LEARNING LEARNING 『学習の学習』

Newsletter of the Learner Development SIG / Summer 2018 LL 25(1) ISSN 1882-1103

GREETINGS AND NEWS UPDATES | 挨拶と近況報告

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This issue of Learning Learning is dedicated to Richard Silver, former co-coordinator of the Learner Development SIG, who tragically died in March this year at the way, way too early age of 37. In an opening collective tribute, Alison Stewart, Kay Irie, Darren Elliot, Andy Barfield, and Katherine Thornton recall the outstanding qualities that Richard brought to the learner development community, while Ann Flanagan, Oana Cusen, and Matt Coomber fondly recollect their memories of Richard as a wonderful personal friend. In dedicating this issue to Richard, we would like to celebrate the decency, kindness, and charm that he shared with others in the different areas of his life.

Richard would want us not only to celebrate, but also to continue, and this we do by bringing together a cornucopia of writing on learner development in the 25th year of Learning Learning.

In Members' Voices Fuyu Terashima, Paula Bailey, Ivan Lombardi, Kerry Winter, Keiko Nakamura, and Branden Kitchmeyer - all new members of the SIG in the last several months - write about their interests and experiences with learner development from autonomous individual learning of single languages to multilingual challenges from childhood through to the present, to introducing different approaches to learning with the International Baccalaureate (IB) at a high school in Tohoku, as well as the use of drama for student-directed project work with nursing students in Tokyo and discovering a renewed

sense of community and learning after the 2016 Kumamoto Earthquakes. If you are also new to the SIG and have not yet written for Learning Learning, please feel free to contribute to Members' Voices in the autumn issue later this year. We would be delighted to hear from you before September 30th.

With voice and agency as key themes of the 2018 Independent Learning Association conference taking place from September 5th to 8th in Kobe, a trio of short articles heralds Whose Autonomy? Voices and Agency in Language Learning. In the first piece Jo Mynard looks at supporting learners through dialogue both inside and outside the classroom, with a particular focus on Advising in Language Learning (ALL) as a way to guide learners to find voice and exercise agency in their language learning and use. Joint plenary conference speakers, Chika Hayashi and Leena Karlsson, follow with a dialogic exchange of letters in which they "re-story" the development of their collaboration and shared interests in learner autonomy. Chika and Leena touch on the emotional textures of learning and of working together with learners on collective biographies to appreciate deeply their learners' "insider" experiences and voices. The third in the trio features a conversation between the conference chairs - Ann Mayeda, Hisako Yamashita, and Steve Brown - about their reflections, plans, and hopes for ILA2018. Among several innovative features, Ann, Hisako, and Steve highlight a parallel learner conference where students from local schools and universities will be able to present and discuss their learning

experiences, then later join the main event. We hope that many LD members will attend the Kobe conference, and if you do, we encourage you to share your reflections in the autumn issue of Learning Learning. See http://ld-sig.org/information-for-contributors/ for more information.

Talking of conferences, last year's Learner Development SIG JALT2017 grant awardee, Imogen Custance, continues by reviewing the wide range of presentations that she went to in Tsukuba and what she learnt in the process. In Free Space, Rick Mitcham reports on a new online journal for student academic writing that he recently launched. Then, in Research and Reviews, Satomi Fuji summarises her doctoral research into student language anxiety and explores how she has tried to develop more learner-supportive and learner-sensitive practices in her own teaching. Perhaps there is some learner development research, or a book, article, or website to do with learner autonomy, learner development, and/or teacher autonomy that you would be interested in reviewing for Learning Learning in relation to your own learner development practices and puzzles? We welcome short reflective reviews of between 750 and 1500 words. Many thanks in advance for contacting us (see further below for our contact details) if you would like to do this.

In the Looking Back section a diverse group of LD aficionados share their reflections, both short and long, on the Learner Development forum at the recent PanSIG conference in Tokyo. These are followed by reports from Jim Ronald, Agnes Patko, and Jenny Morgan on local get-togethers in Hiroshima, Kansai, and Tokyo. Last but by no means least, in Looking Forward, we include an invitation for you to

contribute to Video Voices at ILA2018. Blair Barr and Robert Morel - this year's hard-working LD programme team - next spotlight the LD forum at JALT2018 in November at Shizuoka Convention & Arts Center (Granship), Shizuoka City, before Huw Davies, the SIG treasurer, rounds things off with a succinct account of what LD has been using its funds for. If you have any questions or suggestions about the SIG's finances, feel free to contact Huw.

All in all, over 35 writers have contributed to this issue. We express our thanks, not only for the range of issues that they have written about, but also for willingly developing their writing over multiple drafts, in different genres, and inevitably engaging with unexpected puzzles, conundrums, and questions to do with learner development in the process. In working on this issue together, we have tried to establish an open collaborative approach to editing with each writer. At least two members of the editorial team, sometimes more, have responded to each writer's drafts, with the aim of helping writers develop the clarity of their writing, as well as a sharper focus in articulating their particular interest in "learner development." We are learning as we go, and you are very welcome to join us if you would like to learn together about writing, editing, responding, and/or translating, for shared personal and professional development.

As the newsletter of the Learner Development SIG, Learning Learning remains an accessible space for all SIG members to explore learner development creatively and critically with others. The term "learner development" itself is as elusive of precise definition as it was 25 years ago, when the

first issue of Learning Learning was published. The challenges in exploring the relationships between learner development and learner and teacher autonomy brought the first members of the SIG together in 1993/1994; in this 25th year, we are drawn to revisiting a range of fundamental questions as we reflect on the focus of our SIG and our shared activities. These include:

* What meanings might learner development have for you/us/our students in 2018? Why?

* What different interests do you/we/they see learner development as covering?

* What contradictions do you/we (and your/our learners) encounter in aiming for greater autonomy and empowerment in your/our/their learning?

* And how might we/you/they continue to explore and promote learner development within the affordances and constraints of different educational systems and structures?

* How might engagement with these questions help us - as learners, teachers, members of different communities, and informed citizens - resist pervasive pressures and attacks on inclusion and equality as public values in civil society?

We would like to give some focus to such questions in this 25th anniversary year, and to this end we invite you to contribute short reflections of 400-800 words on such matters for the next issue of Learning Learning. Please note that the deadline for sending in your writing is September 30th. We're looking forward to hearing from you.

本号について

本号は、学習者ディベロップメント(LD) SIGの コーディネーターを務め、本年３月に惜しくも ３７歳の若さで亡くなった故Richard Silver氏 に捧げます。始めに、故人を偲びAlison Stewart, Kay Irie, Darren Elliot, Andy Barfield, and Katherine Thorntonの各氏がリ チャードのLDSIGでの功績について語ります。 また、Ann Flanagan, Oana Cusen, Matt Coomberが良き友人としてのRichardとの想い 出を寄せてくれました。最後に、リチャードが 私たちに共有してくれた誠実さ、やさしさ、魅 力を称えたいと思います。

Richardも、この『学習の学習』25周年を飾る 本号を喜んでいることでしょう。そして、この 学習者ディベロップメントに関する記事の宝庫 である『学習の学習』がこれからも末永く続く ことを望んでいるに違いありません。

Members' Voicesには、最近SIGに入会したば かりの新メンバー—Fuyu Terashima, Paula Bailey, Ivan Lombardi, Kerry Winter, Keiko Nakamura, and Branden Kitchmeyerが、個 人的に興味のあること、また子供の頃から現在 に至るまで、自立した学習者として多言語習得 に取り組んできた個人的にな体験について共有 してくれました。例えば、東北の高校で国際バ カロレアを目指して学習した体験や、東京の看 護学部の学生を対象にしたドラマを使ったプロ ジェクトベースの学習、2016年の熊本地震の 後に体験した、コミュニティという感覚の再発 見など、多岐にわたる内容となっています。も し新メンバーの中で、まだ『学習の学習』に投 稿したことがない人がいましたら、ぜひ

Members' Voicesに原稿をお寄せください。〆切は9月30日です。

ヴォイスとエージェンシーを主要テーマとした2018年の Independent Learning Association 国際会議「Whose Autonomy? Voices and Agency in Language Learning」が、9月5日に神戸で開催されます。 ILA2018に先立ち、3本の寄稿をいただきました。まずは Jo Mynardが、対話を通じて教室の内外で学習者をサポートすること、特にAdvising in Language Learning (ALL)を学習者が自身のヴォイスとエージェンシーを発見し、言語学習と使用のための一つのガイドとしての役割に焦点を当てた小論を寄せてくれました。また プレナリースピーカーとして登壇予定のChika Hayashiと Leena Karlssonによる往復書簡では、二人が発表の経緯と学習者オートノミーに関する共通の関心を共有し、学習の情意的側面と学習者との協働、「内部者」としての経験や声を理解すべく学習者と取り組んでいるバイオグラフィーに関しても言及しています。そして三本目は、チェアマンを務めるAnn Mayeda, Hisako YamashitaとSteve Brownによる対話です。三人は、ILA2018についての省察、計画、そして期待について語っています。中でも特に強調されていたのは、地元の学校や大学生による会議の開催です。同時開催されるこの会議で、学生たちは自身の学習体験について発表・議論し、その後、メインのイベントに合流する形となっているそうです。ぜひ皆さんも、ILA2018に参加しましょう。そして、ぜひ次号の『学習の学習』に感想を寄せてください。詳しくは、http://ld-sig.org/information-for-contributors/ をご覧ください。

国際大会と言えば、続いて昨年の学習者ディベロップメントSIGの JALT2017助成金受賞者Imogen Custanceの登場です。Imogenは、つくばで行われた幅広い発表と、そこで学んだことについてレビューを寄せてくれました。Free Spaceのコーナーでは、Rick Mitchamが最近自身が創設した、学生のアカデミックライティングを掲載するオンラインジャーナルについて報告してくれました。そしてResearch and Reviewsのコーナーでは、Satomi Fujiが、学生の第二言語不安に関する博士論文をまとめてくれました。 この研究でSatomiは、学習者に寄り添った、より学習者をサポートできるようなティーチングを試みています。『学習の学習』では、学習者ディベロップメント、学習者オートノミー・教師オートノミーについて、SIGメンバーが興味を持つような、また、疑問に答えるようなの研究、書籍、記事、ウェブサイトなどについて、750語から1,500語の小論の寄稿を募集しています。応募は、下記連絡先まで。たくさんのご応募をお待ちしております。

Looking Backでは、LDの熱心なメンバーが東京で行われたPanSIG conferenceについての省察を共有し、Jim Ronald, Agnes Patko, Jenny Morganが広島、関西、東京で行われたget-togetherについて報告しています。続くLooking Forwardでは、ILA2018のVideo Voicesの参加に関する情報を記載し、本年度のLDプログラムチームのBlair BarrとRobert Morelが、JALT2018（11月に静岡グランシップで開催予定）を取り上げております。また本

研究会の会計係であるHuw DaviesがLDの財政状況を報告しておりますが、本件に関するご質問やご提案がございましたら、Huwまでお願いします。

　本号では35名以上のメンバーが寄稿されました。様々なトピックに関する寄稿だけでなく、推敲の過程においても学習者の発達に関する悩みや問題等に直面しながら執筆されたことに対しても感謝申し上げます。本号では各著者との編集作業において協働的なアプローチを確立するよう努め、少なくとも編集チームの２名が著者の皆様の学習者の発達への関心を、より明確かつわかりやすい内容にするためにフィードバックを行いました。我々は共に学んでおり、執筆、編集、翻訳などに協働的に取り組むことにご関心のある方を募集しております。

本研究会のニューズレターである『学習の学習』は、メンバーの皆様が学習者の発達に関して創造的かつ批判的に探究できるスペースであり続けています。『学習の学習』第１号が出版された25年前同様、「学習者の発達」を正確に定義することは依然難しく、1993-94年の初代メンバーは学習者の発達と学習者と教員のオートノミー関係性の探究にチャレンジしておりましたが、25周年にあたる本年、我々は本研究会及び我々の活動の原点を振り返りながら、多岐にわたる根本的な疑問について再考したいと考えております。一例として、以下のような疑問が挙げられます。

＊現在（2018年）、学習者の発達は皆様、私たち、学習者にどのような意味があるのか。　なぜだろうか。

＊皆様、私たち、学習者は学習者の発達についてどのような異なる関心を持っているのか。

＊皆様、私たち、学習者の学習において、オートノミーやエンパワメントを目指す際にどの　ような矛盾に直面するか。

＊皆様、私たち、学習者は異なる教育システムや構造の制約等がある中で、どのように学習　者の発達を促し探究し続けているのか。

　＊これらの疑問に取り組むことは、私たち（学習者、教育者、異なるコミュニティーのメン　　　バー、市民）がさまざまな圧力や市民社会での公共的価値としての多様性の受け入れや平　　　等に対する攻撃への抵抗の手助けになるのだろうか。

本研究会25周年の記念の年にあたり、『学習の学習』の次号では上記の疑問に焦点をあてた皆様の省察（400-800字程度）を募集します。〆切は9月30日です。皆様からのご投稿をお待ちしております。

GREETINGS AND NEWS UPDATES | ご挨拶と近況のご報告

Welcome to Learning Learning! We would like to extend a warm welcome to the readers of the spring and summer issue of Learning Learning, Learner Development SIG's online newsletter. We hope that it will give you many chances to reflect on new perspectives on learner development and second language education.

First and foremost, we would like to thank all the members and officers for their tireless contributions to the development of the Learner Development SIG. In looking back at the past few months, working on the LD Grants selection, PAN SIG, and the current issue of Learning Learning highlight our first quarter of 2018. Yoshio and I have been very fortunate meeting and cooperating with members and officers to create a more collaborative and inclusive LD SIG community during this period.

For the SIG's activities in 2018 some changes in the committee have taken place since November last year. First, the chairs of ILA2018, Ann Mayeda, Hisako Yamashita, and Steve Brown, joined the LD committee to foster a close relationship between the conference and the LD SIG around this major learner autonomy event of the year. Darren Elliot also joined The Learner Development Journal steering group, while Andy Barfield stepped down. Darren is working closely with the editors of issue 3 on learner identities and transitions. In early February, due to work commitments, Arnold Arao stepped down from being the lead editor for Learning Learning. Yoshi and I would like to thank Arnold for his LL work in 2017. From February this year Fumiko Murase, Ken Ikeda, and Sean Toland joined the editorial team to work collaboratively with grant awardees on developing their writing for Learning Learning. In March James Underwood also volunteered to help with editing and do layout, and, together with Andy Barfield, James agreed to coordinate the SIG's publication activities for 2018. April saw Kio Iwai, a new member of the SIG in 2017, joining Jenny, Kris, and Sami on the SIG grants committee, while in May Ian

Hurrell stepped back from coordinating Tokyo get-togethers to focus on his new work responsibilities. A big thank you to Ian for his work in helping to organise the get-togethers in the last year, and a warm welcome back to Ken Ikeda in hosting the Tokyo get-togethers again at Otsuma Women's University. Just as Kio has done - and Yoshi and myself too! - as members of the Learner Development SIG you are very welcome to step forward and take part in the LD SIG committee. We would be very happy to hear from you, so please do contact us at our email addresses further below.

For the past few months, the grants team had committed to selecting the applicants for the 2018 SIG grants. The programme team has also done a wonderful job organizing the Pan SIG conference in May. Thanks to both teams, the LD SIG had a successful forum at the conference, and one of the SIG grants was awarded to Rick Mitcham at the conference, which led to a wonderful discussion with Rick and Jenny Morgan about learner development and Rick's presentation. The other awardees - Gretchen Clark, Miki Iwamoto, and Gregory Lambert (all JALT International Conference Grant recipients) - will receive their grants later this year.
At the current moment, we are in search of a volunteer who is willing to serve as a treasury officer after the November Annual General Meeting. We welcome not only experienced but also new members who do not have any experience in accounting. You would be working with the current treasurer, Huw Davis, until you feel comfortable with your new responsibilities. Even after you take up the position, the Treasury committee in JALT will

support you anytime by offering what you need to solve the puzzles and troubles. We would like to follow up with you about the current financial situation of JALT as a whole and its effects on the SIGs. JALT as an organization went through a financially difficult time in the 2017-2018 fiscal year. At the last Executive Board Meeting in Ogaki, JALT's financial committee proposed the reduction of the amount of annual funding to each SIG. After two days of intensive discussions, the proposal passed. At the moment, we cannot offer the exact amount of the reduction, but we predict that it would not cause the LD SIG a lot of pain. Speaking of budgets, while it might be too early to mention, we would like to remind you of the 2019 annual grants that the LD SIG offers its members. Abstract submission process starts in March and ends in April, which leads to the screening and announcement process in May. We strongly encourage members who do not have financial support from their institutions to apply for the grants to get access for your professional development and research networks. In the next year, we will be more effective in promoting the grants by sending advance announcements and reminders for you. In the meantime, we would also like to ask you to mark your calendar for the 2019 grants. For more detailed information, you can visit our grant page here: http://ld-sig.org/grants/.

For the publication of this current issue of LL, the expanded editorial team have worked closely with contributors to develop their writing, sharing their feedback on drafts with each other, and focusing on many different questions to do with learner development. We hope that all of the contributors enjoyed these journeys of discovery and benefited from this collaborative approach. So, to end, a shout-out to the readers of the 2018 spring/summer issue of Learning Learning. We hope that all of you will have a wonderful summer and we look forward to seeing your contributions in the autumn issue!

Yoshio Nakai <uminchufunto@gmail.com> & Koki Tomita <tomita.koki@gmail.com> Coordinators, LD SIG

『学習の学習』 春夏号およびLearner Development SIGオンラインニューズレターをご愛読いただきありがとうございます。今号もLearner developmentと言語教育に関する新しい知見や観点を皆様にお届けしたいと思います。 まず最初に、Learner Development SIGのメンバーと関係者の皆様方に当SIGの発展にご尽力いただいておりますこととに感謝申し上げたいと思います。この数か月を振り返ってみますと、2018年の上半期はLD Grantsの選考やPAN SIG、そして『学習の学習』の出版など様々なイベントが目白押しでしたが、 私たちはメンバーや関係者の方々のご協力のおかげで、これまで協力的かつ協調的なLD SIGのコミュニティーの運営ができました。

2018年度のSIGの活動においては、昨年の11月からスタッフの入れ替わりがありました。まず、ILA2018の運営委員長であるAnn Mayeda、 Hisako Yamashita、 Steve Brownが、学習者オートノミー研究に関する大きなイベントであるILAの国際大会とLDSIGとの連携を強化するためにLDの委員として参加してくださっています。また、The Learner

Development Journalでは、Andy Barfieldに代わりDarren Elliotが編集委員として加わり、現在は次回公刊予定の Issue 3（learner identities and transitions）の編集作業に関わってくださっています。また、『学習の学習』では本務の都合によりArnold Araoが編集長を降りられました。Arnoldには、2017年度の多大な貢献に感謝を申し上げたいと思います。Arnoldの退任後は、2月からFumiko Murase, Ken Ikeda, Sean Toldanが編集チームのメンバーとなり、助成金受賞者との編集の作業に関わっていただいています。そして、Andy Barfieldと編集やレイアウトのお手伝いをしてくださっていましたJames Underwoodに3月から正式にSIGの2018年の公刊に関するコーディネートをお願いすることとなりました。SIGへの新たな参加者には、4月にKio IwaiをSIGのメンバーとして、Jenny, Kris, SamiをSIG Grants委員会のメンバーとしてお迎えしております。しかし新メンバーの参加がある一方で、Ian Hurrellが本務に専念するためTokyo get-togethersのコーディネーターを5月をもっておやめになっています。Get-togetherの運営をしてくださったIanには大変感謝を申し上げます。同時に、オーガナイザーとして大妻女子大学のKen Ikedaが戻ってきてくださいます。Kio、そして私たちもそうだったように、Learner Development SIGでは、メンバーとしてLDSIGの委員会の運営に携わってくださる方を歓迎いたします。もしご関心のおありの方は下記のメールアドレスにいつでもご連絡をお待ちしております。LDSIGは、JALTのSIGの中でも多くのイベントを実施する最も盛んに活動を行っている

SIGの一つです。活気に満ちた環境は、これまでのSIGのメンバーの皆さまや運営スタッフの絶え間ない努力のお陰です。

　ここ最近の数か月を振り返ってみても、Pan SIGコンファレンスの運営や2018年度のgrantの申請者の選考やなど、Grantチームやプログラムチームの皆様のおかげでフォーラムを無事に終えることができましたし、カンファレンスではMitcham Roderick Ellisに助成が送られ、RickのプレゼンテーションやLearner developmentに関してRickとJenny Morganとの有意義な議論を交わすことができました。また他には、Gretchen Clark、Miki IwamotoそしてGregory Lambertが今年の下半期の研究助成金を受賞する予定となっております。

　現在、会計を担当してくださる方を募っております。会計に関する経験の有無は問いません。会計の業務に慣れていただくまでの間は、現在の会計担当者であるHuw Davisと業務を進めていただき、業務内容の引継ぎが終われば、その後はJALTの会計委員がサポートを行います。

　また、JALTでは、JALTの一員であるLDSIGの皆さまの研究支援を行っております。JALTは2017年〜2018年度は財政的に厳しい状況にあり、大垣で開かれた常任理事会では、JALTの会計委員から支援額の削減について議題が出されました。2日間集中的に議論がなされましたが、支援額の削減案が採択されました。正確な削減額は提示できませんが、この減額がLDSIGの発展を阻害するものではないと考えております。

　予算に関連して、まだ時期は早いのですが、2019年度の研究助成についてお知らせしてお

きます。すでにご存じの通り、アブストラクトの申し込みが3月に開始し、4月に締め切り、5月に結果をお知らせしました。この研究助成は、専門的能力の開発のための支援を受けるチャンスがない方や研究のネットワークをお持ちでない方に強くお勧めしております。次年度はこういった情報は前もってお知らせし、周知に努めたいと思います。ご興味のある方はぜひ2019年度の支援申請に関するスケジュールを確認してください。以下のURLで詳細を記載しております。http://ld-sig.org/grants/

　最後に目下編集中である『学習の学習』の次号の公刊についてですが、編集チームを拡大し、Learner developmentに関する様々な切り口からの論考の協働的な推敲作業を進めております。この編集に関わっておられる皆様にはこの機会が有意義なものになりますように願っております。最後になりますが、『学習の学習』の読者の皆様、今年も素敵な夏になりますように、そして、秋号への投稿をお待ちしております。

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DEDICATION | 賛辞

In Memory of Richard Silver

Richard Anthony Silver passed away at Kyoto University Hospital in Kyoto, Japan on 16 March 2018. He fought against malignant lymphoma for six years and five months. He was 37. Richard was born on 19 July 1980 in Pembury Hospital, Kent, England to his parents, John Bevis Silver and Sally Silver. He was baptized at St. Michael's Church, Javis Brook, Crowborough. Richard was a chorister in the Westminster Abbey Choir School. He was awarded a music scholarship to Tonbridge School, Kent, where he became head of Hillside House. Richard graduated from the University of Sheffield with undergraduate and master's degrees in English Literature. After graduation, he moved to Japan in 2003 and started his teaching career at AEON. From 2007, he further pursued his teaching career at Ritsumeikan University while carrying out research for his PhD in the field of Applied Linguistics through Aston University in the UK. Richard was kind, considerate, patient and reliable. He loved reading, music, photography, drinking, and singing.

リチャード・アンソニー・シルバーは、2018年3月16日に京都大学病院で家族に見守られながら、37年間の生涯を閉じました。悪性リンパ腫を患い、約6年5ヶ月の間、治療と仕事を両立させました。1980年7月19日にイギリスのペンバリー病院で、父ジョン・シルバーと母サリー・シルバーの元に生まれ、クローブラの聖マイケルズ教会で洗礼を受けました。学生時代は、ウェストミンスター寺院合唱団の少年聖歌隊員で、ケントのトンブリッジスクールで音楽の奨学金を得ました。また、そのスクールの寮で学生代表を務めました。シェフィールド大学を卒業し、その後、2003年に来日しました。最初は英会話学校AEONで英語教師としての経験を積み、その後、2007年から立命館大学で更にキャリアを積み上げました。教壇に立つ一方で、イギリスのアストン大学の博士課程に所属し応用言語学の分野で研究していました。リチャードは、優しく、思慮深く、忍耐強く、そして信頼できる人でした。また、読書、音楽、写真、お酒、そして歌が大好きでした。

Richard introduced himself in the autumn of 2010 in Learning Learning 17(2) with these words:

FROM LD SIG MEMBER RICHARD SILVER   LD SIG のメンバー　リチャード・シルバー

Richard Silver has been living in Kyoto since 2003. He is currently working at Ritsumeikan University and Konan University's Hirao School of Management, teaching a range of English classes. A JALT member for the past 18 months he is also a member of the Teachers Helping Teachers SIG as well as the Learner Development SIG. This autumn he will be presenting at JALT 2010 in Nagoya with his colleague Matt Coomber, and at KOTESOL in Seoul where he will lead a workshop on students leading presentations and discussions.

リチャード・シルバーは2003年から京都に住み、現在立命館大学及び甲南大学の平尾ビジネス学科で様々な英語のクラスを教えている。18ヶ月前からJALTに所属しまたTeachers Helping Teachers SIGとLearner Development SIGのメンバーでもある。2010年名古屋において彼の同僚であるマッシュークーンバとともに発表する予定である。また10月にソウルにおいてKOTESOLの学会に参加し、生徒自らがプレゼンテーションとディスカッションについてワークショップを行う予定である

He made many friends in the Learner Development SIG. Here different SIG members share their memories of Rich.

Remembering Rich
Darren Elliott, Kay Irie, and Alison Stewart

Alison: It is with great sadness that we learned of Rich Silver's passing in Kyoto on March 16th. The four of us, Rich, Kay, Darren and myself, worked together closely to organise the Realizing Autonomy conference in Nagoya in October 2011, and we wanted to share with LD SIG members this photograph taken at the party held at the end of that conference and our memories of Rich.

from left to right: Darren, Kay, Rich, Alison, 29th October 2011

Kay: I actually don't remember when or where I first met Rich or how he became involved in organizing the Realizing Autonomy. This picture was taken at the post conference party in Nagoya for the Realizing Autonomy conference in 2011. We had been organisers for this conference for the launch of the book Alison and I edited, the idea for which originally emerged out of the SIG get-togethers in Tokyo. Darren, one of the chapter authors, and Rich joined us in organizing the conference. Although Alison and I are based in Tokyo, Darren in Nagoya, and Rich in Kyoto, we worked well together. That was the first time I really met Rich and got to know him. He was incredibly easy to work with and so pleasant. The smile on our faces in the photo shows the success of the event and the relief! I've been doing a lot of conference organizing since then but that was the best team really and the one I had most fun with.

Alison: I first met Rich at a SIG get-together in Tokyo. His students had been making TV-style news programmes, which he showed us, and I was hugely impressed by the sophistication of the production and the confidence of his students. I remember thinking at the time: "How wonderful to have a teacher like Rich!" Not long after that, preparations started for the Realizing Autonomy conference in Nagoya. I can't remember how we decided to divide up the organisational work, but I do recall that Rich did the lion's share of the ground work: reviewing proposals and creating a schedule, writing up notes of our Skype meetings and keeping us all on track. On the day of the conference, Rich was there moving tables and chairs to clear space for presentations and posters

in the rooms, there at the registration desk dealing with latecomers to the conference--wherever an extra hand was needed. No fuss.

Kay: That's right. No fuss. That's Rich. So easy going and always giving a helping hand. One time I think it was at the LD SIG 20th Anniversary conference held at Gakushuin. I was sitting in the hallway exhausted and trying to count money. Then Rich came out of nowhere quietly sat down next to me and helped me. I felt so relieved and comforted just by that.

Darren: I think I'd agree with that, Kay. Rich was certainly a pleasure to work with. I'm not sure I got to meet him many times before the actual conference took place but he was so affable and calm, and instantly likeable. He was really popular with the student helpers as he took time to talk to them and acknowledge them as equals--a simple thing, but not something we can all do so genuinely. I've been looking back into my email archives at interactions with on SIG business, and he had a real positive, 'can-do' attitude to everything. I wish I'd had more time to talk to him in the years since that conference.

Rich in wit
Andy Barfield

The first time I met Rich was at a JALT conference in Nagoya in 2010. We were both at the LD SIG AGM and then later we went along to the SIG dinner. As I remember, Alison, Hugh, Kay, Jim Ronald, Ellen were there too, among others, and Rich and Matt Coomber were just back from a conference in Korea, sparkling us all with their stories and good humour. That memory is a very bright one, and l see Rich smiling, laughing, having good conversations and discussions, full of charm, wit, and dry, sharp humour.

Rich contributed a great deal to the LD SIG by being involved in organising the Realizing Autonomy conference, researching learner autonomy issues, then later becoming co-coordinator, and helping to organise the LD20 anniversary conference. He was modest, so keen to learn - and so quick to learn too - with a reforming zeal, as well as a brilliant capacity for managing and dealing with issues in a fair, inclusive, and innovative way.

I enjoyed getting to know and working with Rich as co-coordinator - in the first year we talked a lot together, enthused about our work, and kept in contact regularly by email and phone. Through everything he was resolutely rational and courageous in dealing with his health and talking about that too. Rich was so brave and strong all the way. It is still difficult to believe that he has gone.

Genuinely one of the nicest people I have ever met
Katherine Thornton

While we must have been in the same room numerous times at JALT & LD SIG events over the years, I first actually met Rich only a few years ago at an informal LD SIG dinner when then coordinators Alison Stewart & Fumiko Murase were down in Kansai for the JALT EBM.

The idea of a Kansai version of the Tokyo get-togethers was discussed, and while neither Rich or I ended up organising it (thanks go to Chris Fitzgerald & Anita Aden for getting it going), I was happy to get involved and got to know Rich better through the discussions and activities we did there, particularly the student conference that the group organised. He was a born organiser, quietly efficient and extremely competent, but with great humour and very easy to get on with - a real asset to the team.

After just a couple of months I felt I'd known him for much longer - and certainly wished I had, as he invited me out to meet Ritsumeikan friends and helped me expand my circle of friends in Kyoto. That generosity of spirit is what has stayed with me. I didn't know Rich for very long but he was genuinely one of the nicest people I have ever met and I am thankful that our paths crossed, even for a short while.

Remembering Richard Silver
Ann Flanagan

I met Richard, almost 11 years ago when he first started teaching at Ritsumeikan University, BKC Campus. He was interested in the Japan Super Science Fair (JSSF) that is still held annually at Ritsumeikan High School. He was also keen to learn more about the English program in the high school in hopes to build a stronger English program at the university.

Over the years, Richard and I have observed each other's classes and shared information about extensive reading and learner autonomy. He was also a valuable group member of the Kansai LD SIG Get-togethers. In 2016, he helped launch the 'Kansai to the World' Student Conference. I was always struck by his smiling, cheerful personality, and his interest in others, especially his generosity of spirit. For me, Richard was a mentor, a passionate teacher and a friend. I will greatly miss him.

In memory of kind and fun Richard
Oana Cusen

In many ways it is hard for me to write about the professional Richard, the JALT Richard, because for me he was first and foremost a friend. Anyone that has ever worked with Richard in any capacity can attest to his dedication to the teaching profession and his achievements at a very young age. But I want to remember him as a person.

Richard was kind, good humored, and funny. I've actually thought hard about it but I can't remember him ever being in a bad mood. Knowing his struggles with his illness, that is truly remarkable.

I've always felt that Richard had a kind of special aura about him that just made people want to be in his presence. At JALT conferences and other events, he was always sort of a shoulder to cry on for me, as he always listened with his characteristic grin to me complaining about whatever

issue I was dealing with at the time. He always, without fail, made me feel better! JALT will never be the same without Richard.

Memories of Richard: colleague, friend, inspiration
Matt Coomber

I first met Richard in 2005, not as a member of the LD SIG, nor even as a teacher, but when he joined a Japanese class that I was taking. However, after a week or two of lessons we realized that this was not the first time we had come into contact, and that until a few months earlier we had actually lived next door to one another for over a year without ever meeting! Through studying weekly together, we soon became friends, and in 2007 also colleagues, when we both began working part-time at Ritsumeikan University.

From then on our careers progressed together, and we became full-time contract teachers in 2008, and later gained tenured positions (although in this respect, as in many others, I rather lagged behind Richard!). In 2009, Richard encouraged me to get started on some research, and we joined JALT and made our presentation debut together at the Shizuoka national conference of that year. And in 2010 it was again at Richard's prompting that I joined the LD SIG and we attended the fun and stimulating dinner that Andy mentions.

Working closely with Richard, I came to admire him for his dedication, his enthusiasm, and his ability to juggle more plates than most people would ever dream of attempting. Even after he became sick, he packed so many things into his life and achieved so much, along the way inspiring countless students and colleagues to do their best to follow his example.

Through the years I was lucky enough to know him, Richard was not only my closest colleague, but also my closest friend, and I will always treasure the times we spent together, studying, skiing, drinking, and chatting. Without Richard's inspiration, my life would have been very different, and I will miss him deeply.

Matt and Richard in Nagano, 2009

MEMBERS' VOICES | メンバーの声

Members' Voices offers spaces for SIG members to introduce themselves to other members of the SIG in a variety of accessible and personalised text formats and lengths. "メンバーの声"は、ＳＩＧ会員の皆様が他の会員の皆様に向けて多様な形式・文体・長さで、ご自身の考えや活動をご紹介していただくためのスペースです。

Autonomous Learning Is Fun!

Fuyu Terashima
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Hello, I am Fuyu Terashima. I am currently working on my Master's degree at Tokyo University of Foreign Studies. My primary interest is in pronunciation acquisition in second language learning, but I am also very much interested in autonomy, especially in terms of learning outside of class.

This interest stems mainly from my own experience as a learner. From the beginning of my English learning at the age of 12, I was fascinated by the wonders of language. It was intriguing how some strings of sound that are completely meaningless to me could be understood without effort by other people. I wanted to know how it would feel to understand other languages and understand a language as well as I do Japanese, which is my first language. It did not have to be English, but this happened to be the language I was required to study, so I stuck with it. I decided that I want to master the language and learn how it would feel to be able to understand and produce English like a native speaker (which, unfortunately, turned out to be a longer quest than I thought or arguably an impossible kind of task, but that is another story).

Thus, my goal to become like a native speaker was a self-born desire, not something imposed upon me. As a means to the goal, I did not stick with the English class I had at school, which, at the time, was focused on grammar translation. Instead, I chose to seek out a large amount of input, both from listening and reading, because, as a high school student, I did not doubt that I could absorb and learn English if I was exposed to English long enough, just like a baby learns their mother tongue.

As for listening, I watched Japanese anime translated into English. I chose anime because I loved anime at the time, and did not mind watching the same anime over and over. This greatly helped with my pronunciation and listening skills. It also helped me with developing my vocabulary. Although I hated vocabulary tests where I had to memorize words that never really interested me, I just absorbed hundreds of English words that were important in the anime stories. The words I learned from anime never faded like the ones I mechanically tried to memorize in vocabulary books. I can still remember in what scene of

which anime I learned words like "investigate," "arbitrary," "grumble," "particle," and so on…. I sometimes wrote down new words and phrases that I learned. I also started to write down my favorite lines in English. Then, I started to recite them. I also kept records of the episodes to see how many episodes I had watched. By the time I took university entrance exams, I had watched over 700 episodes, which is equivalent to roughly 250 hours of input.

At the same time, I read loads of English books. Fortunately, my high school had a decent amount of English books and I could even request books. I referred to a book on extensive reading and learned how to do it properly. Then I read books after books, which helped me greatly with reading skills and again, vocabulary. My favorite series was Darren Shan, which I had read in Japanese in middle school to remember a rough outline and characters, but had conveniently forgotten the details of.

Then, I started to want to produce English. I had so much input, yet I had nowhere to practice producing the language. So, I started to talk to myself (mostly when I was alone). When I got the chance, I joined the English speaking club. I also started to write down comments for each anime episode I watched.

Looking back, I consider my case to be quite a successful experience of autonomous learning. I was in a very favorable learning environment. Not only did I have access to the materials and resources mentioned above, but there was a teacher at my high school, who helped me stay on course. He, surprisingly, liked anime too and was very supportive of my learning materials, sometimes giving advice. He also guided me with extensive reading. I

was dejected when I realized I had to give up reading Harry Potter because it was just too long and difficult, but he told me that Harry Potter was difficult even for him, which made me feel better and helped me go on with an easier book.

From this experience, I am interested in how research and teachers can encourage and assist learning through helping learners choose and learn with the materials that they find interesting. I myself, as a learner, greatly enjoyed learning through the materials that attracted me and I believe this kind of autonomous learning to be very effective. For one thing, I was able to receive a large amount of input while enjoying the materials. Learning the vocabulary was also very exciting and satisfying, because I knew I would probably encounter the same words in near future and because it felt like I was learning a new aspect of the things that I like. In addition, schematic knowledge I had and the occasionally available Japanese translation were helpful in understanding the materials. The biggest problem was that some materials turned out to be too difficult at one point. Especially at the beginning, I had to give up a few anime and book series, which left me rather frustrated. However, I believe teachers and research can guide and assist learners with the choice of materials.

I hope that many learners will be able to learn English through the materials they like, be it sports, food, travelling, or anime, enjoying the learning process, and that I can assist them in some way as well. In this SIG, I hope to learn more about learner autonomy and am looking forward to learning with all of you.
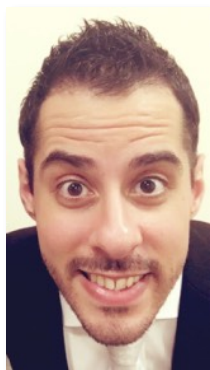
A Self-directed Journey of Many Destinations

Ivan Lombardi
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I was raised a bilingual, but nobody ever told me. It was only growing up that I realized that even my mamma did not know that I was picking up one language at home (Piedmontese, a small regional language that my grandparents used with me), and another one (Italian, the official language of my country) at school and with friends – not that I had many, but I had a Sega Mega Drive at home, and that did make me popular in the neighborhood. Mom never thought that she had been speaking two languages since childhood herself. For her it was just natural to communicate in 'one way' with her parents and grandparents, and in 'another way' with her friends and peers. I must have been about eight years old when I asked her why and how she did that – and I clearly remember her eyes moving up and to the left, as she paused and started thinking. I do not recall her answer, but the conversation must have influenced her choice of a birthday present for me. That year I received a *complete grammar of the Italian language and my first visual dictionary of English* (because ~~mom loved Duran Duran~~ British culture was 'the thing' in Italy in the 90s). Unusual as they might seem as birthday presents, those two beloved books introduced me to these elusive 'objects' called languages, and the new wor(l)ds they granted me access to.

Never having been the social kind, I used to sit in my room and use the resources that I could find (with a strong preference for video games) to teach myself English first, and then French. To this day, I still have some bad song lyrics that I wrote when I was about 10 years old – my personal reminder of how it feels to be a beginner language learner. Starting middle school my two 'exotic friends' became compulsory subjects, so I briefly shifted my interest to learning Spanish on my own (in hindsight, that is when I learned that audiolingual courses were not for me) before I met, in middle school, my first true love. Its name was *lingua latina. La-ti-na: the tip of the tongue taking a trip of three steps on the alveoli* (…) is what I like to believe a master second language learner like Vladimir Nabokov would have written to immortalize that first encounter. I, however, have no talent for writing, as my shaky attempts to translate Cicero made me realize. With time, the long afternoons spent doing declension drills and reviving the language of long-dead Roman poets as homework took their toll and strained our relationship. At that moment, I grew out of learning languages for fun, and started pursuing an alternative life goal involving human beings of the opposite sex.

They were very different people, but they both had something in common: German heritage… and zero interest in me. Then 16-years-old me thought learning German might have given me an edge (it did not) and chose German as the designated third language in high school. It was a life-changing choice. For the first time since my English learning days, I became enamored with a language not because

it was a code to unveil or a complex puzzle to figure out, but because it allowed me to appreciate more what I was already consuming in translation: literature, music, and movies. Choosing German as my major at the university was then a natural choice. In addition, I took the extra challenge of beginning Russian as my minor, with the teenage idea of studying abroad and using my 'I am an Italian with a Russian name' story as the ultimate pick-up strategy. While in hindsight obviously doomed to fail, the reason my plan did not go through was a strong personality clash with the class instructor. I have good memories of my Russian literature classes, but my relationship with the language was over after graduating. I never went to Russia, nor anywhere else during my BA and MA years.

And then came Japan. I first traveled here four years ago, after completing my Ph.D. in second language education. I was focusing on motivational strategies for language learning, and joining the Language Center at the University of Fukui seemed the perfect move to apply what I learned about self-motivation from my language learning journey(s), from research, and from playing video games A LOT (*long story*...) to a different cultural context. I made first contact with the local language and culture 'on site', experiencing language immersion for the first time. Despite it being the toughest language challenge of my life, it was the key to settling down that I needed at this point of my journey. Fast-forward four years and learning Japanese is still part of my daily routine, that I try to shake up by adding some Mandarin and Portuguese self-study.

As of today, I work at the School of Global and Community Studies where I advise students on self-directed language learning and teach introductory linguistics and second language acquisition. I am also a founding member and coordinator of the university academic peer tutoring service. I believe the common thread to all my activities here is the focus on the individual and his or her development as an independent language learner. Recurrent themes in both my practice and research are: setting language learning goals, dealing with the ebbs and flows of motivation, keeping track of progress, and recognizing when (and whom and how) to ask for advice. I joined the LD SIG out of research interests, but I can already tell I will be staying for the people. I had the warmest of welcomes here, and I am looking forward to exchanging views with other SIG members and meeting you at the next event.

On the Path of Creating Value Through Learning
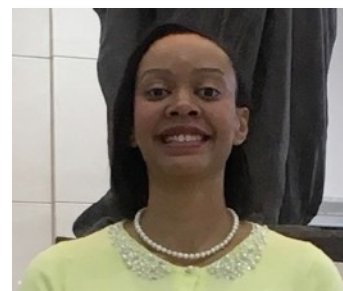
Paula Bailey
Soka University
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My name is Paula Bailey and I am currently on the path towards completing my Masters Degree in TESOL as a graduate student at Soka University. As a new member of JALT and the LD SIG I look forward to deepening my understanding of learner development through reading the experiences of fellow SIG members and through dialogue. Two aspects of learner development which I am particularly interested in are language learning strategies and learner perceptions and beliefs. In my own

language learning history, when I raised my own awareness of learning strategies, such as memorizing vocabulary using the spaced repetition technique, I experienced a breakthrough in my self-study of Japanese. I am interested in seeing how Japanese learners of English who struggle with acquisition are able to experience their own breakthroughs by using different learning strategies. I am also curious as to whether or not there are certain strategies which learners prefer to use more than others and why. By being aware of such information I would hope to design courses for my future learners which take their needs into consideration where learning strategies are concerned (among other needs). Also, my personal belief as someone who intends to become a language educator is that the more I am aware of the learner perceptions and beliefs of my students, the more I can support them towards reaching their language learning goals in my classes. A key question I am seeking to answer is: If education is indeed a transformational process, what conditions are necessary and what can we do as language educators in order to guide language learners towards that transformation; towards the change in their perception which can enable them to experience a breakthrough in their language learning journey?

Furthermore, since my background is in animation (I hold a Bachelor of Fine Arts degree in Animation), a field I chose due to my appreciation of and passion for storytelling, how story-based activities can facilitate the development of learning strategies is a current research interest of mine. Through the use of stories or narratives, there is so much potential for students to comprehend language on a deeper level and retain what they learn as

well. For example, students can read stories while listening to them, learn how to tell a story in a conversation, and how to write their own stories. Through doing so, my hypothesis is that the learning of language can have more meaning for learners and their individuality can shine more in the process, becoming a valuable experience for them. Daisaku Ikeda, the founder of Soka University, once said, "Learning is the fundamental force that builds society and shapes an age. It nurtures and tempers the infinite potential latent in all of us, and it directs our energies toward the creation of values" (Ikeda, 2010). With this quote as a guiding light, I continue to believe wholeheartedly in the power of the learning experience to make a difference in the lives of my future students. In addition, in this learning centered community I anticipate hearing wonderful stories of how fellow members have witnessed the power of the learning experience creating positive results for their learners and for themselves as well.

On the end of the spectrum in which I fulfill the role as a language learner myself, the language I am focused on learning now is Japanese. Recalling where my language learning began, learning Japanese as an elementary school student in the United States was my first experience learning a new language. While I do not recall the details of every lesson I surely remember the anxiety I felt in the classroom towards speaking in the foreign language, trying my best to do so without making mistakes. Fast forward to 2011, when I decided I wanted to learn Japanese as a second language and thus began one-on-one lessons with a Japanese teacher. Since then I have experienced my share of breakthroughs and frustrations, but

fortunately, with all the literature on language learning that I have read as part of my studies in the TESOL program, I am aware of the action I can take towards developing my "second language self" and becoming a more confident speaker, reader, listener, writer, and even storyteller of Japanese. Thank you so much for reading my introduction, よろしくお願いします、and I look forward to learning from you soon!

Reference

Ikeda, D. (2010). *Soka education*. Santa Monica, CA: Middleway Press.

To IB or not IB
Kerry Winter
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My teaching career came to an unexpected disruption after the 2011 Great East Japan Earthquake and tsunami. I had been teaching Music and Japanese for four years in a public high school in Melbourne, Australia. But heartbroken for the people of Tohoku, it wasn't long before I left my teaching post in Australia for Sendai, Japan – "just for a year"! After interning with a local church, I felt a strong connection with the city and its people, and fell into a job teaching at Sendai Ikuei Gakuen High School.

I had heard of the International Baccalaureate (IB) before, but knew very little about it, and never imagined the plans of this traditional Japanese high school to implement the IB, let alone that I would be entrusted with the role of coordinating the IB Middle Years Programme (MYP). My school also made the decision to implement the Diploma Programme (DP) in 2015. The IB is an inquiry-based education which aims to develop internationally-minded and critically-thinking students. The Japanese government recently announced an initiative to increase the number of IB schools to 200 by 2020, in an effort to develop "*gurobaru jinza*i" (global human resources). The challenges associated with helping high school teachers who had only been familiar with a traditional didactic style of teaching, to transition to a constructivist pedagogy, or the cultural difficulties of leading as a westerner in a traditional Japanese organisation, seemed at times too great to overcome. However, in hindsight, the process has been as enriching as it has been challenging.

Having experienced Japanese high school first-hand as a student on a one-year cultural exchange in Kobe, I have a deep appreciation for Japanese education. It does a remarkable job of developing responsible, respectful and diligent citizens, but also tends not to cultivate critical and independent thinking. There have been many successes and failures. One of my biggest regrets is that we were not able to provide good pastoral support to the DP students as they struggled to cope with stress and anxiety due to the rigor of the programme. Furthermore, I also regret not having the structures in place to academically prepare students for the programme which resulted in a low pass rate. However, seeing the students develop into caring, thoughtful, and exemplary young people, and entering good universities to further pursue their interests and dreams has been incredibly rewarding.

After three years I have many more questions than answers: Have we been successful in achieving the aims of the programme? How can we measure such success? How can we preserve the unique cultural identity of Japanese education whilst implementing a programme with some conflicting philosophies? How can we effectively support teachers, in particular, in transitioning to a constructivist pedagogy? How can we educate the school community that test scores (*gakuryoku*) is not everything? Is there a correlation between the acquisition of our students' critical thinking and inquiry skills and their in-school test scores? Are our graduates who enter Japanese universities really benefiting from having studied IB if teaching and learning in the universities still often adhere to a transmission, memorisation-based view of knowing? To what extent are our students becoming internationally minded, and how can we measure this?

So here we stand, asking questions which are integral to our being able to enhance teaching and learning in our school, but which also threaten to quantify the 'elephant in the room' of some weaknesses we know exist, but we are not yet equipped to deal with. My colleague and I are preparing to conduct some initial research through comparing the results of IB students' in-school tests which are taken annually, to their counterparts who take traditionally-taught classes, so that we can examine the correlation between internal test results and IB education. We recognise that this particular style of testing is not necessarily the most accurate way to assess student learning, but nevertheless hope that it will provide an opportunity for discussion about how academic ability is defined and how it

should be assessed. The research plans and our hypotheses are still in their formative stages, however, through some action research to be undertaken throughout 2018, we expect to be able to gain a better understanding of the effectiveness of the teaching and learning in our programmes, and provide some resources to be of help to similar schools.

Wish us luck!

Fostering Learner Development through Project Work for Japanese Nursing Students

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In teaching second-year nursing students, one of the puzzles that I face in supporting my students' learner development is how I can help them foster their autonomy. I'm interested in this question because I would like to support my students in enhancing and preserve their motivation during their fairly long process of the acquisition of English in a foreign language environment.

From the viewpoint of the educational psychological approach, Deci and Ryan proposed an empirically based theory of human motivation, development, and wellness called Self-Determination Theory (SDT) (Deci & Ryan, 1985, 2002a, 2002b). SDT is a comprehensive theory of human motivation, and hypothesis that three basic psychological needs (the need for relatedness, the need for autonomy, and the need for competence) are to be met in order to enhance human motivation (Deci &

Ryan, 1985, 2002a, 2002b). And among the three psychological needs, autonomy, which they use to refer to the state of being positively participating in determining one's own activities, is regarded to be more important than relatedness and competence under SDT. There are various ways for instructors to promote learners' autonomy. One way would be to provide learners opportunities to do project works and to give presentations on a topic of their own choice.

Last year, I had a class with 36 second-year students for nursing at a private university in Tokyo. The class was a mixed-gender class and had some returnee students. They took English classes twice a week as one of their compulsory subjects. We used a coursebook (Grice & Greenan, 2008a) for nursing published in overseas. In the previous year, they had English classes with a different Japanese instructor, and used the coursebook of the same series at a lower level. Most of my students seemed to have got used to use English in class to some extent.

After we had finished the first four units of the coursebook, I divided my students into nine groups of four according to their student identification numbers for a group project. I asked each group to choose and do further research on a topic related to the themes which we had covered in the coursebook by then. The themes we covered included "Admission by A&E", "Admission by referral", "Obstetrics" and "Pharmacy" (Grice & Greenan, 2008a). Since many of them will probably become nurses in the future, I thought it would be useful for them to practice to think ahead, develop their communication skills, and take an active role where they can.

Each group set their own objectives for their research, made a plan, and made their own short scenario in a real-life situation and acted out in front of the class. I scheduled only one koma or class (90 minutes) for my students to use for their preparation, and I think they continued working on their project after the class. My students searched for information mainly through books, journals, and the internet. I expected my students to develop their autonomy in English learning as well as deepen their understanding the nature of their future job.

One of the groups did research about "deaths from medical errors". The group members introduced and explained some examples of medical mistakes in the past. They also came up with their own idea for medical equipment which should reduce the chance for medical stuff to use the wrong one by mistake. The group actually made equipment with their new design as a sample by their hands, and showed it to the class. The equipment was simply made by corrugated papers, but the visual aid was very effective to demonstrate how it works. Nevertheless, medical staff are human beings and medical errors are unfortunately inevitable. As we watched a presentation at TED Talks on a related topic, my students also discussed the necessity of establishing a new medical system where medical staff can talk about their mistakes with other staff. In such an environment, medical staff may be able to learn and find a better way to prevent the same mistakes from being made again.

Another group set a scene in A&E department of a hospital where there were several casualties at the same time. Members of the group played a different role: a

narrator, a nurse, and two casualties. Based on what they had studied previously in class about the triage categories, the student who played a role as a nurse actually tried to classify the patients appropriately one by one under time pressure. The group asked other groups to discuss their assessments and reasons. My students seemed to enjoy exchanging their views. One of them was concerned whether she could judge a triage classification appropriately when there was a member of her family among many other casualties in an emergency situation.

It was the first time for the students to do this kind of project in class. Though I did not see any major problems, some students tended to rely on returnee students in their group especially when they performed in front of the class. If there is another opportunity, I should be more careful about the way to divide students next time.

I believe that my role as an instructor is to provide learners with opportunities to empower them to steer themselves through their learner development processes. Those learners who enjoy the freedom of choosing what they have an interest with, understood what they need to strive for with their classmates, managed their time, energy and desires for their study, their motivation for learning probably will be sustained outside class and maintain even after they have finished their studies at universities.

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Shaking Things Up

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At Sojo University in Kumamoto, we recently celebrated the opening of a new International Learning Center whilst solemnly observing the two-year anniversary of the 2016 Kumamoto Earthquakes. The quakes and their aftershocks, which numbered at over 4000 in the first year and continue to this day, displaced tens of thousands and disrupted life for everyone in the region. Today, as I sit in my newly finished office, two floors up from the very spot I began teaching at university in Japan four years ago, I reflect on the ways in which my own life was disrupted, and how shaking things up positively impacted my development as a learner of Japanese culture.

Demolition of the
Sojo International Learning Center

We've all heard (and probably at some point thought) that Japanese organizations are heavily bureaucratic and slow to adopt and enact change. What I saw in and around my university in the months that followed the quakes stood as a stark contrast to this stereotype. Once people had established a level of relative safety following the quakes, the phrase "Ganbatte Kumamoto" could been seen virtually everywhere: painted onto makeshift retaining walls, scribbled on towels, and later plastered onto city busses and even printed onto onigiri wrappers sold in convenience stores. This rallying cry ran deep within the heart of the city and its people. Rebuilding was not a term thrown around lightly, and reconstruction began almost immediately. For the first time in the four years I'd been living in Japan, I discovered firsthand that this is a country of spirit and resilience, populated by a people familiar with the laborious task of rebuilding.

Staff and faculty worked tirelessly to sort out the logistics of keeping school in session as quickly as possible. Unused offices and storage areas were converted into makeshift offices and classrooms to accommodate for the

building that had housed the English department. In just days our entire self-access learning center was moved into the main library, whose staff welcomed us warmly, as if providing shelter to the homeless. Somehow, after only a few short weeks, classes were in session and students were back at it despite it all.

For two years, students and teachers alike carried on under difficult circumstances. Scaffolding was erected all around us, and the sights and sounds of construction became the new normal. Jackhammers stripped cracked exterior tiles off the walls of the very rooms we were teaching in. But everyone soldiered on with very little complaint. University administration was pleased to discover that admissions did not drop off following the quake, and that students continued their studies diligently.

A new SILC

While it is important to recognize the fact that this institution is a private organization and the argument can be made that business executives were simply scrambling to stave off losses and prevent an important arm of the corporation from being severed, my firsthand experience undermines this theory and instead

lends to the image of solidarity through strife. For instance, just days after the main shock hit, my wife and I were visited by one of the university's property managers bearing potable water, who seemed much less interested in the state of the house than he was in our physical and emotional well-being.

It's easy to understand that learning something big—a language, a culture, a people, a way of life—takes time. Because of this, it's just as easy to plateau and become stagnant in one's development. On occasion, a drastic change can be good for the development process. It opens new doors and offers new perspectives which force us to grapple with inconsistencies in our awareness and understanding. Sometimes we must even reevaluate the ways in which we participate in and relate to the community of people around us. For myself, I was forced to acknowledge the conflict between the stereotypical perspective I'd given in to and what I saw around me in the months follow the earthquakes. Amongst all the damage and destruction, one small aftereffect of the quake was that this learner was able to shake off a crusted image of Japanese culture, and in its place nurture a fresh sense of appreciation of people at their best: united, determined, and resolved to preserve their way of life.

Selfie of Branden and his wife Chiharu

Independent Learning Association Conference 2018 Kobe, Japan September 5th — September 8th, 2018 Whose Autonomy? Voices and Agency in Language Learning

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SHORT ARTICLES | 小論

Supporting Learners Through Dialogue Within and Beyond the Classroom
教室内外における対話を通した学習者のサポート

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Abstract
The purpose of this short article is to give a brief overview of some of the themes that I will explore in my talk at The Independent Learning Association conference in Kobe in September. I will briefly explain what I mean by advising, touch on some of its merits, and give examples of how it can be enacted in practice both inside and outside the classroom.

Keywords: advising, reflective dialogue, learner autonomy, language learning

概要
本稿は、2018年９月に神戸で開催される学会The Independent Learning Association Conferenceにおいて発表するテーマの概要を述べるものである。学習アドバイジングで行われる対話の意義、およびその利点に触れると共に、こうした対話がいかにして教室の内外で活用できるかにつき、いくつかの例を挙げて紹介をする。

キーワード：アドバイジング、内省的な対話 、学習者の自律性、言語学習

One of the most significant ways that educators can support language learners is through dialogue. Although dialogue can take many forms, I am particularly interested in what has been termed *advising in language learning* (ALL) (Mynard & Carson, 2012). ALL is normally a one-to-one interaction with learners which has the purpose of promoting learner autonomy. Drawing on a sociocultural view of learning (Lantolf, 2000), learning advisors and researchers have argued that this kind of discourse can have a powerful effect on learners by helping them to activate deep reflection on learning (Kato, 2012; Kato & Mynard, 2015). Unlike regular conversation, Esch (1996) notes that advising is a "system of interventions which aims at supporting students' methodology of language learning by means of 'conversations', i.e., by using language in the framework of social interaction to help students reflect on their learning experience, identify inconsistencies and steer their own path" (Esch, 1996, p. 42). Colleagues at the University of Helsinki in Finland also explore how the dialogue is connected with identity construction; i.e., advising dialogue gives learners opportunities "to find and strengthen their learner voices and explore their learner

identities" (Karlsson, 2012, p. 188). Having the opportunity to reflect deeply and discuss learning with an advisor provides opportunities for these kinds of explorations.

Although this might be overly simplistic, an advising session might look something like Figure 1. The left-hand column shows pertinent areas of focus that a learning advisor helps a learner to navigate, and the right-hand column shows some of the discursive advising strategies that a learning advisor might draw upon in order to help a learner reflect deeply.
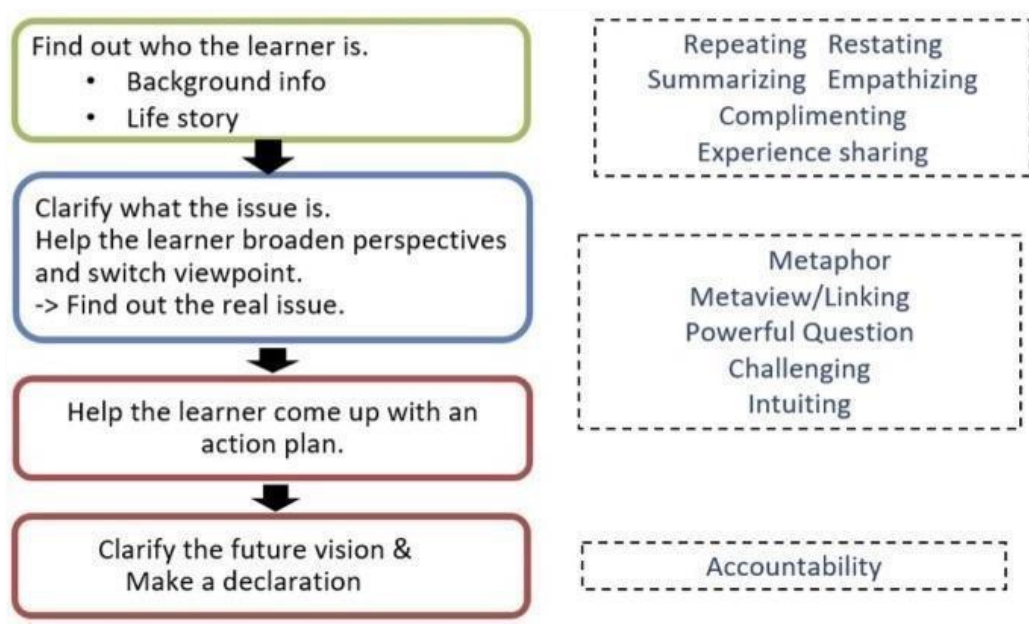
Figure 1. Example Structure of an Advising Session (Kato & Yamashita, 2015)

Engaging Learners in Reflective Dialogue

There are various ways in which we can engage learners in reflective dialogue while simultaneously ensuring that the responsibility for learning lies with them. Depending on their previous learning experiences, it is likely that learners need support with taking responsibility for language learning. For example, we can engage them in dialogue when they are making a learning plan, choosing resources and strategies, implementing a plan of study, evaluating their progress, finding opportunities to collaborate with others, or regulating their motivational and affective states. It is helpful to consider the degree of awareness that learners have about their own learning when deciding how best to support them. Everhard (2018) conceptualizes degrees of autonomy by drawing on work by researchers within and outside the SLA literature to visualize the autonomy-heteronomy relationship. Figure 2 shows a continuum whereby learners can (hopefully!) move from being dependent on others to being autonomous. Being dependent on oneself implies the acceptance of uncertainty (Jiménez Raya, Lamb, & Vieira, 2017) which makes an advisor's role particularly important as learners navigate this.

Figure 2. The Autonomy-Heteronomy Relationship (Everhard, 2018, p. 89)

In practical terms, the ways in which we work with learners who have been largely dependent on others to direct their learning will differ from ways in which we work with autonomous learners who are able to regulate their own learning. As Figure 3 shows, at the beginning of the autonomy journey, it might be effective to prompt action by giving suggestions to learners. However, as a learner becomes more aware, the advising dialogue seeks to broaden their perspectives, translate awareness into action and may promote fundamental changes in beliefs and approaches to learning (Kato & Mynard, 2015).

Figure 3 illustrates the four approaches described in Kato and Mynard's (2015) approach to advising. The term "transformational" here emphasises that ALL goes beyond simply giving learners hints and tips, but serves to promote deeper reflection on learning which can in turn lead to significant shifts in thinking and the nature of learning.

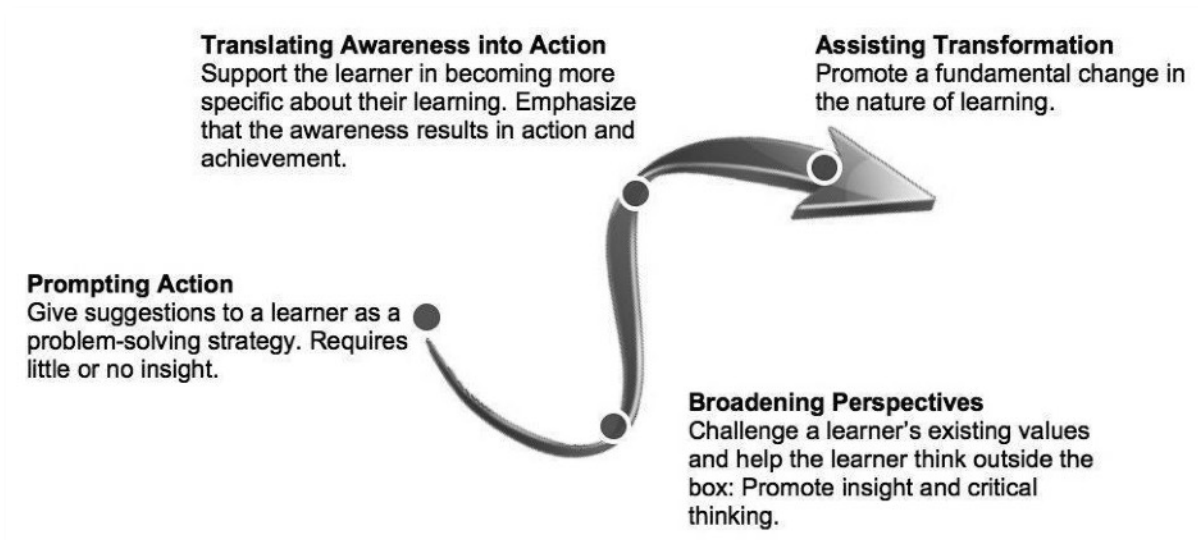Figure 3. The Four Approaches in Transformational Advising (Kato & Mynard, 2015, p. 10)

Written Dialogue

In addition to face-to-face advising, written advising also offers opportunities for reflective dialogue with learners. Writing has been reported to promote reflection on language learning (Little, 2007, 2018) as it has the benefit of allowing more thinking time and offers an alternative

form of expression. Leni Dam and others have long advocated the use of learning logbooks (e.g., Dam, 2009, 2018); Tim Murphey has used action logs (Murphey, 1993); and written advising has also performed a powerful learning function (Mynard & Navarro, 2011; Thornton & Mynard, 2012). In all of these cases, learners activate their inner reflective dialogues as they write about their learning. Interaction (written or spoken) with a teacher or learning advisor can help learners to go deeper, often resulting in realizations about their learning or "aha moments" (Kato & Mynard, 2015, p. xxi). A further benefit of written advising is that it can be more practical and time efficient than meeting with individual learners, particularly when working with large classes.

Advising in the Target Language?

Whether the dialogue occurs in the target language or in the mother tongue has been debated and more research is needed. One view is that there are benefits for learners if the dialogue takes place as much as possible in the target language, as the whole process encourages the activation of agency for the target language through the target language itself (Little, 2013). Another view is that having access to the mother tongue allows the learners to go deeper without struggling to express themselves in another language; we should not deprive learners access to the mother tongue as it is a powerful cognitive tool (Yamashita, 2015). Another view might be to take a multilingual and multimodal approach to co-constructing dialogue (Koike & Blyth, 2015) which has yet to be researched in ALL. Whatever one's views on language choice, practitioners would generally be in agreement that the learners should ideally have the choice (Kato & Mynard, 2015; Thornton, 2012).

Promoting Autonomy Within and Beyond the Classroom

The promotion of learner autonomy through advising can be incorporated into language classes to a degree, but it is important to support learners outside the classroom too. In fact, *learning beyond the classroom* can be said to be the most powerful kind of learning and this may not necessarily involve teachers (Benson & Reinders, 2011; Reinders & Benson, 2017). One established platform for supporting learners and developing learner autonomy outside the classroom is self-access. Self-access centers have taken various forms, e.g., resource centers, conversation lounges, online hubs, language support desks, or a combination of these. However, the focus has certainly shifted in recent years towards a social language learning community (e.g., Murray & Fujishima, 2013, 2016) mainly due to technological advances and our growing awareness of how languages are learned (Mynard, 2016). Whereas traditionally self-access centers may have been the only source of materials and learning opportunities available to learners outside the classroom, nowadays, language learners have access to any number of resources and opportunities for language study and practice (Benson, 2017). However, the need for support may be greater than ever as language learners navigate the increasing opportunities available to them (Curry & Mynard, 2014). The kind of support needed depends on the learner, but it should always involve dialogue as this mediates learning. In addition, if learners have the opportunity to decide on, plan and implement a personalized course of study, advising can be a natural part of the process and can form a bridge

between the classroom and the self-access center. Activities related to awareness raising of learning and implementing a learning plan can be embedded into language classes or offered as stand-alone classes. As managing their learning is often something new for learners, having learning advisors available—particularly outside the classroom—to facilitate the process is essential.

I hope this article has provided a summary of why and how teachers might engage their learners in ALL within and beyond the classroom. My aim was to highlight the important role of dialogue about learning when aiming to promote learner autonomy. Taking this view expands the in-class opportunities and offers support for outside-class learning.

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A Meeting of Hearts and Minds 「心」が出会うとき

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Abstract

In our virtual dialogue across continents we puzzle out our storied professional lives and histories, our shared interests, concerns, passions and challenges as practitioner-researchers and teachers. We create "data" for our plenary and pave way to meeting each other in person in Kobe. Through our dialogue we hope to jointly (re-)construct our stories, to co-learn and co-write to better understand ourselves and each other, our inner voices and that of the other. We also hope to give the readers of Learning Learning a glimpse into our journey of exploration towards the plenary.

Keywords: narrative inquiry, learner voices, co-learning, experience, affect, collaboration

概要

大陸を超えた私たちのバーチャル対話では、研究的視点を持った実践家そして教員として私たち自身の教員人生、歴史、共通の関心、懸念、情熱、挑戦について考察している。私たちは神戸でのプレナリーに向けた「データ」を作り、対話を通して自分自身、お互い同士、自分たち及び他者の内なる声に対する理解を深めるために協働的にストーリーを（再）構築し学び執筆している。『学習の学習』の読者の皆様にも、私たちの探究の旅の一部をお届けします。

キーワード：ナラティブ・インクワイアリー、学習者の声、協働学習、経験、情意、協働

Dear Leena,

Our first encounter was a retreat for *the Learner Development Journal 2* (LDJ2), one of the JALT LD SIG publications. As the editors of LDJ2, Masuko Miyahara, Patrick Kiernan and I organised the retreat, which was held at Seikei University on March 27th, 2017. As one of the "distant" authors for LDJ2, you joined the retreat via Skype with Fergal Bradley, the co-author of your paper. We were physically distant (it is about 7,500 km between Finland and Japan!), but listening to your talk, I gradually felt some empathy and noticed that there are some similarities about our educational practices and approaches. Feeling a sense of empowerment, my experience at the retreat was distinctively imprinted on my mind. Then a few months after this "catalytic experience", I was invited to be a joint plenary speaker with you at ILA 2018. It was a big surprise to me not only because I did not expect that I would be part of the plenary session but also because it was something that I had never heard of or experienced before. More importantly, it was a joint plenary with you, Leena! With both

excitement and apprehension, I sent email to you for the first time in September 2017. This was the very start of our collaborative conversation, which has now continued for over six months already.

Dear Chika,

Again, I am writing to you, having a conversation with you through my written text. Since starting to prepare our joint plenary for ILA 2018 we have become true textual friends: we *talk* about our research and practice through writing emails. We have thus become co-writers who read and interpret each other's texts in order to find the themes we want to focus on in our plenary. When I looked at some of the "big" themes we have so far named in our emails, that is, well-being at work, professional development, learning as practitioner-researchers, and being and becoming co-learners with our students, I realized that they are all processes inherently collaborative in nature. We have both collaborated and co-written with other colleagues in the past: I, for example, have carried out autonomy-inspired narrative inquiries with colleagues from my own context, the ALMS programme in Helsinki. And, in fact, the very first time we "met" was in 2015: we were co-writers for the *Stories of Practices* (edited by Barfield & Delgado). This collaboration and writing across continents also happened in a narrative, dialogic manner.

We have also "met" each other through our published texts before and after our virtual meetings. Inspired by van Manen (2002) I have come to think of research reading as re-writing: as readers, we "fill in the gaps" in other people's writing. In our own publications, we have written about the "small" themes that we both feel strongly about, that is, our histories, passions, concerns, motivations, and challenges as narrative practitioner- researchers. These will be one thread in our joint plenary. So far, as readers of each other's texts and emails, we have been filling in the gaps with enthusiasm! I often feel it is difficult to describe and summarize the richness of detail in my context of work when writing; texts only give a glimpse of an experience. The experience itself, its dialogic uniqueness, is often missing. And yet, writing in qualitative research writing aims to give the reader "an evocative sense of being addressed by the text" (van Manen, 2002). I feel that we are practising this way of writing in these emails.

In our live conversation in Kobe I visualise us sharing our research stories and the stories behind the writing of those stories (Richardson & St. Pierre, 2005) but also having a heart-to-hearts about our daily life on our landscapes of practice.

Dear Leena,

Through the interactive process of re-storying, as textual friends, we have been engaged in connecting, echoing, developing, questioning and constructing (Savvidou, 2008). Each story was developed and became more vivid as we connected each other's stories to our own. I realised that one of the things we have in common is our deep interest in learners and that we both emphasise the importance of learners' voices including their feelings and emotions. We both have tried to elicit and understand their inner voices using various tools such as diaries and drawings, and even reflect on our professional and personal selves, which we think are not possible to separate from each other. Moreover, both of us believe that learners and teachers including counsellors have a symbiotic relationship to each other, which reminded me of a "parallel process" (Levin and Shanken-Kaye,

1996). It is the phenomenon of shared affective experience; one's emotion moves another person's affect. If a student feels good, so does a teacher, and vice versa.

Minimising the apprehension and maximising the excitement that I had at the beginning of our collaborative conversation, I found myself enjoying sharing my professional and personal stories with you. Moreover, I even came to realise that our collaborative conversation itself became a parallel process. Your emotions moved my affect and we shared affective experiences by sharing each other's stories. I hope that our parallel process will be even more dynamic and intensified in our joint plenary at ILA 2018, Leena!

Dear Chika,

It is so true that "shared emotional experiences" happen when stories are told and their impact on the tellers is shared! We both have a concern for learner voices that need to be heard, supported and respected; we know students will learn from telling their stories from experience and we both want to support them in doing this. When I was reading about conversational collaborative research in *Creative Practitioner Inquiry in the Helping Profession*s (edited by Speedy & Wyatt, 2014), it struck me that, in a way, through these virtual conversations we are writing a collective professional biography. In particular the chapter on collective biography as a method by Sue Porter inspired me into thinking of our preparation work as a kind of collective biography, although perhaps not in the strictest sense of term.

I had a flashback to the very early days when I started working with language learning histories and invited my students to do collaborative memory work: they discussed, shared and co-wrote their collective stories. For me as their teacher, it was one way of truly "hearing" students' *insider* experiences and their learner *voices*. They illustrated the stories with photos and drawings and, in their discussions, often had vivid flashbacks that opened up windows into the classrooms of their past. Engaging in collective biography of this kind was a way of for the students to listen to each other's stories, to reminisce together and to co-write personally meaningful, empowering texts with their peers.

The two of us are in the process of re-storying our professional pasts as practitioners, researchers and persons. We are busy exploring our umbrella theme, a collaborative reflection on our professional journeys with learners' voices, and yet, I feel, we started our collaboration, not that long ago, "not knowing" (Porter, p. 185). From the very beginning, however, I have experienced the deep resonances of our professional and personal stories from our different contexts, our unique narrative landscapes of research and practice. Just like in my students' memory work, the snowball is rolling: memories re-surface, I am in the process of naming and choosing epiphanies, critical moments and episodes, and I have started reconstructing my narrative, yet again, in this new timeplace through this on-going virtual dialogue.

I wonder if the idea of collective biography and memory work will open up new horizons for us and make our collaborative writing about, analysing and theorizing the work we do more experience-based and holistic. At the ILA conference, we will have the opportunity to meet in person and to discuss, to share and care, and, perhaps, a web of experiences will emerge, unique and individual but also connected and shared, our experiences interwoven with our students'. I feel

we will know more in September and understand better how we have promoted our pedagogies for autonomy and what we could/should do next.

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Bios

Leena Karlsson is University Lecturer in English at the University of Helsinki Language Centre, Finland. Chika Hayashi is an Associate Professor at Seikei University, Tokyo.

Creating ILA 2018 Together: Plans, Hopes and Reflections from the Conference Chairs
共に創る ILA 2018: 大会主催者の抱負

Whose Autonomy? Voices and Agency in Language Learning
Kobe, Japan
September 5th — September 8th, 2018
<https://ila2018.org/>

Steve Brown, Ann Mayeda, & Hisako Yamashita, ILA2018 Conference Chairs

Steve: Someone asked me why we chose this particular theme -- W*hose Autonomy? Voices and Agency in Language Learning* -- for ILA 2018. I actually find it easier to think in terms of <u>how</u> it came about. The three of us were tossing ideas around, sometime in early 2017 I think, and **voices** and **agency** were the two key words which leapt out and remained a central part of the conversation. For me, one particularly strong influence was Kelleen Toohey's chapter in the "parrot book" (Toohey, 2007), where she talks about learners as being "not agentive or autonomous on their own," but rather "that the social setting in which they participated both imposed constraints on, and enabled their agency." (p. 232)

For all three of us, I think, the voices of individual learners within the language learning process is an essential part of our own understanding of how the process works: how those voices, together with others (of other learners, teachers...), serve to exercise individual agency within their community/ies (be it the class, in self-access spaces, groups of friends, online groups...).

And I think/hope that's feeding into the kind of conference we're trying to put together. Not just in terms of the content of plenary and other sessions, but across the conference as a whole, in the way it's formed.

Hisako: Yes, and one of our missions as educators in this field is to encourage and help learners realize that they can be in touch with their feelings and emotions in their language learning process. --and to discover that their voices are their own precious resources that will help them reach their goals in self-fulfilling ways. We are looking forward to hear presentations that will touch on how teachers and advisors can support learners in classrooms, self-access environments, or in advising sessions to learn to hear their own voices and to apply their reflections into their actual language learning journeys.

Ann: One thing that has struck me as we have worked towards this conference (well, even before) has been that all three of us work in the same environment, with the same group of students, and are generally on the same page when we discuss issues in agency and voice in our daily learner-teacher community. This is positive in the sense that we don't always need to say much to be understood and move forward. The downside is that we might *assume* understanding by

others and in a sense lack the diversity of thought, opinion and action required to challenge ourselves in our own practices.

Organizing and hosting the conference has already been a great way for us to peek into others' ideas about the theme and for us to realize that it can be perceived quite differently. This, I think, is why it is so exciting to be able to bring everyone together under one roof. While it might be easy to work in a vacuum, the more challenging conversations can serve to stimulate and broaden our thoughts and actions, right?

Steve: Absolutely. And as we approach the conference, I can already feel there's a kind of to-ing and fro-ing going on between reaching out to others who'll be at the conference, hearing their voices; then reaching back in to make sense of what those voices offer in the context of our own learning/teaching environment; and then reaching back out again to see how we can empower voices and agency at the conference. Aside from the plenaries by James Lantolf and Jo Mynard, examples of this include: the plenary "dialogue" between Leena Karlsson and Chika Hayashi; interactive poster sessions; and *Video Voices* -- short videos of learners and practitioners around the globe (including some who may be unable to attend the conference in person).

There are workshops/symposia on developing learner voices and agency through Model United Nations, self-access learning in practice, fostering children's autonomy, and advising strategies. The programme also includes short papers and posters on agency/autonomy in self-access centres and in the classroom, motivation and autonomy/self-directedness, identity, reflection and journal writing, blogging, teletandem learning, peer reflective dialogues, teacher/student agency . . . and a wide range of other practices and issues.

We're particularly excited to be holding a parallel student conference on one of the days (open to all participants to observe), where students from different schools and universities have the opportunity to share their learning experiences, before presenting their insights to the main conference. There are still many details to work out, but the conference is taking shape week by week, and we invite you in September to add *your* voices to the shared experience of ILA 2018.

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Bios The three of us work together in the Department of English Language and Culture at Konan Women's University, the host for ILA 2018. Aside from our teaching responsibilities, we all act as learning advisors in e-space, the Department's self-access centre. **Hisako** is the current president of Japan Association for Self-Access Learning (JASAL). Her research interests include affect, affordances, and reflective dialogues. In addition to her teaching and advising duties, **Ann** coordinates the Teaching English to Young Learners (TEYLs) program and is active in primary teaching training programs in Japan and Nepal. Her current research interest centers on the impact of learner-centered practices on teacher beliefs and practices in other subject areas. Apart from being a (part-time) advisor, **Steve** is currently Director of the University's Center for External Affairs, responsible for study abroad programmes and visiting overseas students as well as domestic outreach programmes. His present research interests centre around learner agency and learners' imagined future selves.

JALT2017 International Conference Report

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This year, I was fortunate enough to receive the LD SIG JALT International Conference Grant, was delighted to attend the event itself, and now have the opportunity to sit and reflect on what was, as always, an interesting, informative, and thoroughly enjoyable event. Given JALT2017 took place in Tsukuba, definitely not a short trip from Kansai, where I am based, I had been unsure as to whether I would be able to go. I am very grateful to the LD SIG for providing me with a grant so that I didn't have to worry about that decision. After a long day of teaching, I headed up to Tsukuba on Friday, set my alarm for seven, and went to sleep with great expectations of the following day. I was not disappointed.

This was my third JALT International Conference, and I have always found it open and welcoming. It is an easy place to make friends, reconnect with people, and gain more ideas than you (at least initially) know what to do with. This year was no different. From the energizing opening ceremony, to enthusiastic publishers, I doubt that I am the only person who found a new enthusiasm for all things teacherly in the midst of a very long term. In writing this report, I find myself reassessing and appreciating anew the effort of all those involved in creating such a productive and inspiring event. I hope that those of you reading this are reminded of similar things or inspired to attend future JALT conferences.

Plenaries

Looking back over my notes from the plenaries really emphasized the importance of conferences and events like the JALT International Conference. Both Gabriel Diaz Magglioli and Barbara Hoskins-Sakamoto highlighted the importance of teacher training and professional development in helping learners to achieve the best that they can. Magglioli's plenary, Shaping the Way We Grow: Teachers and Development, examined the need for more focused and effective professional development, highlighting the often-haphazard nature of institutional "professional development" days, and the frustration of knowing it is important, but being unsure of where to look to improve independently. Being no stranger to in-house development days, many of the comments about professional development sessions being "unfocused, insufficient, and irrelevant" felt uncomfortably familiar.

Magglioli said that as professionals, we need to be aware of changes in the profession, whether related to innovations in practice, changes in social purposes for teaching, or new discoveries. Attending conferences, reading research, and conducting action research, whether for publication or not, help us to improve our teaching practice. In addition, he said that professional development is important because it can interrupt routines that might otherwise lead to boredom; it helps us to re-energize and rediscover the joy of teaching. It is necessary as meeting people

who know more than you about something that "keeps you humble."

Hoskins-Sakamoto's plenary on Sunday morning took what felt like a more bottom-up approach to professional development. Rather than looking at the need for professional development, she examined how effective classroom techniques often necessitate the presence of teachers who know how to implement them. She argued that effective teacher training helps produce instructors who adapt to what it required of them, rather than teachers whose functionality diminishes when educational aims change. She said that the most financially efficacious methods used in classrooms are collaborative learning, student use of meta-cognition and self-regulation, feedback, and peer tutoring. For these things to be effective, teachers must be trained and aware of how to best organize groups to promote collaboration; how to make students aware of their own learning; how to provide good feedback; and how to promote peer tutoring. The wonderful thing about the JALT International Conference is that opportunities to learn more about all these things abound.

The "myths" section of Hoskins-Sakamoto's presentation was also a nice reminder that we accept some ideas without really thinking them through. One that I thought particularly important is the idea that younger children are better language learners. Hoskins-Sakamoto said that they often seem better because the expectations of what a child should be expected to do are so much lower than for teenagers or adults. This in turn makes achieving those expectations easier, and more of them are achieved, resulting in a somewhat erroneous belief that young children must simply be better at learning. Whilst a lot of

research shows that starting to learn younger does often result in higher overall proficiency (e.g., DeKeyser, Alfi-Shabtay, & Ravid, 2010), it is important to remember that this is not necessarily useful or practical information when considering the classroom – we cannot change the age at which our students start learning.

Hugh Starkey's presentation on cosmopolitan citizenship and language learning on Saturday, and Nick Saville's about changes in teaching as technology develops on Sunday were also very interesting, though they examined very different things. I learnt quite a lot more about the initial reasons for education as a whole (to benefit the state), how a great deal of education was centred on creating good citizens (who would support and identify more strongly with the state), and how these ideas are increasingly less relevant, or perhaps (as I see it) harmful, in a progressively more cosmopolitan and globalized world. Starkey suggested that language learning and international citizenship education are a good fit to help motivate greater awareness of and interest in both subjects.

Saville's presentation included a joyful romp through his time working on English proficiency testing in Japan thirty years ago (it's always fun to hear what working here was like in the bubble era – money being thrown around, figuring out how to use these new "computer" things effectively, and very large suits), and raised a number of questions about the effect of technology on teacher roles. One that particularly struck me was the increasing difficulty in determining whether students have written something on their own, or asked Google-sensei for quite a lot of assistance. Students produce better work as a result of

becoming more resourceful and technologically savvy, but are they improving their language abilities? I really feel that finding ways to get students to use technology responsibly will be one of the biggest hurdles to overcome as translation software, in particular, becomes more sophisticated.

Presentations

Being interested in extensive reading (ER), come Saturday afternoon I was somewhat conflicted as to whether to go to David Beglar's presentation on reading fluency, or Paul Nation's on the use of simplified materials. I decided to go with Dr. Beglar's for three main reasons – I could go to one of Nation's other ones; I am very interested in the cognitive benefits of ER; and nostalgia (Dr. Beglar was one of my teachers for my Master's program). I was very happy with the decision. I have recently felt that greater focus on how ER helps to increase the rate at which individuals process texts, rather than its motivational potential, is necessary. Beglar's presentation gave an excellent rundown of various theories relating to fluency development, e.g. ACT (Adaptive Control of Thought) Theory (Anderson, 1983), and Instance Theory (Logan, 1988) and how extensive reading fits in with them. As I start to think about teaching for next year, I find myself wondering how best to synthesise these arguments to present them to students and get more of them to take the opportunity that ER presents for language development more seriously.

I never doubted that the Paul Nation presentation that I went to, How Important are Fluency Development Activities? was going to be fun. I first saw him speak at JALT2015, and this presentation was similarly well-attended

and lively. Just as his books are very accessible, so too are Nation's presentations. His use of easy-to-remember acronyms also continued with LIST (language; ideas; skills; text) taking the floor this time around. He suggested LIST as a useful way to check the extent to which an activity is truly operating as a fluency activity. Fluency is a skill, so it is important to keep L, I, & T easy, so that the skill itself can be worked on. He suggested an example of a good fluency activity that bears this in mind is "best recording." Students record themselves, listen to the recording, and decide whether they think that it is good enough or not. By re-recording until they are satisfied they have done the best that they can, the language needed is made easier, new ideas are not being introduced, and the text difficulty is controlled, thus making it a clearly skill development-orientated activity.

Later in the presentation, Nation also spoke more specifically about reading fluency and the need for learners to improve their word recognition skills. He said that with faster word recognition comes a better ability to predict subsequent words and phrases. This in turn helps learners to become better readers as they can move through a text faster and can devote more time to any unknown words that they encounter. Nation also reiterated his suggestion that learning collocations, and getting used to seeing words that frequently occur together, are effective ways to increase fluency. This meshed very well with what Beglar said about how language is processed, and how these processes become faster.

But I wasn't solely devoted to ER during the conference. Another presentation that piqued my interest was Robert Dormer's

presentation examining how what has come to be known as nudge theory can be used in the language classroom. The tiny room was overly stuffed to the point that people were spilling out into the corridor (I think I got the last seat – lucky me). Nudge theory is generally associated with behavioural economics and relates to encouraging positive behaviour through suggestion rather than specific instruction. An example of this is when a hotel uses a notice suggesting that reusing towels is beneficial to the environment, and that other guests tend to use the same towels over multiple days.

Dormer's presentation explored how nudges might be employed to encourage learners to write more in fluency development activities. He included notes including information about how previous students felt their writing had improved, with some notes including details of by how much students' words per minute had increased in the previous year. Though very much a preliminary investigation, Dormer was cautiously optimistic about the effect that nudges could have. Even if overall effect size is small, the low cost, both monetarily and time-wise, and simplicity of the idea makes use of nudges something that warrants further investigation. I might even look into it myself.

On Sunday morning I went to Yo Hamada's presentation comparing haptic and IPA shadowing. This was partly because I was intrigued by how a full, 15-week course devoted to shadowing worked in practice, and also to find out what on earth "haptic shadowing" was (punching the air with stressed syllables as it turned out; IPA shadowing involved coding the text to be shadowed using the IPA). Hamada's results showed that both

procedures had a positive effect on students' abilities to produce segmentals accurately, and some improvement in comprehensibility, but only the haptic group improved on suprasegmentals. While there were issues with the research (which Hamada highlighted himself) it was nevertheless an interesting presentation, not least because we could see a class full of students all punching the air while reading/shadowing.

Posters

I've largely missed the poster presentation sessions at other conferences so I made sure to go this time. I don't think that I spent enough time there, but it was time well-spent. I focused mainly on presentations related to writing instruction, a genre that, having been to "regular" presentations about writing, seems ideally suited to the poster presentation format. I say this because you have the chance and time to actually read what students have produced, something that you don't really get a chance to do in a 25-minute presentation. It was also a great opportunity to share ideas for similar writing courses and experiences with issues relating to writing instruction.

I also went to the LD SIG Forum which involved a mini-poster session (how could I not?). This was a great way to meet members of the SIG (very lovely people) and see what people are getting up to. I was quite sad to have to leave early on (the forum clashed with my presentation), but left with some good ideas, especially relating to how we examine what skills and language that students need in their professional, post-university life. This is something that I have felt increasingly uneasy with in recent years, and one of the reasons that I joined the LD SIG. The rapid

development of new industries and types of employment have in turn led to individuals needing different skill sets and foreign language expertise. Identifying and adapting teaching to these new realities is no easy task and can seem daunting given the rate at which change seems to be occurring. However, helping students to become lifelong learners, with an awareness of how they can help themselves to further their language abilities as necessary, will never be a wasted effort. Hoskins-Sakamoto highlighted the need for teachers to be adaptable, and I feel the same is true for our students.

Conclusion

Due to teaching obligations, I was unable to stay for the presentations on Sunday afternoon or Monday (Tsukuba really is a LONG way away from Kansai), but I don't doubt the quality of presentations and interesting nature of the topics discussed continued. I am already looking forward to what next year's conference will hold and have my eyes very much open for other JALT-sponsored events in the meantime.

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Helping Students of Academic Writing Aim Higher

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Pleasantly surprised by the quality of my students' academic writing in English, especially given that the classes were mandatory and the students were non-English majors, I wondered how I might help them to help themselves aim higher above and beyond producing a final term essay. The answer, I concluded, was to make the exercise more meaningful not only by having my students write academic articles but also by offering them the opportunity to see their work published in a peer-reviewed academic journal. Failing to find one for university students, I started my own. Launched in December 2017, the journal is called *Academe: First Forays into Academic Writing*. The first issue, due out at the end of July of this year, promises to be very exciting in terms of both content and potential to raise students' aspirations of what is achievable. The following explains how and why the idea for the journal occurred to me and if you teach Academic Writing how you can help your students to aim higher and get their work in print.

When I teach Academic Writing I emphasize to my students how important it is to follow a process - or sequence of steps - leading, in theory at least, to a piece of good quality academic writing; a piece of writing, in other words, that achieves its stated objective, is well-structured, clear, unified, cohesive, balanced, and referenced. I discovered that this works but only to a point. As the saying goes, "you can lead a horse to water, but you can't make it drink." Or, put another way, teaching something to learners, being careful to ensure the teaching is calibrated and comprehended, does not necessarily mean that the teaching will be learned.

I found the answer to my particular conundrum reading Wendy Belcher's excellent *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success* (Belcher, 2009) and Eric Hayot's *The Elements of Academic Style: Writing for the Humanities* (Hayot, 2014). From Hayot I learnt that teaching writing helps only insofar as the learner has what he calls a "good theory of writing". With all the formal academic writing instruction in the world, without a good writing theory, the learner will be attempting to write with their writing hand tied behind their back. Hayot's key point is that writing saddled with a bad writing theory hampers the learner's potential to be a (better) writer.

A good writing theory, in a nutshell, is underpinned by a set of core assumptions. These are as follows:

1. Good writing results from writers 'pursu[ing] their passions' (Belcher, 2009, p. 10)

2. Good writing has followed a process (Folse, Vestri Solomon & Clabeaux, 2014) and, through that process, ideas have evolved (Hayot, 2014, p. 1)

3. Good writing is subject to revision (Belcher, 2009)

4. Good writing has incorporated feedback (Belcher, 2009).

Talking to my students about their attitudes towards writing made me realise that the overwhelming majority were coming to class with "bad" writing theories: they were not, in other words, writing about topics they were interested in, following a process, allowing their ideas to evolve, and neither revising their writing nor seeking feedback. Besides mitigating against better writing, bad writing theories, by making writing a negative experience, are highly likely to adversely affect learner motivation. Exposing the students to a good writing theory early on in the semester and having them develop a personal theory predicated on it resulted in some extraordinary writing at the end of it. So good was the writing in fact that I felt it a shame that it wasn't being disseminated to a wider audience. Searching in vain for professional outlets that specialised in publishing academic writing by university students, I took it upon myself to establish one. I teamed up with an experienced publisher, drafted the objectives and scope, purchased a domain name and built the journal a website. The fruits of my labours may be seen at the following url:
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If your students are producing high quality academic writing, please encourage them to submit their work to the journal or, with their permission, do so on their behalf. Read "About the Journal" in order to confirm your students' eligibility to submit and then "Notes for Contributors" for a list of the criteria the work should adhere to. Reading "About the journal," you will also note that, as well as publishing work by students, the journal provides a space for advice articles on the art of academic writing. If you have something valuable to say about academic writing that will help students in and beyond your classroom to hone and develop their academic writing skills, then please consider writing it up and sending it to the journal for consideration.

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RESEARCH & REVIEWS | 研究 & レビュー

Dealing with Student Language Anxiety: How Can We Create a Less Stressful English Classroom?
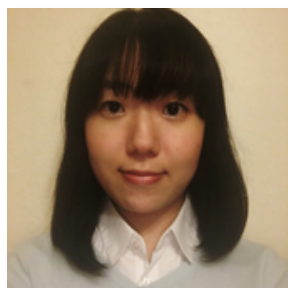
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"I feel anxious when I present my own opinion in front of others." (Student A)

"I feel uneasy when I have to deal with my weak points in English." (Student K)

Have you ever encountered students who seemed to be anxious in your English classroom? It is said that about one-third of students usually feel moderately to strongly anxious about language learning (Horwitz, 2013). The opening statements are two examples of student voices heard in my class a few years ago, as part of an English skills training class targeting vocational school students in Sapporo. This class was designed to prepare them for the English proficiency STEP test (i.e., EIKEN), and these students were practicing for the final interview part of the test. When I asked students to present their own opinions in front of the class as part of an interview simulation, some showed a sense of hesitation, saying they do not want to become

humiliated in front of the audience because of their perceived deficiency in English speaking skills.

These feelings of learners can be labeled language anxiety, which is defined as "the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994). The negative impact of anxiety on second/foreign language learners has been demonstrated in a number of previous studies in the field of Second Language Acquisition (SLA). The research suggests that anxious learners tend to have negative reactions toward their errors (Gregersen, 2003), underestimate their abilities compared to relaxed students (MacIntyre & Gardner, 1994), and fear being negatively evaluated by other students (Horwitz, Horwitz & Cope, 1986). Students have described presentation practice as troublesome; it seems that these feelings of annoyance and anxiety contribute to their unwillingness to speak actively in their English classes. It is quite a serious problem for those who are severely anxious about speaking and performing in English.

I have been teaching English for over 6 years, in high school, vocational school, and university up to the present. During that period, I have encountered many students who seemed to be very anxious in studying English and have, as a result, had experiences of teaching such anxious students. This led me to ask the following questions: "How can I teach English in a less-stressful manner?", and "How can I help anxious students feel more relaxed in the English classroom?"

In an attempt to understand better how to alleviate student language anxiety, I developed the Anxiety-reducing Strategy Scale (ARSS; Fujii, 2015) and conducted three research projects as part of my doctoral studies: (a) a conceptualization of strategies for reducing language anxiety, (b) an exploration of the effectiveness of strategies for reducing language anxiety through classroom intervention, and (c) an evaluation of the changes in student language anxiety levels and sources of anxiety through a quasi-experimental study. I worked on this final research project for a total of 15 weeks, teaching students in the experimental group and using specific strategies to help them reduce their language anxiety. I then compared the results with a non-equivalent control group taught by another teacher without any treatments for reducing anxiety, during the same period of 15 weeks. The results indicated that the anxiety-reducing strategies were effective in reducing student communication apprehension, and multiple anxiety sources decreased as an outcome of interventions in the experimental group. From the comparison with the control group, I was able to establish the effectiveness of using anxiety-reducing strategies with my students (Fujii, 2017). This whole research project had a strong impact on my own teaching style developing appropriate teaching practices to make the learning context as relaxing as possible.

In the literature, there has been a spirited discussion on interpreting anxiety positively (i.e., facilitating anxiety) or negatively (i.e., debilitating anxiety). Although some researchers insist that facilitating anxiety leads to a better performance as a result of increased effort, the more common sense of the term "anxiety" is debilitating, as negative effects of anxiety are harmful to performance (MacIntyre, 2002). Language anxiety is considered as a factor that negatively influences the quality of language learning, and usually results in unsatisfactory learning outcomes (Alrabai, 2014). Indeed, most studies have established the negative relationship between language anxiety and performance (Aida, 1994; Horwitz et al., 1986; Park & French, 2013; Woodrow, 2006), showing a clear correlation between high anxiety and low language performance. In my case, none of my teaching experiences suggest that positive outcomes will result if my teaching practices increase the stress and anxieties for students in my classrooms; on the contrary, increased anxiety generally leads to demotivation and greater lack of confidence in speaking.

How can we help highly anxious students feel more relaxed in the English classroom? According to Horwitz et al. (1986), when dealing with student language anxiety, teachers have two options: They can help students learn to cope with the existing anxiety-provoking situations, or they can make the learning situation less-stressful for their learners in addition to creating a less stressful classroom environment. In addition to creating a less stressful classroom environment, teachers should be sensitive to their students' anxiousness and help them cope with these feelings. Dealing with language anxiety is indispensable for having students enjoy learning English as well as increasing student engagement in the English classroom. To better support our learners, we should focus on how to make the classroom a more relaxing space where students will/may become more engaged with English by working

with their classmates and teachers in more cooperative ways.

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LOOKING BACK | 報告

Reflections on the Learner Development Forum at PanSIG 2018

Andy Barfield, Blair Barr, Paul Beaufait, Gregory Birch, Kate Maher, Marnie Mayse, Robert Morel, Jenny Morgan, Jim Ronald, Simon Stevens, Joe Tomei, & Keiko Yuyama

The Learner Development SIG Forum at PanSIG 2018 took place Saturday, May 19 at Toyo Gakuen University in Tokyo. Presenting were Blair Barr, Kate Maher, Marnie Mayse, and Joe Tomei. This forum offered a variety of research- and practice-based poster presentations. **Blair Barr**'s presentation - *Fostering independent learning through automated feedback using Google tools to present instant feedback* - focused on using online tools for feedback with students working with textbook exercises and tasks.
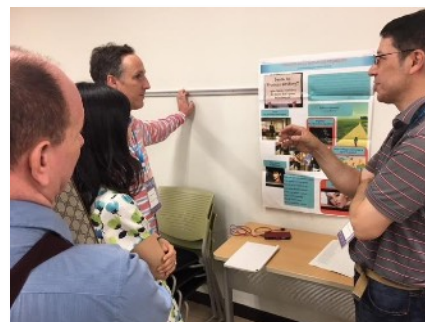
Kate Maher - *Listening to silent students* - reported on her exploratory research project into understanding silent students, using a classroom observation protocol and small-scale quali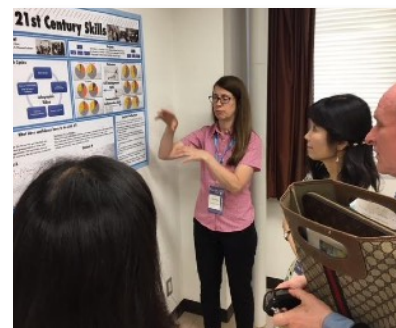tative interviews with a proficient yet resistant student to encourage his greater participation in group discussions in class.

Joe Tomei - *Towards an L2 metaphor pedagogy* - looked at the development of an L2 metaphor pedagogy for writing classes, with students guided to develop their awareness of using metaphors by interpreting and writing about short music videos, and then to experiment with enhanced use of metaphor and imagery in their own writing.

Marnie Mayse's presentation - *Contributing to the world of SNS: A social issues research project* - focused on a team-teaching project with Amanda Yoshida. The project starts with students from different majors researching specific social issues. They next share their individual understandings of an issue, before writing up a research paper. In the final part of the project they collaborate to transform their research papers into 7-8 minute infographic videos.

The forum was organised in an interactive poster presentation style where participants could move from one poster to the next for the first hour. This created conditions for many different conversations and discussions on each of the four themes that the presenters had explored. In the final part of the forum attendees and presenters wrote reflectively for about 10 minutes, then formed small discussion groups to share their reflections and insights with each other. **Keiko Yuyama** - *Globalization and multilingualism as a commodity among Nepali students in Japan -* was unfortunately unable to join the forum, but hopes to share her research into multilingual issues at a future Tokyo get-together.

Some reflections from the forum include:

"I really enjoyed the format. It was great to have the opportunity to talk to so many different people and to discuss different aspects of my research. It really helped me to focus my ideas and explain what we've been working on." **Marnie Mayse** <marnie.mayse@gmail.com>

"Silence and understanding its power was a refreshing change to discuss with Kate. Marnie's challenging projects show how students can respond to researching difficult social issues (when given the chance)." **Simon Stevens** <simon.stevens1@gmail.com>

"I wish I'd got here earlier!" **Jim Ronald** <jmronald@gmail.com>

"Thanks to Robert for organizing. I wonder (if possible) it would be possible to set up an

online space with our posters (either before or after) and have pre- and post- conference discussion. Was interested in Kate Maher's poster about silence, which used a simplified COPS[1] system first set out by King (2013). Discussion of different quantitative ways to measure learner development constructs could be an interesting topic." **Anonymous**

"4 posters - no common link. Interesting mix of presentations. Intimate format. Time for different speakers to go in depth. Learning Learning (newsletter). Blair Barr - excellent use of Google forms to check student comprehension outside of class. Marnie - Toyo Gakuen - ALPS. Description - interesting, academic writing, professional skills. Students produced infographic video after writing research paper. Joe Tomei's use of metaphor with writing class. Usually reserved for higher level class, but introduced how to use this with lower-level learners. Life is a journey. Metaphor within music videos." **Gregory Birch**, CEFR & Language Portfolio SIG

"I am so grateful for this chance to interact with everyone and share thoughts about not only research ideas, but also surrounding issues. I found this forum very encouraging and meaningful because of the level of interaction." **Kate Maher** <k_maher@kufs.ac.jp>

"I enjoyed a really stimulating presentation by Marnie Mayse (Toyo Gakuen) who shared about a social issues research project class which she co-taught (with Amanda Yoshida), and which was aimed at developing learner's academic and professional skills. I very much appreciated

how the "21st century skills" for this class project encompassed 'whole learner' development and not just academic or language skills. Learners worked towards writing a research paper and creating an infographic video for their two projects; they also had to work collaboratively with project partners and develop their critical stance. So, they had to work on self-management, goal-setting, communication skills, issues of confidence and so on. I think this is an essential part of our job as teachers to help students connect their whole person-social skills and selves to their academic learning. Learner reflections can help students unpack these processes and connections, and can give us a window onto their learning.

Another participant, Simon (?), and I were both very surprised to see a strong gender-focus on the social issues which the class had brainstormed and chosen together, including issues of gender inequality (e.g. domestic violence) and issues connected to marriage (e.g. same-sex marriage). It's great to know young people are wanting to discuss these issues.

Marnie said their students created and uploaded (private) self-introduction videos in Week 1; then, the infographic videos on their social issues projects; and self-reflection videos at the end of the school year. These videos sound an exciting way for students to develop their creativity and criticality while engaging with difficult content. She also mentioned the class uses various infographic templates or apps; and 'google slides' so students and teachers can work and edit material together easily.

Unfortunately, I did not have time to ask Marnie more about the research survey questions about the target skills or learning goals and outcomes. Thanks for a stimulating presentation and very clear poster! I'd like to consider infographics videos as a learner product in my own research and discussion classes (not just posters and reports) as another format for students to collaborate on creatively and critically as they engage with global issues content.

I also very much benefited from Kate Maher's presentation and research on silence in the classroom. Her study on one individual student resonated with me and got me thinking more carefully about how I interpret students' silences and indeed, some students' absences from class. This will help me frame my conversations/questions more openly with absent or silent students in the future. Her adaptation of the COPS framework was also useful and I hope to explore this further." **Jenny Morgan** <jennyromain@gmail.com>

"What initially grabbed my attention, as I meandered clockwise around the room, was Blair Barr's project and its apparently seamless integration of Flubaroo teacher tools and generic Google Forms and Spreadsheets using a Google Sheets add-on (for Chrome). A post in JALTCALL's Facebook Group today (2018.05.24) suggests Google itself is making strides in a similar direction (Create and grade quizzes). What would connect online quizzes that students take outside of class to fostering independence seems to be largely creating opportunities for learners to get and reflect upon immediate feedback on their reading comprehension and writing accuracy. Decisions to take quizzes two or more times (as long as they're accessible) are up to the learners themselves.

Next to grab my attention was Kate Maher's investigation of an individual who'd studied overseas, and returned more proficient in English than his near-peers, yet seemed loathe to participate in classroom activities with the latter. I sincerely hope that she will publish her simplified classroom observation protocol (based on King, 2013), with permission to adopt and adapt it. I also am looking forward to laying eyes on a seemingly seminal article she'd mentioned in passing (Gilmore, 1985). That's about as far as I got with note-making during the session."
Paul Beaufait, ICT Coordinator, [JALT Writers' Peer Support Group](#)

"This was a rich sharing of learner development practices and explorations, with a strong multimodal dimension. For me, a recurrent question was: How do we navigate different learner development puzzles, and why? A resonant learner development question came through for me in Kate Maher's poster presentation on listening to silent students. Questioning her own negative interpretations of one student's resistant behaviour and individual silence, she had decided to use an observation protocol (COPS = Classroom Oral Participation Scheme - Martinez, no date) to understand what he was doing in class. Kate later shared with the student some points that she had noticed, inviting him to share his side of the story and to take small steps towards greater participation and interaction in the class. Although I felt that the COPS was a particularly complex observation tool, I was struck by how Kate had simplified it and used it to get some distance on what she was trying to understand with this learner. The decision to observe and use a protocol had allowed her

to detach herself and develop a reflective stance about this student. It was interesting how Kate had used discrete observations to feed back to the student some points that she had noticed. I wondered afterwards how the student had seen the situation and how he responded to the points that Kate had noticed.). *What questions would he have had about taking part in the discussion class? What puzzles, if you like, would he be concerned with? This presentation invited us to question how we approach silent students, what interpretations we habitually make of "silent practices of learning and interaction", and to explore how we can develop different understandings of such practices together with our learners.*

In listening to Joe talking about the development of an L2 metaphor pedagogy, I was interested by how Joe sees Vygotsky's Zone of Proximal Development as a metaphor within which the Expert-Novice relationship is framed and can be explored. I hope Joe will share some further thoughts about that in Learning Learning.

Marnie Mayse's presentation was stimulating for the different ideas that it sparked off about shaping student research projects. I found the transformation of student research from written papers to infographic videos inspiring. The multimodal switch from one stage of the project to the next engages students' creativity and criticality in collaborative learning about social issues. What puzzles, then, come up for Marnie and Amanda's students as they do this? How do the students themselves see these projects from their side? Why? Amanda and Marie had surveyed the students before and after across a range of discrete skills to

understand how they saw developments in their self-management skills (e.g., "I can set goals and deadlines") and communication/ collaborative skills (e.g., "I can develop news idea and communicate them to my group"). While one student in particular seemed to have had a tough time in the video project and rated themselves lower in the second survey on many of the discrete skills, it was clear that most students had grown in confidence across the two projects. "I thought doing things alone was easier, but I realized that my team members really helped me to bring out all of our best qualities," was one learner's reflection at the end of the whole project, underlining how this individual saw their own development as co-constructed through interaction with peers.

I didn't have a chance to talk with Blair, but caught up later in the afternoon with Keiko about her research. Keiko has been working on a small-scale interview project with Nepalese students at a university in the Tokyo area about their multilingual repertoires and how these are commodified within different linguistic markets and education systems. It turns out that the students' fluent academic use of English is often judged in extremely discriminatory ways within the university. They are, for example, othered as "Asian" and put in separate classes on their own. What other impacts do such structures in the education system and such language ideologies have on these students' lives? What contradictions do their stories highlight in relation to official slogans and discourses of "international cooperation" and "diversity" under which their recruitment from Nepal has been proclaimed?

I came away with many such questions from talking with Keiko and hope that she, as well as Blair, Joe, Kate, and Marnie will share their students' voices and perspectives at greater length in the Autumn issue of Learning Learning this year." **Andy Barfield** <barfield.andy@gmail.com>

1 COPS = Classroom Oral Participation Scheme (COPS). Martinez (no date).

Many thanks to all the presenters for their presentations at the forum, to Robert Morel for facilitating the different phases of the forum, and to everybody who attended and took part. To find out more about Learner Development forums, programme events, and get-togethers, go to http://ld-sig.org/events/

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GETTING CONNECTED | つながりを求めて

2018 Spring Get-together Reports

Hiroshima
Jim Ronald

Last year, our annual Inter-University Scrabble Contest, held in December, was the only time we met as a form of Hiroshima LD get-together. With around a dozen teachers and 35 students, it is a great cooperative venture, managed by Monika Szirmai, with support of various kinds from Katherine Song and other teachers. In preparation for the event, and in one case all year, Scrabble is introduced at a number of universities, and students learn to play and sign up to join the contest. Taking part in these out-of-class then off-campus events is a big step in learner development for many of the students who have been involved, and also for quite a few teachers.

For this year, a proposed goal has been for teachers interested in learner development at each different institution to initiate LD get-togethers at their workplace. This could easily reach a greater number of teachers than the get-togethers held over the past years. The suggestion was met with some interest when it was proposed a few months ago, but there is not much evidence of this taking place yet. For now, Hiroshima JALT chapter meeting presentations that include a focus on learner development or the Extensive Reading SIG conference planned for later this year may be the closest that we are getting to LD get-togethers.

Kansai
Agnes Patko

This year has not been the most successful terms of the Kansai group so far. Due to personal issues and busy schedules of members, we haven't been able to organise a get-together. This also calls attention to the fact that we urgently need someone who can activate this dormant group. There is potential in this group, which I believe we have proved in the previous years, we just need to be woken up.

Tokyo
Jenny Morgan

In April, Tokyo LD get-togethers made a good start to the 2018 academic year as we welcomed Alison and Ken back from their productive sabbaticals in the UK and US respectively. It was good to catch up with old friends and welcome Ritsuko Yamaguchi as a new member. Alison, Andy and Tim kicked off with an overview of the new *Learner Development Journal* (LDJ) in order to clarify the differences in goals/focus between the *LDJ* and our newsletter, *Learning Learning* (LL). Everyone was invited to do the publications survey: <https://docs.google.com/forms/ d/e/ 1FAIpQLSd1TiGj0OhrK3Gm-KeZ VqV9IIkVQFPhW1cLsMK6ucq77h4WPA/ viewform> It's exciting to have two platforms/ ways that our SIG members can share their

work, from reflections and exploratory research, to finished publishable pieces, benefiting from supportive peer writing and editing processes.

We then had two sharing rounds in pairs/small groups catching up with members' activities during the winter-and-spring break, before we broke into specific interest groups. We look forward to a year of renewed energy and sharing our learner puzzles, research projects, writing, and conference presentations related to learner development.

Other get-togethers in Tokyo this year are planned for:

- Sunday 24 June
- Sunday 30 September
- Sunday 28 October
- Sunday 16 December.

and we hope you will join us! For more information: http://ld-sig.org/tokyo-get-tnogethers/

LOOKING FORWARD | 今後のイベント

Video Voices at ILA2018

<https://ila2018.org/video-voices>
Let us hear YOUR voice!

One of the features we're piloting at ILA 2018 is *Video Voices* -- an opportunity to hear and share the voices of learners, teachers, advisors, and anyone involved in the language learning process.

In keeping with the conference theme, **Whose Autonomy? Voices and Agency in Language Learning**, we're inviting language learners and practitioners from around the globe to send us a short video (recorded on your smartphone, video, or other device) to share with colleagues attending the conference.

What should be on the video?

We want to hear the **voices of learners, teachers, advisors**...any voice from the language learning process. This could mean:

- individuals directly addressing the camera, describing or reflecting on an activity or how they learn

- engaged in an activity/discussion either inside or outside the classroom

- student(s) talking with teacher(s) or advisor(s)

but it could also mean many other things, as long as it involves the **authentic voice of participants**.

Ideally, your video would not exceed 5 minutes.

The video should not be a presentation, but rather show or reflect on an example of learning/teaching/advising practice, whether it's in the classroom, in a self-access centre, or anywhere.

Who?

Anyone - not just conference-goers. In fact, we'd particularly like to hear from you if you're unable to join us in September.

How/when/where will the video be seen?

On computers at the conference, as closed, password-protected YouTube files. Conference participants would be able to browse through, selecting from (we hope!) a wide range of experiences, reflections and contexts.

We'll also be showcasing the videos prior to plenary and other general sessions.

Filming your short video

- Keep it simple! Record your video clip on a smartphone, tablet, or similar device (or a video camera).
- Record in **landscape mode** (i.e. your device is horizontal, not vertical)
- Don't over prepare or over edit. We think it's good for the participants to be showing as natural a "voice" as possible.
- We think it's best if you limit your video to five minutes. If you have a longer session to show, break it down into five-minute chunks. Of course, shorter videos are welcome!

Uploading your video

- When you've finished shooting your video you can upload it directly from your device, together with a **title** and **short summary** of what the video contains.
- Prepare the following:
    1. your **video** (ideally within 5 minutes)
    2. title and **short descriptive summary** (within 100 words) of

what's on your video. (If you've divided a session into shorter clips, number the title: e.g. Silvan's Reflection 1, Silvan's Reflection 2 etc..)

- The final step is to send the video to Malcolm Swanson, who's our video guru for this project:
    3. Email the video to ILA_videos@jalt-publications.org
    4. The following site shows **three options for emailing video** files: <https://www.wikihow.com/Email-Large-Video-Files> (by Google Drive in Gmail, OneDrive in Outlook, or iCloud Drive's Mail Drop)
    5. If you're have problems sending your video, contact Malcolm via the above email address and he'll help you get it done.
    6. Don't forget to put your **title** and **summary** (maximum 100 words) in the email!

Personal protection

Please make sure that anyone in your video knows how it will be used:

- Conference participants will be able to see the video **only through a password-protected link** at the conference.
- We have considered making the videos available on a password-protected YouTube site at the conference. **This would only happen if those appearing on videos gave their permission.**

So, wherever you are, whatever your learning context, share your voices with us!

JALT2018 Learner Development SIG Forum

(day, time, and room to be announced later)

We hope to see you at the JALT2018 Learner Development SIG Forum in November:

JALT2018 Learner Development SIG Forum
(day, time, and room to be announced later)

Shizuoka Convention & Arts Center (Granship) Shizuoka City, Shizuoka
Friday November 23 to Monday November 26 2018

Bringing Learners Together

Keeping with the 2018 JALT International Conference theme of "Diversity and Inclusion," this year's LD SIG Forum on "Bringing Learners Together" will focus on what happens when learners take the opportunity to interact and connect with others both inside and out of the classroom. This year's topics will include learner explorations of diversity, student fieldwork abroad, peer assessment and feedback, social learning spaces, sociocultural approaches to understanding culture, and other challenges and possibilities with learner development. Timed rounds of poster presentations will be followed by a discussion period where participants will be given an opportunity to reflect on the presentations while sharing their own research experiences, puzzles, and narratives about learner growth coming from encounters and interaction with others.

Presenters
Lee Arnold: *Issues, discoveries, and problem-solving in learner-centricity with peer learner assessment*

Tim Ashwell: *Structuring presentations, discussions and record-keeping for greater engagement in learning*

Andy Barfield: *Connecting with others through fieldwork and fieldwriting in Cambodia*

Nicole Gallagher: *Learner explorations of diversity and inclusion prior to study abroad*

Hideo Kojima: *Bringing learners together: A sociocultural approach to UK culture understanding*

Sakae Onoda: *New possibilities and challenges teachers and students are facing in L2 learning*

Jim Ronald: *Social English: Creating social learning spaces within and beyond the classroom*

Javier Salazar & Roxana Sandu: *(Un)learning the "Learning Pyramid": Students' perspectives*

SIG MATTERS | インフォメーション

Learner Development SIG Financial Report
Huw Davies, **SIG Treasurer**

There has not been too much financial activity since the last update. However, during the 2017/18 financial year, the SIG managed to balance its books, gaining a total of 66,818 JPY as the money we received from JALT National exceeded our conservative estimates. In the 2018/19 financial year, there will be some additional costs with the amount set aside for grants increasing. In addition, we have budgeted for sponsorship for Chika Hayashi as the Learner Development SIG speaker at the ILA Conference in Kobe in September 2018, and to reimburse Hugh Nicoll for numerous costs incurred over a 15-year period as webmaster for the SIG. I have budgeted for around 200,000 JPY to be received in membership fees and associated revenues from JALT over the course of this year (we received 219,000 JPY last year). Over the course of 2018/19, I expect us to incur an overall loss of 185,000 JPY, which will leave us with at least 100,000 JPY available for other projects before we would need to draw on our reserve funds.

Revenues: December, 2017 – April, 2018

Total / 合計	**0**

Expenses: December, 2017 – April, 2018

SIG table fee, 2017 JALT International Conference	(14,550)
Coordinator travel costs to attend JALT EBM in Gifu	(28,300)
Administrative costs (postage of SIG display materials from conference)	(1,477)
Total / 合計	**(44,327)**

SIG fund balance, May 1, 2018 / SIG資金残高2018年5月1日

Balance in bank account / 銀行口座の残高	288,533
Reserve liabilities / JALT本部預け金	200,000
Cash on hand / 現金	5,402
Total / 合計	**493,935**

I will be stepping down from the role of treasurer at the AGM in November, so would urgently like to appeal for someone to shadow me with a view to taking over in the autumn. If you would like to join me in administering the SIG's finances, please contact me or one of the coordinators. I'm looking forward to hearing from you —

Huw
Email: <h.davies1@gmail.com>