

Mini-profiles: Sharing Your Learner Development Interests | ミニプロフィール：学習者ディベロップメントについての関心の共有

... in which SIG members introduce themselves briefly (just 50 to 100 words or more), and write about what interests, puzzles, intrigues them about learner development, and/or about a particular approach or project, or research that they are doing or plan to do, or simply share a short reflection, to do with learner development ...

...ここでは、SIGメンバーの学習者ディベロップメント研究に取り組む原動力となる関心や課題とともに短い(50から100ワード程度)自己紹介をお届けします。特別なアプローチやプロジェクト、現在進行中の研究やその計画、さらには学習者ディベロップメントの取り組みに関する内省など、それぞれの思いや考えが寄せられています。

Brennan Conaway

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As an artist and educator, I have been studying how to use artwork in the EFL classroom. I'm an instructor at Tokyo University of the Arts and Tokai University and, if all goes well, I will be awarded an M.S.Ed. diploma from Temple University Japan this spring.



Naomi Fujishima

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My name is Naomi Fujishima, and I've been teaching English on and off in Japan since 1987. My first teaching experience was in the JET (Japan Exchange Teaching) Program as an Assistant Language Teacher where I taught at various junior high schools around Hiroshima prefecture. I enjoyed teaching so much that I decided to get a master's degree in TESOL and went back to California to attend graduate school. After I received my degree, I was lucky enough to get a job teaching at a Japanese university. Since it was a short-term contract, I was only planning on being in Japan for 2 ½ years, but I'm still here today! Now I teach

full-time at a university in Okayama, but my home base is Hiroshima.

I first got interested in the Learner Development SIG when a Hiroshima member, Jim Ronald, invited any JALT member who was interested to join a local LD SIG meeting. A few of us would meet at a local coffee shop and talk about issues related to our students or activities we've used in the classroom. Sometimes Jim would prepare something for us to discuss, but mostly it was a friendly gathering of like-minded teachers sharing stories. Unfortunately, the meetings dwindled away (even before COVID-19 hit), so instead I try to check the LD SIG and OTJ Facebook posts for helpful information and ideas.

I am especially interested in how to maintain motivation in students so that they can become lifelong learners of English. At university now, I teach mostly compulsory English classes, which means that many students are in the class only to get enough credit for graduation. I am always thinking of ways to show them how interesting and beneficial it can be to learn English. It has become a bigger challenge during this pandemic and with classes going online, as many students seem to lose the motivation to study at all. It's very useful for me to talk and chat with fellow teachers because I can find out what others are doing in their classes. I am looking forward to joining more LD SIG events to improve my teaching and learning skills!

Ian Hurrell

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I have been a member of the LD SIG for the last 8 years and I'm currently working as an Adjunct Lecturer at Rikkyo University's Foreign Language Education and Research department. My current research interest is focused on the development of world Englishes and learner expression of cultural identity through a foreign language. However, I am still in the early stages of trying to understand this concept. I am also one of the organizers of the LD SIG's regular get-togethers, so I would love to meet with other members to share ideas about this concept, as well as any other learner development issues that you would

like to discuss. I look forward to talking with you at one of our meetings soon!

Ken Ikeda

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After coming to Japan on the JET Program in 1987, I entered the university circuit after earning a CELTA and later a MA.TESL with Teachers College Tokyo in 1999. I have been teaching full-time at Otsuma Women's University in Tokyo in the Department of English Language and Literature since 2009. I became actively involved with the LD SIG co-authoring a study on language learning strategies. I have been on a number of LD admin groups: the Tokyo (now online) Get-Togethers (2012-), CCLT (2014-) and the *Learning Learning* editorial team since 2018. What keeps me involved in LD is aiding its learner-focused vision and community-building, which stem from my regard of learners as language users. I am interested in thesis writing, values-based active learning, teacher equity, and narrative inquiry. I co-authored a study on language accent trauma which was published last year in the LD Journal Issue 4.

Judy Kambara

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Okayama Prefectural University
My name is Judy Kambara. I discovered that I loved teaching while working as a high school special education aide in the United States. That love grew while teaching English conversation to older adults in Okinawa. I am now a U.S.-licensed teacher in 7th – 12th grade social studies and English language arts, and I also hold an M.A. in applied linguistics from the University of Massachusetts Boston. I have taught social studies and language arts in international schools in Okinawa and Kyoto, and EFL at Japanese universities in Niigata and Okayama. These very different experiences have made my teaching journey one of reinvention, discovery, and growth. Part of my research and classroom practice focuses on weaving social studies-based issues, such as equity, human rights, and intercultural understanding into EFL courses. I also strongly believe that allowing students to

pursue their interests and passions facilitates learning by making the content that we study relevant to their particular situations. I truly feel that my students are some of my best teachers, and I hope to continue learning with them for many years to come.

Mike Kuziw Email

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I have noticed a growing implementation of child-centered learning during my more than 10 years of work in public schools for Fukui City. Furthermore, since starting my work as an ALT in elementary school 7 years ago, I have developed an interest in the development of the child as it relates to language learning. My observations at the University of Fukui have mostly occurred through action research, focused on in-classroom learning; however, I also have an interest in why certain learners acquire language and others do not. Motivation, self-efficacy, self-regulated learning and well-being describe my focus, in addition to children's books and storytelling. I'm curious to know more about how communication through language learning strengthens one's identity. From April, I will begin a new position as a lecturer at Jin Ai University, Fukui.

Tanya McCarthy

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Hi everyone! My name is Tanya McCarthy. I first joined the LD SIG in 2008 when I had just begun working as a learning advisor. At the time, I was looking for a group to share my experiences with. For years, I was actively involved with meetings, conferences, and publishing, and then life got busy. Over the years, I have kept up with learner development theories and changes in the field through different LD SIG publications (*Learning Learning*, various books, and *The Learner Development Journal*). My research focus has changed from advising to teaching, but at the heart of it is still the idea of how to help learners become more involved with the learning process. 2020 more than ever highlighted the importance of learner autonomy. The question many are



asking now is, “Is learner autonomy the way forward or will things return as they were?” As I find myself once more at the door of the LD SIG in 2021, I look forward to meeting, sharing, and discussing the way forward with newbies and oldies alike. Cheers!

Robert Moreau

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My introduction to the Learner Development Special Interest Group (LD SIG) took place when I was still a graduate student at Teachers College Columbia University in Tokyo. As part of my course work there, I had researched, and completed projects involving learner autonomy, as well as self-reflective practices. I felt immediately that these were useful tools for students to boost their motivation, and take their learning beyond the classroom. I also discovered that self-reflection for teachers could play an important role in the ongoing process of improving classroom practices. In the years following graduation, I have integrated reflective practices into each of my classrooms and have found that they can provide me with excellent insights into the students' learning.



As a member of the LD SIG, I have had the opportunity to publish articles in *Learning Learning*. I have also enjoyed presenting on reflective practices, including at the Realizing Autonomy conference in Nagoya, hosted by the LD SIG. More recently, my interest in reflective practices has been combined with research into genre-based instruction. Puzzles I have explored include; scaffolding with regards to how and when to leave control of a project in the students' hands. Also, how to best incorporate peer review activities into the classroom in order to let students build their own proficiency and confidence in using various genres independently of the teacher.

Outside of my research interests, I am happy to have held the position of Publicity Officer for the LD SIG. Since then I have continued to provide various graphic design solutions, including book covers, as well as the logo and signage for the CCLT conference each year.

Yoshio Nakai

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I have been supporting learners of Japanese as a second language for more than 20 years. First, I was interested in second language writing, but after becoming familiar with qualitative research, my research interest started to focus on using a narrative approach to explore my own situation of CODA (Child of Deaf Adults) as a cultural minority. Now I've found the reason why I have been a language teacher who is aiming to support foreigners in the same position in Japan. Recently, I have been conducting research on minority agency and second language education to promote DEI (Diversity, Equity and Inclusion) in Japanese society.

第二言語としての日本語教育に携わってもう20年近くになります。日本語教育に関わり始めた当初は作文教育に関心を持っていたのですが、質的研究を知ってからは、ナラティブを用いた研究を通して、自身の研究の関心がCODA（ろう者の親を持つ子ども）という文化的マイノリティである自身の環境に向かっていくようになりました。今になってようやく、私が外国人と同じ立場に立ってサポートをする言語教師でいようとしてきた理由にたどりつくことができました。最近ではマイノリティの行為主体性に関する研究と日本社会にDEIが根付くような第二言語教育に取り組んでいます。



Sakoda Namiko 迫田 奈美子

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I have been teaching English for about 20 years at Hiroshima University of Economics. My recent research has focused on building, improving, and verifying the effectiveness of the cycle of English peer tutoring. Such tutoring involves students teaching other students outside of regular curricular activities. I aim to support the autonomous learning of English for both the tutee who needs remedial education, and the student tutor who supports the tutee's learning.



Akiko Takagi 高木 亜希子

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I have taught education-major freshman and sophomore students in a required English class at Aoyama Gakuin University since 2010. I have long wondered how I could develop low proficiency level students' intercultural communicative competence (ICC) so that it is fully integrated into the language classroom using the target language. I had an opportunity to investigate this topic during my sabbatical year at the University of Nebraska-Lincoln in 2020. I learned that the "NCSSFL-ACTFL Can-Do Statements for Intercultural Communication,"* published in 2017, can be applied in a Japanese context. I am excited to introduce ICC tasks to my classes and to conduct an action research case study this year.

* [NCSSFL = National Council of State Supervisors for Languages](#); [ACTFL = The American Council on the Teaching of Foreign Languages](#)

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I am from Madagascar, and I am now a learning advisor at Kanda University of International Studies in Chiba, Japan. I hold a PhD in applied linguistics, focusing on fostering learner autonomy in a Malagasy EFL context (Victoria University of Wellington, New Zealand) and a Master of Education in TESOL (State University of New York at Buffalo, US). I taught English as a Foreign Language (EFL) in Madagascar for 8 years, and English as a Second Language (ESL) in the US and in New Zealand for 2 years. I have a particular interest in language learner autonomy, self-access language learning, advising in language learning, and positive psychology in education. I am part of *The Learner Development Journal 6* (LDJ6) editorial team, focusing on learning beyond the classroom.

Having learned 4 languages apart from my first language, I have also recently developed interest in learner development in multilingualism, including goals,

affective factors, self-evaluation, learning beyond the classroom, identity, successes, and challenges related to each language. In my own experience, those aspects can be quite different from one language to another. I have started to do some self-reflection and gather some information about these aspects in myself and would like to investigate other multilingual learners and to write a few case studies. I would love any ideas on possible theoretical framework and any potential collaboration on this project.

For the 2021 Autumn issue of Learning Learning please send your mini-text or mini-profile (just 50 to 100 words or more!) to <lleditorialteam@gmail.com> by 28th August. Many thanks.

*Learning Learning*の2021年秋号に向けて、みなさまの短いメッセージやミニプロフィール（50～100語程度）を募集します。8月28日までに [<lleditorialteam@gmail.com>](mailto:lleditorialteam@gmail.com)宛にお送りください。よろしく願いいたします。