

LEARNING LEARNING 『学習の学習』

NEWSLETTER OF THE LEARNER DEVELOPMENT SIG

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LEARNER DEVELOPMENT SIG
学習者ディベロップメント研究会部会

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In this issue | 本号について

It is our pleasure to bring you the Autumn issue of *Learning Learning*, which is full of inspiring writing on teacher and learner development from a variety of perspectives. The issue begins with **Greetings and News Updates**, in which **Yoshio Nakai** and **Koki Tomita**, LD SIG co-coordinators, share reflections about the COVID-19 pandemic and news of important LD events.

In **Members' Voices**, four new members of the LDSIG introduced themselves and their research interests. **Kento Nakachi** describes how his language learning experiences as a university student has driven him to decide to become a teacher-researcher. **Rashad DuPaty** recounts how his experience as a language learner, teacher, and researcher has informed his teaching and research. **James Essex** reflects on his background as a language learner and reports on how this inspires him to encourage his students to read so that they can become more autonomous learners. **Stephen Howes** illustrates how his journey to his current position as a language teacher has enabled him to take advantage of the varied teacher and learning experiences he has encountered along the way. In the final contribution to this section, **Nobue Inoue** focuses on promoting and researching study-abroad programmes at different universities in Niigata.

Three **Stories of Learning and Teaching Practices** follow. **Claire Ryan** explains how she encourages self-motivation in her students through having them set goals for their language learning, allowing them flexibility with their homework, and supporting the development of their self-efficacy. **Megumi Uemi** reflects on her experiences of introducing Critical Thinking to junior college EFL students in remedial education, while **Nobue Inoue** considers how her experiences of earning an MA TESOL through online distance enabled her to teach effectively online under the challenging conditions of the current pandemic.

In **Short Reflective Articles**, **Satomi Fuji** reports on her research into foreign language teachers anxiety among pre-service EFL teachers in Japan. Then **Terri Bryne**, writing from Australia, describes the challenges of supporting the traditional languages used in the community surrounding her school, while respecting the local creole, and teaching Standard Australian English.

Two Grant Awardee Essays follow these articles. In the first one, **Andy Barfield** and **Hugh Nicoll** interview

the 2019 Research Grant awardee **Anubhuti Chauhan**, about her own multilingual language history and her research into the grammatical competence of Hindi and L1 Persian L1 Japanese learners. This is followed by the second part of **Michael Kuziw's Project Grant Report**, which looks at the implementation of a storytelling project in an elementary school classroom and the collaboration with colleagues that the project involved.

The next section, **Looking Forward**, first contains an overview of the Learner Development Sessions that will be part of the JALT2020 International Conference, which due to the pandemic, will be held online this year. Then, we would like to draw your attention to the **6th Creating Community Learning Together Conference**, which will also be held online this year, on December 20th. The Call for Contributions for this is open until November 30th, and we encourage both students and teachers to take part <<http://ld-sig.org/events/creating-community-learning-together-6/>>.

The issue closes with the **Financial Report** written by **Patrick Kiernan**, which details the financial health of the LD SIG from February 2020 to August 2020 and looks at possible financial constraints that the SIG may face in 2021.

Please do not forget that the door to *Learning Learning* is always open. We welcome writing about learner development that is personalised and reflective, exploring connections between our experiences as learners and our practices as teachers, and learners' experiences inside & outside the classroom. If you are interested please refer to Information for Contributors at the end of this issue or here: <<http://ld-sig.org/information-for-contributors/>>. We look forward to hearing from you!

James Underwood & Ken Ikeda,
co-lead editors for LL27(2),

on behalf of the Learning Learning editorial team:

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Koki Tomita (editor, translator)

Tokyo, November 2020

GREETINGS AND NEWS UPDATES | 挨拶と近況報告

Hello and welcome to the Fall/Autumn edition of *Learning Learning*. To start, Yoshio and I would like to send our thoughts and prayers to everyone in JALT and the LD SIG affected by the outbreak of COVID-19. We know that each of you is doing your best to overcome new challenges every day, and we wish all the very best for your future endeavors in both your professional and personal lives.

It is still surreal to me (Koki) to recall the time in March and April when the world suddenly stopped, and schools were forced to make the big transition from traditional face-to-face classroom learning and teaching to the new realities of online education. Our ancestors encountered deadly pandemics in the past: the Black Death in the 14th Century, the Great Plague of Marseille in the 18th Century, and the Spanish Flu in the 20th Century to name a few. During the lockdown period earlier this year, I pondered questions such as “How was the education delivered in those times?” “What changes can we see now and then?” Even though technologically advanced as our modern societies, I learned that the most common tactic to combat those critical viruses, even in the 20th Century Spanish Flu, including the 1918-19 influenza pandemic, was just to lock down all public facilities including schools. On the flip side of success in containing the diseases, this measure caused students to attend a number of make-up classes once the schools were reopened. Fast-forwarding to the 21st Century, I am impressed with how far humans have come technologically that students can receive quality education even without being present in the physical classrooms.

The pandemic no doubt constrained our SIG's activities nationally and locally, but I can never stop appreciating the fact that it also allowed us

to be more creative and innovative in conducting our activities. The Tokyo Get-Together team has organized several online-based get-togethers which broke the distance and time restrictions and allowed a number of LD members to take part online from different parts of Japan.

The JALT CALL and PanSIG Conferences also demonstrated this evolution and unity of the JALT and LD community as well. Using Eventzilla and Zoom, the Conference Chairs prepared amazing platforms for the presenters and audience to share their insightful content. At the PanSIG Conference, LD SIG members, James Underwood and Greg Rouault, had chances to give their presentations in our LD Forum on *Active Learning*. On to the JALTCALL Conference, Ivan Lombardi, Rachele Meilleur and Michael Barr, and Blair Barr presented at LD Forum which focused on *Learning Transformations with Schoology, online workbooks, and Google Suites*. Congratulations to the presenters! Yoshi and I also would like to thank Rob and Blair who worked hard to put together and manage the LD forums at both conferences.

Yoshi and I would like to use this opportunity to introduce two exciting future events, the JALT International Conference and Creating Community: Learning Together 6 (CCLT 6) taking place in late 2020. I can say that those two events have become important occasions of the LD community over the last few years. This year, both conferences will be held online for the first time ever. At the JALT Conference, the LD SIG will host our SIG Forum and Annual General Meeting starting at 17:00 on November 20th. A more detailed co and plans will be shared on the JALT Conference page and also on the LD mailing list. Thanks to the work of the conference planning committee (Blair, Dexter, Ellen, Ian, James, and

Ken), CCLT6: *Learner Development in New and Challenging Environments* will be taking place on December 20th. As noted above, the conference will be held online, so there might be a shortage of volunteers to run the presentations during the conference. If you are interested in being involved in the part of the organizing team, please send us an email at ldsigtokyogettogether@gmail.com. You can also check for updates on the conference information pages such as the call for proposal, pricing, and as well as receive updates via our mailing list. You won't want to miss these events!

We close our greetings column with my (Yoshi's) farewell message to the LD community as one of the co-coordinators of Learner Development SIG. During my time as a co-coordinator, I have met a number of inspiring members. It has always been a pleasure for me to collaborate to create a better community with a group of such talented people. I also appreciate all of the support and encouragement offered by our LD officers. Without your help, I would have never come this far. My tenure ends at the AGM in November, but my journey as an LD member never stops. From the next AGM, we will welcome Tetsuko Fukawa (now Membership Chair) as a new co-coordinator of the LD SIG along with Koki. Koki will support Tetsuko as a support co-coordinator for a year.

Looking forward to seeing everyone (online) in November.

Learner Development SIG Co-coordinators

Koki Tomita
Yoshio Nakai

Learning Learningの秋冬号をご覧くださいありがとうございます。まず最初に、現在もコロナ禍が続いておりますが、JALTとSIGメンバーの皆さまのご健康を心よりお祈り申し上げます。また、このコロナ禍の中、皆さまにおかれましては試行錯誤する中で日常生活や教育、研究活動にご尽力されてきたことと思います。

世界の動きが突然止まり、学校においてもこれまでの歴史の中で最も広く行われてきた対面式の授業形態からオンライン教育という新たな現実への転換が余儀なくされましたが、この状況を今思い返しても非現実的な状況だったと感じています。しかし、過去にも私たち人類は、14世紀に起こったペストのパンデミック、18世紀のマルセイユのペストの大流行、20世紀のスペイン風邪の大流行といったいくつかの疫病の大規模な感染拡大に見舞われてきました。その当ても都市が封鎖されましたが、私はそんな中でどのように教育が勧められていたのか、また、今と当時で何が違うのかといった疑問を持ち、立ち止まって考えてみました。現代のように技術が進歩していませんでしたが、1918年から19年に起こったインフルエンザの世界的流行も含め、スペイン風邪が大流行した20世紀においてもウィルスと戦う戦術として取られたのは、学校を含めた公共施設を封鎖するという手段でした。

一方で、この疫病の蔓延を食い止めることに成功したという事実が持つもう一つの側面としては、この方法を取ることによって、学生は学校が再開したときに補講に出なければならなくなったということが挙げられます。しかし、21世紀に入った今では、人類は物理的な教室という空間に現れなくても一定程

度の教育を受けることができるレベルにまで技術が進歩しているということを私は痛感しました。LDSIGのメンバーの皆様も、創造性と想像力を活かしオンライン授業の最前線でご尽力されていたと思います。

パンデミックによって私たちSIGとしての全般の活動も各部会の活動も制限されることになりましたが、活動を進める私たちをより創造的かつ革新的にさせた側面があることも評価しなければなりません。Tokyo Get-Together teamはオンラインでのget-togethersを幾度か開催し、距離や時間という制限を超え、日本各地で活躍するLDメンバーの参加を可能にしました。

The JALT CALLとPanSIG Conferencesでは、そのような革新的な状況とJALTとLDコミュニティの協同を具現化しました。EvenzillaとZoomを用いて、大会運営委員会のほうで、示唆に富んだ発表を聴衆と共有できる素晴らしいプラットフォームを準備してくださいました。PanSIG Conferenceでは、私たちのメンバーであるJames UnderwoodとGreg RouaulがLDフォーラムにおいて示唆に富んだプレゼンテーションをなさいました。JALT CALL Conferenceのほうでは、Ivan Lombardi、Rachelle MeilleurとMichael Barr、Blair BarrがLDフォーラムにおいて発表されました。ここに挙げた発表者の皆さま、有意義なご発表をありがとうございました。また、Yoshiと私は、Conferenceの間フォーラムを運営してくださったRobとBlairにここで改めて感謝を申し上げたいと思います。

続いて、イベント情報に関連して、次に2020年後半に予定されている2つのイベント、JALT International Conferenceと

Creating Community: Learning Together 6 (CCLT 6)についてご紹介したいと思います。この二つのイベントはこの数年でLDコミュニティを代表する重要なイベントになったと言えます。JALT Conferenceでは、LD SIGのSIGフォーラムに加えて11月20日の17時から年次ミーティングを開催いたします。スケジュールに関する詳細についてはJALT Conferenceのホームページ、またはLDのメーリングリストを通じてお知らせします。大会委員(Blair, Dexter, Ellen, Ian, James, and Ken)の皆さまのおかげで、12月20日のCCLT 6 conference (Learner Development in New and Challenging Environments) の開催が決定しました。すでに述べたように、カンファレンスはオンラインで行われますが、大会中の口頭発表の運営をお手伝いくださるボランティアさんが足りなくなると思われますので、ご関心がおありの方はldsigtokyogettogethers@gmail.comのメールアドレスからご連絡いただければ幸いです。また、call for proposalや参加等の大会に関する最新情報はメーリングリストのほうでご確認ください。お見逃しのないよう、よろしく願いいたします。

最後に、SIGのコーディネーターを務めさせていただいた私 (Yoshi) からの退任のご挨拶をもって、学習者ディベロップメントの皆様へのご挨拶を締めくくらせていただきたいと思います。コーディネーターとしてLDSIGに関わらせていただき、これまで数多くの意欲的なメンバーに出会うことができました。非常に素晴らしい方々が集うグループの運営に携われたことを非常に光栄に思っております。ここまで来ることができたのは、

一重にLDコミュニティのメンバーや委員の皆さまからの励ましとご支援のおかげであり、ここに改めて感謝申し上げたいと思います。私の任期はこの11月の年次ミーティングで終わりますが、LDメンバーとしての活動はこれからも続きます。次回の年次ミーティング以降、Tetsuko Fukawa（現在は会員委員長）に新しいコーディネーターとしてKokiとともにご尽力いただくことになりました。Kokiは1年間コーディネーターとしてTetsukoをサポートして参ります。それでは、皆様、11月にオンラインでお会いできるのを楽しみにしております。

中井好男、富田浩起

学習者ディベロプメント研究部会

コーディネーター

JALT2020 Online

TLC From LD:

Transformational Learning Communities

Friday, November 20th,

6:15 PM - 7:45 PM; Room 5

Barfield, Andrew - Chuo University; Cusen, Oana - Kwansai Gakuin University; Feroze, Malik Amir - Hiroshima Shudo University; Hayashi, Aya - Waseda University; Ikeda, Ken - Otsuma Women's University; Imamura, Yuri - Kanda University of International Studies; Kelly, Riitta - University of Jyväskylä; Onoda, Sakae - Juntendo University; Osaki, Riho - Otsuma Women's University; Ronald, Jim - Hiroshima Shudo University

- **Format:** Forum
- **Delivery:** Live (Zoom)
- **Language:** English

In this forum, a range of interactive presentations will critically explore the theme of transformative learning communities (TLCs), based on theories of transformative learning where learners reach fundamental shifts in their worldviews and actions through reflection. Presenters will focus on distinct groups of learners (high school students, university students, teachers, teacher trainees, and practitioner-researchers), with forum participants invited to discuss and later share their reflections about TLCs in Learning Learning, the Learner Development SIG's newsletter.

Learner Development SIG Annual General Meeting

Friday, November 20th,

8:00 PM - 8:45 PM; Room 5

- **Delivery:** Live (Zoom)
- **Language:** English and Japanese

This is going to be the AGM of Learner Development SIG in 2020. At the AGM, we will look through the 2020 Learner Development SIG Committee Review, and treasurer's report for 2019-2020 and draft budget for 2021. Also, we will discuss and plan our SIG activities for 2021.

MEMBERS' VOICES | メンバーの声

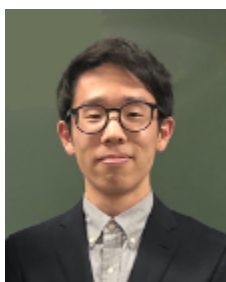
Motivation in My Learning Experience

Kento Nakachi

Nagoya University of Foreign Studies (Student)

Email:

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My name is Kento Nakachi. I am a fourth-year undergraduate student at Nagoya University of Foreign Studies. I major in English Language Teaching (ELT) and am currently working on two graduation research projects: one is on online second language writing instruction and the other on grammar learning strategy use. English is my second language, and it has been almost 10 years since I started learning English. I am now very much motivated to learn English, but it has not always been easy to make an effort. Fascinated by the nature of teaching and language learning, I decided to pursue my career in teaching English, and I am now on my way to becoming an English teacher. The beginning of my English learning experience traces back to my junior high school days. When I first started learning English, it was just like any other subject and was not really my favorite one. This continued in my senior high school days as well. It does not mean, however, that I hated studying English, rather I have always had the idea that it would be extremely intriguing if I could speak English and communicate with others. This initial curiosity still keeps me going toward the invisible destination of language learning. In addition to that, when in senior high school, I found it remarkably interesting to teach something to others as I was fairly good at explaining things that my teachers

had already taught. I have since been interested in specializing in ELT and becoming a teacher of English in a secondary educational setting. After getting to university, I began to go through totally different language learning experiences (Nakachi, 2020). I indeed started taking classes in French, American Sign Language, and Russian in addition to English because I wanted to explore language diversity as well as know in what way these languages are different from English. I also experienced studying abroad when in university, which will be explored further below. With regard to the English classes that I have so far taken in college, most of them were based on content-based instruction and followed the communicative approach, examples of which include discussing, writing, listening, and reading about the topic of organ transplants in English. That is, I had plenty of opportunities to practice and utilize English with myself fully immersed in the language. This has given me another great motivation to continue learning English because I was able to concentrate on my language development and to cooperate with my classmates in order to pursue a better command of English as well as a better understanding of subjects addressed in class. Additionally, the plurilingual experiences I have had in university have helped me find some interesting connections between English and other languages especially in the aspects of syntax, vocabulary, and history of the languages, which also boosted my motivation.

My study abroad experience was rather ELT-focused because I chose to seek a TESOL Certificate from a university in the United States, Western Washington University. Some of the courses required hours of teaching practice in English-as-a-second-language classrooms, which allowed me to

connect theory and practice in the field of TESOL and to learn a lot from my mentors, students, as well as my classmates. Throughout this study abroad experience, I gained practical knowledge and teaching experience. I also experienced a great improvement on my language skills as I was trying as much as possible to avoid using my first language, Japanese. In the end, my study abroad program motivated me to get out of my comfort zone so as to pursue further learning.

My learning experiences of languages and TESOL opened my eyes to studying how people learn and utilize languages and how language educators can help learners learn languages effectively. With these in mind, I have been trying to actively engage in the field of ELT by reading academic journals and attending conferences, workshops, and seminars. By doing so, my motivation to investigate more about language learner development increases. I have, for example, been working on the research looking at grammar learning strategy use as a part of my graduation project. I am particularly interested in the ways in which learners try to acquire grammatical competence as I personally always had a hard time understanding and using proper English grammar. Hopefully, the project can successfully contribute to the development of language learners and teachers.

My future vision encompasses conducting and publishing research in the realms of language learning strategies, motivation, computer-assisted language learning, and second language writing. I would also like to pursue further education so as to deepen my understanding of the academic fields and to have a clearer vision of becoming a researcher as well as a teacher. Last but not least, I hope that this introduction gives you an idea of who I am and opens the door to exploring new things that I am super excited to learn more about. I am looking forward to learning with you in the future.

Reference

Nakachi, K. (2020). Familiarity and unfamiliarity: My language learning journey. *Nagoya JALT Journal*, 1(1), 87–96.

A Journeyman of English Education

Rashad DuPaty

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Greetings. My name is Rashad DuPaty and I am an English language teacher currently residing in the Tokyo area. I started my language teaching in Japan from 2010 and have worked my way through various programs from teaching in Eikaiwas, Japanese public & private schools, and international elementary as well as college contexts. I have used each experience as a way to discover who I am as a teacher since my initial undergrad studies in English Education as my major. While drawing upon my own memories of studying Spanish, German, French, and Japanese while in high school and college in Sacramento, California, I have developed a habit of continually trying to find new ways to build upon what I create in my lesson planning within each context in order to reflect and develop myself as a better educator as a whole.

One of my strongest interests is discovering new ways to motivate students in order to push the boundaries of their own learning beyond their academic contexts. While working for dispatch companies in Chiba and Tokyo, this interest has developed from my experiences of often being put in charge of compulsory English courses in private junior high and high schools where priority is placed upon exam preparation instead of active use of communication skills. After slowly discovering the many expectations that students face with having to learn large amounts of unnatural vocabulary and

sentence structures that they must memorize, I have been trying to aid them in developing strategies and plans for further self-improvement for themselves. Such strategies so far include using rhythm slashes in their readings in order to promote more fluent and natural speech in their speaking practice. This is in the hopes that teaching these techniques may help foster a sense of learner autonomy for themselves.

I have been studying in the graduate program of SLA Acquisition in Temple University, Japan since 2018 in order to further understand how to develop such strategies. I enjoy applying my research and studies in my day-to-day teaching in order to make practical applications of what I'm learning in the program. One such example is my current routine of using an optional weekly English diary assignment for my students where they are encouraged to pick an instance in their personal lives to write about with the vocabulary and grammar they are studying if applicable. I started using this activity after reading a paper by Mercer and Ryan (2009/2010) which explains a concept of certain students having a fixed mindset ("entity theory") where they believe that they may be born to be bad language learners without being able to change anything about this. After seeing this trait in many of my own students, I began thinking that it may be possible to change this mindset by having them practice writing on their own preferred topics with regular feedback from myself. This activity has eventually grown to serve as a way to show evidence of their growth by me highlighting their gradual improvements from old errors such as their former incorrect use of verb tenses. While encouraging them individually to continue implementing newer grammar forms such as the use of coordinating conjunctions, I am hoping that this activity will eventually lead these students to more of a "growth mindset" (Mercer and Ryan's preferred term for "incremental theory") where they understand that they are able to change

their own learning capabilities through consistent effort.

In most of my graduate assignments I have been conducting personal case studies. This lets me search for new breakthroughs such as utilizing video recorded performances in order to offer chances for reflection, peer-review, and hopefully helpful feedback for my students. I have been glad to so far see the majority of my students express genuine satisfaction at their own skill growth after overcoming their initial reservations of viewing themselves objectively in the third person point of view. I would be happy if I had the opportunity to connect with other teachers in the Learner Development SIG with similar goals in order to learn from them and further develop my pedagogy for my future endeavors.

Reference

Mercer, S., & Ryan, S. (2009/2010). A mindset for EFL: learners' beliefs about the role of natural talent. *ELT Journal* 64(4), 436-444. Available at <https://pdfs.semanticscholar.org/f01a/57e8c9f80b47ed703e3b67bd5a9f4ffa439d.pdf>

Read, Read, Read: from 'Students' to 'Autonomous Students' through Reading

James Essex

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Greetings! My name is James Essex, and I have been teaching in Japan since 2004: first in an *eikaiwa*, then as an ALT and now in universities with a stint teaching English for diplomacy and peacekeeping to the Japanese Ground Self Defense Force and English for media interviews to athletes at the Japanese Olympic Committee somewhere in between.

I have been a member of JALT since 2009 but only joined the LD SIG in spring of this year. My impetus for joining is a result of an oft-asked question that usually comes, weirdly, in the middle of or towards the end of the semester but seldom at the beginning: 'How should I learn English?' Think about those words for a few seconds. Here I am, with a class of 18- and 19-year-olds, all of whom have been "taught" English certainly since the age of 12, many long before then, and they are asking me how they should learn English...

It is a well-known maxim that teaching ≠ learning, but that is not what they are asking me. They are not asking me 'How should I learn English' (in a way that suggests they deem the way they have been taught it thus far ineffective); they are asking me 'How should I learn English?', which can be translated as something like 'What can I do outside of this classroom, on my own that will help me improve my confidence in English?', or, to put it another way: 'What can I do that puts me in control of my own learning?'

Autonomy.

Early on in my career I came across and adopted Dickinson's (1995) definition of learner autonomy:

an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his [sic] own learning (p.167)

This definition struck a chord with me for several reasons: I believe education—more specifically learning—is a two-way street: you cannot learn if you do not want to be taught and you can not teach if the learner does not want to learn. Therefore, a positive attitude to learning is paramount and the learner needs

to shoulder some of the responsibility for their own learning. As a language learner myself, both past and present (German, French, Spanish, Welsh (a required component of teacher training courses at universities in Wales) and Japanese), my approach to learning these languages was (and still is) to immerse myself in reading. Certainly, reading—not only in my first language, English, but also in the additional languages I have learned/am learning—put me in control of my own learning.

For those additional languages, from the age of 11 I devoured printed word after printed word: for learning German I would make a habit of reading Stern and Der Spiegel that Herr Elbourn would leave dotted around my secondary school classroom; learning French, I would spend lunch breaks in the language department's bibliotheque reading five-year-old copies of Le Monde and short works of fiction not too dissimilar from the graded readers available to English learners today; when I first began to learn Spanish, I would read pamphlets from museums, art galleries and other tourist destinations, collected on family holidays as a young boy. Admittedly, there were only so many guides to the caves of Majorca I could collect in any two-week period, and probably not enough to take me to any great level, but it sufficed until things like El Pais came my way. Essentially, I learned a language by reading it. And I read autonomously. Nobody told me to do it. I did it because I liked it, and I could quickly see its advantages.

But that is what I now tell my students: "Read. Read, read, read, read, read." Then they look at me like I'm bonkers and ask "Is that it?", and I say "Yep."

Now, at the beginning of each semester I spend a large amount of time in the first class,

regardless of what the class is, advising my students—before they ask—how they should learn English; how they can improve their English by themselves, outside the classroom. But I'm realistic. While I'm speaking, I'm aware it's not a masterclass in 'How to be a Good Student', and I know that many of my students won't follow my advice, but for those that do I can promise them that if they immerse themselves in the written word, and maintain/sustain the habit of doing so, their English will—gradually—improve.

Reading is, after all, a vital skill to acquire for overall language proficiency. A lot of the time however, the adjective 'extensive' is attached to 'reading' in Japan, whether as a course in its own right, or a component of courses where reading forms only a fraction of the final grade. This is all well and good, but it's also OK to read extensively with or without graded readers, which many teachers seem to forget to mention to their students. Yes, graded readers are written at an appropriate level for each learner, but there is something to be said for using other materials, materials which are not necessarily written with the language learner in mind: newspapers, magazines, blogs, guides to popular tourist destinations; the list could be endless. However, since many universities across Japan have invested time and money in creating Self-Access Learning Centers (SALCs) and vast graded reader libraries, and with the relatively new graded reader portal 'XReading', graded readers seem the most apt method our students have of accessing the written word. Graded readers allow students to not only read autonomously outside of the classroom but also present them with as great a variety of written materials as possible and puts them in control of the choices and decisions about what to read.

In conclusion, whether it's the popular press, guides to art galleries or graded readers, the key, I believe, is to develop autonomous readers.

This was my chance to introduce myself to other members of the SIG, and to explain a little about why I joined. I look forward to networking and meeting with many of you in the near future. In the words of many of our students: "Thank you for reading."

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Lifelong Learner

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Ever since I was a kid growing up in Brisbane, Australia, I have been interested in languages. I have distinct memories of walking down the street with one of my brothers, pretending to speak another language or mimicking another English accent as we walked by other people just so we could see the reaction on their faces. It wasn't so much that foreign languages were rare in the city, rather we were intrigued by the curiosity an exotic-sounding language could evoke in passers-by. Perhaps there is a lot to unpack psychologically here, but subconsciously I believe this is where my fascination with languages began.

It wasn't until late primary school that I began formal education of another language, Japanese. It was only one "lesson" every so often, but it was

enough to pique my interest. At high school, I was first introduced to a teacher who was passionate about language education. Through his passion, I learnt a lot about culture and strategies for learning another language. However, as a teenager, I switched to auto-pilot to achieve only what was required of me. Nevertheless, I am thankful for the very supportive (and competitive) learning environment at school and home that enabled me to learn the foundations of language, which would prove useful in future years. At this stage, I learnt my first valuable lesson, that positive support and genuine interest from parents and teachers are crucial for language learning.

I dropped all formal education of other languages after high school and pursued my interest in science, graduating with majors in human anatomy, physiology, and pharmacology from the University of Queensland. Learning the multitude of Latin-based anatomical names had a profound effect on my ability to recognize patterns, which were tested when I found myself backpacking solo around Europe. I witnessed the respect and gratitude on the faces of locals whenever I tried to speak in their native tongue. As Nelson Mandela so eloquently put it, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." The Italian culture and language, particularly due to the familiarity with scientific names, impressed me a great deal and spurred me to continue learning upon returning to Australia.

It was at this time that I made a life-changing decision. I had loved travelling so much but I was not satisfying my thirst for knowledge and experience by just staying temporarily in one place. I needed to stay somewhere longer. A friend briefly mentioned her experience of living in Japan, which was enough to ignite my interest. I searched the papers for jobs in Japan (internet was only just starting to expand), interviewed successfully, and was at the airport around 3 months after that

fateful conversation. I was heading on an adventure to Japan with one backpack, not knowing anyone except the name of the contact I had to meet at Narita Airport, and absolutely no idea about how to teach English in a conversation school.

Fortunately, the Japanese language started to come back thick and fast, but not as fast as I would have liked. I was also experiencing the weird phenomenon of language interference—when I struggled to find the word I wanted to say in Japanese I would remember the Italian word *et cetera*. Anyway, one year was insufficient. I had also met someone special who made the decision to stay much easier. Two years suddenly turned into eight, during which I had lived in two different locations and worked for two very different English-teaching companies. Both experiences were valuable for my growth as a professional. At one company, I learnt how rigid, prescribed lesson plans can have a superficial effect on language learning, fulfilling only short-term extrinsic goals. At the other company, I learnt how the learning environment plays an important role in language learning. If students are given engaging and meaningful material that is relatable to their lives or their goals, the communication becomes more authentic and their desire to learn increases (Harmer, 2003).

It sounds obvious, but I learnt a great deal about the English language through teaching it. I also discovered a love of sharing that curiosity with others. While living in Japan, I completed a postgraduate degree in Education via online learning with Queensland University of Technology and started having a strong desire to teach at the high school I attended in Australia, Brisbane Grammar School. After accepting a position, my growing family all relocated to where I began. Although Australia had changed enormously in my time away, making the "reverse culture shock" quite challenging, Brisbane Grammar School had maintained its familiar high academic standards and

inspiring learning environment. Initially, I was employed as a Science/Maths teacher, but as fate would have it, there was a sudden opening for a Japanese teacher in the middle school. This suited me perfectly, teaching the rarely held combination of Science and Japanese.

It is an understatement to say I learnt a lot about the teaching profession in my time at the High School and Middle School. As a homeroom teacher, I learnt about the importance of the tripartite relationship between student, teacher, and parents, and the development of the students' well-being to name but a few. However, within my disciplines of Science and Languages, I learnt a great deal on methods of teaching and learning, such as the Dimensions of Learning (Marzano, 1992), Habits of Mind (Costa and Kallick, 2008), and Effective Thinking Cultures (Ritchhart, 2015). The inquiry-based, student-centered approach that I used to teach science could also be easily used to teach language as well. When I was a student of Japanese and Italian, I did not pay attention to what was essential for effective learning; however, as a teacher I learnt that teaching a language required authentic material and tasks in order for students to take responsible risks, i.e., trying without fear of making a mistake (Krashen, 1982). My students were not going to engage fully if I only gave standard textbook-style drills. In addition, the school's 1-1 tablet PC environment forced me to investigate computer-assisted language learning and blended learning more carefully.

During my time at this school, I was fortunate enough to complete a Masters in Applied Linguistics with the University of Southern Queensland. It had been a goal of mine for quite some time, particularly due to my growing interest in bilingualism, sociolinguistics, and etymology. This would later prove useful in securing a job in Japan, as family matters saw us return once again. I am currently teaching at a private junior high and high school school in northern Saitama. I have been

heavily involved in changing the landscape of English language learning at my school, as it was sorely in need of change. Students were devoid of engaging and meaningful material, as well as opportunities to use their "learnt" language. Moreover, the students were not exposed to enough authentic input, with almost all English teachers using their L1 (Japanese) unabashedly in English-language classes. When English was used, it was at such a low proficiency level that students were not being inspired or given many opportunities to think or give opinions and reasons in English. Students were not being encouraged to take risks, which led to an inhibition to speak and an overall decrease in confidence and motivation (Long, 2001).

Change is on the way, but as we all know, change takes a long time. Our school now has an increased number of English lessons taught by L1 English speakers, which means the students receive more English-only input. There is also a 3-day English Camp in the summer holidays for all junior high students designed and facilitated by a colleague and myself, and a one-week school trip to Australia (yes!). During this trip, I accompany the students to my old high school or another school familiar with me. Before the school trip, I designed units of work related to the location and the situations they may encounter with host families and school students. We also established contact via Skype with Brisbane Grammar School and my own relatives to make the learning more meaningful and potentially useful. In addition, we set up a partnership with an international primary school and currently receive graduates of that school with quite high proficiency for junior high school level. These students naturally would require more challenging material, hence I developed a specialised CLIL course, incorporating Science, History, Geography and Music, to challenge and extend their use of English.

It is an exciting and fortunate situation to be able to blend my previous experiences of English conversations schools, teaching Japanese and Science in an elite Australian school, using e-learning in a 1-1 tablet PC environment (especially blended/flipped learning), and learning about the nature of language in my Master's degree. I look forward to researching and learning more to benefit my students, as well as share my passion for the history of the English language. I am also looking forward to learning a lot from my peers in the Learner Development SIG.

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Let's go abroad!

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After graduating from a university in Japan and working for about eight years, I relocated to study in Canada to improve my English and obtain technical knowledge and skills. Due to my interest in environmental issues at the time, I majored in environmental studies at a rural community college as a full-time student for eight months. Studying abroad significantly improved my English and made me recognize the value of being immersed in an English language environment for second language acquisition. As a result, even though environmental studies were fascinating, I became more interested in encouraging young people to pursue overseas studies and improve their English. I wanted to gain insight into language education before coming back to Japan, so I got a TESOL certificate from a language school that offered a short-term TESOL course in Canada.

When I returned from Canada, I got married and relocated to Niigata Prefecture, where I started working as a study abroad counselor at a public university. For about three and half years, I took care of administrative duties related to the university's short-term and long-term study abroad programs. I also counseled and advised students interested in studying abroad. Although these were very rewarding experiences, I observed that many students struggled with their English due to a lack of adequate pre-departure language training that would help them meet the language requirements set by the host institutions. Unfortunately, my status as a study abroad counselor could not allow me to develop or improve language curriculum, so I decided to pursue an academic career to help

students improve their English skills and accepted a teaching job offer from a private university.

Before I started working there, I enrolled in a MA TESOL program at a university in the U.K., which offered distance learning, to further develop my language teaching skills and advance my academic career. I was enrolled in the program from 2015 to 2018 while still working full-time as a study abroad counselor at the public university during the first year. I then started my new career as an English teacher at a private university during the second year of my MA studies. Thanks to my expertise in studying abroad, which I nurtured during my experiences at the previous institution, I established close cooperation with several overseas institutions offering study abroad programs during the first few years of employment. I successfully launched various study abroad programs which have become one of the most important features of the university. In addition, the MA TESOL program encouraged me to develop my expertise in my fields of interest, and as a result, I did research into the university's study abroad programs for my dissertation project. Consequently, this research has since become fundamental to the university's pre-departure language training curricula.

Unfortunately, it is quite difficult to travel abroad during this difficult time of the COVID-19 pandemic; nevertheless, I would like to keep taking full advantage of my experiences and expertise to help globalize my university as a center of education. I would also like to encourage and help young people pursue their dreams by developing and reforming the current international curriculum at my university.

Call for Contributions

**Deadline for the Spring 2021 issue:
February 28th, 2021**

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.

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STORIES OF LEARNING AND TEACHING PRACTICES | 学習・教育実践の成功談・失敗談



Encouraging Self-Motivation among Students in an EFL Classroom in Japan

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Ask any language instructor about the biggest difficulties they face in the classroom and many of them will have the same answer: demotivated students. When a student doesn't want to take part in class, it disrupts the learning environment and makes for an unpleasant experience for learners and educators alike. A motivated classroom is an effective classroom. However, learners' self-motivation may often be overlooked as an important tool in language learning. This is noted by Kimura, Nakata and Okumura (2001), who say that "in Japan the most popular teaching methods have been teacher-centered rather than learner-centered ... thus the motivation of individual learners has received little attention" (p. 50). For students to fully engage with their learning environment, it is essential that they feel motivated to study. From working as a business English and test-preparation instructor in Tokyo for the last four years, I have found there are a number of techniques and strategies that are useful for creating engaged and motivated learners. I'd like to share what has worked for me in my role. By doing so, I hope to create a dialogue where other educators can contribute their own suggestions and successful tactics.

In many cases, students in Japan are enrolled in an English course not because of their own interests but because it is mandated by their university, their employer, their parents, or other external factors. This is where the old adage comes into play: you can lead a horse to water but you can't make it drink. Conversely, when students are motivated to learn and succeed, studying becomes second nature as a part of their daily lives rather than a chore to be endured. Encouraging students to find this motivation within themselves is critical, as explained by Dörnyei, Muir and Ibrahim (2014), who note that "the achievement of clear goals ultimately comes to fruition through a powerful surge of highly focused motivation" (p. 10).

For students to fully engage with their learning, they need to have a goal in mind to focus on. Not just their company's goal - "If I learn English, my company will become more global" - but one that actively applies to their own lives and future enrichment - "If I become proficient in English I will be a more international person, I will be more attractive to international companies, and I will achieve my dream of working or studying overseas," and so on. This goal-setting with the use of an 'I' statement connects students to their purpose of study in a more tangible way. The importance of individual goals for students which allow them to grow their abilities is noted by Zimmerman (2002), who says that "self-regulated learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals" (p. 66). Allowing students to define their own goals like this also benefits the instructor, who can then tailor the lessons and materials to better suit the overall aims of their students.

Another important aspect of a student's goal-setting is that it must be easy to measure the outcome and assess their progress towards reaching the goal. Students will feel more motivated when they can see they are making progress - but how can we, as educators, show them their level of progress in a simple, accessible way? If you ask students what they want to achieve, the answer "I want to improve my English" may be the most common refrain. But it is difficult to measure 'improvement' with accuracy. A learning outcome such as "I want to be able to make a restaurant reservation / phone call / presentation in English," with practical exercises to test students' abilities, will be a far more achievable aim. These types of goals are measurable because the students' performances can easily be evaluated by the instructor through role-play activities. If the student can use the language that they set out to learn in a real-life situation and is able to complete the task with ease, they have clearly reached their goal. When they are able to achieve their goal in a classroom setting, it gives them the confidence they need to feel they can then do it in "the real world" as well. With this success also comes an increase in their motivation to be able to achieve further, more complex situations.

Allow me to share an example of how I put this type of goal-setting into practice in a classroom situation. On this occasion, I was working with a group of adult learners for a week-long, intensive business English course. Given the fast-paced nature of the course, I wanted to be sure to include time for students to reflect on what they had actually learned each day. I felt this would give them the chance to be able to make solid statements at the end of the course, where they would have a clear understanding of how their English had improved in a tangible way. In order to do this, I set up some English "check-points" around the classroom. These check-points consisted of large sheets of paper, each of which had a different heading or category, which could be filled out by students at various times of the day.

The morning checkpoint included the title "Today I Will..." As students entered the room, they took a sticky note and wrote their goal for the day. I had started the week by introducing the idea of SMART goals (Doran, 1981) which should be Specific, Measurable, Achievable, Relevant, and Time-bound, so students could complete this activity easily and with clear objectives in mind. Some example goals that the students put included "Today I will learn five new expressions and use them in conversation with my classmates by the end of the day." Another check-point was planned for the end of the day, with a "Today I Learned..." theme. As before, students took a sticky note and wrote down a word, expression, or language-learning technique they picked up that day, and a note about how they could utilize it in their English communication in the future.

At the end of the week, students reflected on the goals they had set and discussed with each other how the use of these one-day goals helped them to focus their learning objectives for the day. They were easily able to recall what had been taught in class each day when doing an end-of-day review and, when questioned, could explain in detail about how they would use the language taught in their future work. I believe that this came about as a direct result of setting a realistic target to be completed within a set timeframe, something that was relevant to their learning outcomes, and that could be easily measured as achieved or not achieved at the end of the day. This goal-setting technique was also something they could use going forward to aim for bigger language-learning goals in their future studies and work overseas.

Another important aspect of self-motivation is that students should be encouraged to feel in control of their learning. This may involve the instructor taking a more hands-off approach, by allowing students to work together in pairs or groups to complete tasks, while monitoring the activities and providing support only when truly necessary. In my experience, this can take a couple of attempts to get right. At first, students may 'freeze' when given a more relaxed rein and encouraged to work independently. Often an air of silence will

descend over the classroom with no one willing to take the first step in leading a task or discussion. Instructors may need to model at first: “Student A, please ask student B about this topic; student B, please discuss your ideas with student A.” But in my experience, once students overcome the initial fear of working outside such a strictly controlled environment, they flourish and are able to lead discussions with other students and take charge in role-play activities. This improvement in independent interaction with their learning materials and with the other learners allows students to take charge of their learning and further motivates them to become more self-assured in their use of English.

Allowing a degree of flexibility in the amount of homework to be completed will also encourage students to be in control of their own learning. Rather than overloading students with multiple homework exercises related to all the topics taught in that day’s class, I present the homework assignments and ask them to choose two or three activities that they found most difficult during the class and just complete those for homework. This allows students to feel that they have their say about the direction that their English education is progressing in, as well as removing the pressure and fear of strict punishment for not doing every single assignment. Students quickly learn that doing homework is for their benefit - not mine - and this method allows them to use it to their own advantage.

An unwelcoming or unfriendly classroom environment will, of course, undermine the learning potential of students. It stands to reason, therefore, that a warm and safe space can be a place where students are encouraged to flourish and express themselves without fear of negative outcomes. The task of creating a pleasant atmosphere falls to the instructor from the very first day of the course. It is important to set guidelines for what type of behavior is expected from students as this will influence the overall atmosphere of the learning environment. As noted by Poupore (2015) “motivation needs to be supported by helpful interpersonal interactions and/or scaffolding within a positive social environment” (p. 730). The ongoing COVID-19 crisis creates a new challenge for educators in how best to create this welcoming environment when not working face-to-face, but it is not something that we should shy away from trying to achieve, despite the perceived difficulty. Online classroom rules can be established in much the same way as in a face-to-face classroom. Students should be encouraged to mute when not speaking, and to use functions such as the “raise hand” button on online platform Zoom if they wish to contribute; groups can be assigned to “breakout rooms” which can be monitored by the instructor in order to work collaboratively on projects before returning to the main room to present to the class; and positive feedback and reinforcement can be provided by the instructor verbally or through the use of shared screen functions to highlight corrections and areas for further study.

Another key point I would like to discuss for encouraging self-belief among students is how we react to errors. As Firdaus (2005) notes, “praise can play a crucial role in motivating students . . . it can build self-esteem and build a close relationship between students and teacher” (pp. 29-30). Students should be praised for their attempts at using English, regardless of their accuracy. Only after praising or thanking the student for their contribution should the instructor then focus on correction. If a student hears nothing but negative feedback, one of two things will happen: they will become afraid to offer an answer, fearing the embarrassment of being wrong in front of their peers, or they will become apathetic, thinking “Why bother answering when it will probably just be wrong anyway?” Fearful or indifferent students will lose their motivation to participate actively in class and will become withdrawn from the group and ultimately from their learning. Conversely, if students receive praise for trying, they will be encouraged to keep trying -

attempting to get the answer right next time to reach the next ‘level’ of praise. This kind of support in the learning environment will greatly aid student motivation.

Finally, the level of self-efficacy that students feel regarding their abilities in English will also have an impact on their outcomes. If students feel that they have a high level of competency in using English, they will be more likely to set goals with a high bar, engage in conversations with others using English, and push themselves to complete more difficult tasks. As Bandura (1994) notes, “people with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided” (p. 71), and nowhere is this more apparent than in the classroom. When students truly feel motivated in their approach to studying English, this change in mindset becomes clear to see. Some examples of how this increased confidence has presented in my classroom include students asking for classroom activities to be tailored to better suit their learning goals, or taking the lead in group activities and explaining tasks to lower-ability students.

Encouraging self-motivation among students of English as a foreign language is a key element in creating an effective learning environment. Students should be able to realize the value of motivation and its impact on their learning, but the effort made by the instructor will have a significant impact on how well this works in practice. By making use of the various strategies outlined above, such as setting SMART goals, and encouraging students to take charge of their learning outcomes, instructors can bring about a key shift in their students’ attitudes to learning. This improved self-motivation can help students to thrive in their learning environment and become more confident and assured speakers of English. I have used the methods mentioned in this article to great effect in my classroom, and have seen the positive outcome that they can have on students’ language learning. I would be interested to know of any other techniques Learner Development SIG members have explored and found to be successful - or unsuccessful - in encouraging self-motivation in the English language classroom.

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Reflecting upon an Attempt to Introduce Critical Thinking to EFL Students in Remedial Education

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Teaching English at the current junior college has been one of the greatest challenges in my 10-year-long career as an English teacher. What has made the experience so difficult may be the fact that most of my students were those in need of remedial education, lacking basic academic or English language skills expected at the university level. For them, elementary grammar rules such as third person singular or perfect present tense were far from simple to grasp or exercise, and uncomplicated words like “difficult” and “different” were almost indistinguishable and unspellable. Few of them were able to produce or comprehend more than just textbook self-introduction, and to carry out even a casual English conversation with the students was a laborious task for the teacher to handle.

When I learned the level of these students in my classes, I immediately thought this was not an ideal place for me to pursue my original research interest, which was to explore how Critical Thinking (CT) should be implemented into the instruction of Japanese English learners who, according to some scholars, face great difficulty practicing the mode of thought (Atkinson, 1997; Fox, 1994; Ramanathan & Kaplan, 1996). The need to teach CT to ESL/EFL students, especially those from Asia, has been contentiously debated among some TESOL educators who perceive that the non-Western students have a harder time expressing themselves critically in L2 academic contexts (Atkinson, 1997; Benesch, 1999; Davidson, 1998; Gieve, 1998; Fox, 1994; Ramanathan & Kaplan, 1996). These non-Western ESL/EFL students are regarded as unfamiliar with the sociocultural practice of CT as their L1 Western counterparts. Thus, if they were to acquire English, CT must also be addressed in the classroom because the mode of thought defines and cannot be separated from the fundamental concepts of the language as seen in forms of academic writing or public speaking.

I do not necessarily agree with some of these scholar’s interpretations that Asian, or Japanese students for that matter, are somewhat deficient in their capacity as critical thinkers. I see that they have their own socially and culturally accepted ways of showing controversial viewpoints, disagreements, or analysis (Littlewood, 2000; Stapleton, 2001, 2002). I do, however, observe a tendency among Japanese students that makes them unprepared to answer questions with reasons or verbalize their thoughts or experiences in concrete words, even in their own language, and thus they appear unequipped with critical abilities, especially in the eyes of non-Japanese English educators (Lasker, 2007; Dunn, 2014, 2015). With the new educational guidelines published by the Ministry of Education in 2017 (新学習指導要領), greater importance has been placed on the development of students’ ability to “think, evaluate, and express.” (「思考力・判断力・表現力」) (MEXT, 2017) CT has been, even more importantly, recognized as one of the key academic elements that need much training and improvement among students at the university level in Japan (Sawa, 2005).

With all this said, nonetheless, teaching CT in English to *my* students, most of whom had not even reached *Eiken* Level 3, sounded impractical or even nonsensical. With no substantial foundation of the

language, there was no way they could use it to develop a thinking ability. Even content-based learning seemed difficult; the students would struggle comprehending materials and not appreciate the lesson at all. The only option I thought might work was the “entertainment” tools, such as pop songs, movies, or games, because then I would at least have the students’ attention and they would enjoy “feeling like” they were learning English. I thought this would be enough or even appropriate for the level of students I was responsible for, because the most important or even the most challenging part of teaching students in need of remedial education was to get them to become *motivated* and *stay motivated*. As Kiyoda (2010) puts, “The difficulty of remedial education at the university level is that we (teachers) have to deal with those who have lost motivation for learning” (p. 38). Tsumura (2010) also states that due to “the wall of difficulty and ability,” (「困難・能力の壁」) (p. 45) the academically challenged students tend to develop an aversion to English and thus become indifferent to studying the language.

Thus, for a while, I put my energy into providing students with entertaining lessons to inspire their motivation to study English. It seemed to work as no students particularly complained about the approach; they were in fact very enthusiastic about the lessons. As I continued with the method, however, I felt that this could not be the solution forever. I needed to challenge my students more, academically. As a mission of higher education, students are not *just* supposed to be having fun in English classes; they should also be learning how to *think* in the process of language acquisition. As Makino, Ishii, Suzuki, and Hirano (2013) point out, although entertainment is an important element of good classes for students in remedial education, “the quality of enjoyment” ought to be reexamined. Although students may prefer to be just entertained in classes, they must also engage themselves in much deliberate thinking if they were to develop their academic capacity. As Makino et al. (2013) further state, “How we can incorporate “the joy of thinking” into communicative activities may be one of the factors we need to consider in reexamining “the quality of enjoyment” (p. 183-184). But how does this involve my students?

With these thoughts and puzzles in mind, I watched my students perform in classes and what became increasingly more visible was that lack of my students’ basic English proficiency was not a problem that stemmed simply from how their foreign language was acquired. Obviously and unfortunately, it had more to do with the students’ innate ability to learn and process things in general. Therefore, regardless of whether it was in English or Japanese, students’ output performance in speaking and writing was poor, and their comprehension from written and spoken language did not appear to be working fully. I became more convinced that rather than just learning English, what needed attention is developing the students’ overall academic skills, including their critical thinking (CT) ability, the area of my original research interest, if their foreign language skills were to see more concrete improvement.

Thus, I decided to go back to the research and this time delve into the level of my students’ CT abilities in their first language. I wanted to see what it is that the students first need to work on if they were to expect progress in their academic and eventually language acquisition skills. I reexamined papers of my basic seminar’s students (16 in total) written in Japanese and searched for some distinctive features that revealed their thinking patterns. In doing so, I referred to Bloom’s revised taxonomy (Anderson & Krathwohl, 2001), a framework that demonstrates six categories of how students acknowledge and process information or knowledge into their cognitive system stage by stage: “remember,” “understand,” “apply,” “analyze,” “evaluate,” and “create” (Figure 1). The first two are the basic categories (“remember” and “understand”) for building the remaining four higher-order thinking (HOT) skills.

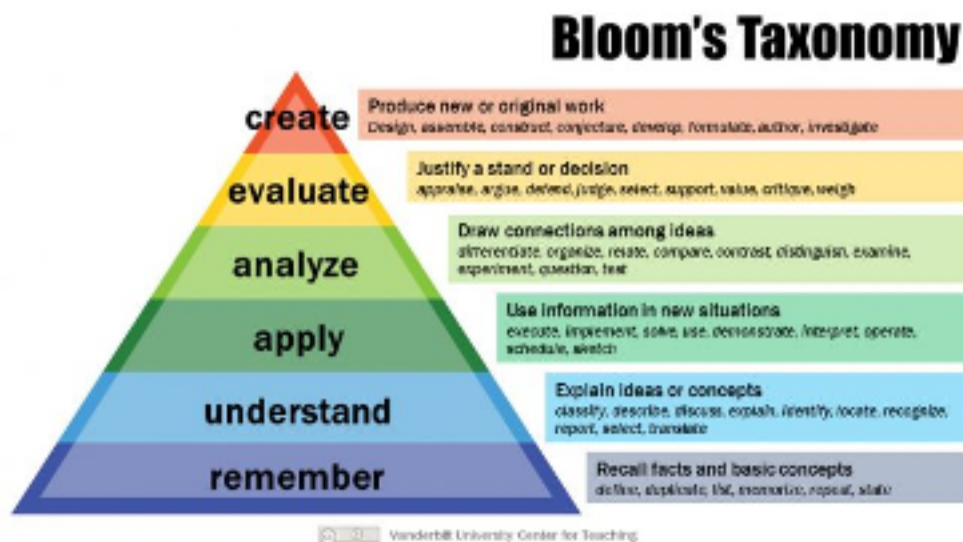


Figure 1. Bloom's Taxonomy (Vanderbilt University, 2015)

Among these skills, what should be noted is the second category in which students show their understanding of ideas or concepts through their ability to verbalize what they remembered in their first category. In English-speaking contexts, self-expression through language may be more of a sociocultural norm rather than a product of conscious effort people try to make, as it may be the case in Japan (Atkinson, 1997; Carson, 1992). In such a verbally active Western society, an act of summarizing information or knowledge in one's own words and sharing it with others sounds like a natural thing people do, if they find the content relevant in the conversation. This practice, however, does not seem to fit in a sociocultural milieu such as Japan where language somehow did not develop as a tool of negotiation but more like an expression of empathetic feelings toward others (Clancy, 1986, as cited in Atkinson, 1997; Nisbett, 2004). Therefore, few Japanese people have grown up learning how to articulate their opinions or viewpoints under the current school system, and what is promoted by the Japanese Ministry of Education through their rigorous guidelines for "Active Learning" (MEXT, 2012) may be seen as drawing on traditionally embedded sociocultural practices in the West such as debate or discussion.

Such a tendency coincides with what I found in my basic seminar's students' Japanese papers. Out of all the 16 students, only three of them indicated in their writings that they had the ability to "understand" in Bloom's context, that is paraphrasing what they remembered from outside sources into their own words, giving a clear thesis statement, and putting sentences in a coherent structure. The remaining 13 students produced nothing more than information they had copied from the Internet (as Kuchikomi, 2010, and Dunn, 2015 also report), adding personal impressions at the end that they thought the topic was "interesting" or that they felt the matter was "serious."

In fact, this type of writing may be what most Japanese students are familiar with from high school. In "Kansoubun" (感想文) students are required to describe their subjective feelings or experiences rather than show their understanding and provide objective analysis and interpretation that others might find beneficial reading. Surely, while they are at their secondary school, they have not been introduced to the know-how of writing a logically sound paper considered standard in a Western academic context (Dunn, 2014, 2015). (I personally know this to be the case, too, as I went to a Japanese high school myself and never

learned it there!) Yes, they have worked on their memorization skills, in fact very intensively for occasions such as school term tests and entrance exams; however, they have not been educated to use their own words to describe or explain to others what they “remembered” and “understood” from outside sources as described in Bloom’s taxonomy. Verbalization skills (*gengoka nouryoku* 言語化能力) and objective thinking that underlie them are most notably what’s lacking in Japanese students.

Based on the observations above, I concluded that what I should first focus with my students is to develop their verbalization skills, their ability to “understand” in Bloom’s context, by making them paraphrase what they learned into their own words through increased amount of writing and speaking activities. I decided that the training should start with Japanese or at least a mixture of the two if possible, so the students would not be at a loss during the lesson. Thus, I devised a Learning Log in which students write down with their own words (together with graphics or pictures if they want) what they thought was important in the lesson and explain to others about it either in English or Japanese (see Figures 2 and 3 below). This Log allows students to describe and think out loud about what they learned with their classmates and help each other understand the lesson better. As a result, active verbalization occurs, and their input and output skills can be stimulated to grow. How this Learning Log differs from *Kansoubun* is that the former expects students to use their objectivity and explain ideas and concepts, and the latter focuses on their subjectivity and asks for articulation of their personal experiences or feelings.

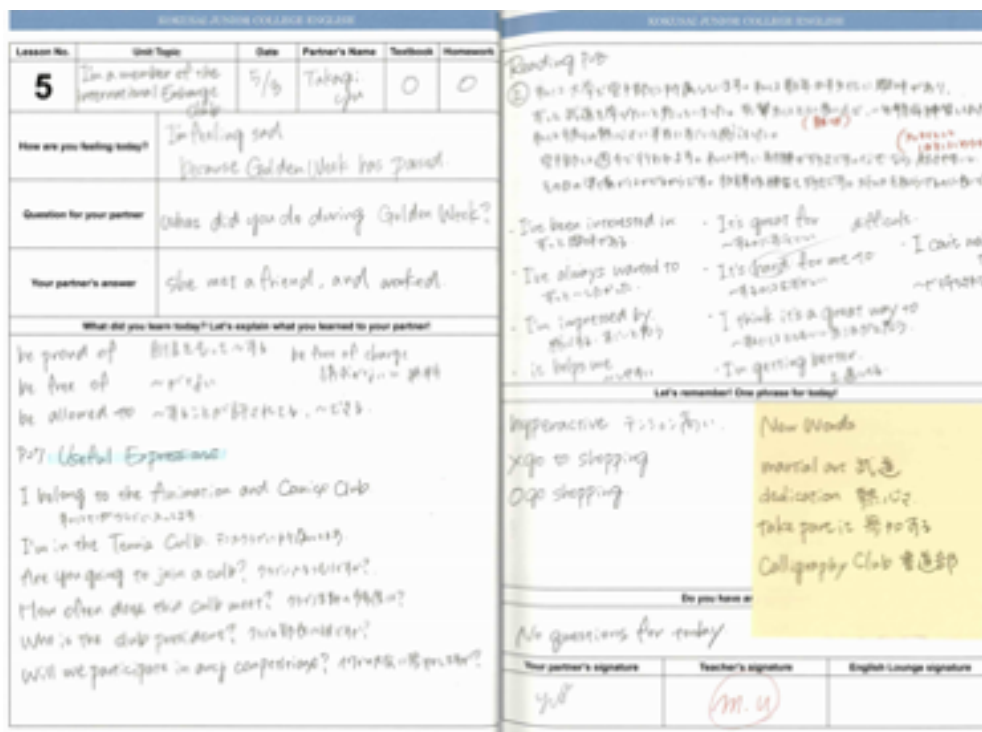


Figure 2. A sample page from student A’s Kokusai Junior College English Learning Log

The extract from student A’s Learning Log in Figure 2 shows important vocabulary and useful expressions the student noted from the teacher’s lecture as well as the Japanese translation of her reading homework. In the case of student B (see Figure 3 below), the student records her answers and the corrections for the textbook’s exercises, as well as relevant grammatical points and key phrases the teacher highlighted during the lesson.

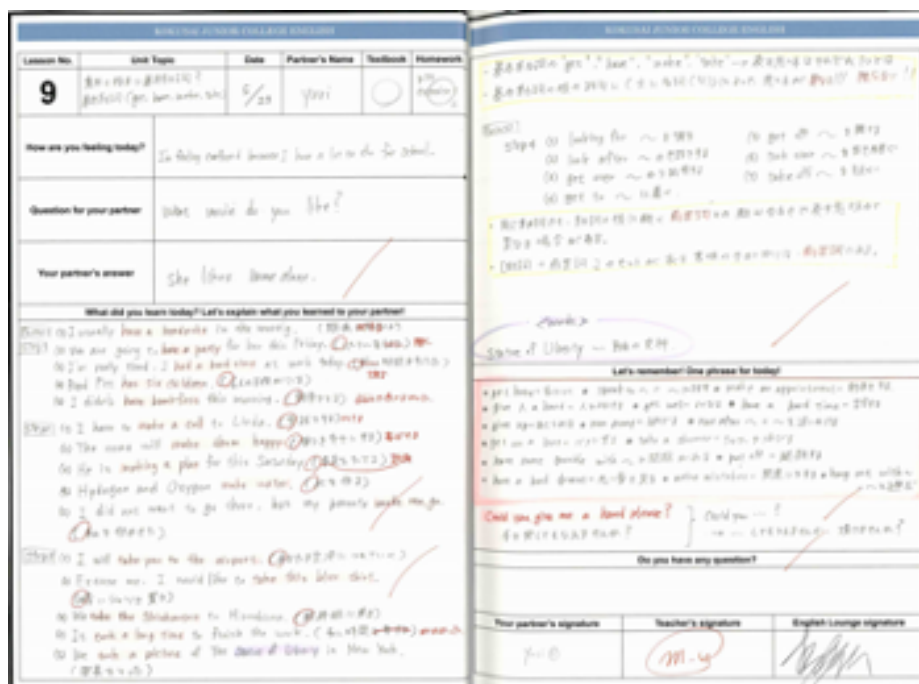


Figure 3. A sample page from student B’s Kokusai Junior College English Learning Log

The point is that the students learn by articulating and expressing in their own words what they have been doing in the class and by explaining important points to their classmates, in other words through expressing their understanding to other people. While students are encouraged to use their first language to think and express ideas or concepts as it is described in Bloom’s Taxonomy, their overall academic skills start to develop, and their capacity to absorb English can also grow. As English is a school subject which EFL students must make a deliberate effort to learn, it may be a fair assumption that especially for these academically challenged students, the possibilities for their English learning are enhanced when their activity in English helps them to develop their academic abilities rather than simply perfecting discrete foreign language skills for memorization and exams. As students become more comfortable and confident with this active and reflective way of learning, then they can shift their focus onto foreign language acquisition more fully.

When I first started teaching at the current college, I thought that it was nonsense to implement CT into teaching EFL students in remedial education. After much pondering and studying, however, I have come to the conclusion that it is worth guiding students through the development of their academic as well as thinking abilities, using the process of English acquisition as a means to make it happen. Although these students in need of remedial education might not have used the opportunity to learn what they were supposed to while they were in secondary school, it does not mean they want to redo what they did then all over again (Kiyoda, 2010). They now want to do it differently, and they want to do so as *college students*. Thus, for now, I am going to keep using this Learning Log and see if it meets their needs, still pondering what is best for my EFL students in remedial education, thinking critically on the way.

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Implications for Online Education: Reflections on Earning an MA in TESOL through Online Distance Learning

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The coronavirus pandemic has completely changed our lives and forced schools to reshape the idea of education. As a university English teacher myself I had never taught a class online prior to Covid-19. I have heard several news stories of students complaining about the quality of online education, which they claim would not be worth the full price of tuition (The Japan Times, 2020). This was of great concern when my university decided to switch to remote learning for the academic year beginning in April 2020 because I was nervous about whether students would be satisfied with my delivering a class online. I assume that due to a lack of educational expertise in distance learning many teachers in Japan feel the same way and are struggling with how to keep their students motivated with this new teaching option.

Nevertheless, I might be able to gain insight into students' perceptions of their online learning by reflecting on my own experiences. I have earned a master's degree in Teaching English to Speakers of Other Languages (TESOL) by attending a distance learning program provided by a university in the U.K. As far as I recall, I was the only Asian enrollee at that time, and most of the students were Americans and Britons. Earning a master's degree online in English from a foreign university provided me with the opportunity to grow and develop as an English user and teacher, as well as a self-motivated student.

In this reflective story, I look back on my own online distance learning experiences, which I hope will help explore how students perceive online education.

Overview of the Program

The master's program I completed was a three-year online distance learning course designed to develop ELT practitioners' knowledge of linguistics theories and TESOL methodologies. It was composed of two core modules, two elective modules, and a dissertation. The core and elective modules aimed to expand students' knowledge of applied linguistics and TESOL, while students undertook a dissertation in an area that was relevant to their own professional interests and work. I completed the program from 2015 to 2018. While doing this, I also continued working as a study abroad counselor at a public university during the first year and then became an English teacher at a private university during the second year.

Reflections on the Program Benefits

One of the most beneficial aspects of the program was its flexibility, giving me complete control over my own studies. As long as I met assignment submission deadlines, I was essentially able to study anywhere at my own pace, so I was able to balance getting a qualification with my full-time occupation and family life. I remember I was particularly busy during the second year because I was under a lot of pressure while getting accustomed to the new working environment. Working as a university teacher for the first time, while studying for my MA, was a huge challenge. I assume that I would have sacrificed my work and family had I

chosen to study via a face-to-face format. Fortunately, studying on a flexible basis enabled me to prioritize my personal life when necessary, which alleviated my concerns about my postgraduate studies.

Another beneficial aspect of the program was that it followed the same course structure as the university's MA course delivered through on-site study. At first I was genuinely skeptical about online education because I believed that online studies would not be as effective as in-person studies. I was concerned that I might not be able to develop the knowledge and skills needed to become an effective ELT practitioner as I would on campus. Happily, the course provided me with the opportunity to study the same modules as the on-site study programs, but with no residency required. The program was well-designed and covered key components of TESOL. Each module was strictly assessed by coursework that required students to have a good understanding of the theories and methodologies. Even though the assignments were challenging, they were returned with beneficial comments made by teachers to help students improve their understanding. In particular, I had never read academic journals and books before the program, so writing a literature review about an aspect of second language acquisition provided me with the opportunity to establish my expertise in the field of second language teaching. I got a distinction in this assignment, but I was also pleasantly surprised by the marker's comments. He highlighted that my authorial voice could have been more prominent, instead of just the plethora of theories and beliefs in the paper. This aspect helped develop my critical thinking skills and the ability to reinterpret the existing material for conducting research.

The program also introduced the benefits of distance learning from the perspective of English learners. This was in contrast to my experiences while studying abroad in Canada around five years before enrolling in the program. At that time I studied at a rural community college as a full-time student for eight months. Although my English improved dramatically by studying abroad, I assume that understanding difficult linguistic and TESOL terminologies would have been more challenging if I had selected face-to-face format. For example, while studying in Canada, I sometimes had difficulty following lectures taught entirely in English and missed important information while taking notes. The distance learning program meant that I received instruction mostly by text or recorded audio files and I was thus able to keep up with lessons at my own pace. I also recall that during my studies in Canada I was overwhelmed by so much English reading and this sometimes led to me giving up reading assigned texts. Fortunately, my reading for the program was very successful; I found it much easier to read electronic materials than to read on paper because the search function helped me locate key words or phrases and enabled me to focus on the most important sections to read.

The final aspect of the program I found beneficial was not necessarily limited to its characteristics as distance learning but one that would apply to any type of teaching format. I was fortunate to have an extremely supportive supervisor who gave me clear guidance from the very first phase of the dissertation. As I was interested in language training for those planning to study abroad, I conducted research on how to develop an effective pre-departure orientation program for my university's study abroad program in the U.K. Even though I was already familiar with academic English writing, writing a dissertation was my biggest concern about the program because I had never written a thesis in English. Furthermore, I did not know anything about research methods in applied linguistics; nor did I understand the difference between qualitative and quantitative approaches. My supervisor encouraged me to work on the dissertation by providing regular Skype tutoring. Although he must have been exceptionally busy, he kindly spent a tremendous amount of time supervising me closely. When I asked why he was so helpful, he said that it was his job to take care of students. Thanks to his assistance, I developed my research skills tremendously and

successfully completed my dissertation. If I had not received supervision from him, I truly believe that I would not have been able to earn a degree.

Difficulties

Even though I was very pleased with the program, earning a degree by distance learning had its challenges as everything I experienced was new to me.

First of all, when I started the program, I was not familiar with online learning platforms. For example, all lessons were delivered via Moodle, the institution's learning management system (LMS). I now know that Moodle is one of the world's most popular LMSs, but I had no idea at that time and was concerned about whether Moodle would truly provide students with a suitable learning environment. Another system utilized by the institution was a digital library called ebrary, which was intended to support those who were unable to borrow books stored in the university library. I was also apprehensive because I had never read an electronic book in my entire life before using ebrary. Although I was proficient on a computer, it took a while to take full advantage of these applications' features due to my unfamiliarity with such online learning platforms.

I also found it difficult to ask questions online compared with face to face, which allows students to ask questions during a class. Because of the characteristics of distance learning, I had no choice but to ask questions after reading lesson materials and sometimes forgot what I really intended to ask. In particular, although some lessons were easy to follow thanks to videos or podcasts that explained lesson materials orally, others were explained only by text and I sometimes struggled with understanding especially when I encountered difficult terminology. I also noticed that it took time for some teachers to answer students' questions. Considering that Moodle was always full of students' comments, I assume that teachers themselves must have found it challenging to answer each student's questions instantly online. However, it was frustrating when teachers did not respond to my comments promptly.

In addition, I sometimes felt lonely and found it difficult to keep myself motivated. Although I had many classmates from around the world, we never met in person because most of them were working outside of their own countries as part-time or full-time teachers there; we communicated exclusively online by exchanging comments on Moodle. Therefore, I feel that distance learning requires students to be self-disciplined. This was in contrast to my studying abroad experiences in Canada. I made friends with students from a number of countries and we motivated each other to study by organizing a study group and sometimes getting together and socializing after school. Considering that most of the classmates in the MA program were English teachers, if I had selected a face-to-face format, I would have been able to gain more insight into TESOL and other related fields from mutual help with classmates.

Connections between Learning and Teaching Online

Overall, the program was beneficial for me because I was able to balance my studies with my work and family life, develop my knowledge on TESOL in the same way as on-campus studies, and learn effectively to research and write my dissertation thanks to a very supportive supervisor.

Indeed, although my students initially had no idea about how to learn English online and were skeptical about improving their English through online education before experiencing it, they have come to acknowledge the benefits of distance learning. For instance, many of my students have started to prefer taking a lesson online because it is more convenient than the face-to-face format. I believe that students who are struggling to balance their studies with part-time jobs and/or club activities would find distance learning

to be of great value. In addition, beginner level students who often struggle with keeping up with regular classes seem to find distance learning helpful because they can learn at their own pace. I remember that weak students hesitate to ask questions in a regular class because they do not want to embarrass themselves. Such students took full advantage of this new learning opportunity and asked me many questions privately by email or on the Google Classroom online comments section.

Furthermore, some students mentioned that they have become more self-disciplined and come to study much harder than before; they explained that when they learned on campus, they did not study much except during the exam week, while during the coronavirus crisis they became more responsible for their own studies. Even though it is unclear whether online learning helped students improve their English compared to the face-to-face format, I believe they benefited from learning online because it increased their motivation to study.

Recalling my own experiences, I remember that the MA program was challenging because I was unfamiliar with a new online learning environment, I could not ask questions as I would on campus, and I sometimes lacked motivation to study. My negative perceptions remind me that when I started delivering a lesson online myself for the first time, my students were unfamiliar with new technology, such as Google Classroom and Zoom. Furthermore, while some students completed their assignments instantly, others procrastinated and did not work on them until I sent them a message to encourage them to finish.

According to Markova, Glazkova, and Zaborova (2017), successful and effective distance learning requires considerable commitment on the part of faculty. As feelings of isolation are often reported and the lack of feedback or contact with the teacher and other learners is one of students' concerns for distance learning (Galusha, 1998), it is important for teachers to monitor students' progress and give them immediate feedback to keep them motivated and on track. Therefore, I encouraged students to reach me by email, in the Google Classroom private comment sections, or on Zoom anytime they had a question and I did my best to respond to their inquiries as promptly as possible. In addition, instead of just returning assignment marks, I praised students after every correct answer and gave them individual feedback to encourage them to study; if the student's answer was incorrect, I made sure that he/she understood what the error was by giving clues to help him/her discover the correct answer.

Overall, shifting to online education during the coronavirus crisis provided me with the valuable opportunities to develop my online teaching skills. Although online teaching was trending even before COVID-19, I had never thought of doing it myself because I was not confident about online education due to my lack of experience.

During the crisis, I had no choice but to give it a try, and managed to survive the Spring Semester. Using new applications, such as Zoom and Google Classroom, seemed to be technical the first time, but I became accustomed to using the technology and ended up finding the benefits of using it; for example, recording a Zoom meeting helped me assess students' pronunciation test by their mouth movements and Google Classroom saved me considerable time by automatically marking quizzes and showing scores.

From the students' perspectives, despite initial concerns about online education, they became more responsible for their own learning and came to study harder than before. I believe that online education would encourage students to study individually on a regular basis. By following the example set by the teacher I met on my program, I would like to help students to fully benefit from this online opportunity next semester as well. I am also planning to incorporate online education into a regular class even after the crisis.

Last but not least, I hope that my reflections on my online studies experience will also give teachers some insight into their own teaching.

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SHORT REFLECTIVE ARTICLES | 小論

Foreign Language Teaching Anxiety among Pre-service EFL Teachers in Japan

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Abstract

Foreign language anxiety is the manifestation of tension and apprehension EFL learners feel when they are in situations of speaking, listening, or learning a foreign language. Although foreign language anxiety experienced by language learners has been examined over several decades, anxiety which EFL teachers feel during English classes remains under-researched. This study aims to examine how pre-service EFL teachers feel anxious about their teaching and reveal the sources of teaching anxiety. The research questions are as follows: 1) What kind of anxiety do pre-service EFL teachers feel in their teaching? , 2) Why do they feel language teaching anxiety? , and 3) How do they cope with their language teaching anxiety? Accordingly, an open-ended questionnaire was used as an instrument. The responses of 9 pre-service teachers were analyzed qualitatively using Grounded Theory Approach. Results indicated that all of the participants were feeling some amount of anxiety in their teaching, and the sources of their language teaching anxiety were examined thoroughly.

Keywords: Foreign language anxiety, foreign language teaching anxiety, pre-service EFL teachers, grounded theory approach

Introduction

Foreign language anxiety is defined as: “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994). There has been a considerable amount of studies on foreign language anxiety among foreign language learners in the last three decades. Through those studies, it appeared that high levels of anxiety mostly harmed the language acquisition process (e.g. MacIntyre & Gardner, 1991; Price, 1991; Young, 1991). Besides, it should be known that language anxiety is not exclusive for lower-level learners; higher-level learners of the target language are also prone to feel acute levels of language anxiety (Horwitz, Horwitz & Cope, 1986; Liu, 2006; Tum, 2015). Although such studies on language anxiety are mainly focusing on language learners, it is not a phenomenon limited to learners (Suzuki & Roger, 2014). Horwitz (1996) states that nonnative foreign language teachers also experience foreign language anxiety. This means, foreign language anxiety is a complex psychological factor to both its learners and teachers (Yoon, 2012). Horwitz (1996) mentions that language teachers are concerned about their students’ reactions to classroom activities and plan language instruction that minimizes anxiety, but unfortunately, language teachers have not considered that they may experience foreign language anxiety which affects their teaching. It is said that even skillful teachers are susceptible to the feeling of anxiety. Therefore, there is no doubt that pre-service teachers, who have just started to teach, are prone to feel anxiety while teaching. According to Yoon (2012), “When it comes to the

case of pre-service ESL teachers who definitely lack enough formal classroom teaching experience, the level of anxiety that they feel must be even higher than opposed to skillful ESL teachers” (p.1099).

Literature Review

The first studies of foreign language anxiety among language teachers date back to the 1990s. Horwitz (1996) wrote an article based on teacher language anxiety, arguing that it is not only learners who feel anxiety, but also non-native language teachers could feel anxiety which affects their language instruction. For example, in the case of anxious teachers, teaching practices such as role-play activities, pattern drills, grammatical explanations in the target language were unlikely to be used, since these are language-intensive for the teacher. Instead, anxious teachers tend to use the target language less in the classroom. According to Horwitz (1996), this is due to their overconcern about correctness or perfect pronunciation. These teachers avoid making mistakes when speaking in the target language in front of their students.

Merç (2011) conducted a qualitative study based on 150 student teachers' diary entries and interviews during their teaching practicum. The participants submitted their diaries weekly to their university supervisors and the interviews were held at the end of the teaching practicum. The analyses of the diary entries indicated six main categories as the sources of student teachers' anxiety throughout the teaching practicum. They were: students and class profiles; classroom management; teaching procedures; being observed; mentors; and miscellaneous. From the findings, it appeared that student teachers experience a high level of anxiety in their relationships with their students.

Tum (2015) used a questionnaire survey including FLCAS (Horwitz et al., 1986) and Teacher Foreign Language Anxiety Scale (TFLAS) (Horwitz, 1996), followed by a semi-structured interview with each of the participants to obtain more information about their experiences of foreign language anxiety. The participants were 12 nonnative pre-service teachers who were enrolled in the last year of a 4-year EFL teacher education program in Turkey. From the results, the seven high-anxious participants described how they strive to avoid errors, and how they are worried about making errors while speaking. Besides, high-anxious participants had fear of the evaluation of students, not wanting to appear foolish in front of them. On the other hand, the five low-anxious participants were not particularly concerned about making errors, or any concerns about the evaluation of their peers. This study uncovered the differences between high-anxious and low-anxious teachers.

In a Japanese context, Suzuki and Roger (2014) considered foreign language anxiety from the framework of teacher cognition. The participants were 15 English teachers. The experience of the participants varied from less than 5 years to more than 30 years. From the findings, the majority of participants (13 out of 15) reported experiencing some degree of anxiety when they used English in class. The participants' experiences of foreign language anxiety were affected by two broad categories: internal factors related to the teacher themselves (e.g. perceived lack of English proficiency), and external factors related to others (e.g. the presence of a particular cohort of students). The findings of this study were theorized in the new framework of teacher cognition.

Machida (2019) is also a study which examined teacher anxiety in a Japanese context. Using the TFLAS (Horwitz, 1996) as a measurement, he evaluated junior-high school teachers' feelings of anxiety toward teaching English in English. As a whole, 44.9% of the teachers were feeling anxious about their command of English. Three kinds of anxiety were identified: anxiety about their own English proficiency, anxiety about using appropriate expressions with students of different proficiency levels, and anxiety about explaining

grammar in English. Machida elaborated the perceptions of junior high school teachers toward teaching English in English.

Although some of the studies cited above focus on foreign language teaching anxiety, as shown above, there is still room for further investigation. It can be said that many of the earlier studies have not yet revealed the concrete structure of teaching anxiety with its sources and solutions. Moreover, especially in the Japanese context, the Course of Study by MEXT (2017) offers suggestions that English should be taught all in English. This transition of EFL classes in Japan may induce even more anxiety among teachers. Moreover, foreign language teaching anxiety among pre-service teachers in Japan has yet to be thoroughly investigated. However, because pre-service EFL teachers still lack teaching skills, “it is obviously considered that they may encounter even more serious anxiety in terms of teaching a lesson, using English in the classroom” (Yoon, 2012, p.1099). Therefore, examining anxiety among pre-service EFL teachers in Japan deserves attention.

Research Questions

- 1) What kind of anxiety do pre-service EFL teachers feel in their teaching?
- 2) Why do they feel language teaching anxiety?
- 3) How do they cope with their language teaching anxiety?

Method

The current study was carried out in the form of an open-ended questionnaire. The participants were 9 pre-service teachers in a university in Sapporo. The ages of the participants ranged from 20 to 23 years old. All of the participants were female. The participants were taking the same class of English teaching.

Six questions were prepared, beginning with the first question, “Do you feel anxious when you are teaching English?” In some cases, participants do feel anxiety and others do not feel anxiety at all, the rest of the questions were designed in two patterns depending on the responses of the first question. Interestingly, however, all of the members answered “yes” in the first question, which means all of the participants in this study were feeling anxiety in their teaching. Therefore, only the first four questions were used in this study, which are: 1) Do you feel anxious when you are teaching English?, 2) In what ways do you feel anxious?, 3) Why do you think you feel anxious?, 4) How do you cope with your anxiety?

The data analysis was done using Grounded Theory Approach, referring to Saiki-Craighill (2005) for the detailed procedures. Open coding includes three coding steps as follows, 1) dividing the data into meaning clusters; 2) identifying properties and dimensions; and 3) naming categories. Axial coding is the process of relating categories to their subcategories. Finally, selective coding is the process of integrating and refining the theory. The open coding was done by two researchers, including the author. The rest of the analysis, which are axial coding and selective coding, were done by the author.

Results and Discussion

From the analysis of Grounded Theory Approach, three paradigms were extracted from the data. According to the results of selective coding, the three paradigms will be explained in detail. In the following descriptions, ‘names of the categories’ are written in brackets < >, and the ‘names of the labels’ are italicized.

Paradigm 1: Anxiety towards English use

Many pre-service teachers in this study were feeling anxiety against *communication in English*. In the Course of Study proposed by MEXT (2017), English instruction is highly recommended to be done all in English, so understandably, many teachers are worried whether or not they could conduct the class using English. Their *English skills* and the *ability to teach in English* must be a big concern for many teachers more than ever. These anxiety sources related to English use may come from <a lack of English use> in daily lives. Many student teachers mentioned a *lack of opportunities to use English* while living in Japan and, unless they go abroad, there is *limited use of English* in their daily lives. To lessen anxiety towards English use, <reinforcing class preparation> might be effective. By *increasing drills* and *repeating teaching practice*, they might feel more <confident in using English>. Even if they *made best efforts*, in times they will end up <perceiving their lack of proficiency>.

Paradigm 2: Anxiety towards student relations

This form of anxiety includes concerns about *responding to student questions* or fears regarding *student reactions*. These concerns may arise because of <lack of teaching experience>. When pre-service teachers feel they *lack knowledge, ability, and experience*, they cannot feel confident in keeping relationships with students. *Not enough teaching experience* also leads to such anxiety. To improve situations like these, <taking actions> such as *considering anxiousness* or *taking measures for weak points* might help. Besides, <input from outside the classroom>, for example, asking for *support from other people*, *participating in seminars*, or *interacting with senior teachers* will be very helpful. Using these measures, it might be possible to <gain proficiency> as a skillful teacher.

Paradigm 3: Anxiety towards class implementation

Pre-service teachers are worried about giving *understandable explanations* and creating a *comprehensive class*. It seems they are having trouble *expressing their intentions*, and *giving directions* appropriately. These problems are possibly rooted in pre-service teachers' <mental pressure>. For example, their *lack of confidence*, having *nervous traits* by nature, or *feeling too much responsibility* might lead to anxiety. In such situations, having <readiness against teaching> will be very effective. Whenever a problem arises in the classroom, *keeping cool* and *keeping confidence* is very important as a teacher. *Not being afraid of failure* is also important in many cases. Moreover, in daily classes, if the teacher had *confidence in his/her teaching method*, the lesson would be much more fruitful. As a result, it might be possible to <reinforce teaching capability>, or become <confident as a teacher>. On the other hand, it might be possible to determine <the limit of knowledge> each teacher possesses.

Starting from the above three paradigms, it became clear that pre-service teachers in this study were feeling anxiety towards using English in class or towards creating a comprehensive class, in addition to keeping good relationships with students. Such anxiety arose from both external and internal factors among them, however, it is also clear that the participants tried to overcome their anxieties in various ways. Although most of the pre-service teachers in this study were highly-anxious about teaching English, they hoped that they could change their attitudes and through continued practice and reflection on their experiences become more proficient teachers.

Conclusions

In this study, the anxieties felt by Japanese pre-service EFL teachers were described in terms of paradigms exploring both the sources of their anxieties and possible solutions. As Horwitz (1996) argues, when EFL teachers feel teaching anxiety, there can be crucial effects on teaching practices including the amount of target language use in class. Moreover, due to the stipulations of the Course of Study by MEXT (2017), EFL teachers in Japan are facing a situation where they have to conduct ‘lessons completely in English’ to nurture students’ English communication skills. The survey results showed, naturally enough, given that pre-service EFL teachers are both new to the target language and to teaching itself, that pre-service EFL teachers will suffer a predictable amount of anxiety due their lack of experience. The Course of Study by MEXT(2017), emphasizing English as the preferred medium of instruction in EFL classrooms, may precipitate high levels of foreign language anxiety even among experienced teachers with proven track records in meeting the Ministry's long-standing guidelines for foreign language instruction and assessment. Although the pre-service teachers felt anxiety towards their English use, student relations, and class implementations, the survey results suggest that such teaching anxieties can be partially alleviated through the experiences gained in preparing for classes, developing proficiency and building confidence as a teacher. These results also suggest that it is essential to increase our awareness of the roots of foreign teaching anxieties among teachers by conducting studies with a greater number of participants from a variety of institutional settings in future.

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‘Three Way Strong’ on Mornington Island – A Remote Indigenous Community in Australia

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My work background is as a secondary English (subject, not language) and History teacher in Australia. I have a special interest in language as my grandmother came from Italy as an 18-year-old girl to marry a man she had never met. During the war she tried to limit her Italian and usually only spoke English. When she died in her nineties she could no longer speak Italian except for her prayers which she knew by heart. I always thought this was sad.

But what is devastating is the loss of Indigenous languages because, unlike my grandmother’s language which still exists in all its beauty, many Aboriginal languages are now extinct. In 1788 across Australia there were more than 250 Indigenous languages plus 800 dialectal varieties. Currently there are only 13 languages being spoken by children, and approximately 100 that are spoken to various degrees by older generations (Australian Institute of Aboriginal and Torres Strait Islander Studies, 2020).

Up until the 1970s government policies discouraged or banned Aboriginal people from speaking their languages. Children were forbidden to speak their traditional language at school by the federal government in the 50s and teachers in mission schools had to report if and for what purpose any Aboriginal words were used in classrooms. Traditional languages were banned in school playgrounds. Missions under the control of the Church contributed to the loss of language where children were removed from their families and put into dormitories. However some missions helped preserve the language by translating the bible into the local language, but as far as I know, this was not done on Mornington Island.

In 1953 linguist Arthur Capell wrote “government policy looks forward to the loss of Aboriginal language so that Aborigines may be assimilated” (Rademaker, 2019). From the time of initial impact through early years of British settlement and colonial times, where contact was brutal and led to the massacre and loss of many Aboriginal lives, up to the present day there have been several government policies that impacted the retention of Indigenous languages. These policies affected different areas of Australia differently depending on the amount of contact. The policies ranged from protection policy in 1837, assimilation 1936, integration in the 1970s to self-management and self-determination in the 1980s. Today Aboriginal people still fight for the right to self-determination, respect for, and protection, of cultural rights and the right to equality and non-discrimination.

I am currently the principal of a Kindergarten to Year 10 school in a remote Aboriginal community on Mornington Island in the Gulf of Carpentaria, Queensland. This work is interesting and challenging from a language perspective as students speak a creole at home and are expected to access the Australian Curriculum in Standard Australian English. There are some older members of the community who speak the traditional Aboriginal languages of the area, Lardil and Kayadild. My teachers all speak Standard Australian English (SAE). There are no local teachers employed at the school. The elders in the community want our young people to learn their traditional language. In 2018 the school conducted a community consultation to

Mornington Island Creole	Standard Australian English
<i>A yufla wan watch where yufla walkin might be find yarburr.</i>	<i>You (plural) want to watch where you are walking. You might step on a snake.</i>
<i>Wat yufla gut dat buya?</i>	<i>Have you (plural) got any prawns? (for bait)</i>
<i>Look ya all da buya jumpin.</i>	<i>Look at all the prawns jumping there.</i>
<i>Ay gut down from dere. Yufla ga fall.</i>	<i>Get down from there. You (plural) are going to fall.</i>
<i>Nomore brekimbut branch yufla.</i>	<i>Don't break those branches anymore, you boys.</i>
<i>Ay look ya. One balibal.</i>	<i>Hey look there. It's a stingray.</i>
<i>Ay Joe pass da ball oba ya!</i>	<i>Hey Joe pass the ball over here!</i>
<i>I bin dere early part.</i>	<i>I was there earlier.</i>
<i>I bin askim</i>	<i>I asked him.</i>
<i>Whatfor you bin laugh?</i>	<i>Why are you laughing?</i>
<i>Pa come meyu go la house.</i>	<i>Grandad, come on, we will go to the house.</i>

look at our next 4-year plan. One of the strong recommendations from the community was that the school be involved in teaching the local languages to students.

From 2020 all Queensland schools are required to teach a Language other than English (LOTE). At our school, following the wishes of our community, we embarked on a process of introducing the traditional languages of Lardil and Kayadild as our LOTE. The Australian Curriculum, Assessment and Reporting Authority (ACARA) asserts that all Australian students Indigenous and non-Indigenous benefit from learning and Aboriginal language as these languages form part of our cultural identity:

'Through studying these languages, students also learn about the history, culture, land and environment of the country in which they live' (Australian Curriculum, Assessment and Reporting Authority, 2011).

In the last 10 years language has been identified as playing a significant role in the wellbeing of Aboriginal and Torres Strait Islander young people as stated in a report prepared by the House of

Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs (Queensland Curriculum and Assessment Authority, 2018).

So schools like Mornington Island State School are situated within a complex working environment from a language perspective as we try to negotiate the facilitation of teaching the traditional language, respecting the local creole, and teaching Standard Australian English as the transactional language. ACARA calls this process “three way strong” (The State of Queensland, Department of Education, 2018).

The two main traditional languages are Lardil, which is local to Mornington island, and Kayadild, which is from a neighbouring island called Bentinck Island. All the inhabitants of Bentinck Island now live on Mornington Island. The Bentinck Islanders were moved to Mornington Island in 1947-48 following a cyclone and tidal surge which destroyed most of the settlements on the island.

The approach we are taking is the “The Language Revival Learner Pathway” (Australian Curriculum, Assessment and Reporting Authority, 2011). This takes into account the documented resources and the extent of local language use and knowledge.

The broad category of language revival that represents our community is “language revitalisation” (Australian Curriculum, Assessment and Reporting Authority, 2011). This is because there are some fluent speakers in the older generation, and even though the younger generations in the community know some words and phrases, they do not speak it as their first language.

All our local children come to school speaking Mornington Island Creole (sometimes referred to as home language, Aboriginal English, or Mornington Island English). This language is based in English and uses some Lardil / Kayadild words as well as some words from other traditional languages from the mainland and influenced by creoles spoken in Cape York. Some of the differences from SAE are words may have different pronunciation and meanings, take different endings, and are used in different sentence patterns. This includes differences in grammar, for example past tense, and the use of pronouns, vocabulary, and sounds, for example: k/g and t/d/th (Berry & Hudson, 1997).

The following table shows a few examples of Mornington Island creole.

To complicate matters, approximately 60% of our students have some form of conductive hearing loss which makes learning another language difficult. Conductive hearing loss results from interruption of the transmission of sound from the external auditory canal to the inner ear. It is commonly caused by inflammation of the middle ear. This condition is much more prevalent in Indigenous Australian children than it is in non-Indigenous children.

We use an (English as an Additional Language or Dialect) EALD approach to teach Standard Australian English (SAE). This approach includes identifying the SAE demands of the curriculum and determining students’ proficiency levels with SAE, as well as bandscaling children. Bandscaling is identifying on a continuum where a child is in their SA English language development and what are the next steps in their learning. Teachers plan and explicitly teach SAE and allow students at all levels of SAE proficiency to demonstrate their knowledge of the Learning Areas. For example, in Science in the early years, it may not be essential that the

student present their findings in SAE: They could equally meet the achievement standard for that Learning Area in their creole. However, this becomes more difficult for both the student and the teacher as students get older and science concepts become more complex. Many children in our community are highly adaptable and code-switch seamlessly when speaking SAE to a teacher or creole to their friends or family.

Traditional Languages

The introduction of a Lardil and Kayadilt language programme involved consultation, collaboration, and cooperation between the school and the local community. We had several meetings with the board of Elders of Junkuri Laka, the local Justice group. We then signed an agreement which set out the terms including: the language to be taught, the speakers, and teachers we could engage from the community. We also developed a language advisory group who approves resources and contributes to our knowledge and resource base.

The next step was to develop a local curriculum. There are curricula developed by ACARA for languages such as French, Italian and German. However as Indigenous languages are locally specific this same model is not workable. Therefore each language group needs to develop their own curriculum with a programme that covers culturally appropriate topics and language for that particular area. We worked with other schools on the Cape who were also introducing traditional languages and who were a little ahead of us in their planning. We also worked with our local advisory group and local school staff to make decisions about what would be taught.

One of the most complex issues is the recruitment, training, and appropriate remuneration of Aboriginal language teachers. Many of the people fluent in the language are elderly. It is difficult to engage younger people in this work. Currently through our staffing allocation we can only employ these teachers as teacher aides as they do not have formal qualifications. The other option is to employ the elders as consultants and for that we need to find an alternate source of funding. Living in a remote area further adds to the expense and access to training.

The fact that traditionally these languages were oral languages also adds to the complexity. About 10 years ago we had some linguists come to the island and develop print / written dictionaries which are helpful. There have also been a few publications of local stories and children's books illustrated by the local school children. Different projects over the years have contributed to the resources available. The most important and diminishing resource is the voices of the elders who are proficient in the languages. We have begun to record those to help preserve the language through an app which includes simple words and phrases spoken by some elders and have also commissioned some videos from a local producer.

On Mornington Island 'Three Way Strong' is challenging but important work. It helps with reconciliation as well as contributing to the wellbeing of our students and strengthens links between the school and the wider community. As teachers and school leadership teams come and go and competing priorities emerge, we need to develop a sustainable approach to continuing this important work. Work that has been done in the past can support work happening now. Every now and then we will come across some work that was done years ago that we did not know existed but that can add value to our program. For example, we have recently been shown a video *Lurugu* (Levy, 1973) by a local elder made in the 70s about reintroduction of initiation ceremonies on the island. This video was commissioned by The Australian Institute of Aboriginal and Torres Strait Islander Studies and shows some elders speaking in traditional language. These recordings are invaluable as resources for our language and culture program. This was the time when things began to change for the people in the missions and one moment in the video confirms this when an elder says to

another member of the community “Don’t talk English talk Lardil.” Now almost 50 years later elders are trying once again to reintroduce initiation ceremonies for the young men here that have once again become rare.

The lack of sustainability is the key reason that language revival is so difficult. Resources show that attempts over the years have been short lived. It is my belief that there are a couple of generations where the language has been all but lost. The traditional ways of passing on the language in households was ruptured through the mission system where children were often housed in separate dormitories to their parents. Many students are sent off the island for their high school years so this creates another gap where children are separated from hearing their language completing their schooling in a SAE setting. They often do not return to the island until they are much older.

I have enjoyed this work and cannot measure how much I have learnt through the process. At this stage the program is not leading to fluency in the language but is teaching a basic level of language proficiency. There are currently no sustainable funding sources for a project of this magnitude. The sustainability can only be gained through the empowerment of local people. There is still much work to be done.

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Exploring Learners' Abilities to Improve Their Language Learning: An Interview with Anubhuti Chauhan

Andy Barfield, Anubhuti Chauhan, & Hugh Nicoll



Anubhuti Chauhan (University of Tsukuba, Center for Education of Global Communication; email: <anubhuti.chauhan@gmail.com>) was awarded a Learner Development Research Grant in 2019 to investigate the learnability of the Japanese case particle *wo*, as a basis for formulating learner strategies for effective acquisition of grammatical items, and for creating effective study materials as well as support for learners to develop their own strategies for effective language acquisition.

Anubhuti sees a key area of learner development as providing learners with insights into language use that may be used when they monitor their language production from a meta-linguistic perspective. In discussing ideas for her research grant report for *Learning Learning*, Anubhuti mentioned that her research project had been affected by the COVID-19 pandemic and that she had faced difficulties and delays in gathering data for her proposed study. How might we explore connections between Anubhuti's research focus and individual learner development practices and experiences? Andy suggested doing a Google doc interview in which Anubhuti might share some of the dilemmas that she was experiencing with getting her research done, as well as talk through how she saw this kind of research relating to learner development—and what she makes of learner development itself.

Here we take up the dialogue with Anubhuti at the point where it moved towards becoming an interview in Google docs ...

... **Anubhuti:** Thank you so much for your input and suggestions. An exploratory dialogue sounds promising. To be honest, I have more questions than answers at this stage!

Andy: Great! A possible starting point could be your own linguistic repertoire—your own range of linguistic resources, and significant experiences you have had with learning and using language yourself?

Anubhuti: I come from a multilingual country where people often speak three languages and are adept at code switching. At school, I was taught Hindi, English, Sanskrit and Bengali and some of my friends even elected to learn Spanish. My major at university was Japanese language ... but having said that I should confess that I am not someone who would be considered "a natural" when it comes to picking up languages. I struggled with Sanskrit and Bengali at school and learning Japanese didn't come easily.

Andy: I am fascinated by how you grew up multilingually with Hindi, English, Sanskrit and Bengali. Would you share with us how you experienced that language diversity in your life? Within your family and home environment what were the main languages, and in which one (or ones) did you first become literate?

Anubhuti: I think it would be fair to say that I was essentially a monolingual Hindi speaker with limited exposure to English until primary/junior school. I recall being asked by my parents' colleague once about why I couldn't speak English even though my parents were both English news editors. The reason was simply that they always spoke Hindi at home. Not only did I communicate with family and friends in Hindi, I also went to a Hindi-medium school where English was taught as a separate subject. However, this shifted when the medium of instruction changed to English in junior high/middle school. Cable television made inroads in India around the same time, bringing increased exposure to English programs and films. English slowly became the language I thought in and engaged with my peers in. By the third year of high school, I was no longer taught Hindi in school and had little to no reason to read or write in Hindi. I still communicated with my family in Hindi but the repertoire of words shrank and was replaced with English vocabulary. In other words, my language shifted. From being a Hindi speaker with a limited understanding of basic English, I became an English speaker whose mother tongue was Hindi.

Andy: It's interesting that English eventually came to displace Hindi as your main language. What stands out for you about this shift? Did it, for example, involve code-switching or translanguaging for you?

Anubhuti: Well, it was only towards the end of High school that I became conscious of the shift, perhaps because it took place over a number of years. Another reason can be that urban Hindi speakers (including me) freely use English words in everyday speech, and expressions created from a fusion of the two languages are quite common, especially in popular culture. For this reason, it is difficult to clearly tell whether L1 or L2 is dominant in a Hindi-English bilingual speaker. The basic rule I followed when code switching was to use the language I felt the other person was most comfortable in. What was interesting was that predominantly monolingual Hindi speakers would respond back in Hindi, but bilinguals would respond back in English, even if they preferred Hindi. This may have been out of consideration for my language preference. Another pattern I noticed over the years was that I tried to use Hindi as much as possible with family and close friends, often to express a sense of closeness, but switched to English when making an argument or chatting about shared interests of a global nature. Even though my dominant language is English, Hindi triggers a stronger emotional response, which is typical in the case of a L1 dominant bilingual.

Andy: Interesting ... you also learnt Sanskrit and Bengali at school?

Anubhuti: Yes, in Junior high/middle school as part of the "Three-language formula" recommended under the National Education Policy (see [Gupta & Bhaskar Sharma, 2019](#), for a recent discussion of this). Unlike Hindi and English where we read different texts and explored our understanding of the content, the focus of Bengali was learning to read and write and that of Sanskrit was grammar. Both relied heavily on memory, and opportunities to speak these languages was limited to intra school recitation and elocution competitions. As can be expected, I never reached a level where I could carry out conversations in either language, and the experience left me with the belief that I wasn't good at learning new languages.

Andy: And you later moved on from believing that you were a poor language learner in deciding to study Japanese as your major at university?

Anubhuti: Strangely, yes. I suppose it was because even though I didn't see myself as a natural at learning new languages, I believed it to be a skill anyone could acquire and that it would open doors to new fields. As I progressed along the course, I became increasingly aware that a number of skills go into learning a language and it is possible to

lean on one's strengths to overcome the weak areas. Since I process written language better than spoken words, I relied on analyzing strings into processable chunks and self monitoring to compensate for not being good at learning by ear. Abandoning the notion of a "perfect language learner" and figuring out what works for me helped.

This also helped me choose my major. Not knowing what to specialize in, learning a language allowed me to study culture, history, linguistics, literature and current affairs (though with a narrower scope of Japan). I have changed my research field thrice (from Japanese society to Japanese literature and finally to linguistics and Japanese language education), which was possible because of my language background. So I feel like I have made the decision to study Japanese not just when I first began but on many occasions since.

Andy: That's such a fascinating journey that you have been on in learning and studying Japanese. Thank you for sharing your personal story of language development. I wonder if we could also talk about your story of learning to do/doing research...

Anubhuti: In many ways, I am still learning to do research, but the first research paper I wrote was when I was enrolled in the Japan Studies Student Program (日本語・日本文化研修留学生) program at Nagoya University. The program focused on developing language skills, one such skill being academic writing. Useful as learning this technical skill was, I feel I learnt just as much by seeing how my classmates approached their projects. What made the biggest impression was that many of the questions being explored stemmed from personal experiences and it helped me see research as a dynamic activity sustained by the researcher's engagement with their environment.

Over the years, I have also come to realize the importance of autonomy in research. By autonomy I mean freedom to work in one's area of interest as well as being able to manage or direct one's research. Though both refer to having personal agency, I feel the former is often influenced by factors external to the researcher whereas the latter is to do with internal factors.

Andy: Could you share an example or story from doing your own research here of the kinds of questions that you have found engaging to research—as well as perhaps some puzzles or dilemmas that doing research with learners/for learners poses for you?

Anubhuti: I guess if I had to boil it down to one sentence, I would say my main interest lies in exploring how language learners' ability to learn a language may be improved. There can be different approaches to this and I feel an important step towards this goal is to study learner language.

Andy: This may seem rather impolite of me, but I'd like to bring in Hugh at this point to take over the interview with you, as we had agreed at the start. Many thanks, Anubhuti, for sharing so much of your own life story up to this point.

Anubhuti: Many thanks, Andy. This was a great opportunity for me to reflect on my experience. I will continue thinking about how it connects to my research even after our interview is complete.

Andy: Pleasure—I've also learnt a great deal with you and from you—thank you so much. Over to Hugh, now, to continue the dialogue with you. Hugh welcome!

Hugh: Thank you! Anubhuti, hello—the concept of “learner language” does indeed get us closer to the questions I see as central to learner development research. The first thing I want to know is “Who are/were these learners?” I look forward to reading more about the particular learner language puzzles you were inspired to study and research.

Anubhuti: Hello, Hugh. It is interesting that you asked “who *are/were* these learners?” because this group has expanded with time. I first became interested in this topic when I began teaching Japanese language in India. So the

learners were predominantly undergraduate students ranging from basic to intermediate level and extremely motivated as they believed learning Japanese would lead to a better future. Being highly motivated, they were active learners both inside and outside the classroom but often struggled with how to study effectively. For this reason I tried to figure out what learners found easy to learn and therefore did not require as much class time, and what they struggled with and therefore required special attention. For example, the *toritate* particle 'made' which is usually introduced at the intermediate level was relatively easy for Indian learners who not only understood it without explicit grammar explanation but correctly used it in written production tasks. On the other hand, learners struggled with the genitive case particle 'no' and often overused it. Knowing such usage patterns equipped me to provide feedback which in turn helped learners to monitor their Japanese more efficiently and catch their mistakes. However, useful as this information was, learning it through experience takes time and though I have since found multiple sources that shed light on this very question for Japanese language learners, I found almost no data on Indian learners. This made me curious about whether Indian learners had similar usage patterns as other Japanese language learners or whether there were any patterns unique to Indian learners. Up until my PhD, I only focused on L1 Hindi speakers as this was the dominant language group in India, but in order to be able to answer these questions, I also need to explore usage patterns of speakers of other languages.

Hugh: Could you share your research plan, goals, etc. including the time frame of what you have done, are doing, plan to do in exploring your puzzles? The more narrative in form, the more our readers can learn from and share in your explorations.

Anubhuti: My study focuses on the usage of particle 'wo' that marks the object of transitive sentences in Japanese. Indian learners had often voiced their difficulty with particles in class, and I found this was supported by the data on Indian learners in the Teramura database on learner misusages (<https://db4.ninjal.ac.jp/teramuradb/>). I selected 'wo' out of theoretical considerations. The use or absence of 'wo' is an indicator of how learners perceive the meaning of the verbal phrase. If learners use 'wo' then they see the noun it is attached to as an object acted upon by an agent who performs an action out of their own volition; this object typically undergoes some form of a change. The absence of 'wo' means they judged the verbal phrase to lack any of the aforementioned properties characteristic of a transitive sentence. I approached the problem from a cognitive perspective based on prototype theory. The prediction is that learners would be more likely to correctly use 'wo' for prototypically transitive sentences, that is sentences that included all the properties mentioned above, and increasingly less likely to select it for sentences that were further away from the prototype. The degree of transitivity (how transitive a verb is) is the key factor but I also took familiarity, proficiency level and mother tongue influence into account.

Hugh: Wow—researching “how learners perceive the meaning of the verbal phrase” strikes me as highly abstract and highly challenging. Could you also include any of your learners' or research subjects' voices as you develop such a narrative? One of the main aspects of our focus on learner development (and associated modes of research writing—action research, exploratory practice, critical pedagogies, etc.) is focusing on learners' experiences, puzzles, questions, and reflections on those experiences, whether the narrower focus on the research topic itself is on a more humanist-framed theme such as learner identity or on a more technical aspect of linguistic competence that might be categorized as more familiar to language acquisition researcher/practitioners.

Anubhuti: Broadly speaking, I have conducted two surveys that mainly targeted Japanese language majors in the undergraduate or graduate program at an Indian university; all of them being L1 Hindi speakers. The first one was a grammar test designed to measure the learners' knowledge of particle 'wo', and the second was a survey of their written compositions. Though neither of the two surveys were conducted with the express intention of exploring learner experiences, I would like to share some of the responses which I received from the participants during a follow-up interview where they described their thought process while selecting particles.

When asked the reasons for their particle selection, many participants reported that they “thought in Hindi, and translated it to Japanese” because “in most of the cases it shows the same nuance or meanings as Japanese”. There were two points that interested me here. Firstly, the participants were Hindi-English bilinguals but none of them reported using English when thinking about particles. This may be because of explicit classroom instruction where they are often taught Japanese grammar in comparison with Hindi, making this strategy familiar and hence easy to fall back on. Or because they were thinking about the problem in their dominant language and didn’t code switch while deliberating. Secondly, the selected particle matched its Hindi equivalent only in cases where the learners were consciously zeroing in on the Hindi marking. They did not use this strategy when translating a test question either partially or whole in order to explain how they interpreted its meaning. In such instances, participants indirectly deliberated about the transitivity of the sentence by considering aspects such as whether they saw the noun as an object or not, what kind of an action it was (possessive verb, reciprocal action etc.) or the intentionality of the agent. However, this strategy was not as frequent and less developed. Participants were thinking about the features related to transitivity but not sufficiently enough to lead them to the appropriate particle. Given the fact that transitivity was a strong factor that influenced grammar test results for all proficiency groups, and that errors related to L1 diminish as the proficiency increased, I feel that providing information about transitivity would prove useful in supporting learners formulate strategies and monitor their language use. I should also add that, though not as frequent as the above two strategies, participants also gave reasons such as “I learned it as a fixed expression”, “I read a sentence using this verb in a Japanese novel”, “I considered (similar) expressions such as XXX”*, which shows the importance of familiarity or input. (*As mentioned, Indians are prolific code-switchers, and quoted responses have been translated from a combination of English, Hindi, and Japanese, often within the same sentence.)

For my current research project, I conducted a similar grammar test with Persian L1 learners of Japanese in order to answer whether universal or language specific factors are at play. I collaborated with a faculty member in the University of Tehran as we surveyed over 700 Japanese verbs from the Japanese Language Proficiency Test (JLPT) and their corresponding Persian equivalents, and created a grammar test that took both JLPT vocabulary level and Persian influence into account. We were hoping to conduct the test in March 2020, but this was when the pandemic caused a nation-wide lockdown in Iran and we were forced to postpone our plans. We eventually carried out the tests online in September and are currently conducting a statistical analysis of the results. Though the number of participants was smaller than we had initially planned, the University of Tehran is the only institution in the country where Iranians can learn Japanese which makes this data of particular interest. What I can say from just the raw data is that Persian learners responded very similarly to Indian learners, which in this case may indicate that learners are more sensitive to transitivity as a factor over mother tongue. I am hopeful that the final results will help shed light on this issue, and I plan to continue collecting data from other L1 users, in particular of languages that are linguistically distant from both Hindi and Persian.

Hugh: Anubhuti, Andy joins me in thanking you for sharing the fascinating story of your journey from multilingual language learner to language teacher and researcher. Even though we don’t have space in this interview to explore your learners’ points of view in more detail, we are grateful for the ways you have shared your detailed forensic focus on the Japanese language itself, as well as what I can only describe as the deep puzzles of how learners perceive meanings in their grammatical contexts. We will conclude by wishing you the best of luck in your ongoing and future research efforts.

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Learner Development Project Grant Report.

Enhancing the affect towards EFL in elementary schools through a storytelling project: Literacy and learner development (Part II)

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Overview

In Part I of this Project Grant Report, published in the previous issue of *Learning Learning*, I shared my research journal entries documenting the development of a storytelling project at Hiei Elementary School in Fukui City during October and November 2019. I highlighted elements of the project's foundation, exploring the then current learning environment with a focus on needs assessment through surveys and observations. In Part II, which documents the final months of the project, I transition towards the project's implementation, sharing with you how storytelling can take shape in the elementary school classroom with a focus on collaboration with staff and reflection.

Children's Storytelling Project Journal: December 2019 and January 2020

(Update as of February 20, 2020)

With the final storytelling projected for February, I spent December and January focused on preparations. I wanted to find an appropriate text to use for the storytelling, so I found myself exploring other opportunities for storytelling to provide me with concrete evidence for the best approach. To highlight, I introduced *Tomorrow's Alphabet* by George Shannon in a 4th grade storytelling session to deepen students' understanding of the alphabet, while also creating an interactive opportunity for students to engage with the text collaboratively with their peers through a quiz activity. Familiar words were chosen and divided among 8 groups, with one letter each, and each group worked eagerly to answer and discover the appropriate vocabulary. Not only did this activity pique students' curiosity about the remaining letters, but also the book was used as a vehicle to create natural communication among students as they built their vocabulary together. These observations were critical to my choice of an effective and appropriate text.

The particulars of choosing an appropriate text

The children's books purchased for the project were based on their applicability of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) approved Course of Study at elementary schools, which spans the 3rd, 4th, 5th and 6th grades (MEXT, 2017). Depending on the purpose of the activity, whether that be the introduction of a set of vocabulary, or familiarization of English sentence order, the texts would ideally need to be adaptable across various grades and skill levels. For instance, a text that seems appropriate for a 3rd grade classroom speaking level may very well benefit the reading level of a 6th grade classroom. In deciding which text to use, it was important to keep in mind who the text would be read to and by whom. Furthermore, would the project be conducted with the children in one class or between students from multiple classes? It is also worth mentioning I explored the possibility of senior students reading to students

in lower grades with the aim of showcasing the students' improved English proficiency. This would give younger students a glimpse at the learning and expectations of English class.

Another crucial consideration about which text to choose was its availability outside school, either at the library or the bookstore. As part of this storytelling project, the book, *Shh! We Have a Plan* by Chris Haughton, was purchased. The title was recommended to me by staff at the local library for its repetitive narrative, short sentences and interactive language. Because of the positive reaction to the book, I considered choosing a title by the same author. *A Bit Lost*, also by Chris Haughton, was not familiar to the students, but includes natural and meaningful dialogue, and according to one member of staff at Hoei who read the book to her own children (pre-elementary), the content could be easily understood. In this book, Haughton continues with his animal theme and exposes students to adjectives describing size, shape, look, and so on. Currently, it is only available in local bookstores (with an accompanying CD); however, I am hopeful this title will soon find its way into the public libraries in Fukui.

Determining the right audience

After some consultations with teachers, it was decided that the 6th grade classes would read to one another. Until the end of March 2019, the current 6th graders had been studying in one classroom as one class. It was only in April 2019 that the class was divided into two sections, 6-1 and 6-2. Throughout the year there has already been several examples of the students performing together as a unit, and this reading project would serve as another opportunity for such collaborative work. The intention was to encourage multimodal learning, with a heightened emphasis on metacognitive and socio-affective skills. The project would also hopefully serve as a good memory prior to completing their term as elementary school students. Neither class is taught by a licensed English teacher; however, one has developed skills in English, showing strong signs of teacher self-efficacy. This aside, 6-2 was chosen as the focus group for the activity where a licensed English teacher conducts their English classes. An English language teacher can provide specialized assistance in pronunciation and analysis of the content that another teacher may find burdensome on top of executing the project. This was ultimately the deciding factor for choosing this group of students to conduct the storytelling.

Framing the details of the storytelling implementation

Once we decided that 6-2 would provide the storytelling to 6-1, we needed to formulate a timeline outlining the progression of the project. Teacher responsibilities and student outcomes were specified. The English teacher and I determined that four weeks would be given to adequately analyze the text and support the students before the final storytelling. Ideally, the roles would be reversed, and students from the control group would complete a storytelling to the other students in a similar four-week project. This would require, however, more time and funds for further reading materials. In addition to a collaborative project within grades, the value of 6th graders imparting their knowledge to younger grades, as mentioned earlier, should also be considered as a future project.

According to the questionnaire conducted in November 2019, many teachers expressed a desire for assistance when implementing a storytelling project in the classroom. Half of the 10 teachers surveyed expressed a strong need for “help in either the preparation or the implementation of the activity.” I decided that using Reflective Practice Records (RPR) could provide support for teachers who may be willing but unsure of the process involved in creating such a project and have the potential for enhancing future projects. This

project was not conceived in isolation, but with the intent of future, regular implementation, either in a similar context, or across various grades. Therefore, I suggested that both RPRs and in-class observations would provide clear feedback about the project to other teachers. At times, two teachers would be observing the students' progress through their own observational documentation, in addition to receiving feedback from the students directly. Student progress can and was attained through a reflective report, which is completed at the end of each English lesson, documenting self-reflection on one's learning, describing in detail what was learned and what skills are required to move forward in one's learning. Furthermore, the project has considerable advantages for teacher learning as well, encouraging staff members to observe the progress of students. In any case, a record of the students' learning and the specific implementation details of the project would support teachers' needs and prepare teachers for their own projects.

Implementing storytelling in various contexts

A project of this scale serves to benefit both the teachers and students involved in the 6th grade curriculum. Moving ahead, the project could also serve well to reach a greater number of students through a school assembly or school play. At the beginning of each school year, students are assigned to cross-grade groups, called *niko-niko fureai* at Hoei elementary school. I would recommend students connecting in such groups, working alongside others with various skills, knowledge and experience, encouraging collaborative work rather than simply top-down learning, which has been the focus of other previous research projects (see Mourão, 2017; Waddington, 2020). The individuals within the groups are familiar with one another and would certainly benefit from storytelling, conducted either by the school staff members, as I mentioned earlier, or by the 6th graders themselves. As an extension to developing literacy skills among students, finding the appropriate platform to support their learning can, in effect, contribute to the support of metacognitive and socio-affective skills, not only through individual reading, but also by collaborating among others, adapting the stories into plays or contributing to students' positive experiences with reading.

The teachers were interested in knowing the potential of the effectiveness of their practice within the project. Thus, a further questionnaire aiming to identify five factors of self-efficacy towards English language education was developed, which identified the individual mastering of EFL, their experience in modeling from others, self-modeling experience, the influence of their learning environment, and finally the individual physical experience within the classroom (adapted from Zheng, Liang & Tsai, 2017). Disseminating the questionnaire periodically throughout the project would compliment students' *Good Job Card* reflections and their learning through structured self-assessment.

Children's Storytelling Project Journal: February 2020 Update March 6, 2020

I distributed the developed student questionnaire regarding self-efficacy towards EFL prior to the start of the storytelling project, with a follow-up planned for post-storytelling. Furthermore, the teacher in charge of conducting the project was encouraged to self-evaluate and reflect throughout the process, bearing in mind the sustainability of the project and for the development of teacher learning associated with implementing storytelling projects within the classroom. To assist with this process, a reflection card was developed, which was submitted by the English teacher after each storytelling project lesson. Three lessons were conducted in the storytelling project before the schools were required to close due to the concerns regarding the spread of the Corona Virus causing the COVID-19 disease. Unfortunately, the students were unable to conduct the final stage of the storytelling and as such the follow-up student questionnaire was not distributed.

While I believe the evidence of implementing effective storytelling in elementary schools was achieved through this project, I am left with several thoughts regarding the greater development of literacy and learner development in early language learning. As an assistant language teacher, I had a unique perspective on this project, which could not have been achieved were it not for the willing collaboration between the homeroom teachers and staff at Hoen elementary school. I was given a lot of freedom in conducting this project, which may not be possible at other schools or at the municipal or prefectural level. While concerns regarding literacy are a common discussion among teachers, I have found that the incorporation of English literacy in the MEXT approved Course of Study is inconsistent with this view and may still be in its emerging stages. However, I am confident that teachers' awareness towards storytelling has been greatly enhanced and that this project has successfully contributed to diversifying students' literacy and language development.

With every large project there is always a team working behind the scenes making sure everything is going ahead as planned, keeping the project on schedule and assisting in the fine-tuning of the details. I would like to take this opportunity to thank the LD SIG Grants Team for approving and accepting my project proposal back in the Spring of 2019. Since then, I worked closely with the editorial team who offered me invaluable assistance in writing thanks to their diligent and meticulous work. Their support has given me confidence in my writing and has reminded me that writing itself is an ever-improving process, which I will continue to strive for in my future endeavours with the LD SIG. Thank you all very much!

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LOOKING FORWARD | 今後のイベント



JALT2020 Online 46th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition Monday, November 16 to Monday, November 23, 2020 <<https://jalt.org/conference/jalt2020>>

Community plays an important role in language education, both inside and outside classrooms, and will take centre stage at JALT2020. The theme of this year's conference encourages participants to reflect on the importance of community, explore ways we can strengthen our professional communities and help students enhance their learning communities. We welcome sessions on any area of language education and professional development, particularly those which address the theme: *Communities of Teachers and Learners*. We are opening our call to teachers, students, administrators, publishers, and others who have an interest in learning about and shaping language education in Japan and beyond.

JALT meets Wenger's (2006) three crucial characteristics of communities of practice: "shared domain of interest", engagement in joint activities and discussions, and shared practice. Many people in the JALT community share the same interests of professionally developing as language educators and helping others to develop, with a common goal of improving the educational opportunities of the force that drives this community: language learners. By bringing together people who have different backgrounds and expertise, JALT2020 can move us closer to that goal and help us to make that community thrive. We welcome people with all levels of experience and believe that all participants have something valuable to share with others. Join us to share your stories, experiences, research, questions and passion for our vibrant field.

Learner Development Sessions at JALT2020

Friday, November 20th

TLC from LD: Transformational Learning Communities

Friday, November 20th, 6:15 PM - 7:45 PM; Room 5

Barfield, Andrew - Chuo University; Cusen, Oana - Kwansai Gakuin University; Feroze, Malik Amir - Hiroshima Shudo University; Hayashi, Aya - Waseda University; Ikeda, Ken - Otsuma Women's University; Imamura, Yuri - Kanda University of International Studies; Kelly, Riitta - University of Jyväskylä; Onoda, Sakae - Juntendo University; Osaki, Riho - Otsuma Women's University; Ronald, Jim - Hiroshima Shudo University

- **Format:** Forum
- **Delivery:** Live (Zoom)
- **Language:** English

In this forum, a range of interactive presentations will critically explore the theme of transformative learning communities (TLCs), based on theories of transformative learning where learners reach fundamental shifts in their worldviews and actions through reflection. Presenters will focus on distinct groups of learners (high school students, university students, teachers, teacher trainees, and practitioner-researchers), with forum participants invited to discuss and later share their reflections about TLCs in *Learning Learning*, the Learner Development SIG's newsletter.

Learner Development SIG Annual General Meeting

Friday, November 20th, 8:00 PM - 8:45 PM; Room 5

- **Delivery:** Live (Zoom)
- **Language:** English and Japanese

This is going to be the AGM of Learner Development SIG in 2020. At the AGM, we will look through the 2020 Learner Development SIG Committee Review, and treasurer's report for 2019-2020 and draft budget for 2021. Also, we will discuss and plan our SIG activities for 2021.

Saturday, November 21st

Activities for Introducing English Word Roots

Saturday, November 21st, 2:00 PM - 2:25 PM; Room 8

Demme, Kevin - Tokoha University

- **Context:** College & University Education
- **Content area:** Learner Development (LD)
- **Format:** Practice-Oriented Short Workshop
- **Delivery:** Video Playback
- **Language:** English

It has been estimated that over three-fifths of modern English words have their roots in Greek, Latin, and the Romance languages. This workshop will introduce some practical activities for teachers to incorporate common English word roots into their discussion classes. It is hoped that these activities will help students remember more of the words they learn, see some of the patterns in the English lexicon, and give them practice speaking.

Raising Learner Awareness of Mindset and Grit

Saturday, November 21st, 2:35 PM - 3:00 PM; Room 8

Beck, Daniel - Rikkyo University; Damm, Brian - Kanda Institute of Foreign Languages

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Live (Zoom)
- **Language:** English

In recent years, researchers have argued that the growth mindset, deliberate practice, and grit have more explanatory power about achievement and mastery than do innate talent and intelligence. This presentation will report on techniques the presenters employed to raise metacognitive awareness in students including feedback strategies and self-reflection activities used to foster a growth mindset and grit.

My Twenty-Five Year Lunch

Saturday, November 21st, 3:30 PM - 4:30 PM; Room 21

Jackson, Patrick - Oxford University Press

- **Context:** General (JALT Junior)
- **Format:** Plenary Session
- **Delivery:** Live (Zoom)
- **Language:** English

Looking back at a quarter of a century as a teacher, author, publisher, and study abroad coordinator, the presenter will consider what he learned about teaching and learning along the way. He will look at certain

significant events and incidents that suggest ways in which Japanese students and teachers in Japan might be served better.

Peer Roles in Sharing Analyses of Learner's Own L2

Saturday, November 21st, 4:45 PM - 5:45 PM; Room 8

Kindt, Duane - Nagoya University of Foreign Studies

- **Context:** College & University Education
- **Content area:** Learner Development (LD)
- **Format:** Research-Oriented Long Presentation
- **Delivery:** Live (Zoom)
- **Language:** English

Following an approach informed by sociocultural theory (SCT) and conversation analysis (CA), this paper explores peer roles in analytical sharing sessions of excerpts of learners' own L2 production, which focus on (1) vocal, (2) nonvocal, and (3) material modes, and (4) the three combined (multimodality). The longitudinal data show that the diverse roles vary greatly as does their impact on displays of learner's analytical skills in the three modes and the development of classroom community.

English-Only Camp: Quasi-Immersion Program

Saturday, November 21st, 5:55 PM - 6:20 PM; Room 8

Ueno-Aihara, Yukie - Hokkai Gakuen University

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Video Playback
- **Language:** English

Instead of studying abroad some students stay in Japan, participating in quasi-immersion programs, such as English-only camps. The students and teachers get out of their classroom and participate in various activities, experiencing life in English in various situations. Are English-only camps effective? This presentation provides findings from the questionnaire and the analysis of participants' writings, followed by a discussion of the efficiency of this type of program.

Leadership Style Preferences for SALCs in Japan

Saturday, November 21st, 6:30 PM - 6:55 PM; Room 10

White, Jason - Miyazaki International College

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Live (Zoom)
- **Language:** English

This presentation reports the findings of a research project done for the researcher's Ph.D. program in Leadership with English content that was completed in the spring of 2020. The research investigated the leadership style preferences for workers at self-access learning centers at universities and colleges throughout Japan. The presentation will examine the results of the data collection and subsequent testing, as well as potential implications for future research.

Sunday, November 22nd

Autonomy, Efficacy, Language Preference, and WTC

Sunday, November 22nd, 10:45 AM - 11:10 AM; Room 8

Carson, Eleanor - Matsuyama University; Ochi, Yoshie - Matsuyama University

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Video Playback
- **Language:** English

EFL learners must use their second language (L2) to learn well, but this is challenging. Research was conducted to explore unknown relationships between learner autonomy, self-efficacy, and student preferences for instructional language on their willingness to communicate (WTC). Participants (n=100) from first- and second-year EFL university classes in Western Japan completed questionnaires at the beginning, middle, and end of two 15-week terms. Presenters discuss significant correlations between all four variables.

Working With Introverts in the Education Community

Sunday, November 22nd, 10:45 AM - 11:45 AM; Room 21

McCulloch, Heather - President, Gunma JALT Chapter

- **Context:** College & University Education
- **Format:** Research-Oriented Long Presentation
- **Delivery:** Live (Zoom)
- **Language:** English

Heather McCulloch will draw on her own experience and research to examine what introversion is and what it is not. Her analyses of what goes on inside the introverted brain will help participants understand why introverts are so overwhelmed in social situations. She will discuss teacher attitudes that could help or hinder introvert performance within the classroom. She will offer participants ways to help introverts and extroverts work together to create a balanced community.

Community Building in the First-Year Classroom

Sunday, November 22nd, 11:20 AM - 11:45 AM; Room 8

Hashimoto, Natasha - Tokyo Woman's Christian University

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Live (Zoom)
- **Language:** English

This action research study examines the ways in which the presenter implemented reflection and metacognitive strategies (Agarwal & Bain, 2019), fostered cooperation between students (Jacobs et al., 2002), and taught relaxation techniques to first-year students in a year-long academic writing and test preparation course. "Study Buddy" teams and "The Boot Camp" study planners used during the summer break kept the students motivated and accountable. Test scores and student feedback indicate the success of the approach.

Building Community by Blending Drama and CALL

Sunday, November 22nd, 11:55 AM - 12:20 PM; Room 8

Donnery, Eucharía - Shonan Institute of Technology

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Live (Zoom)
- **Language:** English

This presentation traces how students gained interpersonal skills and intercultural communicative competencies (ICC) through drama-based pedagogy and participation in the International Virtual Exchange (IVE) project. Through process drama activities that culminated with writing-in-role, non-English major computer science students were provided a foundation for participation in the IVE project, thereby building community across the world.

Pattern Building: Implementing Fluency Activities

Sunday, November 22nd, 12:50 PM - 1:50 PM; Room 8

Cruz, Jose Domingo - Kitakyushu University; Paton, Stephen - Fukuoka University; Jones, Kent - Ritsumeikan Asia Pacific University

- **Context:** College & University Education
- **Format:** Practice-Oriented Long Workshop
- **Delivery:** Live (Zoom)
- **Language:** English

This workshop will introduce a teaching method informed by skills acquisition theory designed to help students develop speaking fluency in a series of scaffolded steps that lead them from simple question/answer drills to the goal of being able to engage in an unrehearsed conversation for several minutes. The length of the conversation and level of abstraction of topics is relative to students' initial level.

What, How, and Why: Online Intercultural Exchange

Sunday, November 22nd, 12:50 PM - 1:50 PM; Room 18

Nakamura, Mari - English Square; Sakui, Keiko - Kobe Shoin Women's University

- **Context:** Teaching Children (JALT Junior)
- **Format:** Practice-Oriented Long Workshop
- **Delivery:** Live (Zoom)
- **Language:** English

This workshop first demonstrates how to set up and manage an online intercultural exchange (OIE) project for young learners. It also reports on a case study that examines how an OIE project creates a space for children to develop learner agency. In the Q&A session, the participants will have an opportunity to explore the practicality and transferability of such projects in their own contexts.

Fostering Community in Self-Access Environments

Sunday, November 22nd, 1:25 PM - 2:55 PM; Room 25

Thornton, Katherine - Otemon Gakuin University; Taylor, Clair - Shotoku Gakuen University; Hooper, Daniel - Kanda University of International Studies; Kushida, Bethan - Kanda University of International Studies; Lyon, Phoebe - Kanda University of International Studies; Sampson, Ross - Kanda University of International Studies; Hayashi, Hiro - Kyushu University; Wolanski, Bartosz - Kyushu University

- **Context:** College & University Education
- **Format:** Forum
- **Delivery:** Live (Zoom)
- **Language:** English

This forum examines learner communities in self-access spaces, through several presentations and a follow-up discussion. Topics covered include fostering teaching assistant study groups in a self-access context, learner engagement and identity with a social learning space as examined through the lens of the community of practice framework (Wenger-Trayner & Wenger-Trayner, 2015), and the challenge of sustaining and enhancing a community of learners split across two university campuses.

Teachers as Self-Directed Learning Guides

Sunday, November 22nd, 4:45 PM - 5:45 PM; Room 8

Ohashi, Louise - Meiji University; Delgrego, Nick - Tsuru University; Abe, Mayumi - Waseda University; Underwood, James - Gakushuin University

- **Context:** College & University Education
- **Content area:** Learner Development (LD)
- **Format:** Forum
- **Delivery:** Live (Zoom)
- **Language:** English

This forum features several short presentations on self-directed learning. The presenters will cover a range of topics related to their teaching practices, including their use of language learner histories; learner journals; online and face-to-face interactive tasks; negotiated goal contracts; and reflective tasks. They will also introduce measures they employ to facilitate open dialogue and create a professional teaching community. Finally, participants will be invited to share how they address learner autonomy in different contexts.

Learning Together From Student Language Portraits

Sunday, November 22nd, 4:45 PM - 6:15 PM; Room 29

Barfield, Andy - Chuo University

- **Context:** College & University Education
- **Format:** Poster Session
- **Delivery:** Video Playback
- **Language:** English

This presentation focuses on university students' interpretations of their language portraits and on wider factors in society that the students saw as impacting their languaged lives. The presenter will also report on what a group of teachers learned together from such student perspectives and how they came to new ideas for developing a team-taught course on multilingual issues in society.

Classroom-Based Assessment Without Tears: Flipgrid

Sunday, November 22nd, 4:45 PM - 6:15 PM; Room 29

Head, Ellen - Miyazaki International College

- **Context:** College & University Education
- **Format:** Poster Session
- **Delivery:** Live (Zoom)
- **Language:** English

Recording dialogues can help provide a base for doing classroom assessment which is transparent and engaging for students. This poster describes an action research project comparing can-do lists and descriptive rubrics used in conjunction with Flipgrid, a recording app, as a tool for raising students' awareness of conversation strategies and target language and functions. The presenter draws on Dornyei's models of motivation by analyzing how repeated use of this framework helped students develop their abilities.

Widening Participation in a SciTech Community

Sunday, November 22nd, 4:45 PM - 6:15 PM; Room 29

McCarthy, Tanya - Kyoto University; Armstrong, Matthew - Kyushu University

- **Context:** College & University Education
- **Format:** Poster Session
- **Delivery:** Live (Zoom)
- **Language:** English

This collaborative research was undertaken to facilitate greater self-directed learning initiatives. Four iLearn services were offered to encourage wider participation in the SciTech community outside of student labs. Data analysis of audio recordings indicated students' capacity to give and receive critical feedback on various aspects of their learning, particularly on choice of research methodology, data analysis approach, specialized lexis, poster design, non-verbal language, and to a lesser extent, syntax.

Forming Student Peer Support Communities on Campus

Sunday, November 22nd, 4:45 PM - 6:15 PM; Room 29

Mossman, Timothy - Simon Fraser University; Murayama, Kanae - Ritsumeikan University

- **Context:** College & University Education
- **Format:** Poster Session
- **Delivery:** Video Playback
- **Language:** English

In this presentation, a case study of international student peer support communities in a private university in Japan will be reviewed. In particular, two pilot studies of training international student peer supporters will be explained. Also, the presenters will explore how to build an interactive and reciprocal community of teaching/non-teaching staff and students for intercultural understanding on campus in Japan. Possibilities of encouraging autonomous learning in language education in Japanese universities will be discussed.

Peer Support for Incoming Students

Sunday, November 22nd, 4:45 PM - 6:15 PM; Room 29

Zitzmann, Andrew - Seinan Jo Gakuin University; Swanson, Malcolm - Seinan Jo Gakuin University

- **Context:** College & University Education
- **Format:** Poster Session
- **Delivery:** Live (Zoom)
- **Language:** English

A Peer Support Team was set up to have second-year students assist the incoming students in their transition from high school to university. This presentation aims to explain the evolution of this program, including the selection of peer supporters and the activities involved. It will also look at the effect the program had on both student cohorts and options for further development in integrating incoming students into the university community.

Inclusive Learning Communities Theory and Practice

Sunday, November 22nd, 6:30 PM - 6:55 PM; Room 8

Yphantides, Jennifer - Soka University; Watkins, Satoko - Kanda University of International Studies

- **Context:** College & University Education
- **Format:** Practice-Oriented Short Workshop
- **Delivery:** Live (Zoom)
- **Language:** English

The first presenter will discuss a variety of learning theories including behavioralism, cognitivism, and constructivism, and a number of language learning strategies such as cognitive and meta-cognitive awareness-raising, that form the basis of inclusive education. The second presenter will introduce some concrete examples of how learners with different learning needs can individualize their study of English through the use of these theories and strategies as well as additional, personalized resources.

Monday, November 23rd

Transitioning From High School to University

Monday, November 23rd, 9:30 AM - 9:55 AM; Room 8

Bartlett, Kevin - Tottori University

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Live (Zoom)
- **Language:** English

This presentation explores the results of a survey of 77 university students and 21 high school teachers about their high school and university experiences. Results show that even though curriculum implementation has promoted communicative and group focused tasks, the amount of opportunities to speak in the classroom are still lacking, which has an impact on student motivation and willingness to communicate in the university classroom. Hints about improving communicative output in the classroom are provided.

NNS TAs' Impact: Cultural Awareness and Motivation

Monday, November 23rd, 10:05 AM - 10:30 AM; Room 8

Kira, Amanda - Yokohama National University

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Video Playback
- **Language:** English

Classes led by international graduate student teaching assistants (TAs) impact first-year undergraduate students' understanding of the world, their motivation to study and use English, and the expansion of their imagined L2 communities. Through analysis of qualitative data, this presentation encourages the utilization of NNS graduate student TAs from developing countries to broaden students' knowledge about culture, customs, and issues in other countries, and to expose students to contexts and models of using English as a lingua franca.

Student Poster Sessions to Promote Learner Agency

Monday, November 23rd, 10:45 AM - 11:10 AM; Room 8

Howland, Edward Cooper - Hiroshima YMCA; Feroze, Malik Amir - Hiroshima Shudo University

- **Context:** College & University Education
- **Content area:** Learner Development (LD)
- **Format:** Practice-Oriented Short Workshop
- **Delivery:** Video Playback
- **Language:** English

Is it possible to create an in-class community of learners to promote presentation skills, research methods, self-confidence, motivation, and creativity with a single project? We have spent three years doing just that with our student poster sessions. The students conduct research projects of their own design and share them in poster expos. This workshop will share the complete project design, some of the posters, and a selection of qualitative feedback from the students themselves.

Scaffolding Learner Interaction Effectively

Monday, November 23rd, 11:55 AM - 12:20 PM; Room 8

Hirano, Mina - Nagoya University of Foreign Studies

- **Context:** College & University Education
- **Format:** Research-Oriented Short Presentation
- **Delivery:** Live (Zoom)
- **Language:** English

The presenter will address the result of a case-study which investigates how and what kinds of assistance are provided among low-proficiency high school learners, the teacher, and other learners in an EFL classroom setting in order to make a good learning community. The presenter will share what triggers scaffolding to occur, what types of scaffolding occur, and how learners and the teacher scaffold learning during classroom activities.

Creating Community Learning Together 6: ONLINE SUNDAY 20TH DECEMBER 2020 (10:00-17:00)



The deadline for submissions is Monday, November 30th 23:59
投稿の締め切りは11月30日(月)23:59です。

This year has undoubtedly been a challenging year for us all. As a result of the COVID-19 global pandemic, many teachers and students have had to adapt to teaching and learning in new and challenging environments. Thus, we would like to acknowledge the hard work that teachers and their students have put into their learner and teacher development in the conference theme.

今年は間違いなく私たち全員にとって難しい年となりました。コロナウイルスの世界的な拡大により、多くの教師、そして学生がオンライン環境での学習に適応しなければいけない状況になりました。

We warmly invite proposals from both teachers and their students who are interested in sharing their experiences of teaching and learning during this difficult time while reflecting how they have developed as students and teachers.

今年度のカンファレンスでは、この困難な時期を通して得た経験や、その中での成長の過程の振り返りを共有して下さる教師と学生からの応募を心からお待ちしています。

Teachers/Researchers, please click [here](#) for more information on how to submit a proposal.

Students, please click [here](#) for more information on how to submit a proposal.

Look forward to seeing you online!

Ian Hurrell, James Underwood and Ken Ikeda (CCLT6 Co-chairs)

Ellen Head (CCLT6 Organizing Committee)

Koki Tomita (CCLT6 Organizing Committee)

SIG MATTERS | インフォメーション

Learner Development SIG Financial Report February 2020 to August 2020

With both JALT and our SIG's activities being curtailed or moving online due the coronavirus, there have been almost no financial transactions during this period. We were concerned that our overall budget provided by JALT National might be severely cut this year due to anticipated reduced revenues from the national conference (which will be held online). This would have made providing our grant awards, one of the SIG's major outlays, difficult. However, there was only a small reduction from the 170,607JPY that we received last year to 157,697JPY this year so that grants were available as budgeted. The shift to holding events online may incur some expenses, but, overall, I imagine that our event expenses will be significantly reduced. Funds will also be required this year to cover the migration of the website, but again the exact costs are as yet unknown.

Revenues: February, 2020 – August, 2020 /収入：2020年2月～2020年8月	
Payment from JALT National	157,697
Total revenue / 収入合計	157,697

Expenses: February, 2020 – August, 2020 /支出：2020年2月～2020年8月	
Web Administration Expenses	10,000
Total Expenses / 支出合計	10,000

SIG fund balance, August 31, 2020 /SIG資金残高2020年8月31日	
Balance in bank account / 銀行口座残高	269,692
Reserve liabilities / JALT本部預け金	200,000
Cash in hand / 現金	34,612
Balance / 合計	504,304

Overall, the SIG's finances remain healthy, though (perhaps at the AGM in November 2020) we may need to discuss provisional plans for reducing the budget, in the event that cuts are made to grants from JALT National in future years.

Patrick Kiernan, SIG Treasurer

Email: <kiernan@meiji.ac.jp>

Writing for *Learning Learning* 『学習の学習』 応募規定 Deadline for Contributions to the Spring issue: February 28th 2021

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. これまででない形式のもの、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、及び二言語で）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 — 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 1,000 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)

学習者ディベロップメント研究部会 <<http://ld-sig.org>>

#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

<Leditorialteam@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*.

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 the *Learning Learning* editorial team <Leditorialteam@googlegroups.com>

Many thanks!



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LEARNER DEVELOPMENT SIG
学習者ディベロップメント研究会部会

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