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Cover photo and Layout by James Underwood

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今号について

On the heels of a somewhat normal summer, it is our great pleasure to present you with the Autumn issue of *Learning Learning,* prior to the annual JALT International Conference. And I'm happy to say that with the committed efforts on the part of a hard-working team of editors, contributors, translators and coordinators that we've been able to pull it off! We are delighted to share with you a variety of perspectives from the LD SIG, in a high-quality, educational, and practical source of inspiration.

The issue begins with **Greetings and News Updates** written by Tim Clemenson, updating us on LD SIG related news since the Spring/Summer issue of *Learning Learning*, which includes a recollection of the 2022 PanSIG and CALL Forums, publications and get-togethers.

In **Members' Voices**, a section that introduces the members of the LD SIG, old and new, who we want to recognize as individuals who will surely bring much flair to our growing group. This time we introduce **Isobel Hook**, an English language instructor with more than 10-years experience who looks back on her first accounts working in a SALC (Self-Access Learning Center) and teaching a tutoring class.

These introductions are followed by our **Stories of Learning and Teaching Practices** section. **Andy Barfield and Emily Choong** start this section off with an invigorating interview that introduces Emily Choong as the new Membership Chair. This is followed by **Michael (Mike) Kuziw's** introspective piece on identity that provides insights into how his experience working as an interpreter/translator with displaced persons from Ukraine helped him with the negotiation of language and daily life. This is a very timely and personal piece. Following this is **Sayaka Karlin** who reflects on her experience during online learning on its effect on teaching methodology through the use of authentic materials to encourage positive engagement in learning English as a foreign language.

Next, **Lorna Asami**, contributes a report on her participation and presentation at PanSIG 2022 in the **Grant Awardee Essay** section with an overview and feedback of volunteers at the University of Nagano, the venue of the PanSIG 2022.

The **Looking Back** section reflects on the LD SIG Forums at PanSIG and JALTCALL. It's great that members who missed these can read about them here. The **Looking Forward** section contains an overview of the **Learner Development SIG** Sessions that will be a part of the **JALT 2022 International Conference**, to be held November 10-13 in-person for the first time in two years and also the **CEGLOG 2022** event taking place on December 3rd.

The issue closes with the **Financial Report**, by our treasurer **Patrick Kiernan**, which details the financial health of the LD SIG from April 2022 to September 2022. Although we experienced an overall budget deficit, we are delighted to have funded three grants after only offering one such grant in FY2021. We have also contributed to PanSIG as well as other events, including this year's JALT 2022 Conference.

We continue to depend on contributions from our readers for our readers, strengthening not only *Learning Learning*, but also the LD SIG family. We are accepting submissions, even those in the beginning stages of writing. For those interested in submitting their writing, please refer to the information for **Contributors** at the end of this issue.

We hope you have a successful end of the year and wish you all the best in your academic and professional careers.

Mike Kuziw, lead editor for 29.2, on behalf of the *Learning Learning* editorial team:
Lorna Asami, Ken Ikeda, Hugh Nicoll & James Underwood

COORINATOR'S GREETINGS FOR FALL 2022 | コーディネーター挨拶

Greetings, to you all and welcome to the autumn edition of the SIG's newsletter, *Learning Learning*. Our dedicated LL team and members have been working hard to put together this issue of LD voices, stories, and adventures.

As coordinator, I get to see all the work our wonderful team and members do. I am really thankful to all those who step up and contribute to the SIG. I am not writing just about the officers and big events, but all the members and the small things we do to support each other in our practice. Thank you all for being lovely!

PanSIG & JALTCALL Forums
This year has been a partial transition to normality and the return of face-to-face events. In June, the first JALT conference of the year, JALTCALL, remained online. The LD SIG forum on creativity and innovation in the classroom had some really fascinating presentations by Cassie Guevara, Ellen Head, and Lee Arnold on students' creativity and the creative process. The event was well attended and we had some great discussions in the break-out rooms afterward. We also recorded the session and posted it on the LD SIG Youtube channel. You can watch it here https://youtu.be/D-Jy8tS7pbI

PanSIG was face-to-face in Nagano! Our very own Koki Tomita was the conference chair this year. Amongst a lot of uncertainty, Koki and his team worked so hard to bring us back to presenting and meeting face-to-face. I am sure you will agree it was a great event. Our forum theme, 'Challenging Conventions: Opening up new space in Learner Development' was chosen for its synergy with the theme of the Learner Development Journal 6, 'Learner Development Beyond the Classroom'. The face-to-face component was hosted by Naomi Fujishima. A

massive thank you to Naomi and all the wonderful presenters in-person and online (Dominique Vola Ambinintsoa Razafindratsimba, James Underwood, Jenny Morgan, Gretchen Clark, Greg Rouault, Yuri Imamura, Isra Wongsarnpigoon, Phillip A. Bennett, Andy Barfield, and Mike Kuziw). We were also lucky enough to have two student-teacher representatives from Madagascar, Fanaperana Haingo Rajaonaritiana and Volatiana Olivia Rasoanindrina. They co-presented with Vola through video presentations which were fantastic. Some really thought-provoking research was presented and led to some moving exchanges and reflections.

This year's grant recipients, Emily Choong and James Underwood, were also very active in their various roles at the conference. Many thanks for their work for the SIG.

Publications
As always, the Learner Development Publication teams have been hives of activity. The Learner Development Journal (LDJ) 6 is close to completion and will soon be ready for layout and publication. LDJ7 co-editors are working closely with their authors and supporting them through the writing process. The LDJ8 is coming together too. Thank you so much to all the writers and co-editors for the rigor and dedication they bring to their work (LDJ6 Editors – Isra Wongsarnpigoon, Dominique Vola Ambinintsoa, Phillip A. Bennett, and André A. Parsons; LDJ7 Editors – Aya Hayasaki, Ellen Head, Ryo Moriya) We also have two new members to the LDJ team with Oana Cusen joining the steering group and Ivan Lombardi taking on the role of layout and design! Thank you so much for joining the team. I would also like to express my appreciation to the contributors and editors of *Learning Learning*. The commitment and writing support of Ken Ikeda, Lorna Asami, Hugh Nicholl, Mike Kuziw, and James Underwood help to keep

the community connected and informed about the great work our members do.

Get-Togethers

I would like to give a special thanks to Tim Ashwell, James Underwood, and Ken Ikeda for their tireless work putting on Get-togethers throughout the year. Even at the busiest times, they made sure there was a place for members to come and share experiences and professional puzzles together. Keep your eye out for an email from the team, or check out the JALT.org calendar for future events.

Upcoming Events

JALT 2022 LD SIG Forum
November 12th, 12:45-2:15 pm, 2nd Floor Lobby

In November, we have the JALT 2022 LD SIG Forum, Reflecting on challenges and achievements in diverse learning environments. This should be a fascinating face-to-face forum.   Many thanks to the presenters and the program team who have worked so hard to put it on. I am really looking forward to Akiko Takagi, Szabina Ádámku, and Eileen Yap hosting the event after their wonderful preparation and coordination on this project.

LD SIG AGM - November 13th, 16:00-16:45 pm, Room 410

Also, at JALT 2022, we will have the LD SIG AGM. At this event, members and officers will come together to review the year, introduce new officers and talk about the opportunities for the SIG in 2023. Everyone is welcome to join and discuss topics related to the LD SIG. So, please come along and tell us your thoughts and feelings about the SIG.

Autonomous and Interactive Practices in Language Learning - CEGLOC Online Conference - December 3rd, 2022 (All day)

Furthermore, in December, there will be the CEGLOC conference on autonomous and interactive learning. The conference includes a presenter-focused zone and a collaborative LD zone. The LD zone has student and teacher workshops to share our learning and teaching experiences through dialogue and reflection. Reflections will be shared in written and video formats! It should be a really exciting and interactive event. Please come and join us! I would also like to say a special thanks to the vetting team who helped the committee in their work: Kayoko Horai, Sayaka Karlin and Megumi Ueda.

Sign-up Form for the CEGLOC LD Zone (deadline, November 20)
https://forms.gle/nfP5T4sZSBCvJw7g7

We Always Need Officers

In 2022, there was a big decline in the number of officers. It was difficult to cover the main positions in the SIG. The plain truth is, in order for our SIG to function properly, we need your help. We are looking for volunteers to join the main officer teams: Programs, Publicity, Membership, Publications, and the Get-Together team. These positions are a great way to meet people and aid your professional development. I have definitely grown in my time with the SIG. If you are interested in taking one or more roles in our SIG, please contact Co-Coordinators at ld@jalt.org.

And it's TTFN (Ta Ta For Now) from Me!

Finally, I would like to say thank you to all the members and officers I have had the pleasure to work with, especially Ellen, Ken, Andy, Tim, James, Patrick, and Lee. It has been a very stimulating time working for the SIG, and a great honor to represent it. However, unfortunately, I have to step down after the AGM in November due

to other commitments. I am sad to go, but I know the incoming co-coordinators will make a great team and lead the SIG forward. I look forward to meeting you all in the future at JALT and SIG events. Thanks again for all your support.

Thank you LD and bye for now.

Outgoing Learner Development SIG Coordinator
Tim Cleminson

2022 年秋のコーディネーター挨拶

皆さん、こんにちは！SIG のニュースレター「Learning Learning」秋号へようこそ。熱心な LL チームとメンバーは、LD の声、物語、冒険が詰まった豊作号をお届けするため、懸命に働いてくれています。

コーディネーターとして、私はこの素晴らしいチームとメンバーの仕事ぶりを目の当たりにしています。 SIG に貢献してくれているすべての人に、本当に感謝しています。 私は、役員や大きなイベントだけでなく、メンバー全員と、私たちの実践を支え合う小さなことについても書いています。 皆さん、素敵な方ばかりでありがたいです。

PanSIG と JALTCALL
今年は、一部、通常開催に移行し、対面式イベントが復活しました。 ６月には、今年最初の JALT カンファレンス、JALTCALL がオンラインで実施されに残りました。 LD SIG のフォーラムでは、教室における創造性と革新について、Cassie Guevara、Ellen Head、Lee Arnold が、生徒の創造性と創造的プロセスについて、実に魅力的な発表をしました。 参加者も多く、終了後の分科会では素晴らしいディスカッションができました。 また、このセッションを録画し、LD SIG の Youtube チャンネルに掲載しました。こちらからご覧いただけます。
https://youtu.be/D-Jy8tS7pbI
PanSIG は長野で対面式で実施しました。 今年のカンファレンスチェアは、我らが冨田光希さん。 多くの不安要素がある中、Koki と彼のチームは、私たちが再び対面で発表やミーティングできるように、とても努力してくれました。 皆さんもきっと、素晴らしいイベントだったと思っていただけると思います。 私たちのフォーラムのテーマ「慣例への挑戦：学習者育成の新しい空間を切り開く」は

Learner Development Journal 6 のテーマ「教室を超えた学習者育成」との相乗効果を高めるために選ばれました。対面式セッションは、藤島直美さんの司会で行われました。直美さん、そして対面式、オンライン式の素晴らしいプレゼンターたち (Dominique Vola Ambinintsoa Razafindratsimba, James Underwood, Jenny Morgan, Gretchen Clark, Greg Rouault, Yuri Imamura, Isra Wongsarnpigoon, Phillip A. Bennett, Andy Barfield そして Mike Kuziw) へ心から感謝の意を表します。 また、マダガスカルからは、Fanaperana Haingo Rajaonaritiana と Volatiana Olivia Rasoanindrina という２人の学生教師代表を迎えることができました。 彼らは、Vola と一緒にビデオプレゼンテーションで素晴らしい発表をしました。 本当に示唆に富む研究が発表され、感動的な交流と考察が行われました。

今年の助成金受領者である Emily Choong と James Underwood も、カンファレンスで様々な役割を担い、非常に活躍してくれました。 SIG のために働いてくれたことに感謝します。 本号の LL では、お二人のレポートを PanSIG と JALCALL のフォーラムでの振り返りとともにお読みください。

LD 出版部
学習者開発出版チームは、いつも通り活発な活動を続けています。 Learner Development Journal (LDJ) 6 は完成間近で、まもなくレイアウトと出版の準備が整う予定です。 LDJ7 の共同編集者は、著者と密接に連携し、執筆プロセスをサポートしています。LDJ8 も完成間近です。 LDJ6 編集部：Isra Wongsarnpigoon、Dominique Vola Ambinintsoa、Phillip A. Bennett、André A. Parsons、LDJ7 編集部：Aya Hayasaki、Ellen Head、Ryo Moriya) また LDJ チームには、Oana Cusen が運営グループに、Ivan Lombardi がレイアウトとデザインの役割に、新たに２名が加わることになりました！LDJ6 と LDJ7 は、LDJ6 と LDJ7 とで構成されており、LDJ6 と LDJ7 は、LDJ6 と LDJ7 とが一緒になって、それぞれの役割をこなしています。また、『ラーニング・ラーニング』の寄稿者や編集者の方々にも感謝の意を表したいと思います。 池田謙、ローナ・アサミ、ヒュー・ニコル、マイク・クジウ、ジェームズ・アンダーウッドの献身的な執筆支援により、コミュニティはメンバーの素晴らしい仕事について情報を得ることができるのです。

「LD Get-Togethers」
年間を通じて「LD Get-Togethers」の開催に尽力してくださったティム・アシュウェルさん、ジェームス・アンダーウッドさん、池田ケンさんに感謝します。 一番忙しいときでも、メンバーが集まり、経験やプロフェッショナルなパズルを共有できる場所を確保してくれました。 今後のイベントについては、チームからのメールや JALT.org のカレンダーをチェックしてみてください。

今後のイベント

JALT 2022 LD SIG フォーラム 11 月 12 日 12:45-14:15 2 階ロビー

11 月は、JALT2022 LD SIG フォーラム、多様な学習環境における課題と成果を振り返るを開催します。魅力的な顔合わせのフォーラムになるはずです。このフォーラムを開催するために尽力してくださった発表者の方々、プログラムチームの方々に感謝します。 高木明子さん、Szabina Ádámku さん、Eileen Yap さんがこのプロジェクトの素晴らしい準備と調整の後、イベントを開催してくださることを本当に楽しみにしています。

LD SIG AGM – 11 月 13 日 16:00-16:45、410 号室。

また、JALT2022 では、LD SIG の年次総会を開催します。 このイベントでは、会員と役員が一堂に会し、一年を振り返り、新しい役員を紹介し、2024 年の SIG の機会について話し合います。 また、LD SIG に関連するトピックについて議論することも可能です。 是非、ご参加ください。

言語学習における自律的・対話的実践 – CEGLOC オンラインカンファレンス – 2022 年 12 月 3 日開催

さらに 12 月には、自律的・対話的学習に関する CEGLOC カンファレンスが開催されます。 このカンファレンスには、発表者中心のゾーンと、協力的な LD ゾーンがあります。LD ゾーンでは、学生や教師のワークショップがあり、対話と振り返りによって、学習や教育の経験を共有します。振り返りは、文章とビデオで共有されます。とてもエキサイティングでインタラクティブなイベントとなるはずです。ぜひ、ご参加ください。 また、委員会の仕事を手伝ってくれた審査チームの皆さんに、特別な感謝を述べたいと思います。蓬莱加代子さん、カーリン清佳さん、上田めぐみさん。

LD ゾーン参加申し込みフォーム（11 月 20 日締め切り） https://forms.gle/nfP5T4sZSBCvJw7g7

役員は常に必要です
2022 年は、役員の数が大きく減少しました。SIG の主要な役職をカバーすることが困難な状況でした。 SIG がきちんと機能するためには、皆さんの協力が必要なのです。 そこで、プログラム、広報、会員増強、出版、懇親会といった主要な役員チームに参加していただけるボランティアを募集しています。 これらの役職は、人と出会い、自分の専門的な成長を助ける素晴らしい方法です。 私は SIG に参加している間に、間違いなく成長しました。 もし、私たちの SIG で一つまたはそれ以上の役割を担うことに興味があれば、Co-coordinators（ld@jalt.org）までご連絡ください。

そして、私からお別れの挨拶です
最後に、これまでご一緒させていただいた会員の皆様、役員の皆様、特にエレン、ケン、アンディ、ティム、ジェームス、パトリック、リーに感謝の言葉を申し上げたいです。 SIG で働くことはとても刺激的な時間ですし、SIG を代表することはとても光栄なことです。 しかし、残念なことに、他の仕事の都合で 11 月の年次総会後に退任しなければならなくなりました。 退任は残念ですが、次期コーディネーターが素晴らしいチームとなり、SIG を前進させてくれるものと信じています。 今後、JALT や SIG のイベントで皆さんとお会いできることを楽しみにしています。 本当にありがとうございました。

LD ありがとうございました。

退任する学習者開発 SIG コーディネーター

ティム・クレミソン

MEMBERS' VOICES | メンバーの声

Developing Student Autonomy through Self-Access Learning Centres and Teacher Practice - A New Endeavour

Isobel Hook, *Konan Women's University*
Email: isobel@isobelhook.com

From Teaching to Advising
I have worked as an English Language instructor in many different capacities over the last 10 years, in South Korea, Australia, and now Japan. While I thought this would be a fairly straightforward career path, at the end of 2021 I was offered a full-time position at a university's Self-Access Learning Centre (SALC). Having previously taught part-time at the university, I jumped at the opportunity to work within a department I knew to be passionate, innovative, and generally a joy to work with. However, my only prior knowledge of SALCs was a second-hand account describing them as spaces that hosted conversation-practice groups. While I asked many questions about what the day-to-day work would look like I did not think to ask about the deeper purpose of a SALC, what learners would or wouldn't need from me, and how learner autonomy would reshape my concept of language learning as a whole.

The SALC was set up several years before, with generous funding and under the guidance of a few dedicated staff members. Learners currently have access to several thousand English graded readers, nearly 900 English-audio movies, computers and iPads, study resource books, English print media, advice and community-building displays, and study spaces. A small group of paid student-staff man the counter and host the "English Café", where learners join for conversation over lunch or English-based board games. Additional events are held regularly, with the advisors presenting about foreign cultural topics or running workshops while the student-staff present their own topics of interest related to English study. Lastly, learners can book 1:1 sessions with advisors for free conversation time or seek study advice.

Teaching How to Think about Learning
As well as being an advisor in the SALC, the position includes a bi-weekly Tutoring class which is compulsory for all first-year students. This class partially aims to familiarise the students with the SALC with participation in programs being a graded component. The main goal of the Tutoring class, however, is to help them become more self-aware of their studies, use of English, goals, and progress. Classes ask them to be more aware of how they have studied English in the past and how it was or wasn't successful. They practice setting long-term goals and breaking them down into achievable targets and habits. The students are exposed to new study methods and opportunities and are asked to evaluate the relevance of these methods to their goals. Class time is also given to discussing failures and successes in their progress in an effort to build community and support networks.

For example, the fall semester is largely based around students developing an elected skill meaningful to their goals. Students are asked to choose an area they wish to work on throughout the semester such as reading, vocabulary, TOEIC, or speaking. They then discuss this goal 1:1 with me. The student reflects on why they want to achieve this goal and how they can break the goal down to more easily definable targets with regular accountability and self-evaluation. A student who wishes to improve their speaking may express that they are scared of joining a study abroad program because they won't be able to talk to peers while overseas. They identify three specific goals for the semester: talking to peers in casual settings, confidence, and everyday vocabulary. The student

decides that they will build a vocabulary list around their hobbies, daily life, weekend activities, and other topics they might share with peers. Once prepared and confident with their topics, they then attend the English Café once a week. To improve accountability and reduce shyness, the student will attend with a classmate with similar goals. After the English Café session, the student will write a self-reflection noting how the conversation went, whether they used their prepared vocabulary, and how they felt about their participation. At the end of the semester, students are to give a short presentation, reflecting on if and how they improved their chosen skill, and whether they have the ability to continue to improve.

A successful student in this course is not one who achieves the highest TOEIC test score or reads the most number of books. Instead, students are taught to think about their wants and needs in language learning, understand and implement processes to achieve their goals, and reflect on their progress in a way that develops long-term, sustainable growth. It is hoped that these skills will stick with the students not just through their first year learning English at university but throughout their lives in various contexts.

Learning What, Learning How, and Beyond

As a language teacher, I often encouraged my learners to use the language covered in class in creative and personalised ways and gave them as much time as possible to practice the target language through a variety of output methods. However, the underlying premise was that the target language, usually prescribed by a textbook or syllabus, would be necessary for the learner and therefore important and valuable to them. In this scenario, the goal was either to pass the class or achieve some vague, ill-defined promise of future fluency. In return, I often talk with learners who describe wanting to "study more vocabulary" or "get grammar correct" in order to "be fluent". This sets in mind that the goal itself is the study and the end result is something not easily definable. In my previous classrooms, I wished to

support learners' goals so provided more words to learn. While I modelled and practiced various memorisation activities, learners were not given the freedom to choose how and what to learn. This passive learning model is one the MEXT has been attempting to reverse. However, many Japanese students are reaching university and are still unaccustomed to the premise of active learning and learner autonomy.

My teaching methodology described above still relied on the idea that understanding many words and grammar structures would get learners where they wished to be. When asking learners to visualise themselves as "fluent" (in their words) in English, they describe scenes such as chatting with friends from around the world in English, travelling internationally with confidence, and enjoying English media without the use of translations. What they are describing, of course, is not learning a language but using a language. This is why the Tutoring class has a compulsory element connected to participating in events and activities in the SALC. The SALC does not score the students' performance in activities or tell them their response is incorrect. Rather it is an opportunity and a way to meet the learners at whatever level of accuracy, fluency, or motivation they display.

Through my work in the SALC so far, my understanding of learner autonomy has developed from an obscure notion to a guiding principle in how I see myself as an educator. There is an urge to provide the right answers for students, provide as much support as possible, and predict their needs. However, this reduces students' abilities to act autonomously in their own learning and develop the vital skills needed not just to use the language but also to seek out what they want to learn. By attempting to guide learners toward what I perceive to be their goals, I am inadvertently telling them that they lack the ability to improve.

Without a sense of ownership and responsibility over their learning and without a clear understanding of where they want to be in their language learning journey, how are learners meant to achieve their lofty goals? Goals need to

be discussed and broken down into smaller, achievable targets. Meta-awareness needs to be developed regarding language skills and learning processes. Habits need to be built and accountability systems need to be put in place so that when there is a fumble it does not become a failure. Opportunities need to be provided so that there is time and space to use the language and explore it further. And confidence needs to be fostered so that learners believe in their ability to learn.

My first semester working in a SALC and teaching the Tutoring class has been eye-opening and inspiring. I do not believe I can return to English teaching with the same approach I was using for the decade prior. I now understand that the language itself is just one tool learners will need to employ on their journey and so teachers, in return, need to offer so much more.

Call for for Contributions to Members' Voices / メンバーの声: send to lleditorialteam@gmail.com by February 29th, 2023

#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）

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

Mini-interview on Learner Development and SIG Membership Matters

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Andy writes: Inviting SIG members to take part in different LD activities has been part of my role as SIG membership chair the last two years. Recently I started asking some LD members if they would be interested in doing a mini-interview for *Learning Learning*, around their learner development interests. The idea is that such mini-interviews could be written, video-recorded, or both. Emily replied that she would like to do a mini-interview, and towards the end of October she generously wrote about her work and different learner development practices that she has been exploring.

In what follows I include some of the possible prompts for such a mini-interview. Emily then takes up some of those questions around her experiences of working as an Assistant Language Teacher (ALT) for Niigata City Board of Education in elementary and junior high schools in Niigata City.
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Andy: *Emily, thank you for stepping up to help with LD SIG membership. I think you know all the ropes pretty well already as you have been doing membership for Niigata chapter and also assisting Melodie Cook (JALT Director for Membership) as membership liaison for JALT, and I hope we have a chance to talk another time about membership ideas. I also wanted to ask you whether you'd like to do a kind of guided mini-interview or reflection in writing for the 2023 autumn issue of Learning Learning. This would be a chance to explore such themes and topics as:*

1. *Where you work*

2. *What kind of learners you work with*

3. *Something interesting or puzzling about your learners*

4. *A small story of surprise or change for you about learner development*

5. *What interests you about learner development in your work*

6. *Some enduring questions or puzzles you have to do with learner development*

7. *Who (past teachers, different learners, particular writers, …) or what (certain incidents or experiences, particular classes, certain pieces of writing or discussions with others, …) have been particularly important for you in developing your (learner development) practices and/or your understanding of learner development*

8. *Particular discourses or theories of learning that you are interested in, and how they help you in thinking about and developing your practice*

9. *An (incomplete?) reflection that you'd like to share about something to do with learning and learner development*

and so on ...

The idea is simply for you to write a little, and then I'll respond, and then write a little, and so on. It would be great if you wanted to (and no problem at all if you'd prefer not to!).]

Emily: *No worries! I'm sorry to hear that you're stepping down. I'm glad you're still in the team so I can ask you about publications! I'm also happy to contribute to the mini interview. Let me know if you have time for a Zoom call next week ...*

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Emily writes:

1. **Where you work**

I am an Assistant Language Teacher (ALT) at Niigata City Board of Education working in elementary and junior high schools in Niigata City.

2. **What kind of learners you work with**

I work with younger learners aged from 9 to 15 years old. I sometimes do volunteer teaching online with undergraduate students.

3. **Something interesting or puzzling about your learners**

Students have a very different way of learning these days. They have the internet with all the answers at their fingertips, but not everyone takes charge of their learning the same way. For example, most of the students that I teach are totally reliant on information in the textbooks and rarely elaborate or expand on the topic at their own time. In a unit on the civil rights movement in the USA in the 1950s and 1960s, the textbook would touch on coloured people being black, and present race in terms of white people and black people only. How racism is portrayed is so much more than that such as the "Stop Asian Hate" movement that emerged in the USA as a response to Asian American discrimination during the COVID-19 pandemic.

I try to bring a different perspective to the classroom if the teachers allow me to do so. A good activity idea that worked with some classes was to show students black and white pictures of famous black people and ask them to guess what their jobs were. They got them completely wrong (e.g., some of my students thought Louis Armstrong was an optometrist just because he wore glasses in the picture). The point of the lesson is to let students become aware that you cannot judge someone by how they look. That kind of activity carries a lot more impact than being dependent on information in the textbook as it connects students with more real-life situations. While the topic is heavy for my students who do not come across foreigners outside school very often, giving them that fuel to start their own fire of curiosity is so important—something I feel that many teachers have the ability to do in their classrooms in order to encourage their students to take charge of their learning.

4. **A small story of surprise or change for you about learner development**

I am new to this field of ELT, which is why I joined this SIG. I got interested in learner autonomy and how much I can foster this in the classroom as an ALT. When you do not visit your schools as regularly as the Japanese teachers, you have to find different ways to let learners set goals for their learning,

understand the time frame you have in order to achieve those goals, and find out how to encourage habits like doing your own research.

I see my students typically for one class a week, so it is a challenge to follow up on their progress. It even came to a point where I would not touch the textbook when I was asked to prepare any activities. Relying solely on the tablets[1], using guided writing, and encouraging students to express their opinions then became my style of teaching.

Some teachers who are comfortable with creating reflection sheets digitally would use tables that track progress every unit, while others still rely on the traditional paper-writing method and compilation of reflection sheets in files. I learned a lot from my teachers in terms of how they set the goals for their students as every school has different levels of English proficiency. In a way, these differences were a surprise for me as a new teacher at that time.

5.   What interests you about learner development in your work

How learner development also co-exists or is influenced by culture is something I find interesting. From working in different schools and teaching students of many ages, it is normal to not want to raise your hand in class to volunteer answers. Being communicative is a skill that needs to be taught during lessons that have speaking components. This also includes non-verbal skills like body language, eye contact, and using gestures which students do not usually think about when speaking English because it is a classroom activity rather than a life skill. What drives me in my work about constantly encouraging students to express themselves, reflect on their progress, and how they felt after challenging themselves in speaking tasks is seeing how much they have grown from Day 1.

6.   Who (past teachers, different learners, particular writers, …) or what (certain incidents or experiences, particular classes, certain pieces of writing or discussions with others, …) have been particularly important for you in developing your (learner development) practices and/or your understanding of learner development

I work well with teachers who provide me with opportunities to experiment to discover more about students. For example, how they respond to a different kind of reflection sheet (e.g. moving from ones written on paper versus digital ones that they can easily access as long as they have their devices with them) or when they are given new tools to practice the vocabulary they already know. It takes a while to gain this kind of trust, which is why I believe in the importance of building rapport as you understand how your learners learn.

Sometimes it takes doing an activity to understand your students' opinions. Another idea that came up was during one of the lessons where upper elementary students were learning about jobs. The students seemed to have the idea that a certain role is attached to a particular gender. For instance, police officers are males and nurses are female. This taught me a lot about my students' exposure and their community they belong in. The police officers that visit the school are normally males, and the school nurses are females.

Prior to making the activity, I interviewed around eight teachers asking them what their dream jobs were when they were in elementary school. I found illustrated pictures of all the jobs but in order to avoid gender bias, I found male representatives for them. The students were asked to match the names of the teachers to the pictures to what they thought would be the teachers' dream jobs. After reviewing the answers, many students matched the more male-dominated jobs to the male teachers,

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[1] Elementary land junior high school students across Japan have started using tablets in school from early 2021. This is an initiative under the Global and Innovation Gateway for All (GIGA) school project by MEXT to digitalize education.

and the female jobs for female teachers. They were surprised at some answers, such as how female teachers wanted to be a tax collector and adventure guides, which they thought were jobs for males.

Ever since then, I have been inspired to include more of these activities beyond the textbook wherever possible.

7. Particular discourses or theories of learning that you are interested in, and how they help you in thinking about and developing your practice

I have always been interested in multiple intelligences and implementing 21st century skills in classrooms. Given that the multiple intelligences theory proposes that every person has different modalities of intelligence at varying degrees rather than identifying intelligence as a single ability, I want my students to know that they have options to explore, simply because the curriculum that they rely on does not contain the latest information. As we know, textbooks date easily and even more so in these digital times. There is no one right answer to everything. Therefore, having the right skills to develop those intelligences is also important. Some students enjoy drawing, while others prefer to talk about games using English. Building skills such as presentation skills and communication are also what I think are not explored as much as they should. As a millennial, I value the digital aspect of learning and how to put yourself out there in the world.

8. An (incomplete?) reflection that you'd like to share about something to do with learning and learner development …

Prior to joining the LD SIG and doing research, I did not know how to phrase my experiences from a learner development point of view. I am glad that volunteer opportunities within JALT and attending conferences, workshops, and sharing sessions have given me more insight to the work that I do. This is something I have spoken to you before—recognising that the English I grew up with is a part of a variety of Englishes and is local to Malaysia. For example, we Malaysians tend to ignore the "th" sound (ð) in "this" and use "lah" in our sentences to emphasise a point. It has been so rewarding to learn about the English that I speak and my roots in the process. As a teacher guiding her learners throughout the academic year, while it is my duty to guide them on their path of success, my own learning journey as a teacher is equally important and relevant.

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Emily: Thank you so much for the opportunity to be a part of this mini interview. It was a pleasure talking with you!

Andy: Thank you, Emily, for being so generous with your time and with sharing your practices and interests to do with learner development. It has been a great pleasure talking with you too!

A Phenomenological Approach to Uncovering Multilingual Identities:

A Navigation of Ukrainian, Japanese, and English through Crisis Management

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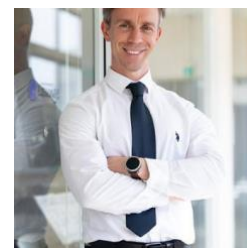
Introduction

Growing up in Ontario, Canada, it was second nature to use English as a common language in public settings, including school. However, up to the 4th grade, I had attended a public elementary school that catered to families of the Ukrainian diaspora. Everyone around me was of Ukrainian descent, including the homeroom teachers, the principal and even the French teachers; Ms. Tymchyshyn, Ms. Twerdochlyb, Ms. Olenka and Mr. Sweleba, just to name a few. Then, on the first day of the 5th grade at my new school, St. Jerome Elementary School, I first realized that not only was I the only one in my class who could speak Ukrainian, but that I was not the only one who could speak another language. I have a vivid memory of the delight I felt in being surrounded by people who had their own culture on that day, and how much pleasure I took in sharing that feeling with my mother. This memory has stayed with me over the years, but not without its challenges. In order to truly appreciate my identity, I would come to learn that navigating my way around my language skills would be the only way I could find true happiness and purpose in my life. This personal reflection will be applicable for everyone who seeks to understand how to appreciate their language skills, and understand how language plays a pivotal role in one's identity and enrichment to life.

My turning point

The connection I have with my Ukrainian heritage has spanned decades, but I was never as impacted as I was on February 24th, 2022 when Russian forces invaded Ukrainian territory. There is no questioning that this event has significantly altered people's livelihoods, their safety, and their well-being. I must admit that in no way can I fully grasp the pain of the people who called Ukraine home, or their experiences throughout the war, however, for me, this was a turning point in my own identity. From day one I was reminded of my Ukrainian heritage, most notably through messages from friends. Many of these messages came from close connections, family members, and classmates, but others came from individuals who I have had very little interaction with. The common thread was that despite their closeness, physically and emotionally, they all knew the association I have with my Ukrainian heritage–I wear it on my sleeve.

The navigation of language

After being approached by the Fukui Prefectural Government to work as a translator-interpreter for displaced persons from Ukraine, for the first time, I had a conversation about my identity as it related to my Ukrainian heritage. What I wanted to gain from this experience was a clear idea of how I have come to associate with my Ukrainian heritage as it relates to my identity, by deconstructing the influences in my life that have led me to this point. The focal point would be to know how language manifests itself in the identity that I hold onto; a combination of various identities formed by language. By doing so, I could make sense of my work as a language teacher, being more aware of the way my students themselves navigate their own identities as it relates to language in their lives.

The dialogic inquiry is complemented by a language landscape of myself, answering existential questions through a chronological plot of the language in my life. For the analysis, I used a

phenomenological approach; the idea of a unique construction of the human experience, which states that individuals do not experience life as isolated events; rather they are active in creating cohesion and connections between the events to create a meaningful life story (Barkhuizen, 2011). To make sense of my experience, I applied an interpretative phenomenological analysis (IPA), which allowed me to categorize my findings into three basic classifications: Time, Space and Body. (Smith, Jarman, & Osborn, 1999.)

Time

My prior experiences

Canada has the second largest diaspora of Ukrainians outside of Ukraine, where more than 1 million people identify as ethnic Ukrainians. The foundations I have with Ukrainian culture were instilled by my parents and grandparents, who were proud of their culture and ancestry, passing down traditions, including the language. I am very grateful to them for raising me bilingually and for encouraging me to take an interest in my heritage. From an early age, I learned about Ukraine, its language, the history, and culture. Not only did I attend heritage language school, but I also created bonds with others in the diaspora. I was proud of my heritage and often spoke about it. I even had the chance to visit Ukraine once, which further strengthened my relationship with Ukraine.

Me, now

Until recently, I didn't know how to express my identity effectively in social settings. In Canada, conversations often started with, "Oh, I was wondering how to pronounce your last name.", or "That's a unique last name. Where is it from?". These opportunities gave me a chance to talk about my language skills and the experiences I had as a child. However, unlike in Canada, most people in Japan were surprised by my heritage, my family's story, and the fact that I could speak an additional language. It came with curiosity, but a sense of unfamiliarity because while Canada was a familiar place to the Japanese, Ukraine was not.

After February 24th, people started to take an interest in Ukraine, its people, its geography, and importantly, its language. Suddenly, Ukraine was on everyone's mind. I personally took it upon myself to begin a charity drive at my workplace, collecting money for an NPO. Soon after, I heard that Japan would be accepting displaced persons from Ukraine and that some of them would be arriving in Fukui. After the realization of my uniqueness, I took it upon myself to represent Ukrainians and engage with the Ukrainian language. For instance, I gave a presentation at the Other Language Educators (OLS) SIG Multilingual Café, introducing the Ukrainian language, including information about its syntax, history and current usage. As mentioned earlier, I also accepted a position to work as a translator-interpreter with the local government to assist Ukrainian families coming to Fukui. This was very coincidental given that I had only recently begun studying Ukrainian formally again through a podcast, "Ukrainian Lessons".

Finally, the Michael who never got the chance to speak, was able to use his skills in crisis management. After entering this new realm, I finally found the purpose and meaning for my heritage and language. One day I could be helping with visa applications, while the next I may be translating for junior high school students eager to learn about the impacts of war and the need for peace. In Ukrainian, I could talk about things so basic, but it brings me such happiness to express it in a way that I cannot in Japanese or English.

The future

The work I do will continue so long as there are people seeking Ukrainian language assistance in Fukui. With more people being interested in the Ukrainian language, I am sure that I will find myself helping others, not only through translation and interpreting, but also through teaching opportunities. I can speak

for all teachers when I say that the best students are the ones who have the inner motivation to learn a language. Aside from language teaching, I hope to enhance my translation and interpreting skills more formally from experts in the field.

Through the work I am doing I have realized that I enjoy working with people on an intimate level. I want to hear their stories, listen carefully, and also tell their stories to others. Perhaps one day I can become a counsellor who can help people overcome their difficulties and I hope to do so not only through a trusting relationship but with the gift that language brings. It would be a dream to publish my writing on this topic and assist in a more global arena of crisis management where mental health and language coexist.

Space

Space has always been vital to the way I navigate my identity. The best way to describe space is through outlets. There are times when I feel I don't have to constantly be reminded by others of the person I am. I can simply be me. However, I have never been good at being the same person consistently in all spaces in my life. When I am an instructor at work, I am an English teacher and when I am at home, I am a partner, and a homemaker. When I am working with the Ukrainian family, I take on another part of my identity. One thing I struggle with is the ability to combine these spaces into one fluid person, who can draw from various experiences that represent who I am without feeling there are any consequences. These spaces are comfortable for me; I tend to avoid discomfort.

More than before, I am surrounding myself with reminders of my identity and the way that I have accepted it. I feel compelled more than ever to discuss linguistic landscapes with students in my daily work, not only making friends with those who have an interest in languages, but also encouraging them to take steps to build upon their language skills, most recently for example, coupling two students who share an interest in Portuguese. While I find myself busier these days, I manage my work much better and more positively because of the experiences I have had.

Support networks are another outlet that I have depended on greatly recently. My family and friends are aware of the work that I do, and they support it wholly. Equally, the organizers of the work have been pivotal in supporting me emotionally. Therapy has also been a very engaging part of my identity process. It has helped me to understand that I do not have to be perfect in the work that I do, which plays an important role in how I view my language skills. At the same time, I have learned that the work I do and the conscious time that I put towards using my language skills can be selfish. If truth be told, being selfish is completely about perspective. I am doing good for someone and in turn I feel good about it as well. I have become a witness not only to my language skills, but also more broadly aware of myself, which I can better control through my body, physically and emotionally. Therefore, I feel better equipped with the chances of growth occurring because I have let myself be vulnerable to these outlets and situations I didn't find myself in before.

Body

If I were asked to describe myself physically, I would say I am a white, cis-gender Canadian man. I've never been entirely comfortable with that because it only describes part of who I am. I feel my body moves with language. I think as language learners we need validation for who we are outside of what others see. When our abilities are embraced by others, we tend to showcase it through our actions tangibly. This has been an important learning process for me because only through validation do I gain a sense of aspiration. This manifests itself spiritually and mentally just as much as physically.

I tend to spend a lot of time alone, which makes it easy for me to hide my physical identity. I cherish the time that I have alone, which allows me the opportunity to process my thoughts and engage with my body and mind. I created this life I live, which allows me to think about possibility, and intuition.

While I define myself as an introvert, I find I can also be a social person. At the same time, I feel a visceral experience when I have fruitful and engaging conversations with like-minded people. Thus, I tend to gravitate to those who are involved in altruistic projects that involve language skills. I feel most disengaged when I am in a group setting, where I spend more time stacking myself up to others rather than feeling proud of my skills. The key fact is that I had been waiting to be seen. I never had the chance to embody the identity that I now embrace. And I finally have realized that moment.

Final thoughts

The conversations I have about my identity have changed for the better. Nowadays, people show concern for my extended family in Ukraine, and they see me as someone who has a strong connection with a culture and language that is unfamiliar and distant from their own. I feel fuller than ever, despite feeling that I've yet to find my life purpose. I've never embraced attainment of my goals in life as possible, which has felt disorienting up to this point. However, I'm much closer to finding my purpose than before. My ambition is to find myself in situations that make me feel vulnerable and I think the best way to do that is to continue to meet new people, motivating others to continue their journey of language identity, and be the best instructor I can. In summary, I hope to strengthen my resolve to overcome any shortcomings and face adversity head on.

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Investigating the Propensity of Non-English Major Students Regarding Authenticity

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Introduction

The purpose of this paper is to find out the students' needs for English learning with a focus on authenticity. Among non-English-major students, they are not all interested in learning English. This is because in many cases, English is compulsory for graduation. Prior to the 1991 amendment of the Standards for the Establishment of Universities by the Ministry of Education, Culture, Sports, Science and Technology (MEXT, 1995), foreign languages were compulsory. Since the establishment of the standards, Japanese universities are not obliged to offer English as a foreign language subject, but many of them continue to make English a requirement. Therefore, some students do not enjoy learning or are not willing to improve their English competence; instead, they attend lessons merely to get the credit required to graduate. Therefore, finding out students' interests is necessary to make compulsory English lessons as effective as possible. One way is to introduce authentic materials in English classes. A questionnaire related to authenticity was administered to investigate non-English-major students' needs. The results of this study might be pedagogically useful for teachers who are teaching non-English-major students in EFL educational settings.

Literature Review

Motivation and Authenticity for Foreign Language Learning

Motivation is one of the critical factors in foreign language learning, and is an important factor in deciding the success of students' achievement in their language goals. Kent (2021) stated that students' motivation can be very low when they need to study foreign language as a compulsory course. Their attitude toward language learning is one of the key factors to the success of learning a language; therefore, it is necessary for teachers to stimulate students' positive attitudes by incorporating activities and resources that match students' needs (Kent, 2021).

As a teacher, it is necessary to realize what learners' motivations are based upon and to continuously discern how to sustain their motivation. Deci and Ryan (1985, 2000, 2002) stated that individual motivation arises intrinsically, and to maintain motivation, it needs to be controlled by individuals themselves, not by others. Thus, it is critical for instructors to make lessons that act upon and enhance students' intrinsic motivation so they can be independent learners. As one method to enhance learners' intrinsic motivation in English lessons, authenticity should be considered.

There are actually numerous definitions of authenticity that have arisen over time within the literature (Gilmore, 2007). Richards defined authentic materials as teaching resources, including texts, photographs, videos, and others, which are not particularly made for educational purposes, and he further defined non-authentic materials as teaching materials that are particularly made for instruction such as textbooks (2001). In addition, Tomlinson (2011) defined authentic materials as texts that are not used for the purpose of language-teaching. Examples of authentic texts include newspaper articles, novels, songs, interviews, and instructions.

Many researchers have also examined the relationship between authenticity and motivation. The advantages of authentic materials are due to their positive influence on learners' motivation (Phillips & Shettlesworth, 1978; Clarke, 1989; Peacock, 1997). According to proponents, authentic materials are more interesting than created materials to learners and motivate them intrinsically. When learners feel

obligated to learn something that they are not willing to, they lose motivation. Thus, the chief principle is to understand learners' goals and topics in which they are interested to try to incorporate these into a curriculum because learners are only motivated when they view the teaching material as worthwhile to learn (Dornyei, 2001). Peacock (1997) investigated the relationship between authentic materials and learners' motivation in the classroom. In his study, it was found that learners' motivation in the classroom increased significantly when using authentic materials. Peacock (1997) also found that the use of authentic materials significantly increased learners' focus on tasks, motivation, concentration, and active participation in the classroom compared to non-authentic materials. Additionally, Peacock (1997) argued that even for low-level learners, authentic materials can be more motivating than inauthentic materials.

While there are benefits to authentic materials, Richards (2001) stated that there are also some negative points to using authentic materials. These points include difficulty levels of the language, or unneeded words contained in authentic materials. These unnecessary words could obstruct teaching or learning. Additionally, as authentic materials contain real-world language usage, they often contain more advanced language than that at the learners' levels. Additionally, some non-authentic materials contain real-world elements that can motivate and interest learners just like authentic materials. Moreover, textbooks are better at covering necessary teaching topics according to a syllabus, and it may be a burden for teachers if they need to find appropriate authentic materials and create relevant activities or tasks. Therefore, in many cases, teachers are more likely to use a combination of authentic and non-authentic materials (Richards, 2001). From this, it can be said that the use of authentic materials depends on how much discretion is given to the teachers. In order to lead the teaching, teachers should be involved in designing curriculum and syllabus so that those are based on the needs of students (Ahmad & Shah, 2022). Gilmore (2007) stated that authentic materials need to fit students' educational needs, and texts can be adapted to students at different proficiency levels if tasks are varied. Therefore, as instructors, it is important to determine students' needs so authentic materials are appropriate for their learning levels.

Research questions
This study includes a research question related to students' preferences in authentic material: Are non-English-major students who take compulsory English courses interested in the incorporation of authentic topics into their English lessons? If so, what types of authentic materials do these students prefer?

Method

Participants
The participants in this study were 167 first-year students who took a compulsory English course at a women's university in Tokyo, Japan. Students took a placement test before the semester began, and were placed into three different proficiency levels. The aim of the course was to learn general English as a liberal arts subject. There were around 30 students in each class, and classes were held once a week for both the spring and fall semesters. Generally, classes were conducted face-to-face, but during the height of COVID-19, classes were conducted on-demand. Since each English teacher wrote their own syllabus, some discretion was allowed in the content of each course. Students who participated in this study were from the intermediate class. All students belonged to one of four departments which were Sports Science (hereafter Department 1), Sports and Health Science (hereafter Department 2), Dance (hereafter Department 3), and Movement Education for Children (hereafter Department 4). Most students were polite and energetic. Also, many were sociable and preferred pair and group work. The motivation of students was related to their majors of sports, health, dance, music, and children's education.

Instruments

A questionnaire was used to survey the students. In the questionnaire, students answered a yes/no question regarding authentic topics and a selective question regarding authentic materials. In a selective question, students were asked to choose two of their most preferred authentic material types, with the choices including News/Articles, Blogs, Audios, Videos, Songs, and Others. Additionally, a comment section was provided to allow for more detailed information on students' views toward authentic topics and materials.

Procedure

The questionnaire was prepared with Google Forms, and students individually responded to the questionnaire online. Prior to the survey, the purpose of the study was explained to all participants, and voluntary participation in the survey with strict protection of personal information was assured. Therefore, only the answers of students who agreed to participate in the survey were included. For the questionnaire, 134 students responded (the response rate was 80.2%). Additionally, 109 students responded to a selective question (the response rate was 65.3%). Students' answers as well as their student number were collected through Google Forms, and all answers were exported as a Microsoft Excel file for the analysis.

Results

In total, 134 students answered the questions about their interest in authentic topics. Of these 134 students, who answered whether they prefer authentic materials related to their field of study, 80% answered *Yes*, while 20% answered *No*, indicated in Table 1. In addition to the yes/no question, students were asked about their preferred form of authentic materials, which you can see in Table 2. Finally, Table 3 highlights the comments given by students supporting their answers.

Table 1. Preferences for authentic topics in English lessons

Department	Number	Students who answered *Yes* (%)	Students who answered *No* (%)
1	32	24 (75.00%)	8 (25.00%)
2	53	40 (75.47%)	13 (24.53%)
3	42	38 (90.48%)	4 (9.52%)
4	7	5 (71.43%)	2 (28.57%)
Total	134	107 (80%)	27 (20%)

Table 2 shows the results of a selective question regarding authentic materials from the questionnaire. In total, 109 students answered the questions about their preferences regarding authentic materials. In Table 2, the preferences regarding authentic materials are shown. Amongst the six alternatives, 31 students selected news/articles, 11 students selected blogs, 29 students selected audio, 64 students selected videos, 80 students selected songs, and three students selected others. As a result, the most selected combination was videos + songs, followed by news/articles + videos, and audios + songs, respectively.

Table 2. Preferences for authentic materials

Authentic Materials	Number
News/Articles + Blogs	4
News/Articles+ Audio	7
News/Articles+ Video	3
News/Articles+ Songs	17
Blogs + Video	2
Blogs + Songs	5
Audio + Video	10
Audio + Songs	12
Video + Songs	46
Video + Others	3
Total	109

Table 3 shows the additional comments from students regarding authentic topics and materials.

Table 3. Additional comments from students

Answer Types	Comments
Students who answered "Yes"	-It is more interesting to learn my major-related topics in English. -It's more useful. -I want to learn more vocabulary or expressions in my major in English. -I have more motivation if the topic is related to my major. -I enjoy English more if the topic is related to my interests such as topics in my major. -I want to deepen my knowledge in my major. -I want to communicate or express in English about the topics in my major. -I have more intention to learn if the topic is related to my major fields. -I can push myself more if it is related to my major.
Students who answered "No"	-I want to extend my knowledge other than my major. -I'm interested in world news or world issues. -I'm interested in movies and songs. -I'm interested in English literature. -I'm interested in various topics. -I'm interested in gossip or comedy. -I'm interested in the real conversation in drama.

Discussion

According to Table 1, it was found that the majority of students (80%) are interested in incorporating authentic subjects in their English lessons. This result showed that students are interested in real-life learning and practical English. In addition, students' majors are what they are mostly interested in, and students tend to have higher intrinsic motivation in the topics they are majoring in. If students' intrinsically motivated topics are incorporated in their English lessons, this may increase the students' intrinsic motivation towards English learning as well. This result is understandable by looking into the results in Table 2, which showed that students are interested in authentic materials such as songs, audio, and videos. These materials, especially songs, may have a stronger relationship to dance, so dance students would naturally be interested if they could incorporate songs into their English lessons. According to Table 2, songs and videos were preferred by students as authentic materials. This implies that students are interested in lessons that stimulate auditory and visual senses. This may be because students who participated in this study belong to the faculty of physical education. Therefore, they may be able to learn more effectively through physical stimulation. Due to the COVID19 pandemic, all lessons were conducted online. Through these online lessons, authentic materials were used, specifically videos and blogs. Students watched 7 videos and read 5 blogs about goal setting, the benefits of exercising and sports, healthy lifestyles, healthy foods, the benefits of dancing, and music. Videos and blogs were chosen by the teacher and sent to students through Google forms. Students could watch the videos or read the blogs as many times as they wanted to before answering a variety of vocabulary and comprehension questions. The purpose of these assignments was for students to learn about realistic vocabulary and expressions, and also to understand the content. While these authentic materials were used in online-only lessons, in the future, I plan to incorporate authentic materials, such as songs, audio, and video in face-to-face classes as well, in order to satisfy students' desire to use these resources in their learning.

In compulsory courses, it is important to consider students' needs and interests, and to try to incorporate those into the lessons to maximize their learning experience effectively and enjoyably. In her study, Imamura (2020) found that introducing songs into English lessons lowered students' anxiety toward learning and increased students' motivation. Students may need a hook to be more interested in learning English. Incorporating authentic topics from students' major can shift the purpose of English lessons from "learning English" to "utilizing English as a means of learning".

A limitation of this study was that students' competency levels were not considered. Therefore, for future research, how the use of authentic materials affects the students' learning should be investigated.

Conclusion

In this study, the results showed that 80% of non-English course students preferred to incorporate authentic topics into English lessons. Among authentic materials, visual and aural materials such as videos and songs were most preferred. The study's results can be used to guide English lessons. Future research can utilize an experimental research design to examine the influence on student motivation and competence after using authentic materials in English lessons.

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Appendix 1. Survey questions

1.	以下のうち、授業で関心があるのはどちらですか。 （自分の専攻に関連した内容、自分の専攻とは関連がない内容）
2.	学んでみたい具体的な内容について記入してください。
3.	以下のうち、授業で取り上げて欲しいものを２つ選んでください。 （英語のニュース・記事、英語のブログ、英語のオーディオ、英語の動画、洋楽の歌詞、その他）
4.	その他を選んだ場合は、授業で取り上げて欲しいものを記入してください。

LD SIG GRANT AWARDEE REPORTS | LD SIG 研究助成金受

PanSIG 2022 Conference report
Poster title: The Critical Role of the Teacher in the Self-directed Learning Class

Lorna Asami, *Keisen University*
Email: asami.lornasachie@gmail.com

Overview and feedback from several special University of Nagano volunteers
Seeing the announcement for the Learner Development SIG's conference grant was my impetus to apply and attend the PanSIG conference for the very first time. This grant has covered my transportation, application fees, as well as books and printing costs for my poster presentation. As I teach as an adjunct without research funding, this support is much appreciated.

The theme of the 2022 PanSIG conference was, "(Re)-Imagining Language Education." Prospective research presenters were asked to consider the future of teaching after the pandemic, "What new connections will be made among learners, educators, and researchers within and beyond our classrooms and communities?" The focus of this conference was on the future so I geared my poster "The critical role of the teacher in the self-directed learning class," to show an evaluation and reflection of my Self-Directed Learning (SDL) classes at Keisen University to provide ideas for anyone interested in teaching self-directed learning in the future and hopefully when everyone is back to face-to-face classes for good.

With this focus on the future, the thing I last expected to happen at the conference was a delightful surprise from the past. When I disembarked from a little local train in Nagano and exited the station, leaving my paper ticket in a box that looked rather like a mailbox, I felt I had left the digital age and stepped back in time. I rounded the corner of the exit and immediately came upon two volunteer students from the University of Nagano, who were handing out directions to the university venue. It was a scorching hot summer day in July and I waited my turn to receive a map. Suddenly, one of the students startled me by calling out my name. I looked at her and she smilingly said, "I'm Kanami!" which suddenly took me back five years to the junior high school where I used to be a full-time teacher. It's no wonder I didn't remember her as she was all grown up.

Kanami's name is in the PanSIG handbook list of volunteers and she brought a bunch of other University of Nagano (UON) student volunteers to see my poster presentation. Before talking with me, they learned about SMART goals and some of its benefits from Marisa Lucian who was giving her poster presentation on the opposite side of the room from me. The students were surprised to hear that I also was using SMART goals in my class and asked me many questions. I told them that my students have consistently told me about its value in assessing their project along the way and also at the end. The challenge for students is not to make a vague goal such as "I want to learn to speak fluently" but rather, specific and measurable goals like "learn the meanings and pronunciation of 15 new words and try out each word in conversation." Then, by reflecting on this SMART goal at the end of a learning cycle, students can know exactly what they have accomplished. I gave the UON students a few more pointers to writing their own SMART goals and several of them said they would try it out. The students also asked about the other points in my SDL class' learning cycle: the types of projects the students did, the progress report in the middle of the cycle used by students as a tool to reassess and adjust initial goals and as a formative assessment tool for me, as well as the final reflection for everyone. You could see them thinking about each step as they

expressed their opinions and thought about their own learning. It was refreshing to talk with such active listeners face-to-face and they helped me to see all over again what students' first impressions and questions are about the self-directed learning projects in my class.

The critical role of the teacher

In the self-directed learning class, the aim is to keep the focus of the class on understanding and improving self-directed learning skills and competencies. During the period when our classes were forced to go online, there were various new obstacles to learning that teachers had not encountered in physical classrooms. Students' daily routines were upended, students who depended on the physical presence of their classmates and teachers to help keep them on course were isolated, and problems with a stifling environment were some of the issues that interfered with online learning (Bessler, Flett, Ziegler-Hill, 2020). For some students, the teacher was critical to helping them focus in spite of the distractions and adapt to this new style of learning. For others, it was enough that the teacher outlined the structure of the class and let the students fill it in according to their needs.

After the end of every SDL class semester whether online or not, I send out a voluntary survey to my class and ask them to complete it for my reflection purposes. The results of one semester of 18 surveys received out of a class of 34 in January 2022 are provided with a link and QR code on my poster. I have removed the names and email addresses of the students to protect their privacy. The respondents understood that I would use their answers to evaluate my classes and that they would be shared with other people. It was a terribly busy time of the semester and several students apologized that they could not take the time to answer my survey. The comments that made the biggest impression on me was how much the students appreciated that I answered their questions even when they did not understand the first time around. Providing examples, explaining in different ways, and explaining one on one in breakout rooms were sometimes necessary to make an assignment easier to understand. Receiving such positive feedback is affirming and I need to make sure to continue to do this for my classes. Dewaele and Mercer's (2018) study concluded that it requires a high level of emotional intelligence (EI) and self-efficacy to connect with students. This human connection between teacher and student is critical in all modes of education, face-to-face, online, blended, hybrid, or hyflex for students to be able to learn. However, that self-efficacy for me comes from these student comments that assure me I am on the right track. This reflection on my SDL class shows me the critical role of the teacher, but it also shows me places for improvement.

It was satisfying to read what students thought was the role of the teacher in the SDL class because I felt that the class had grasped the meaning of SDL and the purpose of my class. One student said that the teacher's role was to "tell students how to find the answers to questions themselves," another said that "the teacher's role is helping students to find out the best way of learning," and yet another said "I think it's about helping each student to be independent and learn on their own." Of course there had to be that one that said, "I have no idea" which makes me reevaluate all my lofty reasons for becoming a teacher.

There were several other teachers at PanSIG who have been influential in my own teaching career and who kindly stopped by to check out my poster and chat. Katherine Thornton, Jo Mynard, Andy Barfield, Louise Ohashi, and James Underwood all teach classes that especially foster autonomous learning. Many work with SDL type classes or self-access centers and have helped to shape my thinking by their examples. Louise Ohashi invited me to check out some of her back work for her SDL classes at Gakushuin University which is particularly helpful for my reflection. And of course there is Dexter da Silva at Keisen University who introduces me to various events or challenges me with new opportunities. Without all of these people, my present SDL class would not be the same. There were so many others who also stopped by, asking questions and allowing me to explain what I had discovered in the evaluation of my classes.

Evidence of the teacher's role and influence

Some of the immediate evidence of the teacher's role and influence in the SDL classroom was when the pandemic began and it was up to us to conduct classes online. It was crazy and unpredictable at first but thankfully my students were very flexible and we laughed our way through some of the funny online mishaps that frequently happened in the beginning of the pandemic. The research by Martin et. al (2013) on student adaptability to uncertainty and novelty gives insight into this situation and by using their research results suggest an adaptability intervention in several steps:

1) the individual is taught how to realistically and effectively recognize uncertainty and novelty that might require adaptability,
2) he/she is taught how to make appropriate adjustments to behavior, cognition and/or affect,
3) these adjustments assist the individual to deal with uncertainty and novelty,
4) he/she is encouraged to recognize the value of these adjustments and then refine and/or progress them, and
5) This continuous refinement and implementation of behavioral, cognitive and/or affective adjustment sustains the individual's ability to deal with ongoing uncertainty and novelty in academic and non-academic life.

After telling my students that I would never get angry at them for not knowing what to do when we had technical difficulties in our online classes and that they can just call back into our class if they suddenly got disconnected from us or email me and tell me what happened, the stress level dropped. When they saw me loudly laughing when problems arose, they relaxed and we all just tried our best under the circumstances. When we returned to the classroom after two years of online learning, it was very strange not to have those technical difficulties any more. One thing Martin's research shows me is how the teacher can help students to adapt to unfamiliar situations, it will help them to stay resilient in the face of uncertainty, even after this terrible pandemic has passed.

At Keisen University, I introduced concepts such as SMART goals, PDCA, surface, deep, strategic learning, learning styles, learning skills and competencies, ways to improve collaborative work, among other things to think about our own learning. My students were all first and second year students and for the most part they were open to trying out these new ideas and techniques. I am so proud of them and the growth they showed as they shared about the new things they were learning about their learning. One character trait that I realized early on as crucial to our success to improving ourselves as learners is the need to have an open, flexible and teachable mindset. As we were online for two years, we needed extra patience and the ability to listen well as we were not physically sitting next to each other. The students who were willing to make necessary changes to their goals, to their ideas, and willing to work hard when it required them to overhaul their SMART goals or plans for their learning, were the ones that showed the greatest improvement. Many students were willing to give this project their all and it was energizing to me to see the changes happening right in front of my eyes.

Evidence of students' achievements
Students that were willing to reflect on themselves and their learning and sometimes make hard assessments about themselves and their learning were the ones to improve the most. We all struggled to define metacognition and think of ways to change our learning in positive ways that would affect all of our classes at Keisen University. I include myself in this regard as the students taught me so much and what I learned along the way of developing this course has changed the way I see learning.

At the halfway point in a cycle, students assessed their projects to see where they had come and where they were going. They were given a choice of simply continuing with their project, or revamping it by readjusting their SMART goals and finding better ways to demonstrate evidence of their learning. This

formative assessment point is so important to the success of this project. A cycle goes by so quickly and it is good to take a breather for a location/status check before continuing on the journey.

In the end, many students described an improvement in the way they were learning and/or their attitude towards their learning.

For future classes and teachers

In reflecting on the types of comments that I received from the many kind people who stopped by to listen to my presentation, I sorted everyone's comments into three groups: teachers who had never heard of an SDL class, teachers who had taught an SDL class at another institution, and students who were interested in SDL but had not heard of it before. Talking objectively about my class and receiving impressions from people was stimulating and helpful for my reflection on this class.

Teachers who had never heard of SDL before were intrigued with the idea of having students examine their own learning styles and skills and be accountable to demonstrate learning and improvement of those skills. Having the illustration of a typical cycle of my class (Picture 1) on my poster made it easier to explain and discuss the individual parts of a cycle. The arrows made it clear that this cycle was repeated over the course of a semester as well as also over the year.

It is important for teachers to use assessment methods that foster trust in their classroom because more than other types of classes, the SDL class often asks people to reflect and self-assess. Allowing everyone to make mistakes, to accept everyone for who they are is the first step to helping learners improve their learning. Tools such as surveys, progress reports, questions that can be answered quickly, are helpful to this end. Allowing students room to form a goal for themselves, seeing success in the improvement of their learning skill, repeating this cycle again in the same semester may very well be setting subgoals for a student's larger goal and possibly helping them to make learning, and even learning in English, a part of their identity, or "possible selves" as discussed by Muir and Dornyei (2020). Seeing students overcome problems in their learning by understanding more about how learning works and gaining new study skills and competencies, will hopefully encourage students' motivation to become life-long learners.

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LOOKING BACK | 報告

PanSIG Forum Title - Challenging Conventions: Opening up New Spaces in Learner Development

Tim Cleminson - Facilitator

This forum examined how new learning spaces can help learners grow beyond conventional education environments. There was a range of presentations that explored 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.

I would like to thank all the contributors and participants for their cooperation, thoughtfulness, and kindness. It was a lovely atmosphere at the event. A big thank you to the contributors for presenting so many different perspectives and insights on language learning. It was fascinating to hear how practitioners and learners were thinking outside the box and opening up new spaces for learner development.

Naomi Fujishima - Facilitator

As I was helping Tim with the running of the LD SIG Forum, it was difficult for me to listen to all of the poster presentations, which was unfortunate for me. I am very grateful, though, for everyone's flexibility when it came to setting up, timing, etc. It was really easy to work with all of the presenters and with Tim. I was impressed with the enthusiasm of the presenters and their dedication to teaching and learning. I hadn't participated in a PanSIG conference since 2017 (in Akita), so it was a breath of fresh air to network, and meet old and new friends! Thank you for the opportunity.
One thing for the future is that maybe a hybrid forum is not the best way to have poster presentations. It was definitely divided between the F2F presentations and the online ones. If the next PanSIG is in person, then the forum should be the same format, in my opinion.

A multi-dimensional, prosocial, creative experience
Ellen Head - Participant

Organizing a a hybrid forum and participating in a hybrid forum as a listener are very, very different. Sitting quietly in my friend's house in Miyazaki, it was quite relaxing to let the various presentations unspool before me and whisk me from one to the other. One of the things that is always good about forums is the juxtaposition of presentations with the focus on individuals, like Andy Barfield's study of a learner as she matured her understanding of social issues in Australia, and the focus on macro-levels, like Isra Wongsanpigoon and Phil Bennet, who explained the framework for analyzing Language Learning Beyond the Classroom, drawing on Benson and Reinders (2011 and 2017). A trend which was noticeable in the forum was the idea that language learning is associated with social responsibility. This was identified in Isra and Phil's talk, when they quoted from the mission statement of KUIS that language learning should be prosocial. Growing social awareness with a moral dimension, was also implied in Andy's study of a single learner researching indigenous issues, and Michael Kuziwu's exciting account of his developing identity as a translator and interpreter of Ukrainian. The use of handwritten media (photographed and presented in ppt) was something I liked in Michael's and Yuri Imamura's presentations. Incorporating shots of writing and whiteboards breaks down the boundary between informal and formal practice, since our jottings can become the data for research. Kudos to Tim and the excellent Pan SIG room hosts for steering us through the forum and enabling remote participation.

Online Presentations 11:50 to 12:20

Learner development beyond the classroom: framing the project

Phillip A. Bennett and Isra Wongsarnpigoon, Kanda University of International Studies

Isra - Encountering new insights

This is long overdue, but many thanks for organizing the online forum. I enjoyed seeing some familiar faces and hearing about the work they have been doing. I was also very interested in accounts from people I was not as familiar with, such as Michael's presentation. I found some parallels with some of my own experiences which I hadn't been expecting to reflect on in the forum, and I look forward to learning more about his work exploring multilingual identity and social issues. The talks I was able to attend and some of the useful discussions will help me at work and also as we move closer to the final stages of LD Journal 6.

I would have liked to have more of a true hybrid experience interacting and being able to see what was going on in the face-to-face forum, but I suppose there were some constraints overall based on how JALT organized the event—these issues applied to the entire online experience of the weekend. I hope future events will keep some hybrid aspect, even though we are moving forward into a new "With COVID" phase of life in the pandemic. I know it's labor-intensive, but as both a presenter and an attendee, I still appreciate the option to participate from the safe, convenient environment of my own home or office.

Negotiating new learning and knowledge spaces in preparing to study abroad

Andy Barfield, Chuo University

Having given a poster presentation on the Saturday afternoon at the conference, then returned the same day to Tokyo to take part in the LD forum online on the Sunday, I was struck by the difference between the highly interactive discussions that took place face to face the day before, and the quietly distancing effects of taking part in the forum via Zoom on the Sunday. Presenting online also stood in such great contrast to the weekly dialogic sessions that I had with a second-year politics student, Arisa (pseudonym), through the spring semester as she extended her understanding of Indigenous peoples in Australia in preparation for studying abroad in 2023. In the LD forum I recounted how Arisa had engaged with online images, exhibitions, and texts to do with the Stolen Generations, listened to video testimonies of individual survivors like Rita Wenberg, and come gradually to move beyond official discourses like the Rudd apology and focus on healing and decolonisation from the side of Indigenous peoples themselves.

Along the way, Arisa discovered the art of Sandra Hill, a member of the Stolen Generations, and later the rap songs of Dobby Rapper. Sandra Hill's art in paintings like "The Cakemaker" and Dobby Rapper's songs like "My Mind" let Arisa unlearn her previous assumptions about "(language) revitalisation" and brought her to contemplate what healing might involve, and why it matters so much. *"Initially, I feel Indigenous people strongly feel that their claims are not enough heard since*

the invasion," Arisa reflected."*Even though they are victims of the whole assimilation, the government has been conducting the revitalization/ reconciliation process from its own perspective as it ignoring the victim's voices. In addition, I just started to question whether the government or non-indigenous people should take part in the whole process or not… .*" I could not imagine at the start of our weekly meetings that Arisa's (un)learning outside the classroom would lead to such perspectives. In this dialogic process I have also been (un)learning, becoming once again aware of the long struggle that I face in fully understanding the impacts of colonialism on individuals, local communities, minorities and Indigenous peoples, and societies, as well as colonial and decolonial discourses in shaping what I/we (re-)imagine is and isn't possible for ourselves and our learners in creating a more just world.

Multilingual journeys through volunteering: A dialogic inquiry of identity through Ukrainian, Japanese, and English
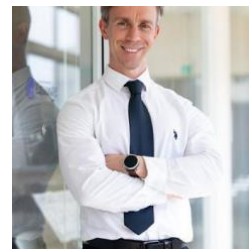
*Michael Kuziw,
Jin-Ai University*

I have all these thoughts that I want to express, definitely not enough vocabulary to express it, but the LD community of practice exists to understand how people are maneuvering through their lives as learners.

My big takeaway was from Ellen Head, who gave me the inspiration to add to my presentation the dynamic between relating oneself and one's identity (or knowing others' identities) with the injustices of the world. I'm more inspired to share my own personal hidden dimensions for simply helping to spread the word and bring attention to meaningful and topical issues.

Online Presentations 12:20 to 12:50

Collaborative online English conversation events in the multilingual turn

*Yuri Imamura,
Tokyo Kasei University*

I enjoyed talking with amazing presenters and having my presentation in a safe environment. Tim and PanSIG organisers, Thank you for your massive support on zoom!

Presentations Round One 11:50 to 12:20

Learning beyond the classroom in a Malagasy EFL context - two student teachers' experiences

*Dominique Vola
Ambinintsoa R.,
Kanda University of
International Studies
Haingo Fanaperana
Rajaonaritiana,
Ecole Normale
Superieure, University*

of Antananarivo, Madagascar
Volatiana Olivia Rasoanindrina,
Ecole Normale Superieure, University of Antananarivo, Madagascar
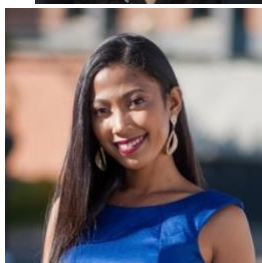
Vola: It is always a pleasure and a privilege for me to talk about anything related to education in Madagascar, my country. I feel that letting people know more about the situation in Madagascar and continuously collaborating with people in the field of education in Madagascar are the best ways for me to contribute to the development of Madagascar. That presentation was more special than any other presentations I have made, as I was with two of my former students. It is quite rare for Malagasy undergraduate students to participate in a conference outside Madagascar. So, I really appreciate the opportunity that LD SIG gave them. Fanaperana and Olivia shared their learning beyond the classroom experiences in a very eloquent way, according to the feedback from the attendees. Though they could not be there live, the attendees seemed to really appreciate what they presented. That was a great experience, and I am very proud of my two students!

Volatiana Olivia: Participating in a conference for the first time is a wonderful but also very challenging experience for me, especially knowing that experts are watching your video. However, it is a big opportunity to express myself including all my struggles during my learning process because not everyone is interested in what you did. It is also a honor for

me to work with my teacher on an interesting and helpful topic and I do hope the video would help to improve students'learning.

Fanaperana: I am so much grateful towards my teacher, Ms. Vola, for offering me such a great advantage by sharing my experience in learning English beyond the classroom and by being among the presenters in a conference in Japan. Recording the video was a bit challenging for me because at the same time I was already imagining it being watched by the attendees of the conference, experts in the field of education. Even though it was a very first experience for me, I feel lucky in participating in the conference as it opens up new advantages in my future goals.

LD SIG JALTCALL Forum Reflections
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

Watch the Forum: https://youtu.be/D-Jy8tS7pbI

Tim's Perspective - Preparation and Process
The LD SIG JALTCALL Forum for 2022 explored how teachers and students were using creative play in the language classroom to support learner development. Presenters introduced a wide range of analog and digital techniques that helped students interact and be creative with their linguistic and meta-linguistic skills.

Getting Ready
Presenters at the JALTCALL Forum introduced how they used creative practice to support learner development in the language classroom. There were four presenters, Cassie Guevara, Ellen Head, Lee Arnold and me. Presenters explained how they used video making, drama and visual arts to encourage students to interact and be creative with English. I introduced the 4 P's of creativity (People, Place, Process and Product) to facilitate discussion about the activities the presenters introduced (Densky, 2016; Rhodes, 1961).

One of the best parts of this process was getting together before the forum. We met twice on Zoom to share our progress and our concerns. One problem was having too much to say! Talking about creativity in a 10-minute slot is tough because there is so much to say. You want to talk about what you did, how you did it, what the students made, how they reacted, and the affective nature of the work! The list goes on and on! So, it was great to get feedback and identify the most compelling aspects of our work to present.

Sometimes, the meek light of nighttime Zoom meetings can be really intimate. The right group of people can create a really reflective space and help me share my inner thoughts. By "Zoom light", we could engage deeply with each other's ideas and make insightful comments that helped us reappraise the value of the work.

Watching Cassie, Ellen, and Lee talk about their work was a life-affirming experience for me; it was joyful. Their eyes lit up and their speech became animated. There was a strong sense of momentum as they got into the groove and the ideas flowed. Listening to them, the thing that struck me more than anything was that creative projects enabled a sense of genuine dialogue between the students, teachers, and texts. People opened up through the experience of creation. People shared parts of themselves and connected, and this enriched the learning environment. And, of course, it wasn't all serious and heart-felt soul searching. It could be, but it didn't have to be. It was full of personal meaning. But, it was most often light-hearted, full of the fun, laughter, and giddiness of young people playing, pushing the boundaries of learning by making things together.

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Creative Tasks and Humour in a Textbook-Based Class
Ellen Head

Tim introduced the "Four P's" framework for looking at creativity: person, place, process and product. "Place" was a significant element for my class. All the students were supposed to be doing study abroad, but were doing it online from Japan due to covid. They were studying with teachers in Australia, Canada or America in the morning, and taking a grammar/communication class with me in

the afternoon twice a week. Since the class had a wide range of abilities and the textbook was much too easy for about one-third of them, I wanted to find some creative tasks in order to let students express themselves and connect without depending on their language proficiency. In my conception of study abroad, it offers affordances for experiencing mastery even by using very simple language, because in the study abroad country, the simplest language can actually get things done, which gives a wonderful sense of confidence to the novice language user. How to replicate this without going abroad? Activities which would get students using English outside the classroom appealed to me. The coursebook, "Four Corners English" features unit videos which could be used as models for students to make their own videos. In particular, in unit 3, a student interviewer goes out to a park in an American city and interviews passers by about their clothes and fashion preferences. Building on this script, I told students to make their own "walkie talkie video", in which they could go anywhere on campus, and stage an interview about any topic of interest. The time for preparation was limited to one homework, about 20 minutes group planning time in one lesson, and 40 minutes for practice and video creation in the following lesson. The results showed imagination and creativity in various ways. Some used the space and imagery in a way that made them look like Tik Tok stars. One person used a speeded up soundtrack (because her interview was too long). The gestures and body language which I had suggested, such as holding the (fake) microphone towards the interlocutor, gave a focus which made students excited. Feedback from the students' learning journals showed that these activities were an opportunity for students to exercise agency in multiple ways. "The video was good work", wrote one. "I could get happiness in a short time. I could get confidence," wrote another. The finished products were very simple since the class was not focused on tech. However, the use of basic tech such as flipgrid, google slides and moodle, helped to allow the second project to be completed when the class suddenly returned to ERT mode. The

second project was "My Seven Wonders of the World", a solo talk introducing seven interesting places. There was no restriction about whether they had been to the place or they wanted to go there. I made my own demonstration video, using the background feature on flipgrid to show places in the UK. However I did not teach the tech skills so some students showed a photo of the place on their computer screen, while recording the video on flipgrid. In spite of the lack of tech finesse, the activity allowed both me and my students to expand our mental horizons. For the presentation, I asked students by email and again face-to-face, whether they were willing to share their journals and screenshots. For the presentation I used a blurring feature on the pptx which hides the identity but still reveals the energy and creativity of the students' performance.

Jones (2020) points out that the use of space, is a particularly important part of translanguaging communication for L2 speakers of English, and this includes the two-dimensional portrayal in digital space. It can be seen from the way the students arranged the frames of the video, that they were using the spaces in a conscious and creative way. https://drive.google.com/file/d/18l-MCZEEVR-s_8wFHEPEV8i7BB5BKION/view?usp=sharing

So, did working on the forum change my perspective on this episode in my teaching? Absolutely! I noticed how deeply invested each of the members were, and I think this has an impact on our students. In Lee's case, he is sharing his own art and humor, which is very personal. Cassie's stories also captured my imagination and challenged me to think about the moral dimensions of stories. When teachers take a risk to share things that we like, the focus of the class shifts from the mechanics of language and communication, to making and sharing meaning. Our presentations were unusual at JALT CALL because we were not focused on using tech but on sharing meanings through tech. However it was refreshing to be in the CALL environment and pick up some influences through other people's presentations too. Among other things, I got very

excited about the use of the online meeting software "Gather Town" in the CALL poster presentation session (not the LD session). But that's another story.

Cassie's Reflections

I am not usually able to travel far for conferences because of various constraints, so I'm happy and honored to have had the opportunity to present a fun activity that I had been doing in my classes since long before the pandemic. Thank you to JALTCALL for organizing this forum and holding it online, and extra thanks to Tim, Ellen, and Lee for having me present alongside them!

Although I had started to do more online presentations since 2020, this was the first time I was able to share my slides and work through them with other presenters before the actual presentation. I'm grateful that Tim organized these practice sessions, which motivated me by forcing me to get something prepared before rehearsal time, so I didn't completely wing the presentation on adrenaline as usual.

I was awed and inspired by Tim and Ellen's knowledge on the theoretical side of creativity, as I am not so theoretical and more of a hands-on do-er. I loved watching Ellen and Lee's presentations and seeing the sometimes hilarious creative work of their students, and Lee's own professional-looking artwork. I could tell that I would love to be in any of their classes if I was a student.

As for my own presentation: I chose this topic because my students have always enjoyed this role-playing activity throughout the years, whether it was face-to-face or online. However, I wondered how interesting this would be to highly experienced teachers and researchers. I felt happy when the others, whom I highly respect and admire, assured me that I had something worth saying, and told me how much they enjoyed my presentation. It was definitely a boost to my confidence. They also helped me notice other concepts and effects on students that I hadn't even realized myself.

I hope that JALT continues to grant teachers who are relatively new at presenting in

conferences more opportunities to share what they enjoy. Thank you so much for the wonderful experience!

Lee Arnold

In Tim's four-point person, place, process and product framework, it was initially hard to pinpoint where my exploration using a comic strip with learner-generated dialog fit - but it seemed clear after some thought that person and process fit best, as it called upon learners to personalize the task while following the sequence of panels within the strips as a process, with process shaping the task to learner personalization. The fact that this was engaged with online, however, also may make it a question of place, as the time and space that online delivery afforded may have given some learners more freedom to channel the task in such a way as to lower affective filters, see it less as an accuracy task of language and "correctness" and more as a creative play they could make their own.

The comic strip at the heart of this task was my own. *The Amazing Zoot & Algy* was a private, purely individualized activity that I began a little over 2 ½ years ago. I have a fine arts background and in what I joke as a minor epiphany, I found that I missed this kind of creativity for myself - and over time, I have developed this strip into a continuing series with some story arcs and some stand-alone gags, which I self-publish on Facebook, Instagram, Tribal, and Ko-fi, a British-based self-publisher's monetization website similar to Patreon in the U.S. (though I have yet to see any monetization come!). A story arc involving a virtual world of fine art the main characters engage in, however, has just been picked up and published in *The Quarter Press*, a quarterly digitally-based literally and arts publication based in the U.S.

Originally I intended to keep the strip, and my work in TEFL, separate. But as a different way

to engage my learners as a semester-ending activity after final assignments were completed, I decided to bring a small selection of strips into two listening and speaking classes with first-year STEM undergraduates in the science faculty of a private university in Tokyo at the end of AY 2021. I felt that introducing them to an activity that would be completely different in content from what they had engaged with would be a great way to wrap the term up, and show them a side of myself they would not otherwise have seen or guessed. Below is a selection of two of the strips I used:
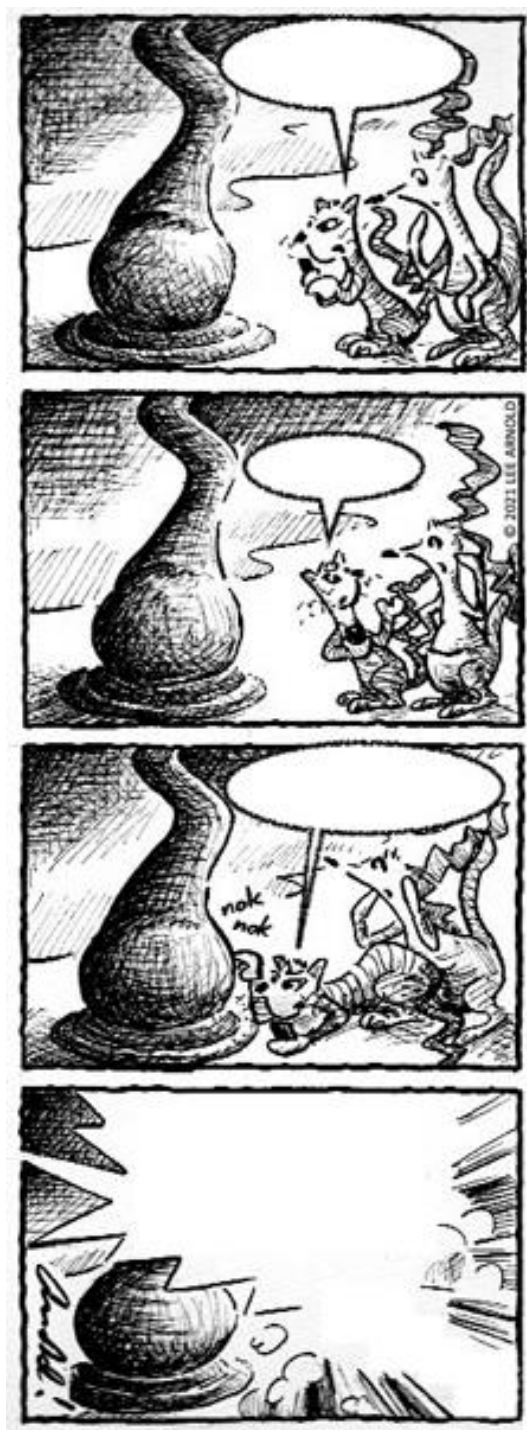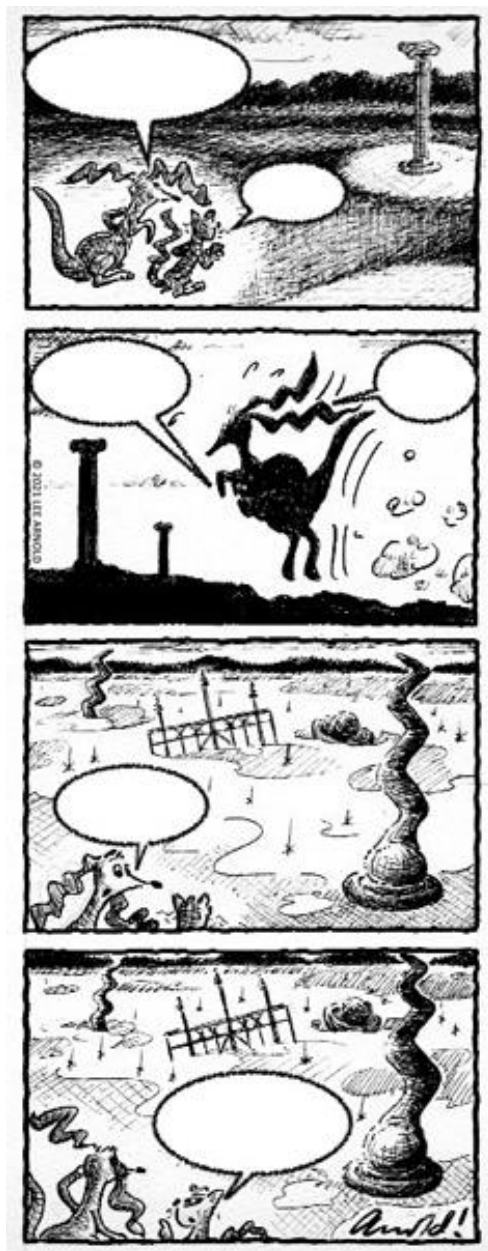
I selected eight strips previously self-published that I removed the dialog from, with learners free to imagine and then write. I gave no rules for accuracy in grammar and made the accent on fluency to their level of proficiency, which, for the bulk of both classes, was on the upper elementary-to low intermediate level, or roughly A2 to B1 levels in CEFR, with a few of the

learners across both classes broaching B2 level. The strips were uploaded to the university's LMS and downloaded by the learners.

Overall engagement I felt to be successful and surprising to learners, with some intriguing creativity at play with what the process yielded and some telling comments in learner feedback.

While Ellen and Cassie's projects differed in terms of content, what linked all of our presentations together was in how learners were freed from the constraints of "correctness." They could bring themselves as persons into the process, and Ellens' note from Jones' (2020) observation about digital space interests me as her project was about bringing person and place together, in that her learners personalized the digital frame as a place for creativity, while Cassie's use of Aesop's fables as a platform for her learners to adapt and interpret the lessons of the fables was a way of merging person and process together.

The takeaway from each of our projects, however, was the way in which learners could see how they could locate themselves within an L2 English context similar to how they could do so in their L1.

Call for for Contribution for Research & reviews / 研究 & レビュー
send to lleditorialteam@gmail.com by February 29th, 2023

#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）

LOOKING FORWARD | 今後のイベント

JALT 2022 is just around the corner. Here is some useful info to help you watch presentations and connect with other LD members

1. Cvent System - Registration for Hybrid and Online Events
For online or hybrid presentations, presenters and the audience will need to access the Cvent system. A user guide can be found underline here.

2. LD SIG Table - Saturday and Sunday, 5th Floor Lobby (Please help)
Would be great if you could spare an hour of your time to staff the SIG table. It's a great chance to meet other members and connect. Please sign-up here.

3. LD Forum Saturday 12th, 12:45 to 14:15pm, 2F Lobby
We have some wonderful poster presentations lined up. A great place to engage in discussion and share insights about developments in LD. For all the details see the PDF in the JALT calendar.

4. LD SIG Social Dinner - Saturday 12th, 7:45 to 9:15pm
We will be having a little dinner on Saturday evening. All welcome to join for great food and conversation. It's an Indian restuarant close to Gofukumachi station. If possible, please let us know by next Wednesday if you want to join.

5. LD AGM Sunday 13th, 16:00 to 16:45pm, Room 410 (Please help)
This year's AGM will be hybrid. The Zoom can be accessed via Cvent. We need help to make the hybrid event a success. If you can help, please sign-up here.

A copy of the officers' review for 2022 can be found here. Please read and let us know how you feel at the AGM.

I am really looking forward to seeing you all in Fukuoka and online. I hope you have a lovely time however you attend.

Any questions, feel free to get in touch.

Best wishes
Tim Cleminson
LD SIG Coordinator

Friday, November 11

3:15 - 4:45PM, Room: 411
Brain-Friendly Study Skills for Teachers and Students: Mindfulness
Masda, Yuka - Tokyo University of Pharmacy and Life Sciences

Supported by findings from psychology and neuroscience, this workshop, composed of tried-and-tested sessions on various intriguing themes, proposes a bottom-up, holistic approach to learning for you and your students. This session focuses on mindfulness, its benefits, and ways to achieve it. Do you ever catch yourself daydreaming aimlessly? The human brain wanders by default, often resulting in low productivity and well-being. Pick up the science involved and basic skills through fun experiments for daily mindfulness.

6:45 - 8:15PM, Room: 411
Two Online Tools for Facilitating Student Autonomy and Self-Evaluation
Talandis Jr, Jerry - University of Toyama; Muller, Theron - University of Toyama

This workshop features how the free online tools Etherpad and Vocaroo facilitate learner autonomy and self-evaluation. Classroom activities covered include

student self-evaluation of speaking and sample dialog expansion. Student reflections and feedback showed using these tools increased engagement, a sense of ownership, and consciousness of the learning process. Participants will gain hands-on, practical knowledge on how to apply these tools in their classrooms and share thoughts about adapting them to their own contexts and students.

Saturday, November 11

11:00 - 12:30 PM, Room: 2nd Floor Lobby (Poster Session)
Where Are They Now? Long-Term Benefits of Short-Term Study Abroad
Berman, Shari Joy - Hirosaki University Graduate School of Medicine; Tada, Megumi - Hirosaki University

Sometimes, in medical fields especially, undergraduates have little time for overseas study. Emphasizing glocal benefits, our university and local businesses developed highly subsidized short-term international project-based learning (PBL) programs. Culturally, "small town" means something different in Japan than Hawaii, we contrasted these cultures through various programs designed for mutually beneficial learning experiences. This poster displays program templates and analyses of questionnaire responses of former participants, working or in graduate programs, describing how PBL impacted them.

11:00 - 12:30 PM, Room: 2nd Floor Lobby (Poster Session)
The Facilitation of Learner Autonomy Through the Use of Learning Logs
Moreau, Robert - Meiji University

This poster presentation discusses the facilitation of learner autonomy through the use of individual and collaborative learning logs by first-year university students in an English as a foreign language, content-based classroom. How these logs are used, as well as the views and experiences of students connected to the project will be discussed. It is hoped that this information will be of use to teachers interested in implementing methodologies for encouraging autonomous learning in their classrooms.

11:00 - 12:30 PM, Room: 2nd Floor Lobby (Poster Session)
How Can a Logbook App in eTandem Promote Learner Reflection?
Wakisaka, Masako - Kyushu University

A logbook is a tool that promotes reflection, which is the key to using tandem learning effectively. This presentation will introduce the logbook app for eTandem developed by the presenter, comparing it with existing log books. Then, analysis of the entries made by the learners in an eTandem project between Germany and Japan will be presented, and the effects and challenges of using the logbook on the learners' reflections will be discussed.

11:00 - 12:30 PM, Room: 2nd Floor Lobby (Poster Session)
A Novel Approach for Extensive Reading Success: Creative Writing
Harrell, Darin - Den-en Chofu Junior and Senior High School
Sponsored by Nellie's English Books (Shane Corporation Ltd.)

With the objective of combining extensive reading and creative writing, a graded reader writing competition was held among students at a private school in Tokyo, Japan. Twelve student writers completed novels which were then made available on the Xreading website so they could be read and rated by students around the world as well as a panel of volunteer judges. The presenter will discuss the process that was used, share samples, and ideas for expansion.

11:35 - 12:00 PM, Room: Online Room 3 (Pre-recorded)
Facilitating Intercultural Encounters Through Recorded Interviews
Ostman, David - Kumamoto Gakuen University

In attempting to develop intercultural competence, learners in local settings often lack meaningful encounters with members of different socioeconomic and cultural backgrounds. This presentation introduces a database of immigrant interviews compiled in 2021 for use in a class created to help university learners engage in perspective taking from multiple viewpoints.

12:45 - 2:15 PM, Room: 2nd Floor Lobby, LDSIG FORUM
Reflecting on Challenges and Achievements in Diverse Learning Environments
Bennett, Phillip A. - Kanda University of International Studies; Dilenschneider, Robert - Jichi Medical University; Green, Louisa - Saint Michael's International School; Ikeda, Ken - Otsuma Women's University; Imamura, Yuri - Tokyo Kasei University; Kuziw, Michael - Jin-ai University; Minami, Arisa - Otsuma Women's University; Naganuma, Naeko - Akita International University; Onoda, Sakae - Juntendo University; Paydon, Steven - Rikkyo University; Sato, Rana - Otsuma Women's University; Shiobara, Frances - Saint Michael's International School; Song, Katherine - University of the Ryukyus; Togawa, Yuki - Akita International University; Wilkins, Michael - Saint Michael's International School; Yarwood, Amelia - Research Institute for Learner Autonomy Education

This forum reflects on learning and teaching challenges and achievements in different learning environments (e.g., elementary, secondary, tertiary, language school, and adult learning). Through sharing narratives and practitioner research, we explore educational puzzles and practices in learner development. The forum examines topics such as environmental dynamics and relationships, emotional aspects of learning, and innovative planning and assessment practices.

Presenters and participants will be also invited to share their thoughts in the LD SIG's newsletter.

1:55 - 2:20 PM, Room: 504
Using Advising Tools to Foster Reflection in the Language Classroom
Goncalves, Jeffrey - Kanda University of International Studies; Castro, Eduardo - Kanda University of International Studies; Polczynska, Malgorzata - Kanda University of International Studies

This hands-on workshop provides participants with a theoretical background and practical resources to foster reflection on language learning in the classroom. Specifically, two advising tools (the wheel of language learning and the motivation graph) will be introduced to participants, along with suggestions for their classroom use to promote interactive discussion-based reflections.

3:50 - 6:00 PM, Room: SP 4F 1
Graduate Student Showcase for Akita International University
Yokokura, Yuto - Akita International University; Febriyanti, Nabila - Akita International University; Zhou, Ying - Akita International University; Zhang, Wenxin - Akita International University

This is the graduate student showcase for Akita International University

4:25 - 5:55 PM, Room: 2nd Floor Lobby (Poster Sesion)
Learners' Experiences, Agency and Willingness to Communicate: ERT and After
Head, Ellen - Miyazaki International College

Our presentation reports a study of students' willingness to communicate, in 2020 and 2021, and ongoing. During ERT, students were surveyed to compare their feeling of being able to communicate and willingness to communicate, online or face-to-face. Results in 2020 suggested students felt more able than willing to speak online. The difference narrowed

in 2021. Follow-up interviews provided rich data enabling us to learn from students how they exercised agency and which pedagogic interventions helped.

5:00 - 5:25 PM, Room: 501
Developing Our Students' Voice in English
Chong, Chia Suan - National Geographic Learning
Sponsored by National Geographic Learning

For many students, English is a tool for international communication. But how much ownership do they feel of English? How confident do they feel about speaking up in a group conversation? Are they able to express their identity in a conflict situation? This talk explores the importance of helping students develop their relationship with English, and considers the strategies and the practical activities we can use to help students make English their own.

6:10 - 6:35 PM, Room: 506
Student Approaches to Language Learning During Holidays
Bates, Daniel - Chuo University

How do learners study and use English during the summer and winter vacations? The presentation analyses student responses to this question, considering how language loss and learner autonomy are viewed by students and what they do to inform their learning during breaks from formal instruction. This research finds that many students are not taking enough responsibility for their own learning during the holidays and offers pedagogic ideas to help instructors combat this.

6:45 - 7:10 PM, Room: 410
Student Approaches to Language Learning During Holidays
Kidd, Josh - Utsunomiya University; Winn, Luke - Hakuoh University

In this workshop, participants will learn about an innovative one-day English communication-oriented seminar for high school students intending to study in the fields of science and technology at university. Each year, 40 students from throughout Japan join the program and work in teams on small engineering projects in English. Teams plan, construct, and trial their projects before a final demonstration. We present data from student feedback and discuss seminar development.

6:45 - 7:10 PM, Room: 506
Young Learners' Metacognition
Vargas, Eliseo Jr. - Sophia University

This presentation discusses the findings of a study that aimed to teach young learners (grades 4 to 6) metacognitive strategies and see whether it has effects on their English proficiency and attitude towards learning the language. The presenter also gives recommendations on how to teach metacognitive strategies to elementary-age children.

Sunday, November 13

10:45 - 12:15 PM, Room: Online Room 1
(Prerecorded)
Motivation in Self-Access Learning: Listening to Student Experiences
McCrohan, Gerardine - Kagawa University; Yamada, Etsuko - Hokkaido University; Thornton, Katherine - Otemon Gakuin University

Staying motivated is one of the most difficult aspects of learning a language beyond the classroom. In this year's JASAL forum, we will explore issues related to learner motivation through two presentations and discussion. Gerardine McCrohan will share results (in English) of a study of regular self-access center users, while Etsuko Yamada will report (in Japanese) on a project which investigated the impact on students of hearing international students' stories of their language learning experiences.

10:45 - 1:30 PM, Room: SP 4F 1
Graduate Student Showcase for Soka University
McCrohan, Gerardine - Kagawa University; Yamada, Etsuko - Hokkaido University; Thornton, Katherine - Otemon Gakuin University

This is the graduate showcase for Soka University, part of the joint GSS with Kobe University of Foreign Studies and University of Birmingham

10:45 - 1:30 AM, Room: SP 4F 1
Graduate Student Showcase for University of Birmingham
McCrohan, Gerardine - Kagawa University; Yamada, Etsuko - Hokkaido University; Thornton, Katherine - Otemon Gakuin University

This is the graduate student showcase for the University of Birmingham which is to be held as a part of a joint GSS with Kobe City University of Foreign Studies and Soka University

10:45 - 11:10 AM, Room: SP 4F 2
Fostering Autonomous English Learning Through Speaking Activities in SHS
Miura, Shuntaro - Akita International University

11:20 - 11:45 AM, Room: Online Room 3 (LIVE)
Using a Digital Platform to Promote Collaborative Note-Taking
Otsuru, Sophie - Juntendo University

This presentation will describe how a top-tier university in France managed to solve a number of issues faced by international students and their faculty by also involving domestic students in the process of taking notes through a collaborative digital platform (Bouchet, 2019). The collaboration between these different groups broke the isolation of international students, improved all students' background knowledge in the topic, and alleviated content lecturers' concerns.

11:20 - 11:45 AM, Room: SP 4F 2
Understanding the Process of Generating Text in Academic Writing
Walker, Michael - Asia University

Mastering academic writing is one of the biggest challenges for tertiary level students. Through the use of think aloud protocols, this presentation will look at how a freshman student navigates moving between her ideas and converting them into text and what writing instructors can learn from this crucial moment of the writing process.

11:20 - 12:50 PM, Room: 2nd Floor Lobby (Poster Session)
Getting the Message: Immersive Reader Software to Build Learner Motivation
Burke, Alexandra - University of Shiga Prefecture

Immersive reader is a tool that brings text to life for readers of all levels, including those with learning differences. It can convert text-to-speech, break words into syllables, label and color-code parts of speech, and translate by word or document into many languages with fully customizable user settings. It also has a built-in contextual word/picture dictionary. In this poster presentation, I will demonstrate how to use this accessibility tool to boost learner confidence.

11:20 - 12:50 PM, Room: 2nd Floor Lobby
(Poster Session)
Transferring Knowledge and Skills to New Contexts: Learner Perspectives
McCarthy, Tanya - Kyoto University

Many educators question if learners apply the knowledge and skills taught in L2 courses to other areas of their lives or if it simply stops at the classroom door. This research examined knowledge transfer and found that students indeed use specific knowledge and skills learned in the L2 classroom in other areas and vice versa. The presenter will discuss the knowledge and skills which benefitted learners and how this can help with L2 course development.

11:55 - 12:20 PM, Room: Online Room 2
(Online - Prerecorded)
Effects of Grammar Instruction on Different L2 Proficiency Level Learners
Lee, Shzh-chen Nancy - Osaka University

This study examined the effects of grammar instruction on speaking development. While it has been found by previous studies that form-focused instruction improves L2 speaking, it remains uncertain whether the same effects would apply to learners of different proficiency levels. The week-to-week trajectory changes in three learners (beginner, intermediate, and advanced learners) were qualitatively examined. Differences and similarities in their changes, in terms of speaking complexity, accuracy, and fluency will be presented.

11:55 - 12:20 PM, Room: Online Room 3
(Online - Prerecorded)
Longitudinal Changes in Linguistic Features and Scores in EFL Writing
Kim, Minkyung - Korea National University of Education; Kim, YouJin - Georgia State University; Kang, Sanghee - Georgia State University

This study examined changes in writing scores and linguistic features found in EFL beginning-level learners' argumentative writing to shed light on their longitudinal relationships. Forty-four Japanese beginning-level EFL university students produced six argumentative essays over nine months. Various lexical, syntactic, and cohesive features were analyzed. Findings indicate that writing scores over time were predicted by greater use of sophisticated content words, higher proportions of trigrams frequently used, longer T-units, and greater use of logical connectives.

11:55 - 12:20 PM, Room: SP 4F 2
Ways of Thinking: Navigating the Transition to Higher Education
Laurence, David - Chubu University

This presentation will describe the author's ongoing research with Japanese university English majors from a variety of socioeconomic and educational backgrounds. It will compare and contrast these students' experiences with the transition to university from secondary school, and with integration into university social and academic life, and how these two sets of experiences can sometimes be related to success in higher education.

12:30 - 12:55 PM, Room: SP 4F 2
Fostering Global Citizens With Skills for the International Marketplace
Wang, Marian - Konan University

The presenter will demonstrate how university students from Japan, Europe, China, and Taiwan collaborated online on a project that culminated in a competition to present their business proposals to a global company. Feedback on student learning and interviews with students and a company representative indicated that students developed the communication and research skills needed in the international marketplace. More guidance on time management and preparing business proposals would have furthered their development as global citizens.

12:30 - 12:55 PM, Room: 410
Fostering Student Engagement During the Chaos of a Pandemic
Yamamoto, Kie - Wayo Women's University

In the ongoing pandemic, navigating learners towards autonomous learning has been a great challenge for teachers. This presentation explores how motivational support in an English classroom was perceived by a group of university students in Japan during the pandemic. Qualitative data were collected to investigate their perceptions of learning experience in 2021 from a motivational perspective. Based on the findings, the presenter will share strategies for teachers to (re)generate student engagement in their classrooms.

1:05 - 3:50 PM, Room: Online Room 3 (Online Live)
Graduate Student Showcase for Tsuda University–A
Kizaki, Tomoko - Tsuda University; Godo, Reiko - Tsuda University; Kikuchi, Yuna - Tsuda University; Kobayashi, Hirona - Tsuda University; Ikeya, Sara - Tsuda University

This is the first part of the graduate student showcase for Tsuda University.

1:05 - 3:50 PM, Room: Online Room 3 (Online Live)
Graduate Student Showcase for Tsuda University-B

Koyama, Yoko - Tsuda University; Takahashi, Yukari - Tsuda University; Yahagi, Miki - Tsuda University

This is the second part of the graduate student showcase for Tsuda University.

1:05 - 1:30 PM, Room: SP 4F 2
Zoom Chat With Teachers: Student Views of an Online Self-Access Lounge
Modell, Christopher - Seikei University; Hoffman Aoki, Quenby - Rikkyo University

An important goal of self-access language lounges is to provide English learners opportunities to practice the target language in an informal and low-stress environment. Following the shift to an online format in spring 2020, the presenters surveyed student participants of their university's self-access lounge, Zoom Chat with Teachers, to improve and enhance their learning experiences. Results of the survey, along with practical ideas for engaging and motivating students in this context, will be discussed.

1:05 - 2:05 PM, Room: 501
Helping Students Become Effective International Communicators
Chong, Chia Suan - National Geographic Learning

Many of our students will be using English to communicate with people from around the world. Students will need to mediate interactions with people from different cultural backgrounds, while accommodating, adapting and accurately interpreting their conversation partners. This is an interactive workshop with practical lesson ideas that can stimulate reflection and speaking practice through critical thinking activities, storytelling and a touch of drama to help learners become better international communicators.

1:40 - 3:50 PM, Room: SP 4F 1
Graduate Student Showcase for Kanda University of International Studies
Sugahara, Naomi - Kanda University of International Studies; Arai, Yumi - Kanda University of International Studies; Noda, Tomoko - Kanda University of International Studies; Suzuki, Masaya - Kanda University of International Studies; Kawasaki, Noriko - Kanda University of International Studies; Shimada, Takuya - Kanda University of International Studies
This is the graduate student showcase for Kanda University of International Studies

1:40 - 2:05 PM, Room: SP 4F 2 (Online - Prerecorded)
Encouraging Students to Interact in English in Class
Onoda, Sakae - Juntendo University

This workshop will explore effective teaching techniques for teaching English through English as the instructional and interactional language. For these techniques to be effective, it is essential that students initiate communication and interact with each other using English. Based on this postulation, this workshop will explore teaching ideas that encourage and enable students to use English actively during class. A range of tasks will be introduced for participants to employ in their own classrooms.

2:15 - 2:40 PM, Room: SP 4F 2
Project-Based Learning for Language Volunteers
Yoshimuta, Satomi - Kwassui Women's University

This presentation will focus on a PBL class titled "Language Volunteer Seminar" that aims at helping students of English to learn to serve as language volunteers and how it was developed. It will explain three projects: promotional assistance for peace talks by atomic bomb survivors, needs assessment of international students, and creative video project to guide foreigners to the appreciation of the old historic areas of the city.

2:50 - 5:00 PM, Room: 405
Graduate Student Showcase for Temple University, Japan Campus
Ishii, Aquanna - Temple University, Japan Campus; Tuttle, Terry - Temple University, Japan Campus; Kline, Mandy - Temple University, Japan Campus; Mullin, Betram - Temple University, Japan Campus; Nagai, Emi - Temple University, Japan Campus; Wagner, Shannon - Temple University, Japan Campus

This is the graduate student showcase for Temple University Japan

3:25 - 3:50 PM, Room: 410
Powerlessness and Empowerment: Japanese Students' Study Abroad Reflections
Ballou, Kevin - Kindai University, Faculty of Architecture
This presentation reports on a two-year study of the challenges faced by Japanese students during the adjustment phase of their study abroad experience. Two cohorts of female Japanese students were asked to keep a journal on their thoughts and experiences during their pre-pandemic, five-week study abroad programs in Australia. The students' reflections provide insight into a wide range of interests, expectations, and anxieties, as well as feelings of both powerlessness and empowerment.

4:00 - 4:25 PM, Room: 409
Encouraging Learners to Share: New Ways of Learning, New Ways of Teaching
Parsons, Andre - Hokkaido University of Education, Hakodate Campus

Encouraging students to share their learning experiences can be beneficial for both the learners involved as well as the teacher, as such opportunities may allow them to gain potentially useful resources and ideas to use in their own learning and teaching. This presentation will describe a project in which students are asked to do just that. Attendees will learn the steps and challenges involved in such a project. Samples and feedback will also be presented.

4:00 - 4:25 PM, Room: 410
Learner Development SIG Annual General Meeting
Welcome one and all! Come and join us. We will review the year and talk about our hopes for 2023. This is a great opportunity to tell us about your hopes too. Can't wait to see you there. 皆さん、ようこそ！今年を振り返り、**2023** 年に向けての抱負を語ります。 この機会にあなたの希望もお聞かせください。皆様のご参加をお待ちしております。

Monday, November 14

4:00 - 5:00 PM, Room: 413

The Impossible Dream: Introducing a Coursebook for Extensive Reading

Harris, Justin - Kindai University; Leeming, Paul - Kindai University

Many language teachers implement extensive reading (ER) in their classes in the knowledge that it will benefit learners' language development. However, it can be difficult to create entire courses around ER, and some institutions require a compulsory textbook for each course. This presentation describes the development (and completion) of a four-skills coursebook seamlessly integrating an ER program through Xreading.com. The book is designed with a task-based approach featuring engaging and relevant topics for learners.

4:35 - 5:00 PM, Room: 409

Successful Virtual Asynchronous Cross-Cultural Projects Using Hello Talk

Sato, Kate - Hokkaido University of Science

In 2021, first-year Japanese science majors used the Hello Talk (HT) app as a platform for an asynchronous virtual cross-cultural project (AVCP) thus facilitating the authentic use of English to interact with non-Japanese partners. The goals, the assignments in the project, and the outcomes will be presented with examples of data and practical information for teachers wishing to conduct an AVCP.

10:35 - 10:55 AM, Room: 407

Impact of Implicit Learning on Communication Confidence

Nakagawa, Hiroyo - Osaka Jogakuin College

With technological developments, flipped classrooms have been paid attention to. To examine the impact of implicit learning on 17 Japanese students' communication confidence, in-class collaborative pre-writing discussions and group presentations were assigned. Then, students submitted summaries through Google Classroom and received implicit instruction. In addition, students reflected on their writing to build rapport with the instructor. Qualitative results indicate that the students became self-confident through the instructor's and peers' motivating comments.

10:35 - 10:55 AM, Room: 410

Measuring Students' Learning in a Literature in CLIL Context

Redlich, Jeremy - Fuji Women's University; Pattison, Steven - Ritsumeikan Asia Pacific University

This presentation addresses two issues concerning the utilization of literature in language-learning contexts: 1) setting practical and pedagogically-sound learning goals that contribute to students' motivation and 2) measuring the extent to which the goals are met. After explaining the rationale for, and function of, three overarching learning objectives–communicative competence, critical thinking, and global mindset–we will report on the development of methods for measuring how satisfactorily these goals are met.

11:05 - 11:30 AM, Room: 407
Flipping the Peer-Feedback Framework
Robertson, Zachary - Yamaguchi University

Peer feedback has traditionally been understood in terms of the assessed student, but developments in general education theory suggest performing the assessment may provide learners with as much, if not more, pedagogical benefit. This presentation will introduce an assessor-oriented model for peer feedback in the context of language learning, first comparing it to the traditional model before exploring potential insights teachers could glean from students by flipping their perspective on this popular activity.

11:40 - 12:40 PM, Room: 407
Autonomy of English Language Learners: A Review of Research and Practice
Chong, Sin Wang - University of St. Andrews

In this presentation, we reported on a scoping review of 61 empirical studies on English language learner autonomy. The results show a rich array of conceptualizations and numerous operationalizations in addition to a somewhat limited use of evaluations. We draw from this a number of implications for research. We encourage researchers to make explicit their theoretical frameworks and extend their investigation to the role of language learning beyond the classroom in promoting learner autonomy.

11:40 - 12:05 PM, Room: 410
Engagement and Co-creativity in Project-Based Language Learning
Cleminson, Tim - Kawasaki Medical Welfare University

This presentation will introduce hybrid creative PBL to create learning materials. The researcher will outline course design, student work, and learning narratives. Findings suggest co-creative engagement enabled self-directed learning, autonomy, and relatedness. However, long-term tasks proved difficult for some groups to manage. Attendees should leave the presentation with some practical ideas about how to implement creative PBL and an increased understanding of how students and teachers experience the educational affordances this approach generates.

12:15 - 12:40 PM, Room: 407
Video Recordings and Linguistics Outcomes in a Poster Presentation Course
Elwood, James - Meiji University; Kawano, Madoka - Meiji University; Cvitkovic, Robert - Teikyo University

With the rapid expansion of online teaching because of the COVID-19 pandemic, various affordances available online deserve scrutiny for potential benefits in the virtual language classroom. This study examines the creation and use of video recordings in a university English poster presentation course, which evinced positive linguistic effects from the student presenters.

5th CEGLOC Conference

The Learner Development SIG has been working with the University of Tsukuba and the JALT Ibaraki Chapter to put on an online conference. The conference is the 5th CEGLOC Conference on "Autonomous and Interactive Practices in Language Learning". It's an online conference on December 3, 2022.

Overall Information

There are two zones in this conference: a presentation zone and a collaborative workshop zone. The conference program is now available online.

Choice 1 - Enjoy the Show

- I just want to attend! OK, great! Sign-up here by November 25, 2022.

Choice 2 - Contribute to the LD Workshops

- I want to join the LD collaborative workshops!
- My students want to join the workshops!
- I would like to facilitate student sessions!
  Great! Follow the instructions below!

NEW: "Learner Development Collaborative Zone"

In parallel to the main event, there are two workshops called the "Learner Development Collaborative Zone". These workshops are looking for contributions from students and teachers. *The workshops are very similar to the CCLT workshops the LD SIG has done in the past*.

There will be two sessions:

1.   **A morning session where Japanese and overseas students share** personal learning stories related to autonomy in small groups.

2.   **An early afternoon session where teachers share,** in small groups, personal stories and engage in discussions about autonomy in small groups.

The workflow of the workshops can be found through these links:
Student Workshop (morning)
Teacher Workshop (afternoon)

How to Sign-Up

To sign-up and register is a 3-phase process:

1)   sign-up to the LD Zone (English/Japanese versions; 英日版)
2)   upload a personal story to flip in English, and
3)   register for the full conference.

The links below are for teachers and students to separately use. If you do 1, 2 and 3, you are registered and ready to go. You can see examples of the videos before you post your own!

Students Links

1) Sign-Up:
https://forms.gle/cnDNbSdmzboNf8U18
2) Upload a personal story about learner autonomy https://flip.com/204f0888
3) Final Registration to main conference
https://docs.google.com/forms/d/e/1FAIpQLSe3nN-7fVh35SzPENVXe4W73NIsJO0MrgoMHmF5XWzgVSW-UA/viewform

Teacher Links

1) Sign-Up:
https://forms.gle/cnDNbSdmzboNf8U18
2) Upload a personal story about learner autonomy https://flipgrid.com/39f3deb2
3) Final Registration to main conference
https://docs.google.com/forms/d/e/1FAIpQLSe3nN-7fVh35SzPENVXe4W73NIsJO0MrgoMHmF5XWzgVSW-UA/viewform

Deadlines

Sign-up and Video Upload - *November 20th 11:59 pm*
Final Registration for Event - *November 25th 11:59 pm*

Please note the number of student participants is limited to 50 in total per session, with 8 students maximum per institution. When this number has been reached, the forms will be closed. If you have any questions, please reply to this email, or contact us at ld@jalt.org

Please share this exciting opportunity with your colleagues and students and encourage them to take part!

We are looking forward to seeing you at the Conference in December.

JALT 2022… and beyond

JALT 2022 LD SIG Forum
November 12th, 12:45-2:15 pm,
2nd Floor Lobby

In November, we have the JALT 2022 LD SIG Forum, *Reflecting on challenges and achievements in diverse learning environments*. This should be a fascinating face-to-face forum. Many thanks to the presenters and the program team who have worked so hard to put it on. I am really looking forward to Akiko Takagi, Szabina Ádámku, and Eileen Yap hosting the event after their wonderful preparation and coordination on this project.

LD SIG AGM
November 13th, 16:00-16:45 pm,
Room 410

Also, at JALT 2022, we will have the LD SIG AGM. At this event, members and officers will come together to review the year, introduce new officers and talk about the opportunities for the SIG in 2023. Everyone is welcome to join and discuss topics related to the LD SIG. So, please come along and tell us your thoughts and feelings about the SIG.

We Always Need Officers
We are looking for volunteers to join the main officer teams: Programs, Publicity, Membership, Publications, and the Get-Together team. These positions are a great way to meet people and aid your professional development.

If you are interested in taking one or more roles in our SIG, please contact the Co-Coordinators at ld@jalt.org.

SIG MATTERS | インフォメーション

Learner Development SIG Financial Report April 2022 to September 2022

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

Despite the wave of the pandemic over the summer and a cut in the SIG grant from JALT Central Office (JCO), this year the SIG is returning to face-to-face activities and finances remain healthy. Following a cut in income from JCO last year (from ¥157,697 in FY2020 to ¥57,739 for FY2021), the grant was reduced even further this year to all SIGs and local chapters. This year, the LD-SIG received only ¥19,120 (though we also received ¥15,000 for PanSIG from JCO in early October that is not included in the figures below). The reason for the drastic cut was that, while JALT's revenues and overall surplus fell dramatically during the pandemic years due to a fall off in membership and the cancellation of face-to-face events such as the JALT national conference which brings in important revenue, the funds of SIGs including the LD-SIG grew due to the cancellation of events. For example, regarding grants, including conference grants, instead of the planned four grant awards, we were only able to award one research grant in FY2021. Similarly, there were no expenses for postage or travel normally needed for face-to-face events. This year's dramatic cut was therefore intended to improve the financial situation of JCO and help SIGs use up unnecessary surplus funds. This year, three grants were awarded and funds have been used for the PanSIG conference and will also be needed for other events such as JALT2022 national conference. As anticipated, this will result in a negative budget and a reduction in the SIGs overall funds. Nevertheless, as this was the intention, the budget proposal that the SIG coordinator and I will put forward for discussion at this year's AGM is likely to be similar to this year's budget. As always, input or ideas regarding SIG expenditure are welcome and I am looking forward to seeing as many of you as possible at the AGM.

Revenues: April 2022 – September 2022 /収入：2022 年 4 月～2022 年 9 月	
JCO Annual Grant /全国語学教育学会本部年間助成金	19,120
Total revenue / 収入合計	**19,120**

Expenses: April 2022 – September 2022 /支出：2022 年 4 月～2022 年 9 月	
Grants (¥40,000x3)/助成金（4 万円 x 3）	120,000
Events (PanSIG expenses) / イベント（PanSIG 費用）	43,384
Admin. Expenses /管理費	642
Total Expenses / 支出合計	**164,026**

SIG fund balance: September 30, 2022 /SIG 資金残高：2022 年 9 月 30 日	
Balance in bank account / 銀行口座残高	147,724
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	**381,396**

If anyone has any questions or comments regarding LD-SIG financial matters, please get in touch with me at the address above.

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

Deadline for Contributions to the Autumn issue: February 28th 2023

Contributions / 寄稿

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

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

For more details about formats and lengths (形式と長さ) of writing suitable for *Learning Learning*, please see below. To upload your writing to the editorial team of *Learning Learning*, please use this link.

Formats and lengths / 形式と長さ

Learning Learning is your space for continuing to make the connections that interest you. You are warmly invited and encouraged to contribute to the next issue of *Learning Learning* in either English and/or Japanese. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development, such as:

『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語（もしくは英語、及び二言語で）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 ― 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>

Many thanks