

Looking Back | 報告

Reflections on the Learner Development SIG Forum at PanSIG 2021

Challenges in Multilingual Learner Development

May 5, 2021

6:00 p.m. - 7:30 p.m.



Rei Sandy, Nagoya University of Foreign Studies

Thank you for the presentations. I loved that I could reflect on my language portrait and that I was able to receive information on the various modes of multilingualism - especially about spaces, identities, and social norms.

Michael Kuziw, Jin-ai University

The focus on narrative inquiry is very effective in drawing out and analyzing the learning feedback that occurs in learners. It gave me inspiration to consider individual student identity.

Chie Tsurii, Momoyama Gakuin Daigaku

I really enjoyed the presentations and discussions. I am really impressed by the course design to equip students with knowledge of countries they plan to visit, shown in Alexandra's presentation.

Dominique Vola Ambinintsoa R., Kanda University of International Studies

I have a project called "Multilingual me," and I think the use of the language portrait mentioned in Andy's presentation will help a lot with this project. I am looking at my linguistic repertoire already, but I did not think of the language portrait. So, thank you, Andy!

Alison Stewart, Gakushuin University

I was very taken with Kevin's account of creating materials for and with his student Kizuna. Great use of multimedia - something I would like to learn more about.

I was also impressed by what Alex said about getting her students to do research on the countries they are

going to. I wanted to ask her more about whether she used her own location in London or her own identity as Greek-Ukrainian in discussing cultures and stereotypes?

Kevin Mark, Meiji University

Alison's observation of the way prospective Japanese teachers of English found the TESOL related books they studied to have little relevance to the Japanese context. Lorraine's insight into how narrative reflection allows you to become more aware of the (inner) choices available regarding who we want to be.

Isra Wongsarnpigoon, Kanda University of International Studies

The idea of teaching courses in multiple languages with multiple teachers seems like an interesting way to help students learn the multilingual competences that the program is aiming for, in a way that makes sense—all at once, as they will need to use the languages in a multilingual society, rather than separated in different courses.

In Tsurii and Head's presentation, it was great to see their research on how native-speakerism was being propagated by Japanese society, universities, and Japanese individuals; the idea of creating third culture spaces as well as the rest of their talk dovetailed nicely with some of the concepts Yuri and I had presented.

Interesting discussion in the final breakout rooms about whether these spaces for certain language use are good.

Riitta Kelly, University of Jyväskylä

That there are still invisible borders stopping us from being multilingual/using our multilingual language repertoire and it's sometimes hard to say what causes this to be difficult. It seems that in Japan this is perhaps more strict than in many other countries or other language communities. Coming from a strongly monolingual country myself I can kind of understand why this works the way it does but it would be interesting to hear more about the ways that stop people from using languages that they know, focusing on the strongest one alone.

Alexandra Shaitan, Birkbeck College, University of London

I attended Alison Stewart's presentation. I learned about a practice-related review and its implementation in teaching about SLA Pedagogy at the tertiary level. Alison reported on some findings and challenges pertaining to monolingualism discussion she had had with her students.

Kizuna Fuse, Meiji University

I learned that learning goals depend on who you are, and the important thing is to stay aware of why you want to learn.

Blair Barr, Tamagawa University, Otsuma Women's University

Kevin and Kizuna - I loved listening to the French activity and putting the sentence puzzles together. I was really intrigued with the goal of practicing and learning two languages in one place.

Alex - Learning stereotypes from pictures illustrating nationality: It's interesting that we have to fight back against stereotypes from those images right from the start. I even find these stereotypes tend to be quite dated.

Akiko - The Korean learner of English in Japan saw herself as "a missionary" when living in other countries? I wanted to hear more about this individual's experiences, but, unfortunately, I got pulled away by responsibilities of managing the forum.

Discussion with **Michael Kuziw**, **Alex Shaitan**, and **Riita Kelly** was interesting, as we are all speaking from multilingual experiences. I was especially interested in hearing about others' experiences, like my own, where we mix our second language with Japanese when we are living in an environment where Japanese is more active.

Akiko Nakayama, Hiroshima University

It was a little bit of a rush but provocative and good presentations! After listening to today's presentations, I wondered how languages can be named as one in the minds of learners, such as Japanese or English. I want to keep thinking about multilingualism!

Lorraine de Beaufort, ATILF, Université de Lorraine, Nancy, France

Regarding Alexandra's presentation, I did not have time to share that I don't think it is so easy to get rid of stereotypes concerning cultures because they are

running discourses in our societies. I would have also liked to make the point that you cannot share "a" culture, you can only share interpretations of that culture. Anyone culture is different for anyone from this culture and for anyone outside that culture. In my study, it became clear that if my four participants seemed at first to refer to stereotypes of French culture, what was more striking was that their interpretations were strongly connected to personal issues and constraints in their society. Would it not be more interesting in intercultural communication courses to focus on learning to meet 'another/the other (i.e. other human being)' who is different but still the same as me rather than learn about a foreign culture which is not easily definable?

Ken Ikeda, Otsuma Women's University

Kevin and Kizuna - I am glad for Kevin that he was able to overcome his initial dismay in Kizuna's habits which led both to develop an interest in French, sparking Kizuna to read Camus' L'Étranger. I am also intrigued in Kevin's two dimensions of teaching as spontaneous and systematical.

Andy - I thank you for bringing to light the linguistic repertoires of your two students. I am always drawn to the historical and negotiation of local dialects with mainstream ones (learning about Putonghua and the Jeju Incident for the first time). Thanks to these two student accounts which illuminated their odysseys, I was brought to think about the taken-for-granted attitudes of my students for their Tokyo accent and their othering of regional accents.

Lorraine - I was drawn to your session because you used narrative inquiry to probe into the lives of your students regarding their motives to learn French. I regard narrative inquiry as a great tool of analysis given my initial academic grounding in history. Your comment about Candice's feeling freer to write short stories in French because this language was not commonly understood in Hong Kong reminded me of the connection between my wife and Norwegian (but she refused to learn the latter because of its relatively few speakers).

Akiko - I was moved by her telling about her feeling to be an 'ornament' among the English teaching community in South Korea moving her to a new community among Korean wives. It has caused me to reflect on my many years journeying to find a research abode and niche, which I have found in this LD SIG.

Andy Barfield, Chuo University

To everyone who joined my presentation in the second round - My apologies for leaving the Zoom room totally spontaneously and absolutely abruptly -- ahhh! -- just after Akiko asked a question in the discussion! My computer suddenly died, and by the time it had recharged enough for me to rejoin the LD Forum, the second round was already over! I'm really sorry about this, but hope you could discuss further -:) If you would like to have a copy of my slides, please feel free to email me at <andybarfieldchuo@gmail.com>. Many thanks.

Alison - Thank you for sharing about your practice-related review for Issue 5 of The Learner Development Journal. It was a shame that we were pushed for time for discussion (20 seconds!), and I hope we have another opportunity to follow up and explore some of the knots that you mentioned in exploring the multilingual turn within a particular institutional context.

Akiko, Chie & Ellen, Lorraine, Jussi and Riitta - I dropped by for just a few minutes in each of your sessions in the second round. Thank you one and all. It was a pleasure to see you all in the same place, so to speak -:) I hope very much that you enjoyed the forum as part of a wider process of participation around the LDJ5 project. @Jussi and Riitta, at one point you invited us to read one of your slides and ask questions if we had anything we wanted to check. I greatly appreciated the silence and the space that you offered the listeners to reflect and ask questions at that point.

Ellen Head, Miyazaki International College

As we get used to meeting in virtual reality, the theme of embodied cognition continues to interest me. Where does language belong, in the space, and in the physical and mental map of the self? In Andy Barfield's presentation, he introduced language portraits made by two multilingual students. Language portraits are a deceptively simple idea (drawing a simple figure and colouring in different colours to show which parts of the body one's various languages and dialects seem to be associated with). I first heard about this idea in a presentation by Alice Chik "Multilingual Sydney", <https://www.multilingualsydney.org/languagesofsydney>. Andy went one step further by

connecting this with sociopolitical factors impacting language use and emotions related to language use for each student. One student had learned Shanghainese as a child but been required to use Putonhua (a standardized form of Mandarin) as a student. I was very interested because I lived in Shanghai for a couple of years and noticed the extremely swift and visible changes to the old communities. It was interesting that even someone as young as 20 could have experienced a shift during their lifetime.

Isra Wongsarnpigoon and Yuri Imamura described two spaces in their SALC, space dedicated to multilingual communication and a space for "only English communication". They discussed how over time "only English" seemed to be given more kudos by students than "multilingual space". This was fascinating because in my presentation with Chie Tsurii we had discussed native-speakerism. In the final ultra-short reflection session, I was grouped with a young man who is still studying in a college with a choice of "English only" and "multilingual" dedicated spaces. It seemed that having particular spaces helped him to get in the right frame of mind for using his L2. We did not have time to ask how he would feel if L3 was suddenly used! The forum was a very intense 90 minutes and as always with zoom, the sudden vanishing of the hallucinatory presence of my friends and colleagues in my living room left me feeling a little sad. I am hoping I can catch up with some of the presentations which I was not able to attend through LDJ 5 and other future publications. Returning to the theme of spaces and language learning, I am looking forward to the publication of this book by Phil Benson in June 2021, which may stimulate further discussion <https://www.multilingual-matters.com/page/detail/Language-Learning-Environments/?k=9781788924894>

July 4th 2021 Get-together Report

In attendance: Tim Cleminson, Cecilia Fujishima, Tetsuko Fukawa, Ellen Head, Ian Hurrell, Ken Ikeda, Koki Tomita

Discussion topics in the meeting

There were 2 main topics at the meeting. Firstly, Tim Cleminson shared the work he has been doing with exploratory practice. Then, the group discussed the possible limits of learner autonomy.

1) Exploratory Practice (EP) - Hero's Journey Game

Tim has been working on a board game for the first 'real' lesson in a class. It's a self-intro game. The board game also introduces students to a broader view of the skills and challenges related to using English. It's designed to develop more common ground and expectations between teachers and students. Like what exactly are we doing in this lesson? The game is a combination of individual and group questions. As students answer and



listen to the answers of the other students, they map out a self-evaluation.

Tim also shared an article by Judith Hanks, introducing a wide range of theoretical issues related to EP. There are a lot of case studies here to see the way the approach has been implemented by different practitioners. Judith Hanks (2018). [From research-as-practice to exploratory practice-as-research in language teaching and beyond](https://doi.org/10.1080/09585830.2018.1511111)

Reflections from participants

Ian: This was an interesting topic as I remember the workshop that Alison Stewart gave on the topic a few years ago. The idea of identifying puzzles together with the students and helping students to consider the process of learning more deeply is one that I try to implement into all of my learning programs.

However, it can sometimes be difficult to communicate some of these unfamiliar concepts to the students. The game that Tim showed in the meeting was an effective and elegant method to communicate the ideas of self-reflection and metacognition for language learning which would be perfect for orientation lessons.

I look forward to trying to implement some of these ideas in my classes next semester.

2) Limits of learner autonomy

The group discussed the limits of autonomy, the role of cooperation in autonomy - being "cooperatively autonomous." We also discussed the role of the teacher. The teacher as an expert in language, as a motivator who can help students find their own path to a more enlightened purpose for their study, as a provider of a framework that enables them to reach higher goals. Ellen introduced the book *Maintaining Control: Autonomy and Language Learning* (<https://www.jstor.org/stable/j.ctt1xw9m0>) which has many interesting ideas regarding this topic.

Reflections from participants

Ian: This is an issue that I often grapple with in my approach to teaching. I am a strong believer in developing learner autonomy; helping my students to take control over their learning journeys. However, I also feel conflicted with giving my students control and my role as an expert in language learning. For example, if I see a student going in a direction that I have experienced to be unproductive, do I intervene and try

to push the student in a “better” direction, or do I let the student go through the experience themselves. This is a conversation that I am always having with myself when considering my teaching. Ellen introduced an interesting book, edited by our very own Andy Barfield, that seems to tackle this very issue: *Maintaining Control, Autonomy and Language learning*. If I can find a copy, I would be interested to read how others feel about this topic

Ken: Ian and I were concerned if the teacher ought to allow students to create and develop their own ideas without guidance, especially if seemingly the same student ideas are re-created, or if the teacher could provide advice so as to foster their own development.

I think the European University Association (EUA), which published a piece about “[promoting active learning in universities](#)”, offers a radical approach of instructors as, “[individuals who] change from that of a provider of knowledge to that of a facilitator of learning. Students need to be considered co-creators of their own knowledge and be given the opportunity to explore this role through, e.g. research-, problem- or inquiry-based learning and participation in decision-making processes.”

More than active learning, I regard this as active negotiation to carry over into learning, lest students think of autonomy as atomized (I credit this idea to Cecilia).

Sept 26th 2021 Get-together Report

In attendance: Tim Cleminson, Ellen Head, Ian Hurrell, Ken Ikeda, Koki Tomita, Lorna Asami, James Underwood
Regrets: Cecilia Smith Fujishima

Discussion topics in the meeting

In this meeting we mainly discussed 3 topics. First, we discussed teaching hybrid classes and how to encourage learner engagement when some students are physically in the classroom and others are online. We then talked about exploratory practice and metacognition and students’ struggles with thinking about and reflecting on their own learning. Finally we looked at the topic of implementing CEFR standards into language teaching, such as can-do lists and SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.

After the meeting, the participants provided some excellent reflections on the topics mentioned above, so I think I will let them do the talking!

Reflections from participants

Tim - It was great to talk about some of my research ideas and get feedback from others about how they approach similar challenges. I am someone who likes to think aloud and get a lot from working things out in dialogue. Although we are all facing similar challenges, we approach them from different angles. Sharing perspectives with other practitioners is a really powerful way to interrogate your own ideas. I'm sometimes pretty direct in my own responses to others, but that comes from being engaged and caring about what they say.

I feel that's reciprocated in the group - it's a space in which we trust each other enough to share our ideas and engage critically with each other. It's also a great space for sharing teaching paradigms. Each paradigm has something you can learn from. I often feel like I know nothing, so hearing about what others do and the tools they use to teach develops my knowledge of the field and my conception of what's credible.

Lorna - Today's LD get-together was a comfortable, casual time of seeing familiar faces and meeting new people (Hello Tim, it was nice to meet you!) We sorted out various details for upcoming events and publications and talked shop as much as time allowed.

Ken's helpful tips to Ian on hybrid online teaching were from his experience as well as student feedback, Tim Cleminson's critical incident questionnaire will be put to good use in my classes this term, and Koki Tomita's comments regarding CEFR “can do” statements as well as his initial needs-analysis helped me to think about a different way to set up goals for courses. This LD get-together was a stimulating afternoon of inquiry, consultation, and camaraderie, encouraging us with positivity for this autumn term of learner development in our classrooms.

Ellen - Talking about exploratory practice is always great! It was interesting to hear how several of us have used similar tools in different ways or at different stages in the class, with the aim of helping learners to understand their own learning process. Tools which were mentioned were CEFR can-do lists, motivation graphs, SMART goals. Lorna talked about students' difficulties in articulating meta-cognitive understanding in English when linking the SMART goal to the lesson objective, and the “aha” moment when they realized they had already got it. Tim

talked about exploring reflection using creative means. Ken talked about using a values questionnaire to build up [pyramid discussions I think], which he uses as a way to show students that they do actually have opinions. One of the things I like about the get-togethers is that if you attend a few times you can get insight into how other people's projects are developing, and so you learn more than you might learn from a single presentation.

Koki - We talked about high-flex teaching, exploratory practice and the CEFR in our discussions. I've personally never experienced high-flex teaching, so the participants shared a lot of insightful information. Careful preliminary research and preparation on top of normal class preparation are necessary before conducting it. In particular, teachers need to be keen on how online and face-to-face students like to interact with each other. Also, setting up the environment for smooth interaction between students taking classes online is important. Exploratory practice is another topic by which I was intrigued. Listening to Tim's experience using EP in the classroom, I recalled that I hadn't included this type of teaching and learning practice in my lessons for so long and would like to read more on this concept for deeper understanding.

Ken - I was impressed by Lorna telling us about a student who thought watching 20 videos was an accomplishment. It's great she encourages students to move from being a fly on the wall to taking control of their own learning. One idea that sprouted in my mind is to ask my students to write 10-15 words/ideas that they came to learn to use well in my course. Some of these ideas might come directly from those taught in the course, but I would hope they might develop their own insights. Fashioning those words into parsimonious form might be a good way for students to develop mindfulness in their own learning.

I liked Lorna's suggestion that relevancy is not connecting, but tying, which requires concerted focus (like with our shoes) as well as effort. I thought about how I harp on my students to write how relevant their research summary is to their thesis, when instead they could find strands to tie their readings to constructing their methodology.

Ian - In this get-together, I wanted to discuss the prospect of teaching hybrid classes this semester. With the vaccination rate improving, both students and teachers are eager to get back on campus for face-to-face classes. However, I have some classes where 1 or 2

students cannot enter the country so they need to join the classes virtually. I already have some ideas about how I will approach this. With the number of students online being so small, I was hoping that I could bring a computer to the class and have the students join virtually through the computer screen. For some of the classes, the students are required to bring a computer to class, so I thought that I could have students log into Zoom in the classroom when doing group work with the students overseas.

However, I still haven't had the chance to experience teaching hybrid classes so I was eager to hear the experiences of the other participants in the get-together and get their advice. There were several useful suggestions; some mentioned that I should involve the students with choosing the method of interaction with the class. I thought this was an excellent idea and very LD! Employing Google apps such as Google Forms and Google Docs so that the online students can better participate in online activities was another suggestion. Finally Tim recommended using a Critical Incident Questionnaire to keep track of the students feelings. He also provided some useful resources: https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Critical_Incident_Questionnaire_ed.pdf, <http://www.stephenbrookfield.com/critical-incident-questionnaire>. I want to express a big thank you to all participants for offering their suggestions for teaching Hybrid classes, and I look forward to trying them with my students.