

Learning Learning 『学習の学習』
Newsletter of the Learner Development SIG
Spring 2022 LL 29 (1) ISSN 1882-1103



感染対策
ご協力ください


となりの人や
グループとの間隔
をあげましょう


手洗いや
お酒帰りの
お控えください


会話は小声で
マスク着用

●シート間の距離の確保。
●同一グループ4人を基本
に定員確保できる人数で。
●食事は短時間・静寂で。
株の園芸管理事務所

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今号について

Welcome and warm greetings to all of you, our readers at *Learning Learning*. By the time you receive this issue, spring will be in the air and perhaps the cherry blossoms will be in bloom. I am excited to bring to you our first issue of the year that will surely brighten your day. Heartfelt thanks go out to my co-editors who have diligently worked with many authors to check and polish each article.

Starting us off in the right direction is our new co-coordinator, **Tim Cleminson**, who has already been involved in Learner Development events this year, such as the monthly LD SIG Get Togethers. He will introduce upcoming events and publications as well as invite everyone to join a variety of opportunities. Please keep in mind that if you or someone you know might be interested in co-coordinating the LD SIG with Tim, to let him or any one of us know at <ld@jalt.org>.

In our previous issue last autumn, I mentioned that we had restarted our “Mini-profiles” section where members can share a short piece about what interests, puzzles, and/or intrigues them about learner development. We warmly welcome Emily Choong, who joins us from chilly Niigata as a first-year member of our LD SIG and tells us about her ALT work and podcast. Our second Mini-profile was sent to us by Henry Foster, a longtime Kyoto resident with research interests in task-based learning and the role of technology and materials in language education.

Megumi Uemi is featured in Members’ Voices, writing about the role of self-esteem in language learning. She spent many of her childhood years in Bangkok, Thailand, where she first began to learn English, then continued her university studies in the United States. Megumi went full circle by returning to Bangkok as a teacher and describes her impressions in working with the students there. Following this experience, she moved to Tokyo and her observations on Thai and Japanese students in the area of self-esteem has become an

impetus for her further studies. We eagerly encourage Megumi in her work and hope that she will continue to publish with us in the future.

Our own editor, **Ken Ikeda**, has contributed a moving article for our Free Space called “Making sense of my father’s life and language traumas.” Ken has come to realize that what his university students share about themselves might be from an unexpected place not seen by our eyes. His father’s tumultuous history that spans his birth in Japan to his childhood in China, terrible experiences in WW2, return to Japan, and eventual immigration to the United States take us on a journey that illuminates one individual’s language history and may change our perspective on what students are willing to reveal about themselves in our classes.

Looking back at the 2021 CCLT7 last December, we have nine participants who have submitted their reflections with us. Thank you to **Sungyeon Kim, Yuki Kinoshita, Arisa Minami, Kaori Moriizumi, Makoto Namiki, Saki Ogawa, Izumi Sekiguchi, Ririka Takami, and Huiyan Zheng** for sharing your impressions with us and we hope that you will visit us again in a future CCLT and or publication!

Next, **Blair Barr** has compiled three JALT Learner Development SIG Forum presentation abstracts and six reflections for us from the JALT International Conference last year. The theme for the forum was on “Learner development SIG identities.”

Another Looking Back event from this year is the monthly LD SIG Get Togethers from January, February, and March that are reported on by our co-coordinator **Tim Cleminson** and LD members **Tim Ashwell, Ken Ikeda** and **James Underwood**. This year’s theme for the Get Togethers is on finding and developing reading groups.

As we Look Forward, we will continue to have the usual monthly LD SIG Get Togethers. Then, from the 17th-19th of June we can hear LD

members at the JALTCALL Forum (hybrid) in Kyoto speak on the topic of “Exploring creative play in the classroom: Innovative approaches to learner development.” Following this event will be present for the PanSIG Forum to be held at the University of Nagano from the 8th-10th of July on the subject of “(Re)Imagining Language Education” focusing on the question “What is the future of language education in a post-pandemic world?” In the autumn is our annual JALT International Conference that will be at the Fukuoka International Congress Center from November 11th-14th on the theme of “Learning from students, educating teachers.” The JALT 2022 LD Forum and CCLT8 events are hopeful future events and will be announced when (and if!) details are finalized.

Many thanks go out to our LD Treasurer, **Patrick Kiernan**, who has prepared our latest financial report. In spite of the fact that JALT has suffered from an overall loss in membership, resulting in all SIGs experiencing a sharp budget cut, LD continues to have a good balance of funds and is able to continue to keep up its vibrant calendar.

May I close by once again thanking all the hard-working editors on this *Learning Learning* team and the many contributors to this spring issue. I would like to encourage our readers to consider submitting your own article in our next issue and our editors will happily assist you to tell your stories of learner development that you are experiencing. If you would like to join our group of editors yourself, please send us a message at <LLeditorialteam@googlegroups.com>. We thank you all for your generous participation and look forward to an exciting year.

Lorna Asami, lead editor for 29.1, on behalf of the Learning Learning editorial team:
Ken Ikeda, James Underwood, Mike Kuziw,
Hugh Nicoll
Tokyo, March 2022

Learning Learning Editorial Team
<LLeditorialteam@gmail.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
- Members' Voices
- Looking Back
- Research and Reviews

If you are interested in any of these areas of working together (or have other areas of interest) and would like to discuss your interest and ideas, please email the *Learning Learning* editorial team <LLeditorialteam@gmail.com>

CO-COORDINATORS' GREETINGS FOR SPRING 2022 |

コーディネーター挨拶

Hello, I'm Tim Cleminson hailing from Okayama, land of Momotaro, your peachy new Co-coordinator for 2022 ;-)

Although, as I pen this intro, the peach branches are bare in the depths of a chilly February. I don't know about you, but, recently, I've caught myself thinking about Spring. Because winter has been a drag. A sea of masked faces at uni, or unblinking screens of black boxes on Zoom. Got to admit, at times, teaching has felt pretty 'remote' regardless of the platform.

So, you know, thoughts of blue skies, cherry blossom, groups huddled together on bright, blue tarps toasting the ephemeral beauty of being...that gives me a sense of hope and joy. Transitions to something good and uplifting, yes please, double helpings. And that transition starts here, with the Spring version of *Learning Learning*. It's a chance to hear about all the wonderful work our community makes possible, and all the opportunities to get involved. So, come on, let's dive in and get a shot of 'collegial goodness' in the arm!

But firstly, I'd like to thank you and all the SIG officers who make the SIG such a vibrant and supportive community. Given all the challenges we are facing, it's amazing that we have kept the SIG so strong. It's not something we should ever take for granted. This SIG lives because we care and take the time to connect with and support each other. And this year is no exception.

2022 Events

In 2022, we have real, live face-to-face conferences with fascinating (hybrid) forums to look forward to:

1. PanSIG - Challenging Conventions: Opening up New Spaces in Learner Development



2. JALTCALL - Exploring Creative Play in the Classroom: Innovative approaches to Learner Development
3. JALT International - Reflecting on challenges and achievements in diverse learning environments

We have monthly online Get-Togethers to boost well-being by connecting, sharing, and getting professional support. Hopefully, we can get back to more regional GT events too. We will be planning another Creating Community: Learning Together spectacular for students and practitioners to come together and learn.

2022 Publications

Our publishing teams will be working on finalizing the Learner Development Journal 6 on learner development issues outside the classroom. At the same time, another team is initiating the Learner Development Journal 7 on challenging conventions on learner development research.

And all the while the *Learning Learning* team is documenting this great work. They are the heartbeat of the SIG. LL creates new opportunities to connect, share experiences, publish ideas, and offer thanks. In short, all the things that make us feel human and a community become strong.

So, I'm sending out massive high-fives to all the volunteers working hard to develop the SIG. And I'm sending out a big welcome to members who want to join our teams this year. There is still a space for a co-coordinator to work with me. And there are always opportunities to join the program, publicity, and members teams. Send me an email at <ld@jalt.org> anytime, I'd love to chat. In the meantime, here's a toast to you all, underneath the cherries, on your blue tarps drinking in the here and now - to you and LD adventures, and the coming of Spring (capital 'S' intended).

And, finally, a big thank you to Sayaka Karlin for checking the Japanese translation - you're a star!

ご挨拶

こんにちは、桃太郎の国、岡山からやってきた2022年の新コーディネーターのTim Cleminsonです。今、この文章を書いているのは、肌寒い2月の半ばです。皆さんはどうかわかりませんが、私は最近、春のことを考えるようになりました。というのも、冬が長引いたからです。冬はつらいものです。大学ではマスクした顔の海、Zoomではまばたきもしない黒い箱の画面。正直なところ、プラットフォームがどうであれ、教えるということがかなり「リモート」であると感じることがありました。

青い空、桜、ブルーシートの上で肩を寄せ合って乾杯している人たちのことを考えると、希望が湧いてきます。何か良いこと元気が出ること、そしてその両方はラーニングラーニングの春版から始まります。私たちのコミュニティが実現している素晴らしい学習環境と、参加する機会について知ることができるチャンスです。では、目からうろこが落ちる話に飛び込みましょう。。。

まず最初に、SIGをこのような活気ある、協力的なコミュニティにしてくれている皆さんとSIG

役員の皆さんに感謝したいと思います。私たちが直面しているあらゆる課題を考えると、SIGをここまで強く保てたことは素晴らしいことです。これは決して当たり前のことではありません。私たちがお互いを気遣い、時間をかけてつながり、サポートし合っているからこそ、このSIGは存続しているのです。そして、今年も例外ではありません。

2022年イベント

今年以下の通り対面による会議と興味深い(ハイブリッド)フォーラムが実施されます。

1. PanSIG - Challenging Conventions: 学習者育成における新たな領域を切り開く
2. JALTCALL - 教室での創造的な遊びを探求する。学習者育成のための革新的なアプローチ
3. JALT International - 多様な学習環境における挑戦と成果の振り返り

私たちは毎月、オンライン懇親会を開催し、つながり、共有し、専門的なサポートを受けることで「well-being」を高めています。できれば地域ごとのGTイベントも再開したいです。

また、Creating Community: Learning Together を企画する予定です。教員や学生が集まり、共に学ぶためのイベントです。

2022年の出版物

私たちの出版チームは、教室外での学習者育成の問題を扱った『Learner Development Journal 6』の最終版に取り組む予定です。同時に、別のチームは、学習者育成研究の慣例に挑戦する『Learner Development Journal 7』を創刊する予定です。

Learning Learning チームはこれらの素晴らしい仕事を文書化しています。彼らは、SIGの中心的存在です。LLは、つながり、経験を共有し、アイデアを発表し、感謝を伝える新しい機会を作り出しています。要するに、私たちが人間らしさを感じ、コミュニティが強くなるためのすべてのことです。

私は、SIGの発展のために懸命に働いているボランティアの皆さんと、大きなハイタッチをしています。そして、今年、私たちのチームに参加したいと思うメンバーを大歓迎します。私と一緒に働いてくれるコーディネーターを引き続き募集しています。また、プログラム、広報、メンバーの各チームに参加する機会も常にあります。

いつでも ld@jalt.org までメールをください。ぜひお話ししたいです。

まずはあなたとLDと春の訪れに、乾杯！

Learning Learning 『学習の学習』

<LLeditorialteam@gmail.com>

学習の学習のスタッフは、少人数のチームで一緒に仕事をすることにコミットしています。私たちは、個人として、また専門家として成長するために、執筆、編集、回答、翻訳について共に学ぶことを目的としています。SIGメンバーが『*Learning Learning*』に参加し、一緒に仕事をするのを奨励したい分野は以下の通りです。

- レイアウトとデザイン
- 会員の声
- 振り返り
- 研究・レビュー

これらの分野またはその他の分野に興味があり、話し合いたい方は、*Learning Learning* 編集部

<LLeditorialteam@gmail.com>までメールをお送りください

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。



Emily Choong

Email
<emmchoong@gmail.com>

Hello! Apa khabar? My name is Emily Choong. This is my first year in the LD

SIG. I am an Assistant Language Teacher (ALT) in Niigata City teaching elementary and junior high. I am from Malaysia, a country with an extraordinarily diverse food culture and home to the tallest twin towers in the world. This English teaching job made me realise what a blessing it was for me to have grown up in a bilingual environment throughout my formal education. With that, I hope to inspire students to take an interest in learning through the lens of the world around them and beyond. In my free time, I can be found drinking coffee somewhere or recording the next episode of my podcast Cheeky Academics. If you are interested in collaborating or would like to say hello, feel free to reach out. Thank you for having me in the LD SIG!



Henry Foster

Email <henry@abiloon.com>

Hello everyone, my name is Henry Foster. I have lived and taught English in the Kyoto area

for nearly 30 years now. I started out at a small conversation school and have ended up as an associate professor in the English Department at Bukkyo University. Along the way I obtained a Master of Applied Linguistics degree from the University of Southern Queensland and a Doctor of Education in TESOL degree from Anaheim University. I have always been interested in task-based learning and teaching because of its focus on learning by doing and the fact that it places the responsibility for noticing, selecting, and acquiring language on the learner rather than on the teacher. I have also always been interested in the role of technology and materials in language education. In my teaching, as well as in my own experiences as a language learner and as a distance student in my master's and doctoral programs, technology and the internet have always figured prominently. From these interests, I naturally found my way to language learner autonomy, which was the subject of my doctoral dissertation. I have not had any experience with self-access centers or language advising per se. Instead, my present focus is on ways that we can encourage and support the development of learner autonomy from within the language classroom. I look forward to meeting, sharing with, and learning from all of you here in the LD SIG!

For the 2022 Autumn issue of *Learning Learning* please send your mini-text or mini-profile to <lleditorialteam@gmail.com> by 31st of August.

Many thank

MEMBERS' VOICES | メンバーの声

Exploring the Role of Self-Esteem in Language Learning

Megumi Uemi
Lecturer, Department of
International Communication
Kokusai Junior College
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My first experience of learning a second language took place in Bangkok, Thailand, where I spent nearly eight years of my childhood and acquired the basic conversational fluency of English at an international school. In my late teens, I flew to the U.S., and began immersing myself in the American undergraduate and graduate studies experience and learned to use English academically. After completing an MA in second and foreign language education, I returned to Bangkok and decided that my first experience of teaching English must take place here, because this is where I first started my own second language learning experience. I taught English at a Thai government junior and senior high school for almost five years. A decade has passed since then, and now I teach English at a junior college in Tokyo. Looking back at my career as a language teacher, I must say that teaching English to Thai students as a Japanese English teacher stands out as an exceptionally interesting and eye-opening educational experience.

After graduating from an MA program in the U.S., I started to work as one of the native English instructors at a Thai government junior and senior high school to teach both their regular and intensive English programs. Although many students were rather interested in getting to know about Japanese manga and anime from an English teacher like me with a Japanese background, overall, I was impressed with their attitudes toward my English lessons. Except for a few not-

so-academically-motivated groups, students were open and active about learning the language. They were enthusiastic in getting input, loved public speaking and were not shy to share their interests and passions with other students in English. Most of all, they seemed to enjoy talking about themselves, maybe in any language, and this was indeed helping their English conversations become more vibrant and enjoyable. Is love for oneself, or more properly put, one's healthy self-esteem, an important factor for language learning? I remember thinking about this question every time I observed my Thai students' active participation in classes. Brown and Marshall (2006) describe self-esteem in three different categories: global self-esteem, self-worth, and self-evaluation. While global self-esteem refers to a personality trait of how an individual generally evaluates him/herself regardless of time and situations, self-worth and self-evaluation are affected by external factors such as events or one's abilities respectively. What the Thai students displayed, as I understood it, was unchanging affection for themselves despite class environments or differences in their English proficiency levels. How does having this type of high global self-esteem influence one's process of language learning?

Now I have been teaching English to both freshmen and sophomores at a junior college in Tokyo for almost five years, and as you can imagine, there is a stark difference between how students here react to my English lessons compared to those back in Thailand. The Japanese students are a lot more reserved in classes; they like to hide their emotions and hesitate to share their ideas with others in English. They definitely shy away from public speaking in fear of looking "different" or sounding "incorrect" to other people. There could be a million reasons why the two groups of students act so differently; however, could their levels of self-esteem have something to do with it? I began to think. Maybe

simply the Japanese students I teach are not confident of their English skills. Or maybe because they are not in “high school” anymore, they think showing themselves in front of people is immature. I don’t know. But what I know for a fact is that the Thai students I taught previously did not exactly speak ‘perfect’ English; however, they seemed to care nothing about it. They just said, whatever it was that they wanted to express like their love for K-pop idols or craze for a Netflix manga series, regardless of the expression being grammatically correct or made up of smart word choices. This type of attitude seen among Thai students, which one may describe as positive assertiveness or global self-esteem as Brown and Marshall (2006) described it, isn’t observed much amongst Japanese students. Do their self-esteem issues have something to do with it?

In 2019, the Japanese Cabinet Office conducted a survey on the attitudes of young people between ages 13 to 29 in 7 different countries including Japan. What the study revealed was that when compared to the youths of other nations such as the U.S., and South Korea, Japan shows a lower percentage on those who maintain healthy self-esteem; they indicate a smaller number of youths with confidence in their own strengths, self-satisfaction, and effect on others (White Paper on Children and Young People, 2019). The results showed that this tendency has grown even bigger since the last survey completed in 2016. So, it has been proven that Japanese young people have a less positive perception of themselves in comparison to their international counterparts. Could this be one of the factors that affect their ability to speak English, as the nature of the language requires some sort of “showing” to others with confidence, in other words, self-expression with clarity and persuasiveness?

Growing up in an English-speaking school in Thailand and being educated in the U.S., for both my undergraduate and graduate studies, I too went through a fair number of struggles learning English as my second language. Although I had acquired some basic conversational fluency in the language as a teenager, I had difficulty succeeding

academically during the first few undergraduate years in the U.S., It took me about three years to finally get the hang of writing a good paper with a good thesis statement and getting an A for it consistently. I remember being awfully nervous giving a presentation for my econ or poli sci class just like my Japanese students are now afraid of speaking publicly during my English lessons. This nervousness, however, somehow disappeared after undergoing intensive reading and writing day after day for class assignments. I recognized a change in my voice; it got deeper and stronger as if I had built up enough confidence to sound more certain of myself in English. I became more comfortable with giving public speeches and presentations, and exchanging ideas and opinions openly with my peers became much easier. So, even from my own experience, it seems there is a connection between one’s level of confidence and L2 communication skills. Does this mean that having healthy self-esteem is an essential component of one’s adequate academic performance in L2? If so, in what ways?

Guban-Caisido (2020) presents an overview of recent research that explores the relationship between self-esteem and language learning. According to her analysis, current developments on the topic concur that self-esteem is a significant factor that influences one’s process of learning a second language. Three correlations were found in the trends among 20 articles the researcher investigated to include: self-esteem and language skills, self-esteem and second or foreign language proficiency, and self-esteem and other emotional variables in language classrooms such as anxiety and motivation. The study emphasizes the need for further examination into the relationship between self-esteem and language learning to help English language learners handle their language problems from a psychological perspective.

I know I have a lot to learn from the previous studies like that of Guban-Caisido (2020) as a starter, but sharing the questions I have developed over the years of my teaching experiences in two different countries, Japan and Thailand, has certainly led me to the role of self-

esteem in language learning as a new topic of my research interest. I know it is still broad at this stage, and I don't know how I will figure it out yet. But reflecting upon my own experience of acquiring a second language as well as observing the learning process of the two culturally different groups of students, my perception is that having a healthy self-esteem is a crucial element that enhances one's capacity to use a second language. With this understanding, I am starting the exploration, and I hope a fresh perspective on the matter will lead to a new psychological approach to English language learning and help students become confident and effective users of the English language.

References:

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- Cabinet Office. (2019). *White Paper on Children and Young People*.
<https://www8.cao.go.jp/youth/suisin/hakusho.html>
- Guban-Caisido, D. (2020). Self-Esteem and Language Learning: Empirical Evidence from the Past Two Decades. *Journal of Teaching & Learning English in Multicultural Contexts*, 4 (2), 95-106.

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)

FREE SPACE |フリー・スペース

Making Sense of My Father's Life and Language Traumas

Ken Ikeda

Otsuma Women's University

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I ask students who enter my seminar on Asians' English language identities to tell about themselves on a Google Form I have prepared, and also write their English language histories. Language learning histories serve as not only recounts by learners but also as potential for learners and teachers to construct knowledge together (Mercer 2013). My interest in having students recount their personal history with English language learning comes not so much from a pedagogical approach but more with my nascent interest in history. In a recent conversation with one student, I was surprised to learn that she was born in the United States, and had gone abroad several times. Needless to say, she didn't provide this information in the Google Form or in her language history. She expressed surprise that I didn't know this before.

How is it that students don't share details that instructors would deem essential to understand them? I think these omissions go beyond a lack of vocabulary. As I ponder, I wonder if a similar sort of thinking might have been at work, when I think about experiences of my father, a Japanese immigrant to the United States. I have regarded his life as one extended struggle to be recognized as a person with legitimate status and voice, one which connects his identity in relation to time and location and volition. I must admit that I have no particular theory in mind as I write this, but I wish to situate his experiences which at times intertwined with mine to leave residues that I liken to reactions to trauma, defined as "Trauma is the response to a deeply distressing or disturbing event that overwhelms an individual's ability to cope, causes feelings of helplessness, diminishes their sense of self and their ability to feel the full range of emotions and experiences" (Onderko, 2020).

What official documentation there was with my father did not capture who he really was. His name on his American passport was "Mike Ikeda," but that was not his original name. His occupation was written on tax forms as "gardener," but he made his living not raising plants but mowing lawns. When I requested from my father's hometown village office in Japan the *koseki touhon* (戸籍謄本) which is a document that lists details of family members' births, deaths, and marital statuses (Nelan 2017) in order to verify my Japanese ancestry, it revealed his citizenship was still Japanese (his name was not crossed out). This showed my father had never informed the local authorities that he had become a naturalized United States citizen.

Initially, I knew my father Shizuo was born in Takagi Village in the southern part of Nagano Prefecture in 1927 and from the age of four his family moved to the Japanese-occupied area in northeastern China known as Manchukuo (Manchuria). His mother died there, and his junior high school days ended when he was drafted into the Japanese army during World War 2. After the war, his family was able to flee back to Japan, but he was left behind in a Soviet war camp, from which later he broke out and made it to Japan before immigrating to the United States. He had a fondness for WW2 movies, *The Great Escape* being one of them. For many years, we had no idea why, other than the actor Steve McQueen looked cool on a motorcycle. When we asked dad about his WW2

experiences, he'd quickly change the topic and tell us to go to bed. It was only decades later, when he watched *Daichi no Ko* (大地の子) which was a TV mini-series originally broadcasted on NHK (1995), about a Japanese boy left behind in China, did my father start to open up on his past.

His Japanese army unit was captured en masse by the Soviets on the last day of the war. The camp where he was incarcerated was designed to starve everyone to death. He told me that he and other inmates would fight for scraps of food. He fled in an organized escape but the prisoners found few places to hide. He said that they sought refuge in a swamp, but the Russian soldiers bayoneted each victim and killed on the spot those who screamed. He was stabbed in the thigh but kept silent and motionless. His nails bore the marks of frostbite. During his period as a fugitive, he joined the Chinese Red Army which was engaged in a civil war with the Nationalists and left after a battle to board a ship destined for Japan.

(That's what he told me. My wife told me that he went down the Korean peninsula.) The family registry kept at the municipal office where my father was born showed he had an older brother and an older sister, but to others he told he had others in his family, one who died in infancy, and another who was killed in the South Pacific. Why did my father change his story to suit his listeners? Why did he not try to rectify his facts? I suspect it may be because his wife, my mother, failed to show much interest. When I and my wife arranged a trip for my father in his last years to visit his childhood haunts in Manchuria, he told me she never wanted to visit there. Perhaps she sensed that asking about it would bring out his trauma. Although I regret not asking how his mother passed away, I just couldn't bear the thought of making him relive such memories.

According to my brother, our father spent seven years in Hashima City in Gifu Prefecture where his family had relocated. One day, he spotted in a newspaper that Japanese who had been in war-torn areas were eligible to immigrate to the United States. His account matches the conditions for young male refugees known as *nanmin seinen* (難民青年) (Minamikawa p. 34) who repatriated from Manchuria and Korea and could be accepted under the conditions set by the Refugee Relief Act of 1953 signed into action by President Dwight D. Eisenhower. Thanks to documentation provided by his father who had training as a notary, he was able to enter the United States through Angel Island in San Francisco. He spent several seasons in the San Joaquin Valley picking strawberries and being a short order cook in the offseason. Then he was taken to Los Angeles by a Japanese Christian evangelist, where he met my mother who came from a nearby village in Nagano Prefecture as a picture bride in a marriage agreement. Despite a near ten-year gap in ages between them, my mother was deemed the most suitable one for my father because of her prowess in English, it being her favorite subject in high school.

My father coming to America seemed overly anxious that his name would be too difficult for the immigration officers to understand when he arrived there, which explains why his original passport read as "Mike Ikeda." Only later when he received his naturalization papers did he include a middle initial S to stand for his Japanese name. I met a man with the same surname whose name was Michael and he asked if my dad's real name was the same. No, just Mike. American-born Japanese men would have shortened their names to Shiz. I have no idea why my father selected that name to be his. In time, "Mike" fit my dad's simple tastes befitting a blue-collar man, one who seemed interested only in beef, beer, action movies, and local sports teams.

The defining moment between my parents and I was when I was seven years old (Ikeda and Shiba 2020:37). My elementary school teacher became concerned that I was mixing my English with my parents' language too much. She held a parent-teacher conference and told them that I was in danger of failing the second-grade (this is what my mother told me). The teacher ordered them to stop speaking the heritage language at home so that I could concentrate on English. My language conundrum was solved in a matter of time. But the damage was done.

I quickly lost my ability to speak in the Japanese language, a shocking development which persuaded my parents to enroll me in a Japanese-language school on Saturday mornings. Besides that I was no longer

able to watch the cartoons that were on TV at the time, I viewed my schooling as largely futile because I didn't become fluent in the language until I came to Japan. Another fallout from that parent-teacher conference was that my conversations with my parents were halved, to those only with my mother. I suspect my mother's great respect for teachers persuaded her to tell my father not to use their native language again. My father stopped speaking to me altogether. The possible rationale for the drastic decision my parents made can be summed up in one phrase: "*kodomo no tame*" ("for the children"). The silence between my father and I deepened over the years. I joked with my classmates that my father Shizuo lived up to his name as a quiet person. One friend I invited to my home saw my dad mowing our front lawn and asked me if it was worthwhile to greet him. I must have said no. But my father did not forgive the slight. He told me I could never bring that friend to our place again.

If my father and I talked, our utterances to each other were likely monosyllabic. One episode that lingers was when *natto* was served at my family meals. I resisted eating it because of its smell and texture. My father finally could take no more of my resistance and pointed at me, exclaiming, "Oh my son!" I was scared at his outburst and began eating it. When I started teaching in Japan, I recounted this episode to teachers of English humorously. But one of them asked me how was it possible that my father knew how to change the exclamation from "Oh my god" if he did not have a facility with the English language. I realized I had misheard my father. Likely he had said, "*Omae-san!*" which goes beyond simply "You!" to include a sense of frustration.

Only after my mother passed away did my wife persuade me to talk to my dad. I initially resisted, saying he should take the first step and that my Japanese language/Nihongo was too bad for him to understand. But she insisted I do so because he looked so lonely. I guess he and I stomached our hesitations and the ensuing talks we had made up for all the years of silence. My dad would tell me that I reminded him so much of his wife, my mother. But the tragedy remains that my mom never heard these conversations during her lifetime.

My father was a man of his generation and no doubt his near-death experiences shaped how he regarded life. He was a survivor and pragmatic; possessions mattered almost nothing to him. An episode illustrates his attitude. After it was decided that my father would move out of our family home and live with my brother, he asked me to put my most cherished stuff in a box that I would take back to Japan. But while I was out with friends, he threw the box in a dumpster. When I found out what he had done, he then asked me if I wanted to keep my remaining belongings. I think Marie Kondo's methods of keeping what is cherished would be no comparison to his approach. Another episode was when I stayed at my grandmother's, my aunt showed me a photo of my dad when he was four years old. I was excited, because I had never seen any featuring him as a child. When I told my dad, he asked me to do him a favor: steal the photo and bring it back to him. I was shocked and asked where he would keep it. No, he would burn it. Needless to say, I did not oblige him.

In his last years, he was obsessed with renewing his driver's license. But the city where he lived didn't have a Japanese version. Because he couldn't read English well enough, he was constantly failing the paper test. He told me that one test examiner remembered him coming often to the driver's license testing site, and after yet another fail, ushered him into a room. He was given a test form with the answers marked on it and told to remember them. After some time, he was given a test and it was the same one. We can't imagine that this can happen in our society, but this may demonstrate that where there is a way, compassion can happen.

I noted how my father kept in his room a healthy interest in prewar Manchuria shown in countless videotapes and books. I suggested the idea of going there, which he quickly waved away given his age (over eighty years old) and failing health. But I persisted, and in August 2010, my brother arranged to take my father to Japan, where I and my wife escorted him to where he had

spent his childhood in northeast China for a privately arranged few days' trip. I was surprised how vigorous he became, casting aside his cane and strolling around the premises with confidence. His eyes lit up as he recounted his surroundings and we rode a train that he said was on the same route as in the 1930s. Afterwards, I asked him what he would remember the most, and he said, it was the evening sun there. True to his survivalist urges, upon his return to his room back in the U.S., he discarded all of his memorabilia. When I met him again, he pointed to his head, saying everything he needed to remember was in there.

In my father's last years, he often wondered aloud if his life had been worthwhile. I and my siblings would always tell him that he had raised three robust children who carry on his legacy.

Besides the fact that I am glad to have written these reflections about my father, I feel I have come to entertain a more open perspective as to why students may not reveal all that is expected. I should wait for their revelations in their own time. Hopefully others will be inspired to share their recollections of their parents or loved ones who might have struggled with expressing themselves in an acquired language. I close this with a proverb in English created by a Japanese high school student, "Learn to care before you glare." May we regard and treat others around us with consideration in our teaching.

Special Thanks

I express my great thanks to my siblings for refreshing my memories.

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LOOKING BACK | 報告

Learner Development SIG Identities JALT Learner Development SIG Forum

At JALT 2021: Reflections and New
Perspectives
Saturday, November 13, 2021
10:45-12:15

In this LD SIG forum, presenters looked at who the LD SIG is as a special interest group. What does learner development mean to SIG members? What experiences have members valued? What research have members embarked on? Where is the SIG going? How is the LD SIG interpretation of learner development evolving? The forum featured timed rounds of interactive narratives highlighting themes such as self-regulation, autonomy, learner identities, and lifelong learning.

Presentation abstracts, followed by Reflections by

Szabina Adamku, Meisei University, Tokyo
Tim Ashwell, Komazawa University
Blair Barr, Tamagawa University, Otsuma Women's
University
Tim Cleminson, Kawasaki University of Medical
Welfare
Robert Moreau, Meiji University
Sakae Onoda, Juntendo University

Language and its role in learner development

Gareth Barnes, Macquarie University, Ochanomizu
University, Tokai University

Abstract

How can 3rd Age language learner ecologies inform our understanding of development throughout the life course?

By adopting a bioecological perspective (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2007), we can see the influence of time and social context on developmental processes. Looking at the narratives (Barkhuizen, Benson, & Chik, 2014) of 8 members of a community learner group, we follow the influences of time, the economy, education, family, and work, to see how language has played and can continue to play a role in development throughout the life course.

Barkhuizen, G., Benson, P., & Chik, A. (2014). Narrative Inquiry in Language Teaching and Learning Research. New York & London: Routledge.
Bronfenbrenner, U. (1979). The Ecology of Human Development. Cambridge, Massachusetts: Harvard University Press.
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Short Reflections

Robert Moreau - Very interesting context and age group. On the PowerPoint, it would be useful to have any sources cited on the slides as you go. I know that I like to jot down the studies as I listen.

Tim Ashwell - What sparked your interest in voluntary (community) language learning groups?

Blair Barr - Language development in informal groups among older adults: cognitive reserve, healthy aging, mobility, resiliency (makes the brain stronger), culture (agency). I could relate to a lot of this presentation from my days working in an eikaiwa setting. A few older learners had a lot of motivation to learn to maintain connections,

exercise their brains, or even just socialize in an enjoyable community.

Kominkan: Community Centers

Political and Commercial influence is on the increase. Why is the political and commercial influence in kominkan worrying? Do you have any examples? Gareth has followed up with me on this and I am planning to read up on these concerns soon.

Szabina Adamku - Your topic is very relevant as the development of LLL is targeted in many countries with mixed results. I have taught a few elderly EFL learners and I experienced difficulties as well as success in this field. I hope your research continues and reaches wider audiences.

Tim Cleminson - You're doing some really interesting research into lifelong learning. Would be great to hear more about how motivation emerges from the relatedness of the learners. There seems to be a renegotiation of agency and connectedness that goes on through the later stages of life. As people move on from work, they lose a massive part of their identity and social network. So, they need to connect to new social groups and learn how to operate in new social situations. The FL classroom is an environment which necessitates social interaction and communication. So, it provides opportunities to bond and connect. But, it's also a 'foreign' arena which facilitates more flexibility in the mode of interaction than Japanese conversation would. It appears to me that this creates an affordance for the renegotiation of agency and self as learners pass from one stage of life to another.

Sakae Onoda - His research results and implications were thought-provoking and offered new perspectives on language teaching. Additionally, his presentation gave an opportunity for me to reflect on my own teaching and research.

Learner Development Research through Autoethnography: With a Critical Reflection

Aya Hayasaki, Waseda University

Abstract

This presentation takes an autoethnographic approach to explore learning trajectories which I, a female Japanese in her early 30's, experienced both as a learner and teacher of the English language. Autoethnography allows researchers to take on the "dual identities of academic and personal selves to tell autobiographical stories about aspects of their past and present experience" (Ellis & Bochner, 2000, p. 740). Having spent most of my formal school years in Japanese educational systems, I started my career as a senior high school teacher in Japan, later becoming a master's student in the UK, a volunteer and corporate member in informal and non-formal education, and currently a PhD student. This study particularly sheds light on the process of shaping my learner, teacher, and researcher identities. I will also discuss the importance of critically reflecting on researcher reflexivity in conducting an autoethnographic study.

Short Reflections

Robert Moreau - Thank you so much for this! I particularly felt that being able to understand the context that students come from is very useful. As teachers, it is easy to become absorbed in the content and skills that we would like to teach in our classes, but how that content engages the students as individuals is a point that is easy to forget. Also, being aware of the struggles that students have, especially if they are far from home for the first time, can assist teachers in making their classrooms more "user friendly" for students.

Tim Ashwell - Is there any need for triangulation when using autoethnography?

Blair Barr - Gaps in motivation and access to English learning are significant in Japan. I was shocked by the differences between Tokyo, that national average, and Kagoshima's post-secondary education, especially amongst women. I haven't really been exposed to this teaching in the Kanto region, so it was eye-opening for me. Student learning history profiles are interesting (autoethnography). As a student of anthropology, I find it really interesting to see how individual profiles relate to the population as a whole.

Szabina Adamku - Thank you for sharing your experiences. It was very useful for me as I am new in Japan and students do tell me some of their struggles with their EFL development. I think it cannot be emphasized enough to raise and discuss these issues and I do hope that the results and implementations reach students' levels and, therefore, they can overcome these difficulties.

Tim Cleminson - I was really impressed by the idea that culture shock and burnout could become catalysts for change. Resilience is central to language development and your talk showed how individuals turned uncertainty and challenges into learning and development.

How can learners be assisted in becoming self-regulated?

Sakae Onoda, Juntendo University

Abstract

My presentation will discuss insights from my research on learner development, which was inspired by Learner Development (LD) SIG group members and their own studies. I will explicate the effect of self-regulation on language learning, in particular the effects of self-regulation strategies on L2 listening improvement and their relationship with self-efficacy and intrinsic motivation. This work also suggested positive results for self-regulated learners and revealed that such learners mainly use metacognitive and effort regulation strategies and abound in self-efficacy and intrinsic motivation. To examine

interrelationships between self-regulation strategies, self-efficacy, willingness to communicate, and intrinsic motivation and L2 listening skills improvement, structural equation modeling was performed using quantitative data. Results showed that self-efficacy influences intrinsic motivation and effort regulation strategy use, which predicts metacognitive self-regulation strategy use, which in turn influences L2 listening skills improvement. These interrelationships shed light on how learners can continue to learn L2 listening while being assisted in doing so. However, several factors were shown not to influence self-regulated learning, and pedagogical interventions for promoting self-regulated learning, including how to improve and maintain volition, remain poorly understood. At the suggestion of LD SIG members, I plan to explore pedagogical interventions to equip self-regulated learners with volition and self-efficacy in the new online learning environment.

Short Reflections

Robert Moreau - Well researched, and as was mentioned, quite technical. The question focusing on what to say to students was spot on, and the answer was helpful. Thank you Onoda san!

Blair Barr - How can I simplify your message to help students with listening? (What can I say to students?) Sakae's advice to students is that they should listen every day, concentrate on the interactions they watch, listen to something that interests them, and students should have confidence (experience success in listening) by doing extensive listening. This is great! I have been building a library of video quizzes that students have helped build. Tim Ashwell also asked, "What approach do you have to make listening relatable?" Sakae suggested having groups work on the listening tasks together. I like this because students can actually talk about the contents together, and they can help teach and learn together. I believe peer teaching can

actually be a lot more meaningful to a lot of learners.

Szabina Adamku - The research is very relevant and you have meaningful results. I wonder if and how you are planning to continue, especially regarding the relationship between ETC and metacognitive strategies. My research interest is strongly connected to yours (self-regulated vocabulary learning) and I also found a correlation between self-efficacy and self-regulation. I hope you will publish your results as I would like to cite some of them in my work.

Tim Cleminson - Thank you for your presentation. As I said in my comment, I agree that relatedness is really important in learning. As teachers, we need to develop a learning environment that encourages engagement and positive feedback. I think that means we need to empower students to express their opinions and give them the resilience to accept feedback and use it as a way to kick-start learning and development.

Sakae Onoda - I hope that what I talked about in my presentation was meaningful for everyone.

What does Learner Development mean to you?

Szabina Adamku - Facilitating learners' needs, assisting them in their learning processes, providing them with learning strategies, monitoring their progress, and developing their outside-class, autonomous and self-regulated learning.

Tim Cleminson - I see learning as emerging from interaction with others. So, learner development is about learning how to be yourself with others, to learn from them and to help them learn.

Sakae Onoda - Engaging in learner development yields valuable opportunities for teachers to reflect on their teaching and generate

opportunities to discover alternative teaching ideas and thus evolve.

If applicable, what brought you to join the Learner Development Special Interest Group (LD SIG)?

Szabina Adamku - My research interest is self-regulated learning and it is in strong connection with learner autonomy.

Tim Cleminson - The focus of education is learner development, so it seemed a natural choice.

Sakae Onoda - The impetus for my joining was my strong belief that the most important job language teachers can do is to foster autonomous language learners. Another strong and equally important reason was my wish to improve my teaching and research by getting feedback on both activities from LD SIG members, who share the same academic and research interests, as many heads are better than one.

If applicable, what experiences have we valued as a member of the LD SIG?

Tim Cleminson - Connecting - I always learn from others. And I have fun doing it.

Sakae Onoda - I have learned a lot from LD SIG members about practical teaching approaches to fostering autonomous language learners, and this has given me incentives to conduct research on how to foster such learners.

What research, questions, or puzzles have you had as a member of the LD SIG?

Szabina Adamku - How can learner autonomy be developed? How can learner autonomy, self-regulation and learning strategies be developed in in-class instruction?

Tim Cleminson - How can I make people realize how creative they are?

Sakae Onoda - I have conducted research on causal relationships between self-regulation strategies (effort regulation strategies, metacognitive self-regulation strategies, and peer learning strategies), motivational variables (self-efficacy and intrinsic motivation), and L2 speaking, listening, and vocabulary skills. I have not yet come across any L2 literature that posits particular factors that may improve and maintain learners' volition (i.e., willpower) in L2 learning. All I know is what I learned from suggestions and anecdotal evidence from other teachers.

Where are we going, or where should we be going, as a SIG?

Szabina Adamku - I think we should work towards ways of developing learners' outside-class learning, in view of post-Covid-19 experiences and developments.

Sakae Onoda - We should think about how to foster autonomous learners in the online teaching setting, where teachers can take less control over students' learning than in traditional face-to-face teaching. In such an environment, fostering learner autonomy becomes critical.

How is your interpretation of learner development evolving?

Szabina Adamku - The Covid-19-triggered ERT has brought about a paradigm shift from face-to-face instruction to the incorporation of outside-class learning practices into learners' development.

Sakae Onoda - I hope I understand this question correctly. Tangible evidence of evolving learner development comes from situations in which teachers do not prepare a lot of materials and do not have to teach much. This is a situation in which students think about what and how they should learn and study on their own with minimal guidance or instruction from teachers. This point is corroborated by John Fanselow' teaching philosophy: the more teachers do, the less students do, which means when teachers take too

much care of learners, they may end up depriving students of opportunities to learn autonomously. What will the future of learner development mean to you or the larger community?

Szabina Adamku - I think research and discussion should break geographical boundaries and the topic of LD should reach beyond research circles and involve educators and learners.

Tim Cleminson - I want to help build a community of educators who support each other in work and life. I believe everybody is capable of amazing work once they realise what their own puzzle is, but they need time to find it in the first place and the support to help them meet the challenges it presents.

Sakae Onoda - As I say above, learner development will be my lifework as a teaching professional. The ideal language teacher is one who can gauge students' interests, proficiency levels, and needs and then create materials that suit them, instruct them to use effective learning strategies, encourage them to study on their own, and reflect on their learning outcomes. I believe this may be the lifework of LD SIG members, too.

Creating Community: Learning Together 7 December 12th 2-5 pm (Online)

Discussing Personal Stories and Puzzles

This year's CCLT was all about sharing and reflection. It was a chance for students and teachers from different colleges and universities to share personal stories and puzzles about living and learning through the last 6 months. Small group discussions were held in English. In each group, an LD SIG member acted as a facilitator and helped the students speak as much as possible. There were also Breakout Room(s) for teachers who wanted to share their personal stories and puzzles with other teachers.

After the short introduction and welcome the participants were asked to go into their breakout rooms for the first round of the discussions. These breakout rooms were grouped via a set theme and an LD SIG member facilitated the discussion within. In each session a presenter introduced their puzzle, which the participants then interactively discussed for around 20 minutes, before moving onto the next presenter until all presenters had described their puzzle. These sessions were followed by a 20-minute break for reflection and note-taking before moving into a second round. For the second round of discussion the students were mixed into random groups, which were not facilitated by an LD SIG member. The students were able to discuss and share their opinions freely for 40 minutes, before moving to a 10-minute break. After the break they were put into groups for a collaborative reflection for 30 minutes. At the end of the conference, participants were invited to contribute their reflections to *Learning Learning*, which you can read here.

Many thanks to all those that took part, either by organizing or participating in the conference or by preparing your students to take part. Overall, the conference was a success, which would not have been possible without the hard work and effort that all those considered put in!

Reflections on CCLT7

Sungyeon Kim, Miyazaki International College

CCLT was a fantastic opportunity for me. Because even though it was online, I could feel the heat and huge aspiration and passion of many people in the conference. We were divided into several groups share our personal stories and there were people from many different countries such as Korea, Vietnam, China and Japan. We shared our experiences, and our goals and challenges that we did and made presentations together. My title was “You can do it because I could do it”. I wanted to tell and share how and why I came to Japan to study English and it was such a big challenge in my life. And this challenge changed my view and grew me up. So, I wanted to share how this challenge brings connection in spite of our differences and new changes in myself and also wanted to give power and courage to challenge something by showing my past to others.

Before I came to Japan, I've never thought about living in other countries. And I was a very weak and timid person who has lots of fear. Therefore it took a lot of time and trouble to decide to study abroad in Japan, but this decision greatly changed me. I could meet many people and learn their cultures and feel them by communicating. And I was able to grow myself stronger. In this conference not only sharing my stories, but I also learned a lot while listening to the stories of others. I felt like we are all different people from different nationalities but we could feel and sympathize with similar difficulties and challenges. For example, one friend shared her stories that her goal was to go on a diet on vacation, and she had a very hard time, and we could understand her feelings and cheer her up. I feel like I could become friends in a short time so

it was an amazing time for us to talk about our own stories.

CCLT7 Reflections:

To be a better English speaker

Yuki Kinoshita, Otsuma Women's University

I participated in CCLT7 with the question of what we can do to improve our English speaking skills. The reason is that I would like to improve my English by facing my speaking skills. In CCLT7, I learned many ways to improve them. In my opinion, there are two main things that we should do to be a better English speaker.

First, it is important for learners who want to improve their speaking skills to be interested in English and to be willing to learn English. This is because many university/college students can participate in activities to improve their speaking skills in class and extracurricular activities, but they are not taking full advantage of their opportunities due to feeling they are not good at speaking English. For example, when practicing conversation in class, many students hesitate to express themselves because they have their thoughts but are not confident in their English expressions and pronunciation. I came to understand this through discussions with the 1st student speaking group at the CCLT7. In my opinion, I want learners to actively try to express themselves in English without fear of making mistakes. I don't think it's embarrassing to make mistakes in pronunciation, words, grammar, etc. As we make a lot of mistakes, we will be able to speak English better and better.

Second, when Japanese speak English in actual situations, it is important to keep in mind the attitude of knowing and understanding the other person. It is natural for people to live with different common sense and customs, and each person has different values and ways of thinking. This is because if each person lives in a different place, the education he/she receives and the environment in which he/she live will change significantly. Furthermore, I think it is very important to respect the other person regardless

of which community they are from. I came to notice again this through discussions with the 2nd student speaking group at the CCLT7. By sharing the values of each other and accepting the values of the other person through repeated exchanges, it is possible to build a friendly relationship. And if you deepen your way of thinking through them, I think you can grow significantly as a person.

In conclusion, I learned through CCLT that it is very important to be willing to learn English and to speak English while trying to understand others. After CCLT, I wanted to be able to speak English fluently like everyone who participated, and my motivation for learning English increased. Currently, I enjoy actively watching foreign movies and the BBC. Also, in CCLT, I heard that not only classes but also participating in English cafes run mainly by students and taking TOEIC and TOEFL are motivations for learning English. I want to try them too. I am glad that I participated in CCLT and was able to interact with wonderful members. Thank you and everyone for giving me a wonderful experience.

Interesting online team activity tool “Google Jamboard” which I learned at the 1st discussion group

Arisa Minami, Otsuma Women's University

In the 1st group, I remember we discussed a good online study way which teachers and students can connect online. Since we mainly focused on “English Speaking skill”, the teacher James asked us what kind of tool we use in online English “Speaking” classes. There were three students including me in my group. And one of them was a student from a different university. And the student told us that she uses “Google Jamboard” in class. She explained how to use the app briefly, and the app looks convenient. I found it is good as an online group discussion tool too. Because “Google Jamboard” is something like a conventional whiteboard, but people (not only students but also teachers) can write their ideas or comments on Google Jamboard from everywhere at any time. I was curious but I didn't have a

chance to know what kind of class style other university students take, so it was good to know. And I felt it might be nice if my university (Otsu's Department of English classes) would take in and use this idea too. Because when I took Speaking class last year, we used a whiteboard on Zoom, but Google Jamboard has more convenient functions especially in terms of "design (visual)". Google Jamboard can change the background design, add images, and sticky notes. I feel it makes our group work activities more interesting and enjoyable. I wish I could have met the students in my group, and discussed them in-person, but it can't be helped. If we meet new people, we find new perspectives. If I didn't have a chance to talk with people from different universities, I wouldn't know that there's another effective way to discuss with classmates online. We don't get this kind of opportunity to meet and talk to people from different countries, universities, and faculties in English every day. So I feel I was lucky to have this opportunity. Thank you.

What I Thought after Joining CCLT7

Kaori Moriizumi, Komazawa University

It was my first time participating in CCLT. I did not know much about CCLT, so I was worried about how the conference would work before it began. In addition, my concern was discussing certain topics in English because I am not used to explaining what I consider in English. At the same time, I have never engaged in such a conference before; I was excited as well.

In the first group, the topic was education and method. The other students were older than me and they had a lot of knowledge, so I learned a lot. When I shared my idea of my graduation thesis, one of the students, who was from China, told me that my idea was related to social context. I realized that the words, "social context" would be one of the key words for my graduation thesis. After that, we talked about why many Japanese people do not have much confidence in speaking English, and what standard

English is. Honestly, I like speaking English, but don't have much confidence in speaking English, so I believed that I am a typical Japanese person. I had just learned in my seminar about social dialects, so the content "what standard English is" was interesting. When I considered standard English, it was very difficult to answer because everybody has their own accent when they speak English regardless of their first language even though we say "American English" or "British English".

In the second group, we shared ideas that I learned in the first group. Also, we talked about characteristics of English classes in each university, which was also interesting. We had a lively conversation about some problems in English classes like some students don't try to use English and they use Japanese a lot. Particularly, many students talk in Japanese in a break-out room during online classes. Several reasons why they do that could be considered. For example, some students are not enthusiastic about speaking English. Other students do not have much confidence in their English skill. In addition, even though a couple of students would like to talk in English the atmosphere of the group dissuades them from trying. In my case, as I mentioned I like using English, but I often hesitate to speak English among Japanese members who speak English as L2 and are in the same situation in terms of growing up in Japan because I feel that my English as L2 would be judged by them. That means that it is much more comfortable for me to talk with native speakers in English. We know that we should not think about mistakes in theory, but most Japanese care about them in practice. As a result, they develop the perception that "they cannot speak English."

In the first group, their level was high, and they used various sophisticated expressions, so I realized I didn't have much knowledge and I was nervous a bit. At the same time, that inspired me, and I had a great time among them. In the second group, our age was close, and I could talk about familiar topics in English more comfortably. Overall, I don't usually have much chance to talk

with other university students in English, so I was very glad of this opportunity.

Reflection of CCLT7

Makoto Namiki, Keisen University Graduate School

“How we should adopt the current world and have a better life.” This is the main content which I learnt from CCLT7 held on 12th December 2021. Before the conference, I could not have imagined I would have this huge idea because the topic I chose was mainly about English learning, especially varieties of English including Japlish. Through group discussion in the first round and another discussion, I noticed everybody had completely different topics to introduce, however, once we talked about them with our own words and ideas, we were able to find some similar points and ideas. Also, we could get many new ideas to think about our own topics and they helped to widen our sights. In this paper, I would like to write what we talked about and what I learnt from group discussions and this conference especially focusing on my topic.

My group's main topic was “Education and Learning Method”. We talked about our language learnings and struggles, learning style and diversity and varieties of languages. My main topic was about English learning and education, especially focusing on how we have confidence in our English and Japlish. As I learnt some theories such as English as an international language and English as Lingua Franca, I started wondering why many Japanese do not have confidence in our English. Also, I read that it is said that there are about 1.3 billion people who use English and this is the biggest population of all languages in 2021. Approximately 370 million people are Native English speakers and approximately 898 million are Non-native English speakers but they use English as their second language in the world (Encore!!!, 2021). The number of people who speak English as foreign language brings English as a world language. According to Nagai (2015, p. 37), if we see only the population of the mother language,

English is the third largest population in the world and there is a larger population of speakers of Chinese and Spanish (Nagai, 2015, translated). Also, Ono (2020, p.1) showed in her thesis that if we have skills to communicate in English, it is possible to communicate with one-fifth of people in the world (Ono, 2020, translated). From these facts, I believe there is no one standard English and we should respect many kinds of English. However, we mainly learn American English at Japanese schools and many people believe Japanese' English is not good because we do not pronounce or use English as Native English speakers. Then many people have troubles with learning and using English. On the other hand, I think Japanese English education has an advantage because mainly, students learn English from Japanese English teachers. Classrooms can be the places where students learn varieties of English such as English as a Lingua Franca environment, and Japanese English teachers can be models for students as non-Native English speakers. However, I think the way of teaching might be the problem. Torikai (2011, p. 140) mentioned Japanese future English education like this in her book: “In future English education in Japan, we have to understand that understanding American or British culture is not the main aim. Also, using English like native English speakers is not necessary” (Torikai, 2011, translated). I agree with this idea that if teachers tell or give some experiences to their students that they feel our English-Japlish is one of the varieties. This book was published about 11 years ago, however, I still feel that many Japanese English learners feel American or British English, especially white people's, is the best. If students have more opportunities to know or learn about varieties of English, then students might have confidence in their English. For example, Ng (2018, pp.3-15) who teaches English with his Singaporean English at Japanese University and was complained by his students about his English explained his teaching experiences in Japan and student's review in a book. He used videos of students from China, Korea, Singapore, Hong Kong and Malaysia debating in their English to help his Japanese students to have a positive attitude

towards their Japanese-accented English. Then, one of his students commented in his journal in this way. "...I am a Japanese so I should try to speak "Japanese English" to express myself with confidence" (Ng, 2018, pp.11-12).

In our discussion, we found that even in Japan - small island, have language hierarchy such as Japanese spoken in Tokyo is standard and the best, other Japanese with some regional accents (dialects/ Hogen /方言) are not good as standard Japanese. However, if people find there is no one standard language in this globalized world, the way of language learning in Japan might change positively.

Also, one of our members asked about using AI translation machines such as Google translate or DeepL. We all agreed that the machine translated versions are really easy to understand, but that they don't reflect the speakers' own words. When we communicate with others, we should focus on sharing our feelings with others, and not depend on machine translations because we are afraid of making grammar mistakes. On the other hand, we also agreed that their sentences are not our own words and when we make communication with people, we should use our words to tell our feelings, not mechanical words. This was very interesting because many people including myself always worry about our English mistakes but we are thinking using our own English is more important. Machine translated English might be one of the varieties of English as well but I think our opinions through the discussion meant everybody in my group was sure that adapting and understanding the varieties is the key to develop our (English) communication skills.

In the second round, it was interesting because we had to explain well what we talked about in the first round because each group had completely different topics but at the same time, we found some similar points while we were making our mind map. One student talked about international food and with that perspective, she learnt there are many lifestyles in the world and we can learn about the world even though we cannot go there through online materials. Another student said

that she talked about how to keep our positive mind with this COVID-19 situation. For example, some students learnt the importance of listening to other people through their online studying abroad experience. They gave up traveling to other countries but could get new friends through online learning and felt they were not alone. That experiences keep their minds positive and motivate them to learn. From these talks, I learnt that knowing and trying to understand that people have different ideas and values and we cannot give superiority or inferiority. This is one of the keys to adopt the current world and make a better life.

In conclusion, I strongly felt that we can communicate easily with our own English. I think many of us made many English mistakes but nobody cared because we tried to understand it and more than anything, we learnt varieties and diversity. For my main theme "How we should adopt the current world and have a better life", I am confident to answer in this way; sharing our thinking and feeling with other people and knowing many people have many ideas to make our society and life better. The CCLT conference gave me this opportunity and for my topic for this conference, English varieties, I am more confident to say that not only English but also in many categories, varieties are important. Lastly, I would like to say a big thank you to all the facilitators (teachers) who organised this wonderful conference for us students and making connections, especially Professor Andy Barfield who led our group discussion and made a warm atmosphere for us to talk freely, and Professor James Underwood who help my writing this review and gave me a lot of advice. I am sure this experience will give me more confidence in my future studying.

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Reflection of CCLT7

Saki Ogawa, Otsuma Women's University

CCLT was very meaningful for me because I could talk about changing lifestyles in English at the 1st group discussion with a teacher.

There were many thoughts about lifestyles due to coronavirus. As I expected, 2 students were bored because we cannot go on a trip. On the other hand, other students enjoy spending much time at their house. Many lessons' styles changed on-demand and on Zoom so I guess many students don't need to go to their university. That means we don't spend time getting on the train. We had more free time, compared to face-to-face lessons. One of my group members, who answered that she enjoys spending much time at her house, talked about enjoying reading books and watching movies. After I listened to their stories, I thought that it's important to find a way to enjoy the online lessons more. For example, I can see all student's faces and talk with many of them in a lesson on Zoom, compared to face-to-face lessons. In addition, I guess that online lessons make many people improve their PC skills and clean their room because other people may see it through Zoom. Many people tend to think that

coronavirus makes them troubled or bored. But changing the thoughts into positive ones leads to a happy life. I'm trying to think not negative things but positive ones.

In addition, students from Korea and China have influenced me. They can speak not only Korean or Chinese but also Japanese and English. I respect them. I'm spending a lot of time just speaking English well. But I should learn English more and try other languages.

This is a part of my memories about CCLT.

Learning various experiences and sharing similar feelings through interaction with students of different backgrounds in CCLT

Izumi Sekiguchi, Otsuma Women's University

About the 1st student speaking group (with teacher)

In our group, we had many international students from Korea, Vietnam, China and Japan, so we could talk about a wider topic and learn from more various points of view than I expected. For example, I prepared the discussion topic about what are the interesting reasons for you to visit and experience different cultures before CCLT. When we introduced each other in the group, I found many of our group members were experiencing different cultural aspects in Japan exactly at that moment, so we could actively discuss the good points and difficulties of living in different cultures mainly based on their actual experiences in Japan. I could also ask the group members about foods in their countries. I just took a class about Asian culture at college before joining CCLT and got interested in Asian food culture and local dishes, so they explained about their favorite foods in their countries and their features of them. It was such a great opportunity to learn about new things directly from people from the country.

Everyone in our group wasn't native English speaker, so we encouraged each other to share personal experiences and stories. One of our members said to the other member who didn't

have confidence in her English, “That’s ok, that’s why you are here.” I’ve so impressed by that word and totally agreed with him. It was such an enjoyable time that I could experience understanding different cultures in that group.

About the 2nd student group (no teacher)

In this session, we started by sharing our background and why we decided to join CCLT. We were soon able to open up to each other, so we could build a good relationship for discussing and working together to make a presentation. We announced that we could spend time and create slides as we liked, so we decided to create a presentation whose main topic was “globalization”, which was the common underlying feature of each 1st round group’s discussion that we found through the discussion in that round. At first, as we all came from different groups that each discussed diversity, English learning environment, and experience abroad, we wondered what was the best way to make one presentation from three different topics. However, for deciding our presentation topic we consciously had a chance for each of us to express equally what we found and wondered about each topic, based on each reflection from the 1st round, and the other member responded to the idea and considered the ideas together. Also sharing each life under the Covid-19 situation that our college lives were restricted, including fewer options for the English learning environment, experiencing new cultures, or interacting with various people in person was an important process. Through these discussions, we found the word “globalization”, and then we discussed more deeply both good and bad aspects of globalization. Thanks to these aggressive activities, we could make a presentation smoothly and creatively. It was a really interesting and stimulating time for me.

What topics, and interesting discussion

For me, talking about why we decided to join the CCLT was most interesting and stimulating. In both 1st and 2nd speaking groups, almost everyone came from different colleges to

me. They have various reasons for attending, but I felt they all had motivation for studying English and communicating with various people, so I could communicate with them very comfortably the whole time.

What you decided to do about your English learning after CCLT

After CCLT, I could get more motivation for learning English, and I got a lot of inspiration from people in the CCLT like I should be more active and try more new things for interacting with various new people. The whole time of the CCLT was so exciting because I could communicate a lot with motivated English learners. Then, I realized again that I love to communicate with various people in English, learn new things or perspectives and build friendly relationships through conversations. Therefore, I could recognize again that the purpose for learning English for me is to have more opportunities and have a more exciting life.

CCLT7 Reflection

Ririka Takami, Otsuma Women’s University

I learned in CCLT that I can make friends with many people who have different cultures by knowing cultures which I never knew. This culture contains country, prefecture, gender, values and so on. I’m from Miyazaki City and now I’m living in Tokyo because my university is located in Tokyo. Miyazaki is far from Tokyo and has a different culture from the big city. So when I was talking about my hometown to my college friends who are from urban cities, they were surprised by some topics. For example, food and fashion. These two topics exist every time so I feel that I must know about them. Fashion culture impresses me because when I belong to a women’s college in Tokyo, I have many opportunities to feel the aesthetic sense of women. I sometimes feel anxious about the difference between my hometown dialect and Tokyo dialect. However, I learned that this concern is also necessary for interacting. By listening about some cultures, I could have fun and

study about methods of communication. Communication is important for our growth. So CCLT was a very meaningful time for me.

Even I feel that the difference is the barrier of communication between people. Everytime I find the same conversation point, both I and other people and I talk about the same point, for example our birthplace. Although we have different cultures as CCLT group members, we were able to enjoy talking with each other. Learning about different cultures could give me new knowledge. For instance, The members of the first group came from different countries. Members were from Vietnam, South Korea, China and Japan. I was able to listen to some countries' food. One Japanese student said "I have eaten summer rolls". This food came from Vietnam so we were talking about Vietnamese food at that time. There was a Vietnamese student. He said that Vietnamese food eaten in his homeland and Vietnamese food eaten in Japan have different tastes. From this experience, I found that knowing what I did not know was a lot of fun and a catalyst for curiosity about others. In my first group, I could learn it.

However, when we discover new knowledge, sometimes we may have doubts about it. People almost feel uncomfortable I think. Because we create stereotypes in our lives. This fixed concept disturbs the communication of people from different cultures. I was in trouble. However, I was able to understand the importance of different cultures in the second group. Second group members have different birthplaces and we belong to different colleges. One student belongs to a university which is located in Miyazaki City, and another student belongs to a university which is located in Tama City, Tokyo. For the first time, we could not throw off reserve. But we could speak about ourselves by talking for a long time. If we understand completely, we have to retain posture. That's why we can make the first step of friendship. So I found that people must talk for a long time. I don't know exactly how many minutes to speak. However, I felt through the exchange that if I made an attitude to understand each

other, I would have a longer discussion. For that purpose I will study English more.

Throughout this CCLT experience, I could find the true reason why I learn English. In order to communicate with many people and understand various values. From now on, I will try to talk with my university friends deeply. Perhaps I don't know my friends well because we didn't talk for a long time. Effect of COVID-19 is an obstacle between students' communication I think. So I rethink my relationship with present friends. I consider finding the difference creates a new dimension for a person. Also, I want to show my new aspect by sharing something different from other people. Actually, I could talk about my favorite part of my hometown and I was able to tell that I like cities like Tokyo but I also like the countryside like my hometown. It is a new challenge for me and I'm a little scared. However, I think that new values can be created only by overcoming this fear. So I will try it. CCLT gave me a chance to rethink my way of interacting

Reflection: CCLT 7

Huiyan Zheng, Miyazaki International College

"Time and attention is the best gift". This was the opening message for the event, and I really like it. Born in a society filled with the overconsumption of symbols and goods, free time and attention are the true scarcity with irreplaceable value. This form of giving is the most worthwhile return for another giver, it is reciprocal. Therefore, it is very nice to have this kind of talk combining so many people's contributions, especially given the background of such a stress-inducing pandemic.

The first round and second round of group discussions were mainly on the topics of challenges in standard English teaching and learning. During these exchanges, I came to be more and more confused about the role of language and how it was being used. Is language itself an element for identity building? Is language originally, borrowing from the concepts from Pierre Bourdieu, in the end cultural capital, symbolic capital, social

capital, and financial capital? Across the different learning environments I have studied in there is a tension. On one side we are praising the diversity of English or culture, and on the other, we look down on non-standard language users or non-mainstream cultures. At this level language itself can be viewed as an element for identity crisis or building dominance over another speaker.

The processes described in the work of *Pygmalion* by George Bernard Shaw happen not only in a native language context but also in second language learning and teaching. For example, the idea that language is a game with the fallacy called either A or B, either correct or not - the world of antonym sets. The correct choice is always judged and made by authority. The other side of correct is incorrect which should be looked down on or punished by those who have the authority to decide the rules of communication, the rulers. In this way, rulers can solidify their power to control the majority.

Recalling my language learning experience, what has frustrated my learning is not criticism from native speakers but attempted depreciation by non-native speakers. So-called “feedback” from my classmates and teachers, like I use improper grammar, that my pronunciation is never native enough and my spelling is incorrect, have been part and parcel of my language learning. It makes me question if it is a kind feedback or it is a dualist learning environment in which the power-holders build “right” and “wrong” as a way of strengthening their hold on power. However, during conversation with native English speakers, I always receive positive feedback. At the same time, native speakers make mistakes in their native language as well, just as we do, since it is hard to maintain accuracy and fluency simultaneously.

The amazing thing about language is the power of co-creation. The gap between communication is where creative tension emerges and thrives. Tim stressed that CCLT is about having conversations rather than making presentations, which reminds me of Hellenistic teaching. Conversation is dialogic, the interaction

between at least two participants, similar to the form of an echo. However, presentations are often monologic, they build the singular authority that greatly weakens the effectiveness of real exchange of ideas. Co-creation requires a comparatively equal position to reconfirm or rediscover a certain topic through dialogue. From this CCLT, I was able to learn the invaluable role of talk as a process in learning and identity formation.

Online LD SIG Get-together Report

Tim Ashwell, Ken Ikeda, and James Underwood

For 2022 we aim to build on the groundwork laid in the previous years of the online get-togethers. One advantage of having the get-togethers online is that more people can attend due to the get-togethers not being constrained geographically; one disadvantage is that people are more easily able to drop in and out and keeping consistency in attending members between each becomes a problem. Although it is great to see new faces, we all agreed that it sometimes felt that we were caught in limbo and not progressing to the next stage, where after the introductions and catching up, we collaborated on a shared theme that would help us to develop further as teachers. After a few meetings together between us the organizers, Tim Ashwell came up with the idea of reading groups, which we all agreed would focus on the get-togethers and might result in a publication, much like the CLiLD project (<https://ld-sig.org/collaborative-learning-in-learner-development-clild/>).

Before we get ahead of ourselves with talk of possible publications at the end of the year, it is certainly exciting to think about what is possible when we utilize the full potential of the vibrant LD SIG community. If you have not yet attended and are thinking of joining, please come along! If you have attended before and wonder what we are up to, you are always welcome. Here is what we have done so far:

January 23

We started the year with a bang, and 11 members joined. Thank you to Szabina Adamku, Anita Aden, Lee Arnold, Andy Barfield, Ellen Head, Jenny Morgan, Jim Ronald, and Eileen Yap with a surprise attendance by a long-serving LD SIGmember: Alison Stewart. At first, we split up into smaller groups and went into breakout rooms to catch up and meet new people. We then came back into the main session and Tim Cleminson gave an overview of the various LD SIGprojects for the year (more details of which can be found here: <<https://docs.google.com/presentation/d/114HU6UhaXDN8IEZdEEuGqbrbIU1NBD4R/edit?usp=sharing&oid=104678131013580289685&rtppof=true&sd=true>>. Alison Stewart then announced her retirement and that she was moving back to the UK in the Spring, we all wished her the best of luck. After that, we went back into breakout rooms to focus on the upcoming LD SIGforums that will be at JALTCALL (17-19 of June), PanSIG (8-10 July), and the JALT International Conference (11-14 November) and share our ideas for these.

February 27

Ten of us met online on February 27th for the LD SIG Get-together. Thank you to Andy Barfield, Ellen Head, Emily Choong, Jenny Morgan, Kayoko Horai, Lee Arnold, Sayaka Karlin and Szabina Adamku. In this meeting we discussed possible topics that we could continue to explore together in groups over the coming months. Below is a link to the Google Doc we set up <https://docs.google.com/document/d/1afJ-g4dA5LBAIRah8HJDyYAr_g2Qbsa5UQM4O9w8iuM/edit?usp=sharing> which contains our initial thoughts and interests.

March 27th 2022

At today's online Get-together we discussed our learner development interests as we search for common themes around which we can form discussion groups. The following people attended:

Andy Barfield, Cecilia Smith, Ellen Head, Emily Choong, Ian Hurrell, Ken Ishida, Szabina Adamku, Tim Ashwell, Tim Cleminson (Jenny Morgan sent her apologies).

Below are the notes people have written about the meeting. For the next meeting on April 24th, we wondered whether we could help make our LD interests more concrete for ourselves and others if we prepared to do the following:

1. Share stories about students who have influenced us in some way ('single case models') and the stories students have told about themselves that have triggered our own development;
2. Share student work to illustrate the ways in which we have been affected and how this connects to our teaching practice;
3. Share examples of our own teaching materials which again exemplify our teaching approaches and attempts to facilitate LD;
4. And, arising from 1-3, share our questions, puzzles, and knots regarding our future practice as we implement LD practices.

We may also try out 'reflective dialogue' / disciplined listening in break-out groups as we attempt to clarify puzzles for ourselves and others. For more information see here: <https://docs.google.com/document/d/1afJ-g4dA5LBAIRah8HJDyYAr_g2Qbsa5UQM4O9w8iuM/edit?usp=sharing>

Dates for the next online Online LD SIG Get-togethers

(All Sundays, from 14:30-17:00)

- April 24th,
- May 29th,
- June 26th,
- September 25th,
- October 23rd,
- November 27th

Around 2 weeks before each get-together a reminder will be sent, so please keep an eye on your inbox.

LOOKING FORWARD | 今後のイベント

LD SIG Forums 2022 - 2022年のLD SIGフォーラム

These are great opportunities to showcase your practice, professional reflections, and research ideas. Even if you are just working through your ideas, this is a chance to present them and get feedback from informed and supportive colleagues.

教育実践、考察、研究のアイデアなどを発表する絶好の機会です。たとえ、まだアイデアを練っている段階であっても、この機会に発表し、情報通で協力的な同僚からフィードバックを得てください。

**JALTCALL -
Playful CALL**
Hybrid, 17th-19th
June



Conference Focus

The exploration of play, games, and other ludic approaches to CALL research and practice.

LD SIGForum: Exploring Creative Play in the Classroom: Innovative Approaches to Learner Development

語学教室における創造的な遊びの探求 - 学習者育成のための革新的なアプローチ

This forum will evaluate the educational and linguistic affordances enabled through digital and analog approaches to language learning based on creative activities and creative play.

創造的活動や「Creative Play」に基づく言語学習へのデジタルおよびアナログのアプローチによって可能になる教育的・言語的アフォーダンスに関するプレゼンテーションを紹介します。

PanSIG - (Re) Imagining Language Education

The University of Nagano,
8-10th July



Conference Focus

What is the future of language education in a post-pandemic world?

LD SIGForum: Challenging Conventions: Opening up New Spaces in Learner Development

慣習に挑戦する一学習者育成の新しい空間を開拓

This forum will examine how new learning spaces can help learners grow beyond conventional education environments. Presenters will explore holistic and ecological perspectives on learners' growth, taking into account multiple aspects of their experiences, their interactions with others, and different affordances in diverse learning environments and spaces.

従来の教育環境を超えて、新しい学習空間が学習者の成長をどのように助けることができるかというテーマについてのフォーラムを行います。発表者は、学習者の経験、他者との相互作用、多様な学習環境や空間における様々なアフォーダンスを多面的に考慮し、学習者の成長に関する全体論的・生態学的な視点を探求します。

JALT Conference 2022

Dates: November 11-14, 2022

Venue: Fukuoka International Congress Center



JALT2022

Dear LD SIG members, We are excited to announce that we are now accepting proposals (and supporters) for the LD forum at JALT2022.

Call for Presenters: LD SIG Forum at JALT2022

Submit proposal here (Deadline: April 24, 2022):
<https://forms.gle/1AKW7ZR6MF2Wh7f69>

Reflecting on challenges and achievements in diverse learning environments

多様な学習環境における課題と成果を振り返る

This forum provides opportunities to reflect on challenges and achievements with learner development in different learning environments. Contributors from diverse educational contexts are warmly encouraged to take part from elementary school through secondary school to tertiary education, as well as language school, adult learning, and graduate study environments.

本フォーラムでは、多様な学習環境における学習者育成の課題と成果について振り返る機会を提供します。小学校、中学校、高等学校、語学学校、成人学習、大学院など、様々な教育の文脈からの参加者が期待されます。

We examine topics such as:

- environmental dynamics that nurture learner interaction and autonomy
- different kinds of learning relationships (e.g., learner-learner, near-peer, learner communities and networks)
- social and emotional aspects of learning (e.g., mindfulness, learning flow, empathy, and social skills)

- innovative approaches to learner-centred assessment
- inclusion of learner voices and perspectives in syllabus planning and curriculum development and reform.

例として下記に挙げたテーマを扱います。

- 学習者の相互作用と自律性を育む環境のダイナミックス
- 学習者同士、ニアピア、学習者コミュニティやネットワークなどのさまざまな学習関係
- 学習の社会的・感情的側面（例：マインドフルネス、ラーニングフロー、共感、ソーシャルスキル）
- 学習者中心の評価の革新的なアプローチ
- シラバス計画やカリキュラム開発・改訂に学習者の声や視点を取り入れること

Through sharing personal narratives, learning practices, reflections, and/or practitioner research, presentations and discussions will explore challenges and achievements with learner development from multiple perspectives and original angles. Both presenters and participants will be invited to interactively share their thoughts and reflections at the forum, as well as later in the Learner Development SIG's newsletter, *Learning Learning*. Participants should come away from the forum with new insights and a range of practice and research ideas to implement or further explore in diverse learning environments.

個人のナラティブ、学習実践、振り返り、実践研究などの発表やディスカッションを共有し、学習者ディベロップメントの課題と成果を多面的かつ独創的な観点から探求します。発表者と参加者は、フォーラム及び後日、学習者開発 SIG のニューズレター「*Learning Learning*」で、各自の考えや振り返りを対話的に共有します。本フォーラムに参加することで、様々な学習環境で取り入れたり、さらに探究したりするための新たな洞察や実践と研究のアイデアを得ることができるでしょう。

SIG MATTERS | インフォメーション

Learner Development SIG Financial Report September 2021 to March 2022

Patrick Kiernan, SIG Treasurer, Email: jalt.ldsig.treasurer@gmail.com

Here in Tokyo, it is beginning to feel more like Spring and hopefully, wherever you are, you are reviving from the winter and looking forward to participating in LD SIG activities over the year ahead. There is very little to report in terms of financial expenditures (or income) over the past six months, as events continued to be either cancelled or held online. As a result, despite the reduced budget for 2021-2022 financial year we have ended up adding to our bank balance overall. Apparently, this is a common pattern across the SIGs and local chapters of JALT while JALT Central Office (JCO) has seen a reduced income from falling membership and income from events such as the JALT national conference which was again an online event this year. This means that while, like other SIGs, the LD-SIG bank balance has increased, JCO's has decreased. To address this imbalance our income from JCO will be cut to approximately a third for 2022-2023. However, this does not mean that we need to scale back on any of our plans for the year ahead, rather we intend to stick to our budget as agreed at the AGM, with a view to making use of our funds rather than accumulating unused funds. Moreover, if anyone has ideas for new events or activities that need funding, please do not hesitate to propose them as there continues to be potential funding available. Let's hope that circumstances continue to improve to enable the SIG and our events to flourish!

Revenues: September 2021 - March 2022 / 収入 : 2021 年 9 月 ~ 2022 年 4 月	
None / なし	0
Total revenue / 収入合計	0

Expenses: September 2021 - March 2022 / 支出 : 2021 年 9 月 ~ 2022 年 4 月	
Events (2x JALT2021 participation fee) / イベント (2x JALT2021 参加費)	10,000
Admin. Expenses / 管理費	2,410
Total Expenses / 支出合計	12,410

SIG fund balance: March 31, 2022 / SIG 資金残高 : 2022 年 4 月 31 日	
Balance in bank account / 銀行口座残高	292,630
Reserve liabilities / JALT 本部預け金	200,000
PayPal account / ペイパルアカウント	25,972
Cash in hand / 現金	7,700
Balance / 合計	526,202

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

Deadline for Contributions to the Autumn issue: **August 31st 2022**

Contributions / 寄稿

We encourage new writing and new writers and are happy to work with you in developing your writing. We would be delighted to hear from you about your ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy.

これまでにない形式のもの、また新しい方々からのご投稿をお待ちしております。内容についてもぜひご相談ください。みなさまのご意見やお考え、ご経験、そして学習者の成長、学習者と教師の自律性に関する事など、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。

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

Here 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 (about 100 words or more) : … 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（200 から 400 字程度）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（約 200-400 字程度以上）

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

学習者と教師の成長・自律に関する小論

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

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

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

学習に関する省察 ー 学習者と教師の成長・自律を目指して

#1: particular puzzles that you and/or your learners have about their learning, practices, development, autonomy, and so on, and inviting other Learning Learning readers to respond (1,000 words or more) :

ご自身や学習者の悩み（学習、実践、成長、自律など）に関して、LL 読者と一緒に考えましょう。（約 4,000 字）

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

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

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

Member's 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）

Learners' voices / 学習者の声

Learners share stories of their learning, reflections on their practices of learning, or report on a project or research that they are doing or plan to do related to learner development (about 300 to 500 words) :

学習者が自分の学習経験、学習の実践についての考察、または学習者の成長に関連して行っている、もしくは計画しているプロジェクトや研究について報告します。（約 1200-2000 字程度以上）

Research & reviews / 研究 & レビュー

#1: summaries and accounts of new graduate research (1,200 - 2,500 words) :

大学院での研究内容の要約やその振り返り (約 2,400 字-5,000 字)

#2: proposals for a joint project/joint research (about 500 to 1,000 words) :

協働プロジェクト・リサーチの提案 (約 2,000 字-4,000 字)

#3: reports (of a conference presentation, research project, particular pedagogic practice, and so on, to do with learner development) (about 500 to 1,000 words) :

レポート (学習者の成長に関する学会発表、研究プロジェクト、教育実践など) (約 2,000-4,000 字)

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

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

Free space / フリー・スペース

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

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

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

#4: poems... and much more : 詩、その他。

***Learning Learning* Editorial Team**

<LLeditorialteam@gmail.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 <LLeditorialteam@gmail.com>