Learning Learning 『学習の学習』

Newsletter of the Learner Development SIG

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JALT THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING 全国語学教育学会

LEARNER DEVELOPMENT SIG
学習者デイベロプッメント研究会部会

In this issue | 本号について

There is a prophet within us, forever whispering that behind the seen lies the immeasurable unseen.

—Frederick Douglass, 1862

This issue of *Learning Learning* is dedicated to Naoko Aoki, co-founder of the Learner Development SIG, who died in July this year. I first met Naoko in June, 1994 at the Learner Autonomy in Language Learning conference in Hong Kong. In short, I have shared almost the whole of my time in JALT with Naoko as one of my oldest colleagues and friends, and it is still a bit hard to imagine that I'll not have the chance to share time with her again–whether here in Japan, or elsewhere, on our shared conference and workshop journeys. Please see the collection of tributes to Naoko's memory in "Remembering Naoko Aoki Together." Sadly, we lost Richard Silver, also a co-coordinator of the SIG, in March this year, and published a collection of remembrances of him in issue 25.1. This means that our 25th anniversary year has been bookended by loss-of Richard, in the spring, and Naoko, this past summer. We are, however, taking this opportunity—as Naoko would insist that we do—to celebrate the achievements of the year, encourage a renewed commitment to learner and teacher autonomy, and make our classrooms alive with possibilities and the power of critical hope.

In *Members' Voices* we are publishing writing by new members Richard Knobbs, Miki Iwamoto, Paul Crook, Allen Ying, Masayo Kanno, and James Thomas. Although these six writers have different backgrounds and a variety of study, teaching, and work experiences, all of them focus on explorations of identity, agency, and motivation, and are concerned with two interrelated questions: how to help students cope with demotivating curricular and institutional pressures, and how to support them in becoming more confident and engaged learners and users of English. Please join us in welcoming these new members of the SIG.

Richard Knobbs reflects on the ways his experiences learning Spanish and French as second languages in the UK stimulated his interests in learner motivation, learner autonomy, educational design, and educational psychology, and on how his experiences as an ALT in Chiba have led him to become a more reflective teacher. Miki Iwamoto, a high school English teacher in Hyogo, started a Master's degree in TESOL and joined JALT and the LD SIG to help her students overcome the demotivating influences examination English. Welcome, Richard and Miki.

Paul Crook, originally from the UK, has taught in Japan, Australia, and Hong Kong. In his piece he shares his passion for literacy, and for education in general (done right or, perhaps, authentically, i.e., "learning to think for yourself") as the necessary foundation for lifelong learning. In a narrative of his English learning experiences, Allen Ying reflects on the importance of having near-peer role models, first from the perspective of a native Cantonese-speaking HongKonger, then as an emigrant and L2 English learner in Australia, and finally as a teacher researching and reflecting on learner identity and beliefs here in Japan. Now teaching in the Graduate School of Engineering in Fukui, Masayo Kanno describes her journey from "reluctant learner of English to a teacher-learner of English." And, finally, James Thomas shares the story of his quest to apply research perspectives on L2 motivation to his 13-year journey (so far) of teaching EFL in corporate, eikaiwa, and junior college settings.

This issue of *Learning Learning* also features three short reflective articles from new members Richard Sampson, Shu-wen Lin, and Joel Rian. Richard, currently teaching at Gunma University, brings—like many of us—a wealth of teaching and learning experiences to his practice as a teacher-researcher. In his article, he shares his reflections (as teacher) on the importance of reflection to learning itself, and on the challenges of implementing a reflection project for learners.

Shu-wen Lin is a member of the Sojo International Learning Center faculty, and shares her thoughts on "learning-to-learn"—and the "doctoral research project on facilitating the development of students' meta-learning capacity" that her understandings of the teaching-learning/learning-teaching relationship grew out of. Finally, Joel Rian, working in Hokkaido, reports on his commitment to "Fostering Fluency through Wrong English." Joel's piece is both witty and practical; his "wrong English" approach an implementation of a basic precept of learner-centered teaching, demonstrating the importance of starting from where our learners are, and of helping them develop their abilities to use English in more natural ways.

LD SIG research grant awardee Arnold Arao shares his ideas on the importance of Social and Emotional Learning (SEL) in Japanese classrooms. His essay reports on his presentation at the 2017 PanSIG conference, and on the ongoing project work in SEL he is doing with the Kurashiki Board of Education (Okayama) to address problems such as bullying and school withdrawal.

The *Free Space* section in this issue includes three pieces of writing that explore some of the fundamental paradoxes and puzzles in our field: definitions of autonomy, practices in editing and publishing practices in the SIG, and the role informal sharing sessions can play in teacher development. First up is Alison Stewart's meditation on the often bedeviling topic of terminology, specifically about how slippery the definitions of learner autonomy and learner development can be. Alison's piece is followed by a collaborative dialogue among SIG members involved with editing and publishing *The Learner Development Journal* in the last few years. I hope that this discussion will be of particular interest to LD members who are thinking about getting more actively involved in writing and editing, in many ways the lifeblood of our shared academic and intellectual work. Finally, the Tokyo Get-Togethers team share their July reflections and planning discussions. For members in the Kanto, the Tokyo Get-Togethers can be a wonderful opportunity to develop ideas for research projects, and to simply share stories about puzzles and themes of common interest.

Next, in *Research and Reviews*, we include my short review of *Autonomy in Language Learning and Teaching: New Research Agendas* (2018), edited by Alice Chik, Naoko Aoki, and Richard Smith. The collection reports and reflects on research agendas that were first explored on the AILA Research Network of Learner Autonomy (ReNLA) mailing list, AUTO-L. Those discussions formed the basis of the ReNLA forum held in Brisbane, Australia in 2014; the ideas in the chapters were then further developed for publication over the following two years. I am not convinced that the agendas are by themselves "new"-views emerging indeed over the past half dozen years to be sure, which I hope and trust will lead to further development. My book review is followed by a series of conference reviews. Blair Barr, Neil Cowie, Daniel Hougham, and Brett Milliner share their reflections from the JALTCALL LD Forum, followed by three pieces reporting on the ILA2018 Conference. IATEFL Learner Autonomy SIG friends Christian Ludwig and Giovanna Tassanari are up first. Christian and Giovanna arrived early enough to be spared typhoon related disruptions to their travel arrangements and report on the whole of the conference, from pre-conference workshops through the dialogic plenary by Leena Karlsson and Chika Hayashi to the student conference *Learners about Learning* organized by Ann Flanagan, Agnes Patko, and Katherine Thornton. All in all, their report provides a summary of the contributions of many LD SIG members, including the fantastic organizing team of Steve Brown, Ann Mayeda, and Hisako Yamashita. Reading their report made me really wish I could have joined everyone in Kobe in September. Daniel Hougham also offers an overview, and finally, Ann Flanagan, Agi Patko, and Katherine Thornton report on the *Learners about Learning* student conference they organized in Kobe as part of the ILA2018 conference.

Issue 25.2 concludes with our *Looking Forward* section featuring previews of this year's *Learning*

Together: Creating Community 4 (CCLT4) conference, scheduled for Sunday afternoon 16 December at Otsuma Women's University in Chiyoda-ku, Tokyo, and a list of Learner Development related presentations at the JALT2018 conference in Shizuoka. Outgoing SIG treasurer Huw Davies ("Otsukaresama, Huw!") reports on the SIG's finances in a brief one-page summary. This is followed by an updated set of *Information for Contributors* pages. The *Learning Learning* Editorial team members look forward to working with you and other SIG members on their writing, and to publishing *Learning Learning* Vol 26 no 1 in the spring of 2019. Please do feel free to contact us at any time at

<LLeditorialteam@googlegroups.com>.
Hugh Nicoll, *Learning Learning* editorial team, editor

まずは、学習者ディベロプメントSIGの創設者の一人で、今年の7月にご逝去されたNaoko Aokiにお悔やみを申し上げます。今号のLearning Learning では、 "Remembering Naoko Aoki Together." の中でNaokoのたくさんの思い出が共有されています。このたくさんの思い出をNaokoにささげたいと思います。残念なことですが（Sadly, this means that we are publishing a second, and the final issue our 25th anniversary year, remembering a colleague now gone.）しかし、私たちは、Naokoもきっとそうおっしゃっていると思いますが、悲しんでばかりいるのではなく、LDSIGが25周年を迎えることができたことをお祝いする機会とし、学習者や教師のオートノミーにコミットしながら教室を可能性と期待に満ちた生き生きとした場へと創造していくことを目指していきたいと思います。

Members' Voices では、Richard Knobbs、Miki Iwamoto、 Paul Crook、 Allen Ying、Masayo Kanno、 James Thomasという6名の新しいメンバーの声を紹介しています。

６名のメンバーは、それぞれ異なったバックグラウンドをお持ちで、研究や教育、実践経験も異なっているのですが、メンバー全員の関心が言語学習や言語教育におけるアイデンティティやエージェンシー、学習動機にあり、相互に関連のある問いで共通する点ががあります。その問いは、やる気をそぐようなカリキュラムや教育機関のプレッシャーに立ちむかう学習者をいかに支援するのかということに加え、学習者がよりよい英語学習者／使用者になるのをいかに助けるのかということです。このような新しいメンバーの加入を編集チームともども非常にうれしく思っております。

Richard Knobbsは、イギリスでの学生時代に第二外国語としてのスペイン語とフランス語を学習した経験がどのようにして学習者の動機づけ、学習者オートノミー、教育デザイン、および教育心理学への興味を刺激したか、また、千葉県でのALTとしての経験がより内省的な教師となることにどう繋がったかについて、振り返ります。

Miki Iwamotoは、兵庫県の高校の英語教師で、TESOLの修士課程で学び始めました。そして、生徒たちが試験英語による動機減退を克服するのを支援するため、JALTとLD SIGに入会しました。RichardとMiki、ようこそ。

イギリス出身のPaul Crookは、日本、オーストラリア、香港での教育経験があります。

本号では、生涯教育に必要な基礎としてのリテラシーと教育全般（それが正しくなされること、すなわち、「自分で考えることを学ぶこと」）への情熱について共有します。

Allen Yingは、自身の英語学習経験についてのナラティヴの中で、広東語母語話者の香港人という視点

から、オーストラリアへの移民で第二言語としての英語学習者として、そして、現在は日本で教育に携わりながら学習者のアイデンティーと信条について研究する教師として、身近なロールモデルがいることの重要性について振り返ります。

Masayo Kannoは、現在福井県の大学院工科研究科で教えており、かつては渋々英語を学んでいた彼女が英語の教師兼学習者となった道のりについて述べています。最後に、James Thomasは、第二言語における動機づけ研究の視点をこれまでの１３年にわたる日本の企業、英会話学校、短大での英語教育に応用してきたことについてのナラティヴを共有します。

今号の Learning Learning では、3人の新メンバーRichard Sampson、Shu-wen Lin、Joel Rianによる省察レポートもお届けします。現在、群馬大学で教鞭をとるRichardは、（私たちの多くがそうであるように）教師ー研究者としての実践に、教育と学習から得た豊かな経験を活かしています。今号の記事では、学習自体に反映させることの（教師としての）重要性と、学習者向けの省察プロジェクトの難しさについて語ってくれます。Shu-wen Linは、崇城大学のSojo International Learning Center教員で、「学習のための学び」に関する考察と、教育と学習・学習と教育の関係性に関する彼女の理解の元となった博士課程研究プロジェクト「ファシリテーションによる学生のメタ学習能力開発」についてシェアしています。そしてJoel Rianは、北海道から「間違った英語を通じて流暢さを育む」ことにかける様子をレポートしてくれました。 Joelのレポートは、ウィットと具体性に富んでいて、彼の「間違い英語」アプローチは、学習者中心の教育の基本的な指針を見事に具現化し、学習者の実際のレベルから始めることの重要性と、より自然な方法で英語を使う能力を伸ばす手助けをする 大切さを教えてくれます。

LD SIGの研究補助金受賞者のArnold Araoは、日本の教育現場におけるSocial and Emotional Learning (SEL)の重要性について寄稿してくれました。本稿は、現在、彼が倉敷市教育委員会（岡山県）で取り組んでいるいじめや不登校などの対策としてのSELプロジェクトについて2017 PanSIG大会での発表をまとめたものです。

Free Spaceは「オートノミーの定義」、「SIGの編集および出版」、「教師の成長にインフォーマルな共有セッションが果たす役割」に関する3つの原稿からなります。最初の原稿では、Alison Stewartが学習者オートノミーと学習者発達の定義が明確でない点について言及し、これまでThe Learner Development Journalの編集・出版に携わったSIGメンバーとの協働的な対話を展開しております。ここでの議論は、執筆や編集を考えているメンバーに特に関心のある内容であります。最後に東京get-togetherのチームが、6月の会合の振り返りと計画を共有しています。関東のメンバーにとっては、東京のget-togetherは研究プロジェクトのアイディアや、悩みの共有また共通の関心であるテーマについて考える絶好の機会になるでしょう。

Research and Reviewsでは、まず最初にAlice Chik, Naoko Aoki, Richard Smith（編）Autonomy in Language Learning and Teaching: New Reserach Agendas (2018)のレビューが掲載されております。この書籍はAILAのLearner Autonomyリサーチネットワークのメーリングリストで最初に取り上げられた研究トピックを振り返り、報告しています。ここでの議論は、2014年にオーストラリアのブリスベンで行われたReNLAフォーラムの基盤となるものです。次に、Blair Barr, Neil Cowie, Daniel Hougham, Brett Milinerの4名がJALTCALL LDフォーラムの省察を共有します。最後はILA2018の報告で、IATEFL LAの仲間である

Christine LudwingとGiovanna Tasanari、Daniel Houghmanがそれぞれ語り、Ann Flanagan, Agi Patko, Katherine Thorntonの3名がご自身が取りまとめを行った学生プレゼンテーションに関する報告をしています。

本号の締め括りはLooking Forwardです。ここでは来る12月16日（日）に大妻女子大学（千代田区）で開催されるLearning Together: Creating Community 4 (CCLT4)と、静岡のJALT2018での学習者ディベロプメントに関する発表者のリストを掲載しております。また、SIGの財政局であるHuw Daviesがまとめてくださった財政状況報告書と投稿に関する情報もございます。LL編集チームは2019年春号の出版に向けて、皆様と協働的に取り組んでまいりたいと思っております。ご質問等は以下のアドレスまで。

<LLeditorialteam@googlegroups.com>.

Hugh Nicoll, *Learning Learning* editorial team, editor

News Update 近況報告

The autumn 2018 issue of *Learning Learning* is almost ready for publication, but as I look back over the activities of the past year it is almost shocking how quickly the year has passed. Indeed, it seems like only yesterday that Koki and I composed our first welcome message for Learning Learning Volume 24, no 2, and now our SIG's 25th anniversary year is about to come to its close.

During the year, SIG members participated in the PanSIG2018 conference held at Toyo Gakuen University, Tokyo, in May, and we also held a forum at the 25th anniversary JALTCALL conference at Meijo University, Nagoya in June. The PanSIG LD Forum was organized by Rob Morel, and featured presentations by Blair Barr, Kate Maher, Marnie Mayse, and Joe Tomei. A collaborative review was published in *Learning Learning* 25.1. <http://ld-sig.org/wp-content/uploads/2018/06/Back.pdf> The JALTCALL Forum presenters -- Brett Milliner, Blair Barr, and Daniel Hougham, joined by Neil Cowie -- share their reflections in this issue.

In September, we were honoured to co-sponsor "Whose Autonomy? Voices and Agency in Language Learning," the Independent Learning Association 2018 conference held at Konan Women's University in Kobe. At ILA2018, *Learning Learning* editorial team member Chika Hayashi gave a joint plenary session with Leena Karlsson from the University of Helsinki. I have very fond memories of being in the audience as Chika and Leena shared stories from their professional lives and histories, including their passions and challenges as practitioner-researchers and teachers, which helped me reflect once again on my own language learning and teaching journeys.

This November we will gather once again at JALT2018 in Shizuoka. We want to offer our congratulations to this year's LD SIG Conference Grant award winners Greg Lambert, Gretchen Clark, and Miki Iwamoto. We look forward to their presentations later this month, and to the reports

we look forward to publishing in LL26.1 We also look forward to discussing our research projects, exploring the ways we can explore learner and teacher development together, and to welcoming new members to the Learner Development SIG. I hope that many SIG members will attend the LD Forum at JALT2018, as well as the SIG's AGM and the LD party on the Saturday evening of the conference.

Editing work on Volume 2 of *The Learner Development Journal*: Qualitative Research into Learner Development is nearly complete. I would like to thank Masuko Miyahara, Patrick Kiernan and Chika Hayashi for their work with contributors and for all that they have done to get the second volume of the LDJ ready for publication. I am eager to read the final versions of those research papers.

Although 2018 provided many opportunities for us to celebrate our achievements together as members of the SIG, the most profound event of 2018 for me was the passing of Naoko Aoki, the co-founder of the SIG in 1993. Naoko was my PhD supervisor, and I will always cherish the times we shared as research associates and for the ways Naoko helped me learn what becoming a Japanese Language teacher can mean. Naoko – and Naoko's work – will be the compass I look to as I continue my research and teaching journeys. Please join with me and other SIG members in honoring Naoko's memory, and in exploring the pathways she pioneered, in 2019, and in the years to come.

Finally, we look forward meeting and working with SIG members in what remains of 2018 and throughout 2019.

Yoshi Nakai

(for Koki Tomita and Yoshio Nakai)

LD SIG co-coordinators

November 2018

Learning Learning2018年秋号の刊行の運びとなりました。今号の刊行に当たり、これまでの活動を振り返ってみましたが、やはり何よりもまず驚いたのが時の流れの速さです。2017年冬号において、コーディネーターとしてお世話になりますというご挨拶をさせていただいたばかりですが、もう１年が過ぎようとしています。そして、時の流れに関して言えば、今年度に発行されている Learning Learningには25という号数がついておりますが、これはLDSIGが無事に25周年を迎え、四半世紀が過ぎたということを示しています。これはひとえにメンバー皆様のご活躍とご支援の賜物であり、この場を借りてメンバーの皆さまのこれまでのご支援に改めて感謝の意を申し上げたいと思います。本当にありがとうございました。

節目となる25周年の今年、PanSIGが5月に東京の東洋学園大学で、JALTCallの25周年記念大会が6月に名古屋の名城大学で開かれました。PanSIGのフォーラムは Rob Morelのオーガナイズのもと、 Blair Barr、 Kate Maher、 Marnie Mayse、 Joe Tomeiによるプレゼンテーションが行われました。このプレゼンテーションについては Learning Learning 25.1.にそのレビューが掲載されています（http://ld-sig.org/wp-content/uploads/2018/06/Back.pdf）。 そして、JALTCALLでのフォーラムについてはBrett Milliner、 Blair Barr、Daniel Houghamと Neil Cowieが今号においてそのリフレクションを執筆して下さっています。また、9月には2年に一度開かれる Independent Learning Association（ILA）の大会、”Whose Autonomy? Voices and Agency in Language Learning”が神戸の甲南女子大学で開催されました。この大会はLDSIGも後援していましたが、ILA2018実行委員のSteve Brown、Ann Mayeda、Hisako Yamashitaのご尽力のおかげで無事盛会のうちに終了しました。このILAではLDSIGのメンバーであるChika HayashiがHelsinki大学のLeena Karlssonとともにご自身の言語学習や教育の経験を語られました。私も参加させていただきましたが、研究的視点を持った実践家や教員としての人生とこれまでの情熱や挑戦など、お二人の貴重な経験を拝聴することで、自身の経験だけではなく、そこから言語学習や言語教育

実践についての振り返りがもたらされる有意義な時間となりました。また、Kansai Get-Together TeamのAnn Flanagan、Agnes Patko、Katherine ThorntonがStudent Conferenceを実施し高校・大学で英語を学ぶ学生さんたちの発表の場が提供されました。英語を使った生きたコミュニケーションの場は学生の方々にとって非常に貴重な実践の場となったことでしょう。ILA2018での皆さまのご協力に改めて感謝申し上げます。

そして、この11月には静岡でJALT2018で開かれます。今年度はGreg Lambert、Gretchen Clark、Miki IwamotoがLDSIGの研究助成を受賞されることとなりました。ここで改めてお祝いを申し上げます。受賞者の三名の方には、JALT2018でのご発表もさることながら、Learning Learning 26.1への研究についてのご報告も期待しております。JALT2018では、学習者や教師のディベロプメントに関する研究やプロジェクトに関する活発な議論がなされることと思います。そして新たなメンバーとの出会いなどを心待ちになさっている方も多くいらっしゃるのではないでしょうか。今回のJALT2018ではLDフォーラムに加えて、SIGの年次大会、土曜日の夕方にLDのパーティーを企画しております。これまで支援くださったメンバーの皆さまはもちろん、今後のLDSIGを支えてくださる新しいメンバーのご参加もお待ちしております。

また、現在、このLearning Learningの刊行と並行してThe Learner Development Journal Issue 2: Qualitative Research into Learner Development の編集作業が進められています。投稿者の方々、並びに編集に関わっていらっしゃるMasuko Miyahara、Patrick Kiernan、 Chika Hayashiのご尽力に感謝申し上げます。研究や実践の貴重な成果を拝見できることを楽しみにしています。

このようにLDSIGの１年をいろいろと振り返ってはみるのですが、LDSIGの設立にも関わったNaoko Aokiがご逝去されたことがいまだに私の頭から離れず、一番大きな出来事であったということを言わざるを得ません。今号ではメモリアルとしてNaokoの足跡や思い出などが記されているのですが、特に私Yoshio Nakai にとっては、PhDの指導教官でもあると同時に研究・仕事仲間でもあったNaokoは日本語教育の実践や研究における羅針盤のような存在でした。コーディネーターとしての自身の１年は、KokiやLDSIGの多くのメンバーからの温かく心強いサポートに甘えたままで、十分に貢献できずにいました。しかし、今回の訃報とNaokoが大いに関わっていたLDSIGのコーディネーターをさせていただくようになったというめぐりあわせを思うと、改めて心の引き締まる思いでおります。

2018年もあとわずかとなりましたが、2018年も、また、来る2019年も皆様にお目にかかれますのを楽しみにしております。

中井好男、冨田浩起

学習者ディベロプメント研究部会コーディネーター

2018年11月

DEDICATION | 賛辞

Remembering Naoko Aoki Together

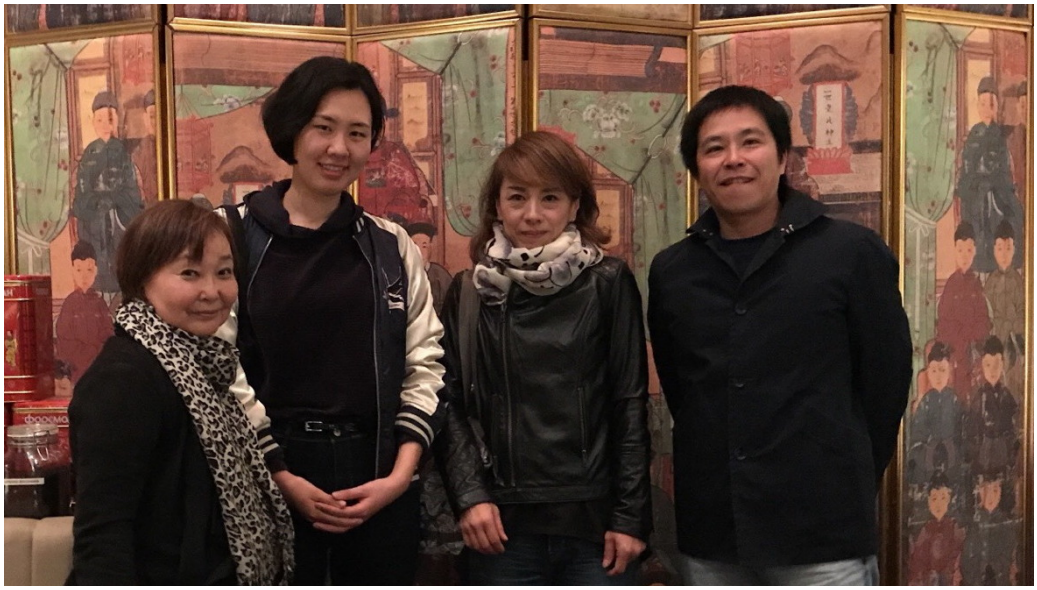
On the morning of 11 July, we received the shocking and sad news that Naoko Aoki, a co-founder of the SIG and a long-time friend to many of us, had passed away on 8 July and that a small group of family, former students, and friends held a private farewell ceremony for her. Naoko was gone.

The remembrances that we share here come from colleagues and friends here in Japan and around the world collected in the weeks that followed. Now in November as we finish editing this issue of *Learning Learning* it remains difficult for me to imagine not being able to share a table and a strong coffee with her. I hope that our collective memories of Naoko – with a silk scarf 'round her neck, an impish grin, a serious question, and always a ready laugh – will help readers to join in honoring her memory, and seek out her writings as we continue our learning journeys together. ***Hugh Nicoll***

My heart cries love for how much Naoko supported learning as teachers and learners. I met Naoko mostly in Japan or Hong Kong, without a scarf unlike Hugh, then the serious question came, so I knew what to do if she gave me the huge-smile. I do not know how else to explain this, but she guided me when I was suddenly without my mentor. Last night not knowing of Naoko's passing, I bought all six books of the Japanese kanji drill test books for primary students to get better at writing Japanese because I kept on thinking I was missing something. An immaculate professor can impact. Naoko got me! We need Naoko's huge-smile, inquiry, then laughter for learning teaching moments for learners' self-efficacy and agency. The learning world is a better because of Naoko! I will emulate this connection between learning and teaching. Thank you Naoko! ***Stacey Vye***

I first met Naoko at an autonomy conference in UTS, Hong Kong as a PhD student. It was my first conference, and my first presentation. During that conference, Naoko was sitting at a table outside, having a coffee and had streams of people sitting down to have a chat. I sat down for a chat, and she gave me so much support and feedback. I thought I had given the worst presentation ever, but Naoko just told me to pick myself up and look ahead. And some years later, I was really fortunate enough to have worked with her as co-convenor and co-editor. She was forever patient, insightful, generous, and I really appreciated how she created spaces and opportunities to support younger researchers. A huge thank you, Naoko. ***Alice (Chik)***

I'm very shocked and saddened to hear this news. Naoko did so much to advance the awareness of learner autonomy in Japan and beyond. She was always very supportive of me, as a young researcher in this area. She was both bubbly and calm, down-to-earth and gracious. Sara, Garold and I invited her to be a keynote speaker when we organised the 'Exploring Theory, Enhancing Practice: Autonomy across the Disciplines' conference in 2007. It was wonderful working with her for that event and her presentation was inspirational. ***Lucy Cooker***



I was so very sad to hear of Naoko's passing. I had got to know her through meetings at IATEFL and worked with her in the context of the AILA ReN. I remember her as being so kind and positive. Her knowledge of the field of autonomy (and beyond) was expansive and she was generous in sharing her insights with others and offering support where needed. She never made you feel like you didn't know something (which I very often did not!). Instead, she had a wonderful way of including you, valuing your contribution, and making you feel welcome. She has made a huge impact on the field and has inspired many scholars and teachers. She will be very sorely missed. ***Sarah Cotterall***

Like everyone else, I was shocked to hear of Naoko's passing. I first met her in 1994, at the first Hong Kong conference on learner autonomy – we got to know each other doing pair work at one of the workshops. Fairly soon after that she embarked on a Ph.D. under my supervision. We mostly communicated via email, but every summer Naoko came to Dublin for a week or two of intensive discussion. She usually stayed with us, encouraging our son in his passion for first-generation Pokémon; her Thai curry was

something we always looked forward to. Others have talked about Naoko's lively calm, and I know what they mean. But I shall never forget the gasp of astonishment prompted by her discovery of a feminist tract on my bookshelves, and the disbelief with which she shrieked: "Have *you* read that?" (As a matter of fact, I had.) It's a privilege to have known Naoko. She was always good company, rarely predictable, and invariably challenging. May she rest in peace. ***David Little***

My last meeting with Naoko was at the Nordic Autonomy Workshop in Helsinki last August. Like so many of us, I remember her lovely warm smile and the big hug she gave me when we met and when we parted. I will always cherish the last smile, the last hug in Helsinki, on a cool and windy day in August. I was always inspired by her research, by the courage and skill she showed when writing her wonderful stories. She was one of the early narrative researchers in the learner autonomy field and she was fantastically insightful and inspiring, and also exceptionally creative. As a practitioner-researcher I always felt she gave me courage to pursue on my chosen road. She herself was a writer who took risks and brought joy to her readers. Naoko's present for me when we met in Nordic Autonomy Workshop in Bergen in 2009 was a beautiful kaleidoscope: Naoko, we can still meet when my hand turns the kaleidoscope. I will miss you. ***Leena Karlsson***

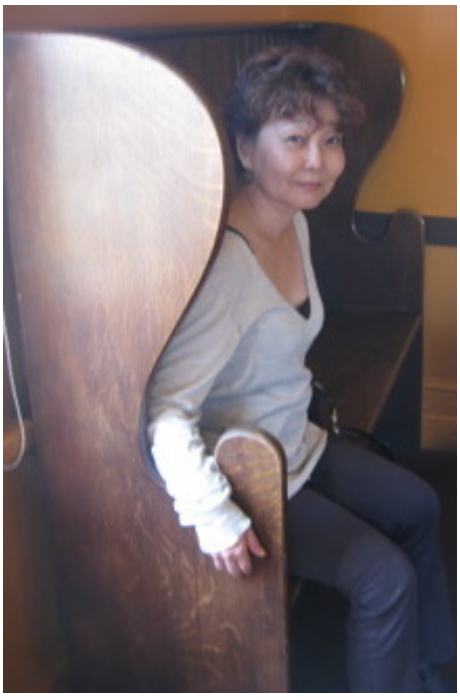
This was truly terrible news. Naoko was there throughout my own career in autonomy and it's hard to imagine the community without her. I too first met her at the 1994 autonomy conference in Hong Kong where I tentatively gave my first presentation of the Helsinki autonomy model (ALMS). Naoko and I started chatting on a balcony on the beautiful HKUST campus overlooking Clear Water Bay and this was followed by many wonderful encounters at conferences all over the world, not least in Helsinki last summer at the 13th workshop of the Nordic Autonomy Group. Naoko then was as warm, bright and alive as ever. Her own work was always brilliant and inspiring and she offered incredible support to students, researchers and teachers alike. I will never forget her and feel fortunate to have known her as a friend and colleague. ***Flis Kjisik***

I was shocked and saddened to learn about Naoko's passing. I am deeply grateful to Naoko for her pioneering work to promote learner autonomy in Japan. Through her numerous contributions, she facilitated the efforts of those of us who followed. I am especially grateful for the opportunities she created for my colleagues and I to have our research published in the Japanese language. Her death is a great loss for the learner autonomy community in Japan and beyond. ***Garold Murray***

I first met Naoko in person in Brisbane, at the AILA World Congress 2014. Together with Hugh, she had organized the “autonomy party” in a Greek restaurant near the conference venue. She smiled and laughed and she welcomed me, as if we already knew each other. I will never forget it. Before this first meeting, I was already inspired by her work. Her chapter “Affect and the role of teacher in the development of learner autonomy” was for me a milestone and gave me the courage to address this topic in language advising. I also treasure her “Can do statements for advisors”, read and read them again and let me inspire for my advising practice.

Last time I met her was at the Nordic Autonomy Workshop in Helsinki, August 2017. As always, she was a wonderful, magic presence, like a good fairy she had the right piece of advice for me, struggling with how to motivate teachers to more autonomy. Her modesty, her brightness, her warmth and friendliness will be in my heart. Thank you, Naoko! ***Giovanna Tassinari***

The news came so unexpectedly that I am still shocked and struggling to put together my thoughts three days after I learned of Naoko's passing. I have to admit that I was not familiar with the concept of learner autonomy when I agreed to be the 'English learner liaison' for a new newsletter called *Learning Learning* (Richard invited me to get involved). I still remember the excitement I felt when its first issue came out in 1994 mostly thanks to the joint coordinators' passion permeated in those pages. I also remember how I loved it when Naoko quickly switched from Japanese to English (because she "could only say that in English") at a conference in Tokyo (in 1994 or 1995?) to say, “We’re very proud of it [the bilingual newsletter].” I thought that was so charming! Since I sort of 'vanished' from Japan a few years later and was out of touch, it was a nice surprise when Naoko contacted me about a book chapter to translate after I returned to Japan. This time, I had the privilege of closely working with her and learned so much - not only about the subject matter but also about scholarly sincerity and passion. Last time I met Naoko was at a post-conference party in Nagoya in 2011. Although we had only seen each other sporadically over the years, I felt a sense of camaraderie that night, and I really appreciated it. Thank you, Aoki-san. You will be sorely missed. ***Tomoko Ikeda***



I first met Naoko in a crowded room at a party at the JALT conference – probably in 1992 in Omiya. She was talking to a very tall Englishman, maybe Tim Knowles, glass of wine in one hand, cigarette in another, holding her own in a very animated fashion. I joined the conversation and started to argue with her myself, asserting the rights of Japanese language learners to learn in Roman alphabet not in Japanese syllabary. We both stuck to our positions but I could see she was at once a formidable intellectual opponent and very interested, like I was, in language learners’ own perspectives.

(That’s how it began, then – our twenty-five years of off-and-on collaboration – and that’s how it continued, full of radical challenge and friendly argument but strong commitment to a common cause. At least that’s how it was in the first three to four years I knew her, before we went in different, though sometimes still-joining-up ways.)

In the same year, 1992, with Trevor Hughes Parry I started a newsletter for learners of Japanese in Japan (*Learner to Learner*) and, along with some other teachers of Japanese – Tomoko Ikeda included –

Naoko kept in touch about it, but we only really started to collaborate very intensively in about 1993, when I shared the idea with her of forming a new JALT 'Learner Development' SIG which would provide a home for *Learner to Learner*, and both formalize and take further the connections that we'd been developing between our selves as reflective learners and as teachers of different languages. Naoko agreed to coordinate the SIG with me and from the outset we set about 'doing things differently', for example by having bilingual meetings and newsletters, and ensuring there were joint Japanese and non-Japanese SIG committee members for every position (JALT was at the time a very English- and Anglo-dominant organisation). We valued trust and consensus over bureaucracy and we had some great local get-togethers, conference panels and lively parties. We were riding on the crest of a wave of new thinking, bringing together all sorts of people with different backgrounds and interests and influences, but all with a shared commitment within the broad field of what we were calling 'learner development'.

At the same time, we were beginning to make connections internationally, firstly in 1994 at a large conference on learner autonomy that Naoko and I attended in Hong Kong, which led to an invitation to the 1995 Nordic workshop in Denmark. We felt we were outsiders in Copenhagen, coming from Asia, and feeling uncomfortable with a certain rather cold rationality and irritation among participants that we sensed on the first day. We spent all night talking in Peter Voller's room, all three of us feeling hurt, and trying to clarify to one another what we saw as our more humanistic, affective, even 'Asian' approach. Our not very sober consensus was that we would assert ourselves by 'taking over' the workshop the next day and introducing a more affective, ludic dimension, which Naoko proceeded to do by jettisoning her own planned presentation (she was the first on the programme in the morning) and facilitating the three workshop activities we had planned in the early hours: (1) forming groups according to colour of one's underwear; (2) trust exercises involving holding a partner's head (thus, I got to know Ema Ushioda); and (3) walking like a member of the opposite sex (David Little performed this task with particular aplomb). This all broke the Copenhagen ice admirably and we were even invited back to subsequent workshops. Naoko had well and truly arrived on the international autonomy scene and she went on to do her PhD with David, while I've been Ema's colleague for 15 years now. It's good to hear that Naoko was meeting friends at the Nordic workshops right up until recently.

I've probably lingered over this particular, perhaps rather childish memory because it seems to me a time when we were closely on the same wavelength – or perhaps because it was even the last time we were so completely on the same wavelength. We carried on coordinating the SIG together but I was getting distracted and communicating less, while in retrospect I can see that Naoko was developing a new-found confidence and independence which also meant we saw less and less easily eye-to-eye. In 1996 we gave a presentation together at the AILA conference in Finland about learner autonomy in cultural context, reacting against some of the essentialist views we'd been hearing about its possible lack of appropriateness in 'Asia'. But by then the cracks were appearing and our 'band was breaking up'.

So, 1993–1996: just three or four years – some of the most intense in my life for the amount of work we did and the amount I developed as a person and as a professional – so much of it in response to Naoko's intellectual, radical, humanistic, increasingly feminist influence and challenge – all those qualities she went on to share with the autonomy community worldwide, through her innovative publications and presentations.

We did other things together – quite a lot, really, in the eyes of the autonomy community perhaps, like co-convening the AILA Research Network on Learner Autonomy 2011–14, for the last three years together with Alice Chik, culminating in a publication we co-edited with Alice which appeared quite recently, in January 2018. But this was all at a relative distance (me in the UK, Naoko in Japan), and our interaction was quite 'distant' too, quite professional – it never had the intensity of the trail we blazed together in 1993–1996.

I don't really know how she thought about those years, but for me they were 'golden years.' I sensed they were at the time, but I also know that much more now, as I write this remembering Naoko. And perhaps she did feel that too. Once, quite early on, Naoko told me that our co-creation and nurturing of Learner Development SIG had brought her out of a ten-year period of professional stagnation, and that was good to hear. And when I once (fifteen years ago?) plucked up (Dutch) courage to ask her how she felt about me, given quite a few critical judgments she'd previously shared, she simply said – 'like a wayward younger brother'. Finally, when we met for what was to prove the last time, at Learner Development SIG's 20th anniversary conference in Tokyo in 2013, she seemed to commend me for having shared a 'secret story' (i.e., affectively true, usually hidden story?) in my talk about our early collaboration. Her opinion always counted for me even when I pretended not to care, and it was a relief to feel unjudged – perhaps even forgiven – by Naoko again, as if I'd finally grown up.

So, with this further secret story, this is how I miss and honour Naoko – my older sister, radical, innovative, assertive, fragile, caring, brittle, unbelievably gone. ***Richard Smith***

Naoko Aoki? Wow, there's a name that brings back memories. I think the first time we met was back in the eighties when we were two of only three people to turn up in a rainstorm to a Tokyo JALT meeting. I think it was about the Silent Way and Cuisenaire rods. We talked over beer after that and then met often at teacher meetings. Richard Smith mentions me above, and I can well imagine the conversation we might have been having. We were both enthusiastic about teaching and trying new things, and in those bubble days, there was a lot of opportunity. Jobs were not scarce, and schools openly appreciated teachers with enthusiasm and ideas.

In those days, there were not many Japanese people who were 'trained' language teachers (I mean 'trained' in the conventional career/certification sense of the word). Naoko was one of the few, and she provided our rather drunken 'academic' discourse with a refreshing insight into language learning from the point of view of a Japanese person. I admired her enthusiasm at the births of quite a few SIGs, particularly the Teacher Education and Learner Development SIGs, and I remember a group of us, including Naoko and Neil Cowie, belting the songs out at our very academically inclined karaoke meetings.

Unfortunately, our paths have not crossed much this century. I think Naoko moved on. I moved sideways. ***Tim Knowles***

I received word of Naoko's passing just two weeks after losing my father. The dreadful news about Naoko came to me from a Japanese family friend in Ireland who had attended my dad's funeral and who also happened to know Naoko (through meeting some years ago at one of the events organised by the Association of Japanese Language Teachers in Europe, I think). I didn't want to believe the news and, because I was still dealing with my own personal grief, I found it almost impossible to process … and still do. My final memory of Naoko is from last September. We were both invited speakers at a symposium in Cardiff on Applied Linguistics and Japanese Language Pedagogy. Perhaps because the event was focused on Japanese language teaching, we ended up conversing with each other mostly in Japanese rather than English … even when we went out to have coffee together at a local Costa. Interestingly, I always found my interactions with Naoko to be quite different, depending on whether we chatted in English or in Japanese. In English, I think she liked to be a bit provocative in what she said to me and to challenge my thinking at times. In Japanese, however, she would adopt a much more intimate and informal tone with me, like two sisters sharing private conversations and secrets and looking at the world together. I will always treasure those conversations and memories. ***Ema Ushioda***

Richard Pemberton introduced me to Naoko at my first international conference in Tokyo. I was awed and inspired by the work going in Autonomy and Language Learning and not least a little star struck to meet the authors of work I'd read. Naoko was immediately welcoming, so insightful and such an inspiration. I was over the moon when she agreed to be a keynote speaker at our 'Maintaining Control' conference at UST and HangZhou in 2004. She was brilliant, kind, funny and had such a beguiling smile. She will always be a shining light and inspiration to me. I had been in email contact with her over a project she was working on and was wondering recently about the radio silence… When I saw Hugh and Fumiko's email about Naoko's passing, shock and sadness left me cold and unable to quite process the loss of such a shining star. Heartfelt condolences to all who love and miss her. I hope you are hanging out somewhere nice having a good time with Richard P., Naoko! Your smile and brilliance lives on and will always be an inspiration. ***Sarah Toogood***

It is still hard for me to believe that Naoko has passed away. It was 2005 when I met Naoko. At that time, I was a graduate school student and at the same time I worked for a private Japanese language school in Japan. I took her classes for research on second language learning and teaching. During her classes, she changed my perspective of language learning and teaching through conducting qualitative research she had been doing a lot of work on. Since I met her, she has guided me, first as a student and later as a colleague, and helped me to find the best direction for me by giving me a chance to open new avenues for research and teaching. There are still so many things I need to ask her and want to talk to her about, but I trust that her smiling face will stay with me and she will keep guiding me in my heart. ***Yoshio Nakai***

Naoko was the person who asked me, "What's going right with your teaching? Why do we always talk about the mistakes, what's going well?" I met Naoko at JALT in 2001 or so, when she was doing a workshop about teachers' stories of language learning. It was a revelation to me that I could be part of the conversation about my own professional development. Naoko was so tender and also so sharp. I mean in a good way, academically sharp but also kind. I visited her place for dinner just once in 2012 with a few friends from LD SIG and she made us dessert with rose-water. I am always going to wish I could just have one more conversation and one more hug. ***Ellen Head***

It is going to be almost a month since Naoko has passed away. It was a day after her passing that I heard this dreadful news, and I am still trying to come to terms with it. Tears trickles down my face as I write this….. The first time I met Naoko was, I think, at one of LD SIG meetings in Tokyo many years ago. It was my first LD SIG gathering, didn't know anyone, and was a bit nervous. Well, guess who approached me - yes - Naoko ! Till this day, I still remember her gentle, friendly and supportive demeanour. Ever since she has been my 'guide', especially, in my professional life as a teacher and researcher. She has given me advice on my research by kindly making trips to Tokyo, and a few years back, she was one of the plenary speakers at a symposium that I had organized with my research partners. She has never failed to give me the appropriate guidance and support, but there are still so many things that I need to ask her and talk to her. I was fortunate to meet up with her this past March in Kobe. When she found out that I had only visited Kobe on business, she picked me up at the station in her bright green beetle, and gave me a tour around Kobe….. .. I miss her very, very much…. Thank you so much, Naoko! ***Masuko Miyahara***

It is some weeks since Hugh emailed me with the news that Naoko had passed away. We met for what I now know was the last time at the Serpentine cafe in Hyde Park in summer 2016, having met in the maelstrom of Speakers' Corner, listening to the committed trying to influence an at best skeptical public of the validity of their beliefs. We retired to a bench and table by the lake to drink tea and eat cake. Naoko gave me a packet of new crop green tea from Shizuoka, and promised to visit me in my new home in Dulwich on her next visit to London. Well, now I am living in the Dulwich Kennel, and I feel so bereft that she will never share this small space as my guest and friend. I still have some of that tea, now well past its novelty, but still good to sip to remind me of her.

Thanks to Richard Smith for his memories of that Nordic workshop when Naoko, he and I disrupted in order to connect and construct something that opened new possibilities for those of us who think that one learns another language best by being autonomous, and understanding what that means. They were very good years, those mid-90s ones, for understanding what learner autonomy could mean.

We met regularly after that, Naoko and I, at various autonomy conferences, and she got me through the editing of the *Mapping the Terrain* book, another example perhaps of disruption and construction, when I

was feeling that I had little left to contribute to the autonomy debate. It contains that wonderful paper by Naoko about the experiences of immigrants in Japan, full of humanity, and hope and sadness at the human condition. Meeting you, Naoko, made me a better person.

The scent of green tea

Sipped with one who shares and cares

Sharpens the senses ***Peter Voller***

The news was utterly shocking and saddening for me. My last email contacts with Naoko were in January, February, and April this year, and they were short but nothing unusual. She mentioned that she was busy but would be a reader for the ILA2018 conference, putting her areas of interest as "collaboration, community, exploratory practice, identity, learning advising, learner autonomy, narrative, research, study abroad, teacher autonomy/learning advisor autonomy, virtual learning spaces, voice." What a wonderful range of interests! I can't say I knew Naoko in any way well, as she was a such a private person, but I'm surprised at how what she wrote or said has stayed with me and had a significant impact. I am so grateful to her for that, and I will always remember her smile, her playful laughter, and her thought-provoking - and thoroughly infectious – delight in learner development. ***Andy Barfield***

I knew of Naoko long before I met her. People I knew always seemed surprised that I didn't know her, and so when I did meet her, it felt like she was an old friend. I warmed to her instantly: she was so funny and quirky and kind. I loved listening to her and reading what she wrote, and even if I didn't always agree with her, I was often inspired and stimulated by what she said. I realise that for each of the two conferences and one symposium that I've been involved in organising, Naoko was a keynote speaker. I'm grateful that she was always so accommodating and enthusiastic—such a pleasure to work with.

My brightest, fondest memories of Naoko: in Beijing in 2011, ordering food for a large group of fellow conference-goers with her basic Mandarin and fluent body language; working with her in Japan and New Zealand in 2012 to put together a colloquium on learner autonomy/personal autonomy with three of her doctoral students, her tenderness with one of our participants who burst into tears during her talk; her admission that she likes to say and write things that she believes will bring a smile to the faces of her mentors, David Little and Phil Benson. Believes, believed. It's so difficult to write of Naoko in the past tense. ***Alison Stewart***

I can't remember how and when I met her in person. But I do remember how I learned about her and who she was within JALT LD SIG. It was on the ld-comm mailing list for the SIG officers when I took the position of the co-publication officer with Alison Stewart around 2006. There was a discussion on the need to keep the newsletter bilingual as getting the translation done from English to Japanese was a burden on some SIG members. At this point, Naoko was no longer the SIG member, but she expressed her opinion on the mailing list. It was then I learned who Naoko was and the spirit of LD SIG to welcome anybody who is interested in learning a language on their own initiative and supporting the development of learner autonomy. And the policy of bilingual publication is to show that spirit of inclusiveness which made me proud to be part of the SIG. I was also encouraged to carry that tradition despite the difficulty I was having with translation.

Since then I met Naoko and saw many times mainly at conferences overseas and was even fortunate to have her write a preface to the book I co-edited. But my fondest memory of her was the dinner with her in Beijing 2011 where we were there for AILA. She took a group of people from the conference including me to a local restaurant near the conference venue. As soon as we sat down, she left the table to check out what the local people were having. She ended up returning to the table with a customer who spoke English and ordered everything for us. Naoko was so charming, friendly, and skillful all at once. And thanks to her, we had a fabulous authentic Chinese dinner. She showed us the basics of language learning – the simple desire to communicate and the fun of doing it.

Thanks, Naoko. I learned so much from you and wish I had more chances to work with you. I hope the chapter you requested me to write last year will be what you had in mind… 期待に沿えるようがんばります。***Kay Irie***

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In Memory of Naoko Aoki, Inspiring

Andy Barfield & Hugh Nicoll

Note: We wrote this tribute to Naoko for the ILA2018 conference handbook and would like to share this with you in Learning Learning too.

"I am a teacher educator of Japanese as a second language and have been writing on topics related to learner autonomy for the past 10 years or so…." is how Naoko introduced herself in 2003. Ten years later, she wrote: "I currently work with pre-service and in-service teachers of Japanese as a second language at Graduate School of Letters, Osaka University. I started writing about learner autonomy after the legendary Taking Control conference in Hong Kong in 1994. At that time many people argued that learner autonomy was not appropriate for Asian students. I was not happy with this trend because I personally didn't want to have the stereotypical image of Asians imposed on me. I wanted to refute this argument. Teacher autonomy has also had personal meanings for me. I started off my career as a language teacher and landed a job in a university faculty. I had to forge a new identity, but doing traditional research didn't seem right. Expecting classroom teachers to carry out action research in order to get their work recognized also seemed problematic. I spent some time to build an argument that teacher autonomy and action research do not automatically connect with each other. Through that process I came to realize the value of narrative for practicing teachers. I now think that to be allowed to think, talk and write narratively is an important part of teacher autonomy."

Through her original work and research, Naoko became a leader in the field and developed a supreme capacity for writing plainly about her work through narratives. She made her points and raised provocative questions with a smile and light-hearted laughter, encouraging (sometimes demanding) a fierce attentiveness – of herself as much as asking others – in working for change, always optimistically, learning how to feel, think and act differently.

Feeling. Voice. Narrative. Identity.

Naoko died on July 8th this year.

Neither of us ever expected that we would be writing an "In Memoriam" for her. We both knew her for nearly 25 years, and the news hit us with jolting unexpectedness. Earlier this year Naoko had been part of the reading committee for ILA 2018 and was planning to present at the conference with her research collaborators. We all expected to see her here.

Whether as readers, seasoned conference participants, language advisors, graduate students or teachers new to inclusive research, we have lost an inspiring mentor, friend and colleague. We will, however, continue to be inspired by Naoko in our own learning long into the future. In reflecting on her lifework, we realize how much each of us has to thank Naoko for - enriching our journeys of learner development, helping us imagine the world more compassionately but more critically, and encouraging us to smile together now in sharing stories even though we shed quiet tears of sadness at her passing.

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Naoko's Academic Profile

Naoko was Professor in the Graduate School of Letters, Osaka University, from 2004 to 2018 where she worked with pre-service and in-service teachers of Japanese as a second language (JSL). She had previously been an Associate Professor at Osaka University from 1997. Before that, Naoko worked as an Associate Professor in the Faculty of Education at Shizuoka University for 7 years from 1991. She completed her PhD in 2003 at Trinity College Dublin on *Learner autonomy, teacher autonomy and the process of becoming a pro-autonomy teacher: Theoretical perspectives and life stories of six teachers of Japanese as a second language*. Her Master's degree was in Applied Linguistics from Sophia University (1981-1983), and as an undergraduate she was awarded a BA in French Literature from Tokyo University of Foreign Studies in 1977.

Naoko was a co-convener of AILA's Learner Autonomy Research Network from 2011 to 2014. Twenty years earlier from 1991 to 1994 she had served as Japanese language editor for JALT's *The Language Teacher*. Members of the Learner Development SIG will always remember Naoko as the founding co-coordinator of the Learner Development SIG in 1994, and as an inspiring mentor, friend and colleague.

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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.

“メンバー声”、ＳＩＧ会員皆様が他会員皆さんに向けて多様な形式・文体・長さで、ご自身考えや活動をご紹介していただくためスペースです。例え、以下のような様々な声を歓迎しています.

Reflecting on Motivation and Autonomy

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Like many people raised in the UK, I studied foreign languages at high school. In my case, those two languages were French and Spanish, although the experience of studying them couldn't have been more different.

In French, we were given lists of vocabulary to translate and remember, coupled with terribly exciting tables full of verb conjugations. Our experience of speaking the language was mainly restricted to listen and repeat exercises, and our teacher(s) mainly spoke English. As a result, I have forgotten most of the French I studied, even though I spent time in France and was a huge fan of French films. We were told that if we studied hard we could get a good grade, and knowing a foreign language would be good for our careers.

In Spanish, we were first given some facts about Spain. This included listening to Spanish music, watching clips of Spanish TV shows, and having real-life Spanish people come into our class. The lessons were almost entirely in Spanish, and we learned greetings and much more without even realizing we were studying them. We were encouraged to experiment with the language, and think of things we really wanted to talk and write about. We ate Spanish food, celebrated Spanish festivals, and learned that Spanish wasn't just spoken in Spain, but around the world. It became clear that if we learned Spanish, we could effectively double our chances of making ourselves understood in many places, and therefore greatly improve our experience. We learned that it wasn't just a language, but a door to many people, cultures, and countries. Unfortunately, I only studied Spanish for two years in high school, but I retained more than from my five years of French.

The approaches to teaching and learner development were not only like night and day in terms of style and content, but also in terms of motivation and autonomy. In French, the motivating factor was clear: get a good grade and maybe get a good job (a little premature for a bunch of 13-year-olds, but there you go). In other words, our motivation was purely extrinsic. Autonomy was almost non-existent. We simply remembered and repeated. In Spanish, the motivating factors were not so expressly stated, and were more for us to decide for ourselves. The motivation was therefore far more intrinsic, only amplified by our being encouraged to make the language more personal.

Looking back, it's clear that experiences like these have shaped my own approach to teaching, and go a long way to explaining why my interests lie in learner motivation, learner autonomy, educational design, and educational psychology. Yet it was only when I began my career as a teacher that I really began to reflect on my own education. Although my first two teaching positions were teaching law, language teaching in Japan, first in an English school (eikaiwa) and subsequently in public and private schools, often jolted my memories back to high school.

Such memories came fully to the fore while I was working as an elementary school Assistant Language Teacher (ALT) in Chiba. Almost immediately I noticed that the lessons I was being asked to teach didn't link, had no determinable goal, and merely centred around a nebulous idea of being 'fun'. So I started engaging the students, and asking them what they were interested in. I took note of the questions they were asking me, and their reactions to certain answers and topics. These kids were young but they certainly weren't stupid, and it upset me that many people were so keen to dismiss them as just wanting to play games. What I found was that the students were very keen to learn, but in many cases they just hadn't been given the material or opportunity.

I began researching and finding things they had in common, things they were studying in other subjects, their learning styles, their interests, and much more. I spoke to teachers both in elementary school and junior high school, wanting to learn more from their experience and interaction with students. Within a year, I was putting together a mini 'curriculum' with lessons that connected both in language and themes. The problem was that I rotated between five schools, so it was hard to maintain the momentum when I might only visit a school for a couple of weeks once a semester. To overcome this, I submitted a plan to the Board of Education to create an English curriculum for 5th and 6th grade students, which was immediately accepted.

For the following two years I researched, designed, co-wrote and developed a full, tailor-made English curriculum for elementary schools in the city I was working in, which the city introduced in 2013. We conducted a needs analysis which took into account the location, students' needs and levels, teachers' needs and levels, usability, developmental levels, transition from elementary school to junior high school, CEFR-J levels, and more.Thematically, it included many suggestions from students and teachers, including talking about the local area, hobbies, club activities, their likes and dislikes, Japanese culture, and more. The language built naturally and incrementally, and included speaking, listening, reading and writing. It was great to see the reaction not only from the students, but also from the teachers we consulted who saw their ideas and suggestions reflected in the materials. It was great to see students being able to connect with the language because they could relate to the content.

I continue to develop learning materials, and I am continuing to pursue research into learner motivation, learner autonomy, educational design, and educational psychology. I look forward to interacting with everyone in the LD SIG!

Finding a Better Way for High School Students in Japan

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My name is Miki Iwamoto and I am currently working on my master's degree in TESOL at Temple University. I am also now working at a public high school in Hyogo prefecture. I started teaching English at high school nine years ago. Since I started working as a high school teacher, and because teaching is a very busy job, I have realized that it is difficult to make time for studying and improving my teaching skills and have felt the gap between what I want to teach and what students need.

In my classes I want my students to expand their knowledge and world view by learning a second language. This idea is from my experience as a student. When I was at high school myself, I learned English only through intensive reading and grammar translation methods: I did not like English lessons because there was only one answer and students were nervous about making mistakes. However, because I was interested in learning about other cultures, I chose to study international

relations at university. While studying international relations, I had opportunities to gather informations for class and I realized I could get more information by reading through articles or searching the Internet in English. To collect the information, I needed to use English and this was the first time I used English as a tool for gathering the information, not for studying English itself. In addition, when I studied in Australia for one year in university, I realized that what I want to tell is important and English is just a tool for conveying my thoughts, feelings and ideas. From these experience in the university and studying abroad, I realized that English is a tool for acquiring knowledge and I could understand the need for not only learning English, but also using it in English classes at school and university. Since then, I have believed that the accuracy of English is not as important as communicating effectively. I also hope this way of thinking can decrease my learners' anxiety about making mistakes. Therefore, I always tell my students not to focus on the accuracy of their English too much and explain that using language for their own purpose is important. To have students put this into practice for themselves, I try to increase the opportunities for them to express their own ideas in English in my classes, and encourage them not to be scared of making mistakes.

However, as a high school teacher, I need to understand the ultimate goal of teaching English in this context is to improve students' scores on university entrance examinations and that is what students need, too. Even though language teaching is highly dependent on the school curriculum and the teacher's approach, acquisition of a second language depends on the learners' interest and motivation (Dörnyei, 2001). For instance, even though I want to encourage my students to focus on expressing their thinking in English and not excessively worry about grammatical mistakes too much, there is a strong need from my students themselves to work on English grammar or vocabulary for preparing the entrance examinations. Therefore, students tend to spend more time to study grammar or vocabulary rather than speaking or writing. This can be boring and students may become scared of making mistakes as well as lose their motivation, but it is difficult to change my students' needs because they will need the knowledge to pass the university entrance examinations.

I have been trying to find an effective way to solve these problems by attending seminars for high school teachers and sharing these difficulties with other high school teachers. In the seminars, I felt relieved when I found out that other teachers have similar problems and because I could share the difficulty of teaching English for the entrance examinations, but I also realized that I was lack of learning about education and teaching English. I could learn some effective and interesting activities in the seminars, but I neither understood why these activities are effective for students nor how to develop my own way of teaching further. From this experience in the seminar, I felt that I need to study about teaching English from the beginning.

From last fall, I started a master's program of TESOL and joined JALT to find effective ways to teach high school students and understand learner development more fully. For now, I have started understanding English education theoretically and practically. For example, I have understood that there are method and theories to approach teaching English based on empirical research, and I can consider which method or theories are effective to my students and my teaching context. Learning about TESOL has changed my perception of teaching. I also have more confidence in what I am doing in my lessons because now I understand the effectiveness of activities and can tell my students why we focus on them in the lesson. I am excited to improve my teaching style more and see the reaction of my students toward English classes, especially how their motivation to English may change with some activities. Since this school year, I have introduced shadowing and dictation in my lessons. Against my expectations, students have remained confused and not that motivated very much, but I hope I can increase their motivation by improving how I introduce these activities and explain their

effectiveness. For now, I am interested in learners' motivation and autonomy to learn language. I want my students to become motivated to learn English and try to study English outside of school, too. I am looking forward to learning more from taking part in the Learner Development SIG and meeting other SIG members.

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Reflecting on Reflecting

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A few years ago, while teaching in Hong Kong, I was asked to deliver some workshops on Analytical Reading. In order to graduate, all students were required to pass a course which required them to read important texts across many fields and then write a number of essays. This might seem a wonderful way in which to broaden students' minds, but the sad truth was that the majority of students found many of the texts extremely difficult to comprehend, let alone write a worthwhile commentary about. (And in truth, I wonder how many undergraduates today at universities in countries where English is the mother tongue would be able to write something cogent and meaningful about Plato, Darwin, Hume, or others.)

In any case, a meeting was held after the first workshop and comments invited from those professors and lecturers responsible for delivering this course. Their comments were favourable overall, but the one than most struck me was made by one of the senior professors, who said that what most impressed him was the fact that I had advised students to always ask questions about what they were reading; to be active readers, in other words, rather than passive.

I was glad he was glad I had made this point, but at the same time, it remains inconceivable to me that any student at a supposedly well-reputed university anywhere in the world should need to be told this.

Picture, if you will, a classroom in the United Kingdom in the 1960s. The room is full of children, aged about five or six. They are in Form 2. The headmaster of the school walks in one afternoon, excuses himself, and asks the teacher if he may address the class for a few minutes. It turns out to be about twenty. During this time he explains the importance of education, and exhorts us, as young adults, to do our best. Then, towards the end of his talk, he wrote one single word on the blackboard: *believe*.

Then told us not to believe everything we were told, not to believe everything we read in books or newspapers, not to believe everything we saw on TV or at the movies (and today, of course, the Internet would have been at the top of the list!). Why?

And then he drew a circle around the three letters in the middle.

Because, he continued, people will often lie to you. Or tell you half-truths. Or they will twist the truth. So it is important that you think for yourself.

As far as I was concerned, this was not news. I was already a long-time convert. My father had told me before I even entered school, at the age of 4½, not to blindly follow everyone else, but to think for myself. Furthermore, this same mantra was intoned by many of my teachers throughout my school years. And it has stood me well, both as a student and in other aspects of my life. (And no, I won't bore you with examples!)

For me this is educational bedrock. The very foundation and purpose of a good, meaningful education. And yet I worry about today. For around the world, in far too many countries and institutions, there seems to be a growing focus on scores. Education, now, is a business. Students are customers, and as such need to be satisfied and

placated. Gaining an education, particularly at university, is increasingly costly, and to keep these "customers" flocking they need to be made to feel that they are getting value for money – or at least what they perceive to be value for money. And that means scores. Good scores. Great scores!

And so the focus is on tests. Anything not directly connected with the coming assessment is spurned. You want to teach me how to think for myself? Forget it. Just tell me what to do! How to get top marks!!

And so pedagogically driven teachers, or at least those who are still around, can often find themselves in a quandary. Do they just put up and shut up, knowing that they are failing their students (even if their charges are singularly unaware of this fact, and would probably not be the least concerned if they were aware)? In turn these less than optimally educated students will often fail to meet the requirements and desires of employers, and in this and other ways will ultimately fail their respective societies.

Though in looking at what is happening around the world today, perhaps this is precisely what our countries' leaders want. If not, then why would education be so chronically underfunded, and institutions forced to adopt business models in the first place?

I am so glad I was educated when and where I was.

A Brief Reflection on My Initial English Learning Years

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Growing up in British colonized Hong Kong did not automatically mean that I was a proficient English speaker. Children in countries like Singapore, where bilingualism was made into official policy from the 1960s, were required to learn English and their mother tongue, such as Mandarin or Bahasa Malay (National Library Board Singapore, 2016). Children in Hong Kong, who are predominantly Cantonese speakers like myself, are not required to learn English, and only private schools and the top public schools provide sufficient English lessons (Sheung, 2014). This means that the majority of the Hongkongers, especially those who attend public schools, do not reach high English proficiency, because English is treated as a subject and not used in other classes. I myself was an example of this, as I had learned some basic English in kindergarten and the 1st grade, but seldom used English outside of class. So, it was no surprise that I was unprepared to attend regular 2nd grade classes in English when I arrived in Melbourne, Australia, at the age of 7. I was initially accepted into a 2nd grade class at a local school in my neighborhood, but was placed in 1st grade after the first day, because I was barely able to understand my teacher. I was referred to a nearby ESL school within 2 weeks and spent the next 6 months there. It was through some kind of critical age magic that I was able to reach minimal proficiency to get back on track after those 6 months. The subsequent two years of immersive education in English were formative years that helped shape my learner beliefs about education, and retrospectively showing me the importance of having near-peer role models (Murphey, 1995).

I attended class with European and Asian students who did not speak the same L1 at the ESL school, which meant that we had to communicate in our shared L2, English. This gave us opportunities to develop our L2 abilities through trial and error, fostering our self-efficacy and language learning beliefs. Having the same low L2 proficiency as my classmates and seeing perceptible progress in my English acquisition helped me maintain a positive outlook on my language abilities. This is a crucial factor for language learning success according to Kondo-Brown (2006) and Mori (1999). Culturally, as a Hongkonger, I was a believer in discipline, hard work and not relying on talent, so I had a growth mindset and was not afraid to make mistakes (Dweck, 2006). Although I was mostly introverted, gaining more vocabulary turned nerve-racking activities such as show-and-tell into enjoyable experiences, as they were good opportunities for me to use my newfound knowledge. My increased proficiency and the acknowledgement from my teacher and peers helped me gain more self-efficacy, and I became more willing to use English outside of class. Being able to leave the ESL school in 6 months was the confidence booster I needed, and was probably what helped tie the idea of persistence to achievability for me. My proficiency level was still only at the Common European Framework of Reference (CEFR) B1 level after 2 years, so I had issues with English composition and lacked the vocabulary to be an advanced English user in middle school. However, when I returned to Hong Kong and continued my education at an American international school, I realized it was not so different from my experience in Australia and I would be able to make progress in language learning as long as I worked hard and persisted. I was required by my school to attend an elective ESL course for the first 6 months, but using English came naturally by that point. It probably took me until high school to reach native-like proficiency, but because all my courses were taught in English, my language learning experience progressed much more naturally compared to ESL or EFL learning. Looking back now, I had the type of mindset that Dweck (2006) described as potentially leading to language learning success.

With my willingness to work hard and persist, I was also motivated to get back into a 'normal' class by two individuals who I could call my near-peer role models. One role model was the son of our coincidental Hong Kong neighbor, who was almost the same age as me. He had studied in Australia for only a few years and was seemingly speaking English proficiently with an Australian accent. He was the perfect example of success in language acquisition to me and was the same age, gender and ethnicity as myself (Murphey & Arao, 2001). The second role model was my mother, who put a lot of effort into studying English during her high school days to be a cabin attendant. She had a higher English competency compared to my father, which meant that she was usually the parent who socialized with the English-speaking neighbors and friends. According to Murphey and Arao (2001), children often learn from the people closest to them, such as parents, relatives and friends, and develop efficacy beliefs from observing other people's accomplishments. The examples of successful language learning that I saw in these people helped strengthen my growth mindset and reinforced the notion that English acquisition was achievable through hard work and persistence. This gave me the idea of a possible future self, which is another motivator for language learning success (Dweck, 2006; Mystkowska, 2014).

In this brief reflection on my initial L2 English learning years, I have discussed two factors which had helped me eventually become a high proficiency English user. I was studying at a time when the population in Melbourne, Australia, was predominantly Caucasian and there was no Internet or social media. The factors influencing English learners in 2018 are undoubted different compared to my experience in 1984, but I think learner beliefs and near-peer role models are equally important factors for language learning today.

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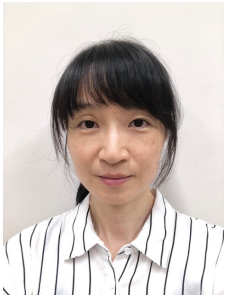
Learning to Teach, Teaching to Learn



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In this Members' Voices piece, I am sharing my journey from a reluctant learner of English to a teacher-learner of English. I appreciate all the opportunities that have brought me to my current profession. I have been both a good and bad learner of English. I enjoyed studying English for exams and was doing well, but never had the opportunity to use English communicatively. Maybe I was a typical Japanese school student at that time. After I got in to a university as a law major, I lost my interest in English and made just enough effort to obtain the required credits (and was sometimes absent from a class).

As I was settling into my first job at a government organization, I thought I wanted to learn 'something' and decided to study for the TOEIC test. My long journey of being a learner and a teacher restarted here. I got married and changed jobs, but was still learning English to improve my communication skills. It was stimulating to learn about cultural differences and broaden my perspectives through the language I had already studied but had never used.

I began to teach English before and after I had children and became interested in one simple question "How can Japanese people improve English communication skills?". To me, there was an invisible barrier between those who could speak English and those who couldn't. When I was with the little babies at home, I came across many advertisements of English learning resources for kids. The question arose again and I pushed myself into a teacher's side to explore the answer. I started to teach at a private English language school. Then I expanded my interest too much and finished my master's degree in TESOL.

Now I am teaching undergraduate and graduate students in the faculty of engineering at the University of Fukui and am working on my doctoral degree at UCL Institute of Education. My research interests lie in learner identity and agency. Most of my students are quiet and look uninterested – just like I used to be. But I do hope they will become able to use English as an engineer. The interview data for my current study has shown that most of the students are aware of that, but few actually take time to study. I am analyzing the data to find out if there are any hidden meanings behind that.

My initial question "How can Japanese people improve English communication skills?" turned out to be too difficult to answer. But I think this has been a central concern of recent curriculum reform efforts by MEXT. I do believe a small effort brings about a small difference. I am exploring better ways to approach my students through my research as well as my experiences as a teacher and a learner. I hope I can be of some help to my students' long journey to become a better user of English.

Learning Goal Orientation as a Precursor to Metacognition

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I have been teaching at Kokusai Junior College for nearly three years after experiencing more than a decade teaching in corporate and *eikaiwa* settings. Along this teaching journey, I attended numerous seminars, workshops, and conferences on teaching English. A few of the topics and speakers that stuck out were those addressing "the negative mindset" students tend to develop in junior high school and high school that remains with them throughout their English studies. Additionally, professional workers would self-deprecatingly comment on their poor English skills albeit having invested long-term in studying English. For some reason, this topic resonated within me as a wake-up call to motivate those students who disliked English. As a result, in 2010, I embarked on a mission to consume all the relevant literature that was applicable and related to language learners' (L2) motivation. I read the works of Dörnyei (2005), Gardner (1985), Deci and Ryan (1985), and Ushioda (2001). While these works provided me lenses for viewing L2 motivation, I felt they lacked practical tools for alleviating the ills inherent in "the emotional baggage" language learners brought to the classroom (Suzuki, 2017). Additionally, Matsuno (2018) in the July / August issue of *The Language Learner* presents her research on when "students begin to like or dislike English" and "the reasons associated with their preferences and motivation" (p. 19). These are the issues that I have been pondering for more than a decade: (1) Why the dislike of English? (2) How to motivate students to learn English? and (3) What practical approaches could be used in the classroom to create a positive environment for learning English?

Last year, I focused my research on creating a positive mindset from the beginning of the semester. Naturally, students who do not like English are not motivated to learn English. Unsurprisingly, a lot of research associated with learning English and motivation has been conducted in the last decade in terms of Likert questionnaires to gauge students' favorability of learning English. While the research seems to focus on the attitudes of individual learners, I feel very little research has focused on practical application as it relates to curriculum design.

At the same time, I ran across Dweck's (2006) research on how fixed mindset inclines to be associated with a negative attitude toward learning in which a student's dialogue of negative self-talk could sound like, "I'm not good at English. I don't have the talent, and I'll never be good at English." As a result, a teacher could only imagine the countless "negative deposits" that have been made in the span of six years (from junior high school to high school) when students start to seriously learn English(Suzuki, 2017; Matsuno, 2018). Given this "emotional baggage" that students are likely to bring to the college classroom, I decided from last year to design my classes to redress those students who disliked English. While combing the research related to English learning and goal-setting, I read Harford (2008) in which she iterated that students should take ownership of their learning through reflection and goal-setting. In this regard, I decided regardless of the students' background and previous encounters in learning English, the first class is always about goal-setting for the semester, the immediate future, and the long-term. The reason, I mention the long-term, is a goal of "active learning" is connecting learning to skills that students' can home later in their lives.

Learning English is a long-term process that involves a lot of trial and error. Through this process, a systematic understanding of English develops. If a learner wishes to master English, they must be motivated and be willing to dedicate countless numbers of years in order to reach this goal. In any given English course, students will have different reasons for taking a course. While

teachers set goals and objectives for their courses to run and manage the classroom, it is the responsibility of individual learners to define goals and objectives above and beyond their current course. Setting these long-term goals and objectives could be the motivating force that moves learners toward a more positive learning experience. Most important is that goal orientation gets students to think about the big picture. It provides an anchor for the semester's journey. Thus, one means of creating a more positive learning experience is having students individually define and set learning outcomes in terms of goals and expectations for a course and plans for future improvements at the beginning of the course. Doing this serves a few purposes: (1) It allows students to define their sources of motivation; (2) It allows teachers to understand their students' needs in order to design a more positive learning experience; and (3) It is a record as reminder for both the teacher and the student on establishing a positive learning environment.

Goal-setting at the beginning of a course is better for building on the framework for fostering a student-centered classroom in which English as a Foreign Language (EFL) is mainly taught, as some students may never have experienced a student-centered classroom. Moreover, teachers and students can better understand expectations and share the responsibility of creating a positive learning environment and experience. Further, teachers can understand their students' needs and attitudes about learning English at the beginning of a course, so instructors can plan lessons to challenge students with positive attitudes toward English while simultaneously motivating students with negative attitudes toward English. Finally, progress happens little by little as goals are achieved and motivation builds. I believe goal-setting is a precursor for teaching metacognitive skills. Thus, they are mutually inclusive. As a result, goal-setting in tandem with acquiring metacognitive skills for learning English, I believe, could possibly be the silver bullets for improvement and motivation. However, if students are skewed toward fixed negative mindsets, it might be in the best interests of instructors to view learning goal orientation as a precursor and catalyst for teaching metacognitive skills.

As of April 2018, I have embarked on the journey of teaching metacognitive skills. This process has taken the initial form of "getting students to think about what they are learning" by filling in an "English Learning Log" chart that I designed, which is self-reflective and goal orientated. The students near the end of each class reflect, discuss, and fill in their charts using keywords. Before concluding the class, I will have a rapid fire Q&A with the students about the keywords they wrote. By acquiring metacognitive skills, students gain learning strategies and motivation that will gradually allow them to become autonomous learners. Ultimately, the goal of education is that autonomous learners become lifelong learners.

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SHORT ARTICLES | 小論

Fostering Reflection: Helping Language Learners (and Teachers) to Take (and Release) Control

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This short reflective article provides a narrative of my experiences with the implementation of a reflection project for English as a foreign language (EFL) learners. The project encourages students to reflect on their experiences and beliefs, and, hopefully, gain more control of language learning for themselves.

Reflection and learning

For the better part of 20 years, I have been working in education contexts within Japan, from English conversation schools, to elementary and junior-high schools, *kosen* (colleges of technology), and finally tertiary education. The work environments in which I have found myself have either encouraged thinking about teaching and learning, or at least not hindered it. This "thinking about teaching and learning" has generally come in the form of reflective activities conducted with my students or other teachers (see e.g., Sampson, 2012, 2016). Reflection has been part of my constant attempts as a practitioner to better understand the young people with whom I work, and, hopefully, for them to understand themselves a little better also.

Reflection is thinking about our experiences. One of the common summaries of John Dewey's approach to education illustrates its importance to learning: We do not learn from experience; we learn from reflecting on experience. In Dewey's (1916/1944) reckoning, merely living through experiences is only going halfway – it is the process of then thinking back on these experiences from which we can truly learn and develop. In essence, reflection can be thought of as a systematic, rigorous, disciplined way of thinking, involving a process of experiencing, describing experience, distancing and analysis of experience, and subsequent intelligent action based on these deeper understandings (Rodgers, 2002). It is a meaning-making process that can assist learners and teachers to move from one experience into the next with a deeper understanding of its relationships with other experiences and ideas.

Recognizing a need for change

I began teaching at my current place of work – a small, regional university to the north of Tokyo – just over five years ago. One of my primary roles is overseeing a coordinated English curriculum for 550 first-year students in the Science, Technology, Engineering and Mathematics (STEM) group. Courses in the curriculum are largely based around the development of listening and reading skills. In the past few years, the curriculum has seen marked progress in terms of academic outcomes measured by standardized tests. These scores are held up as evidence of the benefits of the curriculum for our students.

Nevertheless, I have always felt unease at the compulsory nature of these courses. It seems to be taken for granted that students will want to continue to study English even though it is not their major, or that they will have absorbed societal messages about the necessity of English (Sampson, 2017a) to such a degree that they will persist (meekly endure?) with study. However, no thought is given to the potential lack of self-determination in their learning (Ryan & Deci, 2002). For instance, at the commencement of every academic year, my colleagues and I conducted an orientation session about the compulsory English courses for the entire first-year STEM group. The session was devoted to providing an overview of the "how" of students' learning at a small scale, without zooming out to any explication of why they were going to be doing this. I was asked to present parts of this outline, yet I had a strong feeling of "frustrated authenticity" (Vannini & Burgess, 2009), a deep sense of conflict due to acting in ways that ran against my own values. I wanted to work more *with* learners to examine the interrelationships between *their* past and present learning experiences, *their* evolving identities, and *their* motivation to engage in lessons and develop as English users. While they were producing scores on tests that satisfied the University's need for measurable outcomes, what did my students think and feel about the meaning of their English learning?

Over the last five years, as I have become more accustomed to this work environment, I have also become better able to engage with my colleagues to gradually make changes that help learners to reflect. We conducted a needs analysis with potential employers of our STEM students (Sampson, 2017b), and now introduce findings regarding practical uses of occupational English and advice from company managers at the initial orientation session. I have been using reflective activities in action research with my individual classes, such as asking learners to reflect on the sources of their feelings when conducting LINE text chat with students from an Australian university. Notwithstanding, while these small-scale efforts certainly have their benefits, I also wanted to further encourage my fellow teachers to have students think more deeply about what they are learning, how they are learning, and what difficulties and successes they experience. And, crucially, at all of these stages, why.

Introducing a pilot reflection project

To this end, I sent out a call to my colleagues in the spring break before the 2017 academic year to discuss the possibility of using the Moodle online learning management system to provide reflective prompts for students. Three teachers responded. We commenced the project as a pilot from the spring semester of 2017 in nine of our classes. The reflections draw on the recognition of the importance of identity and self in language learning (Dörnyei, 2009). Prompts include such topics as learners' past experiences with English, ideas about effective language study and hopes for the actions of classmates, the felt expectations of others and messages from society about English, and future prospects of English use. At the end of each semester there is also a more general reflection about students' experiences in lessons, their perceptions of the reflection project, and their goals for near-future English study.

Over the course of their first year at university, students are prompted to write these eight reflective passages as homework assignments. They are given the choice of writing in English or Japanese. Personally, I encourage my students to write in English, as I feel it important to respect and foster their emerging English identities. Perhaps due to this nudge, all of my students construct their passages in English, although some insert an occasional Japanese word here or there. These passages are then brought into the classroom through interactive activities. For instance, students mingle to find similarities in their past experiences with English; critically discuss whether they agree or disagree with societal messages about English; choose a hope for action elicited from their classmates and set it as their goal for a lesson; create short videos showing a future failure with English and how to overcome this potentiality.

Some initial feedback

Since piloting, we have found that reflection gives learners a valuable chance to think about the meaning of their English studies, encounter new ideas from their classmates, discover that other students are motivated to study English, think about their actions in lessons and how they could improve, and to practice writing authentically in English. Here is some feedback we have received from the semester two, 2017 reflections (names are pseudonyms):

> *It was also good that we shared our own idea with each other. Some classmates have ideas which I did not come up with. I could know those ideas. On the other hand, I could know that most all of classmates have enthusiasm about English. Those two points stimulate me. (Moe)*

> *When I wrote reflection project, it was able to teach me the importance of objective view. I noticed my weakness in English lesson, so I made an effort to overcome the weakness. I also noticed classmates thought out a method or a way to use English. For example, the one was making a note while listening to teacher's words. I thought it might be useful and I sometimes made a note in English. In addition to them, I was able to review what I learned in the class. In this way, reflection project reminded me of what I felt in the English class. And more reflection project I wrote, less distress writing English was. When I was high school student, there was few opportunity to write my reflection in English so I was happy to have chance to write English now. (Hiro)*

As these two extracts hint, these reflective activities have provided our students with spaces to make realizations and connections, some of which might destabilize a current status quo - such as when Hiro notices and tries to overcome his weakness in English. Moreover, while we often mistake reflection as individual introspection, Dewey (1916/1944) argues that it needs to happen in community, in interaction with others. Sharing affirms the value of one's experience, allows us to see things anew from the perspectives of others, and provides support to engage and act (Rodgers, 2002). The power of sharing is also evident in these two extracts from learners, as when it assists Moe to realize that her classmates are motivated, or prompted Hiro to notice that his classmates "thought out a method or way to use English."

Working with other teachers has naturally presented its own challenges and rewards. As the following comments from my colleagues attest, at times we have struggled to incorporate the project into the regular curriculum, yet we have also gained insights to students that previously went unnoticed:

> *I feel very embarrassed that I didn't read students' reflections as they wrote them. I was just too busy. That's my goal for the second semester. (Terry)*

> *It was really refreshing, to give students a chance to discuss this in class. I could get a feel for what students are going through. (Brian)*

> *I can tell that the reflection project has had a positive impact on the students and has changed their perception of the purpose for studying English. …Thank you again for this special gift to our students. (Brian)*

Conclusion

As this reflection project is an ongoing work-in-progress, the jury is still out on its effectiveness. While the feedback we have received from participants has been predominantly positive, there are students for

whom the process of writing reflections - whether they be in English or Japanese - is challenging and at times tedious. Equally, it is my experience that some students find it difficult to understand why they are being asked to reflect, and why the related sharing activities take up English class time. These are undoubtedly points that we will need to refine in our rationales at the introduction of the project. Nevertheless, based on student comments to date, the reflective tasks do seem to assist them to take more self-determined control of their English learning. From another perspective, the project has prompted colleagues to try to understand more deeply the learners with whom we are interacting in our teaching.

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Learning by Teaching: A Meta-learning Program

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Prior to my teaching career at higher education in Japan, I had 8 years of TESOL experience at high school level in Taiwan. The students I was teaching had had at least four years of experience learning English at the elementary level. They would have had three to four 45-minute English classes every week at the junior high level, and four to five 50-minute classes at the senior high level. The average English class hours Taiwanese students have per week are similar to those in Japan. During these initial years of teaching I had been accustomed to preparing my students for high-stakes examinations by accumulating enough English vocabulary and grammar knowledge. However, I also became afraid that my students would not be flexible enough to face the challenges of the rapidly changing knowledge society, which resulted in my increasing interest in developing their cognitive skills and learning strategies.

My interest in "learning-to-learn" skills stemmed from my anecdotal observations of and experiences in Taiwan's high school education system, as well as the emphasis of the latest education reform in Taiwan on developing students' "learning-to-learn" abilities. I observed during my own learning and teaching experiences that, in a high school classroom setting, there was often a lack of learning about one's own learning, such as learning goals, strategies, and strengths and weaknesses. Reflection on the course of my own study in school revealed that I had been learning primarily for the purpose of obtaining the higher possible score on the high-stakes, paper-and-pencil, and one-off Joint Entrance Exam, which determined not only the admission to university but also to a specific department. The learning environment was rather monotonous. My time in school was often filled with various types of tests and exams, with excessive time allotted for mechanical practice to memorize subject content. Teacher-directed instruction was the norm, and prescriptive, teacher-determined answers were viewed as the only "standard" answers.

Soon after I started my teaching career, I began to grow increasingly dissatisfied with my teaching. It was becoming a reproduction of my own school experience. Although the joint examination system had been replaced with multiple assessment methods and entrance schemes, students' and teachers' thinking about learning was limited because of the content-packed curriculum and large class sizes. My own students were used to being dependent on me for directions for learning. For example, they often asked me how to score higher on English tests, expecting that I knew the "single best correct" answer. Having been stimulated by the students' questions, such as "Why do I constantly forget the vocabulary I have learned?" and "How do I find the meaning of a text?", I began to think about how I myself learn. This was a question that I had never explicitly thought about when I was a student. I could not help but speculate how my students would be affected if they were in my place, i.e. being asked to solve learning problems or make learning decisions.

In addition, around the time I proposed my thesis plan, the Taiwan Ministry of Education updated the curriculum guidelines for high schools, with a new emphasis placed on logic and critical thinking, creativity, reflection, and learners' self-management (Ministry of Education, 2009). Some researchers and practitioners in Taiwan (e.g., Chen, 2012; Cheng, Yeh, & Su, 2011; Dai, 2011) studied or addressed such an emphasis. Despite the acknowledgement of the emphasis on thinking skills and learning process as the feature of the guidelines, teachers experienced difficulties in putting it into practice (Chen, 2012; Cheng, Yeh, & Su,

2011). Furthermore, newspaper reports (e.g., Chen, 2015) indicated that, after the implementation of the curriculum guidelines, high school students in Taiwan remained weak in planning for, monitoring, and reflecting on their own practices.

Inspired by the foregoing, I decided to carry out my doctoral research project on facilitating the development of students' meta-learning capacity. Meta-learning centers around students being aware of themselves as learners and taking control over their learning strategy selection and deployment (Biggs, 1985). Doing this can contribute to their success in difficult and demanding learning situations and their development as independent learners (Norton, Owens, & Clark, 2004; Ward, Connolly, & Meyer, 2013). The concepts of meta-learning and reflection and the links between them served as the basis for developing and evaluating the meta-learning program in my study. Other researchers (e.g., Lizzio & Wilson 2004; Tarricone 2011) had suggested that meta-learning can be developed through reflection in problem-solving contexts. In my research, I drew an analogy between the meta-learning-reflection relationship and the science of sonar technology (see Figure 1): Learners who are more deeply and critically reflective can attain greater awareness and control over their own learning.

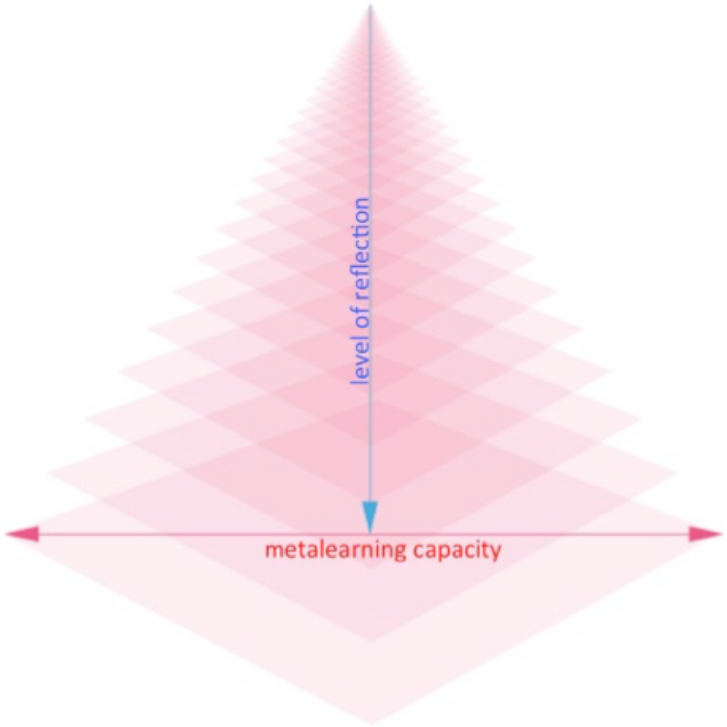

Figure 1. Relationship between meta-learning and reflection.

To enhance the development of students' reflection and meta-learning capacity, I adopted a coordinated sociocultural perspective of learning for the design and development of the meta-learning program. The pedagogical strategies I used were informed by social constructivist and emancipatory theories of learning and teaching as well as Dewey's philosophy of experience. These theories posit that students' unique experiences with the world serve as a catalyst for reflection, and suggest that relationships and interactions among students and between students and teachers lead to deeper, critical reflection. The meta-learning program included a service learning component. This involved the students assuming the role of a teacher and teaching English to younger children. It was a pedagogical strategy for promoting conceptual change in learning because it stimulated me and my students to step out of the customary hierarchy and engage in conversations on a more even footing, as reciprocal members of a shared community.

I designed the meta-learning program to be a yearlong EFL elective course. It was offered to grade 10 students, aged 15–16 years, in a private high school in Taipei, the capital city of Taiwan. The program comprised term-time activities including an orientation session, a film viewing, the observation of teacher demonstrations, group teaching practices in class and in local churches, as well as a one-week service-learning experience during summer vacation in a remote area in Taiwan. Throughout the program, reflection activities such as discussions and journaling were assigned to aid the students in developing a habit of learning by examining their own and others' experiences. The students responded to the questions prompts I gave related to the theme of each term-time activity and the service-learning experience. This meta-learning program was characterized by a rethinking of the roles of students and teachers, an interdependent and reciprocal partnership among the students and between the students and teacher, a contribution to community service, an emphasis on practical experiences in relation to learning, and a focus on reflection on practices.

My doctoral study suggested that drawing analogical or contrastive links between various learning experiences could stimulate students to become aware of perspectives on learning in addition to their own. For example, a comparison and contrast between my students' approaches to learning and those of film characters or their role models helped raise the students' awareness of their own strengths or weaknesses in learning and of effective learning strategies. The following excerpt illustrates this point:

> *There are some similarities between my sister and me. We both love to read English novels and watch English movies. When there are some good sayings or slang, we will pause the video and ask my mom about it. One difference is how good we can memorize the vocabulary or sayings. My sister can remember them all, but I will forget them easily. In addition, my sister speaks English with full confidence, and she can read English quickly. So she learns English better than I do. (2nd semester_S13)*

Furthermore, some questions were used as prompts to unpack the students' perceptions of their prior experiences of learning, and then to compare and contrast these understandings with current tasks in class or field. The students found that tasks at different levels of English learning, such as elementary, junior high, and senior high, differ noticeably in complexity and in how they can be effectively completed. For example:

> *In elementary school, my English teacher always played games and sang songs with the class. Elementary school English was easy because I had learned what was taught in kindergarten…. My junior high school teacher used mnemonic phrases to help us remember vocabulary words. After teaching the class the words and their uses, the teacher would have us read the text in the textbook. Whenever we encountered a vocabulary word, we read the use of the word once again. We practiced the words many times, in the text and in the workbook, so I learned the words by heart. I didn't have to make special efforts in junior high school…. In senior high school I have to depend on myself to study English most of the time. Without the teacher's help of repeating the vocabulary words and their meanings, I can barely memorize the vocabulary. I almost always fail the English tests. (2nd semester_S03)*

The above activities and question prompts imposed a structure that facilitated identifying connections between past and personal learning experiences and learning events in the present and the future, as well as the learning experiences of other students. This student, in particular, contrasted vocabulary teaching and its effects at different levels on her English development. Students at lower learning levels appeared to experience more lively teaching strategies and more learning support. Students at a higher learning level, on the other hand, might be expected to learn independently. However, as with the above learner, students

seem often to experience a lack of guidance in strategic learning, which might be one reason why they fail in English. If the student had realized the cause of her past achievements and connected this to her present needs, this might have encouraged her to actively devise learning strategies or seek assistance from others. The mechanisms of comparison and contrast of the meta-learning program helped the students to perceive their experience as coherent, connected instead of discrete, isolated occurrences.

Additionally, the students who assumed a teaching role transformed their perspectives and practices from those that they were conventionally socialized to identify with, and they became inclined to perceive greater responsibility for and commitment to learning and to exercise more control over learning activities. For example, a student (S18) became aware that the children she taught learned more effectively within a group. It could be inferred that she might be more likely to employ interdependent learning strategies in her own learning. Some other students explicitly stated, for example, "When I was teaching the children, I could finally empathize with my teachers and realize what their expectations were for us" (S01_2nd semester) and, "Returning to the role of student, I can identify with what my teachers emphasize." (S19_2nd semester)

It is difficult for me to replicate the meta-learning program in my current context considering the curriculum structure and student characteristics. The institute where I teach now is an international learning center in a Japanese university. My duties include teaching English communication skills to the first-year students of undergraduate level and after-class speaking practice with the students. The English communication course I teach uses a relatively rigid curriculum in order for the students to "develop the ability to conduct conversations on everyday topics," such as family, leisure, and education. The students' English level is basic (A1~A2). It is necessary that I support their meta-learning processes, such as planning, monitoring, and evaluating, with their first language. The fact that I have limited Japanese-language proficiency adds to the challenges that I face in implementing the meta-learning program. However, I hope to adopt and adapt, in present circumstances, the pedagogical principles outlined in my thesis, namely (a) fostering a break with hierarchical student-teacher relationships, (b) developing a community that appreciates interdependence and connection, and (c) facilitating reflective practical experiences through written/oral activities, such as journaling and discussion. I am looking forward to collaborating with other practitioner-researchers in the Learner Development SIG and beyond to uncover alternative approaches to learning to learn.

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Fostering Fluency through Wrong English: Working with What Learners Have

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Teaching English at Japanese universities is one of the most challenging jobs I have ever had. It has also, by far, been the most rewarding. I taught first as a full-time contract teacher at Sapporo Gakuin University, and am currently tenured at Hokkaido Information University (HIU). I also teach part-time at Hokusei Gakuen University.

Among the variety of classes I have taught—including presentation skills, academic writing, seminars, and my all-time favorite, English Language History—I have mostly taught compulsory EFL classes to non-English majors: so-called "general English" classes that are required for graduation by students in all majors. These classes, as many of my colleagues who teach the same classes have similarly observed, tend to be populated with students of lower levels of proficiency. Their attitude toward being in these EFL classes varies, but it is fair to assume that, above all, they are there because they have to be.

Teachers' motivation to teach general English classes varies too. Over time, some teachers succumb to demotivation. They slog through them for the same reason as some of their students: because they have to. I have only been teaching at university for 10 years now, but in that short time, I have learned how to relish general English classes. My students are—for the most part—talkative, engaged, and they use English for the most of the class. Understandably this surprises some of my colleagues. A few have asked what kind of magic I use. One thing I love to do in class, I respond, is to encourage wrong English.

Wrong is not the right word. What I mean is, I deemphasize accuracy. I want what so many of us as EFL teachers want: for my students to talk in English, to each other, in class. So, I simply redefine what acceptable English is. I embrace a philosophy of anything-goes-as-long-as-meaning-is-negotiated: as long as one person tries to convey meaning, and as long as the other person tries to understand. For example:

A: You. . . free. . .

B: Free?

A: Free time. . . you. . . are you. . . free time?

B: Are you . . . what mean?

A: You are. . . you have. . . free time. What you do?

B: Ahh! Game.

A: Oh! Game! Me too!

This is a perfectly acceptable rendering of a more native-like exchange:

A: What kinds of things do you like to do in your free time?

B: I like to play video games.

A: Oh! Me too!

Teachers of compulsory English classes at Japanese universities routinely—and accurately—point out student resistance to engaging in English conversation in class. The literature on Japanese university students' EFL anxiety reflects these observations (see Williams & Andrade, 2008; Cutrone, 2009; King 2013). Getting students to engage in English conversation may seem a particularly herculean task in some classrooms—ones that many of us are familiar with: non-English majors in compulsory classes with collectively low proficiency and low motivation (e.g., McVeigh, 2002; Kikuchi, 2015).

So when I find myself not dreading these classes like some of my colleagues, sometimes I doubt myself. For the most part, my students are awake, engaged, and use a lot of English with each other in free discussion on a given topic.

I'm not feeling the same disenchantment as some of my colleagues are. I must be doing something wrong. I have fun watching my students have fun, as they fumble with their rudimentary proficiency, inadvertently bending, twisting and fracturing the rules of English that other teachers sweat so hard to teach. It seems like my classes aren't serious enough.

The truth is, I take my job very seriously. For lower proficiency learners in compulsory classes at a non-prestigious university, the reality is that they have had a lot of English language forms pushed upon them, again and again, in order to get through high school. Now, here they are at university, and who am I to get them all to use the "be" verb perfectly? Not that that's bad, but I would simply rather not. Instead, I want them to use what they know right now. This is usually more than they collectively think, and when I get them to realize it, the magic starts.

How do I get them to reveal what they know? By virtually doing away with requirements on form. In the research there is a long-standing debate about how and what kinds of language form are ideally incorporated into EFL classes (see e.g., Ellis, 2016). My classroom design a significant departure from the traditional prescription of language forms. That departure is summarized below.

A topic is introduced to the entire class. I do this every two weeks. It can be any topic that can be talked about from opposing viewpoints. Fast food tends to work well as a starter topic. Arguably, fast food is cheap, convenient and fast, but (again, arguably), it's unhealthy. My HIU students tend to love the topic of video games. Potentially, they're a communication tool. You can learn things from them. They're fun. But they're also addictive, eat money and time, and not the real world.

Students are put into groups of three. They have an all-English (or mostly English) conversations for about 10 minutes. The rules: (1) all English, but just use whatever you can; don't worry about grammar; (2) not all members can take the same position (e.g. fast food is good, fast food is bad); and (3) keep the conversation going.

Groups change members about every 10 minutes, and the conversation starts again. Sometimes I walk around and listen in on conversations. Occasionally I join them if I feel like it, or if I see them struggling too much. Between rotations, I elicit some of the language the students used, and write it on the blackboard. Sometimes I suggest other phrasings or introduce vocabulary and simple phrase structures. Or, I offer phrases that other classes have come up with over the years. Frequently, I observe groups coming up with ideas and expressions that are passed along to other groups when they change members. Students borrow and recycle them when they join other groups. This act of pilfering and recycling words is something that I heartily encourage.

There are two conversation tests per semester. I prefer to call them performances, not tests. In randomly chosen groups of three or four, on a given topic with arguable viewpoints (e.g., "Video games are

good or bad?"), students have to navigate an all-English conversation for about 10 minutes. They can use halting, clumsy utterances with mime galore if they want. If the others get the main idea, it's OK. If not, they can ask for clarification. And even if they can't convey exactly what they mean, or if the conversation stalls, they can reset it using something like "Anyway, I think (video games are not good, because…)" and continue the conversation.

A 20-minute writing performance precedes the conversation performances. Each student writes a fictional conversation between two people on a given topic, each from an opposing viewpoint. They cannot use any Japanese, but they can use sloppy grammar and horrible spelling if they want. I don't care. I'm interested in the ideas they come up with. In some cases even I won't understand what they wrote. In that case I'll mark it with "What do you mean?" Grades of A, B, C, D are holistic: The more they talk and/or write, the better their grade.

Amid the wreckage of atrocious spellings and helter-skelter grammar, some truly amusing exchanges of phrases and ideas emerge. Here are a couple of in-class group discussion excerpts from spring 2018:

A: "Do you like English?

B: "No."

A: "Why?"

B: "English is difficult. I don't like grammar."

A: "Oh. Grammar. Me neither. But. . . I like talking.

B: "Oh. I don't like talking."

A: "Why?"

B: "I can't speak English."

A: ". . . But . . . you talk English now. . ."

B: [smiles sheepishly]

A: "I think video game is good. I like play video game. You?"

B: "No."

A: "No?"

B: "No.

A: "What mean no?"

B: I think . . .no touch game. I think video games is. . . should. . . don't touch."

A: "Don't touch game?? Why? What do you mean?"

B: "I think video games is perfect. So . . . wonderful. It's god. God is no touch. God is..." [makes hands-together praying gesture, bowing head]

A: [pointing, emphatic] "You. . . pray video games??" [praying gesture] "Not play??" [using game controller gesture]

B: "Yes! Game is god. God is pray. [praying gesture] God is don't touch.

A: [laughing] “You are crazy!”

This kind of language is what comprises the bi-semesterly performances, as well as the in-class practice. Groups rotate frequently, and students practice navigating conversations with different partners each time.

There is some irony in the approach I have taken toward my EFL classes. My background with language learning had been very forms-focused. As an undergraduate at the University of Minnesota who double-majored in English and Latin, I spent years—happily, I will add—fussing over translations of Latin, Old English and Middle English. For my undergraduate major project I wrote a poem in Latin—a tongue-in-cheek lament about how it ‘devolved’ into the Romance languages—in dactylic hexameter, the same meter Virgil’s *Aeneid* uses.

The only living language I formally studied in college was Japanese. I took two years of it, and I was good at parsing verbs and memorizing kanji. As I recall, there was very little free conversation practice. I had wanted to visit Japan since I was in middle school, but it was around that time that my dad developed early-onset Alzheimer’s, which contributed to my putting long-term international travel plans on hold.

So I engaged in other, domestic pursuits. One of these included making my way into proofreading—first part-time at the University of Minnesota’s newspaper, the Minnesota Daily, and later full-time at a financial document printing company, proofreading prospectuses and other finance-related documents. The 1990s U.S. economy was doing well, and I often got to travel to branch locations within the country often. I even got to go to London once. Proofreading can be tedious, but I was thankful to get paid to work with language. I might have continued that, had I not taken a chance to travel to Japan for a 10-day vacation. I so instantly fell in love with it that I vowed to come back on a one-way ticket, and not as a tourist.

Several years later, I did just as I said I would. What happened after I got over the rainbow (or rather, the Pacific Ocean) was yet another challenge. I had only ever really worked with language forms. I studied them, I memorized them, I manipulated them. But when it came to conversation, I was tongue-tied. All I could see around me were seasoned veteran expats whose Japanese gushed effortlessly from their mouths. It felt like everyone around me could fold beautiful origami cranes, while I could only make ham-handed paper airplanes that dove straight downward despite the mightiest of arm-swing launches.

I wrestled to unravel my tongue. I bought piles of study materials and banged my head against them. After all, I had gotten decent grades in college. I had landed a job working with English. I was supposed to be good at language. Now, suddenly, my communicative competence seemed infantile. I felt inept, uncouth, enfeebled.

All I could manage for the better part of my first year in Japan were awkward, bungling utterances. Those around me were so kind. They encouraged and complimented me on my efforts. But I was unconsolable. I couldn’t say what I wanted to, couldn’t understand what I needed to, no matter how many notes I jotted, or how vehemently I flung myself at my study materials. Why was this taking me so long, I wondered. I had to do something.

The first thing I did was relinquish the Japan Exchange and Teaching (JET) Program job as an ALT, which I had worked so hard to get, after just one year. I joined an intensive Japanese one-year study program at Nagoya Gakuin University, then returned to Hokkaido as a private ALT. I then pursued a Master’s degree in TESOL through a distance program at Macquarie University in Sydney. That is what helped me understand the foundational background of how languages are taught, learned, studied, and acquired. In turn, that knowledge helped me finally to accept the good advice that so many kindly Japanese people around me had been hinting to me all along: What else can you do, before you become fluent and gain confidence, but use crappy Japanese? It’s all you can do for the time being. If you and another person understand one another, then whatever you said to each other was, for that instance, good enough.

It was a matter of learning to work with what you have. That was something my dad used to say. It has also become what I most want my students to experience: to use what they have; to find out what they have by trying to use it, and in the process add to what they have through observing and interacting with others. Certainly their reasons and their motivation to learn English may be different from mine. Most will not jump continents to start an entirely new life on the other side of the world. However, the principle is the same: You can never really get a sense of what you can do until you try doing it. And through doing it, you get better at it.

What many of my students have is, in truth, rudimentary. It is clumsy, halting, awkward, and far from what textbooks would have us think we should be speaking. In actual conversations, sometimes it doesn't work. Through personal experience, I can totally empathize. But when it does work, when meaning is successfully negotiated, even amid the grainiest of word arrangements, I get to share in their enthusiasm. That is the joy I find in teaching "wrong" English. For me, it is the right thing to do. At the same time, like my fellow LD SIG members and teaching colleagues, I am continually learning about learning. In that sense, learner development could refer to us as well as to our students. We develop through feedback and dialogue, and I look forward to anything that you, the reader, are willing to offer.

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Implementing Social and Emotional Learning (SEL) in the Japanese Classroom

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"Why do some students thrive, while others struggle just to keep pace?"

Many educators and researchers have tried to answer this question by looking at factors such as motivation and affect, and developing strategies to improve engagement, accessibility and enjoyment. Having worked as a teacher-trainer and coordinating professional development workshops, I have always been interested in ways to improve language learning classrooms and facilitate content delivery. Strategies to make lessons fun, engaging and enjoyable often produce significant benefits, whether it is exciting activities, efficient instruction or effective classroom management. However, I felt that such strategies were somehow "missing the point" and that there were some deeper factor not being addressed, particular concerning students who continued to struggle. Moreover, classroom strategies that aimed to improve the "fun factor" of lessons, or to increase access to content and communication density tended to be short-term interventions where benefits did not persist beyond the current course. What happens, for example, to these students when they move on to different classes or different teachers? Do these practices explain why students experience peaks and troughs in their academic development or why some students can engage wholeheartedly in language learning only to dread English language classes later in their schooling?

As I pursued my own answers to these questions in my research, it seemed that such practices were developed with a focus on academic achievement rather than learner development. The goal being to help students achieve academic standards by improving access to material. By examining practice and implementing strategies to help students engage with and understand lesson content, it is hoped that the majority of students can meet academic expectations. However, what if students do not have the ability to take advantage of the learning opportunities being provided? The reality is that although such initiatives are beneficial for many students, there are those who still fall behind. Moreover, there are students who manage to keep pace but are still "at risk" of falling behind, particularly when faced with increased academic press or changes to their environment (such as when transitioning between primary, secondary and tertiary schooling and entering the workforce). Regardless of how well teachers teach or lessons are delivered, some learners still did not know or have not developed the skills needed to take advantage of these learning opportunities. Perhaps rather than looking at ways to help students meet academic standards, educators need to examine how to help students realize their learning potential. This is the basic distinction between the traditional practices of *educational equality* and those rooted in *educational equity*.

Equity assumes a more holistic approach to education, shifting focus from teaching methods to learning strategies. Within this framework, social and emotional learning strives to facilitate learner development of competencies that allow learners to capitalize on learning opportunities regardless of the environment they are in, both in and out of school, now and in learners' futures.

What is Social and Emotional Learning?

Social and emotional learning (SEL) is defined as the "process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2015, p. 1). Generally speaking, this process involves recognizing and managing one's emotions, and understanding the perspectives of others and working to develop positive relationships. These abilities culminate in the ability to overcome challenges and take advantage of learning opportunities in one's environment. Within the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, these "skill sets" are defined as competencies: self-awareness, self-management, social awareness, social skills and responsible decision-making.

As learning depends heavily on interpersonal relationships and because affect determines attitudes toward school and schooling, a variety of SEL programs have been developed and implemented. The success of these programs to assist students' learning as well as behaviour in the classrooms has been documented, most notably by Durlak et al. (2011) who indicated that SEL programs not only improved problematic behaviour, such as class disruption, ineffective social interactions, truancy, and school withdrawal, but also appeared to contribute to academic gains on standardized achievement tests of up to 11 percentile points. In addition, the competencies acquired through SEL are pertinent to the workplace, where employers place a high value on such qualities as good social and communication skills, responsible decision making and the ability to manage oneself to work independently.

Despite growing interest, to date, little has been done to implement SEL programs into Japanese education, leaving SEL implementation to individuals and organizations, such as the SEL-8 programs (Koizumi, 2018). For the most part, SEL components can be found in special education environments where there is a particular emphasis on social skills training (SST) and emotional regulation. In Japanese general education settings, especially in subjects such as social studies and moral education, concepts such as social responsibility, positive social interaction and responsible decision making are couched in thematic units/ topics covering responsible citizenship, bullying and preparation for school events. However, what distinguishes successful SEL programs is that, rather than functioning as a side note or corollary, competencies are explicitly taught and practiced. Unfortunately, creating/finding opportunities to practice these competencies as well as a lack of familiarity, discourages teachers from integrating SEL instruction into an already full curriculum.

With communicative activities and a focus on learner affect, language learning classrooms lend themselves to SEL implementations. In fact, language learning significantly depends on processes that occur within and between learners; therefore, it is important that language educators look for opportunities to develop these social and emotional competencies (Gkonou & Mercer, 2017).

The SEL Project

SEL has proven successful for students in many other countries and I was interested in whether or not similar programs would benefit Japanese students, given the differences in culture and classroom environments. Moreover, was it possible to implement an SEL program that wouldn't disrupt teachers' already full schedules? With this question in mind, I began to develop a project with the aim of creating an SEL program that could be integrated in the existing curriculum of upper elementary and lower secondary classrooms. This is a particularly vulnerable time for adolescents as it is a time of transition, when issues of social status, peer relationships and self-identity come to the fore. It is also a developmentally challenging

time both physically and emotionally. Often, students who are unable to manage nascent emotions and strained and awkward relationships act out negatively.

I felt that this would be beneficial not only for students but also for faculty, and was something worth investigating and with guidance and support from the Education Guidance section, I was allowed to pursue this in my schools, so long as teachers were willing to participate. Despite a lot of interest, teacher buy-in proved to be the biggest challenge to implementing this program. Not only did teachers lack the time to implement this program, but they also didn't have the confidence to effectively manage student concerns within such a framework, and (to be honest) didn't have the confidence that such an approach would be effective. Providing resources helped to address this situation, in particular material related to mindset, grit and social skills training. Drawing from the grant fund, books in Japanese were distributed and shared. As well, resource material (i.e. charts, cards, worksheets etc.) were purchased that could be used to support instruction. Five teachers (three in upper elementary and two first year junior high school English teachers) decided to try out the program. I held two half-day workshops where teachers could better understand and practice SEL concepts. Participants also used this time to voice concerns and discuss questions and strategies for overcoming challenges. Together, we tweaked the program into a form that everyone felt comfortable implementing.

In order to make implementation easier, the program echoed a practice already in place in many elementary and junior high schools, where educators remind students of expected behaviors and attitudes with classroom "mottos" prominently displayed at the front of the class. The SEL competencies laid out by CASEL were distilled into teachable topics for which lessons and material were developed to support instruction. These topics included: practice Kindness (social skills), practice Active learning (self-management), practice Respect (social awareness), practice Mindfulness (self-awareness), and practice Ambition (responsible decision-making). Overarching the five competencies of SEL was the emphasis on *practice*, which communicated that not only were mistakes unavoidable, they were expected. Additionally, these topics together form the acronym K.A.R.M.A. a unifying theme involving the idea of reciprocity and responsibility. Self-knowledge extends from the individual through to responsible social agency, with the understanding that there is a natural flow of cause and effect. This places agency and responsibility of behaviour (and learning) in the hands of the individual student and asks everyone (students and teachers) to be responsible for their actions.

Narratives, roleplay and resulting discussions are effective ways for students to engage with ideas on a personal level, where the absence of right and wrong answers, affords students the chance to participate without losing face. Special education, in particular, use these techniques to present potentially complicated social concepts like empathy and responsibility in a way that is relatable and that can be manipulated by students. It is not surprising that many effective SEL programs incorporate these practices to support lesson delivery. Drawing from these practices, lessons were presented in scenarios framed by the question, "What does ～ look like?" In these scenarios, students could practice appropriate skills and were asked to think about the reasons behind particular behavior. English content, in a sense, assumed a "secondary" role. It served as the context with and within which students would engage with the SEL competency. For example, a common language lesson is feelings / condition (e.g., hungry / sad / thirsty / angry / happy etc.). For the lesson focusing on Mindfulness, this topic was expanded, asking students to think about underlying causes. That is, "I am happy because …"; "Because he lost the game, he is …"; "There is a test on Friday, so I feel …) understanding the antecedents of behaviour (i.e. emotion) is an essential component to being able to understand and regulate behaviour, as well as to recognize and understand the motives of others (i.e., theory of mind).

Deeper learning was encouraged by asking students to keep a reflective journal of activities and situations outside of class where they were able to exercise what they had learned and observations about how successful (or unsuccessful) they were. These were fed back to myself and the homeroom teachers, who allocated time to go over journal entries. Follow-up classes also allowed for further roleplay activities and discussion for particularly problematic or common concerns. In addition, posters were prominently displayed reminding students of KARMA and to which teachers could refer throughout the day to remind and encourage students' expected behaviour.

The program consisted of 10 scheduled classes over the fall term with additional time for follow-up classes left to the homeroom and English teachers' discretion. Though no one dedicated a full class to addressing student concerns, teachers did report that they spent time addressing student concerns especially when presented with overlapping topics in other subjects such as social studies or moral education. By the end of this trial period, teachers commented that they felt more comfortable counselling and guiding students, especially when there was a framework to which they could refer. They also noticed a greater sense of learner autonomy in that students seemed more involved in regulating themselves and others. It was not uncommon, for example, to hear "practice kindness" or to read a student's contemplation of the motives behind a friends' actions. Although disruptive behaviour did not disappear altogether, teachers observed that classes seemed easier to manage and more importantly that when it came to discussing challenges with students, it was easier to work with a common "language" (i.e., framework, terms and expectations). For their part, students enjoyed the lessons, particularly the story-telling aspect, where they could determine the outcome of situation (for better or worse!). They also commented that it was easier to "see" their emotions and the reasons behind their own actions and the actions of others.

Looking Back and Moving Forward

The scope of this project was ambitious and it came from the desire to better understand how the differences of the Japanese educational environment would affect the implementation of a program that has seen dramatic success in other parts of the world. In hindsight, a more systematic and robust intervention would have provided an interesting foundation from which to build. For example, it would have been informative to have established standardized academic, emotional and behavioral baselines and to have implemented the intervention over a longer period of time. That said, this experience provided, not only myself but also the teachers and students involved, a better understanding of SEL and its potential for classrooms, language learning or otherwise. Three of the participating teachers continue to implement SEL in their current classes, modifying content around issues that they feel need more focus (e.g., academic responsibility and peer relationship). For myself, this project helped me better understand the concerns of teachers that need to be addressed before other similar programs can be developed and implemented. It provided insight into how SEL programs can be structured to support existing curricula and how SEL competencies are manipulated by students as they addressed issues such as いじめ (bullying) and 不登校 (school withdrawal), issues that are of particular concern in Japanese education. I don't doubt the benefits of SEL for students and teachers. However, implementing ideas, even the best ones, into practice is always difficult. Building from this experience, it is my hope that more effective SEL-based programs can be integrated into existing curricula to help educators prepare our students for successful outcomes both in and out of the classroom. In closing, I would like to express my heartfelt gratitude to the JALT LD SIG. The possibility of this program and the insight gained would not have been possible without the support of the JALT LD SIG, whose grant helped secure the materials and resources used to make this program a reality. Thank you.

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FREE SPACE | フリー・スペース

Thinking About Learner Autonomy/Learner Development

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What is "learner autonomy"? What is "learner development"? I love thinking about these questions, but I don't believe there is any definitive answer to them. I tend to go back and forth on what I think they might mean. One of the reasons I enjoy being a member of the LD SIG is that it brings me into contact with other people who are thinking about these questions too and who are finding new ways to envisage learner autonomy and learner development and to realise them in their practices of learning or working with learners and other teachers. Similarly, I am attracted by an inclusive practitioner research approach, such as Exploratory Practice (Hanks, 2017), because it involves collaborating with learners to understand what puzzles them. My understanding is always evolving from my experience with learners, as well as from what I learn from my peers in the LA/LD community. My understanding of learner autonomy and learner development—these terms which I can't exactly define—is also shaped continuously by the insights that come to me from my wider reading in the field of applied linguistics and even wider reading of anything (novels, poetry, journalism, popular science, biographies etc etc) that looks interesting and that opens my eyes to new ways of seeing myself and others and the world we live in. Dick Allwright and Judith Hanks propose that the aim of inclusive practitioner research is to understand the "quality of life" in the classroom (Allwright & Hanks, 2009). Reflecting on my first experience of exploratory practice with my seminar students (Stewart, Croker, & Hanks, 2014), I questioned then whether this might not be too broad a term, and suggested that "quality of learning" might be more appropriate. But now I'm not sure. I think I like the openness and inclusiveness of "quality of life" better.

In my current thinking, *learner autonomy* and *learner development* are not quite the same thing. *Autonomy,* to me, conjures up notions of freedom, agency, power, identity—notions that warrant a critical, problematising stance in research and practice. *Development,* as I see it, focuses more on the individual learner and their change and growth. But actually, since all individuals live in a society, this also entails being critical. A few years ago, Tim Ashwell and I came up with this definition of learner development:

> *Learner development* entails the development (in all senses: intellectual, emotional, social, physical, spiritual) of the individual. As individuals, we are responsible to ourselves and to others. And as adult members of society, we have a responsibility to ensure that our society is just and fair and that it provides opportunities for the development of every individual living in it. We are responsible for passing on the knowledge that we have gained through experience in the same way that we are responsible for reaching out to others to learn from their experience. (Stewart & Ashwell, 2014, p. 22)

At the time, this felt like a bit of a stretch. To be honest, we were attempting to justify a collaborative practice of learning, which was the focus of an anthology of research articles of which we were two of the editors (Ashwell, Miyahara, Paydon, & Stewart, 2014). Our formulation echoes elements of previous definitions of autonomy: the "Bergen definition" of learner autonomy (Dam et al., 1990), for example, alludes to the responsibility of learners, while the "Shizuoka

definition" of teacher autonomy (Barfield et al., 2001) sees learner-teacher autonomy as a continuous project that teachers undertake in collaboration with their learners to develop and understand their own autonomy. However, because we were defining learner *development*, our focus was on individual learning or cognition, as much as it was on social practices. Moral responsibility was the solution Tim and I came up with then to bridge the gap between the individual and the social, but I still wonder whether or to what extent this entails collaboration between learners. The notion of collaborative learning seems like an ideal way to manage classroom relations, but does it actually capture the experience of learning or of learner development?

Talking to Chika about the connection between "collaborative learning" and "learner development" while writing this piece, she makes the point that through collaboration students get to engage in shared affective experiences. In Chika's view, "Both teacher and students in a classroom try to maximize their positive emotions and minimize negative ones through interaction with others and this will affect how much they share their knowledge as well as how to negotiate with others." In this way, collaboration has to enhance the quality of learning/teaching. I would agree that affect is much more important in collaborative practice as our emotions are infectious (negative as well as positive ones). But I think collaboration is about more than just emotions. When we collaborate, either we are simply sharing knowledge we have already acquired for a common purpose, or we subordinate our will to others and agree to something someone else suggests. Power is a dimension that I wanted to highlight, and that is something that is quite different to affect. Thus, collaborating in a classroom practice that is designed to facilitate learning might not in fact lead to either learning or autonomy.

As this last point suggests, I believe that learner autonomy cannot be understood without taking issues of power into consideration. Since my research focus is more on teachers than learners, I've recently been reading and writing about concepts such as power/knowledge (Stewart & Miyahara, 2016) and agency (Stewart, forthcoming) in a way that actually questions the existence of autonomy. This isn't to say that I don't believe autonomy exists; rather, what I'm thinking at present is that it's more interesting to explore where new practices, new ideas, and new organisations come from.

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The Learner Development Journal (LDJ): Problematising Practices

Tim Ashwell, Andy Barfield, Huw Davies, Darren Elliott, Hugh Nicoll, Alison Stewart, & Koki Tomita

The following discussion between members of the LD SIG committee focuses on publicly documenting the ongoing development of *The Learner Development Journal* (LDJ) and shedding light on important questions about the future direction of the journal.

Launched in November 2017, the LDJ is the Learner Development SIG's online, open-access journal. It is published once a year and is devoted to practitioner-driven research, reviews and interviews exploring learner development issues in second language education. The inaugural issue of the *The Learner Development Journal* on "Visualising Learner Development" (issue editors: Darren Elliott & Hugh Nicoll) appeared in November 2017. A year later the second issue on "Qualitative Research into Learner Development" (issue editors: Chika Hayashi, Masuko Miyahara, & Patrick Kiernan) is approaching publication, while writers for Issue 3 of the LDJ on "Learner Identities and Transitions" (issue editors: Christina Gkonou, Jim Ronald, & Yoshio Nakai) are currently sharing first drafts with the journal's editors and Review Network members for open or blind peer review.

Looking ahead, the first Call for Papers for Issue 4 on "Exploring the Supervision Process Across Diverse Contexts: Collaborative Approaches" (issue editors: Sabine Little and Michelle Golledge) went out in September 2018, and in early 2019 the Journal Steering Group (JSG) will be appealing for editors to tender proposals for Issue 5 and to bring together a group of contributors to explore a different learner development theme.

Unlike most other journals, the LDJ is committed to group-based professional development and shared exploration where members of the SIG and others can inquire into specific learner development themes in a collaborative and supportive environment. Not unsurprisingly, this shared commitment does not come without a bewildering array of challenges—and opportunities—for writers, reviewers, and editors, as well as the Journal Steering Group (JSG) that oversees each issue.

We hope that this discussion—which took place online between July and October 2018—helps readers of *Learning Learning* and all the members of the Learner Development SIG become more familiar with the range of concerns that people working on the LDJ currently have, and why.

We warmly encourage you to share your thoughts and questions in response to this discussion (in the next issue of *Learning Learning*). We hope too that SIG members will step forward and take part in future issues of the LDJ as writers, reviewers, editors, or steering group members. We're looking forward to hearing from you!

Discussion

Alison (founding member of the Journal Steering Group)**:** We wanted to let you know that the Call for Proposals for Issue 4 of the Learner Development Journal resulted in 4 proposals, all of them from outside Japan. We have now accepted a proposal by Sabine Little and Michelle Golledge at the University of Sheffield on Learner Development in Supervisor/Supervisee Relationships, and are looking forward to meeting them on Skype in the next week or so. We have also invited the authors of another proposal to send in their proposal again next spring for consideration for Issue 5. Meanwhile, Issue 2 is coming on apace and we have just received copies of all the articles for proofreading.

In our discussions with each other and other SIG members, we've come up against some issues that we feel merit some wider discussion by the SIG. We wonder what your views are on the following:

1. Should we be trying to give priority to SIG members in choosing editors? In fact, for Issue 4, there were no LD or Japan-based proposers, but we wondered whether we should try to promote grass-roots proposals from the membership in general and from the get-togethers in particular? Or is the LDJ a more "international" publication, where the main criteria for acceptance are the quality of the proposal and likeliness of the editorial team to attract good researchers and to manage the project to completion in accordance with the collaborative principles that we have established?

2. Where we do accept non-LD members as editors, should we ask that the editors join the SIG for the duration of the project (since it's possible to join a SIG without joining JALT)? Should this include editors in teams where one or two of the other editors are in fact LD members?

3. Should we ensure that all steering group members are always SIG members? Could this role be opened up to previous editors who are not members of the SIG?

Basically, what is at issue here is to what extent we see the new journal as an independent publication, albeit one that promotes LD SIG values and collaborative practices, or as a publication that benefits members of the SIG first and foremost.

Koki (SIG co-coordinator): Thanks for the questions!

1. I personally do not know the history behind the start of LDJ, so my contribution to this topic is minimal. From PR and administrative perspective, I feel that the promotion of the journal can be done in both domestically and internationally. JALT has been facing the decline of members and failing to explore new members for the past few years. This, as a result, put us into debt for the last fiscal year. So, I found that appealing to the world is a wonderful idea to keep the standard and expectations of the journal high (Hopefully they will become a JALT and LD SIG member in the future). In the meantime, we need to think about ways to energize our local members and encourage their contributions to the SIG in any shape or form. I believe that writing articles to the journal is part of their contributions to the SIG, which might lead them to be more involved in JALT and SIG administration. Local members' articles/proposals might get rejected in the screening process, but they can re-submit them to other journals or the JALT international conference or Pan SIG.

2 & 3. Just a quick question, can non-JALT member join a SIG? As far as I know, SIGs are made of JALT members. Please go to the URL for your reference https://jalt.org/main/sigs.

Sounds like we are facing a tricky situation. Do non-LD members want to pay and join the SIG temporally for their volunteer work? Maybe only a few. Should we pay their membership fee to join the editorial team? I don't find any particular risk of paying their fees from our budget. Any thoughts?

Huw (SIG treasurer)**:** To be a member of the SIG, a person needs to be a member of JALT. However, we can sell an annual subscription which is a way to satisfy what Alison suggests (see p. 13 of the new treasurer handbook). The only problem with doing this from overseas is that they would need to pay from a Japanese bank account or in cash, which makes it quite an annoying process.

Andy (founding member of the Journal Steering Group, SIG publications co-chair)**:** Alison, thank you for raising these questions. I've been trying to imagine how the LDJ would work if its anchors to the LD SIG were cut. I guess it might become something like *Innovation in Language Learning and Teaching* https://www.tandfonline.com/toc/rill20/current or *The JALTCALL Journal* https://jcj.jaltcall.org/index.php?journal=JALTCALL, each with an editorial board and standardised editorial procedures - but little linkage to local practices and members of a SIG investing their interests,

time, and efforts to explore particular themes and issues together.

Looking at, for example, at (a) the aims and scope of the LDJ, (b) the LDJ peer review process, and (c) and the explanation to potential editors, we have something different from most other journals, but it's also an approach that needs further commitment from members of the SIG to make it sustainable. So, although it's not without its own challenges and difficulties, my initial response would be that it's worth talking together more about what can be done to make the LDJ work better as originally intended, rather than raising the anchor and setting sail for the apparently glistening seas of globalised academic publishing ...

Darren (co-editor of Issue 1 and Journal Steering Group member)**:** Let me join with my thoughts on the main three questions.

1. Should we be trying to give priority to SIG members in choosing editors?

Yes, but practically speaking we have to go outside. The SIG has 200 (?) members, many of whom do not play an active role. The editors job is fairly demanding, and although we want to support less experienced editors through the steering group, it is inevitable that there will be a limited number of SIG members who want to take on the position.

Probably the best way of addressing this is to take a more proactive stance in recruiting by approaching potential editors directly. (That's how I became editor of issue one!) Whilst I don't want to cut ties with the SIG, I do believe that opening up to the outside world is very healthy. We can certainly gain new insights into our own beliefs and practices by explaining them to a reader / reviewer / editor who is not familiar with our context.

This is slightly tangential, but I think related. As I have mentioned, I find the necessity for Japanese abstracts a little limiting - I know that the SIG was founded with the bilingual principle as central, and in general SIG business ("*Learning Learning*" and so on) I believe it is still a very positive and inclusive practice. However, in sending our message outside Japan, does the use of Japanese become alienating or limiting? To some extent we are positioning ourselves as a regional journal, as opposed to an international journal. This is a difficult question, and I am not entirely comfortable with it, but I feel I should ask.

Looking back at the aims and scope, none of those ideas necessitate any connection to the SIG. That doesn't mean we should 'cut anchor', but I do think we should allow ourselves to be open. It is not the fact that the journal is an LD SIG publication that makes it special. It is that it follows LD SIG principles of collaboration, supportiveness, and community.

2. Where we do accept non-LD members as editors, should we ask that the editors join the SIG for the duration of the project (since it's possible to join a SIG without joining JALT)?

3. Should we ensure that all steering group members are always SIG members? Could this role be opened up to previous editors who are not members of the SIG

Practically speaking, Huw has already addressed the difficulties in temporary SIG membership.

As for the SIG membership and the steering group, emphatically yes. This is how we maintain ties to the SIG, and maintain some institutional memory and consistency. The three of us (me, Alison, and Tim) are still learning, but I think each issue is benefitting from the mistakes we have made previously. However, I feel that there is a danger we end up operating in a bubble. I'm not sure how well most of the SIG understands us and what we are doing. Sadly, I have to say that part of that is probably down to lack of interest. But we also have to take responsibility for not communicating loudly and clearly enough.

Tim and I were talking about "jumping off the roundabout" at some point. At the moment we have three issues in progress at different stages, and that will be the norm now we are up and running. So where is the line of succession. The SIG has always been very good at bringing people in

and keeping the organisation fresh (without losing sight of the ways things have been done). Who is up next for the Steering Group?

Hugh (co-editor of LDJ, volume 1, and Review Network member): I'm going to have a go at answering Alison's 3 questions regarding the relationship of editor and steering committee roles to SIG membership all in one go, as I see them as somewhat overlapping.

A first principle for me is that SIG members have some role in editing all issues of the journal, though I would add the caveat that I see no problem in having editors and/or steering committee members from outside the SIG (most likely from "outside Japan") participate as equal partners, so long as we maintain a primary commitment to a dialogic and/or inclusive practice as the key aspect of the journal's identity/agency/ founding principles and praxis.

Alison concludes the primary questions section on what is now page 2 with the summative exploration "to what extent we see the new journal as an independent publication, albeit one that promotes LD SIG values and collaborative practices, or as a publication that benefits members of the SIG first and foremost." Having read ahead, I think Darren's notion that we "have to" go outside the SIG in recruiting editors is germane here as both a practical and philosophical framing of what "benefits members of the SIG first and foremost." The answer/perspective that seems most useful to me here is that our publications should simultaneously encourage/support SIG members' development as writers but also (inevitably, perhaps) and simultaneously help SIG members connect with the discourses on autonomous learning and teaching, critical pedagogies, reflective practice, exploratory practice, etc. in non-Japanese or more international settings.

Andy: On the language question that Darren raises, I'd like to refer back to a discussion with the editors of LDJ1 and LDJ2 in August and September 2017. At that time, both editorial teams recognised the value of having a third language option (English + Japanese or a third language), but raised practical concerns about how an editorial team would be able to check the quality of abstracts and key words written in a third language that they were not academically proficient in themselves.

From this, we thought that abstracts and keywords should be written in English and Japanese as the default option, with writers having the choice of writing the abstract and keywords in a third language, if they wish. We felt it is probably unlikely that many writers would choose the third-language option, so it would be interesting if and when writers did do that. Our position, in the end, was that it's important to have the "third-language" option there, rather than completely excluding it.

My sense would be that, as a number of people involved in LD publications are willing to help with translation from English into Japanese and Japanese into English, having bilingual keywords and abstracts remains very much do-able. I guess you and I see things differently here, Darren, and that's quite OK. I find discussing the question of language(s) really central to the imagined identity and readership of the LDJ that we each have.

Hugh: The language question is always somewhat vexing, but my nutshell take is in 2 parts: (1) As we are based in Japan, it is both practical and politic (realpolitik?) to continue to offer abstracts in Japanese, as that may help in indexing, getting LDJ noticed in Japanese university settings, and may (yes I know this is a stretch) but just may help the journal contribute to education policy discussions that have some weight in the broader community. Such abstracts, for example, just might help progressive Japanese teachers of English share the SIG's narratives with teachers that might not ordinarily pay attention to the arguments we have to contribute.

And, (2) an anecdote: a month ago I enjoyed a post ILA lunch and chat with Jo Mynard, Christian Ludwig, and Giovanna Tassanari. They are planning on publishing a multilingual collection of papers on learner autonomy in part to honor the readers/

speakers of non-English as L1 researcher/writers by encouraging them to publish in their own first languages. When Christian asked what I thought of the idea, I gave my support immediately. While English is the dominant lingua franca in our globalizing world, I am grateful for every chance to puzzle over non-English texts for the learning experience on offer, and feel that given the easy access we have to online dictionaries, translations engines, etc. that we should be as open to puzzling and learning together as possible.

Andy: That's a great project that Christian, Giovanna and Jo are planning to do. Looking to the future with the LDJ, what practices (writing, editing, reviewing, and "steering" practices) do you each see as important to focus on with Issues/ Volumes 3 and 4, and why?

Tim (founding member of the Journal Steering Group)**:** I am a little late to the party here, but I very much concur with what has been written so far regarding what the Journal is, what it does, and what is should be. Personally, I would very much like the LDJ to retain strong and clear links to the SIG and for editors to principally come from among its membership although I fully recognize Darren's point that a limited number of people are likely to step forward. One of the main parts of the ethos of the LDJ, and something that distinguishes it from other journals, is that it actively seeks to nurture people as writers and editors and we hope to be able to provide a framework in which people new to writing and editing feel they can hone their skills. Without a strong Steering Group of SIG members, I fear this direction might be lost and we end up with a journal which is every bit as remote as all those other journals out there.

Darren and I discussed whether it might be a good idea, as a rule of thumb, to try to ensure that, if we continue to get more proposals for issue editorship from overseas than we do from within Japan, we at least alternate between an issue edited by overseas editors and an issue edited by SIG members. At the same time, I think we need to strongly encourage as many SIG members as possible to consider contributing as writers and to target SIG members who could be persuaded into editing an issue.

On a very practical note, and resulting from experience with Issues 1 and 2, I think that the Steering Group (SG) members really need to see the first drafts of papers as soon as they are submitted to the editors and at the same time as the Review Network (RN) members so that we can check that there are no major problems with papers at that early stage. We would then be able to nip these problems in the bud and iron them out with still 10 or 11 months until publication (as opposed to the 4 months or so we presently get).

Another thing we can do is to go back and revise the guidelines for reviewers. I have the feeling that our advice to them is a little too idealistic and that we need to strongly urge them to take a robust, critical stance when reviewing papers in the interests of pushing the writers to up their game. Of course. we want the feedback to be supportive and constructive and, if possible, to be offered in a collaborative way, but if it doesn't hold the writers and editors to account, it isn't, in my view, doing its job.

Darren: I agree with Tim in regard to tightening up the reviewers' guidelines. One problem is that the reviewers are not operating on the usual "accept/accept with changes/reject" system. All these papers will be published, so earlier intervention would be better for both writers and editors. Hopefully, getting the steering group involved sooner will help us to guide authors more effectively. Late rewrites are too stressful for everyone….

Alison: It's very helpful to talk openly about these problems. As Tim and Darren have said, some tweaking of the process, such as earlier involvement of the SG and tightening up of the reviewer guidelines would be some good practical measures we can adopt from the next issue. Andy, you bring up the identity of the journal: it seems to be that this involves not only the finished product that we send out into the world, but also the roles and identities of people involved at every stage of the production process. At present, I would say

that the names we have given these roles are actually misnomers. In particular, the Journal Steering Group has been doing a lot more than just steering up to this point; the journal's reviewers are not gatekeepers, as they would be in a traditional journal. I'm sure that people come into the journal with beliefs and expectations about their roles that are mainly formed by their previous experiences. This might help explain why, even with clear written principles and procedures, we still find it difficult to keep reviewers and editors (and sometimes authors too!) on track. Hopefully, building up a community of practice is the answer, as I think we may have said in the past. But I wonder if it's also worth considering changing the name of the role "reviewer" to something that's closer to what we intend? Mentors, perhaps?

Darren: But is that the intended role? I see the reviewers as 'outside eyes' who offer a fresh perspective. Asking any more of them is unfair. The editors are the mentors, ideally… but this hasn't been working. Expecting less experienced editors to mentor less experienced writers is unrealistic…..

Hugh: I would hope that the intended role of editor for the Journal could include the concept of said editors as peers/collaborators – perhaps extending almost to co-author to the extent that a mentor is like a midwife in the learner development/writer developing process and/or practices. There will always be tension between what Andy is referring to below as a conventionally organised academic journal and the more improvisational processes/practices of what Pennycook frames as "a cultural alternative." This, it seems to me, is a principle of learner development, of what we do when we learn together with our students as well as with our fellow researchers -- messy, yes, but inspiring in the ways that dance, music, and theatre are in both practice and performance.

Andy: Yes, the way we label what people do and what happens with the LDJ is really important for thinking about the questions that come up and understanding what can be done. It strikes me that in this discussion we are perhaps focusing on gaps in what we imagined would happen (i.e., what editors, reviewers, writers, the journal steering group would be doing) as we created "a cultural alternative" (to use Pennycook's phrase) to how an academic journal usually functions and is conventionally organised.

While everyone is committed to creating a viable cultural alternative, we are realising all the time just how complex it is to create and sustain it when so many different "actors" are involved, each with their own understanding of what they are doing within the general framework that has been set up for the LDJ. Without some *minimal* and ongoing dialogue with *all the different* parties, I guess gaps are likely to continue to come up between what is planned/imagined and what happens, in any case.

Is there some way for the journal steering group to have a set of interactions with each group of actors for each issue at particular points in the production of an issue (with the editors for the respective issue cc-eed on the interactions that take place)? For example:

- Year One May: with writers?
- Year One July/August: with editors?
- Year One October: with members of the Review Network?
- or … Year One July-October: with all three (see further below)?

Alison, you mentioned finding a different name for what Review Network members do—yes, you're right, the label needs to have a better fit, but the idea of mentoring may be putting an extra layer on things, as Darren points out. Would calling this key process something like "Reader Responding/ Engaging with the Writer" help? Isn't that what basically "[alternative] reviewing" involves in a peer-equal, collaborative community of practice with writers and readers? The assumption is that the reader's primary goal is to engage with what the writer is saying, make sense of it, respond as fully as possible with the development of the writer's writing, for example:

- What is the writer trying to say here?
- How is this engaging me (or not) as a reader?
- What responses and questions are coming up for me as I read this?
- How can I share those responses and questions with the writer in a critically minded/supportive, empathetic way?
- What questions do I have for the writer about the further development of their research and writing?

Perhaps these kinds of question help to frame a stance and position where a reviewer might concretely achieve an appropriate quality of reader responding and engagement with the writer?

Would that go some way to "holding to account", as Tim mentioned, reviewers and editors with writers, as well as to setting a direction for dialogue with writers, reviewers and editors about how to engage with writers about their texts? If so, a primary process for the Journal Steering Group would be then not to focus first on identifying "problems", but rather on talking with writers, editors, and reviewers about responding and engagement. That may be the kind of common meta-process that we are missing as a shared practice, as an area of mutual interest, activity, and negotiation, if you will, and which it might be good to bring more into focus?

One other thing that strikes me is that it may be helpful to question the expectation that writers should produce a full-first draft by the end of July of the first year. It could be that requiring writers to do so at that point is in some ways counter-productive. I wonder whether it would be better to limit the length here and say "an incomplete first draft of 2000-2,500 words that you will then share with (a) other contributors to the same issue, (b) the editors, and (c) members of the Review Network, during the period August to October, and develop into a full draft by the end of December of the first year." Might that help to (a) underline an incremental developmental process of writing, responding and engagement, (b) guard against writers following conventional genres too narrowly and prematurely in the writing process, and (c) encourage experimentation with genre by writers? That might be another way to help create a stronger sense of community of practice, dialogue, responding, and engagement for all the parties concerned, which I feel this discussion is trying to grapple with.

Darren: It has been very difficult to get full drafts from the writers at the same time due to the nature of the journal. Some of our more experienced writers, and those who have been working on a topic which happens to match the theme, have submitted well-developed papers on completed research at the very first stage. However, we have also been encouraging people to submit more speculative works in progress, and these writer-researchers have often required a lot more support. This is not something I think we should change, but it is something that we (as editors and 'steerers') need to work around. Andy, your suggested process makes sense in that regard.

Tim: Apologies for using the dreaded word "problem" above. What I perhaps should have said was that it would really help if the Steering Group (SG) can see the writing in its early stages (for example, when it is sent out to the Review Network) so that they can provide comments to the editors when necessary if they feel the writing lacks clarity, coherence, or direction, for example, because the piece of research has not been fully conceptualized. I think it is difficult for editors sometimes to be able to step back and look at the writing dispassionately when they have spent a long time developing a relationship with the writers working on their Issue. At one step removed, the SG can offer supportive feedback which it might be difficult for the editors themselves to provide.

To add one more idea that has come up in our various discussions, it may be better for us to think about inviting more people to join the Journal Steering Group (JSG) so that more of their work as secondary reviewers and proofreaders can be shared around.

Andy: One other idea for the mix is creating on the LD website some "publication resources" with links to different kinds of exploratory writing about learner development - within different SIG publications and in the wider field. Those kind of near-peer role models could be a useful reference for helping writers to break into new kinds of writing. "Developing (multi-interactive) communities of exploratory writing, responding and editing practices" seems a rich area for ongoing discussions - and feels closely connected to moving beyond reifying "full-length papers" as the requirement for first drafts by LDJ contributors.

Hugh: (not feeling sure if he wants to give the appearance of having the last word) . . . but as I read/scroll through this lengthening text, am grateful for the wide-ranging scope of the discussion, and the fact that after several weeks of development, this document has grown more and more dialogic. We have, for example, Darren pointing out the practical difficulties for editors as writers with different experiences and histories of 'academic' writing contribute to the journal, and the challenges that are the inevitable result. This perspective, considered in relation to Tim's and Andy's observations (above), suggest to me that some practice/perspective of expansion (of inclusiveness?) is the key to meeting the ideals we are struggling to articulate and realise as we work towards the publication of volume 2 and focus on the necessary next steps in bringing volume 3 towards completion. Though it remains difficult for all of us to allocate time and energy – and to coordinate the efforts our SIG projects require, the models of co-operation (of "working in teams") both in the SIG as a whole, and on finalizing individual publications, offer the best models of practice for the future. Perhaps the Google Docs model we're using to work on *Learning Learning* offers one simple solution to the "near-peer role models" approach Andy describes as a practical way forward in the development of "multi-interactive communities of interactive writing (and editing)."

Tokyo July 2018 Get-together Reflections and Plans for 2019

Andy Barfield, Martin Cater, Ken Ikeda, Kio Iwai, & Koki Tomita

Note: These reflections focus on discussions at the July get-together about learners' linguistic repertoires and plans for the get-togethers in 2019.

Koki: I joined the Get-together a half hour late. The members had already started their discussions about Andy's ongoing research. It was pleasant to see that the research has evolved since Andy shared it with us during the April Get Together. The main topic was Andy's student research participant's language identity and her perceptions of standard Japanese and her Japanese dialect. Here, Lee talked about the hard time he had in his childhood in formulating his identity in the U.S. as a son of an Australian mother and an American father. This involved selecting "appropriate" lexicon and avoiding deviating from social norms to blend into the culture and the society. Ken also shared a story from his childhood where his teacher in the U.S. told his parents to use only English in their household to improve Ken's English competency because Ken was not linguistically functioning well at school at that time. Both cases exemplify how much the standard language(s) pushes off other politically, socially and economically weak dialects or deviated languages in a society.

In the second half of the meeting, we talked about the continuity of future Tokyo Get-Togethers and CCLT4. We agreed that we need more communication and a different way to attract more members to come to the get-togethers. One of the ways to achieve the goal is dividing the meeting into the input and discussion parts. In the input part, we will have a few presenters and get them to share their research-oriented or practical hands-on presentations to the audience, and discuss the content with more depth.

In considering our plans for CCLT4, we came to the conclusion that local LD SIG members can use each Get-Together as a chance to generate a topic that they can present at the CCLT 4 which they can receive various feedback from the professionals in the field. It will be wonderful to have more officers and members join the organization of the December event. I am very excited to create the event with Ken and other members in the SIG.

Andy: Around the discussion of the get-togethers we came to the conclusion that it would help if each person attending the get-togethers made a commitment to leading a discussion/ presenting on their learner development interests in an interactive style for (part of) one of the get-togethers in the year. Kio's suggestion was that this "input" should be 10 minutes or so at most in length and be aimed at fostering discussion among participants. So, the proposal is to have mini-inputs for leading discussions of 30 minutes or more at get-togethers. The difference will be to ask everyone to make a commitment to giving one such input and leading one such discussion one time in a calendar year, with a view to (hopefully) having everyone take part in an end-of-year informal half-day conference in the final get-together in December, i.e., *Creating Community: Learning Together*. (On reflection participants should also have the choice not to do this if they prefer not to … something to discuss further in any case.)

A big thank you to everyone for a highly stimulating discussion of the "I-poems" that I shared from an interview with a student about her linguistic repertoire and use of language in her life. The "I-poems" were created from the interviewee's use of "I" in a 60-minute interview, so each I-poem brought together a cluster of "I-statements" around a particular topic or experience that the interviewee talked about in the interview. Extracting the I-statements in order from the interview and creating poems from them is intended to help the interviewer (and readers) to develop a "more sensitised" understanding of the interviewee's "linguistic repertoire lifeworld."

Here are three of the I-poems that we looked at and discussed at the get-together:

When I hear local languages

when I hear local languages or just when I saw Nagano or Azumino I feel happy

I feel happy if there is some posters or the letter in another areas, then "oh my hometown is outstanding"

I feel connected with these letters

after I came to Tokyo

I found my hometown is kind of special

I didn't think my local perspectives are kind of special before I came to Tokyo

I went many cities

I've never told this feelings

I felt "ahh here is my hometown or here is where I want to live or where I want to spend time"

I don't feel anything from the languages that people use here

I started to stop using dialect

when I came to Tokyo I had strong bias like the people from other areas can't use their own languages dialects

I felt a little bit nervous to use that word then when I came to not just Tokyo also like big cities

I started to stop using dialect

sometimes I use Nagano's dialect without any special reason

that's why I put this in my center

I didn't know that's dialect then I just speaking that way

そんなことしなんでいいよ しなんでいいよ

it's not correct

it's not 標準語

I don't know why I feel negative feeling to use local language

just not cool

I have to use keigo to senpai

often feel I should use

I have to use keigo to sempai often sempai

sometimes I can use not keigo to teacher

but for sempai I can't

I think it's strongly connected with my experience in my junior high school age

I joined volleyball club

and these sports club have strong hierarchy system

if younger people doesn't use keigo to senior people

senior people just angry for not using keigo

I think it's stupid

but I just get used to this way of using keigo

because I have gap age when I entered this university I was worried

I was worried for using keigo to third years student because they're same age to me

I just want to use keigo

I think it's from my experience

that's why I can't use the straight Japanese

I just use keigo

but it's not the sign of respect

I didn't show respect to him

but I just use keigo

Our discussions of these and the other I-poems covered a wide range of issues. One was the use of 方言札 / hōgen fuda for eliminating use of local languages or local dialects/varieties in different education systems. The standard language ideology had strong resonances for all of us, with Ken's story of forced assimilation particularly astonishing for all the complex and long-lasting consequences that followed from his elementary school teacher's interdiction. In my interviewee's case, she gives voice to a sense of conflict about using her local dialect in her new student life in Tokyo. She feels that she should avoid using it, but is unsure why she has this sense ("*I started to stop using dialect*" and "*I don't know why I feel negative feeling to use local language*"). In effect, she is experiencing how her use of her local variety of Japanese has become/is being stigmatised and dislocated. This ongoing transition brings her to identify more with the branding of her local area for tourism ("*I feel happy if there is some posters or the letter in another areas, then "oh my hometown is outstanding"*) than with using her local dialect in her own life.

Ken: I've told my vignette before, but its import seems to have resonated much more in the context of Andy's student's "I" poem. As I was growing up in Los Angeles, I recall being told by my parents that my well-meaning homeroom teacher had asked them to use only English at home with me so that I could pass the 2nd grade in my elementary school. This may seem unfathomable to both present-day thinking about respecting the home language, equally unthinkable in Japanese schools from grades 1-9 of the possibility of being held back one year. But in those days, even on the heels of the civil rights movement in the United States, my parents' acquiescence with my teacher's proscription was likely along the lines of 'when in Rome, do as the Romans do'. My mother was a real '*kyoiku mama*', so everything the teacher told us was the gospel to her. By the end of my 2nd grade, my language problems at school straightened out. My teacher was pleased, but her decision had destroyed the language fabric in my family. English was my mother's first love, but my father never developed a facility with the language, having not studied it at all until he came to the States as a war refugee (he sojourned in northeast China in his youth and teen years). My mother became the intermediary between my father and I, transmitting messages back and forth in Japanese and English. For the next forty years, my father and I never had a long conversation with each other. It was only after my mother passed away, my wife coaxed me to speak with him, which broke the wall of intransigence (maybe old-fashioned machismo of not wanting to admit one's stubbornness) that had built up between us. As I reflect on the wonderful conversations with my father in the remaining ten years of his life, I can also sadly imagine how cut off he must have been, feeling not at liberty to express his thoughts to his

eldest child in so many life moments: my high school graduation (he himself was unable to complete his secondary school education as he was drafted into the Japanese army during WW2), my university graduation, wedding, getting job acceptances, etc. How unfathomable are the adverse consequences created by the blithe decisions of others.

Andy's explanation about the social oppression *hougen fuda* resonated with poignancy a few days after our get-together meeting when I was having a lunchtime discussion with one of my students. One of the students she has interviewed for her thesis research spoke of having been sorely stung by her English pronunciation instructor's remark during her freshman year in university. She was told her English speaking was "*inaka kusai*", that of a country provincial. I happened to know that this particular student comes from the city of Minami-Soma which was severely afflicted by the Fukushima nuclear reactor debacle. The student was so deflated by the insulting remark that she dropped out of the English teacher certification program and gave up on English learning. But she has regained interest in English in her final year in university after being told receiving her job offer that she needed to use English in the workplace. She has been motivated to speak it by participants who encouraged her at an international barbecue gathering.

I welcome Koki's and Kio's suggestions to steer this get-together in new directions that could very well stoke interest in discussions, spawn research directions and encourage members to come and participate. Koki's willingness to help with the coordination of a possible CCLT4 could kick-start the nature of future get-togethers. Kio's idea of having participants tell what they are doing in their teaching situations, share learners are experiencing (as expressed in Andy's I-poems). I hope those reading our reflections can get excited thinking of prospects in these get-togethers.

Kio: We had substantial discussions with all participants sharing their own stories on variety of topics. I would especially like to thank Andy for sharing his "I-poems" project with us. It was amazing how wide a range of topics these "I-poems" of one student brought about: language varieties and standard language, language shift, language policing, learners' rights, student's perception of "global", etc. Not only did the "I-poems" generate lively discussions, but they also inspired me to think about my own background of learning and teaching languages.

This is a big reason why I supported Koki's suggestion to introduce some kind of presentations into our Get-Togethers. It would be nice if two or three members interactively shared their on-going projects, thoughts or ideas related to learner development in the first half of each Get-together, and everyone could discuss the topics either in small groups or in a big group in the latter half of the Get-Together. Members would get a chance to "bring something" to the Get-Together and get feedback from other members. What does everyone think?

Martin: I particularly enjoyed the first part of the session, consisting of discussion of the *I-Poems*. The thoughts and feelings the student had about dialects and discrimination were very familiar to me, as I think many people from the UK have had similar experiences. I was also interested in the perception of "English as global language", something the interviewee felt particularly positive about, compared with their perceptions of other languages. It was a stimulating discussion; I would certainly be keen to examine more of these poems at a later date, including *They-Poems* from these interviews or other sources.

After a short break, we discussed the future of the Tokyo Get-Togethers, which have seen a reduction in participant numbers over the past couple of years. Ideas of how to shape the gatherings into 2019 were put forward, which have been described above by other participants in this write-up. I am in agreement that members should take responsibility for leading a session however they choose, offering some kind of input which would lead to discussion. There are not a large number of sessions in the calendar year; I think it would be feasible for volunteers to step up and lead one discussion during the period.

RESEARCH & REVIEWS | 研究 & レビュー

Autonomy in Language Learning and Teaching: New Research Agendas. Alice Chik, Naoko Aoki, & Richard Smith, 2018. Palgrave Macmillan UK, 137 pages, ISBN 978-1-137-52998-5, Hardcover ￥7,245, eBook ￥5,795.

Hugh Nicoll <hnicoll@gmail.com>

Autonomy in Language Learning and Teaching: New Research Agendas (hereafter dubbed ALL&T), edited by Alice Chik, Naoko Aoki, and Richard Smith was published in early 2018, but had its origins in the RenLA Research Agenda Project first outlined in December 2012. At that time, Alice, Naoko, and Richard were just a year into their 2011 to 2014 roles as co-conveners of the AILA Research Network on Learner Autonomy (RenLA). The Research Agendas in their 2012 versions are still available online here <https://ailarenla.org/lall/december-2012/>, a web page essential to the contemplation of how difficult and poignant our research and publication efforts so often turn out to be.

First, and most obviously, ALL&T became one of Naoko's final publications; second, the project's first public expression took place at AILA2014 in Brisbane, and it took an additional four years to shepherd the chapters through to publication, and finally, the 2012 ReNLA web page includes a collection of tributes to Richard Pemberton, who had died in January of that year. This, in a sense, brings us full circle to this issue of *Learning Learning*, to our remembrances of Naoko, and to the continuing challenges of research, scholarship, writing, and publishing in the face of what may often seem literally insurmountable obstacles to development, progress, and sustainability in both the personal and public spheres of our lives as teachers, academics, and researchers.

For most of this year I have been reading and re-reading ALL&T, in a rather disorderly fashion. Throughout these now many months I have been puzzling over several questions:

1. Are our efforts as researchers and writers-perennially thinking about how to define "learner autonomy" and "learner development" merely Sisyphean (see Alison Stewart's essay, this issue) , particularly when we try to apply our tentative definitions to the task of understanding where the field has been and where it's going?

2. Is attempting to identify and argue for "new research agendas" a similarly difficult, perhaps even a presumptuous effort?

3. Is there a special value to new ideas in education research and practice, or, do our attempts at timeliness trap us in bandwagon effects? Do the obstacles to freshness inherent in the time it takes to edit and publish a collection of chapters represent a further, and perhaps final confirmation of the dangers of pedagogical and theoretical arrogance?

4. Yet, aren't these efforts at surveying a field, making generalizations about trends, directions, and agendas an essential and inescapable aspect of our roles as academics, researchers, and scholars?

5. And finally, what are the practical obstacles (and the obstacles in the current political economy) to getting our work into the hands of readers who may benefit from our efforts, assuming, that is, that most classroom teachers are not too burned out to devote some time to reading and thinking

about theoretical and practical puzzles in a field of study?

As I am now a retired professor living in Miyazaki, far from an academic and commercial hub, availability and price of books and research papers are foremost among these concerns for me. There are also, I should acknowledge, a number of other equally personal issues at play, that led me to look forward to the publication of the ALL&T collection. First, and now sadly, is the fact I met both Richard and Naoko shortly after they founded the LD SIG together, sharing our first discussions of learner autonomy in Hong Kong in 1994. I followed their work over the years, and took great interest in Richard's work in the practical and theoretical approaches to the literature on and practice of teaching in difficult circumstances, and in Naoko's explorations of learner identity, narrative, and voice, and genre-challenging approaches to academic writing. I was also fortunate in that I could attend the ReNLA symposium in Brisbane in 2014, where I had a symposium participant's interest in seeing how the proceedings would be published. In many ways, the ALL&T collection does stand as a testament to the ways the editors' and contributors' work helped to both confirm the critical hope that learner autonomy/autonomous learning and teaching began with (see Paulo Freire, 1970, 1994, and Henri Holec, 1979, to cite only two), and helped to expand the community of its authors and practitioners. I was, I have to admit, somewhat disappointed, therefore, on two counts: (1) The time it took to actually bring the essays into print, and (2) the cost of the publication itself.

Eventually, as I thought over these questions through this year, I wrote to Richard and Alice asking if they still felt the five chapters sufficient as an articulation of "new agendas" for the field, and if they had any comments on the publication of the collection and on its price, and thus its relative inaccessibility to teachers and research practitioners with limited funding and/or access to major research libraries. Both Alice and Richard were gracious in their responses, agreeing that open-access (i.e., free) publishing models have many virtues. Happily, chapter 2-"Learner Autonomy in Developing Countries"- is open access through Springer, <https://link.springer.com/content/pdf/10.1057%2F978-1-137-52998-5_2.pdf>. Richard mused in retrospect on whether including 'New' in the title was a good idea, particularly given that project took so long to complete. With those caveats aside, however, both Alice and Richard feel the chapters can continue to prove themselves valuable to readers.

The collection itself opens with an introductory chapter by the editors, arguing that "new research agendas" are needed to respond to "changing perspectives on language teaching and learning."(p 2) The five main chapters focus on "Learner Autonomy in Developing Countries" (Smith, Kuchah, and Lamb), "Language Teacher Autonomy and Social Censure" (Xuesong Gao), "Learner Autonomy and Groups" (Palfreyman), "Learner Autonomy and Digital Practices" (Chik), and "Researching the Spatial Dimension of Learner Autonomy" (Murray).

For me, the threads that bind the individual chapters together return us to a cluster of familiar themes:

- Constraints on autonomous learning and teaching - chapters 2, 3, and 4 especially;

- The central paradox of the independence/interdependence puzzle (all chapters, perhaps);

- The affordances of digital practices - chapters 2 and 5, in particular; and,

- Learning environments ('the spatial dimension'); whether our focus is on classrooms (or the lack thereof) and the attendant constraints, virtual spaces in a variety of contexts, or the use of dedicated learning spaces such as self-access centers and other social learning spaces (most explicitly, Garold Murray's chapter).

What I have gotten most from musing on these issues is that our primary commitment as teachers must be to pedagogies and the development of publication models that support the construction of democratic classrooms. I am particularly interested in further teasing out the relationships between (and potential lessons in) chapters 2, 3, and 4, all

of which explore quality of life questions for learners and teachers in our shared and troubling times. The fact that the book has raised so many hard-to-answer questions for me about learner autonomy/autonomous learning suggests that ALL&T is well worth reading for those of us interested in puzzling through some of the knots that engagement with pedagogies and research for learner autonomy/autonomous learning necessarily confront us with. I wonder whether others would find this too? I therefore hope that readers of *Learning Learning* will encourage your libraries to purchase the collection. In addition, I would like to share the book with member(s) of the Learner Development SIG with a view to creating a correspondence around any ideas and issues that catch the interest of and/or challenge fellow readers of this book.

My shared review proposal is this then: that you contact me, and I will send you the book to read and respond to. You send me your response to both the book and this incomplete review and we then invite others to share their views in response so that a continuing and collaborative review can be published in the next issue of *Learning Learning* in 2019. (And please do return the book to me once you have written your review!) Naoko, I feel, would enjoy a co-constructed and on-going review and discussion of one of her parting gifts to us.

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LOOKING BACK | 報告

JALTCALL 2018: Reflections on the Learner Development SIG Forum

Blair Barr, Neil Cowie, Daniel Hougham, & Brett Milliner

On June 10, 2018, the Learner Development (LD) SIG Forum was proud to continue a long-standing relationship with the JALTCALL annual conference at Meijo University in Nagoya. This is a unique opportunity for Learner Development members, as we are the only JALT Special Interest Group (SIG) to stage a forum at this event every year. This year's forum was titled *Navigating Language Development: How are learners evolving with language learning technology?* It attracted a small but dynamic and interactive group of attendees, and it featured innovative approaches for facilitating independent learner development using technology in the classroom and beyond. First, Brett Milliner (*Preparing Language Learners for Extensive Listening Online*) reported on student engagement with extensive listening exercises and listening logs. Next, in his presentation titled *Online Quizzing/Testing with Immediate Feedback through Quizlet, Google, and Flubaroo Add-on*, Daniel Hougham presented survey findings on learners' perceptions of a vocabulary-learning program incorporating Quizlet and online vocabulary quizzes (Google Forms and the Flubaroo add-on). Finally, in a presentation titled *The Many Uses of Quizlet and Co-creating with Students*, Blair Barr demonstrated how one particular group of learners in a university Business and TOEIC class engaged in the co-development of Quizlet flashcard sets for both in-class gamification and independent-study for TOEIC and vocabulary development. Each presentation was followed by a discussion period where participants reflected and shared their own research experiences, puzzles, and questions about learner development using technology.

Brett Milliner, *Tamagawa University*

Although attendance was small (which was probably a reflection of the early Sunday morning time-slot), this year's LD Forum proved to be my most worthwhile experience of the entire conference. Quite often at CALL related events presenters will talk about the potential of new technologies, whereas, in this forum the presenters drew upon their day-to-day use of online applications in their language classrooms. Moreover, all participants had intimate experience using each application, hence discussions focussed on the practical applications of these tools for language learning, and not on the technology.

To reflect on the individual presentations, I was impressed to see how balanced Daniel Hougham's approach to vocabulary learning has become. Daniel includes both an incidental (using extensive reading) and deliberate learning component that utilizes Quizlet flashcards and regular vocabulary quizzes created in Google Forms (and graded using the add-on, Flubaroo). He also dedicates time to carefully training his students on how to create their own flashcard sets in Quizlet and how to set up a self-evaluation step in this learning process (via the online tests). Daniel is also auditing the effectiveness of these online learning activities, and he shared some encouraging results. So far, his students appear to really like the Quizlet component and they appreciate receiving immediate feedback (conducted via Flubaroo) for their formative vocabulary tests. I look forward to reading some of the research output he is planning concerning correlations between TOEIC test focussed vocabulary study (using Quizlet) and actual TOEIC scores.

Following Daniel's evaluation of student

perceptions for his vocabulary training activities, Blair Barr shared a range of approaches for using Quizlet in the EFL classroom. Some these ideas are shared in Blair's reflection below, but what struck me was that flashcards are not necessarily restricted to vocabulary learning, rather there is potential to use this tool for speaking and listening practice. I was also interested in Blair's creative approaches to getting students to create card sets. When Nation (2013) highlighted flashcards were the fastest approach to acquiring new vocabulary, he also recognized the value of students manually creating each card. One problem I have had when implementing an online flashcard system was how I could make the card creation process more meaningful and how I could train students to utilize some of the affordances of this online, digital format (e.g., incorporation of multimedia, images and example sentences found on dictionary websites such as alc.co.jp).

In my presentation I introduced the Google apps, Google Forms, Google Sheets and YouTube and how I utilize them to manage extensive listening components in my university-level EFL courses (see Milliner, 2016 for an introduction to Google apps; and, Milliner & Barr, 2017 for an introduction to Google Forms-based testing). As members of the audience were familiar with these apps, the presentation focussed on managing the listening component. During the discussion period, important points included how to protect against students cheating with a self-reporting or honesty-based approach, and how to create comprehension quizzes in Google Forms that embed YouTube or PDF media (see Figure 1.).

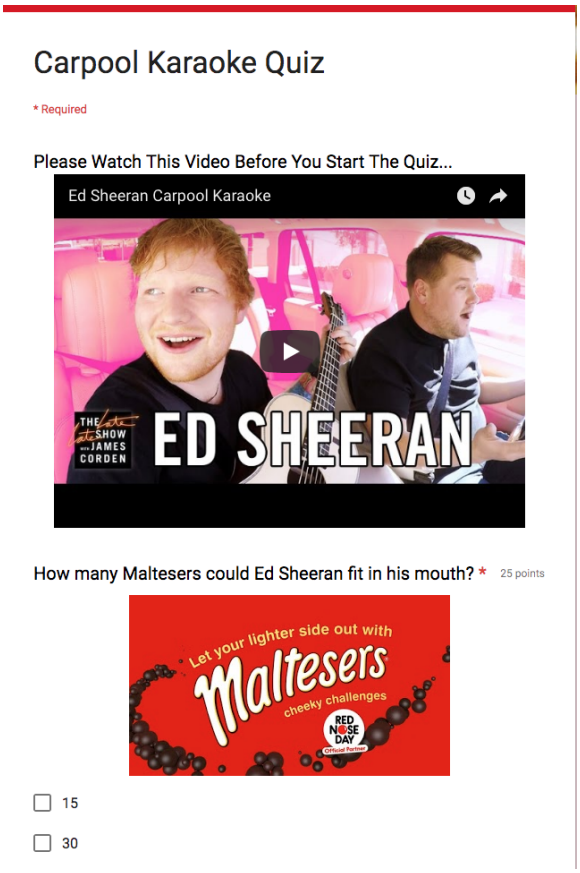

Figure 1. A listening quiz created by students using Google forms

Overall, I was happy that we had a smaller group attend this forum. As I mentioned in my introduction, all participants were experienced teachers and CALL users, which made for some enlightening discussion concerning the practical application of online tools for language learning. I found myself in the week following the conference looking into how to use Flubaroo, instructing my students on how to create online flashcard sets more effectively and looking into how I can catch instances of cheating (e.g., using sophisticated text filtering in Google Sheets) in my extensive listening component.

To conclude, I wanted to thank Blair and Daniel for the invitation and their well-prepared, insightful talks. Also, thank you to the LD SIG for the opportunity to present in their forum.

Daniel Hougham, *Hiroshima Jogakuin University*

I really enjoyed Brett Milliner's presentation on using extensive listening logs. Brett explained how his high-level university students have been given the guidance and autonomy to choose listening texts from websites such as TED, BBC, and YouTube. It was great to see that students were required to record information about their self-selected listening texts and experiences in an Extensive Listening Log, via a Google Form, and were given access to a shared spreadsheet (Google Sheet) where all of this data including their own reflective comments could be seen by the teacher and students. Giving students access to their classmates' responses in this way seemed to be providing them an excellent opportunity to see what their peers were listening to and thinking about, thus creating the right conditions for them to learn from each other's experiences.

It was interesting to learn that TED, YouTube, VoiceTube, and ELLLO were the most popular sources of self-selected listening material among his students. When asked by an audience member how he might adapt the extensive listening activity for lower-level learners, Brett responded that he would guide the students to visit the following three select websites where they can self-select graded listening material suitable for lower-levels: (1) ESL Fast (eslfast.com), (2) English Listening Lesson Library Online (elllo.org), and (3) News in Levels (newsinlevels.com). Providing lower-level students with such a limited but carefully selected choice of websites is arguably providing guided autonomy, which most lower-level students seem to need.

It was also great to learn that his students were encouraged to create quizzes using Google Forms, where they could embed high-quality YouTube videos and images, to aid with comprehension and enjoyment of high-interest content. One example he showed was a student-created Ed Sheeran Carpool Karaoke Quiz (see Figure 1. above) in which a student had embedded an image of Maltesers to aid with comprehension of the question "How many Maltesers could Ed Sheeran fit in his mouth"? Encouraging students to use Google Forms in this way was an excellent example of applying one of Hubbard's (2004) five principles for CALL learner training: Give learners teacher training and enable them to take responsibility for their own learning.

My own presentation was on the topic of Online quizzing/testing with immediate feedback through Quizlet, Google, and Flubaroo add-on. I talked about how my 1st-year low-level Japanese university students were given some basic technical and strategic training in the use of Quizlet to study word cards using a variety of engaging activities, and were given weekly vocabulary quizzes with Google Forms and Flubaroo. The course-improvement survey results I shared suggested that learners find Quizlet very useful and easy to use, and that they want to continue using it in the future.

After my presentation, attendees raised some important questions for discussion, including the question of whether I have found that my students actually use Quizlet independently. Although I have collected plenty of student study data which shows that many students do use Quizlet sets to complete assigned activities for homework on their own, I have found that only a small number of students continue to create their own Quizlet sets and use them to study English and/or other subjects independently outside the classroom. This discussion prompted a shared realization among a couple of participants that there is a need to conduct interviews with students who have become successful independent Quizlet users to find out more about their Quizlet usage patterns and habits and how they became proficient at using it. The discussion also solidified my realization that there is a need to create better learner training materials— screenshot tutorials in particular—which will make it possible for students to more quickly learn how to create and study using Quizlet to achieve their study goals independently, outside the classroom. It also solidified my awareness of the need to focus on helping students improve their TOEIC scores, using Quizlet with TOEIC materials, and the need to investigate the

relationship between the use of Quizlet with a TOEIC word list and TOEIC score gains.

I also enjoyed a really stimulating presentation by Blair Barr who similarly shared some cutting-edge strategies and techniques for helping Japanese university students take more control of their learning. Blair talked about how he uses Quizlet to increase participation among his students, in particular, he adjusts the options within Quizlet study sets so that they are editable by certain classes. He then gets his students to collaboratively edit a shared Quizlet study set for homework, which he then checks for accuracy before class. It was really interesting to learn that, to enable this activity, Blair puts each students' first name (on the definition sides of each card, respectively) in a set so that each student knows which card to edit and can do so in an orderly fashion. Once the set is created, his class could use it in a variety of ways including playing a variation of Quizlet Live called "11". "11" is a variation where all teams must stop when they get to 11 points, so that all other teams have more opportunities to participate and finish the game (Brandl, 2017).

I greatly enjoyed participating in the LD SIG Forum at JALTCALL in Nagoya, and came away with many good ideas on how to use powerful tools—Google Forms, Sheets, and Quizlet in particular—to promote class participation and enable learners to take more control of their learning. Although the number of attendees was not large, discussions with them turned out to be one of my most intimate and useful experiences at the conference.

Special thanks to Blair Barr for organizing the LD SIG forum again this year.

Blair Barr, *Tamagawa University*

As usual, I really enjoyed taking part in another Learner Development SIG Forum. This year, I got to watch presentations by Brett Milliner and Daniel Hougham before giving a presentation about my own learners Quizlet usage. In this reflection, I would first like to review the presentations by Brett and Daniel, as well as present some lingering questions that I have about their experiences. After that, I will try to summarize my own presentation, and then end by showing some other points that came up after my presentation.

Brett Milliner's presentation introduced us to online Extensive Listening diaries that he has set up for some of his more advanced English as a Foreign Language (EFL) classes. Students were required to choose online materials to listen to on a regular basis, and then, after listening, they were required to complete a Google Form with details and a summary of the listening. This information would then be stored in a shared location for students to use as a potential database of listening materials. This way students could find materials that other students enjoyed. I thought this was an interesting resource for students, but I was left with one lingering question about cheating the system. I would suspect that some students would simply copy summaries from the resource and then submit these as their own work without strict teacher reviews. However, Brett also showed us how his students are creating Google Form quizzes based on listening/video materials that are embedded in the online form. I was excited by this idea, and I see great potential that these quizzes could provide the teacher with an increasing set of listening content that could be used to confirm comprehension. I have started to consider using such student-generated online content for some of my own classes. I look forward to learning more about Brett's experiences with these online quizzes in the future.

Next, Daniel presented a course-improvement survey from his students about their use of Quizlet in his classes. Being a frequent user of the online flashcard sets myself, I am always interested in what findings Daniel has to present. As expected, he finds that students are satisfied with the vocabulary learning program he uses in his classes. In his class in particular, he uses the flashcards to generate quizzes for learners to review the learning from Quizlet. After watching Daniel's presentation, I realized that it would be interesting to do some student interviews with learners about

how they actually use Quizlet outside of class. I personally find that it is a tool that students enjoy using in the class, but they do not necessarily make use of it on their own time (Barr, 2016). I would love to learn more about this at an individual level.

Finally, I presented on my own implementations of Quizlet. In particular, I was talking about how my students use it in a more advanced class on Business Issues and TOEIC. In this class, students are expected to do TOEIC self-study, which means much of this work becomes homework. As a part of their self-study, every student in the class must contribute to shared sets of Quizlet vocabulary flashcards online. Basically, I use the appendix of the assigned TOEIC textbook (*Successful Keys to the TOEIC® Listening and Reading Test 3* 4th Edition by Mark D. Stafford) to create Quizlet sets with vocabulary from each unit. Each week, the students must contribute to a Japanese-English card set and a gap-sentence card set. These contributions are due two days before class, so that I can lock students' editing privileges, then review and edit their contributions. Once finalized, we can use the set in class to play games in class, such as Quizlet Live. In addition, the sets become a resource for students to refer to again and again, even after the class is complete. The students really enjoy doing these exercises as I often get requests to use the material in class more. One student, in particular, attributed a 200-point jump in his TOEIC score to this vocabulary resource. I have not done an evaluation of student's data to uncover any support for such claims, but it would certainly be an interesting research project to carry out.

After my presentation, I got a lot of interest from the participants. In particular, there was interest to learn more about the different kinds of flashcards sets I have created over the years. Although I only presented about word-translation and gap-sentence flashcard sets in the presentation, I ended up showing other kinds of sets that I have created for different classes, such as question-response cards (e.g. https://quizlet.com/197527832/qa-fh2-unit-02-flash-cards/) that I use in speaking classes. Participants also showed a great deal of interest in audio sets (e.g. https://quizlet.com/296110006/qa-fh2-unit-02-audio-flash-cards/), where I record a question on one side of the card and provide a sample answer to the question on the reverse. I hope to be publishing more about these in the future.

I would like to thank everyone who took part in the forum at JALTCALL 2018. I realize that it was a small crowd, and I think I have learned that we really need to incorporate the tools presented in the title for future forums at JALTCALL. This is a high-tech crowd with specific interests, so we should really cater the forum to that in the future. That said, it was still an enjoyable and interactive group, so I hope everyone got something from the experience. I certainly will be looking into student-generated listening quizzes for the future.

Neil Cowie, Okayama University

I have been attending JALT CALL conferences since about 2005 and always come away with many practical ideas to use some form of digital technology in my classes. This year was no exception and the LD SIG Forum in particular was extremely helpful. In reflecting on the three talks, rather than focus on one at a time I'd just like to make a few general comments which apply to all.

It seemed to me that there was a common cycle which underpinned each of the three teaching approaches. Firstly, each teacher would select a digital tool or resource (i.e., listening websites, Quizlet, Google Forms) and show their students how to use it; then, the students would 'play' with the tool or resource in order to see how it functioned and what uses they could make of it for their language learning; once students knew what to do with the tool or resource they would then 'add value' to it (give commentary on a listening website; create their own quizzes; create their own vocabulary lists) and share with their classmates.

I think this cycle of show, play, add value, and share can be a really powerful way for teacher and

students to collaborate to create a rich learning environment for all. The students benefit as they have access to their classmates' work; and the teacher benefits as they can be the recipient of a great deal of useful materials which they can recycle into future lessons. I think a challenge for the teacher is to curate these materials and add even further value by critiquing what students produce. This could also be done by the students themselves in one form or other; although they are already working hard!

Digital technology has an amazing number of affordances to allow students to work in a self-regulated manner, to construct their own meanings, and to reflect on what they have learned. Technology is also ubiquitous, usually free, and of a very high quality. Like any teaching tool, technology can be used inappropriately, but the LD SIG Forum showed innovative and effective ways to use it. Thanks!

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Reflections on the Independent Learning Association (ILA) Conference 2018, September 5th — September 8th, 2018, Kobe, Japan

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Academics attend conferences for many different reasons: to meet like-minded colleagues from all over the world, build a professional network, or present their ideas and work; the main reasons for us to go to conferences are to expand our knowledge and keep up with the latest research. Furthermore, as (language) teachers, high quality teaching is important for us to grow as professionals and individuals and to be reflective and informed is also vital for the success of our students. The *ILA2018* conference, *Whose Autonomy? Voices and Agency in Language Learning*, tackled exactly these issues by urging us to critically reflect on the collaborative and dialogic nature of learning and teaching, and think about the different voices engaged in autonomous learning environments from the classroom and self-access centres to virtual learning environments. The conference organisers, Steve Brown, Ann Mayeda, and Hisako Yamashita from Konan Women's University, Kobe, did a tremendous job in putting together a varied and inspiring programme, encouraging us to appreciate others' voices and, at the same time, making our voices heard.

The three-day conference offered everything from the academic programme, including symposia, workshops, talks, and plenaries as well as sharing and poster sessions. For those who already arrived on the day before the conference, three annual JASAL SAC tours provided a unique opportunity to visit local self-access centers in the Kobe area. In addition, the two parallel pre-conference workshops by Joseph Tomei, Kumamoto Gakuen University, *Towards an L2 metaphor pedagogy: multimodality and the EFL writer* and Maria de la Paz Adelia Peña Clavel, School of Language, Linguistics and Translation-UNAM, *Teletandem language learning right out of the box*, were a stimulating way to get started with the conference. This successful day was concluded by the official welcome reception on the premises of the university.

The following days offered a diverse conference programme, including a broad range of topics related to the conference theme. To mention a few, presentations on learner dialogues, flipped classroom environments, effective discourse, collaborative professional development through digital media, such as video games, in foreign language learning, were only some of the many aspects touched upon during the conference. The sheer number of presentations would make it impossible to review each contribution to the programme individually and in great detail. In the following, we will therefore concentrate on two of the plenaries, the student conference, one workshop as well as one individual presentation held at the conference, pinpointing the general direction of the event.

In their joint plenary, *A Collaborative Reflection on Our Professional Journeys with Learners' Voices*, Leena Karlsson and Chika Hayashi gave an insightful example of how they promote the development of their learners as teachers and counsellors. Opening an authentic dialogue with learners and sharing their own personal stories, they encourage learners to find their own (inner) voices (Hayashi & Karlsson, 2018, p. 33) both as

language learners and as individuals. In this respect, learner development means supporting learners to start a reflective journey in a creative and personal way, for example, through life stories, creative writing or art work, enhancing awareness of their unique individuality in a "parallel process" and mutual relationship between learners and teachers as co-learners (ibid.). Leena and Chicka's preparation of their talk is a unique example of such a reflective journey as the "textual friendship" (ibid.) they developed through their virtual and textual communication illustrates.

While engaging in this kind of learner development, Leena Karlsson and Chika Hayashi also pursue research, drawing on narrative inquiry to shed light on how language learning can become transformative. Their plenary was much more than passing on knowledge and raising questions as they let the audience participate in their very personal "process of re-storying [their] professional pasts as practitioners, researchers and persons" (ibid.: p. 34).

In the last plenary of the conference, *Hearing Voices: Collectividuals and Agency in the Language Classroom*, James Lantolf introduced the audience to recent developments in sociocultural theory and to preliminary considerations on how these developments offer new approaches to language teaching and learning. Starting with the assumption that autonomy and agency can be considered as synonymous, Lantolf stressed that individual agency is inseparably connected with the sociocultural environment in which it is occurs. As individuals, we are all formed by the sociocultural rules we learn to identify from our childhood onwards. In this indivisible dynamic construct of individual activity and society, the sociocultural environment is the source of our development as individuals. Drawing on these premises, Lantolf advocates promoting L2 agency in the language classroom through developmental education. From this point of view, learning and teaching are inseparably linked in a dialectical continuum, aiming at a balance between mediating conceptual knowledge and promoting use of this knowledge to act as authentic individuals in the L2.

For the first time, JASAL included a student conference "Learners about Learning", organised by Ann Flanagan and Agnes Patko, with the support of Katherine Thornton, which gave local and international students the opportunity to talk about their own individual learning experiences. The posters prepared by the students showed a variety of learning pathways and strategies and stimulated a fruitful discussion. The innovative structure of the conference as well as the dedication of both the organisers and students turned it into a unique experience.

One of the workshops we would like to describe here in more detail is the workshop by Satoko Kato and Jo Mynard, who was also the third plenary speaker of the conference. Language advising is a powerful tool for learner development. Taking up the topic, their workshop *Practical advising strategies for promoting reflective dialogue*, illustrated the principle of their approach to Transformational Advising. Drawing on their long experience as language learning advisors at the SALC of Kanda University of International Studies (KUIS), they introduced the principles of their approach to advising and let the participants practice some of the strategies to promote learners' reflection and metacognition. To support the learner trajectory from getting started to becoming aware towards transformation, they identified four essential steps in the advising process: 1) prompting action, 2) broadening perspectives, 3) translating awareness into action, and 4) assisting transformation. Thus, the learner is at the heart of the advising process, experiencing that their voice is important in a personal and professional relationship of mutual respect and trust. Although specific to the advising context, some of these strategies can also be adopted in the L2 classroom, promoting transformation in learning.

The presentation by Yoshio Nakai (Doshisha University), *Learner autonomy as socially constructed agency: Eva's language learning history*, focussed on tracing the Japanese language history of a student from Hong Kong. The presenter showed in a very hands-on way how social

interaction is conducive to the development of learner autonomy and how the learner herself attempted to become aware of what Nakai referred to as her "ideal L2 self" through social interaction. The digital media, such as the video game Doko Roko, used by the student during her learning process, illustrated the multifaceted role that digital media can nowadays play in the language learning process.

In addition to the theoretical and luckily often very practical as well as interactive events, the conference offered a varied social programme, including a Sake tasting and a dinner at a traditional Japanese Izakaya. During the final sharing session, one of the student assistants said that she had lately experienced a lack of motivation during her studies but that interacting with some of the participants and experiencing the vivid atmosphere at the conference has given her a new push. It is comments like this which show us how important it is to listen carefully to each other's voices. We can only say that we deeply enjoyed attending such a great event. It was great to hear so many new voices and to listen to our own voices from a new and fresh perspective.

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Reflections on ILA 2018

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This was my first time to go to an ILA conference, and I thoroughly enjoyed the experience. In April this year I started a new teaching job, and going to Kobe for ILA2018 was a refreshing break for me ahead of the Autumn semester. The thought-provoking title of the conference—*Whose Autonomy? Voice and Agency in Language Learning*—had me thinking long and hard about the meaning of **voice** and **agency** and how important they are within the development of autonomous learning processes. The way the conference was organised also led me to reflect on individual learners and how I can help them make choices and take responsibility for their learning. I felt encouraged to find new ways in my work to promote autonomous learning inside and beyond the classroom.

One of the main takeaways from ILA2018 for me was the importance of advising and reflective dialogue to help learners develop autonomously. In her plenary titled *Supporting Learning Through Dialogue Within and Beyond the Classroom,* Jo Mynard talked about the importance of advising which she emphasized is the most powerful tool for helping students as it can facilitate meaningful learning beyond the classroom. She touched on Kato and Mynard's (2016, pp. 9-18; see also Mynard 2018, p. 28) *transformational advising* approach that goes beyond simply giving learners hints and tips: It supports them through a process of intentional reflective dialogue that aims to promote deeper critical reflection on learning and lead to major shifts in thinking, improvements in learning, and learner autonomy. Later on in the conference, I attended Kato and Mynard's workshop on *Practical Advising Strategies for Promoting Reflective Dialogue*, where participants had an opportunity to do some face-to-face practice advising sessions. Working in pairs, we enjoyed trying out various basic yet very practical strategies such as **repeating** and **summarizing** what a learner has said, focusing on the learner's **tone of voice** and **words expressing emotions**.

Another main takeaway for me was the importance of creating a space where students have opportunities to find and develop their passions and interests, not just their immediate language requirements, so as to nurture their long-term motivation. Fortunately, I was able to attend the pre-conference tour of three self-access centers (SACs) in the Kobe area and learn about the different features of these centers. Konan Women's University *e-space* was particularly impressive in that it includes a large and well-organized collection of graded readers, thus offering opportunities for students to find interesting and suitable reading/listening materials. *e-Space* also provides students very good opportunities to take ownership of the spaces, for example, by creating specific places on the walls where students can post a note expressing what their motivation is and what their goals and visions are.

I also had a chance to speak with some experienced SAC-practitioners who kindly shared stories of practice and transformation in self-access facility design and management (e.g., Taylor, 2014; Thornton, 2015). As a result of these serendipitous encounters, I soon searched and found that there is a wealth of recent and relevant literature (e.g., Carson, 2015; Chavez & Pena Clavel, 2015; Rubesch & Barrs, 2014; Werner & Von Joo, 2018), containing a lot of practical advice and suggestions on what to consider and what questions to ask when looking into developing self-access learning environments. At my university I am hoping to create some self-access learning opportunities such as more of an online presence to supplement in-person learning opportunities, so I was fortunate to make such connections and find these resources.

I was impressed by how very well everything was organized: The conference team did a fantastic job of putting together a varied programme that aimed to highlight learner voices and promote reflective understanding of how they relate to the development of learner (and teacher) agency and autonomy. The 3-day programme included a pre-conference tour of three nearby SACs, two solo plenaries, one collaborative plenary, symposia/workshops, a model United Nations, a parallel student conference, an online "video voices" pilot project, and a large number of interactive poster sessions and interesting presentations on a wide range of topics related to the conference theme, including autonomy/agency in self-access centers and in the classroom, motivation, peer reflective dialogues, learning strategies, and advising strategies. The pre-conference SACs tour was an inspiring experience, and I attended numerous interesting presentations that it would be impossible to cover in a brief conference reflection. I am glad, however, to have the opportunity to elaborate on some of my ILA2018 experiences in a Collaborative Reflections piece with my fellow attendee, Naomi Fujishima (forthcoming in the ILA Proceedings on the ILA website in Spring 2019). To conclude, I would like to express my thanks to the organizers—especially Steve Brown, Ann Mayeda, and Hisako Yamashita—for hosting ILA2018 at Konan Women's University. The well-designed conference handbook (downloadable from http://ila2018.org/news/handbook) is a testament to the professionalism and dedication that went into creating such a great event. I would also like to thank everyone who took part in the conference for contributing to it in many and various ways.

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Learners about Learning Student Conference

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In conjunction with the 8th Independent Learning Association Conference, "Whose Autonomy? Voices and Agency in Language Learning held at Konan Women's University in Kobe, Japan, the Kansai Get Together group of the JALT Learner Development SIG, held the 3rd Annual Student Conference entitled Learners about Learning. In this short review, we describe and reflect on the event, share student feedback and offer suggestions for those interested in holding similar events simultaneously with teacher conferences.

The JALT LD SIG Kansai Get Together Group has previously held two student conferences called the Kansai to the World Conference (K2W) (Aden et al., 2017). They were aimed more towards university students focusing on global related issues facing Japan.

This year's conference, Learners about Learning, held at Konan Women's University in Kobe, Japan was organized by Agnes Patko, Ann Flanagan and Katherine Thornton. It aimed at providing an opportunity to local and international senior high school and university students to discuss issues of and share experiences and ideas about their language learning. In preparation for the poster conference, students were asked to think about their language learning experience and what made it meaningful to them. They were encouraged to include ways that helped them to study language like:

- study resources (YouTube, movies, music, Apps, online resources, chats ...)
- language opportunities (English conversations, activities with international students, events at school or your self-access center ...)
- study abroad experiences
- projects in class
- any other activities or projects or ways of studying English.

Before the conference began, students had lunch together which gave them the opportunity to get to know each other in an informal situation as well as calm those presentation jitters. After lunch, Agnes Patko and Katherine Thornton lead fun ice-breaking activities to get students to learn more about each other since they were from different schools in Japan.

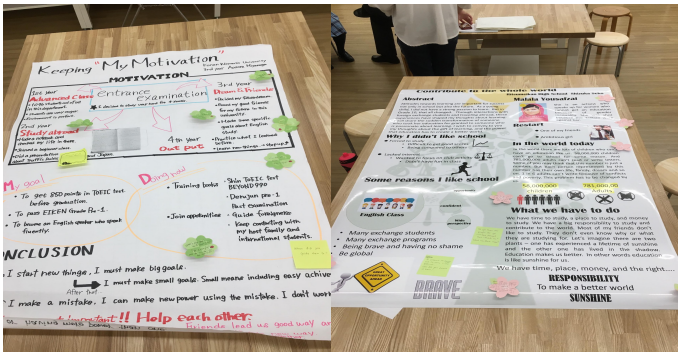
At the beginning of the conference, students placed their posters on tables or hung them on the wall. They then did a 20-minute "Gallery Walk" where students toured the room to read the posters and write questions on Post-It notes which presenters could include when they gave their presentation. This was led by Ann Flanagan. This was very effective because it gave weaker students the time needed to engage with text and have the

chance to ask questions without feeling overwhelmed. It also helped support the presenters when they were giving their presentations.

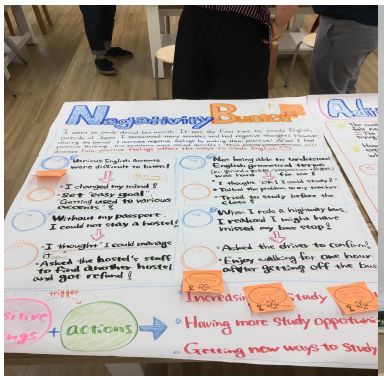
Gallery Walk

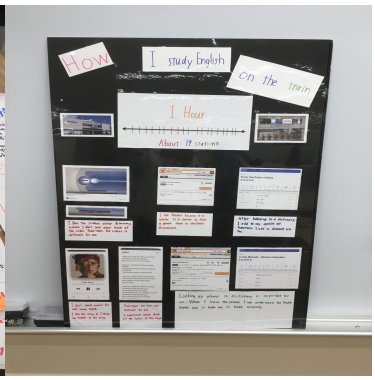
The conference was divided into three poster sessions. The participants rotated every 6 minutes to new posters, allowing them time to listen to most of the presenters. At the end of each rotation, participants were able to ask questions. Next, students formed groups in a reflective activity to discuss what they learned or what they found was the most helpful or most interesting.

Participants engaged in the poster session



Posters designed by students





After the poster session activity, students had a chance to enjoy cake and relax before doing a one-minute Pecha Kucha about their poster in the Main Auditorium in front of the participants at the ILA Conference. Sharing the students' voices with all the attendees at the ILA conference gave everyone the chance to listen and reflect on learners' diverse perspectives on language learning.

To conclude the conference, student presenters were given certificates of achievement and a group photo was taken at the end. ILA participants were invited to look at the posters and have further discussions with the students.Also, student presenters were asked to write a 500 to 2500 word paper for the ILA Conference Proceedings.

Presenters at the Learners about Learning Conference September 2018

Student voices

After taking part, students filled out an online questionnaire (see Appendix A). However, in the future, it would be better to do a paper-based questionnaire to ensure that we get everyone's response after the conference. The survey results confirmed our sense at the time that the participants rated the conference as excellent and

very good. In addition, they were extremely likely to recommend a friend to participate in a future conference held by the LD Kansai Get-together Group.

Many students said that they were inspired by other participants. Many university students commented how they enjoyed having the high school students participate because they learned a lot from them and they wished that they had had the same chance when they were that age.

As always, students offered some good advice for the next conference. They would like to have more time to give the presentation. They would also like to have more non-presenting students to participate in the event. Furthermore, they would like to encourage more university students to present about their projects and research. Overall, the results were positive and gave the organizers some food for thought when they plan the next event.

Reflections

The student conference organizers as well as the ILA Conference organizers reflected on the success of the student-centered event by email. Everyone was impressed by the quality of work presented and the level of engagement the participants had throughout the conference. Since the students were able to share their personal experience with language learning, the interaction between students and teachers seemed more relaxed and meaningful.

Some of the challenges of the conference were finding participants. Since the conference was held during the summer vacation, many university students were not able to participate. In the future, we need to publicize the event better by using Facebook or contacting the publicity chairs of the Kansai Area JALT Chapters so that more students can take part.

The Kansai Get-Together Group is also exploring the possibility of having a student-led conference. This would give students the occasion to plan and give a conference. The teachers involved would give support with the facilitation of the event.

Our closing thoughts and looking to the future

The Learners about Learning Student Conference was a great way for students to strengthen presentation skills, build confidence and form new friendships. They had an opportunity to inspire and connect with other students as well as get feedback about the work they presented.

It is the hope that we can hold the conference again from next year and find other schools at both the secondary and tertiary level to participate. They would like to increase the number of participants and get more teachers involved. It is clear that the conference offered a rich learning experience for all participants. In addition, having a joint conference was very beneficial to all participants.

Overall, this year's conference could not have happened without the tireless efforts of Steve Brown, Ann Mayeda, Hisako Yamashita, Agnes Patko, Katherine Thornton and Ann Flanagan and the hard work of all the participants. We look forward to using the feedback we received and applying it to the next student-centered conference in 2019.

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Appendix A

Learners about Learning Student Conference at Konan Women's University Feedback Survey

Dear Participants,

Thank you very much for participating in the Learners about Learning Student Conference. We appreciate all your hard work for making this a successful event. Your feedback is very important to us. Please fill out the form below.

Circle:

Male Female Gender Neutral

High School 1st Year / 2nd Year 3rd Year / 4th Year

University 1st Year / 2nd Year / 3rd Year / 4th Year

Graduate Student Exchange Student

How likely would you recommend this event to a classmate?

not all likely -----* -----* -----* ----- extremely likely

2. Overall, how would you rate the quality of the conference?

Excellent / Very Good / Fairly Good / Mildly Good / Not good at all

3. What did you like about the event?

4. What could be improved about the event?

5. How organized was the event?

Extremely organized / Very Organized /Somewhat Organized / Slightly Organized/ Not at all Organized

6. Were the following activities helpful in encouraging communication among participants?

	extremely	very	somewhat	slightly	not at all
lunch	o	o	o	o	o
ice-breaking activities	o	o	o	o	o
gallery walk	o	o	o	o	o
poster and discussion session #1	o	o	o	o	o
poster and discussion session #2	o	o	o	o	o
poster and discussion session #3	o	o	o	o	o
pecha kucha	o	o	o	o	o

7. Did the conference fulfill your reason for coming?

- Yes, absolutely
- Yes, but not to my full expectation
- No

8. Which topics would you be interested in learning about or presenting about at a future conference (Learning Languages, Global Education, Global Issues, Local Issues, Human Rights Issues, and so on)?

9. Which month(s) would be the best for you to join a future Student Conference?

10. Please write any additional comments or feedback that you would like to give us:

****

Thank you very much for participating in the Learners about Learning Student Conference.

We greatly appreciate your feedback. It will be very helpful when we plan next year's event.

The Learners about Learning Conference Organizers

LOOKING FORWARD | 今後のイベント

Call for Contributions
Deadline: November 19th 23:55!
For more details: goo.gl/s7pdMB

"Creating Community: Learning Together 4" (CCLT4) is an informal, relaxing afternoon Learner Development SIG conference taking place on **Sunday December 16 12:00-17:00** at **Otsuma Women's University**, Chiyoda-ku, Tokyo.

「コミュニティの創造：共に学ぶ4」は、12月16日（日）12:00-17:00に大妻女子大学（東京，市ヶ谷）で開催される午後のインフォーマルで和やかな学習者ディベロプメントSIGの 学会です。

We warmly invite proposals from students and teachers interested in sharing their work on learner development issues that interest them, for example autonomy, motivation, L1-L2 use, literacy, identity, critical pedagogy, creativity, Exploratory Practice, qualitative research (e.g., focus groups, interviewing, narrative research), content-based learning, (learner) use of technology, student research projects, goal-setting, self-assessment, self-evaluation, visualizing learner development, multilingualism, teacher learning, and so on.

オートノミー、モチベーション、第一言語・第二言語使用、リテラシー、アイデンティティ、クリティカル教育、創造性、Exploratory Practice（探究的実践）、質的研究（フォーカス・グループ、インタビュー、ナラティブリサーチ等）、コンテント中心学習、（学習者の）テクノロジー使用、学生の研究プロジェクト、目標設定、自己評価、学習者の成長の視覚化、多言語主義、教師の学び等、学習者ディベロプメントに関するご自身の研究を共有することに関心のある学生や教員の方々からの申し込みを募集しております。

The conference offers opportunities for teachers and their students to take part and, if they want to, give poster/digital display presentations, as well as have conversations and discussions, about various issues to do with learner development.

当学会では、教員や学生が参加し、学習者ディベロプメントに関する諸問題について、ポスター・プレゼンテーションやデジタル・プレゼンテーションを行ったり、参加者との対話や討論を行ったりすることができます。

Learner Development Sessions at JALT2018

(1) Learner Development SIG Forum Saturday 12:45 PM - 2:15 PM, Room 1003

Bringing Learners Together *Forum moderator: Barr, Blair Ashwell, Tim - Komazawa University; Arnold, Lee; Barfield, Andrew - Chuo University; Gallagher, Nicole - Rikkyo University; Kojima, Hideo - Bunkyo University; Onoda, Sakae - Juntendo University; Ronald, Jim - Hiroshima Shudo University; Salazar, Javier; Sandu, Roxana; Morgan, Jenny - Wayo Women's University*

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.

(2) The Learner Development SIG AGM Saturday 3:45 PM - 4:30 PM, Room 908

The SIG's annual general meeting is a valuable occasion for SIG members and officers to review together the SIG's activities in the last year, make plans for the coming 12 months, and raise questions for discussion that members of the Learner Development community have. Please come along and take part in planning LD grants, activities, events, and publications for 2019.

(3) Learner Development SIG Party at JALT2018 Saturday 23 November 2018 from 8pm - 10pm

Please join us for some delicious Nepalese-Indian food, a drink or two, and a great time at the Learner Development SIG party at JALT2018! **Venue:** Namaste Nippon (21 minutes on foot from the station). **Party fee:** 4500 yen (including nomihodai - both alcohol and non-alcoholic drinks - as well as vegetarian options) per person. **Please sign up here by November 16 2018**. Many thanks!

Saturday, 24th November

11:00 AM - 11:25 AM, Room 906 **Reflections to Encourage Student Development** *Tsukamoto, Mizuka - Rikkyo University*

11:00 AM - 12:30 PM; Tenji Gallery (6F) **Exploring Learners' Multilingual Repertoires** *Barfield, Andrew - Chuo University*

11:00 AM - 12:30 PM; Tenji Gallery (6F) **Designing for Diversity the UDL Way** *Dickinson, Paul - Meijo University*

11:35 AM - 12:00 PM; Hikae 2 (2F) **Case Study of Changes in Oral Proficiency** *Kanda, Makiko - Osaka University of Economics and Law*

12:10 PM - 12:35 PM; Practice Room 4 (B1) **Effects of Translanguaging in Planning EFL Writing** *Turnbull, Blake - Kyoto University*

12:45 PM - 2:15 PM; 1003 **Bringing Learners Together**

Ashwell, Tim - Komazawa University; Arnold, Lee; Barfield, Andrew - Chuo University; Gallagher, Nicole - Rikkyo University; Kojima, Hideo - Bunkyo University; Onoda, Sakae - Juntendo University; Ronald, Jim - Hiroshima Shudo University; Salazar, Javier; Sandu, Roxana; Morgan, Jenny - Wayo Women's University

12:45 PM - 1:45 PM; Hikae 2 (1F) **Effectiveness of Team Teaching in High Schools** *Hasnain, Farrah - Hamamatsu Higashi Senior High School*

1:20 PM - 1:45 PM; Practice Room 3 (B1) **Multimodal Analysis of Learners' Own L2 Production** *Kindt, Duane - Nagoya University of Foreign Studies*

3:45 PM - 4:30 PM; 908 **Learner Development SIG AGM** *All SIG members welcome*

4:40 PM - 6:10 PM; Tenji Gallery (6F) **Learning is Not Futile** *Nagasaka, Tats Paul - Rikkyo University*

4:40 PM - 6:10 PM; Tenji Gallery (6F)**Supporting Learner Autonomy in a Language Exchange** *Morikawa, Sarah - Chiba University; Nishizumi, Kanako - Chiba University*

4:40 PM - 6:10 PM; Tenji Gallery (6F) **Learning How to Learn: 24 Time Management Tips** *Digiulio, Anthony - Kanda Institute of Foreign Languages; Matusmoto, Yuko - Kanda Institute of Foreign Studies; Bartelen, Herman - Kanda Institute of Foreign Languages*

5:15 PM - 5:40 PM; Practice Room 3 (B1) **Mindful English Learning in Japan** *Stringer, Thomas - Konan University*

5:50 PM - 6:15 PM; 1001-2 **Personalization in an Impersonal World** *Hughes, John - National Geographic Learning*

5:50 PM - 6:15 PM; A/V Hall (2F) **L1 Transfer and Explicit Instruction in SLA** *Koike, Yuko - Fukuoka Prefectural University*

7:00 PM - 7:25 PM; Kaigi Hall [Wind] (11F) **Community-Oriented Approach to Learner Development** *Yamamoto, Kie - Kanda University of International Studies; Osada, Atsuki - Kanda University of International Studies; Oba, Eri - Kanda University of International Studies*

Sunday, 25th November

10:25 AM - 11:25 AM; Kaigi Hall [Wind] (11F) **Three Strategies for Fostering Learner Resilience** *O'Loughlin, Judith B. - Sponsored by JALT and Soka University*

12:30 PM - 1:30 PM; 1201 **Eliciting Student Answers: Finding What it Takes** *Paton, Stephen - Fukuoka University*

12:30 PM - 12:55 PM; 904 **Embracing Autonomy by Semi-Flipping the Classroom** *Verla Uchida, Adrianne - Nihon University*

12:30 PM - 2:00 PM; Tenji Gallery (6F) **Integrating SEN Students Into the JHS Classroom.** *Pratt, Laura - British Council Japan*

12:30 PM - 2:00 PM; Tenji Gallery (6F) **Include Student Voices: Peer & Self-Assessment** *Haga, Satchie - Seikei University*

12:30 PM - 2:00 PM; Tenji Gallery (6F) **Remedial Learner Needs and Inclusivity** *Goetz, Thomas - Hokusei Gakuen University*

12:30 PM - 2:00 PM; Tenji Gallery (6F) **Study Habits of University Students** *Landsberry, Lauren - Nagoya College*

12:30 PM - 2:00 PM; Tenji Gallery (6F) **Using Comic Life & iMovie for Cultural Exchange** *Lambert, Greg - Kumamoto Gakuen University Fuzoku HS*

1:40 PM - 2:40 PM; 907 **Self-Directed Learning for Teachers and Learners** *Underwood, James - Gakushuin University; Hayashi, Gota - Gakushuin University*

1:40 PM - 2:05 PM; Hikae 1 (2F) **Interventions to Improve Inclusivity and Learning** *Johnstone, Scott - Clark Memorial International High School; Gray, Scott - Clark Memorial International High School; Chang, James - Clark Memorial International High School; Ishii, Atsuko - Osaka University*

2:15 PM - 2:40 PM; 904 **Sentence Tennis: Pushing Complexity in Production** *Custance, Imogen - Kwansei Gakuin University*

2:15 PM - 2:40 PM; 908 **Deconstructing the Myth of the Native Speaker** *Devitte, Wayne - Tokai University*

2:15 PM - 2:40 PM; 910 **Task-Based Approach to Research Presentation** *Nakamura, Eiko - Okayama University; Nakamura, Ian - Okayama University*

2:50 PM - 3:15 PM; 907 **SALC? Less "SA," More "LC," Guided-Access Arrives** *Berman, Shari Joy - Hirosaki University; Tada, Megumi - Hirosaki University*

2:50 PM - 3:15 PM; 908 **Co-Researching Learner Agency and Identity** *Nicoll, Hugh - Miyazaki Kouritsu Daigaku; Iwata, Riko - Miyazaki Kouritsu Daigaku*

4:35 PM - 6:05 PM; Tenji Gallery (6F) **Connecting Diverse Students at Language Tables** *Ueno, Yukako - International Christian University*

4:35 PM - 6:05 PM; Tenji Gallery (6F) **Outcomes When Student Groups Self-Select Topics** *Porter, Rich - Nagoya University of Arts and Sciences*

5:10 PM - 5:35 PM; Hikae 1 (2F) **High School Students as Key Practitioners** *Hiratsuka, Takaaki - Tohoku University*

5:45 PM - 6:10 PM; 1202 **Building Agency With the Sound of One's Own Voice** *Kirchmeyer, Branden - Sojo University*

5:45 PM - 6:10 PM; 904 **Positive Pedagogies of Well-Being** *Champion, Stuart - Kanda University of International Studies; Hirosawa, Emiko - Waseda Jitsugyo; Murphey, Tim - Kanda University of International Studies*

5:45 PM - 6:10 PM; 909 **Overcoming L2 Communication Anxiety at SALC** *Matsuoka, Yaoko - Kokugakuin University*

6:55 PM - 7:20 PM; 1202 **Developing a Career Vision With English** *Takaoka, Sachiyo - Tsuda University*

6:55 PM - 7:20 PM; 908 **Communities of Practice in Social Learning Spaces** *Hooper, Daniel - Kanda University of International Studies*

Monday, 26th November

9:15 AM - 9:40 AM; 1003 **Recursive Practice Effects on EFL Learner Beliefs** *Bowyer, David Scott - Nagoya Gakuin University*

9:50 AM - 10:15 AM; 1003 **Successful Implementation of Group and Pair Work** *Sano, Maho - Kyoto Sangyo University; Tomita, Koki - Gakushuin University*

10:25 AM - 10:50 AM; 1003 **Flipped Classroom Scaffolding for EFL** *Kaiser, Meagan - Kobe*

11:00 AM - 11:25 AM; 1003 **Fostering Growth Mindset Through Goal-Setting** *Standlee, Philip - Kanda University of International Studies; Stevenson, Rob - Kanda University of International Studies*

11:35 AM - 12:00 PM; 1003 **A Chorus of Voices in a Self-Access Language Space** *Tanaka, Toshiyuki - Nara Medical University; Bolstad, Francesco - Nara Medical University; Mathieson, Paul - Nara Medical University; Blodgett, Michael - Nara Medical University*

12:10 PM - 12:35 PM; 1003 **Effects of Intrinsic Motivation on L2 Learning** *Onoda, Sakae - Juntendo University*

12:45 PM - 1:10 PM; 1003 **Classes for Low-Level Learners** *Kajiura, Asako - Niigata University of Rehabilitation*

1:20 PM - 1:45 PM; 1003 **Maintaining a Self-Directed Learning Classroom** *Wongsarnpigoon, Isra - Kanda University of International Studies; Imamura, Yuri - Kanda University of International Studies*

1:55 PM - 2:20 PM; 1003 **LEP Graduate Students' Journey to Academic Success** *Chaisuriya, Arnon - Chulalongkorn University Language Institute*

2:30 PM - 2:55 PM; 1002 **Habit Formation in Long-Term Language Study** *Cole, Tony - Yamano College of Aesthetics*

3:05 PM - 3:30 PM; 908 **Sociocultural Perspective: A Short Story** *Koch, J. C. Jr - Sapporo Gakuin University; Takashima, Risa - Hokkaido University*

SIG MATTERS | インフォメーション

Learner Development SIG Financial Report May to October 2018

The SIG's finances are currently in very good health. The reimbursement of 75,000 JPY to Hugh Nicoll for numerous costs incurred over a 15-year period (and longer) of webmastering for the LD SIG will be processed shortly. Additionally there will be some outstanding costs related to the JALT Conference, but we are on course to break even for the year.

Revenues: May - October, 2018 /収入: 2018年5月ー10月	
Annual grant from JALT National	150,269
PanSIG participation dividend	86,689
Return of PanSIG conference grant	40,000
Balance / 合計	**272,614**

SIG fund balance, October 21, 2018 / SIG資金残高2018年10月21日	
Balance in bank account / 銀行口座の残高	643,370
Reserve liabilities / JALT本部預け金	200,000
Cash on hand / 現金	866
Balance / 合計	**843,928**

Expenses: May - October, 2018 / 支出: 2018年5月ー10月	
PanSIG conference grant	(40,000)
Tokyo get-together room rental fee	(2,592)
Tokyo get-together room rental fee	(1,944)
Bank transaction fee	(308)
Tokyo get-together room rental fee	(1,944)
Sponsorship of Chika Hayashi as plenary speaker for ILA 2018	(28,700)
Balance / 合計	**(75,488)**

One concern from this year is that the amount received from JALT in our annual grant (150,269 JPY) is considerably smaller than in 2017 (219,276 JPY) despite having a similar number of members. Fortunately, the effect of this was lessened by receiving more than usual from our share of PanSIG profits. However, receiving less than 1,000 JPY per member from JALT National is something that looks like becoming the norm.

That said the SIG will carry plentiful funds forward into 2019, so discussion is needed on how this is best spent. Ideally we should not be hoarding funds, but spending them for SIG members' benefits, so I am sure the SIG committee will welcome your ideas for projects.

I will be stepping down from the role of SIG treasurer at the AGM in November. If you are at all interested in taking over, individually or as part of a team, please get in touch. Many thanks.

Huw, SIG Treasurer
Email: <h.davies1@gmail.com>

Writing for *Learning Learning*『学習の学習』応募規定

Deadline for Contributions to the Spring issue: February 15th

Learning Learning is the Learner Development SIG newsletter and is published online bi-annually, in the Spring and Autumn. It has a specific ISSN number (ISSN 1882-1103), and features cutting edge articles in various formats that relate to people's ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. Many different SIG members contribute to each issue of *Learning Learning*, and, by doing so, create a sense of shared community and learning together. Please feel free to contribute too and make connections within the SIG and beyond. 『学習の学習』はLD SIGのニュースレターで、年に２回（春と秋）オンライン出版されています（ISSN 1882-1103）。学習者の成長、学習者と教員の自律に関するアイディア、省察、経験や興味に関連したさまざま形式の原稿を収録しています。SIGの多くのメンバーが『学習の学習』に寄稿し、共同体の意識を築き共に学習しています。どうぞ奮ってご投稿され、SIG内でのまたそれを超えた繋がりを築いてください。

Contributions / 寄稿

We encourage new writing and new writers and are happy to work with you in developing your writing. We would be delighted to hear from you about your ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. これまでにない形式のもの、また新しい方々からのご投稿をお待ちしております。内容についてもぜひご相談ください。みなさまのご意見やお考え、ご経験、そして学習者の成長、学習者と教師の自律性に関することなど、ぜひお聞かせください。For more details about formats and lengths (形式と長さ) of writing suitable for *Learning Learning*, please see below. To upload your writing to the editorial team of *Learning Learning*, please use this link.

Formats and lengths / 形式と長さ

Learning Learning is your space for continuing to make the connections that interest you. You are warmly invited and encouraged to contribute to the next issue of *Learning Learning* in either English and/or Japanese. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development, such as:『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語（もしくは英語、及びニ言語で）の投稿を募集しています。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関する以下のような原稿をお待ちしております。

Short articles on issues to do with learner/teacher development and autonomy /

学習者と教師の成長・自律に関する小論

#1: short individual articles (1,200 – 2,500 words)： 小論（単著） (約3,600-7,500字)

#2: short group-written articles (1,200 – 4,000 words)： 小論（共著）(約3,600-12,000字)

Reflective writing about learning for learner/teacher development and autonomy /

学習に関する省察 ー 学習者と教師の成長・自律を目指して

#1: particular puzzles that you and/or your learners have about their learning, practices, development, autonomy, and so on, and inviting other *Learning Learning* readers to respond (1,000 words or more)：ご自身や学習者の悩み（学習、実践、成長、自律など）に関して、LL読者と一緒に考えましょう。(約4,000字)

#2: dialogue with (an)other SIG member(s) (1,000 to 2,000 words)：SIGメンバー同士の対話 (約4,000字-8,000字)

#3: stories of learners becoming autonomous (about 500 to 1,000 words)： 自律・成長する学習者に関する話 (約2,000字-4,000字)

#4: stories of your learning and teaching practices: success and failure (about 500 to 1,000 words)：学習・教育実践の成功談・失敗談 (約2,000字-4,000字)

Members' voices / メンバーの声

#1: a short personal profile of yourself as a learner and teacher and your interest in learner development (about 500 to 1,000 words) ：学習者・教員としての自身のプロフィールと学習者の成長に関する興味 (約2,000字-4,000字)

#2: a story of your ongoing interest in, and engagement with, particular learner development (and/or learner autonomy) issues (about 500 to 1,000 words) ：学習者の成長や学習者の自律に関する興味や取り組み (約2,000字-4,000字)

#3: a short profile of your learner development research interests and how you hope to develop your research (about 500 to 1,00 words) ：学習者の成長に関する研究内容と今後の研究の展望 (約2,000字-4,000字)

#4: a short profile of your working context and the focus on learner development/learner autonomy that a particular institution takes and/or is trying to develop in a particular curriculum (about 500 to 1,000 words)：教育環境の紹介、所属機関やカリキュラムにおける学習者の成長や自律に関する取り組み (約2,000字-4,000字)

Research & reviews / 研究 & レビュー

#1: summaries and accounts of new graduate research (1,200 – 2,500 words) ：大学院での研究内容の要約やその振り返り (約2,400字-5,000字)

#2: proposals for a joint project/joint research (about 500 to 1,000 words)： 協働プロジェクト・リサーチの提案 (約2,000字-4,000字)

#3: reports (of a conference presentation, research project, particular pedagogic practice, and so on, to do with learner development) (about 500 to 1,000 words)： レポート（学習者の成長に関する学会発表、研究プロジェクト、教育実践など）(約2,000-4,000字)

#4: reports of research in progress (about 500 to 1,000 words)： 研究中間報告(約2,000字-4,000字)

#5: book, website, article reviews (about 750 to 1,500 words)：書籍、ウェブサイト、論文の批評(約3,000字-6,000字)

Free space / フリー・スペース

#1: photographs, drawings, and/or other visual materials about learner development, and/or related to learner autonomy：学習者の成長や自律に関する写真、絵、視覚資料

#2: activities and tips for learner development/autonomy (about 500 to 1,000 words) ：学習者の成長・自律を促す活動やヒントの紹介 (約1,000字-2,000字)

#3: some other piece of writing that you would like to contribute and that is related to learner development ：その他の学習者の成長に関する執筆

#4: poems… and much more： 詩、その他。

Learning Learning Editorial Team

editorial team <LLeditorialteam@googlegroups.com>

Those working on Learning Learning share a commitment to working together in small teams. We aim to learn together about writing, editing, responding, and/or translating, for our shared personal and professional development. Some areas where we would like to encourage SIG members to take part and work together on Learning Learning include:

- **Layout and Design**: working on the formatting and preparation of finalised content for online publication
- **Members' Voices** (co-)coordinating: contacting news members of the SIG and working with them to develop their writing in a variety of formats and lengths as a first step to taking part in the SIG's publication activities;
- **Looking Back** (co-)coordinating: working with contributors writing on events related to learner development (conferences, forums, get-togethers, workshops, both face to face and online) for publication in Learning Learning;
- **Research and Reviews** (co-)coordinating: encouraging potential contributors to send in summaries and accounts of research, as well as reviews (of books, journal articles, materials, or web resources relating to learner development), and working with them to develop their writing for publication in Learning Learning.Learning Learning

If you are interested in any of these areas of working together (and/or you have other areas of interest) and would like to discuss your interest and ideas, please email any member of the Learning Learning editorial team:

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Many thanks!