

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

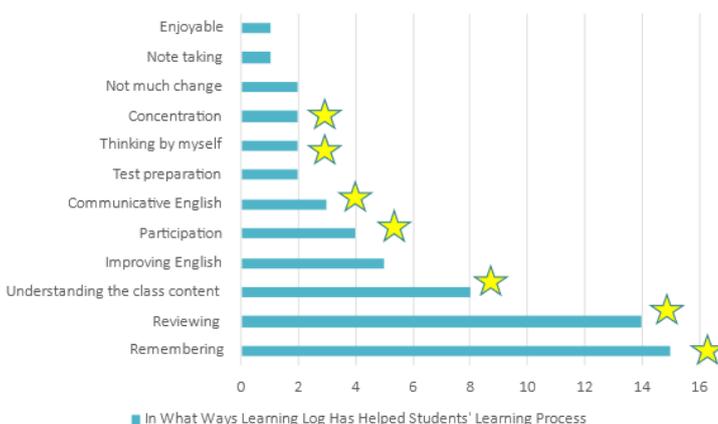


Table 2: In What Ways Learning Log Has Helped Students' Learning Process (N=50)

- 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

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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.



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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.

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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.



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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



