier now tilts at an impossible angle, half-submerged, so we boarded the ferry from the harbor-side, clutching at omiyage bags that were remembered at the very last minute. The ferry plied its course between rows of oyster beds and frames for growing wakame, toward Oshima, an island of 3,000 inhabitants, known as the Green Pearl.

We were met by Mr Kikuta, head of the island's elementary school and Mrs Reiko Kikuta (no relation). They showed us where their houses had been in the once busy port-side shopping street before the tsunami, an area now empty, with only a few concrete stumps where the foundations had been. All that remains of the houses now is the well, which used to supply fresh water and where a goldfish used to live, but which is now full of clear, salt water. Reiko showed us photos of her son, Wataru, then only eight years old, digging through the debris where their house had been alongside US marines. Later, at the house where she and her husband run their fish business, she showed us more photos. The Marines commander had invited the family to Okinawa when he was recalled to the Pentagon. The tsunami had come up to the road just in front of their business. They lost three vehicles to the sea. When the parents told Wataru that they wanted to sell their remaining

car in order to buy a new van, he refused to let them. The car was a place where he could feel safe and which belonged to the time before the tsunami. We asked Reiko and her husband what the hardest thing was for them since the disaster, and they replied that it was the lack of work. Despite that, Reiko said that there was an opportunity now for Oshima to redevelop in a new way, not simply return to what it had been in the past.

From the Kikuta's business, we drove across the island and over the crossroads where the wave, which surged up both sides of the island met in a huge whirlpool, and along the hilly, forested coastline to the house of Kumiko Komatsu. Perched above the sea, the large window in the living room frames a picture perfect view of the beautiful coastline and the sea. Mrs Komatsu had been in the house with her two-year old daughter when the wave came. The water came up into the house, and she waded through it up to her neck to reach the stairs and up to safely. After the tsunami, oil tankers were destroyed and spilled their load into the sea. When the oil ignited, fire covered the sea and spread to Oshima, setting the woods alight. We had noticed on the drive to the house that all the trees had been scorched. Mrs Komatsu's husband is a relief fireman and he was one of the island's heroes for battling with the fires to save homes and lives. As the fires approached her own house, Mrs Komatsu had escaped with her 95 year-old mother-in-law by climbing over the fence at the back of the house and clambering up the mountain to safety. The fire trucks were parading round the island with their sirens blaring throughout the afternoon we were there; we came across them as we were driving towards the school and heard the sirens again as we listened to the junior high school students.

At the elementary school, we took our leave of Reiko and her son Wataru, who was just finishing school for the day, and went into Mr Kikuta's office. Here we met Paul, the school's JET ALT, who had arrived in Oshima just six weeks before 3/11 and who told us of his experience of that day. Mr Kikuta showed us to the junior high school next door and introduced us to its Vice Principal Katsunori Kanno. Mr Kanno is a blaze of positive energy and he took us upstairs to the hall to watch a presentation given by six students. The six read out parts of a speech against a backdrop of slides showing images of the island's beauty and the devastation wreaked by the tsunami, as well as pictures of the student groups from America, ASEAN countries and some Pacific islands, that have visited since then. They also described their work cleaning up beaches in Oshima, and helping older people in the community by giving them massages (an experience that had made the obaachan cry), as well as performing traditional Oshima dances to bring a smile to people's faces. They said at the end of their presentation that rather than being receivers of support they wanted to become people who support others, a sentiment that was expressed in different ways by many

of the people we met during our time on Oshima. After the presentation, we talked informally to the students, who then took us on a tour of their school. Oshima Chuugakko is a UNESCO associated school, and in the main corridor, the walls are covered with dozens of scrolls, letters, chains of colored paper cranes donated from schools around Japan and elsewhere. The students are carrying out a project to raise scallops that is related to UNESCO's focus on Education for Sustainable Development (ESD), but they said they hadn't used the UNESCO connection to share their experiences from the tsunami internationally. Mr Kanno said he felt that it was more important for his students to have direct contact with people from other countries, and to get used to using English with them, than to share information and stories online or in written form, and he really hoped that we could return and meet the students again some time in the future.

As it went dark, Alison and Fumiko headed to the ferry to go back to Kesennuma where they were staying. Bill, Mike and Satomi returned to the elementary school where Mr Kikuta gave us a presentation about the school and his experiences since the earthquake and tsunami, which Reiko joined part-way through. On 3/11, he had been Principal at a school in mainland Kesennuma and had been stranded there, unable to return to Oshima, for two weeks. He explained that, with the ferry link down and many boats destroyed, transportation between Oshima and the mainland was very difficult for a few days. Only one ship, the Himawarigou, had escaped the tsunami and was too small to carry many people so was just used by the people who were fighting the fires. At the elementary school, which had been an evacuation centre, they had filtered water from its swimming pool for people to drink.

He showed us some of the many gifts and donations of materials goods that the school had received and was still receiving, especially from schools in Hyogo, which suffered an earthquake in 1996. But he and Reiko also made the point that the need now was not for material support but for them to be able to learn from their experiences as they reconstruct Oshima, and for others to be able to learn from them. One story he told was about how he had very nearly been carried away in the much smaller tsunami, just 1m 20cm high, that had hit Oshima in Showa 33, when he was a second-year elementary school student. This experience seemed to have left him with a very strong belief in the importance of evacuating properly and preparing well for tsunami. It chimed with a point that Reiko had made earlier that most of the 30 people who died on Oshima on 3/11 did so because they stayed too long in their houses or tried to return to them to get something, and most would have survived if they had followed the evacuation procedures. The feeling that people on Oshima now have a wisdom based on their experiences that they can give to others was captured by the winner of a competition amongst the junior high school students to write thank you

messages: she said she wanted to move from being a person who said 'arigatou' to others to a person who other people said 'arigatou' to.

Just before we left, we mentioned that one way we thought we might be able to work with people on Oshima to share their experiences and what they had learnt from them would be to use their stories and knowledge to make English language learning materials. Both Mr Kikuta and Reiko-san thought this was a good idea and we agreed to talk about it more at a later date. They also made very clear that they feel the most important thing that people can do to help them is to visit Oshima, see the beauty of the island, and hear what Oshima people themselves have to say about their experiences.

Friday March 1, Kesennuma,
Minami-Kesennuma, Omose and Matsuzaki-Osaki
Andy, James, Mayumi, Nakazawa-sensei, Sayuri

After enjoying a tasty lunch of hamaranyaki at Kesennuma-Yokocho, the Fukko Yatai Mura at the end of Kesennuma Port, we split up at the ferry side and saw the other group off, watching their ferry leave for Oshima Island. Nakazawa-sensei mentioned he would take us to the Minami-Kesennuma and Matsuzaki-Osaki, two of the worst-hit areas, on our way to Omose Junior High School. The tsunami had gathered force and power as it came up the inlet from the sea, and within a few hundred metres of setting off, we had entered a huge area behind the port, where just a very few buildings are now standing, isolated against an eerily empty landscape.

In silence, we drove through the spaces towards a bridge which Nakazawa-sensei referred to as 'the deadly bridge'. He explained how it had been the only bridge by which people could have escaped to higher ground. Traffic had got congested on the day with cars trying to escape, and many people had died at that spot because their vehicles had been caught in a jam.

We passed over the bridge and drove on, rejoining the main road, before turning off at a sharp left angle into what seemed to be a dirt track. It wasn't until we had gone a little further that we realized that this had been the road entering a large estate of houses and small businesses - all of which had been reduced to nothing by the tsunami. We drove slowly down this track towards the bayside where we got out to take in the landscape further. For 360 degrees around us it seemed at

first there was nothing but flat, empty land, practically at sea level. No buildings left anywhere. In front of us the sea widened out, and further behind us was the devastated port area we had just driven through. Matsuzaki-Osaki community was there with 103 households, before the 3/11 tsunami washed everything away.

Near to where we parked we looked at the remains of one house in particular. There was a slight incline for a car to be parked, and someone had put back the name plate of the house on a low foundation that came to the edge of the dirt track. We stood trying to imagine what still seemed unimaginable. The railway track had also run near here and we saw its line disappear across the empty ground.

No human beings would ever live here again, Nakazawa-sensei explained. There were plans for a memorial park to be created, but how high the seawall would be was not yet clear. (We would hear more about the seawall issue at Shanti later in the afternoon.)

And then just 50 metres away from here our attention moved to a large mound, perhaps rising to 10 metres high, covered in trees, with broken steps and a twisted, contorted handrail leading up into the trees. Nakazawa-sensei mentioned the path led to a small shrine at the top. We followed the broken steps up and came upon Ozaki Shrine.

Thirty-one people had come here for sanctuary on 3/11 and somehow survived the tsunami, staying there the night to be rescued the next day. They would have probably seen Kesennuma Port burning through the darkness. We stopped at the shrine and talked quietly, each silent in our own way. We noticed how a small harbour was being built on the other side of the shrine from where we had parked, and some small boats were moving in the inlet, perhaps harvesting wakame in the sea further away towards Oshima in the distance.

Omose Junior High School
At Omose Junior High School, another UNESCO associated school, we were welcomed by the Vice Principal, Sato-sensei, and shown into a meeting room. Unfortunately, the children were in the

middle of exams and we were unable to meet them. The Vice Principal started off by giving us an overview of the damage caused by the tsunami in the area, and how this had impacted on the running of the school. One of the consequences was that the school had had to provide temporary housing on its sports ground, and as a result of this, the students had to commute to another school to play outdoor sports. Among the children at the school were some who lived in temporary housing, and others who come from a different catchment area outside of Omose and who had had problems fitting into their new school. Another consequence was the emotional toll the tsunami had taken on the students. In the case of about 20% of the children, their homes had been completely or partially destroyed or flooded, and 40% had been economically affected as parents lost jobs or their family incomes were substantially reduced. In April 2011, not all new students had standard uniforms (presumably prepared for entrance but then washed away) and they were unable to line up or listen because they were so distracted by what they had been through. The Vice Principal felt the character of those students who entered in 2012 to be perceptibly different (i.e., more positive) than those who entered in 2011, but he continues to wonder if the children have flashbacks or are holding back emotions. It seems as if the children are more settled now, but Sato-sensei is simply not sure.

The English teacher, Endo-sensei, joined us and gave a short overview of how the tsunami had affected the teaching of English, with one of the main consequences now being the lack of ALTs in the area. With only three ALTs in Kesennuma, only one could go to the school once a week, which meant that only one English class out of seven could have contact with the ALT. We continued talking, and again Sato-sensei mentioned what huge encouragement the school had received from across Japan and the world. He explained that, although we would not be able to meet children in the school because of the tests, the fact that we had all come today would be a positive learning experience for them when they got to hear about it. He also explained that he was not from Omose but had transferred to the school after 3/11 from Sendai. Sato-sensei sometimes felt like an outsider and commented how strong the local people are in dealing with adversity.

We then left the meeting room and went into a hall where all sides were covered with decorated posters of supportive messages from both inside and outside Japan. The Vice Principal said that 3/11 has been damaging, but these words and deeds of encouragement provided important learning opportunities learning for the children. Nakazawa-sensei's contact with the school and the visit by Chuo University

students to teach table tennis for three days appeared to have had a hugely positive impact, with the children subsequently winning a place in the competition at the prefectural level. In the hall, we took some photos together, expressed our gratitude to Sato-sensei for taking time to speak with us, and then we walked to the side of the school and down some steps towards the Temporary Housing located within the school's sports ground.

Omose JHS Temporary Housing Community Centre

Opening a wire-mesh gate, we entered the sports ground and walked between the neat straight lines of the temporary housing, noticing how each household had a small outside entrance made of corrugated plastic that acted as a 'genkan' to the home.

At the community centre we were greeted and shown in by Fujita-san, the local Japan Hospice Association staff member, and Doe-san, a volunteer from Hyogo Prefecture, for an informal meeting. The community space featured a large indoor area, with a small library in one corner, and an electronic piano in another. Some tea was being brewed on the side, with chairs and tables folded away, and two sets of tables in the middle.

Three elderly women were having a cup of tea and talking with each other at one table. Fujita-san and Doe-san spent some time with them, then came over to join us at the other table. At first, the community leader spoke and gave us a short overview of the demographics of the temporary housing estate. After the tsunami, 153 households were relocated to the temporary housing, and now there are 133 households remaining, with a current population of 330 people. Of these 330 people, 30% are 65 years old and over, with the youngest member of the population being only 5 months old. All told, 160 people in the temporary housing have part-time jobs. Each temporary house, housing one household, is the same size and has one 4.5 tatami room and a 6 tatami room, which are are separated by a sliding curtain. In addition to the two rooms, there is a small toilet bathroom.

In response to the question "What is the biggest challenge that you face?" the community leader shared with us how she was finding it hard to manage the relationship between families and couples: when these people had entered the temporary housing, they had felt grateful for being alive and for getting away from the cramped conditions of the sports halls where they had been living since 3/11. But now a common anxiety among them is developing as they start to wonder when they will be able to leave the temporary housing. The residents had no private space, and while some were happy to have formed a new community, others wanted to get away. Added to this, as a result of living in such a small area, tensions that existed between family members before the earthquake were now escalating, and many of the adults were suffering from sleep deprivation. Doe-san added that the residents often came to speak out about these different tensions and organize their thoughts, so she simply focused on listening to them. She also marvelled, especially as someone who comes from Kansai and who experienced the aftermath of the Awaji Earthquake, at the strength of the people here, and their endurance under such harsh conditions. Both Fujita-san and Doe-san talked about how they coped with dealing with such stress, and how they drew strength from each other. We all felt moved by the inner calm and quiet sense of self-control that came through as they talked with us.

As we left, we said a brief hello to the three elderly ladies at the other table, and then we walked back through the housing to the gate and up the steps to the van, saying hello too to some of the kids at the school we met on the way.

NGO Nihon Boken Asobiba Zukuri Kyokai (Japan Adventure Play Area Development Association), Ooya, with Kanbayashi-san

Nakazawa-sensei drove us to our next appointment at Asobi-ba, located 8 km south of Omose Junior High just off the main Route 45. We passed by Ooya Junior High School, Ooya Elementary Schoool, and Ooya Yochien, before arriving at a sign for Asobi-ba. It is a five-minute walk for the children from school. At the play park, we met Kanbayashi-san, the play leader, and a number of adults that included Suzuki-san, the local lady who raised over 2 million yen this January for the running of the park, the local land owner, and other local supporters, all happily chatting around a fire with a reporter from Chunichi Shimbun. Only one child was there, a very independent girl who wouldn't disclose her name when asked—"naisho". Nevertheless, she came

with us as we walked around to take a look at the various handmade play equipments with Kanbayashi-san.

Nihon Boken Asobiba Zukuri Kyokai is an NPO that supports children's emotional care through play. They set up play areas in an outdoor natural environment where a child has the freedom to engage in any play activity that he/she so desires, and the play leader is an adult who supports children's desires, manages emergencies and occasionally sets up the play activity. Asobiba Zukuri Kyokai had experience working with Shanti Volunteer Association, who we would be visiting later that day, in the aftermath of Hanshin Awaji Earthquake, and again chose to act with them in Kesennuma after 3/11. It is the children who named this asobiba play area, "あそびーばー" and

they hope that the parents' group that formed naturally at the park will help run the play park from April this year, when their term ends.

Shanti Volunteer Association, Kesennuma Office, Ooya
It was snowing a little as we left the Adventure Play Area and drove further along the coast road to the Shanti Volunteer Association (SVA) Kesennuma Office. Passing by several small sandy coves and beaches, we noticed the remains of the railway that had hugged the shoreline and whose traces we had seen in Matsuzaki-Osaki earlier in the afternoon.

The SVA office is located further back from the coast on a hillside next to a Buddhist cemetery, and as soon as we arrived, we were invited to sit on the floor around a table with Shanti staff members, Miura-san and Azuma-san, who had helped set up the meeting. Miura-san took us through a whole catalogue of information about Shanti's work and the problems that local people are dealing with.

Thirty local groups and other NGOs were operating in Kesennuma area, and around 20 universities had some kind of long-term commitment (although many universities had made one visit and then not come back). Shanti, Azuma-san explained, doesn't in itself do educational activities; rather it tries to provide physical and informational spaces for communities and members of communities to make use of.

An important issue for SVA, Miura-san continued, is helping locals navigate housing issues and the changing rules that different official bodies apply. Here, he talked of the conditions for 'shudan

itten' (group relocation), which a minimum of five households must apply for, and 'takadai itten' (individual relocation), or relocation to higher ground. Partial funding is offered by the national government for both types of rehousing, but the national government needs to obtain several quotes ('nyusatsu') to allow for competitive bidding by construction companies. However, construction companies themselves are not interested, it appears, in building for just five households, so applicants are forced to wait until a critical mass has made their applications. The cut-off point for this kind of funding is at the end of March, 2016, but few local people know about this and many don't realise that they need to be applying now (by March) for such funding to be available before the end of March 2016. According to Miura-san, the resettlement requirements keep changing, and although the relevant administrative bodies are trying hard to inform local people, the information is often not getting through. Shanti is therefore making efforts to make the necessary information accessible to local people.

Another issue that SVA is dealing with is depression and suicide, not just among old people, but among parents who have lost children, and working people who have no employment. The use of sleeping pills is higher than before the disaster happened. On the employment front, there are temporary one-year contracts available, often in construction or retail, but males may be reluctant to take such jobs in case the opportunity for longer-term employment comes along within that one-year period. Women have more problems in employment. Both males and females have age-limits and the need for certain qualifications create other obstacles. People were facing these kinds of problems even before the disaster happened.

Shanti has also been working to keep people informed of the plans to build a sea barrier in different areas. The 'bochotei wo benkyo suru kai' has met 13 times, with 2000 people in total at different public meetings in Kesennuma, and two communities have opted out (i.e., the sea barrier will not be constructed). As for providing care and support for children affected by 3/11 and its aftermath, Shanti has, in collaboration with Tsurumi Daigaku, produced a book with children's drawings: it features a story that Azuma-san wrote, read, and allowed children to draw what the story triggered for them. The purpose of this programme is for children to express their feelings freely, and to provide care for Post Traumatic Stress Disorder (PTSD). Children cannot express their feelings in words like adults, so Azuma-san chose a process of drawing to give expression to their feelings and help relieve their stress. For the first book, Pun Pun Dani, she wrote a story from their drawings. For the second book, Mu-sha no Minato, she created a story first and then read it to children and allowed them to draw what the story suggested to them. These two children's books are different in the way each was created and each has its own message. Shanti has also been trying

to create safe places for children to meet and play freely (like the Adventure Play Area) - these are all ways of overcoming isolation and creating some renewed sense of sanctuary and community.

Shanti is currently planning to continue its work in Kesennuma until the end of 2015. Drawing things to a close, we briefly discussed possible collaborations between Shanti and the Learner Development SIG, all of which would need to be discussed on both sides further into the future.

With night having fallen, we left to return to Kesennuma Port to catch the 18.20 ferry to Oshima to meet up with the members of the other group and stay the night at the Kameyama-sou Ryokan.

Saturday March 2, Tour of a tuna fishing boat with Kameya-san
Alison, Bill, James, Sayuri

Kesennuma Port is one of 13 fishing ports in all of Japan (over 2,900) that is designated as Tokutei Daisanshu Gyoko - by Cabinet Order as especially important for the promotion of fishing (MAFF). We were able to contact a local owner of a tuna vessel and meet him for a tour of his boat and to listen to what he could tell us about 3/11.

Kameya-san, president of Fukutoku Gyogyo, greeted us by his new tuna vessel, Dai 88 Fukutokumaru, docked at Kesennuma Port. It was a 10-minute walk from where we had got off the ferry coming back from Oshima Island. The tuna vessel is Kameya-san's third and was preparing to set sail on its maiden voyage in two days' time bound for the Indian Ocean). It is also the first new fishing vessel for Kesennuma since 3/11. Kameya-san showed us around his 398-ton fishing boat that had the capacity to deep-freeze (to minus 60°C) and carry up to 300 tons of tuna over the next 11 months.

It was equipped with what looked to be an impressive collection of the latest technology, including OASIS, a water-distilling tank. The 23- man crew included an Indonesian cook, and more Indonesians were to board the vessel in Bali, the port to which they would return once every three months or so to refuel (300kl) and restock. From the top of the vessel, Kameya-san explained about the nearby large freezer factory, about the shipyard that both repairs and manufactures boats, and

about a ship that ended up beside a signboard, "Kamei", situated at a level equivalent of perhaps the fourth floor of a building, on 3/11.

On that day, Kameyasan was at his office. When the office shook, he immediately thought of Hanshin Awaji Dai Shinsai, so he and his staff escaped, while the building was still shaking. Once out on the streets, they heard the public announcement warning citizens of a 6m high tsunami. Kameya-san was doubtful, and decided to run up to the roof of his office building to look out to sea. There, he saw it, the tsunami, and was convinced enough to take the car for even higher

ground, only to encounter a congestion. He took another route and safely reached the Kesennuma Plaza Hotel that stood high on a hill overlooking the port. From there he watched for the next few hours what followed, until he realized that the hill was slowly becoming isolated by surrounding water, and decided to leave the scene and escape further inland.

Kameyama-san recounted two events in particular that shocked him. One was that owners of some of the docked smaller boats rushed to take them out to sea--with the hope that they would catch the giant tide further out at sea and ride over it. "Demo, damedeshita," but it didn't work, he said. The other memory is of the oil tank tipping over and subsequently leaking oil that spread, ignited, and turned the bay into, literally, a sea of fire. He simply nodded when asked if he had lost friends. He told us that five to six big vessels, ten Pacific saury sanma boats, and five smaller boats had been destroyed; his two, at the time, were out at sea. The shipyard, also, was devastated, but it was restored within six to twelve months.

At the end of our tour and talk, we said our thanks and were about to leave when Kameya-san realized that we had some spare time. He offered to drive us to see an area slightly south of the port. It was a large stretch of bare land where there used to be marine product factories, residential housing, and possibly stores. It will be restored with industrial buildings, it is thought, but there were no signs of activity.

In the car, we learned that Kameya-san's home, his wife and his two aged parents were safe, as was his daughter living in Sendai. When asked about the biggest challenge now, he responded, "Jobs and housing." Regarding housing, he said, "Half are for and half are against", referring most

probably to the complex situation of the various decisions that communities needed to make, and the difficulties they are having in reaching agreement.

After the spontaneous car tour, Kameya-san dropped us off at Kesennuma-Yokocho where we had time for coffee, another local lunch, and a visit to a bookstore, before meeting up with the others who had been to Rikuzentakata.

(The Kesennuma-Yokocho website is available here:<www.fukko-yatai.com/>)

Rikuzentakata, Yahagi Community Center
Andy, Fumiko, Mayumi, Mike, Nakazawa-sensei & Satomi

Rikuzentakata is the municipality north of Kesennuma, and to get there we drove about 20 minutes up the coast road, passing through areas where whole communities has been swept away and nothing now remained in the land between the sea and the edge of the hills and mountains. At one point, we drove past Kesen Junior High School, now just a battered three-story concrete shell, sitting between the sea and the road.

Nakazawa-sensei explained that it had been completely engulfed by the tsunami, but the whole school had successfully evacuated up the hill across the road and no one from the school had died. Soon afterwards we passed the famous 'ippon matsu', a single pine tree that had somehow remained standing and that has become a symbol of the resilience of the people in the area. But it had finally died, and its core had been replaced with resin, after a debate about whether it was appropriate to spend ichioku en on its preservation when there are so many other priorities for reconstruction.

We turned inland and followed a river through a gentle valley, which the tsunami had surged up, continuing its devastation for miles inland. We saw the half-destroyed rail bridge across the river for the train line to Ichinoseki and heard that a bus service now runs instead. As we drove up the valley, it felt like we were moving into a rural community, with more traditional Japanese houses clustered here and there. We finally passed the highest point that the tsunami had reached. Satomi pointed out a ryokan that had been just above the water level, whose owner was still struggling to

deal with the fact that his property had survived whilst those of close neighbours, not far down the valley, had been destroyed.

At the small community centre of Yahagi District in Rikuzentakata, we were greeted by Musashi-san, a local community leader, and three female junior high school students, Mayu (1st grade), Runa (2nd grade – Musashi-san's daughter) and Miyu (3rd grade), who he had brought to meet us. Mayu's father had come along too. Miyu, we later realized, was one of the students who had successfully evacuated from Kesen Junior High school on 3/11.

Nakazawa-sensei has been working with Musashi-san on reconstruction issues, and Musashi-san had visited Chuo University and met Andy a couple of weeks previously. Knowing that we hoped to develop some long-term projects to help local people, Musashi-san suggested at the start of the meeting two ways that we could use our expertise as language educators to help children in Rikuzentaka.

One was to support them in their use of English for international exchange activities. He explained that children at the junior high school were exchanging letters with children in schools in Alaska. They had begun the exchange after a basketball from Kesen Junior High School had been found washed up in Alaska. Musashi-san particularly wanted the children to be able to use their own knowledge and experience to help explain to people in other parts of the world affected by earthquakes how to evacuate and protect their lives. His other suggestion was for us to help local children become able to guide foreign visitors to Rikuzentakata in English. He emphasized the need to find sustainable employment to keep young people in the area and the importance that he saw for international tourism as part of reconstruction and rejuvenation.

We then heard from the junior high school students about various international exchange activities and visits they had been involved in. Runa had been on a school volleyball trip to Germany, but talked mainly about her exchange of letters in English with Alicia, a penpal in Alaska. She showed us some of the letters they had exchanged, and we noticed how much they liked being penpals with each other. For Runa, the best thing was their shared interest in looking at pictures of Justin Bieber, but there was also a letter from Alicia in which she reported how scared she had been when

a 7.7 magnitude earthquake hit Alaska this January, and she had wanted to know from Runa what she should do to protect herself. All of Runa's letters to Alicia were handwritten. As we had thought before the visit that we might be able to help children use the Internet for sharing their experiences, we asked her and the others if they also used email or Facebook for their penpal exchanges. Runa explained that she felt she could express her own feelings much better in English in her own handwriting than by using a computer, which could translate automatically from Japanese. We also told them about the possibilities of using Skype for video exchanges, and they seemed much more interested in this than in using email or Facebook. Miyu explained to us that she would be starting to go to a high school in Morioka from April, and then be going to a high school in Adelaide, Australia, for one year from next winter. Although Mayu was very quiet, she told us she was also exchanging letters with a boy in Alaska called Colin.

At Musashi-san's request, Miyu stood up and delivered an English speech to us. Miyu had been the school's representative in a regional English speech contest, and in her speech she talked about an exchange visit to the Czech Republic she had been on.(See for the full text of Miyu's speech.)

She and the daughter in her Czech homestay family had been too nervous to talk together until the daughter made Miyu a chocolate Easter egg. This expressed without words the Czech girl's desire to become friends and had made Miyu very happy. From that point on, the two girls were able to communicate using the English they knew. Reflecting on this experience, Miyu's speech explained that she had learnt that communicating in English is a matter of using the words you know to try and say what you want to, without worrying about mistakes or trying to speak perfect textbook English. "It wasn't perfect English but we could understand each other," she said. In the future Miyu wanted to become a flight attendant and be a person who could support and help others, just as she had been helped and supported by many people in Japan and from around the world. Her speech was given with an engaging ease and sense of clarity, making many moving points about making connections, developing friendships and building community, and in turn we each expressed what her speech had meant for us.

In the final part of the meeting, we talked about the possibilities for a project in which LD SIG members might work with the children in Rikuzentakata. One project might focus on making their stories into English educational materials that students in other parts of Japan and the world could use to learn through English about the experiences of people in Rikuzentakata. Musashi-san felt that saving the children's experiences from 3-11 was very important. They have already written

about those in Japanese and we thought we could work with the children to translate them together into English as a starting point. We also raised the idea of learning from the experiences of older people in the community who have experienced other major earthquakes and tsunami prior to 3/11. Musashi-san said that the local obaachan are very good talkers who would be very happy to tell their stories! We thought we could perhaps help local children interview and translate the stories of their grandparents, although Runa said she hadn't really talked much with her grandparents about these issues. Musashi-san also suggested there were other aspects of the experiences the community had been through that would be good to tell others, including the idea of 'girisubi' (giri wo musubu) that had developed in the evacuation centres to express the importance of a reciprocal support and interdependence between people. We left Rikuzentakata feeling very inspired both by Musashi-san's vision and commitment as a community leader and by the warmth, enthusiasm and intelligence of Runa, Miyu and Mayu, hoping we can develop a project together with them and others in Rikuzentakata that will be of benefit to the local community.

Meeting with Filipino teachers at Akiu Onsen Grand Hotel, Sendai, on Saturday afternoon
LD SIG participants: Andy, Alison, Bill, Caroline, Ian, Fumiko, James, Mayumi, Sayuri
Filipino participants: Cesar, Mak, Josephine, Kaye

Alison: Having deposited our bags in our rooms, the nine LD SIG members who were staying in Sendai gathered together with the Filipino teachers in a function room that Cory had arranged for us, although he wasn't able to stay for the meeting. After a brief round of self-introductions, we immediately broke into groups of three or four to talk, and especially, to listen to the Filipino teachers talk about the challenges facing them in Tohoku.

The first person I sat with was Kaye, a teacher from Fukushima. She told me that the situation regarding radiation is still bad, and her family has been directly affected. Her daughter had had cesium detected in her blood and so has been sent to live with relatives in Osaka. Kaye also has two young boys who still live with her in Fukushima City. It is difficult for families to move away from the area, however, away from homes, jobs, family and friends. There are about 300 Filipinos living in Fukushima and Kaye has become a kind of representative of the Filipino community, which has become more close-knit since the disaster. She is responsible for gathering and disseminating information particularly regarding health and safety issues.

The second person I sat with was Cesar, who I knew from a few years back when he was secretary of the Filipinos Teachers in Japan organization and was based in Tokyo as a lay missionary. At that time, he was running CHOBET, an organization that aimed at helping Filipina women to move from low-status factory jobs or working in bars to English teaching. He then started SEELS, an organization specializing in "micro-franchising", a kind of venture capital scheme for starting new English language schools and after-school child care. After 3/11, he moved his base up to Sendai and focused his attention on teachers in the Tohoku region, where up to 4,000 Filipinos are living. Teachers can become eligible to obtain funds for their own school after attending a teacher training workshop for a weekend and then teaching a certain number of hours to gain experience. The Montessori English school that we would be helping to promote the next day is one such SEELS venture. Cesar told Andy and me that it is much harder for Filipinos to become established as teachers than it is in Kanto, where Filipinos are now widely employed to work in schools as ALTs. They have approached the local government boards of education but to no avail so far. He suspects that a new school, such as the Montessori school, may take up to three years to become established, if it is to succeed at all. Employment is not the only problem facing Filipinos in Tohoku; some Filipinos who lost their homes in the disaster also lost documents, including passports. The Philippines embassy has not issued new passports to these people. The embassy has said that these people can return to the Philippines on temporary travel permits, but they are reluctant to do so, nervous that they will then not be able to return to Japan.

The third person I talked to was Mak. Mak has been living in Japan for only a couple of years, having moved here as an already qualified teacher. He is now working in a language school and also trains new teachers in the SEELS workshops. Mak was one of the organizers of the promotional event in the Montessori school, and after the small group sessions, it was Mak together with Bill who took the lead in discussing the scheduling of activities for that event.

Caroline: During the meeting with Filipino teachers, I didn't write any notes as I was keen to be open, to listen, and to try to build an understanding in the short time available. Consequently, I'm sure that my memory has significantly clouded, blended, and altered the three conversations I had.

After successfully breaking the ice by knotting ourselves into a human snake, I first sat down to speak with Mak, a qualified educator. We discussed our working histories, and the difficulties faced by Filipino teachers in becoming accepted as ALTs in Japan - particularly in the Tohoku area. I believe Mak came to Japan to work at a number of schools as an ALT with Interac, and later became involved with SEELS via the Filipino community. We discussed our understanding of the

Montessori philosophy, and how it enjoys widespread popularity in the Philippines, while in Japan it is still relatively unknown. He explained that around 80 people were expected to attend Sunday's event, including a number of SEELS teachers traveling from other branches in the Tohoku region, who were keen to meet with us to share teaching experiences and ideas.

Next I formed a group with Fumiko and Josephine who was concerned about her English level. Equally worried about my poor Japanese skills, I tried to reassure her that a mixture of Japanese and English would be just fine. (Later we discussed just how many languages she understands and speaks, and I believe she surpasses quadrilingual.) We discussed the education system of Japan, and again, the peculiarly entrenched ideal that native speakers make the best teachers. Furthermore, the social prestige of Filipino teachers within Japanese communities remains poor.

Finally, I spoke with Cesar, Sayuri, and Ian. We took the opportunity to really try to understand Cesar's mission to improve the lives of Filipinos in Japan, a master plan which we discovered is made up of a highly dynamic and complex web of goals and philosophies! The event on Sunday was to promote the launch of a new SEELS school, providing Montessori education for children as well as English classes for all ages. There are already a number of SEELS schools in the Tohoku area, and Cesar introduced us to the concept of 'micro-franchise', an idea which was entirely new to me and immediately grabbed my attention. Whereas micro-finance provides financial support to new businesses, micro-franchise provides training. Completion of training allows teachers or schools to use the school's name–in this case, SEELS. This model can assist members of the Filipino community to find meaningful employment in the region by setting up their own school. One problem is that there are a number of companies whose sole intention is to con people out of money; offering services or training, they then take the money and run, never to be seen or heard of again. Fighting against this current, the SEELS brand has to build its reputation in order to gain trust–even among the Filipino community. Having Sunday's event effectively 'endorsed' by the JALT's Learner Development SIG was one step on this road.

Sunday March 3rd
Sendai SEELS Montessori School
LD SIG participants: *Alison, Andy, Bill, Caroline, Fumiko, Ian, James, Mayumi, Sayur*i

After a refreshing rest at the Aiku Grand Onsen Hotel, where we sampled the delicious local dishes, shared our experiences of Saturday, and enjoyed relaxing in the onsen, we woke up early Sunday, somewhat refreshed and ready to continue the rest of our journey. Led by Bill, we took the

bus from the hotel to Sendai Station, said our goodbyes to Mike, and then took the short train ride to the SEELS Montessori School.

When we entered the school we were warmly welcomed by Cesar, Mak and Kaye and the other Filipino teachers, and had just about enough time to put all our bags down, before going into overdrive and working collaboratively to prepare for the day. As we did so, the visitors poured into the school, and soon it was time start.

To start off the event in style, we all got into a big circle with the Filipino and Japanese teachers and visitors, in the main room, and then Bill led everyone with a rendition of Ole-o, a song that could not be done justice with just words and can be seen in all its glory if you click on the link below. All being said, it worked a treat and helped to immediately break the ice, which can be seen by the smiles all around at the end <youtu.be/YMEK4p_T93A>.

Following the opener, Ian (on guitar), James and Mayumi (both singing) led everyone with a rendition of "Head Shoulders Knees and Toes" and "Old MacDonald had a Farm." After this, Caroline took the floor and gave a short introduction and demonstration of how to dance with Poi, which, in true do-it-yourself style, were made out of socks and tennis balls. She gave the lucky children who came to the front each a Poi and proceeded to show them, step by step, how to

dance with it. When she had finished demonstrating it herself she then watched each child practicing and gave some guided practice, and the group then split up and those children who wanted to fine-tune their Poi dancing skills could continue with her in another part of the school.

Once the group had split up it was Montessori time and each child were free to try the following activities organized and run by the LD SIG members: Balloon art (Alison and Mayumi), tangerine peeling (Fumiko), Mural painting (Bill and Sayuri), Poi dancing (Caroline), and TPR drama (Andy and James). For each activity the children participated in they received a sticker to add to their stamp book.

After about an hour of small group activities the children and adults all grouped together again in the main room for another song, B-I-N-G-O, led by Ian (on guitar), Bill (on harmonica), James and Mayumi (both singing), and Sayuri (on Irish whistle). And then we split up into our small groups again and the children and parents had half an hour to do those small group activities that they hadn't yet had a chance to try. Then Bill and Sayuri came to the front of the main room and gathered up the children for some Kamishibai and story telling.

For the Kasmishibai, Bill had brought along his mini wooden Kamishibai stage, and two sets of story-telling cards. Unfortunately, these had got mixed up somehow which called for an impromptu rendition of 'Twinkle, Twinkle, Little Star' by Sayuri (on her tin whistle). Soon, Bill was ready and along with Sayuri, read 'Bigger, Bigger, Bigger.' In this story one object in the picture got bigger as the children said or rather shouted 'Bigger, Bigger, Bigger!!.' As the story progressed the children gradually became more and more engaged, and one

particular picture of a cake was met with squeals of delight and increased animation all round that was illustrated by the children jumping up and down as they said the magic words.

After two more stories it was time for one last song, 'Hokey Pokey.' Much like at the start, everyone gathered together and made a big circle, only this time, Ian (on guitar) sat in the middle of it and we all ran into to meet him during the chorus, which can be seen here: <youtu.be/qnIdKq_PVlE>.

And then it was time for the closing events, the Piñata, the group photos, and the giving of the many presents provided by the SEELS team, followed by a quick tidy up and fond farewells. All in all, an action-packed and collaborative event that couldn't have been possible without everyone who took part, organized and helped when needed, a fitting end indeed to the Tohoku Outreach Weekend.

Voices from the Children

As mentioned in the report, at Rikuzentakata, in Yahagi Community Center on Saturday March 2, one of the Junior High school students Miyu (Yanagishita), gave a speech in English to the LD sig members present. What follows is the speech that she gave in full:

"Do you know where the Czech republic is? You may say "No." To tell the truth, I didn't exactly know where it was. I also didn't know what language they spoke before I went there. I was invited to the Czech Republic as a part of a program there as support of the earthquake disaster last March for ten days. When I was in the Czech republic I stayed with a Czech family for one day. The host mother was Japanese. Asako was their daughter. She is one year younger than me. I cannot speak Czech, and she cannot speak Japanese, either. At first, we couldn't talk about anything because we were very nervous. So she thought and thought. After that she decided to make an Easter egg for me. Even though she didn't know me very well, she tried hard to make an Easter egg for me. It was pink and very cute. Her mother told me that she had made it to bring me good luck. I didn't know her language but I could understand how she felt. When she gave me the egg, I was very happy and smiled. That smile helped break the ice between jus. Finally, little by little we started speaking to each other in English. It wasn't perfect English but we could understand each other and we became good friends after that.

From then on, I tired to speak English and smile whenever I could.

Before I went to the Czech Republic, I was really selfish. Before the trip, my future dream was just to be involved in or do some sort of international work. Through this trip, I learned two things. The first thing I learned was that smiling makes people happy. Body language is very important when communicating with others especially when they don't speak your language. The second and equally important thing is to speak English. Your English doesn't have to be perfect but you have to try to speak English to make communication possible. If you don't try, your English won't improve and you won't be able to communicate with others.

Since I returned to Japan, my way of thinking has changed and my future dream has changed as well. Since the disaster that occurred on March 11, I've been supported by a lot of people. So I want to help people in need someday. There are people in need all over the world and if everyone tried a little, we can make their lives better. Finally, I want to become a cabin attendant in the future. This way I can meet and greet many people with a big smile and hopefully make their journey a little bette. If we try hard, we can change the world for the better."

NGO Outreach
NGO アウトリーチ

"The power of ordinary people, who today tend to feel utterly powerless, does not lie in starting new lines of action, but in placing their sympathy and support with minority groups which have already started."   (Schumacher, 1973, p. 167)

We recognize our students cannot be considered as distinct from the society in which they live. Similarly, language teaching is both influenced *by* and influenc*ing* the society in which language teachers live. We must reflect upon this and empower ourselves to ensure that the ways in which we affect the wider world accord with our morals and beliefs, and are not simply the product of passive and unthinking conformism. After the successful collaboration between the Learner Development SIG (LD SIG) and Shanti Volunteer Association (SVA) at the Realizing Autonomy Conference in 2011, there was a strong feeling that further developing this connection could offer fruitful opportunities for both. Consequently, an NGO Outreach team was formed within the LD SIG committee, aiming specifically to build links with educationally oriented NGOs that have a learner development focus.

Poignant similarities can be found between the overarching philosophies guiding SVA and the LD SIG. One of SVA's basic policies is that of *Localized Operation*, emphasizing talent development in order to transition to local and autonomous operations. SVA encourages understanding through collaboration, simultaneously deepening community ties. For example, they hold library seminars in Cambodia, where school librarians, teachers and principals learn and practise how to operate a school library. Furthermore, SVA actively promotes understanding between various cultural groups; the "Cultural Festival for Refugee Children" in Myanmar (Burma) attracted 18 different ethnic groups. Similarly, autonomous learning and teaching are key interests for LD SIG members, and regular get-togethers offer opportunities to connect with others in our field. SVA's work in book publication utilizes stickers that show local language translations, whereas LD SIG members are better equipped for assisting with English language translations. Such divergence may lead us to the issue of linguistic imperialism (Phillipson, 1992), compelling us to reflect upon the nature of the English teaching profession and its influence on the world.

Now, the LD SIG and the NGO Outreach team are standing at the beginning of an uncut path, looking forward and considering what may lie around the next corner, and imagining the experiences that may unfold along the way. A

group met with a representative of SVA's Kessenuma office during the Tohoku Outreach weekend and we are also in the process of contacting NGOs to invite their participation in the LD SIG 20th Anniversary Conference on November 23 and 24 2013.

- We plan to have members of the LD SIG provide student volunteers who will learn about NGOs and their programmes and train to staff an information booth in order to share that information with conference participants. Students will thus learn deeply about an NGO while the conference context necessitates the use of English.
- SVA market a range of handmade Fair Trade crafts which they hope the student volunteers could sell at the conference booth.
- A book donation drive will raise funds for SVA's Book-to-Book Project, whereby donated books are sold to Book Off, who also contributes a further 10%. In 2011 using these funds, SVA published 10,400 copies of four picture books in six different languages (such as Karen and Burmese) through refugee camps in Cambodia, Laos and Myanmar (Burma) and Afghanistan.
- The conference will host a roundtable event featuring educators and representatives of NGOs finding ways in which they can co-operate, collaborate, and create further connections. In keeping with the outreach philosophy, it would be exclusionary to demand that the language of this be English, so once again, student volunteers can be invited both to participate themselves, and to assist in overcoming possible language barriers.
- SVA are looking for interns to join either their Domestic Program or their Public Relations

Division, both of which require English and Japanese skills.

We believe that these activities create genuine and engaging opportunities for all involved, sowing seeds for future collaboration between the LD SIG, NGOs and students, while highlighting the fact that the needs of one set of people, (students' need to *use* their language of study) may well be satisfied by the needs of another (NGOs' need to overcome language barriers). The NGO Outreach team are clearing a space in which various groups and individuals can make connections, appreciating similarities as well as differences, to harness the value and inspiration of diverse interdisciplinary collaboration. We are keen to hear your ideas, suggestions, or from anyone who would like to join us.

If you personally have any suggestions or personal links with NGOs who might want to partake, we would love to hear from you. Please contact us on ldngooutreach@gmail.com.

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Weblinks:

- Shanti Volunteer Association:
- LD SIG Conference: <www.ldsigconference2013.org>

Talking to Naoko Aoki 青木直子に聞く

Naoko Aoki is a professor at the Graduate School of Letters, Osaka University. Originally a teacher of Japanese as a second *language (JSL), she is now a JSL teacher educator. She was a founding joint-coordinator of the Learner Development SIG and is one of the coeditors of* Mapping the Terrain of Learner Autonomy *published by Tampere University Press in 2009. She is also currently one of the three convenors of AILA's Research Network for Learner Autonomy.*

As Naoko is one of the keynote speakers at the LD SIG 20th Anniversary Conference in November this year, Alison asked her to talk about her involvement in learner autonomy past, present and future.

Alison: Naoko, how did you come to be interested in learner autonomy?

Naoko: I'm a child of the 60s. I was too young to join the students' movement but grew up in that atmosphere. I read Ivan Illich just out of curiosity a bit later. I didn't know this was going to be an important publication in my future career.

After I started teaching Japanese and when I was doing my MA at Sophia University, I started reading Christopher Brumfit and he briefly mentioned learner autonomy and the work of Illich. So I went back to it then and I was amazed. That's how I got interested.

A: *So are these the main influences on your thinking?*

N: When I was a novice teacher, I was attracted to humanistic psychology and humanistic approaches to language teaching, so Carl Rogers in general education and Earl Stevick in language teaching had a great influence on me. What I like about Stevick's thinking is that he considers both sides of learning: the cognitive and the affective. I think of learning as three-dimensional: cognitive, affective and social. In terms of the social, I found Adrian Holliday's book, *Appropriate Methodology in Social Context* to be very fascinating. And as far as teacher autonomy is concerned, of course, reading Clandinin and Connelly's work on Narrative Inquiry was an important turning point for me.
A: *Could you explain why?*

TEACHER AUTONOMY AND NARRATIVE
N: People often say that in order to foster learner autonomy in your students, you have to be autonomous as a teacher. And for teachers to develop autonomy they should be engaged in research of some form or other. I was skeptical about the idea, but I wasn't able to pin down the reason for a long time. Then I

read Clandinin and Connelly, who say that a teacher's professional knowledge is in narrative. People tend to assume that research needs to be paradigmatic; cutting up data, counting and categorizing. Narrative isn't like that. So you have to learn to tell stories and understand teachers' practice as stories. For some people, including myself, who like to summarize things and turn things into abstract propositions, it's really a challenge.

A: *So how does that relate to autonomy?*

N: So if teacher autonomy is to allow teacher to do things in their own way, then they should be allowed to think in their own way. If you expect teachers to talk and write in a paradigmatic way, that would be against their autonomy.

A: *But Clandinin and Connelly claim that teachers tell different kinds of stories, don't they?*

N: That's right. Teachers tell three different kinds of stories: secret, sacred, and cover stories. Teachers tell secret stories about their practice in a safe place. The other two stories are not really about their practice in the classroom. Cover stories are for defending against outside pressures; sacred stories are kind of unconscious assumptions about good teaching and good teachers.

For example, in Japan many people believe that teachers should know everything and should

be able to answer all questions. Some teachers believe it so completely that when they face a difficult question, they just put on this face and tell students something totally ungrounded. Helping teachers to become aware of those sacred stories and get over them, hopefully, helps improve the quality of life for teachers.

A: *It's interesting that you mention "quality of life"; it's a term that I associate specifically with Exploratory Practice. So do you think that narrative inquiry is a kind of Exploratory Practice?*

N: Well, yes and no. EP recommends to integrate the exploration into usual teaching and learning activities and not to do any extra work for EP, doesn't it? Fully fledged Narrative Inquiry involves a lot of extra work. In that respect they are different. But a small scale Narrative Inquiry and EP may be similar in that they improve quality of classroom life in a way or other, I think.

Anyway teacher autonomy should mean allowing teachers to tell secret stories of their practice.

A: *I'm interested that you start with teacher autonomy rather than learner autonomy.*

N: I didn't start with teacher autonomy. I have to think about it because I'm employed as a teacher educator. But I've always been concerned with learner autonomy.

A: *Could you talk about that and about how you came to found the Learner Development SIG?*

STARTING THE LD SIG

N: When Richard approached me and suggested coordinating a new SIG, I thought it was a great idea. I'd been teaching Japanese more than 10 years then, but as I had a lot of English speaking friends, I heard a lot of negative things about the Japanese classes they attended. Normally, teachers don't hear this kind of stories. I heard them because these people were my friends.

Richard was making a newsletter *Learner to Learner*, basically learners writing for other learners, and I thought that was fascinating, learners taking matters into their own hands. I wanted to support that. For me the beginning was learners, not teachers, doing something to make learner autonomy possible. So that was the beginning. Then I started thinking about what I could do to encourage my students to become more autonomous.

A: *Was Learner to Learner in existence before the SIG? Was it part of JALT's activity?*

N: Richard and a couple of his friends were doing it on their own. Richard wanted a forum for the publication, so that was why he wanted a SIG.

A: *So what was it that made the SIG distinctive at that time?*

N: At that time we already had quite a few SIGs in JALT, about a dozen maybe, and each SIG was working on their topic hard so the only two things in which we were different were that we were bilingual and that we had a huge committee. At the time we had nearly 20 people on our committee. So that was probably the main difference.

It meant that many people in the SIG were very involved. I think that's important. The way I originally got involved in JALT, going back to your earlier question, my first ever job teaching Japanese, was in a small Japanese department of a large language school. This school had a generous plan that if teachers did a JALT conference they would pay the conference fee.

So I went, and it was like Disneyland! Interesting workshops, all those famous people, lots of books! I loved it! So I kept going back each year. I went to mini conferences as well, and that's how I met people like Virginia LoCastro and Michael Rost. They gave me jobs, like organizing a colloquium or editing a special issue of *The Language Teacher*. I translated part of Mike's book, too. That kind of thing. It was important for me to come to know Virginia and Mike and to learn from them.

I don't think I was aware of this connection then, though. We needed people. If we had a party, the more the merrier. I don't know what

it is like now, but at that time, we needed a certain number of members to be recognized as a SIG. So we started talking to people and asked would you like to be on the committee. Then we got involved in organizing a JALT Tokyo's mini conference, if I remember correctly, and tried to reach out to more people. From the very beginning we were trying to include as many people as possible.

A: *It's interesting that those original aims seem to have carried through to the present day. But there have been some key changes, probably the most striking one being that it's not bilingual any more. What do you think about that?*

N: Well, trying to be bilingual takes a lot of time. Translating the newsletter takes up a lot of space. Also, there are many Japanese speakers who can speak English, but not so many English speakers who can speak Japanese. So the burden tends to be on the Japanese speakers. If you don't have any one who is willing to take on that responsibility then it would be very difficult to keep the bilingual policy. So you really need a sense of mission. Of course, you can say there's no reason to be bilingual, since everyone speaks English. That's true, but being able to participate in Japanese gives more members opportunities to do so. Some people may not be so confident. Others may not have the time to read and write long e-mail messages in English, for example. The speed is one of the last obstacles for non-native speakers, you

know. So you really have to commit yourself to the value of bilingualism.

A: *I think that is an ongoing debate within the SIG. And it's probably a good thing to keep the debate alive. But let me move on now to the field of Learner Autonomy in which you have played, and continue to play an important role. How have you seen the field change in the last 20 years?*

FUTURE DIRECTIONS FOR LEARNER AUTONOMY

N: It has changed both quantitatively and qualitatively. As you know, quantitatively, it has expanded geographically. Now teachers in China, for example, talk about learner autonomy: that's geographical expansion. And also the idea got into mainstream education. As a result, we have more books with learner autonomy in their titles and numerous journal articles.

Qualitatively, 20 years ago you could argue that learner autonomy was a western idea and it wasn't appropriate in Japan or Asia. But nowadays, we have a more nuanced understanding. It's not just national cultures, but different factors that influence whether one particular learner will or will not be autonomous. I think people writing language learning histories, like Leena Karlsson in Finland, don't necessarily use the term learner autonomy in their writing, but it's very much related.

We stopped seeing learners as a group and started seeing learners as individuals, and that's a good thing. Another change, thanks to David Little, is that we now think learner autonomy is not learner independence, but we look at how other people, significant others, influence one's learning. That's a difference, I think.

Also some people have started talking about environment, like Garold Murray and Terry Lamb, and that's a new development. Learner autonomy doesn't happen in a vacuum. First we considered the human context, and now they're considering the physical context.

A: *What directions would you like to see Learner Autonomy take in the future?*

N: This is just my preference and other people might have different ideas. I'm not claiming that this is the best way to go, but this is the way I'd be interested to see it develop. One thing is we really need to see life as a whole. Phil Benson has already started exploring the relationship between learner autonomy and personal autonomy. I totally agree with him. You want to learn a language to become someone and it's just part of your life.

A: *So do you see it as life-long learning or is it something more than that?*

N: I don't necessarily think of it in terms of learning. It's about achieving certain things in your life; it's about self-actualization. First of all, what are you learning this language for?

We tend to study our students. Practically that's a very realistic way of learning about learning, and we have to write about our students anyway for our accountability. But there is a whole range of non-student population who are learning languages, so someone has to talk to them and find out what they're doing. So that kind of expansion is another thing I'd like to see.

Apart from that, in the field of SLA, a lot of exciting things are happening now: complex systems, brain science in general, I'm hoping that Learner Autonomy will connect with those developments. Maybe these fields can explain why we need learner autonomy and how it works in language acquisition. So that is something I'd like to see.

Recently, I've been thinking, when we talk about learner autonomy, we think of planning and doing and reflecting, in other words, we think of this very rational way of doing things. So we have this portfolio, for example, and ask students to fill it in. But probably there are intuitive and messy kinds of learner autonomy. I still don't know how to study it, but I think, maybe in the future, we will have some different view of learner autonomy.

MUTUALITY AND LEARNER AUTONOMY
I have a doctoral student who studies tandem learning and, with her help, we started this tandem learning project at Osaka University, in which we ask students to keep a journal. We pair up international students and local students and they help each other to learn their partner's language. It operates on the principle of reciprocity and learner autonomy. This is an extra-curricular activity, so we suggest a way of doing it, keeping journals, but they're not obliged to follow this. Maybe more than half the participants don't keep them. According to the questionnaire we administered at the end of the term, they have all the reasons not to keep journal, but all the same, they say they enjoy tandem learning and they are learning a lot of things.

I have another tandem project for students who are taking my course. They pair up with students of Japanese in other countries, like Singapore, Malaysia, the UK and New Zealand. These students need credits so if I tell them to keep a diary, they do. But in the extra-curricular programme, they say diaries don't help, so they didn't keep them.

A: *That's interesting! So comparing the two tandem groups, do you notice anything different between them in terms of the quantity or quality of learning?*

N: Quantity of learning, how do you measure it? You could do pre- and post-test learning, but that's not nice. This is not an experiment.

Let me tell you about one student who had this idea about the superiority of native speakers. She was paired up with someone of the same age, who started to tell her about some problem, and the student was able to give some advice. She counseled the native speaker and that gave her a lot of confidence. Native speakers are people just like her. There's no reason to feel intimidated in talking with them. I think this is quite an achievement, but you can't measure that.

If you think of CEFR descriptions, confidence is part of your ability. So, comparing these two groups in terms of the amount of language they learned doesn't make sense to me. According to the students in both groups, they enjoyed tandem learning and they learned important things. Whether they keep a diary or not, they learn. This is one of the experiences that have made me suspect the existence of this messy kind of learner autonomy.

Learning is social. In tandem, you're learning at the same time as your partner, so you can't really drop out. If you drop out, you deprive your partner of the opportunity to learn, so you have a mutual commitment which develops into joy, into pleasure and into sense of achievement and feeling of self-efficacy. The magic of tandem learning is, probably, taking responsibility for someone else. You take care of someone and they take care of you. So it's reciprocal, it's give-and-take. It's, in a sense, a support structure for learning. And it may be

this structure that makes the messy learner autonomy possible, but this is just my speculation.

Editor's note:

A big thanks to Alison for arranging the interview and Naoko for her thought provoking answers. We are certainly looking forward to Naoko's presentation at the 20th Anniversary LD SIG conference in November. For more details of the conference, please either visit the website:<www.ldsigconference2013.org> or see the conference's "Call for Contributions" in the "Looking forward section" of this issue.

Also speaking at the conference is- Richard Smith (who co-founded the LD SIG with Naoko), as well as, Kensaku Yoshida, who has a wealth of experience of language education in Japan. Both will be interviewed next issue but for now, here are their short introductions as a taster.

Richard Smith ・リチャード スミス

Richard founded the JALT Learner Development SIG in 1993 with Naoko Aoki when he was a lecturer at Tokyo University of Foreign Studies. He had been writing self-study materials for learning Japanese (Japanese – Language and People, published by the BBC in 1992) and originally came to learner development and learner autonomy that way, via reflection on his own learning of languages. He developed his ideas about pedagogy for autonomy through teaching English in Japan during the 1990s, but in 2000 moved back to the UK to start work at the University of Warwick, where the notion of 'teacher-learner autonomy' and a belief in the value of supporting teachers to engage in contextually relevant, collaborative practitioner research have increasingly informed his practice as a teacher educator and research supervisor. Richard is now the coordinator of IATEFL's Research SIG and co-convenor with Alice Chik and Naoko Aoki of the AILA Research Network on Learner Autonomy.

リチャードは東京外国語大学で講師として教えていた1993年に、青木直子と共同で学習者ディベロプメント研究部会を 設立しました。彼は日本語学習のための自主学習教材（『Japanese – Language and People』BBC、1992）を出版しており、そこから、また自身の言語学習の内省を通して、学習者ディベロプメントと学習者オートノミーについて考 えるようになりました。彼は1990年代に日本で英語を教えていた経験を通してオートノミーを育成するための教授法についての自身の考えを発展させましたが、2000年にイギリスに帰国し、ウォーリック大学で教鞭を取り始めました。そして、そこで「教師—学習者オートノミー」という概念と、教師たちがそれ ぞれのコンテクストに関連した共同の実践研究に従事するのを支援していくことの重要性に対する信念が、教師教育者および研究指導教員としての彼の実践にま すます

多くの見識を与えるようになりました。現在、リチャードはIATEFLのResearch SIGのコーディネーター、および、アリス・チクと青木直子と共にAILA のResearch Network on Learner Autonomyの執行役員を務めています。

Kensaku Yoshida ・吉田 研作

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事、Asia TEFL 理事、NPO小学校英語指導者認定協議会理事、国土交通省航空英語能力証明審査会会長、他．『現場で使える教室英語—重要表現から授業への展開まで』（監 修、三修社、2011）,『英語教育政策—世界の言語教育政策論をめぐって』（共著、大修館、2011）、『ベーシック　プログレッシヴ英和・和英辞典』（監修、小学館、2010）、『外国語研究の現在と未来』（監修、Sophia University Press、2010）、「小学校英語はじめてセット」（監修、アルク、2009）、「起きてから寝るまで英語表現７００」（監修、アルク、2009）、『21年度から取り組む小学校英語—全面実施までにこれだけは』（編著、教育開発研究所, 2008）、『新しい英語教育へのチャレンジ』　（公文, 2003）、『日本語を活かした英語の授業』（共著、大修館, 2003）、他多数。

Review 書評

Innovating EFL Teaching in Asia, edited by Theron Muller, Steven Herder, John Adamson, & Philip Shigeo Brown,
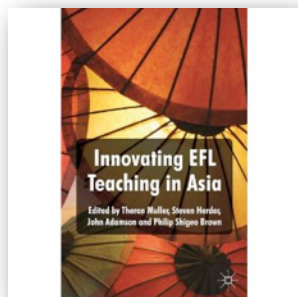
Palgrave Macmillan, 2012. ISBN: 9780230301528. 301 pp.

Reviewed by
Alison Stewart
Gakushuin University

Is the teaching of English as a Foreign Language different from teaching English as a Second Language? And is teaching English in Asia different from teaching it in other parts of the world? The editors introduce *Innovating EFL Teaching in Asia* by tackling these questions directly in order to justify this new collection of wide-ranging teaching practice and policy in very diverse contexts. Social context is arguably one of the thorniest issues in TESOL, since the particularities of any context undermine all attempts to impose or create a global practice or theory on local pedagogic practices. This raises an interesting paradox for a collection such as this: contexts are unique, and yet the collection of these articles in one book implies that the terms EFL teaching and Asia signal some kind of collective similarity. Theron Muller and Philip Shigeo Brown wisely skirt around this problem at the outset, explaining that they "resolved to avoid making broad brush strokes about the region and (…) tried to ensure teacher-researchers living Asia paint pictures of their context and experience, leaving it to the reader to draw comparisons

and contrast with their own circumstances and potential similarities across borders" (p. 6).

The volume is divided into five parts, each with an editorial introduction. The first section, Defining the Asian EFL Context, includes an account of teachers' reactions to the new English curriculum for Chinese high schools by Xi Fang; a model for teaching intercultural awareness with examples from Thailand by Will Baker; a teacher development scheme in Indonesian Islamic boarding schools by Gillian Palmer and Itje Chodidjah; and an exploration of Korean students' learner beliefs by Andrew Finch. The title of the section perhaps misleads slightly, as what emerges is a confirmation of the diversity of national settings, as well as the realization that what passes for national culture is often something else. For example, the senior and most expert teachers in the Chinese high school report that the pedagogical approaches advocated by the reform are already a part of their teaching practice. In the same vein, Korean students, who have been stereotypically portrayed as passive and lacking in autonomy, do not conform to this picture and in fact are highly responsive to the rapid changes in Korean society and to innovative teaching practices in its language education.

The second part of the book, Empowering Asian Voices, introduced by John Adamson, includes articles that seek to present the perspective of learners themselves. Fumiko Murase, for example, contrasts views of "inner-circle" outsiders with those of local teachers and of the learners in order to explore Little's

(1999) contention that learner autonomy is an appropriate goal in all cultural settings. Chutigarn Raktham takes Thai national culture as a starting point for students to think about insider and outsider views of different cultures. In his investigation into teacher beliefs about academic and teaching qualifications, John Adamson presents an original research method that seeks to merge emic and etic perspectives of the researcher and interviewee. Finally, Rosemary Erlam and Susan Gray conduct a study of pre-service teachers' changing conceptualization of self as teacher in Malaysia. A common thread running through these chapters is the concern with giving a fair and accurate representation of learners' and teachers' voices and views. Power discrepancies in EFL, for example, between teachers, researchers and learners, are bolstered by cultural and ideological beliefs that cannot be simply ignored. These chapters collectively remind us that empowerment comes from openness and the courage to compare differences of interest and perspective.

Part C, Innovating Teaching Methodology in Asia, is introduced by Theron Muller, who cites the difficulties that Asian teachers sometimes report on returning to classrooms in their home context after completing teaching or academic qualifications in the West. Four articles offer vivid pictures of theory-based new classroom practices that show how the theories propounded on such courses can be successfully implemented. The chapters in this section range from L2 conversation strategy instruction in Hong Kong, vocabulary learning strategies in Japan by Philip Shigeo Brown, a comparison of peer and teacher scaffolding in task-based learning by Theron Muller and Mark de Boer, and an exploration using Activity Theory of teachers' readiness to teach

a variety of reading strategies instead of relying on translation in Chinese universities by Hongzhi Yang and Eva Bernat. The common concern of these chapters is to show how innovative practices are likely to be successful when they are adapted through discussion with local practitioners to suit prevailing conditions and beliefs.

What is innovative about the teaching of English for Young Learners, the subject of Part D, introduced by EYL specialist, Barbara Hoskins Sakamoto, is that in most Asian countries, English teaching is now considered appropriate for ever younger populations of learners. Many countries such as Turkey (Yasemin Kirkgoz) and Japan (Junko Matsuzaki Carreira, James Hall, Tomoko Yamazaki, Chohei Takahashi and Takeru Ishigame), which are the contexts for studies in this section, have extended compulsory English education to primary education, a prime area for new research. Here, different countries do seem to share common problems: in particular, a lack of teachers with the confidence and competence to teach English to young learners, and difficulties with the shift from teacher-led to learner-centered classrooms. In all three contexts, the success of the innovation depends on the innovators' willingness to listen to the concerns of teachers and to accept their limitations, as well as their suggestions for change. Innovation might be initiated from the top-down, but, as the Picture Books project in Iwate (Hall et al) and the activity-based learning curriculum for resource-poor government schools in Tamil Nadu (Kirsten Anderson and Parvathy Narayanan) both show, a bottom-up approach to change is necessary to make the reform sustainable.

The fifth and final part of the book focuses on innovations in teaching EFL writing and is introduced by Steven Herder, who is also the author with Peter Clements of the first chapter in this section on a fluency-first approach to writing instruction. Peer feedback is not necessarily a new practice in writing pedagogy, but in the Asian context there has been little research conducted on learner perception of this practice. Huahui Zhao's study is therefore helpful in showing that students in her study valued the teacher's feedback more highly, but actually found their peers' comments to be more understandable. Similarly, the final chapter in this section by Toshio Hisaoka suggests that Systemic Functional Linguistics (SFL) could help teachers to establish clear criteria for assessing communicative competence, and not merely linguistic accuracy.

A novel--indeed, compared with many other anthologies of EFL research and practice, I should perhaps say, innovative--ending to this book is an Epilogue in which Theron Muller and John Adamson describe and evaluate the process of creating the book. They state that "the theme of this book has been empowering the voices of teacher-researchers in Asia to help them to better define for themselves what teaching and working in this diverse geographical area means" (p. 267). To be honest, this seems to me to be rather over-stated. Nevertheless, I can appreciate that this aspiration of understanding and seeking to improve language learning practice and research within local contexts is reflected in the process, which is very clearly and transparently described, of researching, writing and editing, and crystallised in the publication of this book. Indeed, it is this, the publication by Palgrave Macmillan, a global publisher, that I would

argue is the real empowerment, bringing to international attention the work of a collection of relatively unknown researchers. This is by no means intended as a criticism. Quite the contrary: having been involved in editing a similar collection of articles by "local" practitioners in Japan (Irie & Stewart, 2012), I am full of admiration for the *Innovating EFL project*. I particularly applaud the editors' decision in the Epliogue to detail the process so that other teacher-researchers can undertake this kind of project themselves. Whether or not this can be called empowerment is perhaps a moot point; but it is certainly inspirational.

This brings me back finally to the paradox that I highlighted at the beginning: If Asia's dominant characteristic is its diversity, does this justify a book that limits its purview to Asia? Why not EFL in other contexts, such as South America or Africa, or some other area far from the center of power over ELT? A number of authors throughout the book claim to challenge a stereotyped notion of a monolithic Asian educational culture and Asian learners as conservative and resistant to change. In addition, the introductory prefaces to each of the five sections serve to remind the reader that the old stereotypes no longer hold water. But stereotypes are sometimes hard to escape entirely. In his introduction to the section on Teaching Methodologies, Muller draws attention to the fact that "the dominant journals and scholars at the center of power tend to take a theory-driving and theory-creating perspective, limiting non-dominant countries and contexts to theory-testing and affirming (Lillis & Curry, 2006)" (p. 124). But he then has to admit that the examples that follow in this section do not in fact depart from this unfortunate norm.

A question that is not raised by the studies concerning methodologies is whether innovative practice must inevitably come from the outside. Holliday (1995) was one of the first to question whether new methodologies or technologies were always appropriate and drew attention to the ideological dimension inherent in the willingness of administrators and teachers to buy into Western ideas and practices. Three of the four chapters in this section deal with the teaching of learning strategies in some form or other. Strategy instruction has become part of the mainstream of EFL teaching in the past couple of decades, and it seems perverse to question it, but is it really a more effective method for teaching reading or vocabulary than translation? What about innovative methods that build on or adapt methods that are well established, such as grammar-translation or rote memorization? A recent award-winning book by Guy Cook (2010) serves to restore the reputation of translation, a language learning practice banished into outer darkness by the dominant Communicative Language Teaching approach. Are there local language learning and teaching practices in Asia that merit a closer look and reappraisal?

The best of the papers in Innovating EFL Teaching in Asia are those which seek to understand existing local practices and aim to integrate new practices with them rather than replace existing practice with new. My hope is that readers of this book will rise to the call in the Epilogue to "continue to explore the themes investigated in their own contexts" (p. 267) and in doing so, will create new, locally generated theories that will influence other parts of the world, including the "inner circle". Now that would truly be empowerment.

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Calling contributors

As ever, the heart of *Learning Learning* is the living contact between us all. What's been getting you excited, puzzled and motivated with learner autonomy recently? Send in your short reflections, ideas and articles. We want to hear from you! Let's keep on making the connections!

「学習の学習」の真髄は私たち全ての間での生きたやりとりにあります。このところ学習者の自律に関してあなたは何に興奮し、戸惑い、心躍らせているでしょうか?皆さん の意見、アイディア、そして記事を送ってください。みなさんからの声を待っています。より良い関係を作っていきましょう。

Looking Back 報告

JALTCALL 2012 conference reflection
Juanita Heighem

The JALTCALL 2012 conference took place from June 1 through 3, 2012 at Konan CUBE, Hirao School of Management, Konan University, Nishinomiya. The conference had an intriguing theme, *Beyond CALL: Integration, normalisation, or separation?*, and the discussions it inspired were numerous and wide in scope and left participants feeling that their attendance had indeed been time well spent. It was certainly time well spent for me, and I'm very grateful to the SIG for graciously giving me a JALTCALL conference pass to attend the event.

The weekend began with pre conference workshops on Friday evening with engaging options to choose from that included using iPads in class, game mechanics, automated feedback devices and using a free web-application to create sharable slideshows. These hands-on workshops eased participants into a weekend of non-stop sharing and learning. Throughout the two main days of the conference there was a wide variety of quality paper, show-and-tell and workshop presentations that ranged from the introductory level, for those new to using technology in their teaching, to the advanced, for those writing applications and programs for

teachers to use. Thus both the novice and the expert could find something of use and interest for their own particular context.

I myself benefited from many excellent presentations, two of which I will introduce here. Michael Wilkins and Craig Gamble gave a great workshop called *Social Media and Language Learning: The Advantages Facebook Brings to the Educational Arena*. This workshop highlighted the growing influence social media has on education, along side the well-founded concerns institutions have using social media as a learning platform. Some inventive, and invaluable, tips on how to use Facebook like a class blog or website were also given. Another exceptional presentation I saw was given by Bill Mboutsiadis. His show and tell *Digital Comics: Language Learning Narratives of Past Journeys, Present Realities and Imagined Futures* was informative, inspiring and fun. Bill explained how easy-to-use digital comics can be used to promote learner autonomy by giving students a creative outlet to develop and speak in their own voice. His arguments were convincing, and I was immediately able to put the tools he demonstrated to good use.

There were three invited speakers at the conference: keynote speaker Stephen Bax (University of Bedfordshire, UK), and plenary speakers Lance Knowles (DynEd International,

USA) and John Brine (University of Aizu, Japan). All three speakers had something of interest to share. Stephen Bax's discussion of the normalization of technology in education, the process of a technology becoming so much a part of teaching and learning that it becomes invisible—like paper and pens have become—was particularly thought provoking. Lance Knowles' talk emphasized differences China and Japan have in adopting technology, and he clearly thought China's approach was more effective. John Brine talked about the importance of educators considering both predictions and unintended outcomes of technology, and his pictorial history of the computer was very entertaining and highlighted how far technology, and our acceptance of it and dependence on it, has come in just a few decades.

The conference itself was extremely well organized. Conference co-chairs, Henry Wolf and Robert Chartrand, the site chair, Roger Palmer, and countless other volunteers are due a long round of applause for the success of their hard work. Konan CUBE was an excellent venue as it is close to public transportation, has first-rate facilities including state-of-the-art equipment, is easy to navigate and has a wonderful space for eating and networking. I'm quite sure we'll be seeing other JALT events held at this superb site.

I enjoyed this conference. It offered the opportunity to learn a lot through quality presentations and workshops, and it was well run at a great venue. Over the years, JALTCALL has shown that it has high performance standards, and they live up to them year after year. With the next conference coming soon and celebrating JALTCALL's 20th anniversary, you might want to mark your calendar so that you can participate in what's likely to be another outstanding event.

Are you feeling inspired and interested in taking part in JALT CALL 2013?

Please see Hugh Nicoll's preview of the JALT CALL LD SIG Forum 2013, which can be found in the next section "Looking Forward."

JALT 2012 National Conference, Reflection: A Learning Community of Teachers
Aiko Minematsu

'What a massive amount of input!' This was my thought as I got on the bullet train heading back home to Tokyo from Hamamatsu, where the 2012 JALT National Conference was held. I felt as if my head would explode from the plethora of teaching ideas that popped up in my head as I listened to different presentations and participated in discussions with teachers from around Japan, some even teaching outside the country. Though I am not much of an athlete, I was pretty certain that this is how it must feel like after running a full marathon: this feeling of great achievement and satisfaction after a full workout of presentations, discussions, mingling with

fellow teachers, and sharing ideas.

I got so much input and interacted with so many different people that it is quite challenging to process everything and put it all together. One of the first presentations that inspired me was the one given by Inggy Yuliani Pribady from Indonesia. She shared her work with junior high school students in her environmental-issues writing project. It was amazing to see the way her students developed through their work inside and outside the classroom. Other presentations also gave me practical ideas for how I might foster learner development in my own classroom. By the end of the first day, my mind was spinning wildly as I tried to organize everything I had seen, heard, and discussed with other teachers. Even after coming back to Tokyo, I still keep going back to the handouts and material I got during the conference, or remember bits and pieces of the presentations and conversations from the conference.

One truly inspiring presentation was given by one of the plenary speakers, Suresh Canagarajah. I have read some of Canagarajah's works, and empathize with his idea of bringing Western methods and "local/periphery" contexts together to create a hybrid methodology in the English classroom. So when I saw that he was giving a presentation titled "Periphery to the Center: Making a Difference," I was excited to go and see him present his ideas in person.

It turned out that not only was he an excellent presenter, he also articulated the dilemma that I have been having as a non-native speaker English teacher. This dilemma could be described as the feeling of having a double identity. For me this is the feeling of having an Asian identity matched with a westernized teaching belief. In other words, being in the *periphery* yet learning methodologies from *the center,* the Western community of practice. He introduced quotes from Wenger's (1999) *Communities of Practice*, pointing out that this "tension of conflicting identities" will never go away, and that instead of seeing this as conflicting viewpoints, he encouraged the audience to become "brokers," people who make new connections across different communities of practice. Moreover, he proposed that in order to bring new ideas and be a "broker" ourselves, we need to build an inclusive environment for professional development: a learning community instead of a teaching community.

His message was truly empowering for me, because wherever I go, I seem to end up feeling stuck in between the native-speaker/non-native speaker dichotomy especially in Japan, and especially at my workplace in a private secondary school. Hearing him speak made me feel that seeing myself as a "broker" and trying to make new and innovative connections between these communities would be so much more productive than feeling stuck in between

different communities. I feel that this self-perception may change the way I act in my own community of practice.

And it was after having such a revelation that I headed over to the LD SIG forum, where I was to give a presentation on "Learner Development through Self-evaluation and Reflection." Through my presentation, I shared my frustration regarding the assessment/evaluation system in secondary schools, and my attempt to encourage self-evaluation and reflection among my students with the use of reflection sheets. Because the SIG forum was set up to be interactive, I was able to have small discussions with various teachers as part of my presentation, and was pleasantly surprised to find that so many teachers had similar concerns about the evaluation system in their schools. I also enjoyed sharing ideas with them on how to foster learner development through self-evaluation and reflection.

At the end of the SIG forum, we broke into small discussion groups and each shared our thoughts and interests as well as reflecting on topics presented in the forum. As we conducted our discussions, it dawned on me that I was right in the middle of what Canagarajah described as "a learning community" of teachers. We were teachers with different teaching/learning backgrounds, from different communities of practice, and yet we were all working as "brokers" to create an inclusive community for our own professional development.

Looking back on my experience at the JALT 2012 National Conference, it was that feeling of being a part of a learning community that was the most empowering. The thought of being a member of such a community motivates me to be innovative in my teaching practices, and although I was exhausted on the following day (which was a Monday!), it never killed my motivation and aspiration to develop as a teacher. It is this feeling of empowerment that continues to thrive in me as I participate in local SIG get-togethers, and it is my hope that this learning community continues to expand and develop. I hope to see you all again at JALT 2013!

Interested in taking part in JALT 2013?

Please see what Ian Hurrell, the new LD SIG programme Coordinator, has to say in his Call for Participation in the LD SIG Forum 2013, which can be found in the next section!

Looking Forward 今後のイベント

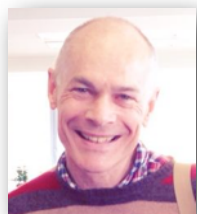**PanSIG 2013 Conference,**
Nanzan University, Nagoya.
May 18 - 19
<<u>www.pansig.org/2013/JALTPanSIG2013/</u>
<u>Welcome.html</u>>

GILE, PRAG and LD SIG Forum
Theme:
The World, The Language Learner, and
Relationships
LD SIG Forum Coordinator: Jim Ronald

This year there is no Learner Development Forum at PanSIG 2013 - instead there is a combined Learner Development / Pragmatics / Global Issues Forum! This will give us a chance not just to learn from each other within learner development but also beyond the usual concerns of our SIG. Many of the presentations also aim to span at least two of the SIGs. With a total of 15 presenters and 12 presentations squeezed into the 95-minute forum, we'll include something of the typical formats of the three SIGs: the information stations of GILE, the panel discussions of Pragmatics SIG, and the many-cornered sharing of our Learner Development SIG. We're all looking forward to the forum at PanSIG

2013... all we need is you to make it complete! So here are the details, as far as we have them:

Participants:
Jim Ronald; Reiko Takeda; Jane Nakagawa; Kristen Sullivan; Ian Hurrell; Seth Cervantes; Rob Olson; Kevin Mark; Andy Barfield; Eleanor Kelly; Marybeth Kamibeppu; Erina Ogawa; Louise Haynes; Donna Tatsuki; Lori Zenuk-Nishide.

Abstract:
This collaborative, interactive forum brings together poster and multi-media displays focused on two main areas:

1. The connections between global issues, learner development, and pragmatics
2. Understanding helpfulness and support in the arts of language learning and teaching

The forum will begin with simultaneous presentations: language learning and relationships; critical thinking and social justice; language use and identity… In the second half of the forum, participants will be encouraged to share insights and make connections in small-group discussions. The final plenary part of the forum will attempt to draw out common threads and identify possible areas for further exploration.

JALT CALL Conference 2013

Shinshu University, Matsumoto-shi, Nagano, 31 May ~ 2 June

LD SIG Forum: "Digital Literacies for Autonomous Learning"

Hugh Nicoll, (facilitator),

Participants:

Kevin Ryan, Robert Cochrane, Joe Tomei, Paul Beaufait.

This year's JALT CALL conference will be held in conjunction with the Sixth ER Seminar (ER SIG) at Shinshu University in beautiful Matsumoto-shi, Nagano-ken. The CALL SIG is also celebrating its 20th anniversary this year, so do come and join in the discussions and the festivities. Pre-conference workshops will be offered on Friday evening, 31 May, with the main conference presentations scheduled for Saturday and Sunday, 1-2 June. For more information, please visit the JALTCALL 2013 web site, <conference2013.jaltcall.org/>, or the ER SIG site for information this year's ER seminar, <www.ersig.org/drupal-ersig/6th-er-seminar>

The Learner Development SIG (LD SIG) forum at this year's conference will consider the ways in which teachers may (or may not) be in a position to implement effective practices to support digital literacies for autonomous learning. We will begin the session with five short presentations, then invite forum particpants to share their stories and questions in discussion groups.

Joe Tomei will discuss the mismatch between CALL and the practices of learner autonomy, despite the claim that they are said to share similar concepts and principles. Kevin Ryan will consider learner responses to MOOCs, a new approach for online learning. MOOC use is characterized by high initial interest from users, rapidly declining interest from the majority, and contrasting learning patterns by hard-core users. Robert Cochrane will discuss a homework program for unsuccessful learners that uses a variety of computer-based assignments to increase engagement and self reflection. It involves an incremental approach to effective study strategies aided by the use of a novel approach to computer based homework assignments. Paul Beaufait will describe a pilot project, in which groups of students embarked on various online learning activities: video-viewing, vocabulary study, and speaking practice, in particular; either with or without explicit numerical goals that the teacher set for them. He will then summarize findings, and invite participants to explore the implications for their own teaching endeavours. And finally, Hugh Nicoll will explore the use of Moodle activities to supplement and empower learner interactivity in a university lecture course setting.

JALT International Conference 2013
Kobe Convention Center, Portopia, Kobe,
October, 25 – 28,, 2013
<jalt.org/conference>

Call for Contributions: LDSIG Forum:
Deadline MAY 15 2013.
LD SIG Forum Coordinator Ian Hurrell,

Greetings! This year the Learner Development
SIG is proposing to hold a forum entitled

"Transitions in the Lives of
Learners and Teachers" and
we warmly invite you to
contribute. The theme for this
year's conference is
'**Learning is a Lifelong**
Voyage', so we would like to
encourage many presentations that share
contributors' transitional stories in the field of
Learner Development.
Possible ideas for contributions could come
from the stories of:

• your learners' transitions from being passive
  to active learners, and from being dependent
  to becoming more autonomous learners;
• your own key transitions from being a
  teacher-centered educator to becoming a
  more learner-centered educator;
• your transitions from working individually to
  working collaboratively with teachers and
  learners in other contexts. We would
  particularly like to hear about your
  experiences of participating in the various LD

SIG activities, like the get-togethers and the
Tohoku Outreach.

We hope that the forum will bring out many
inspirational stories of how Learner
Development is a process of change and the
various ways in which this change has
manifested itself in different educational
contexts. At present we plan to hold
simultaneous displays or presentation corners,
with plenty of opportunities for audience
interaction, discussion and plenary roundup.
In the spirit of encouraging contributions from
learners, we would also like to invite you to ask
your students to participate and co-present so
that they may share their stories too.
The deadline for submissions is **MAY 15 2013**.
To participate, please send to me at
<taffstar2003@hotmail.com > the following
information:

1. a title for your contribution
2. a few sentences (maximum 100 words) about
your contribution to the forum and what you
will focus on
3. your first name and family name
4. your JALT membership number
5. your affiliation
6. your LD membership status (LD SIG
member/subscriber: yes/no)
7. your email address
8. a contact cell phone number if you have one.
I look forward to hearing from you! Many
thanks!

LD SIG 20th Anniversary Conference: Exploring Learner Development: Practices, Pedagogies, Puzzles and Research.
Gakushuin University, Mejiro, Tokyo. November 23–24,

Call for Contributions Deadline May 31.

You are warmly invited to present at and participate in the Learner Development SIG's 20th Anniversary Conference.

We invite the participation of teachers from diverse teaching contexts – including elementary school, junior high school, senior high school, university, distance learning, graduate studies, non-formal education, language school settings and NGO areas of work – and teachers teaching languages other than English. Learners and students are also invited to give presentations and participate in different sessions to deepen our understandings of learner development.

Conference spaces will include:

- in-depth discussions about learner development and learner autonomy issues

- interactive workshops for active teacher learning

- presentations exploring research on learner development and learner autonomy issues

- presentations and displays by students about their learning & development, and community outreach projects

- presentations and displays by educationally oriented NGOs

- profiles and discussions of different post 3/11 projects in Tohoku

- discussions of collaborative publication projects, poster areas and multi-media displays

- other participant-centred features, including a great party!!

Collaboration: To encourage collaborative learning before and during the conference, we hope presenters will consider developing and submitting proposals jointly with another person or other people.

Teachers & students: Presentation proposals from student groups (high school, undergraduate, graduate) and / or teachers & students are especially welcomed.

Co-sponsors: The Junior Senior High School SIG & Teachers Helping Teachers SIG
If at any time during the application period, you have a question or concern, please feel free to contact us at ldsigconf@gmail.com

For more information please visit:

<www.ldsigconference2013.org>

学習者ディベロプメントの探究~実践、教授法、パズル、そして リサーチ~

学習院大学(東京・目白)にて 11月23-24日

発表要旨の応募受付期間:

2013年3月15日-5月31日

学習者ディベロプメント研究部会20周年記念大会での発表と参加を募集しています。

本大会では、幅広い教育機関(小学校、中学校、高校、大学、通信教育、大学院、非正規教育、語学学校、 NGO関連を含む)に属する先生方や、英語以外の言語を教えている先生方の参加を歓迎いたします。また、 学習者や学生の皆様にもぜひ当日の発表をご検討いただき、各セッションの参加を通じて学習者ディベロ プメントについての理解をさらに深めていただければと思います。

当日の予定:

• 学習者ディベロプメントと学習者オートノミーについてのディスカッション
• 教師のためのインタラクティブ・ワークショップ
• 学習者ディベロプメントや学習者オートノミーの研究についての発表
• 学生による自らの学習とディベロプメントやコミュニティー支援活動に関する発表や展示 •
教育関連NGOのフォーラムや展示

• 3・11以後の各東北プロジェクトに関する紹介やディスカッション
• 共同出版プロジェクトについてのディスカッション、ポスター、マルチメディアの展示 • その他、参加者中心のプログラム(パーティーを含む!)

コラボレーション: 大会前から当日にかけて共に学ぶ機会をより多く持てるよう、他の方やグループと共 同の発表要旨を作成・提出することをぜひご検討ください。

先生と生徒: 学生グループ(高校、大学、大学院)や先生と生徒の発表応募は特に歓迎いたします。 (発表言語は、日本語、英語、または両言語でも可)

共催: 中学・高校外国語研究部会(JHS SIG)、 教師による教師のための研究部会(THT SIG) 応募期間中のご質問などは、ldsigconf@gmail.com までお気軽にお問い合わせください。

詳しい情報は、以下でご覧ください
http://www.Idsigconference2013.org/

Call For Contributions
「学習の学習」原稿募集

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. We welcome writing in different formats and different lengths about different issues connected with learner and teacher development, such as:

- articles (about 2,500 to 4,000 words)
- reports (about 500 to 1,000 words)
- learner histories (about 500 to 1,000 words)
- stories of autonomy (about 500 to 1,000 words)
- book reviews (about 500 to 1,000 words)
- letters to the SIG (about 500 words)
- personal profiles (100 words more or less)
- critical reflections (100 words more or less)
- research interests (100 words more or less)
- photographs
- poems... and much more...

We would like to encourage new writing and new writers and are also very 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.

「学習の学習」は会員に興味あるつながりを構築する空間です。次号「学習の学習」への和文 (もしくは英文、及び二言語での)投稿を募集しています。形式や長さを問わず、学習者及び教員の発達に関連した以下のようなさまざま文章を歓迎しています:

- 論文 (約4000字-10000字)
- 報告書 (約2000字-4000字)
- 学習者のヒストリー (約2000字-4000字)
- 自律性に関する体験談 (約2000字-4000字)
- 書評 (約2000字-4000字) • SIGへの手紙 (約2000字)
- 個人プロフィール (約400字)
- クリティカル・リフレクション (約400字)
- 研究興味 (約400字)
- 写真 •詩 その他

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、そして学習者の発達、学習者の自律性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。

Fumiko Murase
fumikomurase@gmail.com

Monika Szirmai
szirmaimonika@gmail.com

Financial Report, 財務報告

March 4, 2013　2013年3月4日

Balance in bank account 銀行口座の残高		337,383
Reserve liabilities JALT本部預け金		200,000
TOTAL　合計		537,383
PLANNED EXPENSES March to October 2013　2013年3月-１２月予定経費		
Table rental at JALT 2013／JALT2013 全国大会テーブルレンタル代	(17,000)	
Shipping LD materials to the conferences／SIGテーブル用マテリアル送料	(30,000)	
LD SIG site cost　／SIGウェブサイト経費	(7,500)	
Donation for best of JALT 2013／Best of JALTサポート	(20,000)	
Pan SIG grant／Pan SIG 参加助成金	(25,000)	
Research grant／研究助成金	(25,000)	
2 National grants／全国大会参加助成金	(80,000)	
Projected expenses 20th anniversary LD conference／２０周年記念大会参加助成金	(250,000)	
20th Anniversary conference Plenary speaker from Europe／２０周年記念大会基調講演者（海外招聘）	(80,000)	
20th Anniversary conference Plenary speaker from Tokyo／２０周年記念大会基調講演者（国内招聘）	(40,000)	
20th Anniversary conference 2 invited speakers/guest workshop leaders／招待講演者（２名）	(100,000)	
Other miscellaneous / 他の雑費	(20,000)	
SUB-TOTAL　小計	(694,500)	
PROJECTED REVENUE Jan to March 2013　2013年3月- 10月予定収入		
Realizing Autonomy Proceedings sales (100 copies)／紀要売り上げ		100,000
Membership x 1500 6 months/12／SIG 会員費（１５００円／６ヶ月）		150,000
November conference registration projection／２０周年学会参加費		400,000
SUB-TOTAL　小計		650,000
Projected SIG fund balance March 31, 2013 / 予定SIG資金残高2013年１２月31日		
Balance in bank account 銀行口座の残高		292,883
Reserve liabilities JALT本部預け金		200,000
TOTAL　合計		492,883
Kay Irie 入江恵, *LD SIG treasurer　LDSIG財務*		