



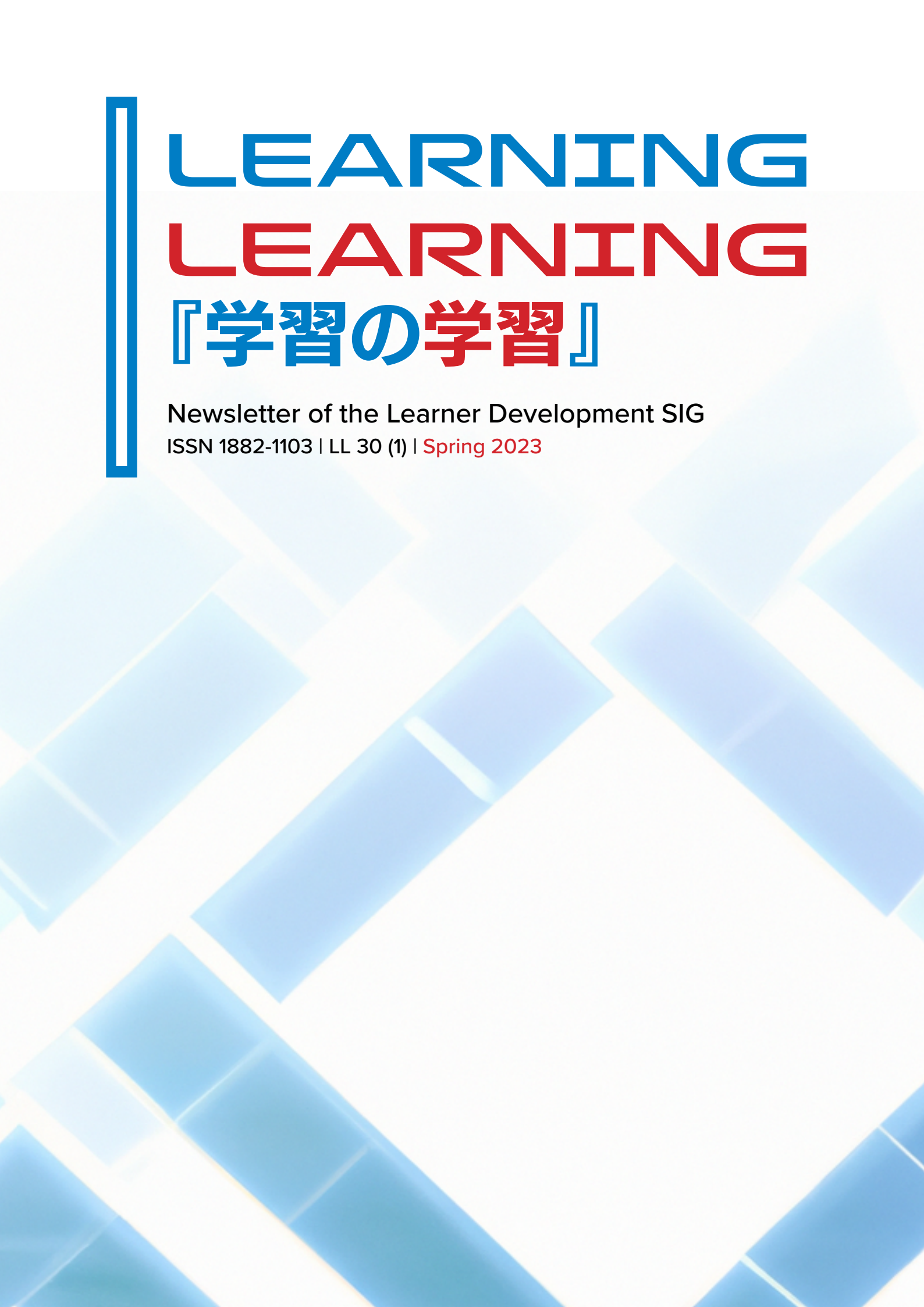
LEARNING

LEARNING

『学習の学習』

Newsletter of the Learner Development SIG

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Contents

次目

Greetings and News Updates

挨拶と近況報告

- | | |
|---|---|
| In this issue: <i>Learning Learning</i> , Volume 30, Issue 1
<i>Mike Kuziw</i> | 4 |
| Coordinator's greetings for Spring 2023
<i>James Underwood</i> | 5 |

Member's Voices

メンバーの声

- | | |
|---|----|
| <i>Nicolas Emerson</i> | 7 |
| <i>Ethel Natalia Revello Barovero</i> | 7 |
| <i>Noelia Bustos & Paula Ferreyro</i> | 10 |

Stories of Teaching and Learning Practices

学習・教育実践の成功談・失敗談

- | | |
|---|----|
| From second language educator to second language education researcher: Learning to research during volatile times
<i>Samarakoon Mudiyansele Madhuwanthi Udumbara Kumarihami Samarakoon</i> | 11 |
|---|----|

LD SIG Grant Awardee Reports

LD SIG 研究助成金受

- | | |
|---|----|
| Reflections of JALT 2022: The Case of a Deer in a Village: A Post-Conference Report for Learner Development (LD) SIG
<i>Emily Choong</i> | 15 |
| Reflecting on PanSIG 2022
<i>James Underwood</i> | 18 |

Research & Reviews

研究&レビュー

- | | |
|--|----|
| Book Review: <i>Duoethnography in English Language Teaching: Research, Reflection and Classroom Application</i>
<i>Ellen Head</i> | 21 |
|--|----|

Looking Back

報告

- | | |
|--|----|
| 5th CEGLOC Conference: Autonomous and Interactive Practices in Language Learning
<i>Megumi Uemi, Sarah Deutchman, Rena Shirasagi, Rina Suzuki, Miu Sudo</i> | 25 |
| JALT 2022 Learner Development (LD) Forum
<i>Szabina Ádámku, Akiko Takagi, Eileen Yap</i> | 36 |

Looking Forward

今後のイベント

LD SIG Forums 2023	41
<i>PanSIG</i>	41
<i>JALT 2023</i>	45
LD SIG Online Get-togethers	46
<i>Ken Ikeda, Tim Ashwell, James Underwood</i>	

SIG Matters

インフォメーション

Learner Development SIG Financial Report October 2022 to March 2023	47
<i>Patrick Kiernan</i>	
<i>Writing for Learning Learning</i>	48

Greetings and News Updates

挨拶と近況報告

In this issue: *Learning Learning*,
Volume 30, Issue 1
今号について

Mike Kuziw

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Spring is finally here and we are happy to bring you the latest edition of *Learning Learning*. To start, this year marks the 30th anniversary of our publication. With the help of committed editors, avid contributors, translators, coordinators, members of the LD SIG and its executive team, the publication has successfully continued through the years. We are delighted to share with you the work of our SIG which delivers high-quality, academic and practical sources of inspiration as it relates to learner development.

The issue begins with **Greetings and News Updates** written by James Underwood, the LD SIG coordinator, updating us on LD SIG related news since the 2022 Autumn issue of *Learning Learning*, including thank yous to the outgoing members and welcomes to the incoming executive team.

We then share four contributions in the **Members' Voices** section with introductions from Argentina, students **Noelia Bustos** and **Paula Ferreyro**, and their professor **Ethel Natalia Revello Barovero** and university lecturer **Nicolas Emerson**. Their contributions remind us of the diversity of our SIG, which brings together both students and professionals in the field.

These introductions are followed by our **Stories of Learning and Teaching Practices** section which this time comes from Udumbara Samarakoon, a doctoral student at Hiroshima City University, sharing her insights of the Bilingual Education Project (BEP) in her home country of Sri Lanka as it relates to the difficulties brought about by the COVID-19 pandemic. It's a fascinating insight into questions posed by aspiring academics.

Our **Short Reflective Articles** section will return for the Autumn issue.

Next, LD SIG grant recipients **Emily Choong** and **James Underwood** share their reflections in the **Grant Awardee Essay**. Emily reflects on her attendance at the 2022 JALT National Conference in Fukuoka, while James describes his experience as an attendee and presenter at the PanSIG 2022 conference which was held at the University of Nagano.

Our **Research and Reviews** section includes a riveting, eager-eyed review of *Duoethnography in English Language Teaching: Research, Reflection and Classroom Application* by **Ellen Head**.

The later half of FY2022 was a busy time, which is summarized in the **Looking Back** section. Five submissions take a look at **CEGLOC 2022**, followed by a summary of the contributions to the **LD Forum** at the JALT 2022 Conference.

The **Looking Forward** section contains information regarding the JALT supported conferences of FY2023, including JALTCALL, PanSIG 2023 as well as JALT 2023.

The issue closes with the **Financial Report**, by our treasury representative **Patrick Kiernan**, which details the financial health of the LD SIG from October 2022 to March 2023, which is being impacted by significant budgetary cuts. Although three grants were offered in FY2022, future awards are expected to be reduced.

As always, we continue to depend on contributions from our readers. We accept submissions year-round, 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 fresh start to the academic year and wish you all the best in your academic and professional careers.

Mike Kuziw, lead editor, in the addition to the rest of the LL30(1) editorial team:

Lorna Asami, Tim Ashwell, Ken Ikeda, Ivan Lombardi, Hugh Nicoll, Megumi Uemi.

Coordinator's Greetings for Spring 2023



James Underwood

LD SIG Coordinator
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Welcome back, everyone! I'm James Underwood, the new coordinator. Spring is in the air, and with the cherry blossoms that come with the energy and excitement of new transitions, I welcome you back to another issue of *Learning Learning*. Speaking of transitions, last year at the AGM held in November, there were quite a few changes in the Learner Development SIG committee.

First, I would like to recognise the hard work and effort of those committee members who stepped down. Many thanks to **Tim Cleminson** for his work helping to organise LDSIG forums held at PanSIG and JALTCALL, creating publicity materials and liaising with Tsukuba University for the CEGLOC conference. Thank you also to those members of the committee for all they have done for the SIG up until they stepped down in November. **Andy Barfield** stepped down from his role as Membership coordinator to focus on the Learner Development Journal. **Akiko Takagi**, **Lee Arnold**, and **Szabina Adamku** stepped down from organising the forums; we wish you all the best of luck. After many years of service managing the website, **Hugh Nicoll** will also be stepping down; thank you for all your hard work!

It was, therefore, great also to welcome the following new members to the committee: **Amelia Yarwood** (Programs), **Emily Choong** (Membership), **Ivan Lombardi** (LL team/LDJ), **Megumi Uemi** (LL team), **Nicolas Emerson** (Website). And welcome back to **Eileen Yap** and **Rob Moreau** (Publicity) and **Tim Ashwell** (LL team). Thank you also to **Mike Kuziw** for becoming the new publications chair.

2023 EVENTS

In 2023, we have two LDSIG forums. The first will be part of the PanSIG conference in Kyoto in May this year. The second will be at the JALT International Conference in November this year at Tsukuba. Participating in the forums is a great way to showcase how you have explored and facilitated learner development in and beyond your classrooms while connecting with LDSIG members across Japan.

There are also five online get-togethers scheduled for the rest of the year, the first of which will happen on April 23rd. These get-togethers are a great chance to meet with other LDSIG members, develop professionally, and learn from others teaching in different contexts and areas.

As the LDSIG will turn 30 this year, there is a possibility of an anniversary conference at the end of the year. More on this will be published later.

2023 PUBLICATIONS

Issue 6 of the Learner Development Journal, "*Learner Development Beyond The Classroom*", was released in December last year: <https://ldjournalsite.wordpress.com/issues/2022-12-issue-6/>. Many thanks to the editors **Isra Wongsarnpigoon**, **Dominique Vola Ambinintsoa**, **Phillip A. Bennett**, & **André Parsons**, the LDJ steering group, and the contributors for all your hard work. This issue features six explorations of learning beyond the classroom and one practice-based review.

The Autumn issue of *Learning Learning* will be published in November, and the call for contributions will be open until the end of August. To view previous issues of LL, please view the archives here: <https://ld-sig.org/learning-learning/learning-learning-archives/>.

Wishing everyone a productive start to the year!

2023年春のコーディネーター挨拶

2023年春のコーディネーターズグリーティング | 2023年春のコーディネーターズグリーティング。

みなさん、おかえりなさい。新コーディネーターのジェームズ・アンダーウッドです。春が訪れ、新たな季節の変わり目のエネルギーと興奮をもたらす桜の花とともに、今号の「ラーニング・ラーニング」発行にみなさんを歓迎いたします。季節の変わり目といえば、昨年11月に開催された年次総会で、委員会にかなりの変化がありました。

まず、退任された委員の方々の努力と苦勞を称えたいと思います。PanSIGやJALTCALLで開催されたLDSIGフォーラムの開催を支援し、広報資料を作成し、CEGLOC会議のために筑波大学と連携してくれたTim Cleminsonに感謝いたします。また、退任された委員会のメンバーの方々にも感謝いたします。アンディ・バーフィールドは、Learner Development Journalに専念するため、メンバーシップ・コーディネーターの役割を退任しました。高木明子さん、リー・アーノルドさん、サビナ・アダムクさんはフォーラムの運営から退かれましたが、私たちはこれらメンバーの皆様のご健勝をお祈りいたします。長年ウェブサイトの運営に携わってきたHugh Nicollも退任することになりました。

そのため、以下の新メンバーを委員会に迎えることができたのも有意義な変化でした。アメリア・ヤーウッド(プログラム)、エミリー・チョン(メンバーシップ)、イヴァン・ロンバルディ(LLチーム/LDJ)、上見めぐみ恵(LLチーム)、ニコラス・エマーソン(ウェブサイト)。そして、アイリーン・ヤップとロブ・モローの(広報)、ティム・アッシュウェル(LLチーム)の復帰を歓迎します。また、新出版物委員長に就任したマイク・クジウに感謝します。

2023年のイベント

2023年には、LDSIGフォーラムが2つあります。1つ目は、今年5月に京都で開催されるPanSIG会議の一部となる予定です。2つ目は、今年11月につくばで開催されるJALT国際会議で行われる予定です。フォーラムに参加することで、教室内外で学習者の能力開発をどのように探求し、促進したかを発表し、日本中のLDSIGメンバーとつながることができます。

また、今年度中に5回のオンライン懇親会が予定されており、その第1回目は4月23日に開催される予定です。この懇親会は、他のLDSIGメンバーと出会い、プロフェッショナルとして成長し、異なる文脈や領域で教える他のメンバーから学ぶ絶好の機会です。

LDSIGは今年30歳になるため、年末に記念大会を開催する可能性があります。詳細は後日掲載します。

2023年の出版物

Learner Development Journalの第6号「Learner Development Beyond The Classroom」が昨年12月に発売されました。<https://ldjournalsite.wordpress.com/issues/2022-12-issue-6/>。編集者のIsra

Wongsarnpigoon, Dominique Vola Ambinintsoa, Phillip A. Bennett, & André Parsons, LDJ運営グループ、投稿者の皆様に感謝します。本号では、教室を超えた学びの探求を6本、実践に基づくレビューを1本掲載しました。Learning Learning』秋号は11月に発行される予定で、寄稿の募集は8月末まで行われています。LLの前号をご覧になりたい方は、こちらのアーカイブをご覧ください：<https://ld-sig.org/learning-learning/learning-learning-archives/>。

皆様が実りのある一年のスタートを切れることを祈っています。

Call for Contributions to Members' Voices | メンバーの声

Send to lleditorialteam@gmail.com by August 31, 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)

Members' Voices

メンバーの声



Nicolas Emerson

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I have always enjoyed the social aspect of learning. I love exploring ideas with others and developing understanding through discourse. I am fascinated by technology, and how it can be used to facilitate language learning. The role of the teacher is changing, and I feel that educators need to foster learner autonomy and equip students with the capabilities necessary to thrive as twenty-first-century learners.

In 2004, I graduated from Falmouth University in the UK with a bachelor's degree in journalism. I returned to education in 2009, enrolling on a 1-year PGCE to train as a creative media teacher. My course tutor had just stepped down as head teacher of a famously progressive local secondary school, and I feel fortunate to have learned under his wise tutelage. He introduced my cohort and me to the work of educational theorist Professor Guy Claxton, the Building Learning Power movement, and the concept of 'learning to learn,' which significantly impacted my early pedagogical beliefs.

Following my PGCE, I worked as a supply teacher in various educational settings, leading to a term-long placement in a secondary school as an English and media teacher. Subsequently, I secured a role lecturing print media and film at a local FE college. During this period, I completed a master's degree in education. My thesis explored where learning to learn could best be situated within the institution. I piloted a learning skills program in my classes, guiding students to set goals and reflect on their learning.

In 2013, I relocated to Japan to embark on a new chapter in my learning story as an EFL teacher. With no formal foreign language teaching qualifications, it took a while for me to find my feet. My first role in Japan was as an

elementary school ALT in an idyllic rural town in southern Fukuoka. It was a fortuitously soft landing.

I've worked my way up through junior high schools, high schools, *eikaiwa*, junior colleges, to my current role as a university lecturer and researcher. In a serendipitous circle of events, one of my former elementary school students from my first year in Japan was a student in one of my high-ability English classes last year. It was a delightful reminder of my journey as a teacher in Japan and how far I have come.

Now that I've gained nearly ten years of experience working as a language teacher, I feel ready to re-engage with my academic pursuits. In an echo of my previous study in the UK, I'm currently researching online goal setting and self-evaluation, attempting to understand how EFL teachers can utilize technology to facilitate learner reflection. My next project will center around collaborative story writing using a web application that my wife and I are in the process of making. I intend to continue down this research thread, exploring how technology can support the development of learner reflection, creativity and autonomy.

Ethel Natalia Revello Barovero

Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur
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Knocking on the doors of different cultures to learn English: Kickstarting multiculturalism projects in the 21st Century Classroom

Hello everyone, I'm Ethel. I'm from Argentina and I was born in Córdoba – it is the second largest city of Argentina and it lies to the west of Buenos Aires. In 2010 I moved to Ushuaia -the capital city of Tierra del Fuego, Antártida e Islas del Atlántico Sur province –, three thousand

kilometers south from my hometown for working reasons – I was told that English teachers were needed. I have been working as an English teacher and professor for more than 20 years now. Although this is a small city in Argentina, I had to cope with the weather – quite colder from the rest of the country; I had to learn more about living here – as a consequence of the snow and the slopes, there are particular driving rules I had to learn; and I had to learn about the different cultures that coexist in this city – people from different parts of the country, and even from other countries such as Chile, Bolivia and Dominican Republic, live here. Ushuaia is surrounded by an awesome landscape and it is promoted as an exotic resort place; it is 1000 thousand kilometers far from Antarctica Peninsula and it is also called the End of the World.

I am an online English primary school teacher, too. I teach English to students in the only Antarctic school in Base Antártica Conjunta Esperanza: Escuela 38: Presidente Raúl Ricardo Alfonsín. “This school has a central role in the social and recreational activities (...) they work collaboratively to fulfill their needs” (Revello Barovero et al., 2021). I share some of the teaching videos in my [YouTube channel](#).

I have been working in the Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur since it was created. People from other regions of the country come to study and live here. I still feel like I am a tourist in this city and there are still unknown places to visit and take pictures. At university, I’m eager to develop cultural competency to help my students become open-minded, empathetic and inclusive professionals. In my own practice, I have tried to develop a positive attitude towards students with disabilities because I strongly believe that everybody should have the opportunity to fulfill their dreams and achieve their goals. There is still so much to explore in terms of democratic educational lesson planning, syllabuses and curricula. Personally, I am fascinated by thinking about people meeting different cultures because it fosters creativity, empathy and collaboration. I am sure this is the first step towards world peace.

In my teaching, I explore teamwork skills with informal networks, such as the online programme [CONNECT](#) – a project that encourages meaningful international virtual exchanges for students who would never have the opportunity to interact with each other. I believe that positive interactions with people from different cultures improves motivation, develops confidence and it helps to give sense to their own traditions and customs. Including international interactions in the syllabuses and teaching design lessons ensures the building up of a society based on peace and multiculturalism -a humanizing force that gives a sense of respect, encouraging participation and growth, and allowing students to gain valuable communication skills, and learn global citizenship.

I focus my research on English academic literacy and democratic education. I guess Raeywen Connell and Paula Carlino are my educational heroes. Their deep belief in democratic education and the way they explain it hit a chord with me. “Education is about creating capacities for practice – capacities that are both individual and social.” (Connell, n.d.)

This notion of education as a right, and that everybody should have access to it, made me realize that English learning is a right and that learning a language means learning a culture; but this does not mean that I have to get students involved in a different culture. Learning a language implies learning our own culture: learning to talk and write about our own lifestyle. This provides students with autonomy and spontaneity. If we take into account that through reading we can have a broader vision of the world, learn about other realities, develop creativity and critical reflection; learning to read is equivalent to learning to learn, that is, acquiring autonomy in the generation of our own learning (Revello Barovero, 2021). I believe that teaching English is a means of learning about our place, history and traditions; this depends on what the purpose of teaching is and the values teachers foster in their lessons. The appreciation of learning how to read, write, listen and speak in a foreign language helps students to build a world of active citizenship

through intercultural dialogue and learning through people from all over the world.

Teaching English from a regional perspective with a global vision encourages sustainable education. Not only does it include an appreciation of climate and environment issues, but also biodiversity, sustainable consumptions and other topics. I include local geography and environment issues in English lessons, and make students think about their natural environment and how to take care of it. I also ask them to read about indigenous peoples, and the way they live nowadays in our society; it is a way of making them visible -a lot of people think that there are no more indigenous peoples in our society. In tourism, students are asked to prepare a speech about a local winter resort or a local trekking route and make descriptions. In the past, students were able to choose any city from any province or even from any country. Making global issues related to regional ones is a challenge. It demands a lot of time for lesson planning. "As teachers, it must be taken into account that a conflict is an opportunity to grow since it allows the parties to learn about differences and to cope with them" (Rojas Carrillo et al., 2021). Sustainable education brings about conflict between economy and equity; between economic growth and environmental protection. Creating our own local material for teaching is time consuming and builds conflict between publishing houses and teachers. This is also an opportunity to think about new ways of teaching and learning.

Taking into account the multiculturalism of the Fuegian society, and the roots of the university – global sustainable education –, I believe that democratic education helps people to become responsible citizens, to develop their capabilities, and to realize their intellectual potential. In order to accomplish the mission of the university, I think that the design of English courses based on different cultural perspectives and environmental issues can reflect changes in society and lessons are more attractive. I concur with Kochoska that changes in the environment affect the shifting interests, needs, the behaviour of students, and their readiness

to accept or reject certain ways of learning or models of communication (Kochoska, 2007).

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Noelia Bustos

Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur

Paula Ferreyro

Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur



We are studying biology at Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur (UNTDF). This university is located in Ushuaia – the capital city of the biggest province of Argentina – and English is needed to become a regular student, although it is not a requirement. English is the language of science. Knowing English before taking up biology is a must. Reading English papers is an activity included in many subjects and books written in English about different topics are part of the syllabus of many compulsory subjects. In our opinion, Academic English has to be taught at university. As this is not the real situation, students have to learn on their own. We decided to take up an optional English Academic course to learn how to deliver a speech at a conference or how to prepare an informal oral presentation.

We have participated in the international programme “CONNECT”, in which students from different countries introduced themselves and talked about culture: food, music, traditions, celebrations, and history. In the programme we were students from 14 countries and in my group we were five students from different nationalities. It was an interesting experience because we learnt about celebrations in Ivory Coast, Mexico, Thailand. And we got to know that a country changed its name! Turkey is now known as Türkiye.

Noelia: I believe that texting messages, preparing audio messages and reading messages everyday is a good opportunity to practice and learn English. Studying a foreign

language in isolation is very difficult. This possibility helped me to keep in contact with the language and forced me to learn new vocabulary, think about how to make sentences; how to learn new strategies to acquire fluency.

I strongly believe that reflective learning is an important tool to learn and the help of a teacher is needed. Thinking about the way I read or write takes time. At times I thought it was a waste of time. The same happens when practicing pronunciation. But after a couple of months I realized that it helped me do some better productions. I discovered new ways of learning new vocabulary and its pronunciation or new sentence patterns. I get really excited when I remember new words, and I can use them when talking.

Paula: These new experiences provide us with new tools to learn English. I think that taking up meetings with people from other countries and cultures helps the student learn English. The fact that we participated in the CONNECT programme helped us too: writing messages, speaking during the meetings while we learned about different cultures and practicing our English was an enriching experience for all the students. Definitely, learning and studying in groups using different tools helps in the path of learning a new language.

Stories of Teaching and Learning Practices

学習・教育実践の成功談・失敗談

From second language educator to second language education researcher: Learning to research during volatile times



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INTRODUCTION

When Covid-19 and the pandemic-led economic slump caused a major upheaval in Sri Lanka, it obstructed the execution of my research study, posing unprecedented challenges to access resources and data collection. Following a reflective narrative, this article recounts the challenges I encountered, choices I made, and the lessons I learnt as an education researcher when implementing my research project in Sri Lanka. While these were indeed problems to overcome, they have afforded me more opportunities to develop my knowledge, adaptability and skills as a researcher and a teacher.

When I started lecturing at a Sri Lankan university as an English as a second language (ESL) teacher, I soon became more interested in the English language learning that occurred in the school system. Around the same time, I got a scholarship to pursue my graduate studies at a Japanese university. It allowed me to make a systematic inquiry into the field that I am passionate about, English language education. Being one of the first enrollees in the Bilingual Education Project (BEP) of Sri Lanka, I always have had the urge to see how this system was functioning today. I decided to make this the focus of my graduate work.

MY RESEARCH FOCUS: THE BILINGUAL EDUCATION PROJECT

Bilingual Education was introduced into the Sri Lankan education system initially in 2001, via BEP, and was promoted across selected government schools by teaching a few selected subjects in English, while the rest were taught in the official mother tongues, Sinhala and Tamil. The expected outcome was that irrespective of socio-economic and/or regional disparities, students would have the opportunity to acquire a level of English proficiency adequate for higher education and career advancement. Nonetheless, the project is still only available in 732 (7%) government schools, which remain largely ethno-linguistically segregated. Although there is some useful research on the BEP, it is limited. Through my research, I sought to understand the within-school education experience of bilingual learners in Sri Lanka under the auspices of the BEP, with its dual objectives of raising English proficiency and facilitating social integration.

CHOOSING THE RESEARCH SETTING AND PARTICIPANTS

I believe that to accommodate the individual needs of students and create a setting conducive to learning, educators should acknowledge the embodied diversity and respect the individuality of each student. Sri Lanka is an ethnically and linguistically diverse nation, hence the largely ethno-linguistically segregated government school system, as a result of the mother-tongue instruction policy (Wijesekara et al., 2019). Therefore, to adhere to my wishes as an ESL teacher, and also to validate my methodical choices, I needed to examine how the BEP is experienced

by these ethnically segregated bilingual learners in each different context. Besides, BEP was implemented to provide equal opportunities for all children and thereby “develop social harmony and social cohesion in a pluralistic society using English as a link” (MOE, 2016, p. 7). To ensure that the experience and views of all ethnicities are well comprehended, I chose three schools to allow insight into the different school contexts: Sinhala and Tamil, and a mixed ethnic context.

As a researcher and a teacher, another thing I deem crucial is the contribution of language teachers in delivering the curriculum. Teachers hold firsthand knowledge of what happens in a classroom. They are the middleman who continuously deals with the administration, education policy and curriculum designers, parents, and most importantly, the learners. Therefore, to gain a reliable, in-depth understanding of the phenomenon under study, I decided to choose both teachers and students as participants, those who are involved in the BEP.

VOLATILE TIMES: COVID-19 AND SRI LANKAN UPHEAVAL

The detrimental effects of the Covid-19 pandemic remain a challenge for public health, the global economy, and the workforce in Sri Lanka, with education being strongly affected (Yang et al., 2022). Implementation of online learning added unexpected stress and confusion for students, teachers, and parents due to a lack of resources and technological knowledge leaving them exhausted (Lucas, G. N, 2020). It was only worsened when school teachers and principals started protesting and launched an extensive strike on 26th February 2020, over the lack of facilities and resources to conduct virtual classes and long-standing salary anomalies. After a year-long closure, the schools gradually resumed in October, 2021. That is when I decided to proceed with data collection, and I soon started preparing for the field visits and the interviews.

The scheduled school visits and interviews were scheduled from June to August in 2022. However, shortly after my visit to Sri Lanka, the government declared a fuel shortage and banned the sale of petrol and diesel for non-essential vehicles for two weeks. This led petrol and diesel prices to rise dramatically, restricting commuting. For months, Sri Lankans were struggling with prolonged power cuts and shortages of fuel, food, and medicine. Anger over the government’s handling of the crisis led to violent protests all around the country and a curfew was imposed periodically during the months of May and June. As a result, schools were again closed for weeks, derailing my plans. I had to cancel and reschedule the school visits and interviews repeatedly, due to the unpredictability. With no means of transportation and schools being closed for weeks, I struggled to execute the study.

PIVOTING

As a funded scholar, deferring my research was impossible. Time management was crucial at this stage. The only resort was to accommodate the situational changes happening in prospective schools. As we moved into 2022, international travel was open, and schools were opening. Staying true to the original objectives, after a thorough examination, I decided to adopt an exploratory phenomenological qualitative research design via a case study, employing semi-structured interviews.

CONDUCTING INTERVIEWS AMIDST THE CHAOS

There is a wide range of benefits and skills an individual can acquire through any research. When executing my study, foresight was impossible given the unpredictable nature of events happening in Sri Lanka. Instead, I had to constantly assess and evaluate the methodical choices I made. This nurtured my resilience, having to critically analyse challenges and devise timely solutions. One such decision made was the choice of participants. The initial idea for understanding the learning experience in the BEP was to interview randomly selected bilingual students who are currently in school. However, considering the impact of the pandemic, the prolonged teachers’ strike, and the socio-economic crisis on current BEP students’ overall experience, the choice of ‘learner’

participants was shifted to recently graduated alumnae, as they could still clearly recall their experience of the BEP during a time of less disruption.

However, the scheduled visits had to be cancelled repeatedly and at short notice due to the upsurging socio-economic crisis. At this stage, it was necessary that I again consider alternative ways of data collection that would still fit the objectives of the study considering the time constraints weighing on me.

CHOOSING THE RIGHT TOOLS AND TECHNIQUES FOR DATA COLLECTION

Although I was able to undertake teacher-participant interviews face-to-face (though many delays were experienced), the worsening situation facing all meant that schools became a little reticent with their involvement and potential participants being harder to access (particularly student participants). When travelling to field sites and meeting participants were hindered by restricted commuting and inaccessibility to fuel, I decided to conduct interviews online, via Zoom. Zoom allowed me to communicate with geographically dispersed individuals via computers or mobile devices when meeting in person was a non-viable option, during my stay in Sri Lanka and after returning to Japan. With regard to participant selection, teacher participants were chosen via voluntary self-selection sampling. Alumni students, however, had to be chosen via snowball sampling, as the schools failed to provide contact details of alumni students. While these are viable alternatives, they may come with advantages and disadvantages, depending on each context. Thus, I believe it is important that researchers rigorously gauge the methodological fit of these alternative approaches and tools to their research questions, technical requirements, resource implications and ethics (Barclay & Garcia, 2020).

As I write this paper, I am currently analysing the interview data with bilingual learners and teachers. The research called for 26 long-form semi-structured interviews. The data set is providing me with in-depth insight into the bilingual education project. Both students and teachers sense a disharmony and separation among students which they believe occurred when students were separated according to medium of education (as bilingual and monolingual). Another cause for this separation is the perceived superiority and inferiority complex associated with English, which reflects the ideology that prevails in the Sri Lankan society, that English is a denominator of social hierarchy. It seems that although BEP was expected to mediate the ethnolinguistic 'difference' and create collective linguistic habitus for students, student separation as 'bilingual' and 'monolingual' seems to have created a division among learners, regardless of their ethnicity. Apparently, even after two decades of implementing the programme, elitism associated with the English language still prevails, although the BEP was intended to instigate serious attitudinal change towards social integration. Similarly, another recurrent concern that was shared by most participants is the lack of English-speaking practice and reluctance/and or difficulty to speak in English. It seems, although the BEP was implemented to improve English proficiency of students for career advancement and higher education, the programme has fundamentally failed to improve speaking and in consequence, past-pupils are now struggling with spoken language competence at work and higher educational contexts.

The learner/teacher concerns expressed above are crucial to improve language teaching/learning in Sri Lanka. The insight gained from bilingual learners' and teachers' experience of BEP allowed me to recognize gaps in BEP objectives and practice, unfulfilled language needs of ESL learners, and many more issues. I am now aware of what is expected of me as an ESL teacher, the language skills and attitudes that need nurturing, the BEP classroom structural changes that are required, to improve the educational experience of all students. The findings will also/or may benefit future research and iterations of the BEP.

RESEARCH LESSONS LEARNED SO FAR

Education research paves the path to the systematic pursuit of knowledge and facilitates the discovery of reliable practical solutions to improve or solve issues observed in the classroom or any learning-teaching environment. Not only does it add value to professional accreditation, but the constant use of creative analytical skills in tackling issues avail practitioners to become more reflective and effective as educators. When looking back at my research journey so far, it is safe to say that despite posing unprecedented challenges, the pandemic and socio-economic crisis in Sri Lanka have provided me with an invaluable research learning experience. Practising resilience and adaptability in negotiating with education directors, heads of schools, and teachers honed my problem solving skills and increased my self confidence. From working solely to meet institutional criteria, now I feel empowered to act, take on responsibility, and influence professional and institutional political decisions that I previously was reluctant to do while chairing an academic department. By contextualising the research project, I now have a wider knowledge of the BEP policy and practice occurring in the Sri Lankan context. New knowledge acquired through this PhD research promotes my professional growth and hopefully, will allow me to be proactive and take the initiative to make or influence change in language-related teaching theory and practice in the ESL classroom, or the BEP itself.

Teachers feel tremendous pressure every day, and educational institutes, administration, and curriculum designers must work in collaboration to provide constant support and guidance to educators. Specially designed programmes like the BEP may require assistance. Amidst all the chaos in Sri Lanka, I sustained a regular, open, and constructive relationship with my supervisor. I could, thus, make the required adjustments and work effectively despite the obstacles I faced. Not only is this rewarding for my professional growth, but the new knowledge will contribute greatly to bettering myself as an educator, fostering positive learning and teaching practices and improving future iterations of English education.

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LD SIG Grant Awardee Reports

LD SIG 研究助成金受

Reflections of JALT 2022: The Case of a Deer in a Village A Post-Conference Report for Learner Development (LD) SIG

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“*Bagai rusa masuk kampung*”¹ is a Malay proverb which translates to “Like a deer entering a village.” The proverb is used in my country, Malaysia, to describe the feeling of being surprised or amazed when you enter a new place, as deer are almost never seen in residential areas. One can only imagine how it feels to walk into an unfamiliar environment until they actually experience it. For example, moving to a new country or joining an event for the first time where you know no one. I was like that deer at my first and last in-person JALT International Conference in Nagoya 2019 before the pandemic hit. At that time, I was a new Assistant Language Teacher (ALT) who knew little about what such a language teaching conference would entail. I remember being mostly alone, struggling to make decisions on which sessions to attend, wondering what all the academic jargon meant, and deciphering the abbreviations of the JALT SIGs’ names (I still do not know more than half of them).

Not long after the 2019 conference, news of a highly infectious virus sparked the pandemic. You may remember that many institutions scrambled to move their curriculum online. The following two JALT international conferences (2020 and 2021) had the same fate. During that virtual period, I volunteered as a Zoom room host and plenary team member. This was where I got to know more JALT members and had opportunities to present and attend events from the comfort of my workspace. Although it was not all a bed of roses because of the inevitable technical difficulties, I gained a wealth of knowledge from the JALT community and the different practices in language teaching. Then, I got to know about the LD SIG and became a member.

Fast forward to November 2022 when I attended the 2022 conference at the Fukuoka International Congress Center. Thanks to the financial support provided by the LD SIG and the grants committee, this trip marked my second time visiting Fukuoka. I was thrilled to be back knowing that the bustling port city is also home to Dazaifu Tenmangu—the shrine of learning, culture, and the arts. It is an especially fitting location for a language teaching conference. Meeting people whom I have collaborated with online but have not met face-to-face yet was quite an experience—one that established a unique way of networking given that we have gone past the barriers of being strangers beforehand virtually. Upon reflecting on the conference, referring to the Malay proverb, I am relieved to say that I am no longer as lost as that poor deer in the village. Instead, it is thrilling to be in a community where I am continuously learning new things while sharpening the skills that I possess.

Among the sessions that I attended, Karen Hill Anton’s plenary truly struck a chord. When the LD SIG editors first briefed me about this conference report, I was not sure where to begin writing, despite having read some of the previous reports in their publication, *Learning Learning*. However, Karen’s storytelling skills about her cross-cultural personal journey not only stimulated writing ideas, but also moved many in the room with her authenticity, and received a standing ovation at the end. The following day, she told us at her memoir writing workshop that even the little details

1 Pronunciation: /bəɡaɪ ruːsə məsəʊk kɑmpŋŋ/ or バガイ・ルーサ・マソック・カンポング.

have the ability to bring a story to life, and identity is what makes someone's story a story. She reminded me of Elaine Horwitz², a researcher in language anxiety who “wanted to encourage teachers to be their authentic selves in the classroom” (Gregerson & MacIntyre, 2022). Even though Karen is not a language teacher herself, there were a great deal of takeaways from her life's journey as a writer and coach which can be applied to language learning. For example, the power of storytelling and utilizing aspects of memoir writing in developing writing skills like structure, themes, giving your story authority through your voice, and sharing meaningful experiences. These are the essential ingredients that I would love to use to guide my students in writing not to pass their exams, but to write for themselves.

If you know anything about my country Malaysia, you should expect food references to be brought up at some point in this report. This year's conference theme “Learning from Students, Educating Teachers—Research and Practice” reminds me so much about food. This reminiscence came from Dr. Jim McKinley's plenary session on supporting the teaching-research nexus, highlighting the growing divide between researchers and teachers. The light that shines upon real classroom learning is being dimmed by present innovations and the enterprise, amplified by emergency remote teaching solutions from the pandemic. Another example is how journal reports written by researchers are not an entire reflection of the real classroom. My interpretation of his session is about two different kinds of cooks. Firstly, researchers are like people who cook from recipes—following specific techniques written by various sources. These days, there are online recipes in which there are people who have tried the recipes and alternatives they have found. One can gain an abundance of knowledge from this interaction and scanning through multiple recipes before actually making the dish. This sounds strangely like literature reviews and methodology, does it not? On the other hand, teachers are similar to mothers and grandmothers who cook according to how they feel. Instead of relying on measuring cups and weighing scales, they are aware of the process of cooking itself—the experience, the aroma-filled kitchen, and the ability to adjust flavors as they go. It is from the heart and instincts in the moment. That is how the classroom is. Teachers listen to their students and adjust lessons according to their goals. It is not to say that one is better than the other, but rather that they are complementary if their roles could inform each other and create meaningful relationships.

Other than ensuring their students' success, teachers also strive to establish their own paths in education. Like the harmony of spices in a pot of curry, it is important to engage in discussion with other teachers, even ones who do not teach the same level of students. That is what I received when I visited the LD SIG forum. There were many presentations with posters, various teaching contexts, and new ideas shared. I particularly remember Katherine Song's presentation on using Scrabble Go with her students. Scrabble is a game that you can play with your family and friends to pass the time. How Katherine turned it into a classroom activity involving teamwork to support autonomy was intriguing. This is not only a meaningful way to involve learners through simple games, but also to allow them to engage with the language that they are learning. Teachers, as Katherine shared, can guide students in the game and apply the words learned in another activity such as making sentences. It is also possible to add additional rules such as only playing words that you know the meaning of. I thought this was a good opportunity to introduce pronunciation to add another layer of speaking skill development. During the reflection before the end of the session, my group discussed other games that we can bring to the classroom such as Boggle, a word game with lettered dice. It brought back a lot of memories from my school days, making me realize that it is essential that we remember the basics and where we started. Now, with fun board games, we can involve our learners and support them in paving their own language learning journey.

Besides plenary sessions, forums and official JALT meetings, I also attended some regular presentation sessions. One of them was Aaron Chao's who shared about Foreign Language

Anxiety (FLA) and online learning. Coincidentally, this is what my Master's research is on, although speaking anxiety is my focus. Given that the pandemic put face-to-face learning on hold for some time, institutions like Aaron's took their exchange programs online. It was interesting to see how his participants felt in terms of their anxiety levels after they had experienced the program considering FLA has been widely researched in in-person classrooms and its online sector is still limited (Resnik, Dewaele, & Knechtelsdorfer, 2022). There were other factors to consider as sources of anxiety such as being in a cross-cultural environment and the variances between the class structures. To measure the participants' anxiety levels, he used the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986), which has been modified for his research context. In FLA, this scale is popularly used among other language anxiety researchers and has been modified and translated into more languages over the years (Russell, 2020). At the end of the session, I had a short discussion with those in the room about how the scale needs to be modified to fit more current teaching contexts. Teachers move with the times, and even faster when the obstacle comes in the form of a global pandemic. It is through this discussion that I realize that we are not alone in our fields and that we have support for not only our students, but ourselves as educators.

After the 2022 conference, I felt a certain fullness that I had been looking forward to since the end of 2019. With that, I would like to thank the LD SIG grants team again for the financial support that allowed me to attend the conference in-person in Fukuoka. The grant also allowed me to prepare myself for the conference by purchasing two books that I will forever treasure: *The View from Breast Pocket Mountain* by Karen Hill Anton, and *Qualitative Inquiry and Research Design* by John W. Creswell and Cheryl N. Poth. My heartfelt appreciation also goes to Ken Ikeda and Hugh Nicoll from the LD editorial team for their guidance in writing this report. I would like to acknowledge Gretchen Clark, Namiko Tsuruta and Robert Dykes for providing their valued feedback during the report writing process. Finally, a big thank you to the conference committee and all the other attendees I have had the pleasure of becoming acquainted with for your enthusiasm, likemindedness, and friendship. I conclude with two quotes from Karen's book, which perfectly sum up the whole experience.

Gatherings of friends and family around the table are my happiest and most satisfying moments. Good appetites enhance the experience. (Anton, 2020, p. 282)

At some point in my journey, on a day I never noticed, I found a golden thread, a thing of beauty that, though it cannot be seen, connects us all. (Anton, 2020, p. 283).

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Reflecting on PanSIG 2022

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During the train ride to Nagano after work, where PanSIG 2022 was to be held, I started to think about the conference theme - “Reimagining Language Education.” Looking at the conference introduction in the handbook and on the conference website, I saw that the words “eco-(friendly),” “inclusivity/diversity,” and “mindset” appeared alongside “hybrid,” which made me think that this “reimagining” would be multi-faceted and went beyond the new way of delivering conferences and lessons. Extending education to include awareness of how our actions impacted the environment was necessary because of climate change. Inclusivity while recognising diversity was also essential, I thought, in light of the tensions of the last few years. Lastly, I thought teaching learners to persevere is needed to ensure their success. With these things in mind, I attended the conference, interested in learning more. Looking back at my notes from the conference, three sessions on Saturday and the LDSIG forum on Sunday stood out.

The first was “Building an EMI Course: strategies for Critical Thinking and Student Efficacy” by Adrienne Johnson and Cecilia Smith. In this, they explained how to create a positive learning community, which they thought was essential in fostering group work. One of the ways they did so was to ask questions such as “What are you looking forward to this year?” and “What is something you want to challenge?” which their students first shared, then compared the similarities and differences between their answers and the groups as a whole. Cecilia and Andrienne also used dialogic feedback, which took the form of validation, encouragement and advice, which was a good model for the students to follow. I learnt a lot from this presentation and was reminded to spend some time creating a learning community from the start instead of rushing into the content.

The second presentation I chose was “Teacher Reflections on a Student-led Group Seminar Project” by Anna Belobrov, Ian Hurrell and Travis West. In this presentation, they described how their students worked autonomously in small groups to create a seminar that presented the for and against arguments for a world issue. After the seminar, leaders will gather the participants’ opinions in the small group discussion, summarising them in a report. What interested me about the course was that after they had conducted the seminar in class, the students could participate in an online mini-conference that was open to 3 classes in different departments. Although I had had success with the students presenting in class, I had not ever had them do so outside, so it was refreshing to see.

The third presentation was “Reframing Mindsets/Attitudes to English Use in Japan” by Ann Mayeda, which argued that an “English-user” identity could be encouraged in Japan if there was a shift in perspectives. In her talk, she shared contrasts between Nepalese and Japanese children in their willingness to communicate in English. She observed that while children in Nepal and Bhutan often came to her to ask questions to practice their English, this was rare in Japan. She thought that perhaps this was because the Japanese children did not identify as English users and, as a result, were worried too much about making mistakes. She felt it important that English learners in Japan become more involved in their learning, shift their perspectives of their identity from English learners to English users, and use English to share Japanese culture and values and collaborate with all English speakers, not just native speakers of English. It was interesting to see the contrasts between Nepal, Bhutan and Japan in her pictures of the educational environments. Although classrooms in both Bhutan and Nepal were quite resource poor when compared to Japan, the students made up for this with their enthusiasm to communicate in English. She argued that one of

the reasons for these countries' passion for English was its connections to upward mobility, which led to its use being normalised. In Japan, in contrast, English ability did not guarantee progression, and English learners found it hard to develop a clear identity as English users.

The main focus on the next day was the LDSIG forum “Challenging Conventions: Opening up New Spaces in Learner Development. The forum had a simultaneous in-person and online element. Unfortunately, as I was attending in person, my attention was drawn naturally to the presenters in the room, and I missed all the online presentations. As I was presenting in the second round, I, unfortunately, also missed Gretchen Clark’s and Greg Roualt’s presentations, which were happening simultaneously.

Dominique Vola Ambinintsoa Razafindratsimba, with the help of Fanaperana Haingo Rajaonaritiana and Volatiana Olivia Rasoanindrina via video recording, started the first round of presentations with an enlightening report on how they, as student teachers, sought to overcome the challenges they faced as they extended their English studies outside their classroom in Madagascar. Jenny Morgan followed this with her session on “Co-Creating Inclusive Classroom Spaces to Help Students Envision Diversity, Equity and Inclusion in the Communities They Belong to.” In this presentation, she showed how she created inclusivity in her classrooms by first recognising how diverse her students could be due to their differing funds of knowledge (Gonzales, Moll, et al., 2006), which she then used as a resource in various sharing activities. As a summation activity, the students presented how they could take action and encourage diversity and quality in the contexts and communities they belonged. Through this presentation, I saw how important it was to respect the identit(ies) each student brought to the classroom and encourage them to think about how they could each take action to promote inclusivity in their communities; it was then time for my contribution to the forum, which focused on one of the courses I taught.

My presentation described how I used the Sustainable Development Goals (SDG) as the focus of an intermediate-level academic Listening and Speaking course. In this listening and speaking class, 24 intermediate-level students worked to improve academic and language skills through notetaking, sharing research and combined presentation and discussions. Over two seven-week cycles, my students would each choose an SDG to research. When they decided which SDG to investigate, I encouraged them to choose one that they felt was relevant to their studies and local communities. During each seven-week cycle, the students would first build their background knowledge, then research the SDG in their local area, interview two people they knew, and then finally investigate how local actors were helping to realise the SDG.

To build their background knowledge, I would have the students brainstorm about what they knew about the SDG. After this, they would use combinations of the words from their brainstorm as search terms in Google images; and then make a slideshow. In the next class, they would share this slideshow in pairs, which helped them to build fluency and confidence. After this, I would hold a tutorial session on notetaking skills and show the students various examples of notetaking which they would then assess and comment on in groups. Finally, I would gather feedback from the class about what they had noticed and comment with the help of a projected image of the shared example of notes. The students would then make notes on the background information from the “Why it Matters” and “Infographics” available on the [United Nations website](#), which they would then share in the next class. After making notes, I encouraged them to write short reflections about what they had read and then think about what they would research next.

In the next class, I sat the students in groups of four which I engineered to ensure that each member researched a different SDG. In two pair-sharing rounds, they would share their notes to build fluency, confidence and ownership of their SDG as the “expert” on the table. After the sharing, I would teach the students about collocations and have them select three unknown words from their notes which they would then make collocation maps with the help of an online

collocation dictionary. At the end of class, I had the students think about their local area concerning their chosen SDG and brainstorm a list of questions they had. They would then use their questions to research and make notes for homework, which they would again share in the next class.

In the fifth week, I would hold a tutorial on interview skills, where I would get the students to think about the objective of their interview, the types of questions they could ask, who they could interview, and how they would record the information. After brainstorming a list of questions, they would practice in pairs in English in the classroom and then reflect on improving the interview process. They would then be ready to interview people for homework. For this, I asked them to interview two people from different backgrounds, to get a variety of perspectives. I recommend that, for example, they could ask their mother or father and also one of their part-time job colleagues. I also stressed that even if they interviewed in Japanese, they must write an English interview summary.

Over the next week, the students would research what action in their local area was being taken. In the final week, the students got ready for their presentation. I would hold a tutorial on presentation skills, slide design and referencing to aid this. The students would brainstorm in small groups about what makes a “good” presentation regarding performance, content and slide design. They could then see examples of previous students’ slides and work together to note down the good points in terms of design and how they would improve them. They would then select the information they would include on their slides. As I wanted the presentation to be interactive, I would require the students to think of five discussion questions they would ask their small group. In the final week of the cycle, the students would work in small groups to present their findings and then lead a discussion on their topic. Each round of presentation and meeting would last 15 to 20 minutes, after which they would complete google forms to give peer feedback on each other’s presentations.

When designing the poster for the LDSIG forum, I found it hard to design one that maintained a balance between telling my story and learning and sharing it with others. In the end, rather than a single sheet, I used a set of posters that explored different course elements, which I would then use as a launching pad to learn from others. The poster can be found [here](#).

During the forum, people came up to comment and share what they had done with similar content-based courses. Many of us were working with students on global issues and thought it important for students to use English to learn about the issues in society and create a space for them to share their perspectives, which they would not normally do. We also thought it important for the students to think about what they could do to improve the situation rather than only find out about the various actors involved.

Although I had participated in online conferences during the pandemic, it did not compare to being able to participate in person. There is certainly a different kind of energy given off by many face-to-face conference attendees. And it was great to catch up with colleagues and other members of the LDSIG. As a part-time lecturer without institutional funding, the downside to attending a conference is the costs involved, which soon mount up. I thank the LD SIG and the Grants team for funding my participation.

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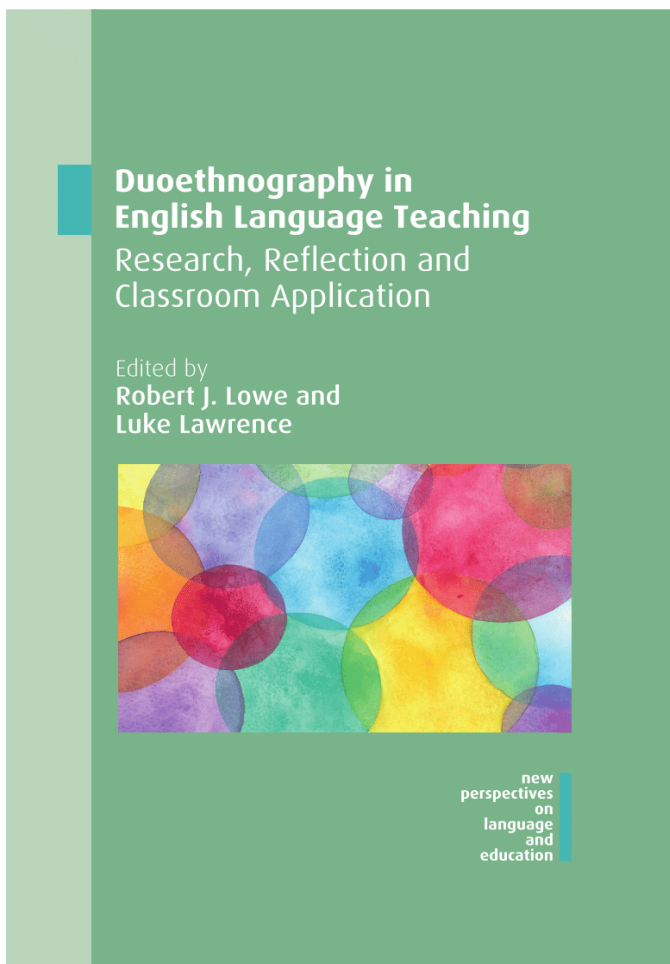
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Research & Reviews

研究&レビュー

Book Review: *Duoethnography in English Language Teaching: Research, Reflection and Classroom Application.*

Edited by Lowe, R.J. & Lawrence, L. (2020). *Multilingual Matters.*



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Narrative understandings were what first pulled me into the Learner Development SIG. The possibility of being able to contribute to a community of teachers who were also conscious of being learners, gave me hope and inspiration for my own teaching and also enabled me broaden my repertoire by learning from others. The first issue of *Learning Learning* which I ever read featured a piece by Murphy and Chang (2001) entitled “Coco capuccino company and legitimate peripheralizing: learning through autoethnographizing ourselves.” The use of the genre of “written dialogue” showed that one could write about teaching in a way that was lively and full of the juice of lived experience. Murphy was experimenting with scene setting to give a piece a pleasant affect and kinesthetic impact, which is probably why I remember it in contrast to 100s of other articles. The dialogue style allowed for two points of view to be explored without

foreclosing on one “right” idea. Writing a dialogue, one could give two sides of the question, and the probing from the dialogue partner often created insights which would not have been had when writing alone. Once I started dialoguing, I found it was more motivating than other forms of writing, since it was driven by the wish to reply to my co-writer. Were these collegial conversations “duoethnography”? It was not a word I had heard before. Ethnography was a room in a museum which was full of masks and old pots. In my mind those written dialogues were just collegial conversations.

The appearance of a book which puts forward a case for duoethnography to be taken seriously as a genre of academic writing, is a cause for celebration. As I read the first chapter of Lowe and Lawrence’s new book, I was excited to read this quote from Freire:

Some may think that to affirm dialogue – the encounter of men and women in the world in order to transform the world – is naively and subjectively idealistic. There is nothing more real and concrete than people in the world and with the world, than humans with other humans. (Freire, 1970: 102, In Lowe and Lawrence, p. 1).

In a world in which the hegemony of human knowledge and skill is rapidly being challenged by AI, this is a helpful reminder that our human experience is something we should value. Lowe and Lawrence's clear explanation of duo-ethnography will help any reader who wants to understand how their collegial conversations could be used as an academic genre. According to the introductory chapter, the first instance of published work using the term "duoethnography" was Norris and Sawyer's 2004 chapter on the hidden curriculum in relation to gender identity. Norris and Sawyer define duoethnography as "a collaborative research methodology in which two or more researchers of difference juxtapose their life histories to provide multiple understandings of the world." (Norris and Sawyer, 2012, in Lowe and Lawrence, p. 8).

The book consists of three sections. The first section "Duoethnography for ELT Research", which is said to be more theoretical and formal, features three papers emerging from encounters between demographically different "others" across gender and nationality. The issues include native speakerism, teacher autonomy in teaching critical issues, and tensions between the personal and the professional in a graduate student/supervisor relationship. The middle section "Duoethnography for Reflection and Teacher Education" consists of more freeform conversations by colleagues, including a dialogue between an experienced and novice teacher, two colleagues talking about a neurodiverse student, and a pair who write about their experience as teacher trainers at a university in Japan. The third section, "Duoethnography For Language Teaching", contains chapters describing the principles and implementation of duo-ethnography as a task for students. Both the authors offer accounts of modules in which students produced written duoethnographies. In Lowe's classroom, students researched a concept such as world Englishes or native speakerism, and wrote discussion question for a partner, alternating face-to-face discussion with exchanges of written questions and answers to their partner over a four week period, before performing the resulting questions and answers as a dialogue in front of other students. In Lawrence's class students recorded their discussions, then transcribed and created a written paper using their dialogue as data. One of the resulting papers is included (p. 170). There is a chapter by both authors together, (Chapter 8, p. 155 *Digging Deeper*) which offers a "how-to guide" together with student feedback from Lawrence's class (Chapter 10) and evidence of language related discussions during Lowe's class (Chapter 9), suggesting that these activities were perceived as helpful and interesting, though challenging for students.

Although the authors say that the first section puts more weight on theory, when reading, I could not see a huge difference between the blend of theory and practice in the first and middle sections, other than the first part written by Lowe and Lawrence, which contains the discursive groundwork positioning duo-ethnography as a genre of academic writing. This does not constitute a problem, since the theory is adequately explained and exemplified. However, the quality of my engagement with the book varied a bit due to lack of diversity in the perspectives in one or two papers in the middle section. One of the principles of duo-ethnography is that the participants should offer different perspectives on the issue in question. It is noticeable that the most successful papers are those in which the two authors are different in nationality and gender. In some of the other papers the authors' experience has been so similar that they seem to understand each other almost too well:

Of course, who you are is how you teach. That's indisputable. But at the same time, you're being a version of who you are. And I think that's true of how you are as a manager. It's a version of who I am but it's not necessarily the entirety of who I am.
(p. 147)

It would be fascinating to know more about the idea of "being a version of who you are" and whether these two educators ever experienced tensions between the "version" and "the entirety".

However the co-author simply comments “That’s really interesting and kind of brings me to my next point.”

It seems that there is a risk in duoethnography that participants understand each other too well. One wonders what would happen if one of the writers engaged in a dialogue with one of the teachers they manage. In contrast, another paper (Nagashima and Hunter, Chapter 3) describes teaching social issues from the point of view of a female Japanese teacher and a male UK teacher. Their different perspectives enable the reader to understand more about the privilege that “native speaker” teachers experience. The former was given the freedom to decide on his own curriculum for global issues teaching with the result that he was able to introduce critical issues discussions into his class and gained some satisfaction from being able to do this. On the other hand, the teacher who was from Japan was forced to teach grammar although she wanted to teach about feminism and racism. She reflected wistfully that maybe she should not be putting forward a critical perspective, precisely because it is aligned with her personal view and desire for social change and so in this sense she wonders if she is “biased”. A second important moment in the paper was when she wrote that she wishes those who already are in a powerful position would advocate for those who are not. The personal writing style can arguably capture things which academic prose cannot. For example regarding workplace sexism:

....most people may think it is a problem but they don’t really do anything. They remain quiet or they kind of like laugh it off. And they will never call them out....And the more I encounter those kinds of situations, the more I start to feel like those who are not on the immediate receiving end of problematic actions or behavior, maybe those who are closer to the perpetrator, should be able to speak up to them... (p. 63)

This spoke deeply to me, as did the sense of tentativeness which both participants felt about teaching critical social issues in a way that is not threatening to students.

Another chapter of great interest was that focusing on students with special educational needs (Kasperek and Turner, Chapter 6 *Puzzling about Special Needs in EFL Teacher Development*). The authors focus on a student who did not speak but communicated in writing. They were tasked by the administration with adapting a speaking class for the student, which they approached as a collaborative research venture, replacing spoken with written tasks and tempting her with references to her favorite anime and chocolate. They raise the issue that communicating a student’s diagnosis runs a risk of medicalizing what might previously be considered a personal character trait. In this chapter too, one felt the similarity between participants meant that they tended to speculate rather than engage with lived experience.

My feelings have led me to feel that working with a SEN learner presents professional puzzles, leading teachers to reevaluate practice once again, prompting teachers to find innovative ways to deliver lessons, while looking to ensure inclusivity and quality. (p. 129)

Clearly, the authors are caring people, and to their credit they do end up suggesting that they could try to “involve the students in action research projects” if they encounter such students in the future. However there was no mention of the Japanese legislation around special needs education, which has been developing steadily since 2000 (MEXT, 2012; UNESCO, 2014) and was probably the trigger for the importance given to the special needs students by their school administrators. It would have been useful if they could have contextualized the situation in relation to the required provisions within the university. It would also have been interesting to get a bit closer to the experience of the student whom they taught. Their paper concludes with a note that it covers the period up to 2018. Thus they hint that there have been subsequent developments in the understanding of neuro-diversity within the ELT community in Japan. Any discussion of

the awareness of educational special needs in Japan requires a mention of Alex Burke, whose award-winning poster presentation in 2019 helped to focus on the experience of students who are neuro-diverse (Burke, 2020).

What about the challenge that the writing style of duoethnography is overly self-referential? Breault (2015) suggests that some duoethnographic conversations are transformative, while some are static, consisting of “parallel talk” or “theory confirmation”. The emergence of this publication from a group of friends gives it a certain unity and positive energy and excitement but the friendships between co-authors may result in some pieces in which they simply reinforce each others’ views. At the same time, the fact that the style is chatty makes the book approachable to read. After a busy day at school, I am more inclined to dip into a text which reads “Tom said to Joe” than “Farrell (2016) comments as follows on Campbell (2014)”. I enjoyed the down-to-earth, readable style, the efforts at honest reflection and the feeling that reflection is inherently worth sharing. In addition, the theoretical sections of the book open the way for other conversations, other articles and other books. “Duoethnography in English Language Education” will be empowering and stimulating, particularly for those who want to find ways to articulate reflective practice and who gain motivation by co-constructing text with colleagues. What is more, the models of doing duoethnography as an activity with students offer exciting possibilities.

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Looking Back

報告

5th CEGLOC Conference: Autonomous and Interactive Practices in Language Learning



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Report on a Presentation at the 5th CEGLOC Conference: Exploring the Use of a Learning Log to Introduce Critical Thinking in Remedial Japanese EFL University Classrooms

INTRODUCTION

The present paper reports on a pilot study that was presented at the 5th CEGLOC Conference, Autonomous and Interactive Practices in Language Learning, held by the University of Tsukuba, CEGLOC Committee, in collaboration with the JALT Learner Development SIG and the JALT Ibaraki Chapter on Dec 3rd, 2022.

The purpose of this online presentation was to share an idea of a teaching tool that I came to develop as a result of my challenges in working with Japanese EFL students in remedial education. It is an original teacher-guided learning log with which students reflect upon and share their ideas about the class content with classmates through pair work activities. My main goal of creating such a tool was to introduce students to the practice of critical thinking, which I roughly define here as the skills to think and express oneself clearly and logically. What I shared in the presentation was only a pilot study in which I started to test how the tool works with students, so the findings I presented were limited in terms of their scope. However, I hoped that the students' feedback that I gained from the study could offer some insights into how teachers incorporate interactive methods into EFL classrooms in remedial education and allow students to become autonomous learners and critical thinkers.

REMEDIAL EDUCATION

To illustrate the background of the study, I first started the presentation by clarifying what it meant by the term “remedial education.” As you may know, it signifies a type of education given to those students who need the “do-over” (*yarinaoshi*) (Ono cited in Chujo et al., 2012) of secondary or even primary education.

One may wonder, so in terms of English as a subject, what is the level that requires university students to do the “do-over”? The Ministry of Education proposed that in theory, by the time students finish junior high school, they should at least acquire the English proficiency of *Eiken* Level 3. In terms of CEFR, this may be equivalent to the level of A1 or A2. For high school students, *Eiken* Level 2 or Pre 2 (B1 to B2 in CEFR) are considered as desirable levels for the learners to attain by the time of their graduation (MEXT, 2002).

However, anyone who's involved in remedial education knows how difficult it is to actually achieve such goals in reality. According to a large-scale survey, more than 50% of students enrolled at both national and private universities (excluding those students who major in English) could only use

the English language at the level of no higher than *Eiken* Level 3 or even *Eiken* Level 4 (Ono cited in Chujo et al., 2012), although the situation might have seen improvements since the time of the survey; however, it may still be difficult for remedial-level learners to fully use, without a mistake, even some of the most basic grammar of the English language.

Several years ago, the media ironically reported that 中学英語 (*Chugaku Eigo*), the basic English taught at the junior high school level such as the “be verbs” or the “third singular” has been intensely taught even at university level (Kameyama, 2015). With this said, I shared that some of my students in basic level classes, in fact, are challenged in telling the difference between the “be verbs” and the regular action verbs. They seem to not know how to use them correctly, let alone use them appropriately for communication or maybe even spell them right.

With an era of “All-Entry” approaching, as we say “全入時代” (*Zenryu Jidai*) in Japanese, more applicants to universities will be admitted to higher education without much screening, and quite naturally, this will intensify what we already see as the decline of university students’ academic level (Asahina, 2017; Benesse, 2008; Wanatabe, 2008). More teachers may be confronted with the needs of those students who are not ready to learn adequately at college level. Given this background, the presentation stressed that we, teachers, may need to adjust our language lessons with the needs of the academically challenged students and that I hoped to do so in light of helping the learners get used to the practice of critical thinking.

CRITICAL THINKING

The presentation then touched upon the definition of critical thinking. I used Bloom’s Taxonomy as the basis of critical thinking. It categorizes the individual’s learning process into six different stages known as *remember*, *understand*, *apply*, *analyze*, *evaluate* and *create* (Anderson & Krathwohl, 2001). In the current literature of CT pedagogy, attention has been paid to develop students’ higher-order thinking skills (Fujisaki, 2022; Rothman, 2017; Clark, 2019; Finn-Maeda, 2015; Nakagawara, 2015). While these pedagogical undertakings are insightful and deserving of our continuous attention, what I argued was that opportunities to enhance the lower aspects of the thinking skills have relatively been neglected (Case, 2013; Gary & Clark, 2019). Especially with EFL students in remedial education, what I observe is that the students struggle with lower-order thinking skills—skills to even “remember” or “understand” as shown in Bloom’s Taxonomy (Anderson & Krathwohl, 2001). In the presentation, I paid special attention to what the word “understand” in Bloom’s Taxonomy signifies. In Bloom’s Taxonomy, understanding requires one to be able to verbalize ideas and concepts by explaining, summarizing, interpreting, categorizing or paraphrasing (Anderson & Krathwohl, 2001). One may think these are the basic academic skills which students must have as the premise to learn how to think critically or learn at college level. However, with students in remedial education, these basic academic skills are some of the biggest challenges, and the lack of these hinder the development of higher-order thinking skills (Uemi, 2020; Uemi, 2019; Uemi, 2018; Nakanishi, 2015). One content analysis of EFL students’ papers written in Japanese show how much, in fact, students find it difficult to express their thoughts in a logical, coherent form of essay (Uemi, 2018).

Rote learning, as one may know, has been an integral part of Japanese education, and students are expected to show their “understanding” through memorization of facts and numbers. We can assume that Japanese EFL learners, regardless of their levels, may not have been brought up with the proper training of verbalization skills (言語化能力: *gengoka nouryoku*) during the period of secondary or even primary education (Lasker, 2007; Dunn, 2015; Smith, 2017; Uemi, 2018). The presentation highlighted such linguistic aspects of lower-order thinking as the underlying interpretations of CT. My argument was that the strengthening of these lower aspects is an essential task for learners in remedial education to become competent, autonomous thinkers in a fuller term.

METHODS

In order to strengthen such basics of CT, what I did was to implement a learning log to help students guide through the process of expressing their ideas and interpretations about the class content clearly and logically. In exploring the effect of such a teacher-guided learning log, I conducted a pilot study with 54 basic English level (CEFR A1 or A2 level) students at a junior college in Tokyo. A teacher research approach (Borg cited in Takana et al., 2019) was adopted using a mixed methods of quantitative and qualitative data collected from students' questionnaire responses. The study was done over an eight-week period within a 14-week semester in three different types of English courses (a test preparation course, a communication course, and a writing course). The classes met twice a week, allowing for 14 treatment sessions.

As part of a midterm feedback, a Google Forms survey was given to the students (a communication course: N=16, a writing course: N=26, a test preparation course: N=12). The survey was conducted in Japanese, so that students would understand the intent of the questions accurately. At the presentation, I shared the following the eight questions translated into English:

1. By using a learning log, I feel that it has become easier to remember vocabulary and grammar points (Remembering).
2. By using a learning log, I understand the meaning of vocabulary or grammar points better and I can summarize or explain the lesson content to others in my own words (Understanding).
3. By using a learning log, I feel like I can classify or put together vocabulary and grammar points by myself (Understanding).
4. By engaging in interactive work with classmates or the teacher using a learning log, I can now express my questions and thoughts better (Understanding).
5. By engaging in interactive work with classmates or the teacher using a learning log, I feel like I have become more active in participation (Active Learning).
6. By engaging in interactive work with classmates or the teacher using a learning log, I have become more motivated towards learning English (Motivation).
7. By engaging in interactive work with classmates or the teacher using a learning log, I have become more self-driven towards learning English (Learner Autonomy).
8. Please elaborate on your reflections considering how the use of a learning log may have helped you with the skills of remembering and understanding the lesson content and increasing your motivation and awareness as autonomous English learners.

The first seven questions asked the students to evaluate the effect of the learning log on a four-point scale (1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly Agree), in relation to how the log helped with the lower-order thinking skills– “remembering” and “understanding” as defined in Bloom’s Taxonomy (Anderson & Krathwohl, 2001) as well as how the learning log helped raise awareness as active and autonomous English learners. The last question asked the students to freely comment on the effects of a learning log. A thematic analysis approach (Braun and Clark, 2006; Tanaka, et al, 2019) was taken to identify patterns in the students’ responses in the free writing section.

LEARNING LOG IMPLEMENTATION

To demonstrate the implementation of the learning log, I showed one part of the learning log I used in a writing course, one of the three courses I did this pilot study for, in a power point slide (Figure 1). I explained that the students were handed out this learning log as a worksheet for every lesson. At the beginning of each lesson, I gave an overview of the lesson content, and while I did that, the students would write down the lesson number, the lesson title, the date, their name,

and their partner's name in the upper part of the log as shown in Figure 1. I'd ask students to say hello to their partner and exchange a few words with each other. The students were always paired up with a partner, usually the same person, but sometimes with a different one depending on the situational needs. When the students seemed like they wanted to work with someone new, I'd shuffle them. When someone was absent, some people worked with a different student or in a group of three. What is consistent, however, was that pair (or group) work was the core of all the activities using the learning log; students would be asked to work with their classmates interactively and share their answers through dialogue quite often, for almost every item of the learning log.

Learning Log Implementation

ラーニングログ サンプル 英文ビジネス文書

Lesson No.	Lesson Topic	Date	Name & Student ID	Partner's Name
2	Self-Introduction	4/13	Hanako Kokutan 123456	Taro Numabukuro
Today's Question for you	How are you feeling today?			
Your answer	I am feeling hungry because I haven't had enough breakfast this morning.			
Your partner's answer	She is feeling sleepy because she got up early this morning.			
Today's Vocabulary!				
subject = 主題、内容、テーマ、トピック home page = ホームページ something = 教科書の文書では impressive (感心する) の意味。 Hope to...hear from = 手紙、電話、伝言、E-mail などもらう Bye for now, = じゃあ、またね				
Today's Key Expressions!				
1. I came across your home page. あなたのホームページ (偶然に) 見たわよ。 2. Your photo was so impressive! あなたの写真、とても感激したわ! 3. Why don't we exchange some recent photos? 最近の写真を交換しませんか?				

Items in the Learning Log

- Lesson No
- Lesson Topic
- Date
- Name & Student ID
- Partner's Name
- Question for You
- Your Answer
- Your Partner's Answer
- Today's Vocabulary
- Today's Key Expressions!

Pair work!



Figure 1: Powerpoint slide with a Learning Log sample

What is most interactive may be “Today’s Question for You,” which is a warm-up activity that I did at the beginning of every lesson. I ask students a question that is relevant to the lesson topic, and they write down their response in their learning log and share it with their partner in dialogue. They keep a record of their partner’s answers in the log.

For example, in the writing class, one of the lesson topics was titled “Giving Encouragement.” The textbook unit included an email written by a Japanese student to give her English-speaking friend encouragement to do well on an upcoming job interview (Matsui and Hinder, 2017). The question I asked students in this lesson was “Who gives you the best encouragement in your life?” Students were shown some example answers with key expressions or useful words to write their own sentences. The following are some example sentences given to the students:

1. My family gives me the best encouragement in my life. They support me with everything I do. They always help me whenever I am in trouble.
2. I get the best encouragement from my favorite singer. His lyrics make me feel motivated and do my best to achieve my goals.

Students were allowed to create their own sentences based on the example sentences using a dictionary. Some of the answers I got from the students were:

1. My friends give me the best encouragement in my life. When I am down, they always support me.
2. I get the best encouragement from my favorite singer. Her songs are really good and always make me happy.
3. I get the best encouragement from my favorite dancer. Her dance makes me feel motivated and I do my best for my goal.
4. My mother gives me the best encouragement in my life. She always helps me whenever I am in trouble.
5. My parents give me the best encouragement in my life. They always believe and help me a lot.

Students seemed to like this exercise a lot as it gave them opportunities to express themselves freely in English. I made sure that they not only write down their ideas but also clarify reasons to support their ideas. They especially seemed to enjoy the exchange of their answers with their partner because it enabled them to learn different perspectives and experiences regarding the question.

The rest of the items in the learning log varied depending on the themes of the textbook used in the course. For the writing course, I've put "Today's vocabulary," "Today's Key Expression," "Today's Exercise," and "Today's Writing" as the items, but these could change depending on what the teacher wants to focus on based on the direction of the course. But what's consistent is that I ask students to do most of these activities interactively with their partner, sharing and showing their answers or teaching each other about the things that were new or unclear to them. When I'm not explaining things with my powerpoint slides in front of the class, I'd go around the classroom and help pairs individually.

RESULTS AND ANALYSIS

What became clear to me from the students' feedback was that the items in the learning log gave them a framework of what to pay attention to during the class, helping them to become more focused, self-directed, and motivated to participate in class activities. With the learning log, students were able to reflect upon the class content and practice verbalizing their understanding clearly and logically in communication with their partner. Having a framework and making the lesson as interactive as possible, I find, were the two important factors that made the use of learning log work well with the EFL students in remedial education.

In the presentation, I shared the following powerpoint slide with Table 1 showing the result of students' midterm feedback (Figure 2). I've put down the keywords to indicate the themes of the seven questions asked in the survey (Remember/Summarize and Explain/Classify/Express/Active participation/Motivation/Learner autonomy). Table 1 shows that nearly 80% of the students responded positively to each of the seven questions. Not much disparity in the percentages can be seen across the seven questions, which means that students appreciated positive changes somewhat equally in terms of all the different keywords.

I have also highlighted some differences, noting that question 2 resulted in a slightly lower percentage (77.8%) compared to most of the other questions that averaged higher than 85%. This may be attributable to the fact that instructions asking students to "summarize" their understanding were somewhat ambiguous, making them unsure about the improvement of their skills. I could have been more explicit asking students to summarize a passage in the textbook or a story they hear from their partner, etc.

Results and Analysis

No.	Question key words	Affirmative Responses (frequency)	Negative Responses (frequency)
1	Remember	87.1 % (47)	13 % (7)
2	Summarize and explain	77.8 % (42)	22.3 % (12)
3	Classify	85.2 % (46)	14.9 % (8)
4	Express	88.9 % (48)	11.2 % (6)
5	Active participation	87.1 % (47)	13 % (7)
6	Motivation	88.8 % (48)	11.2 % (6)
7	Learner autonomy	81.4 % (44)	18.5 % (10)

Table 1: Results of the Survey Regarding the Effectiveness of a Learning Log

80% positive feedback

Lower percentage in “summarize and explain”

Figure 2. Powerpoint slide with Table 1

Next, I've shared Table 2 as shown in the following powerpoint slide (Figure 3) to explain the twelve different themes identified from the students' short responses to the last question, some of which included responses with multiple themes. The students' short responses were examined using a thematic analysis approach (Braun and Clark, 2006; Tanaka, et al, 2019). The twelve themes were: remembering, reviewing, understanding the class content, improving English, participation, communicative English, test preparation, thinking by myself, concentration, not much change, note-taking, and enjoyable. What these themes indicate is that students found the learning log to be practical in facilitating various aspects of their learning.

The learning log was surely an effective tool to reinforce their skills to remember the lesson content (N=15). It also proved to be practical when it came to reviewing for lessons (N=14). Some students also felt it made them understand the lesson content more deeply (N=8).

Results and Analysis

In What Ways Learning Log Has Helped Students' Learning Process

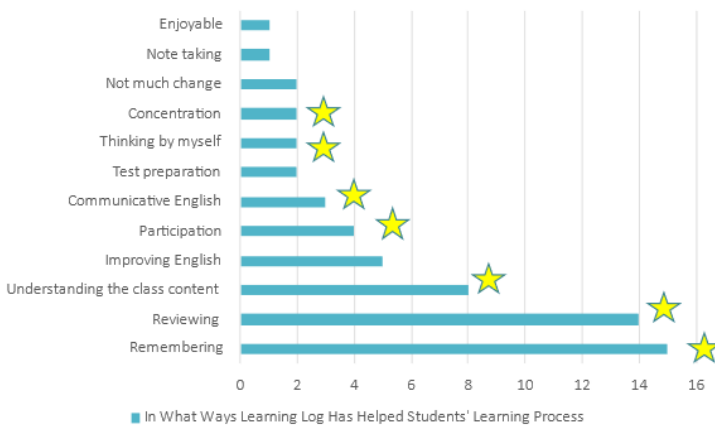


Table 2: In What Ways Learning Log Has Helped Students' Learning Process (N=50)

- It has helped me pay close attention to words and expressions I have never heard of when I participate in class (Concentration).
- I had to think of my own responses to a question and share it with my pair, so I feel that my communication skills in English have improved (Communicative English).

Figure 3. Powerpoint slide with Table 2

It is worth noting that two students acknowledged progress in their thinking skills. The following comments translated from Japanese exhibit a variety of positive feedback from the participants. In fact, one student commented:

We do “Today’s Question for You” every time, so I felt that my skills to think of what I’m going to write about myself have been nurtured (Thinking by myself).

Another student commented:

“Today’s Question for You” made us think by ourselves and pay attention to the key words and phrases used in the exercises, which made it easier to remember (Remembering/Thinking by myself).

Some interesting comments were made under the theme of “participation” and “concentration” as well. One student said:

Having a tool like this made me participate in class without thinking because I felt like I had to write something down. Through writing, it has led me to remember important points naturally (Participation/Remembering).

Another student said:

It has helped me pay close attention to words and expressions I have never heard of when I participate in class (Concentration).

One example of students’ comments about “communicative English” is:

I had to think of my own responses to a question and share it with my pair, so I feel that my communication skills in English have improved (Communicative English).

DISCUSSION AND CONCLUSIONS

The positive feedback from most of the Japanese EFL students implies that the implementation of a teacher-guided learning log may be an effective tool to introduce CT in remedial classrooms. The current study that I shared in the presentation focused on the development of the lower-order thinking skills shown as remembering and understanding in Bloom’s Taxonomy (Anderson and Krathwohl, 2001). Most students expressed that they felt the learning tool had been a practical medium to facilitate deeper understanding of the lesson content and raised their motivation and awareness as autonomous English learners. It’s important to acknowledge, however, that some still felt less inclined to admit they acquired skills to summarize their understanding using their own words. There is room for improvement in making sure that students feel more confident that their verbalization skills are being trained properly. Including an activity asking students to summarize a short passage from a textbook or a story they hear from their partner is one option. As I mentioned earlier, this is only a pilot study that I started to test what works with students, so the findings I shared through the presentation are limited in terms of their scope. Nevertheless, I am hoping that this report of my presentation at the 5th CEGLOC Conference may give some teachers insights into how we can bring in interactive methods to teach CT to Japanese EFL students in remedial education.

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Other reflections about the 5th CEGLOC Conference

Sarah Deutchman

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In my current position, I teach academic writing and discussion at Waseda University to first-year political science and economics majors. The course can prove challenging for students as it is an all-English course, which requires students to write different types of essays and have discussions. The final assignment is a 1,500-word research paper and a presentation on their findings. For the research paper students are able to choose their topic. However, many students find the research paper difficult because it requires paraphrasing and summarizing skills, which means that students must be able to understand academic articles and books on their topic. This context served as the basis of the puzzle I presented. How could I help students with the vocabulary load that comes with reading academic papers? For the paper, students must look up any words they are not familiar with and do research on their own. As a result, I am interested in learning how to develop learner autonomy. I found this conference interesting because each person could present a puzzle based on their own context which fostered open communication. Jon Thomas' puzzle about developing learners' autonomy was interesting. He pointed out that learners sometimes did not have a clear idea of the purpose or aim of an assignment, which made me realize that I am not always clear about these points. I also thought I should spend more time explaining the importance of the techniques I try to teach them and the importance of continuing to improve their English skills after the course has finished.

Additionally, Jon Prevatt's puzzle about creating an environment where students felt comfortable enough to discuss ideas openly but not too casually where the classroom environment was completely lost had me reflect on my teaching practices. In my classes, I try to create an environment where students feel comfortable working together on tasks and expressing themselves in English. However, I sometimes worry that creating a more relaxed atmosphere will make students not take my class as seriously as their other classes. This could lead to students not devoting additional time outside of class to work on autonomous skills.

Participating in this forum and learning from my peers in a more relaxed environment was a rewarding experience. The teacher workshops were beneficial and made me reflect on my attitudes and teaching practices.



Rena Shirasagi

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Participating in this event made me want to do my best to convey my opinion to others. I participated in this CEGLOC conference because my teacher introduced me to it and I wanted to be in an environment where I could speak in English. At first, I was worried whether my English would be understood by others. Also, I was worried if I could understand the other person in English. After actually participating, I thought I really need to acquire more English listening skills and the ability to express myself. It was so difficult for me to convey my opinion to others.

My team was four people. Our team members could speak very fluently. And they listened to my English with all their might. Some of my team members could speak in French. A question was asked: How to explain to someone from another country and culture about something that is outside of their experience? We talked about flavors of food, accents, and pronunciation. My answer is we try to imagine each unknown word's meaning and guess how to say the words. Others answered that we should paraphrase it into simpler words and consider the feelings of second language learners. Different intonations of words can cause misunderstandings. For example, a question in Japanese that can be misunderstood is, "Isn't this keychain cute?" If you don't raise the pitch of your voice at the end, it will have the opposite meaning. It is the same in other questions such as, "Don't you think it's delicious?" And so on. So I think talking and explaining about words is important. At this event, I was not able to speak in English so as to be understood very well by the others. But it was fun to hear the stories from various people.

I wanted to become more proficient in English after attending this meeting. I also decided to take an English certification test to extend my listening and reading skills, which I feel are still immature. I am now working hard on my studies. It was stimulating and fun for me to talk with other people at this CEGLOC conference.

Rina Suzuki

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I wanted to join this CEGLOC conference because I wanted to think about my English problem of my lack of vocabulary and bad grammar and find solutions. I thought I should go to environments such as CEGLOC where I must use only English. My teacher and classmates are always trying to listen to and understand my terrible English at Keisen University. Usually, because my vocabulary is so poor and I do not know the correct grammar, I almost do not speak in English. I search for images and use gestures and other means to explain. I am always trying to get people around me at Keisen University to understand me. For these reasons I wanted to speak in only English and listen to faster English at this CEGLOC conference. Joining this conference was so good for me. Our team members were from different countries. Talking with them made me want to learn languages other than English too. I had only studied English before joining CEGLOC. I tried not to learn other languages until I spoke enough English. However, now I want to learn other languages and know about other cultures after I joined the conference. It is because I could meet people from other countries', and I spoke a common language, English. As a result of this conference, I have started learning French and German in English by using an app. It is very exciting because I can understand French and German words in English and I practice English grammar when I learn these languages' grammar.

In my team at the CEGLOC conference, the other members knew about Harry Potter, so we became excited to talk about Harry Potter and Hogwarts's student housing. This time was enjoyable as I am a big fan of Harry Potter. I think famous books and movies have a lot of fans all over the world. I think I can make a friend to talk to about movies and books. I want to know a lot of things about movies, anime, and history so that I can easily talk with other people.

Our team also talked about autonomous learning. We talked about how to improve our autonomous learning and we discussed what is good for autonomous learning, such as whether flash cards and listening to music is good or bad while studying. For me, if the music is not

in Japanese or English it's ok, so I might listen to K-pop or some music in French, or simple background music. Talking about autonomous learning was fun.

After this conference, I decided to buy a grammar book to study English grammar more. I think I should find these types of events like this CEGLOC conference to use my English. I am going to England during this spring holiday and I will continue to practice the English of Harry Potter that I love so much.



Miu Sudo

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I participated in the 5th CEGLOC conference. My purposes for participating in this conference were to get some hints for better research, to improve my English communication skills and to share my opinion connected to my ongoing research topic.

This conference was held online on Zoom. Participants were some foreign language learners, Japanese students, professors and staff. Both English native speakers and non-native speakers discussed and shared their own opinions together. I shared my daily habits of studying English. Some English effect of listening to music while studying” was one of the popular topics discussed among groupmates.

As for me, I don't listen to music or news while I study because I can not concentrate on this. Among my groupmates, they brought up some of their own ideas for listening to music. During a couple of discussion times, we brainstormed our own autonomous learning methods. In addition, we made a mind map including what we talked about in some groupworks such as our own recommended music for study or work, study places and some images for learning autonomy at the same time.

I again realized brainstorming is one of the best ways to carry out collaborative learning. Incidentally, I have been thinking about efficient ways to organize student opinions since I belong to the teacher training track at my university. When it comes to a situation of teaching and giving lectures at school, (or trial lessons as well) I think what teachers need to do is to consider how students can create and transfer (share) their own knowledge or ideas in collaborative learning. This is why I realized again about the importance of brainstorming this time.

However, I think I couldn't expand my topics as I liked. I realized that I need to speak and think in English logically. In addition, I had some internet connection problems. At the end of this conference, I couldn't say a few words of thanks, so I sent an email to the organizer to say “thank you” instead. If it's possible, I would like to participate in this conference face to face so that all participants can appreciate the effects of discussion and the significance of having a dialogue.

I am thankful to my professor for giving me the opportunity to participate in this great conference. I am sure that what I learned will influence my next research project.

JALT 2022 Learner Development (LD) Forum

Theme: Reflecting on challenges and achievements in diverse learning environments
Fukuoka International Congress Centre, Saturday, November 12th (12:45 PM – 2:15 PM), 2nd Floor Lobby

Szabina Ádámku, Akiko Takagi, Eileen Yap

JALT 2022 LD SIG Forum Programme Team

FORUM ABSTRACT

The forum provided opportunities to reflect on challenges and achievements with learner development in different learning environments. We examined topics such as the inclusion of learner development in curriculum reform and syllabus planning, environmental dynamics that nurture learner interaction and autonomy, different kinds of learning relationships (for example, learner-teacher, learner-learner, near-peer), innovative approaches to learner-centred assessment, as well as key social and emotional aspects of learning. Contributors from diverse educational contexts were warmly encouraged to take part from elementary through to secondary school and tertiary education, as well as language school, adult learning, and graduate study environments. Through sharing personal narratives, learning practices, reflections, and/or practitioner research, presentations and discussions explored challenges and achievements with language learning and learner development from multiple and original angles. Both presenters and participants were invited to interactively share their thoughts and reflections at the forum, as well as in the Learner Development SIG's newsletter, *Learning Learning*.

PRESENTATION TITLES AND PRESENTERS

Using stimulated recall to analyse experiential learning: curriculum development for a self-directed module

Phillip A. Bennett (Kanda University of International Studies)

Yuri Imamura (Tokyo Kasei University)

Challenges and achievements of undergraduate TAs through their hybrid identities

Ken Ikeda, Arisa Minami, Rana Sato (Otsuma Women's University)

An observational inquiry into a Japanese language support group for students with foreign roots

Michael Kuziw (Jin-ai University)

Empowering university English learners through paired research projects

Sakae Onoda (Juntendo University)

From fax machines to zoom sessions: Keeping the aged engaged in a time of COVID

Steven Paydon (Rikkyo University)

Robert Dilenschneide (Jichi Medical University)

Supporting learner autonomy with online Scrabble

Katherine Song (University of the Ryukyus)

Effective use of self-reflection activities to enhance students' learning using Socratic as a tool

Yuki Togawa, Naeko Naganuma (Akita International University)

Establishing an all-day International Saturday School

Michael Wilkins, Frances Shiobara, Louisa Green (Saint Michael's International School)

Tracing the emotional currents in the construction of one learner's English L2 identity: A narrative case study approach

Amelia Yarwood (Research Institute for Learner Autonomy Education RILAE)

HIGHLIGHTS

Taking place in a large lobby of the conference center, the LD SIG Forum session reached a lot of viewers actively initiating insightful knowledge-sharing discussions face to face. There were a total of 8 amazing poster presentations this time. After a short briefing with the Forum coordinators, the presenters began to set up their posters on the poster boards before the Forum started. Throughout the session, participants engaged with each presenter to discuss their work and areas of interest. This was followed by Emily Choong receiving the LD SIG Grant Award (JALT 2022 Conference Participation) for her valuable contributions and achievements. Finally, both presenters and participants had a chance to reflect on the Forum. We believe that the audience and the presenters came away from the forum with new insights and a range of practice and research ideas to implement or further explore in diverse learning environments.

POST-FORUM REFLECTIONS OR COMMENTS

Emily Choong (Niigata City Board of Education)

This was my first time attending an LD SIG forum. I managed to have a chat with Katherine Song, who presented on Scrabble Go. It was an insightful presentation knowing that a family and friends game can be turned into a classroom activity to support learner autonomy. I found this a meaningful way to involve English learners in games that allow them to grow not only their vocabulary, but also engage with the language in a classroom setting. During the reflection at the end, my group ended up discussing other games to bring to the classroom such as Boggle. This forum made me realise that there are times where we can go back to basics, such as using fun board games, and involve our learners in paving their own way through their language learning journey.

Ken Ikeda (Otsuma Women's University)

It was great to co-present with my students, Arisa and Rana. I am happy for them that they were able to convey in their written and oral presentations their hybrid experiences as students and teaching assistants. Although I felt obligated to stick close to my poster, I was fortunate to talk with a few presenters of other posters. In particular, Katherine Soong told me how she was able to expand on her poster using Scrabble as a means for inspiring student interaction. She solicited student reactions after we had shared thoughts at the LD online get-together before the JALT Conference. I am deeply grateful to the LD Forum organizers who gave their all to ensure our presentation was brought into actuality after these past years of being online.

Patrick Kiernan (Meiji University)

I really enjoyed the forum and was reminded of what a great format posters can be for sharing research and ideas for developing learners. As ever, I could not visit all of the sessions but really enjoyed the sessions that I visited and the follow up discussions afterwards. Two that caught my attention were those involving the students and so fitting the theme of the conference and the SIG. I was impressed to see that Ken Ikeda had managed to bring two of the students from his project exploring the hybrid identities of TAs. One of these presenters, Rana Sato, explained not only her role in the project but also how her experience both as a TA and trainer at Starbucks had helped her decide on a long-term goal of becoming a flight attendant trainer. Phil Bennett also had

his student Yuri Imamura join the session which introduced his study of her experiential learning through the facilities at KUIS. A great opportunity for me to learn from students and teachers alike and an encouragement to involve teachers. All the sessions looked fantastic though and I'm sorry not to have heard the details from everyone.

Michael Kuziw (Jin-Ai University)

I had a great time joining the Friday presentation by two presenters who talked about introducing drama/role playing into the classroom. I want more of these interactive opportunities outside the presentations and forums (like the Swingball corner). I want to see something in action that draws me in, as opposed to scanning the presenter list and trying to assess the presentation that aligns with my interests simply by reading a title or abstract. For future conferences, I suggest setting up a modified classroom setting, with pre-recorded presentations set up around the convention space where people can casually gather and observe something appealing, while also interacting with members of the same of other SIGs.

Arisa Minami (Otsuma Women's University)

Our presentation title was "Challenges and Achievements of Undergraduate TAs through Their Hybrid Identities". As one of the TAs, I presented my struggles, interesting experiences, and achievements to the participants. I've never experienced poster presentations, but I was honored that I could present our experiences and achievements in person to some people as undergraduate students. It was a very refreshing, precious, and meaningful experience for me. Although I didn't have a chance to see and listen to other presenters' posters, I talked with a few presenters and I could learn about some presentations a little bit. When I talked with some other presenters and told them about my presentations, they empathised with my experiences and struggles, and they gave me some useful advice. Also, I could have a deep conversation with one of the participants about my presentation topic. This experience not only gave me a sense of accomplishment but also motivated me to study English more. (Thank you very much for reading this long comment.)

Naeko Naganuma (Akita International University)

This was my first experience presenting at the LD forum in the form of poster presentations. I was happy to welcome many people and answer their questions about our research. I really enjoyed discussing our thoughts and future directions with peer researchers who came by on the topic of my interest and was able to develop some new ideas out of the casual conversations during the allocated time. One thing I would suggest if we continued a similar format for the LD forum is to have 2 rounds of poster presentations, as originally planned, because I wanted to take a closer look at the other posters, but unfortunately I did not have enough time to do so. Thank you for providing this opportunity for us!

Michael Wilkins (Kwansei Gakuin and St. Michael's International School)

Thank you so much. The change of format due to the location was no problem. As a presenter I only got to talk to one other presenter (Katherine Song) at length but her presentation and poster were great. The location was good in the sense that we had people wander in and talk to us that may not have come to the LD Forum if it was in a specific room. I hope to be able to come to Kyoto on the Pan-SIG.

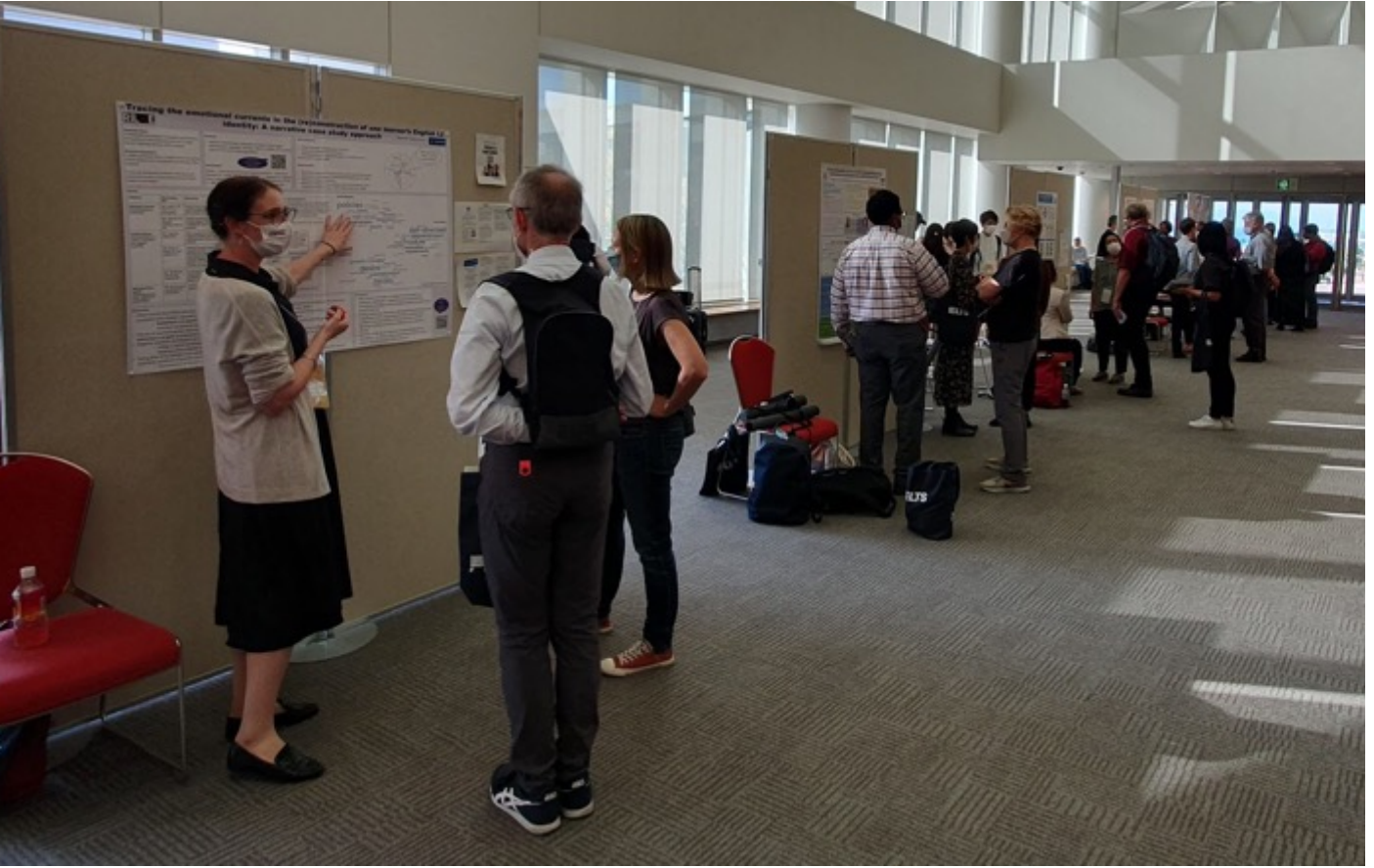
Amelia Yarwood (Research Institute for Learner Autonomy Education)

The forum was an enjoyable experience in which I was able to share my passion with others. After several years of online conferences it was wonderful to actually engage face to face with people -to see their eyes sparkle, to have that easy back-and-forth flow of conversation. Personally, I enjoyed creating and joining opportunities to talk to other presenters before JALT to get feedback

on our posters and to practice fielding questions. More opportunities to do so would be greatly welcomed. One thing I noticed about the LD forum presentations was that learner voices were generally foregrounded in people's research/practice. Passing on knowledge is great but I would love to see more co-constructed, co-analysed research in future classrooms, self-access centers and outside of university contexts.

GALLERY





Looking Forward

今後のイベント

LD SIG Forums 2023

2023年のLD SIGフォーラム

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

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



PanSIG

Looking Forward: Sustainable futures in language education
Kyoto Sangyo University, May 12-14, 2023

Vetted Submission Deadline (審査提出期限)

Now closed

Forum Sign-Up Deadline (フォーラム提出期限)

Now closed

Registration

Now open

CONFERENCE FOCUS

From kindergarten to higher education, how will 'the classroom' evolve? How can we prepare teachers to foster the kind of creative and critical thinking that really matters?

LD FORUM TITLE AND FOCUS (フォーラムタイトルとテーマ)

Theme: *Learner involvement in developing learner-centered pedagogies and practice*

What is it about: This forum will explore the potential benefits of learner involvement in the development of learner-centered pedagogies and practices. Presenters will explore different practical, innovative and collaborative approaches to all areas of the teaching and learning experience, taking into account the voices of learners and their capacity to craft their own future.

The LD-SIG forum at PanSIG 2023 will be held on **Saturday, 13th May** in **Room S204** from **4:15pm** until **5:30pm**. While the forum itself is only 60 minutes, the additional time will be spent on closing comments and networking (if desired). Our schedule is available [here](#).

ABSTRACTS

Learner-generated materials for English communication

Ivan Lombardi, University of Fukui

From April 2023, I will teach an advanced English communication course for first-year university students who plan to study abroad in the anglosphere during their undergraduate years. The course meets twice a week for a total of 30 times (90 hours). It will follow an exploratory practice approach in which students work in small groups to create, test, and revise learning materials based on the actual communicative situations they experience as freshmen (meeting other students, registering for courses, finding accommodation, interacting with the instructors, and other themes chosen by the students). The goal of the course is for learners to reflect on their daily communicative events and become able to recreate them in English.

Instructor's involvement or interference in a learner-centred practice

Mizuka Tsukamoto, Ritsumeikan University

This is an ongoing study on encouraging students to take ownership over learning through working in groups. The attempts have encountered various challenges but with some successful aspects. Through the process, improvements have been made to improve the learning experience for both the students and instructor. The poster describes how the group work took place in an online environment, the successes and the challenges that the instructor faced due to her involvement or lack of involvement in the process. Discussion will extend to what measures could be taken for improvement.

Applying learner-centred pedagogies to bring DEI content and issues of ethical travel into an “English for Tourism” course

Jennifer (Jenny) Morgan, Sophia University, CLER

In designing content and materials for a university “English for Tourism” elective course, the presenter wanted to expand on the typical situational roleplays in many “Travel English” textbooks (e.g. How to greet foreign travelers at the hotel) and bring in awareness of diversity, equity and inclusion (DEI) and an ethical traveler’s mindset from the course outset. The presenter will share materials and activities that encourage learners to draw on their own rich experiences of diversity and interests in travel and tourism, and co-create knowledge with their peers through roleplays, discussion, research and presentations. While developing language skills and expanding their content knowledge, students take ownership of their learning and develop a critical understanding of important related issues including ethical travel, DEI, and sustainable tourism in today’s globalized world.

Preparing for PBL in a First-Year University Classroom

Robert Moreau, Meiji University

Project-based learning (PBL) can be an effective way to create student-centered learning opportunities. Through the completion of projects, students can not only develop their communication skills in the target language, but also grow as autonomous learners through the choices they make involving the researching, gathering, and organizing of information. This presentation explores the initial stages of the introduction of PBL into a first-year university, global issues classroom using a five-stage framework proposed by Stoller and Myers (2020). During this poster session audience discussion will be encouraged. It is hoped that through the sharing

of ideas and experiences using PBL, teachers will be able to consider new ideas for facilitating learner development in their classes.

Co-Constructing Academic Literacy with Multimodal Conversations

Ellen Head, Miyazaki International College

Academic Literacy is particularly challenging when first year students enter college with a level around CEFR A1 or 2, and have to participate in CLIL or EMI courses. In this poster presentation, we take a look at how a social-constructive approach was used in order to help students develop their writing personas and schemas. Lea and Street (2006) point out that academic literacy is not simply a matter of written products, but entails a complex of abilities and skills. In our course, the textbook *Q Skills for Success* (Lynne, 2019) provided the main focus. Students were challenged by the level of critical thinking demanded by the book, as they did not assume that English classes would require it. In addition, it was very attractive for them to use digital translation as an alternative to using a dictionary, and they sometimes translated chunks of text. How could the students develop the skills of writing and have confidence in their ability while using these resources? It was vital to create a conversation spanning various genres including writing and speaking, formal and informal, digital and non-digital, L1 and L2, in order to authenticate the students' writing. The poster will use data from student's learning journals, feedback questionnaires and paragraphs to address the development of academic literacy in the first year of their course.

Creative Online Elements for Learner Ownership are Encouraged During Face-to-Face Learning

Stacey Vye, Saitama University

This poster session provides several examples of supportive behaviors that facilitate greater learner ownership and engagement during remote learning at a university self-access learning center (SALC). The learners' preferences for attending the SALC for group advising were analyzed before, during remote learning online, and afterward when the center resumed face-to-face and online hybrid sessions. Additionally, the advisors participated in focus group sessions for the same duration. The focus group identified valuable elements that increased learner ownership during online advising because learner engagement strengthened from effective personalization in a creative digital venue associated with remote learning. As a result, the learner autonomy-supportive online strategies are encouraged in a hybrid environment for promoting learner ownership, as detailed in the LD-SIG Forum.

Understanding students' English speaking anxiety in face-to-face and online contexts

Emily Choong, Utsunomiya University

Language teachers need to be aware of their students' worries about learning English so that the classroom can be a safe place for them. The Foreign Language Classroom Anxiety Scale (FLCAS) has been widely used to measure language anxiety. This presentation talks about how the instrument was updated to reflect the focus on speaking skills and the changes in English learning environments due to the pandemic. FLCAS was adapted to address English speaking anxiety in Japanese EFL undergraduates in face-to-face and online learning contexts. The presenter will discuss the cultural appropriateness and content validity of the instrument. This study hopes to inform language teachers on how to tackle psychological aspects of language learning to create low-anxiety classrooms in the future.

Supporting student-run SALC Workshops

Katherine Thornton, Otemon Gakuin University

English Cafe at Otemon (E-CO), Otemon Gakuin University's self-access centre, has always had an active student volunteer group which supports our activities. In recent years, in addition to working

at the counter and organising seasonal events, students have started to plan and implement their own workshops. Topics include: study abroad experiences, Chinese language and culture, and UK culture. In this poster presentation I will explain how we have helped students to develop the skills to run these workshops successfully, and what challenges we have encountered in the process. Voices from the students themselves will be highlighted to show how they have gained from these experiences.

Learning form the learners: Keeping up to date with emerging resources for language learning beyond the classroom

Jon Rowberry, Sojo University

With the proliferation of apps and online tools for language learning it is increasingly important that learners themselves play an active role in identifying resources rather than relying on teachers and learning advisors for guidance. This interactive poster will present an ongoing project in which students make short, slide show videos to introduce their preferred resources for language learning and explain how they use them. The videos are then made available to peers and future cohorts of learners. The outcome of the project is that both learners' and instructors' knowledge of popular and emerging resources for language learning is constantly updated. Participants will be able to view some example videos and learn how the project was set up and administered.

LD SIG 30th Anniversary Conference

Theme: *Learning for change and action, making a difference for the future*

Date/Location: October 21st (Sat) and 22nd (Sun). Venue to be announced (in Tokyo).

Format: Presentations, workshops, and forums for teachers, and poster presentations for teachers and/or their students.

Next steps: The Call for Proposals and Contributions will go out later in April. Watch Facebook and LD SIG news for more updates!

This conference is being organised in collaboration with two other SIGS (TBA) to celebrate the LD SIG's 30th Anniversary. The two-day conference will explore how to encourage learners to engage in their learning to make a difference in their lives, their local communities, and beyond. We hope you will mark the dates in your diary and will begin to consider with your students how you could take part. It promises to be a fun and exciting event.

テーマ: 変化と行動のための学習、未来への変化をもたらすために

日時・場所: 10月21日(土)・22日(日) 会場未定(東京都内)

フォーマット: プレゼンテーション、ワークショップ、教員向けフォーラム、教員および・またはその学生向けのポスタープレゼンテーション。

次のステップ: 大会発表の申し込み内容の詳細は4月後半にお知らせする予定です。最新情報はFacebook、LD SIGのニュースにてご確認ください!

この大会は、LD SIGの30周年を記念して、他の2つのSIGS(未定)と共同で開催されます。この2日間の大会では、学習者が自分の人生や地域社会に、更にはこれらを超えて変化をもたらすために、どのように自分たちの学習への取り組みを促進していくのかを探求します。ぜひこの機会をお見逃しなく、皆様の学生と一緒にご参加をご検討ください。楽しくてエキサイティングなイベントになることをお約束します。



JALT 2023
GROWTH
MINDSET
in language education

JALT 2023

Growth Mindset in Language Education

Tsukuba City, Ibaraki, November 24-27, 2023

The LD Forum is being planned and will be promoted shortly.

Vetted Submission Deadline (審査提出期限)

Now closed

Vetted Submission Deadline

Sunday, May 21, 2023, 11:59pm JST

LD FORUM TITLE AND FOCUS (フォーラムタイトルとテーマ)

Theme: *Thinking in different ways: Perspective-taking for growth*

Deadline for proposals: Monday, May 1, 2023 | Submit via this [Google Form](#)

What is it about: This forum will explore perspective-taking in language learning pedagogies and practices. At the core of perspective-taking is the consideration of pedagogies and practices that encourage learners to think about alternative perspectives, and seek new information, ideas and/or experiences. Presenters will explore how this occurs in- and out-of-classrooms, how it can be encouraged, and the benefits and challenges associated with seeking out and considering alternative perspectives. Questions that could be tackled are:

- What kinds of perspectives should we encourage learners to explore? Why?
- What kind of perspectives have been explored in your language classrooms?
- How can materials and resources be used to explore different perspectives?
- What processes are involved in challenging learners' current perspectives?
- What benefits do learners gain from taking on novel perspectives?
- How do learners' past experiences inform their current attitudes toward perspective-taking?

The forum will include practitioner research and practice-related accounts exploring dynamics of perspective-taking in and beyond language classrooms, and how these dynamics influence, inform or inhibit learner development. Perspectives may focus on those from all stakeholders such as, the learners themselves, language teachers, advisors, and programme directors.

In the forum participants will have opportunities in pairs and small groups to discuss and reflect on the here and now of collaboration between practitioners and learners.

Where and when: This forum will take place during the JALT 2023 conference on **November 24 to 27, 2023** at [Tsukuba International Congress Centre](#), Ibaraki, Japan.

Format: 60-minute poster presentations (individual or small group); in-person.

LD SIG Online Get-togethers

Ken Ikeda, Tim Ashwell, James Underwood

LD SIG Officers

The LD SIG online get-togethers are a great way to meet and reconnect with other LD SIG members and share your experience and puzzles in implementing learner development in your courses. These are open to all practitioners who teach in all contexts – not just university, and we have had members join from all levels of the school system and beyond. The get-togethers usually happen on Sundays from 2:30-5:00 pm, and four more are scheduled for the rest of this year: April 23rd, May 28th, June 25th, and December 17th.

From the start of this year, we have been experimenting with a new format where one or two SIG members present briefly about the LD topics they have been recently working on and researching. In these presentations, members share their research aided by a short PowerPoint presentation of about ten slides, concluding with discussion questions that form the focus of the breakout sessions that follow. In these breakout sessions, we discuss our reactions, provide feedback, and consider how the presentation topic relates to our contexts. We hope this will help us all work together on our professional development while sparking new ventures and collaborations.

In the January get-together, Rob Moreau gave a short presentation called “Project-based EFL Classes: Ideas for 2023 research”. In this presentation, he explained what areas the projects might cover and how best the students might share their work beyond the classroom. In the February get-together, Emily Choong and Ken Ikeda presented on different topics. Emily’s topic was “Investigating speaking anxiety in face-to-face and online learning modes among Japanese undergraduates.” In this presentation, she outlined her MA research, first detailing what learner anxiety was and then how she plans to measure it. Following this, Ken Ikeda presented on “Enabling seminar students to develop proactive academic writing skills including the use of machine translation.” In his presentation, he explained his context and then shared some resources and strategies he is using with his students to get the most out of machine translation. If you want to know more about these sessions, please access the most recent [get-together notes](#).

If you want to join the get-togethers, watch for the announcements through ld-news@ld-sig.org, the Learner Development SIG [Facebook page](#), or email us at ldsigtokyogettogethers@gmail.com. And if you are interested in presenting, please let us know as well.

Look forward to seeing you there!

LD SIG Membership Survey

Your feedback is important to the LDSIG, why not share us some insights?

As we kick off a new academic year, we want to hear feedback from members like you. What makes you choose LD SIG as part of your professional development journey?

[TAKE THE SURVEY](#)

Your honest feedback will help us make LD SIG better for you and everyone in the team. Let’s cheer for the more vibrant LD SIG community!

We look forward to hearing from you.

SIG Matters

インフォメーション

Learner Development SIG Financial Report October 2022 to March 2023

Patrick Kiernan

LD SIG Treasurer

jalt.ldsigtreasurer@gmail.com

At the 2022 AGM, I reported on the declining SIG finances as a result of ongoing cuts in the budget from JCO and a return to SIG activities. Based on anticipated expenses for the end of the year, following a similar pattern of expenditure to this year, and receiving a similarly reduced budget for the financial year beginning in 2023, I outlined a budget which would result in a significant reduction in funds and require financial support from JCO's Development Fund. One of the reasons for the SIGs high level of expenditure is the ¥160,000 allocated for grants. Even though only three grants of ¥40,000 were paid out this year, this ¥120,000 was a significant expenditure considering that the total income for the SIG was only ¥34,120 (¥19,120 JCO grant + ¥15,000 PanSIG). For this reason, incoming Coordinator James Underwood proposed cutting the grant to ¥80,000 at a committee meeting held on Friday 17th February and a reduction to ¥100,000 was agreed on. In the meantime, some anticipated expenses following the AGM have not materialized, in part because I have not received receipts from members who are owed money for SIG expenses. I realize that I should be more pro-active about following up members who are likely to be owed money for SIG-related expenses, but I would be grateful if you could keep receipts and contact me as early as possible when you incur any expenses. All expense payments require a receipt. Since no payments can be made for previous year's expenses, all claims must be made by March 31st of the financial year in which the payment was made. In any case, these two factors mean that we would probably not need to apply for a Development Grant fund simply to keep the SIG afloat, but will do so for the happier reason of supporting the SIG's 30th Anniversary event!

Revenues: October 2022 – March 2023 / 収入:2022年10月～2023年3月	
Events (PanSIG income) / イベント(PanSIG 収入)	15,000
Total revenue / 収入合計	15,000

Expenses: October 2022 – March 2023 / 支出:2022年10月～2023年3月	
Events (JALT expenses) / イベント(JALT費用)	6,000
Events CEGLOC / イベント(CEGLOC費用)	22,000
Admin. Expenses / 管理費	2,000
Total Expenses / 支出合計	30,000

SIG fund balance: March 31, 2023 / SIG資金残高:2023年3月31日	
Balance in bank account / 銀行口座残高	132,724
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	366,396

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

Writing for Learning Learning

『学習の学習』応募規定

Submit your contribution to
Learning Learning 30(2) by

AUGUST

31

Learning Learning is the Learner Development SIG newsletter and is published online bi-annually, in the Spring and Autumn. It has a specific ISSN number (ISSN 1882-1103), and features cutting edge articles in various formats that relate to people's ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. Many different SIG members contribute to each issue of *Learning Learning*, and, by doing so, create a sense of shared community and learning together. Please feel free to contribute too and make connections within the SIG and beyond. Contact the editorial team at lleditorialteam@gmail.com.

『学習の学習』はLD SIGのニュースレターで、年に2回(春と秋)オンライン出版されています(ISSN 1882-1103)。学習者の成長、学習者と教員の自律に関するアイデア、省察、経験や興味に関連したさまざま形式の原稿を収録しています。SIGの多くのメンバーが『学習の学習』に寄稿し、共同体の意識を築き共に学習しています。どうぞ奮ってご投稿され、SIG内でのまたそれを超えた繋がりを築いてください。

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](#). Many thanks.

We welcome contributions for the Autumn issue of 2023, with the **pre-publication deadline of August 31, 2023 for *Learning Learning* 30(2)**. Ideally, we would like to hear from you well before the deadline, but in reality, the door is always open, so feel free to contact one of the editors when you are ready.

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。メンバーの皆様が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)

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)

#3: stories of your learning and teaching practices: success and failure (about 500 to 1,000 words)

学習・教育実践の成功談・失敗談(約2,000字-4,000字)

MEMBERS' VOICES

メンバーの声

#1: a short personal profile of yourself as a learner and teacher and your interest in learner development (about 500 to 1,000 words)

学習者・教員としての自身のプロフィールと学習者の成長に関する興味(約2,000字-4,000字)

#2: a story of your ongoing interest in, and engagement with, particular learner development (and/or learner autonomy) issues (about 500 to 1,000 words)

学習者の成長や学習者の自律に関する興味や取り組み(約2,000字-4,000字)

#3: a short profile of your learner development research interests and how you hope to develop your research (about 500 to 1,000 words)

学習者の成長に関する研究内容と今後の研究の展望(約2,000字-4,000字)

#4: a short profile of your working context and the focus on learner development/learner autonomy that a particular institution takes and/or is trying to develop in a particular curriculum (about 500 to 1,000 words)

教育環境の紹介、所属機関やカリキュラムにおける学習者の成長や自律に関する取り組み(約2,000字-4,000字)

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。

Our publications door is always open, so feel free to contact one of the editorial team when you are ready at lleditorialteam@gmail.com. Many thanks!

THE LEARNING LEARNING EDITORIAL TEAM

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Those working on *Learning Learning* share a commitment to working together in small teams. We aim to learn together about writing, editing, responding, and/or translating, for our shared personal and professional development. Some areas where we would like to encourage SIG members to take part and work together on *Learning Learning* include:

- Layout and Design: working on the formatting and preparation of finalised content for online publication
- Members' Voices (co-)coordinating: contacting news members of the SIG and working with them to develop their writing in a variety of formats and lengths as a first step to taking part in the SIG's publication activities;
- Looking Back (co-)coordinating: working with contributors writing on events related to learner development (conferences, forums, get-togethers, workshops, both face-to-face and online) for publication in *Learning Learning*;
- Research and Reviews (co-)coordinating: encouraging potential contributors to send in summaries and accounts of research, as well as reviews (of books, journal articles, materials, or web resources relating to learner development), and working with them to develop their writing for publication in *Learning Learning*.

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

Many thanks.

Learning Learning editorial team