LEARNING LEARNING 「学習の学習」

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Greetings and News Updates 挨拶と近況報告

In this issue: *Learning Learning*, Volume 30, Issue 2

今号について



Ken Ikeda

LL30.2 Lead Editor lleditor30.2@gmail.com

Welcome to this issue! It is my pleasure to debut as lead editor of this LL issue, although I have served on the LL editorial team since early 2018. It is a daunting task to step into the role of my predecessors, yet with the great support and encouragement by the LL editorial team, this issue offers readers a (generous) sample of many aspects of the work we are doing in researching learner development (or "the puzzles of learning and teaching") in recent years.

This issue begins with *Coordinator's Greetings for Autumn 2023* by James Underwood the LDSIG Coordinator, updating us on SIG-related news since the Spring 2023 issue of *Learning Learning*, informing the various activities and events in the SIG: online get-togethers, the LD Forum at this year's PanSIG, Issues 7 and 8 of the LD Journal, the 30th Anniversary Conference (LD30), and the LD Forum at the upcoming JALT National Conference.

We are pleased to feature self introductions from two very new members, *Seamus Johnston* and *Mart Christine Johnston*, in the *Members' Voices* section. Then, in our *Stories of Learning and Teaching Practices* section, *Takeshi Ishikawa* presents a study on how reading aloud strategies relieved student anxiety and boosted their confidence.

The three pieces in the *Short Reflective Articles* section are an interlinked effort. *Andy Barfield* with one of our editors *Hugh Nicoll*have composed a dialogic introduction to the ways Andy's students have explored writing in different genres: *Maria Yamazaki* reflects

on how language choice, social restrictions, people's beliefs can adversely restrict a person's language identities, while *Yuiko Asai* discusses the ways Aboriginal peoples carry out 'time-traveling' to meditate and preserve their own spiritual ties to their history and culture.

Then, we are pleased to feature three **LD Grant Awardee Reports**. The first two reports are by LD Conference Grant Awardees who attended the 2023 PanSIG Conference in May: Chivuki Yanase on how the trauma she had with COVID-19 propelled her to seek wellness for learners in line with the conference's theme for a sustainable future for language education, and Annie Minami on learning more about Exploratory Practice as well as strategies that support L2 learners to use English actively. The third report is by LD Research Grant Awardee Aya Hayasaki who writes about how pivotal life experiences have shaped her research outlook and developed her (learner development) practices. Thanks to the research grant, she has been conducting and transcribing interviews with female acquaintances in Kagoshima.

This issue also features two dialogues with three plenary speakers at the LD30 Anniversary Conference held October 21st and 22nd at Gakushuin University. In the first dialogue, *Andy Barfield interviews Phil Benson*. Phil tells how his first degree in sociology provided him the foundation for his lifelong work on the social aspects of language learning, first in Hong Kong, and presently in Australia. The second is an engaging dialogue between *Stacey Vye* and *Chiyuki Yanase* about creating learner communities and fortifying their well-being.

Amelia Yarwood, who serves as LD-SIG Programmes coordinator gives her bird's-eye view of the PanSIG LD Forum held in May, including abstracts by the nine presenters (Ivan Lombardi, Mizuka Tsukamoto, Jenny Morgan, Robert Moreau, Ellen Head, Stacey Vye, Emily Choong, Katherine Thornton, Jon Rowberry).

If that is not already quite a bumper crop of past happenings, this issue looks forward to the upcoming JALT National Conference LD Forum, again overseen by *Amelia Yarwood* which features these presenters (*Daniel Hooper, Ian Hurrell, Michelle Jerrems, Patrick Kiernan, Steve Paton*).

We are pleased to feature two reflective dialogues among the editors of issues in *The Learner Development Journal (LDJ)*. The first is between *Aya Hayasaki*, *Ellen Head*, Ryo *Morita* for Issue 7 on their theme – "Challenging the Conventions of Learner Development Research" – to be published by the end of 2023. The second is between *Anna Costantino*, *Assia Slimani-Rolls*, *Nour Bouacha* with *Tim Ashwell* for Issue 8 on "Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development through Inclusive Practitioner-Research", scheduled to be published in 2024.

Finally we share the 2023 LD Financial Report by LD treasurer *Patrick Kiernan*, which details the financial health of the LD SIG from April to August 2023, especially concerning the LD30 Conference.

The next LL issue will consist of two publications: LL Issue 31.1 (steered by yours truly) and the LD 30 Post-Conference Proceedings (PCP) overseen by Tim Ashwell, which will contain reports and reflections by teachers and students who participated in the LD30 Conference.

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 your teaching continues to prosper.

Ken Ikeda, lead editor, for the LL30(2) editorial team: Tim Ashwell, Mike Kuziw, Ivan Lombardi, Hugh Nicoll, Jamie Thomas, Megumi Uemi.

「この号の内容:学びの学び、第30巻、第2号

私はイケダ・ケンと申します。このLL号の主編集者を務めることは光栄ですが、2018年初頭からLL編集チームで活動してきました。以前の主編集者たちの大役を受け継ぐのは難しい課題ですが、この号が皆さんに十分な興味を提供できることを期待しています。

この号は、秋の2023年に関するSIG関連のニュースを 提供するJames Underwoodによる「SIGコーディネー ターのご挨拶」で始まります。彼は春の2023年号以来 の情報を提供し、SIGのさまざまな活動やイベントに ついて報告しています。オンラインでの集まり、今年の PanSIGでのLDフォーラム、LDジャーナルの第7号と第 8号、30周年記念カンファレンス(LD30)、および今後の JALT全国大会でのLDフォーラムについての情報も提供 されています。

Members' Voicesセクションでは、新しいメンバー Seamus JohnstonとMart Christine Johnstonによる 自己紹介を掲載しています。また、学びと教育実践のストーリーセクションでは、Takeshi Ishikawa が、読み上 げ戦略が学生の不安を和らげ、自信を高める方法についての研究を紹介しています。

Short Reflective Articlesセクションには、3つの記事が掲載されています。Andy Barfield と編集者の Hugh Nicoll によるダイアローグが、アンディの学生が異なるジャンルで各自の作品を制作したコンテキストを明確に説明しています。その中には、Maria Yamazaki の記事が含まれており、言語選択、社会的制約、人々の信念が個々の言語アイデンティティを制約する方法について語っています。また、Yuiko Asai の記事では、アボリジナルの人々が自分たちの歴史と文化に対する精神的な結びつきを維持し、守るために「時間旅行」を行う方法について説明しています。

また、2023年のPanSIGカンファレンスのLD Grant Awardee Reportsも掲載されています。COVID-19との トラウマについてのChiyuki Yanase の報告が含まれ ており、彼女は学習者の福祉を追求する動機として、カ ンファレンスの「持続可能な未来のための言語教育」 に従事しています。また、Annie Minami は、探求的実 践についてのさらなる学習と、第2言語学習者が積極 的に英語を使用するための戦略について学んだこと を報告しています。LD-SIGプログラムコーディネータ ーである Amelia Yarwood は、PanSIG LDフォーラム の概要を提供し、9人のプレゼンター(Ivan Lombardi, Mizuka Tsukamoto, Jenny Morgan, Robert Moreau, Ellen Head, Stacey Vye, Emily Choong, Katherine Thornton, Jon Rowberry) の抄録も含まれています。 この号では、学習の発展30周年カンファレンスでの3 人の基調講演者との対話も2つ掲載されています。最 初の対話は Andy Barfield と Phil Benson の間で行 われ、Phil は彼の一つ目の社会学の学位が、どのよう に彼の生涯のワークとなる言語学習の社会的側面、初 めは香港、そして現在はオーストラリアにおいての基

盤を作ったかを語っています。2番目は、Stacey Vye と Chiyuki Yanase の間で行われる非常に魅力的な対話で、学習者コミュニティの作成とその福祉の強化について語っています。

もしこれがすでに過去の出来事の素晴らしい収穫でない場合、この号はJALT全国大会LDフォーラムに向けても期待しています。このフォーラムは再びアAmelia Yarwood が監督し、次のプレゼンター (Daniel Hooper, Ian Hurrell, Michelle Jerrems, Patrick Kiernan, Steve Paton) が出演します。

Learner Development Journal (LDJ) の編集者たちによる対話も2つ掲載されています。1つは、第7号についての Aya Hayasaki, Ellen Head, Ryo Morita の対話で、彼らのテーマは「学習者発展研究の慣行への挑戦」で、2023年末までに発表される予定です。もう1つは、第8号についての Anna Costantino, Assia Slimani-Rolls, Nour Bouacha と Tim Ashwell の対話で、テーマは「包括的実践者研究を通じた言語学習教材の基層的で革新的なアプローチの探索」で、2024年に発表される予定です。

最後に、LD SIGの2023年の財務報告が、LD会計係の Patrick Kiernan によって提供されており、2023年4月 から8月までのLD SIGの財政健全状況について詳細が 報告されています。特にLD30カンファレンスに関する情 報が含まれています。 次号のLL号は、2つのプロダクションから成り立つ予定です。LL Issue 31.1 (私が主導する) とLD 30ポストカンファレンスプロシーディングス (PCP) は、Tim Ashwellが監督し、LD30カンファレンスに参加した人々による報告と反映を含みます。

いつものように、私たちは読者からの寄稿に依存しています。執筆に興味をお持ちの方は、執筆者情報をこの号の最後に参照してください。

皆さんの教育が繁栄することを願っています。

主編集者:Ken Ikeda

LL30.2 編集チーム: *Tim Ashwell, Mike Kuziw, Ivan Lombardi, Hugh Nicoll, Jamie Thomas, Megumi Uemi.*

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

Send to Ileditor30.2@gmail.com by February 12, 2024

#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)

Coordinator's Greetings for Autumn 2023



James Underwood

LD SIG Coordinator jamesmichaelunderwood@ gmail.com

Welcome to the Autumn issue of the LD SIG's newsletter, *Learning Learning*. Thank you so much to everyone who contributed to this issue, Ken Ikeda as lead editor, and the rest of the LL team for working tirelessly behind the scenes putting the newsletter together; it was a great effort. And thank you to Jamie Thomas and Tim Ashwell for joining the team.

Since the Spring issue, the LD SIG has kept up the momentum from the new beginning of the Spring with online get-togethers, the PanSIG forum, the 30th Anniversary Conference (LD30), the JALT National Forum, and working on Issues 7 and 8 of the *Learner Development Journal*.

Ken Ikeda, Tim Ashwell, and myself worked hard to coordinate and host the online get-togethers in April, May and June. Each get-together featured a mini-presentation by an LD SIG member, which provided the focus for the meeting. Through this framework, we were able to learn from each other and share our perspectives on: "Applying learner-centred pedagogy in English for Tourism: Diversity, Equity and Inclusion (DEI) and Sustainability and Ethical travel" (Jenny Morgan); and "How to develop independence in an English Medium Course" (Cecilia Smith). After the short presentations, we could discuss, give feedback and think about how the topics raised related to our interests.

Also in May, the LD SIG forum, "Learner involvement in developing learner-centred pedagogies and practice", was successfully held at PanSIG in Kyoto. It featured nine presentations that explored practical, innovative and collaborative approaches to learner development. Many thanks to Amelia Yarwood for working with the PanSIG team to organise

it, Nicholas Emerson and Robert Moreau for helping to organise it on the ground, and, of course, the presenters: Ellen Head, Emily Choong, Ivan Lombardi, Jennifer Morgan, Mizuka Tsukamoto, Robert Moreau, Stacey Vye, Katherine Thornton and Jon Rowberry. And congratulations to Chiyuki Yanase and Annie Minami for being awarded the Conference Grant; thank you very much, Emily Choong, for holding the awards ceremony!

During this time, the Learner Development Journal teams have been busy as well, with LDJ7 to be published at the end of the year thanks to the hard work of the editors Ellen Head, Aya Hayasaki, and Ryo Moriya. "Challenging the Conventions in Learner Development Research" features contributions from Amelia Yarwood, Dominic Edsall, Marlen Harrison, Misako Kawasaki, Takaaki Morioka, and Yunita Rana, with collaborative contributions from Andy Barfield & Akiko Nakayama, and Akiko Takagi, Takeo Tanaka & Yuki Minami, and a concluding commentary from Dominique Vola Ambinintsoa.

The 30th Anniversary conference was held on October 21st and 22nd, and featured plenary sessions from Phil Benson, Stacey Vye, Chiyuki Yanase, and Taichi Ichikawa, as well as interactive presentations, workshops, and poster presentations for teachers relating to the three strands of Learner Development, Global Issues in Language Education, and Teacher Development. Students also shared their original ideas and perspectives on global issues that matter to them through poster sessions and story circles throughout the two days. It was great to work with Andy Barfield, Ken Ikeda, Nicholas Emerson, Patrick Kiernan, Robert Moreau, and Tim Ashwell to organise this. Thank you also to the team of translators: Chika Hayashi, Sayaka Karlin, Masayo Kanno, Megumi Uemi, Kio Iwai; and thank you to Fumiko Murase for helping to review.

The upcoming forum LDSIG Forum, "Thinking in Different Ways: Perspective-Taking for Growth," will be held at the JALT2023 International Conference at the Tsukuba International Congress Centre on Saturday, November 24th from 5:35 PM - 7:05 PM, and will feature

presentations from Daniel Hooper, Ian Hurrell, Michelle Jerrems, Patrick Kiernan and Steve Paton. The LD SIG AGM will be held soon after.

Looking forward into the future, Issue 8 of the LDJ, "Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research," edited by Anna Costantino, Assia Slimani-Rolls and Nour Bouachai has just entered the review stage with second drafts being sent to the review network.

Thank you everyone for your hard work!

2023 年秋のコーディネーター挨拶

LD SIGのニュースレター「Learning Learning」の秋号へようこそ。この号に貢献してくださった皆様、特に主編のKen Ikeda、そしてニュースレターを裏で一生懸命作成してくれたLLチームの皆様、本当にありがとうございます。そして、Jamie ThomasさんとTim Ashwellさん、チームへの参加ありがとうございます。

春号以来、LD SIGは春の新たな始まりからの勢いを維持し、オンラインの集まり、PanSIGフォーラム、30周年記念カンファレンス(LD30)、JALTナショナルフォーラム、および学習者開発ジャーナルの第7号と第8号の制作に取り組んでいます。

Ken Ikeda、Tim Ashwell、そして私自身は、4月、5月、6月にオンラインの集まりを調整し、ホストしました。各集まりでは、LD SIGメンバーによるミニプレゼンテーションが行われ、それが会議の焦点となりました。この枠組みを通じて、私たちはお互いから学び、次のテーマについての視点を共有できました。「観光英語における学習者中心の教育の適用:多様性、公平性、包摂性(DEI)、持続可能性、倫理的な旅行」(Jenny Morgan)と「英語のメディアコースで独立心を育む方法」(Cecilia Smith)。短いプレゼンテーションの後、私たちは議論し、フィードバックを行い、提起されたトピックが私たちの関心にどのように関連しているかを考えることができました。

また、5月にはLD SIGフォーラム、「学習者が学習者中心の教育法と実践を開発する過程への参加」が京都で成功裡に開催されました。実用的で革新的で協力的な学習者開発アプローチを探る9つのプレゼンテーションが行われ、このフォーラムの組織に協力したAmelia Yarwoodさん、Nicholas Emersonさん、Robert Moreauさん、そして当然ながらプレゼンターたち、Ellen Headさん、Emily Choongさん、Ivan Lombardiさん、Jennifer Morganさん、Mizuka Tsukamotoさん、Robert Moreauさん、Stacey Vyeさん、Katherine Thorntonさん、Jon Rowberryさんに感謝します。そして、Chiyuki YanaseさんとAnnie Minamiさんにカンファレンスグラントが授与されたこと、そして

授賞式を開催してくれたEmily Choongさん、本当にあ りがとうございました!

この間、学習者開発ジャーナルチームも忙しく、エディターのEllen Headさん、Aya Hayasakiさん、Ryo Moriyaさんのおかげで、LDJ7は年末に発行される予定です。「学習者開発研究における慣習への挑戦」には、Amelia Yarwoodさん、Dominique Vola Ambinintsoaさん、Dominic Edsallさん、Marlen Harrisonさん、Misako Kawasakiさん、Takaaki Moriokaさん、Yunita Ranaさんからの寄稿が含まれ、Andy Barfield & Akiko Nakayamaさん、Akiko Takagi、Takeo Tanaka & Yuki Minamiさんからの協力的な寄稿もあります。

30周年記念カンファレンスは10月21日から22日に かけて開催され、Phil Bensonさん、Stacey Vyeさ ん、Chiyuki Yanaseさん、Taichi Ichikawaさんからの 基調講演や、教師向けのLearner Development、言 語教育のグローバル課題、教師育成の3つの分野に関 連した対話型プレゼンテーション、ワークショップ、ポ スタープレゼンテーションが行われました。学生たち も自分たちにとって重要なグローバルな課題に関す るオリジナルのアイデアと視点をポスターセッション やストーリーサークルを通じて共有しました。このカン ファレンスを組織するためにAndy Barfieldさん、Ken Ikedaさん、Nicholas Emersonさん、Patrick Kiernan さん、Robert Moreauさん、Tim Ashwellさんと一緒 に働けたこと、翻訳チームの皆さん、Chika Hayashiさ ん、Sayaka Karlinさん、Masayo Kannoさん、Megumi Uemiさん、Kio Iwaiさん、レビューを手伝ってくれた Fumiko Muraseさんにも感謝します。

次回のフォーラム、LDSIGフォーラム、「異なる視点からの考え方:成長のための視点の取り方」は、JALT2023 国際カンファレンスで、土曜日の24日に午後5時35分から午後7時5分に、つくば国際会議センターで開催されます。Daniel Hooperさん、Ian Hurrellさん、Michelle Jerremsさん、Patrick Kiernanさん、Steve Patonさんからのプレゼンテーションが行われます。LD SIG AGMもその後に開催されます。

今後の展望として、LDJの第8号、「包摂的な実践者研究を通じた言語学習教材開発の草の根、革新的、創造的アプローチを探る」は、Anna Costantinoさん、Assia Slimani-Rollsさん、Nour Bouachaiさんによって編集され、二次ドラフトがレビューネットワークに送信されたところです。

皆さん、ご苦労さまでした!

Members' Voices メンバーの声



Seamus Johnston

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Hello everyone. My name is Seamus, and I come from Dublin, Ireland. I arrived in Japan on the JET program in 2014, where I was placed in a small town in Fukuoka Prefecture. I intended to stay for a year and return to Ireland to complete a Master's in medieval history, from which I had been given a leave of absence. However, when one year didn't feel like enough, I ended up staying for another and then another, and I am still in Japan today. During this time, I completed my Master's degree in TESOL and began working at a University in Chiba. My Master's thesis, "An investigation into the acquisition of high-frequency words in a Japanese high school context", introduced me to vocabulary acquisition, word frequency, and corpus linguistics in general, which have been the main focus of my research to date. Although my main research interest has now moved to historical corpus linguistics, I am constantly working on smaller projects related to corpus linguistics for language acquisition and how it can benefit learner autonomy.

Recently, I have been trying to bring elements of DDL (data-driven learning) and inductive learning into my classroom activities. One corresponding exercise is the student's use of corpus data websites to create original sentences from target vocabulary. Currently, my students are using websites like COCA (The Corpus of Contemporary American English) and Flax (Flexible Language Acquisition) when creating sentences from target vocabulary items, as part of a TOEIC preparation class. Although both websites are essentially corpus analysis tools, they can easily be used to introduce vocabulary items in context and in my class, retrieve common collocations for the

target words. This adds an element of learner autonomy to the classroom. Similar approaches have been attested to by Flowerdew (2015), amongst others. Although I have yet to conduct research on the outcome of this (which I intend to do in the future), students noticeably improve their command of particles and prepositions.

Learner autonomy has further made its way into my professional career through our University's self-access center, for which I have created a student-led podcast. The onus of the podcast is to create awareness of events and activities happening around the university, and to demonstrate to students the English abilities of their peers, working on the concept that students are more likely to be motivated by hearing their peers speak English than their teachers (Walters, 2020). The podcasts take the form of 20 to 30-minute interviews, and each ends with an open question to the listener. This open question is intended to encourage the listener to engage with the content and provide a conversation topic for students in our university's self-access center. For students partaking in the university's new TALL (Transformative Autonomous Language Learning) course, it also comes with some comprehension questions that students can get credit for answering.

My classroom always leans toward student-centrism. Instruction is kept to a minimum, and practice to a maximum. As for many students, language learning begins and ends at the start and finish of each class period; I try to provide as much time as possible for student output and to create a space where students can learn by doing. Learner autonomy and helping students to help themselves have long been the core tenet of my teaching philosophy.

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Mart Christine Johnston

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I am Mart Christine Johnston, originally from the Philippines, and I have resided in Japan since 2014. Before my relocation, I spent six years working in Singapore, where I had the opportunity to contribute my communication skills at both a safari and a retail establishment. From my time living there, I learned to adapt to different accents and adjust my grammar and vocabulary accordingly so that I could be understood. Because of this, one of the key principles I have followed since I started teaching in Japan is prioritizing meaning over accuracy. Understanding that effective communication is the ultimate goal, I make my students feel comfortable expressing themselves without fear of making mistakes. Aside from this aspect, I share the knowledge I gained from living in Singapore and the Philippines with my students particularly when discussing the benefits of English proficiency when traveling or working abroad.

I served as an educator in Osaka for six years, specializing in preschool, kindergarten, and eikaiwa instruction. I find that a task-based language learning approach works wonders for younger students. I have observed that children will effortlessly absorb new phrases and words. When they feel ready, they apply a "replacement method" by using these new expressions in various contexts. I have also seen this phenomenon firsthand with my own three-year-old daughter who is exposed to both English at home and Japanese at her daycare. In addition, reading aloud plays a crucial role in expanding students' vocabulary and enhancing their understanding of grammar. However, one aspect I am not in favor of is testing the proficiency levels of young students. Such

evaluations can easily demotivate them and hinder their natural language learning process. It is important to create a supportive and encouraging environment where they can freely explore and express themselves without the pressure of assessments.

It took me some time to discover my passion for teaching university-level students. While I recognize the value of a task-based language learning approach for younger students, my focus and enthusiasm lie in motivating older students, particularly by imparting study skills to help them excel in improving their English, and I will share with you some of the challenges that I found recently while teaching university students.

In the wake of the global pandemic, I have undertaken the role of an online educator. As such, my focus has been on how students can achieve more in this format. Within this context, I often teach students testing strategies, with a particular emphasis on TOEFL ITP. Most of these students aim to pursue higher education abroad or enroll in a university in Japan offering coursework solely in English. In these classes, I use clear, simple PowerPoint slides (one target sentence per slide). Wellthought-out PowerPoint slides can be very effective. They improve student engagement, minimize cognitive load, and enhance focus regarding teacher-student and studentstudent interaction. I extend this approach to listening test items, ensuring consistency in my teaching methodology. Additionally, I supplement prescribed materials to aid clarity and encourage interaction. I have found that this practice also elevates students' motivation levels, making their class participation more enthusiastic and purposeful.

I also have students whom I teach in person. The use of PowerPoint in such situations may be a topic of debate among teachers as slides can sometimes be distracting for students, particularly when they contain excessive text. However, I have come to realize the importance of incorporating slides into my lessons. Regarding reading comprehension, before implementing slides, I used to simply write

notes on the whiteboard. I would primarily use a read-aloud technique, and offer explanations where necessary. However, I realized that some students struggled with this.

Now, in my slides, I incorporate not only the

Japanese translations of the target vocabulary, but also relevant pictures depicting key elements from the reading texts we discuss. I typically use these slides as part of a prereading activity and have noticed that this approach enables my students to answer reading comprehension questions better. I have found that it is best not to completely dim the classroom and take my time with each slide. By using a PowerPoint presentation prior to reading the text, I have gained confidence that my students' comprehension has improved. Whether I teach online or in-class, when it comes to class participation, I make an effort to engage every student in every lesson. In the Philippines, classes can have as many as 50-60 students, and I recall that only a few students would have the opportunity to participate orally during a 50-minute class. However, my classes typically consist of a maximum of 20 students each. This allows me to take advantage of the smaller class size and ensure that every student has a chance to be heard. The only downside is that some students may lose focus on other aspects of the lesson when they are aware it is not their turn to answer. To mitigate this, I make a conscious effort to maintain a steady pace throughout the lesson, encouraging students to stay engaged and focused as much as possible. Aside from individual participation, I also use collaborative group activities as much as possible, allowing students to enhance their presentation and writing skills while working alongside their peers. This dynamic often makes students feel more comfortable as they rarely find themselves the focus of the entire class.

A portion of the student body consists of individuals from diverse Asian nations, including Brazil, Russia, Korea, Nepal, China, and Bangladesh. One of the challenges of teaching these students in Japanese universities is the significant variation in learning levels among them. Some of the foreign students exhibit

greater spontaneity than others, which may be attributed to either their strong study habits or the extensive language learning opportunities they had in their home countries. For example, in the Philippines, even though our local language is spoken outside the classroom, we learn subjects such as science, world history, math, and even Physical Education (P.E.) in English.

Because of the wide learning gaps, there are still some students who need help with reading comprehension and decoding some of the most important academic or common words. An important realization emerged from this experience: I recognized the need to recalibrate my assessment strategy to cater to the average learner within my cohort rather than tailoring tests exclusively to the highest or lowest performers. Specifically, I design tests in which I incorporate previously assigned materials. I also utilize the exact items from their textbook. In other words, I rarely introduce new vocabulary items. If I do, I strive to construct simple sentences and provide context clues or common words to assist students in choosing the correct answers. Having experienced the confusion of encountering unfamiliar words during my own Japanese language learning, I aim to create tests that align closely with the vocabulary they have been taught. Therefore, I would rely on context clues or familiar words to understand the meaning.

My experiences in various educational institutions have been incredibly enriching. Interacting with students of varying proficiency levels has been particularly advantageous, as it has allowed me to adapt my teaching methods and discover effective ways to foster motivation. Whether it is through online or in-person learning, I am eager to continue exploring new approaches that inspire and motivate students.

Stories of Teaching and Learning Practices 学習・教育実践の成功談・失敗談

"Bridging today's course requirements and tomorrow's autonomous learning": Reading aloud as a means to develop fluency and memory



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INTRODUCTION

Before applying to university, I was torn between whether to major in English or sociology, and chose the latter and to study English on my own. As a self-taught English learner, I pulled out all the stops and tried every strategy I could think of. As a result, I have come to believe that reading aloud, along with extensive reading, is one of the most effective ways to develop English proficiency. After getting into teaching, I was very shocked when I was once asked by a student in the English Department this question: "Ondokutte nandesuka (What is reading aloud)?" I couldn't believe that, after having learned English for at least six years, he had never been briefed on what reading aloud was, let alone practiced it. As a matter of fact, not many other students were familiar with reading aloud either; however, by incorporating reading aloud into my class, I was able to increase their motivation for English and improved their ability to have a conversation in English. These experiences led me to the belief that English teachers should not only teach the content of the course, but also introduce varieties of ways of learning that students can choose from to help them become autonomous learners. Although it is up to the students whether to adopt/adapt these strategies, I believe that it would be wrong not to expose them to diverse learning strategies. Who, as an English teacher, would not want their students to continue to learn English after graduation?

This year, I was to teach a course on reading, listening to, and discussing English texts about social issues, and the course had two requirements: giving a final presentation and getting good scores on TOEIC vocabulary tests. Getting students to present with confidence is easier said than done, and so is having them study for weekly vocabulary quizzes. After careful consideration, I decided to set aside a weekly learner-training segment to help students successfully complete those course requirements and thereby open their eyes to strategies that can pave the way for sustainable, autonomous learning. Learning strategies, such as cognitive, metacognitive, memory, affective and social strategies, refers to "a range of specific learning techniques that make learning more effective" (Dörnyei, 2001, p. 95) and learning strategies training "aims to make everyone more capable of independent learning" (Dickinson, 1992, p. 13). Research indicates a tight relationship between the amount of teacher support of student autonomy and an increase in student autonomy (Noels et al., 1999).

The learner-training segment for my class was twofold: one was an introduction to reading aloud and practice. Some researchers dispute the effectiveness of reading aloud, casting doubt on the claim that it contributes to improved pronunciation in spontaneous speech because the controlled texts usually edit out all the redundant features of natural conversation (Celce-Murcia et al., 1996). However, Gibson (2008) contends that there is no evidence that some texts' unspontaneous speech is transferred to learners' speech and that as long as a long text, instead of a short unnatural one, is used with sensitivity, reading aloud helps students learn prosodic features of the English language. Herman (1985) actually found that as a result of repeated reading, the improvement in fluency, was

transferred to previously unread materials. Birch (2002) and Underhill (1994) claim that reading aloud texts is useful in giving students feedback on their decoding skills and comprehension. Stanovich (1991) also suggests that connecting a letter and its sound helps learners improve pronunciation and learn new words. Among some types of reading aloud, Kuhn and Stahl (2003) support assisted repeated reading, in which students read aloud a text repeatedly with help from the tape-recorded model, as it can provide scaffolding. As someone who has improved his English proficiency by reading aloud, I have to wholeheartedly agree with the benefits of reading aloud as pointed out by these researchers.

In response to the doubts about the effectiveness of reading aloud, I would say that students who are not good at speaking English are likely to fall into a vicious cycle: they do not practice speaking because they feel reluctant (e.g., they are not confident about their pronunciation); their proficiency never improves; and they still remain poor at speaking English. It is true that the texts used for reading aloud are usually not authentic ones and that reading aloud training can be boring; however, with some ingenuity, these shortcomings can be remedied by the following:

- letting students know that real conversations are not exactly like written English read aloud
- teaching students how to use fillers
- telling students that English speech is acquired through physical exercise (The mouth muscles used in English and Japanese are different)
- giving the students an opportunity to apply their improved pronunciation in their conversation with partners toward the end of the class

As for the possibility of boredom, what I did are these:

- dividing the training part into several short segments (repeating, overlapping, eye-shadowing, and shadowing)
- having students hold the script up while looking at their partner's face and having them read aloud to each other with emotion while making eye contact
- providing more than one type of text (e.g., conversation texts and monologue texts) so that students did not have to keep using the same one.

These are exactly the techniques that were incorporated in this class.

As I planned to introduce reading aloud in this way (so that it would help students utter words with confidence and memorize TOEIC vocabulary), there was another issue that needed to be covered: students' anxiety toward the final presentation. According to Horwitz et al. (1986), foreign language anxiety has three components: 1. anxiety related to communicating with people that is attributed to learners' incapabilities to appropriately state their thoughts; 2. anxiety of being negatively evaluated by society that stems from the desire to look good to others; and 3. test anxiety, anxiety of being evaluated academically. With these in mind, I paid close attention to the following in this class.

Firstly, to reduce the first type of anxiety, the standard presentation structure was explained in detail orally and on an Internet bulletin board, together with three elements of a presentation, namely, delivery, visual aids, and presentation script (the teacher explained about what to say at what stage of the process). Secondly, to alleviate the second type of anxiety, yet another training session was incorporated that took place at the end of each class throughout the midpoint of the semester and beyond: a pair presentation session that is expected to make students feel comfortable speaking out by starting with an audience of only one person (for the first few weeks, students were allowed to look at the standard presentation structure shown on the screen). And again, to lessen the third type of anxiety (one student actually mentioned the pressure from the teacher to perform well), I reassured the students that their presentations would not be evaluated harshly. When I was in university, I was too shy to speak in public. Therefore, I made these plans assuming that there must always be some shy students in a class.

LEARNING FROM STUDENTS ABOUT HOW THEY CAN DEVELOP A SERIOUS ATTITUDE TOWARD LEARNING NEW TECHNIQUES AND CONCEPTS

I decided to do this action research to prove that my belief that knowledge of learning strategies helps students and is applicable in the field of university education. There were 28 sophomores enrolled in my English conversation class this year. Half were women and half were men. The class met once a week. The conversation course is elective and this particular class is a group of students who score between 400 and 500 on the TOEIC test. The purpose of the class is to read, listen to and discuss social issues. There are two requirements in this class: 1. a TOEIC word test that takes place every week, and 2. a poster presentation on a social issue (e.g., food loss) of their choice as the final exam. Many of the students at this university are characterized by the fact that they do what they are told, but are not good at doing something on their own initiative; in other words, they want to do their best in English, but would like to be pulled along by their teachers if possible. In light of this reality, I decided to introduce training to promote independent learning among students.

In the first class, a questionnaire consisting of five Likert-scale items measuring motivation, attitudes and habits of English learning was administered (see Appendix). Then, a lecture (with fun, visually attractive slides) was conducted about the following in order to incorporate stress and rhythm into students' speaking: 1. the difference between Japanese and English prosody (syllable-timed language vs. stress-timed language), 2. the distinction between content words and function words (and how to stress the former and unstress the latter), and 3. how (introduction of repeating, overlapping, eye-shadowing, and shadowing) and why (e.g., to make their speech comprehensible to others) it is beneficial to read aloud.

The point here was that I introduced the reading aloud with enthusiasm and humor to motivate students who find reading aloud tedious. The students were to practice reading aloud using excerpts from the TOEIC test (dialogues and monologues from the Listening Section Part 3 and Part 4) at the beginning of each week's class. Introduced at the same time was the practice of reading aloud example sentences containing words that would be on the following week's test. What was emphasized here was that the purpose of listening to and reading aloud the sample sentences from the TOEIC vocabulary book was not only for a short-term goal of getting good scores but also, and even more importantly, for a long-term goal of improving their overall English proficiency.

Then, a few weeks later, I introduced the basics about how to give a good presentation. What was explained in detail was the standard presentation structure and what to do at each stage (Introduction, Body, and Conclusion) as well as body language and how to create visual aids. The students were to practice three-minute pair presentations on the day's topic from the class textbook at the end of each week's class. For the first three weeks, students were allowed to look at the standard structure shown on the screen. In the practice, the audience of one was asked to give applause before and after the presentation, and give mostly positive feedback to the presenter (with some feedback on negative points to help improve the performance). The students listened intently to every explanation on reading aloud and making presentations.

At the end of the course, students were asked to complete a second questionnaire (identical to the first with additional questions) to see how the students' attitudes had changed.

EXPLORING STUDENT RESPONSES

It is always good to see changes in students.

Analyzing the results of Question 9 about change in attitude toward presentation, 16 of the 28 students selected "I was not confident in the beginning, but now I am" in their presentation ability with 11 of those 16 having presentation experience, indicating that their lack of confidence was due to a lack of proper knowledge about presentations; This is based on the fact that all the students said instruction on standard presentation structure was useful.

To my delight, seven students, who did not like English due to lack of vocabulary, came to like English more than before precisely because they became accustomed to memorizing vocabulary by the use of reading aloud.

CHANGES IN STUDENT CONFIDENCE, ABILITY AND BEHAVIOR

The following are comments from students who have become more confident in their presentation skills and whose home study has changed to include reading aloud more often than before.

"Reading aloud gave me a chance to realize where to put the accent when speaking. Also, I was happy to learn the structure of the presentations." - Yasuyuki (pseudonym)

It is assumed that what worried Yasuyuki at the beginning of the course was that he did not understand the flow of the presentation and that he was anxious about his pronunciation. To some, assisted reading aloud has led to a change in their pronunciation.

"By trying to pronounce English aloud and then listening to the audio on the CD, I was able to notice that some parts of the English are not pronounced in native speakers' speech and that some sounds are connected to each other. I was inspired to read English out loud more often from now on." - Takaki

"I got used to TOEIC level speed. Not only by listening to native speakers' pronunciation but also imitating them, I can notice the difference from my own pronunciation. I spoke too fast during my final presentation, and it was then that I realized the importance of intonating my speech" - Eiichi

Generally speaking, a lot of students tend to procrastinate and have a hard time starting what they believe they should do to improve their English proficiency (such as reading aloud), but some have the courage to take the first step. Akiko is one such example.

"I knew that reading aloud was important for developing listening skills, but as a result of my hard work in reading aloud during the semester, I was made aware that it was effective for listening. I had not been able to learn English effectively because I did not know how to, but now that I know how to learn English (e.g., reading aloud), I feel more motivated about learning English. - Akiko

Other students went out of their way to give specific, vivid examples of changes in their attitudes toward English in their daily lives.

"The many opportunities to speak in English, including presentations, made me realized the joy of communicating in English. I started listening to Western music and naturally came into contact with English more often. I had not had many opportunities to present in front of others, but through this course, I learned the structure of a presentation and what is important when presenting, which I was able to apply in practice. The at-home classroom atmosphere allowed me to present without being overly nervous. I was able to give my presentation in a loud voice so that others could understand. - Kaoru

"I had never done much reading aloud before and was very reluctant at first. At the beginning of this course, I learned the importance of reading aloud, and I started to read aloud on my own. I still have some resistance to reading aloud together in class, but I feel that it has become easier to memorize words since I started reading aloud. Before taking this class, when I met foreigners, I relied on a translator and did not try to talk to them. However, recently, when foreigners come to my part-time job, I am able to go talk to them myself. I want to make it a habit to speak English more. As for giving a presentation, I initially was not confident at all, but through weekly presentation

practice, I gained some confidence. I was very nervous when giving the final presentation, but I was glad that I could speak English better than I expected. - Ayano

As Ayano mentioned, some admitted that reading aloud contributed to them memorizing new words. As for the TOEIC vocabulary test given at the beginning of each week, it was a pleasant surprise that most students received perfect or near-perfect scores. The test was a fill-in-the-blanks test of example sentences, with no Japanese translation provided, and was a test where students who had repeatedly read sentences aloud would have an advantage.

WHAT I HAVE LEARNED FROM THIS ACTION RESEARCH

Learning strategy training was introduced for two purposes: One was for students to address immediate course requirements, and the other to help them improve their sustainable home learning. In terms of types of learning strategies, I introduced different kinds: 1. cognitive strategy (reading aloud in unison by the use of repeating, overlapping, eye-shadowing and shadowing); meta-cognitive strategy (understanding the difference between Japanese and English prosody and why knowing it helps improve students' English proficiency); memory strategy (memorizing new words from the TOEIC vocabulary book by the use of assisted reading aloud); social strategy (reading aloud a dialogue in pairs facing each other; pair presentation practice; peer feedback); and affective strategy (presentation practice with an audience of only one person; allowing presenters to refer to the presentation structure shown on the screen during a pair presentation practice).

I would also like to note that a pattern (in this case the standard presentation structure) for the purpose of scaffolding seems to be necessary in learning, and even more so when it is done in a foreign language. I must confess that because their first small presentations were so badly done, I initially regretted having set the poster presentation as the criterion for the final evaluation. However, I appreciate the hard work that the students put into the final presentation.

In the second questionnaire, quite a few students commented favorably on different activities covered in class. Some discussed the usefulness of reading aloud itself, while others noted its effectiveness as a strategy for memorizing vocabulary. Some stated that reading aloud helped them with their speech during presentations. Some said they would not have felt confident without a detailed explanation of the structure of the presentation. In reality, the amount of time that can be spent with students is limited. With so much to do in the classroom, there is not much time to impart knowledge about useful learning strategies to students to help them improve their out-of-class learning, much less to help them to continue to learn English in the future. What is encouraging is that the students saw this strategy training as a chance to improve their learning. To illustrate this, when asked what in-class activities they thought would be useful for their future English learning, 20 out of 28 students responded "learning how to read aloud." While it is impossible to track their future learning, it is pleasing to see that their motivation has improved, at least at this stage. I believe that being exposed to students' desire to improve is what gives teachers more energy to move on to the next step, more than anything else.

If I were to imitate the famous saying, it would go like this: "We should not only give them fish, but also teach them how to fish." Unfortunately, a short time after graduation, most students will have forgotten most of what their teachers said and the details they learned (Sad, isn't it?). But if there is at least one thing they have adopted in terms of independent study methods, isn't that good enough? This is just an aside, but a student who had been absent from the middle of the course suddenly showed up only on the last day and asked to give a final presentation, saying she knew she would not receive a credit. I was impressed with her eagerness and glad to think that her courageous decision was probably attributed to the good atmosphere the whole class and I had created. At times like this, I am glad I became a teacher.

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APPENDIX

I gave a presentation(s) about (

The Questionnaire	(translated	d from Japanese)			
1. I like learning Eng	lish.				
☐ Strongly agree	□ Agree	☐ Slightly agree	☐ Disagree	☐ Strongly disagree	
2. I think I would like	e learning E	nglish more if I had	more vocabula	ary.	
☐ Strongly agree	☐ Agree	☐ Slightly agree	□ Disagree	☐ Strongly disagree	
3. I think reading alo	oud helps m	ne memorize words	•		
☐ Strongly agree	☐ Agree	☐ Slightly agree	☐ Disagree	☐ Strongly disagree	
4. I will incorporate i	reading alo	ud when learning E	nglish vocabula	ary.	
☐ Strongly agree	☐ Agree	☐ Slightly agree	□ Disagree	☐ Strongly disagree	
5. I read aloud wher	ı learning v	ocabulary at home.			
☐ Very often ☐ O	ften 🗆 So	ometimes 🛮 Rare	ely 🗆 Never		
6. I read aloud English passages at home.					
☐ Very often ☐ O	ften 🗆 So	ometimes 🛮 Rare	ely 🛮 Never		
(Question 7 and below were added to the second questionnaire.)					
7. Please circle all th	at apply reg	garding your Englisl	h presentation	experience prior to taking this course.	
A. I had no experien	ice at all.				
B. I had some exper	ience. (Plea	nse also fill in the bla	anks below)		
C. I had considerable	e experienc	ce. (Please fill in the	blanks below.)		
D. I had a lot of expe	erience.				

) in [junior high school/high school/university].

- 8. Looking at the following items related to the class, please select the ones (multiple responses allowed) that you think helped your poster presentation performance. If there are other factors, please list them in parentheses below.
- A. Explanation on presentation organization (Greeting, Background Information, What, Overview, Body1, transition, etc.)
- B. Knowledge of English speech (rhythmic differences between Japanese and English, etc.)
- C. Reading aloud practice using TOEIC sound sources (e.g. eye shadowing)
- D. Pair presentation practice
- E. Listening tips segment in the textbook "Global Issues"
- F. One month of preparation time
- G. Class atmosphere
- H. Others (
- 9. Has your awareness of presentation been changed compared to before taking this course? Please circle one that comes closest.
- A. I was not confident at first, but now I am confident.
- B. I was confident at first, but now I am not.
- C. I was confident and still am.
- D. I was and still am not confident.

Please write a supplementary explanation about it.

- 10. Please write frankly what you thought about the final presentation (preparation, presentation on the day, etc.).
- 11. What do you think will be useful for your future English study? Please select the ones (more than one answer is acceptable). If there is anything else, please write it in parentheses.
- A. The knowledge I have gained about English speech (rhythmic differences between Japanese and English, the notion of differentiating between content words and function words, sound connections, etc.)
- B. The knowledge I have gained about methods of practicing reading aloud (e.g. eye shadowing).
- C. The experience of giving presentations and the confidence gained from them.
- D. Listening to and reading aloud example sentences of TOEIC English vocabulary.
- E. Discussions in English.

Others (

- Q 12. Please write about your impressions and findings regarding reading aloud.
- Q13. Please describe any changes in your overall English learning (motivation, habits, etc.) during the first semester.

Short Reflective Articles

小論

Writing in Different Genres: Nurturing Students' Creativity, Criticality, and Informed Improvisation

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This issue of *Learning Learning* includes pieces of student writing by two third-year undergraduate students, Maria YAMAZAKI and Yuiko ASAI. Maria chose to write an academic blog post ("What should we do to protect our language identities? The impact of society, beliefs, and the education system"), while Yuiko decided to work on an article for a youth magazine ("Time-traveling and recognizing Aboriginal cultures"). These were the final products that Maria and Yuiko created in 2022 for their second-year seminar on Language Issues in Society. In this discussion, Hugh Nicoll talks with Andy Barfield, the seminar teacher, about why he asked the students to write in different genres and how Maria and Yuiko saw, from their perspectives, the process of creating these original pieces of writing.

Hugh: Andy – I really enjoyed reading Maria and Yuiko's pieces as we were putting this issue of *Learning Learning* together. Reading their pieces took me back to my full-time days, when working with seminar students was one of my greatest challenges and greatest pleasures. My seminar students were tied to the graduation thesis requirements at my university, so there were few options for exploring alternative genres in their projects. Can you tell us a bit more about the context in which your students were working?

Andy: Sure, Hugh—the institutional context is a little different from the graduation thesis requirements at your university. My colleagues and I are fortunate to have some leeway with student work for the seminars that we teach as there is no standardised requirement for second-year students to produce a particular type or length of report, and the seminar itself is independent of students' 3rd and 4th year "senmon enshu" choices. That said, "academic report" is probably the most common expectation that students have for seminars in the different years that they take them. Going back to the 2022 Autumn semester, the eight students in the Language Issues in Society

seminar did individual semester-long research projects, with some fieldwork (e.g., observational/ visual, discussions outside the seminar, interviews). Around mid-November or so, they gave presentations on their research, then they started working on writing up reports of their projects. When I raised the possibility of writing in different genres, most were interested in creating their reports in a non-academic style, so I encouraged them to choose their own style of report and to find examples in English and Japanese of the kind of genre they wanted to write. "At first I didn't know what way was better to do my report, and I was thinking about doing a video report like a documentary or blog. Because my report will be a little specific I was also thinking of doing academic writing too but I wanted to make a report which is easy to read for everyone," reflected Maria as she initially opted for a more personal style of academic writing. Later she settled on producing an academic blog. Yuiko decided to write an article for a youth magazine, while other students chose "newspaper article," "mass media web article," and "academic report."

Over the next several weeks, the students would refer to different texts and discuss with each other and me how they were trying to align their writing with the examples of the genre that they had chosen. Often this involved multimodal features like images, headings, font choice, and font colour. Other features the students noticed included sentence and paragraph length. "I am trying not to write an academic report like I am very used to doing, while thinking how I can be closer to the readers. Plus, I am taking a look at different magazine reports (and also other types of reports) to find some useful points that I can adapt to mine," wrote Yuiko in her weekly journal. I found it interesting to see students realising that they could use short 2- to 3-sentence paragraphs if they were writing mass media web articles, rather than longer, more complex paragraphs that they associated with academic reports. Some of the more elusive genre features revolved around the authorial voice that the students wished to adopt, and, where they wanted to write in an "I-you" style, how they might create an interpersonal quality to their evolving texts.

Hugh: This question of genres is a fascinating one for me, especially because I've been struggling for so long to understand why thinking and writing, any creative pursuit really, is subject to so much mystification – especially in institutional contexts. For example, many people express difficulty in understanding poetry or philosophy – seeing them as fundamentally difficult, essentially as impossible to understand. Not enough time here to explore all the ways in which gateway practices exclude people from participating in academic and professional life, but my sense is that Maria and Yuiko began to create new paths for themselves; new paths that allowed them to start participating in the conversations that are at the heart of so-called academic writing. Perhaps, by exploring these approaches, along with the commitment to demystifying academic writing in *They Say, I Say* by Gerald Graff and Cathy Birkenstein, we can help build bridges of empowerment that will benefit all stakeholders in our institutional contexts, and help us develop more critical or liberatory pedagogies for the long term.

Andy: Demystifying is a great way to put it. There was definitely a buzz and energy about the students' discussions. As the groups rotated and changed, they seemed to be learning as much from working on the same genre as on a different genre. Maria and Yuiko both wanted to write for near-peer audiences—young people like themselves—and, as they were particularly enthusiastic about the whole process, in the final seminar of the year, I asked them whether they would be interested in seeing their writing published outside of the seminar. Serendipitously, they both said yes. Catching up with Maria and Yuiko in April and early May this year, we met a few times in Zoom to discuss how they might develop their writing further for publication in Learning Learning, based on the feedback that you and Ken (Ikeda) had given them. They were both still focused on writing for a near-peer audience, and we talked in more detail about genre features, voice, audience, and purpose. Maria and Yuiko could see the "I-you" style in example texts that we looked at, and they were able to bring this into their writing in some places, but they found it challenging to sustain this throughout. Trying to understand why, I decided to ask them about their writing histories. Maria had written a research-based report in Japanese in her first year. While she had been expected to include her own experiences and views, she had been taught to follow a formal academic register and to adopt an objective position—to distance herself in her report. Maria was now interested in writing an academic blog, so that she could share her experiences and research in a more personal way without being too informal. She grew up in Japan as the child of Brazilian parents in a society which doesn't use her mother tongue. Although Maria now uses Japanese, Portuguese, and English, she had had many struggles with identity and language, particularly in her teens. In the seminar, while she felt that journaling each week in the second-year seminar had helped her express her thinking with a greater sense of own voice, one challenge she still faced was how to share the story of her deeply personal language identity struggle and connect it to wider issues in society. This was what she became able to do by developing her academic blog. While Maria was satisfied with what she had written

within the seminar and with talking through her own experiences and research within the seminar community, she worked hard to include more of her personal experiences in the version of her writing published in this issue of *Learning Learning*. Through this process Maria came to understand and express her own story more clearly for herself and for a new readership.

During her high school years, Yuiko, on the other hand, had spent a year at a high school in Canada, where she had written essays and short reports in English. In her first year at university in Japan, Yuiko had also completed a 2,000 word academic report in English. She was academically literate in English and found writing in English more familiar than writing in Japanese. Now she wanted to diversify her writing repertoire and reach out to other young people and feel closer to her imagined readers by writing an article for a youth magazine. To some extent this followed through from Yuiko's way of researching in the second year. Her initial focus had been on the revitalisation of Aboriginal languages in Australia; very early on in her research project as she began to seek the different voices and perspectives, Yuiko decided to find popular sources and perspectives authored by Aboriginal people themselves. This included video testimonies by survivors of the Lost Generation, the work of different Aboriginal artists (e.g., 2nd National Indigenous Art Triennial: Undisclosed (2010), 3rd National Indigenous Art Triennial: Defying Empire (2017), including Sandra Hill, and the songs and activism of DOBBY Rapper). Working with these sources radically shifted Yuiko's focus from revitalisation to survival, healing, resistance, and reconciliation, and appreciating Aboriginal histories and worldviews. Her choice of youth magazine article fit well with her interest in understanding the stories, experiences, and strength of Aboriginal peoples in their own vibrant terms. By extending and developing her writing for Learning Learning, Yuiko came to create a stronger "I-you" voice and managed to express her thinking and understanding more concisely for her imagined near-peer readers.

Hugh: Wonderful that you encouraged your seminar students to choose a genre and emulate it. The practice we do—in athletics, music, or in writing—always begins most productively in learning forms. By giving them the chance to explore the various genres, and to discuss how to align their writing with their chosen genres, then share their challenges with their peers sounds like a great way to move toward what I'll call informed improvisation. Clearly, though you did not say so explicitly above, this proved a great way for your students to think about the relationship between rhetorical moves, diction, the function of the various elements of a piece of writing, and their awareness of writing for a specific audience.

The choices you are making as teacher/mentor also sound intriguingly parallel to efforts among our younger peers in academia, who—it seems to me—are exploring alternative approaches to formal literary criticism and developing new models for interdisciplinary study and writing. I am thinking here especially of <u>Anadhid Neressian</u>, a writer and critic teaching at UCLA, <u>Namwali Serpell</u>, currently teaching at Harvard, and London-based novelist and essayist <u>Zadie Smith</u>. I am also thinking of historians and economists who have pursued newsletters, often hosted on the <u>Substack platform</u>, as a way of engaging more directly with readers from both within and beyond the walls of academe. (Just a few names here, if *Learning Learning* readers might be interested: <u>Brad DeLong</u>, <u>Heather Cox Richardson</u>, <u>Noah Smith</u>, and <u>Adam Tooze</u> — as always, too much to read, too much to learn, and too little time!)

Andy: I am always surprised and delighted by the connections you make, Hugh! There are some very interesting parallels there in creating new representations and understandings within different intersecting communities. On reflection, the practice of experimenting with genres goes some way to empowering students in authoring and communicating their own understandings of the world in *creative and critical* ways. They don't need to be beholden to a single paradigm for sharing their research with other people. Maria and Yuiko already had actual and *potential* <u>mutliliteracies</u>. They could see what they wanted to do, but it took time for them to realise this in their writing. Through

multiple interactions with others, in which they often de-constructed the way their own texts and other texts were organised, their perceptions of the new genres that they had initially imagined became sharper and more concretely focused. They were able to make sense of their own lived experiences (Maria) and the lived experiences of others (Yuiko) and connect this to conditions and ideologies in society. With feedback and support, they became fully capable of producing original work outside of standardised academic genres such as "academic essays" and "seminar reports."

For me, working with student-chosen genres has become a significant part of a pedagogy for learner autonomy and critical literacy with the Language Issues in Society seminar and other classes that I teach. This "informed improvisation," as you eloquently put it, is, I feel, also resonant with a *Pedagogy of Hope* whereby students can "explore how they and others perceive the world and reimagine it as an equitable space for all" (Gonzaga University, n.d.).

Hugh: Yes, exactly – as we've discussed and written about, formally and informally, for so many years now, the foundation of so much of what we've been trying to do for and with our students begins with Freire. Thank you Andy for this opportunity to explore these puzzles again.

Andy: And thank you, Hugh, for another thought-provoking discussion, both here in writing together and in Zoom as we have shared ideas with each other. To round things off, I'd also like to thank Maria and Yuiko for all their commitment and hard work on preparing their writing for *Learning Learning*—as well as say a big thank you to Ken (Ikeda) and you for supporting them and dialoguing with me about their writing. Thank you one and all!

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What should we do to protect our language identities?

The impact of society, beliefs, and the education system

Maria Yamazaki

About the author

I was born in Japan as a child of Brazilian parents, coincidentally in the year that had a football world cup in Japan/Korea when Brazil became world champion. I speak Japanese, Portuguese, and English and I'm a student at Chuo University studying law and international politics. My area of interests in research is about protecting minority rights so in my first year I researched the discrimination against LGBT persons and focused on "gay marriage" in Japan. From my own experiences as a multilingual person who grew up in Japan, in my second-year seminar, I wanted to research about language issues, specifically the protection of language identities. That is the focus of this academic blog.

Introduction

Language identity is a type of personal identity that is created from our language history and this is a very important part of our lives. For me, the question of language identity had a great effect in the creation of my own identity, and that process made me who I am right now. Even though I didn't know what language identity meant exactly at the time, it played an important role in my life.

As a person who grew up in a society which doesn't use my mother tongue, I had many struggles in terms of using another

language. The elementary and junior high schools I went to in Gunma didn't have good programs to help children with more than one language to use two languages. The school system of separating students who didn't have Japanese as their first language made me have a feeling of exclusion. And from the age of 10 or so, I started to think it was embarrassing to use Portuguese in front of Japanese people. I also tried hard to be "Japanese" so I could be the same as everyone. This need to be monolingual and monocultural stopped me from being proud of myself: Without knowing, I was excluding myself from speaking a different language for a long time.

All this had a big impact on my sense of identity and raised many personal and complex questions for me. In this academic blog I want to focus on my personal

language experiences in relation to social systems and beliefs to do with nationalism. I also share the experiences of another young person who, like me, went to school in Japan, but whose school environment was quite different from mine. What follows is based on my autumn research project in my second-year seminar on Language Issues in Society.

When I first started going more deeply into these experiences, I started to become interested in the connection of identity and multilingualism. Earlier in 2022, I had researched about issues in multilingual countries. I had expected that, when the society is multilingual, there should be several mixes of language identities for people who use more than one language. In addition, as a politics major, the relationship between language identity and nationalism had a big appeal for me. How do beliefs and ideas about nationalism affect language users' identities? Is there a simple national identity for people like me who are multilingual? Those questions were really important for me in understanding language identity, so nationalism is one of the essential themes in this academic blog post.

I have had a struggle with my own personal and national identity since I was a young child. I have often asked myself: "Am I Japanese/Brazilian or Brazilian/Japanese?" According to my own experiences, does it mean that somehow, the society, and the situation around a person can harm a person's language identities? I have come to understand that there are several factors which may have the potential to build a wall and limit our language identities.

What is language identity?

We cannot underestimate the importance of language identity. According to my research, I found that it is a type of identity that is created based on language. I also learnt that language is not only an individual question. It has a strong connection with society, the feelings and attitudes of people around you, and cultural norms.

Stan Grant, an Australian journalist who writes and talks about indigenous issues and his Aboriginal identity, has commented, "Languages and names are markers of identity." According to Grant, language identity is not just a simple factor, but it shows who we are and where we are. For me, language identity is one of the most

¹ Grant (2016)

important parts of my own identity. My first language is Portuguese, and then I learned Japanese when I was 3-5 years old, so I grew up with two languages from when I was very little.

Understanding the significance of those two languages was a challenge for me. We use language to speak, think, communicate, express our thoughts, ideas, and opinions ... and to show ourselves to others. When you want to do something, the first thing you do is probably to think, and language and thought are deeply connected with each other. So, most of the time, language is an important factor in our daily lives. We can also say that our social life depends on our language use and the communities we interact with. Basically, our daily lives are dominated by our language use. But in what ways were my language choices restricted or not? Let's think together about language choices, and language hierarchy in society.

Language choice and the impact of social systems

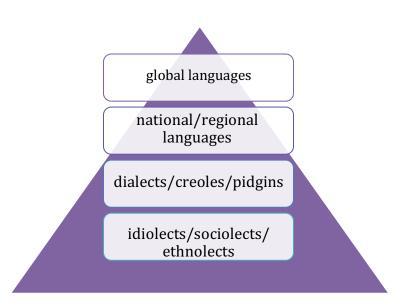
To put it simply, language choice is the choice about what language one will use, but it is not a free choice that individuals make. Language choice can shift depending on both individual and societal factors.

Societal restrictions on language choice

According to my research, language choice is both individual and societal. In sociolinguistics, when people mention the word "language choices", they are talking about individual speakers' decision-making within a language (Aoyama & Denton, 2020) — the choices that a person makes to use one language or another. However, societies also restrict language choices that people can make. As you can see in the figure below, language choice means not only the language which will be spoken but also the languages that will have official support, and which are taught in the education system. Society restricts language choice in this way, for example:

- What/How many languages will be used in this society & when they will be used?
- How many different languages are included in a language education system?
- How many different languages are recognized and included in a public spaces/places and information way in a society? ... etc.

This figure² shows the hierarchy between languages in terms of language choice which helped us understand how language choices are created in society.



What stands at

the top of the hierarchy is global languages, which today is primarily known as English. According to my research, there is no official definition of global language, but it refers to language that is learned and spoken internationally. Also, global language is defined by its usefulness on a global scale for economic and trade purposes (Tyers, 2016). The second level is national and regional languages, which can include the main languages of the society (for example, Japanese in Japan, Portuguese in Brazil, or Bahasa Indonesia in Indonesia). The third level is dialects (for example, Osaka-ben, or Yamaguchi-ben), creoles and pidgins, and the bottom level is idiolects, sociolects, ethnolects which includes various kinds of languages that individuals or small groups and communities use. In Japan, nearly everybody speaks Japanese, and young people rarely have a choice about the first foreign language that they learn. It is English. So, people's basic language choices are restricted unless they have interest in learning another language or they use some different languages in their family.

Individual restrictions on language choice

For an individual person, the meaning of language choice is simpler. Each person can have multiple language identities depending on language choices and uses. However, this flexibility depends on your society's language hierarchy, which affects the choices that you can make. Sometimes the restrictions in a society can prevent you from freely making individual language choices. In my case, I started with Portuguese at home, then through playing with children at kindergarten I

² Tyers (2016)

began to use Japanese, and later I began to learn English at school. Although there was a Portuguese class at school, I did not take it because it was Portuguese only and the children in that class did not interact in Japanese with Japanese speakers. The children in the class were isolated within the school community, and my parents wanted me to be bilingual. The school's language policies, my parents' wishes, and my future social prospects acted to restrict and support my language choices.

Strangely enough as I grew up in a monocultural society in Gunma, I still could live with two totally different cultures. However, even for me, accepting the use of another language became difficult as I went through the school system and learnt that monolingualism is expected. It became so normal for me to speak only Japanese, that I thought it was weird to use a different language. As a teenager I wanted to use only Japanese, and I insisted on this to my parents a lot. On my parents' side, they didn't want me to use Japanese at home because they were hoping for me not to forget and lose Portuguese. I respected their wishes and managed to use only Portuguese at home, but it was still really annoying at the time!

Having an international education in Japan, Tokyo

While doing my research, I started to be interested in the story of a student who had to come through a situation similar to me. She spoke different languages at home and school like me, but with a totally different school system unlike mine. She is a high school student in Tokyo, but she has studied only at international schools. Her name is AH (pseudonym). She was born in Japan to Japanese parents. However, from kindergarten, at a very young age, she grew up surrounded by English. She has been to 3 different international schools in Tokyo, and when I interviewed her, she was 16 years old, a freshman at an international high school. In the school which she is going to now, teachers and students use Japanese frequently compared to other international schools, but the previous two schools were mainly in English, so she spent her recent school life mostly using English. At home she used Japanese and then at school she had education and interaction in English with other students.

"There were many times when I asked myself which language is my mother tongue; Japanese or English?"

This is what AH said about her own language identity. Studying wasn't the bad part because she loved learning languages, but the high amount of study, the pressure, and the other kids calling her "力少粒" (= gariben, which means nerd in Japanese) were a hard part of using two languages for her. Sometimes It made her feel uncomfortable learning English, but she said she is grateful now for having studied English.

"I think I am very lucky to have the opportunity to say my opinion in English. There are some opinions that can be expressed in English that cannot be felt in Japanese, and there are somethings about language that can be spoken only because I studied English."

AH's story was very impactful for me. She had an opportunity to be bilingual even though she was living in a monolingual society; in clear contrast to me, she could become bilingual because she spoke Japanese at home but not at school. Since she interacts with people in her age in English, at the time she was more comfortable using English than Japanese, which is her mother tongue. It's funny that the "language shock" we faced was the same even though we went to schools with completely different systems; while mine was a rural and conservative school, hers was a metropolitan "international" school. Even when we are trying to make a choice for ourselves, social restrictions (at this point coming from the schools) and people around us (parents' decision in a young age, other students who we interacted with, and teachers) can cause a huge impact on our language identities as individuals.

Strong beliefs and exclusion

Nationalism, patriotism and language identities

As I mentioned, sometimes the idea of monolingualism can create a feeling of exclusion about using another language. It makes people think that their language has the priority, which I associate with the sense of strong mono-nationalism. So, what would be the connection between nationalism and language identity?

Language is the most important way to create a sense of group identity. From my research I concluded that language, politics, and culture are not separated, but they are all mixed together and they occupy an important part in our lives. One of the well-known beliefs which occupies an important role in language, politics, and cultures is nationalism.

Nationalism is often used to bring people together and to have a common national identity. However, it can also be exploited to create separation and difference between people. One example is with language. It is not rare to see people discouraging other language speakers to use only their language in their country; in Japan people say, "If you live in Japan, you MUST use Japanese" or, "Why would I have to learn another language since I will live only in Japan for the rest of my life?".

In fact, what I saw in my life was not only the exclusion by society as I mentioned before, but also by the people around me. When I used a different language, I felt several "EYES" looking at me. Thinking about this now, those people around me might simply have been amazed that I was using different languages, but for me as a child, those creepy "looks" I had to face when I was speaking Portuguese, made me feel insecure about using it. Even though I had been using Japanese five seconds before, in the time I used Portuguese, suddenly, I was being positioned as an outsider.

In my opinion, believing strongly in nationalism can limit and be detrimental for people's identities. This belief may make people have a strong sense of mononationalism and even a hatred for speakers of other languages. I have come to recognize that people's beliefs sometimes play a bigger role in the creation of language identities than other social factors.

Conclusion

To sum up, there are several factors which can prevent us from developing our multilingual language identities: the language choice in society, its system, the beliefs of the people around us... and so on. How our language identity will be created depends on our society and the people around us. If the society, and the situation around a person can harm a person's language identity, yes, it can have an impact at some point. If someone or something stands in your way one time, it will be difficult for you to try again and overcome it. Just once, if you lose being proud of your language, you will be scared and try to eliminate your identity. If you stay in the same situation, it will be very hard to escape from there. The same thing happened to me, and the only way to escape from that kind of mindset was to put

myself into a different environment by going to university in a metropolitan area where people are much less judgmental than in my hometown in Gunma.

Language identity occupies a very important part of our lives. It is yourself, your society, your culture, and your people. To respect everyone's language identities, there is one thing that we have to protect: freedom of choice. Accepting language diversity affects the way of language identities that we have. We have a right to choose what languages we want to use and what languages we want to learn without being disturbed by our society, and the situation around us. Social systems and ideologies should not have to threaten this. If we show our respect to our choices, there will be fewer problems to create our language identities.

At the end of this blog, I hope you have understood more about language identities than when you started reading this. The most important thing that I want to show is to respect yourself and your language choices, so that you can protect your language identities in different stages of your life.

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Time-traveling and recognizing Aboriginal cultures

I acknowledge with respect that First Australians from the past to the future are guardians of the Australian land.

By Yuiko Asai July 3, 2023, Tokyo

Disclaimer: This article includes some swear words in the lyrics that I quote from an Aboriginal rap artist. I decided to keep these to show respect toward the original work of the artist in protesting how Aboriginal people have been treated since the invasion by British settlers in 1788. Also, for Aboriginal people, this writing may cause you to recall traumas and other negative experiences you have gone through. I would like to forewarn you in case you decide to read the whole article.



Muttonbird Island is spiritually important for Aboriginal people, particularly the Gumbaynggirr, according to one of the boards at the Muttonbird Island Outdoor Learning Space. It represents their connections with nature (land and water), which their ancestors created for the future generations.

I needed to hear them out, understand their values

Yuiko Asai is from Tokyo, Japan, and a third-year university student at Chuo University in Tokyo. She has been researching Aboriginal issues in Australia since April 2022. Yuiko has studied different perspectives about the current situation between Aboriginal people and the majority, particularly to do with language. The majority "revitalization" as its final goal, but Aboriginal peoples are concerned with "healing." Her main questions are: What do Aboriginal people say? and Where are their voices? Her aim is to grasp the current situation from Aboriginal people's side. Also, Yuiko has been questioning How do Aboriginal activists act in order to be "listened to" by society (particularly the majority)? This is why she started to look at the activist work of Aboriginal artists, and to explore Aboriginal peoples' cultural values and philosophies. In turn, this brought her to learning about "The Dreaming" - the way in which Aboriginal people understand the world and their place in it.

On January 26 each year, the majority of the Australian population celebrates the British settlement as Australia Day, whereas Aboriginal people consider this Invasion Day¹. Aboriginal people have a different story and history from the mainstream. According to a group of UNSW researchers², Aboriginal people arrived over 50,000 years ago and have since then developed their own cultures and have their own languages. They settled in the land long before the first voyage of Captain Cook in 1770. Today, they live in Australian society with great language and cultural diversity despite all the oppression and violence they have faced since the 18th century.

In the early part of my project about language revitalization in Australia, I came across a dark period called the Stolen Generations. The Stolen Generations is when Aboriginal children were taken away from their homes by the government schemes from the mid-1800s through the

1970s³. Listening to video testimonies by survivors of the Stolen Generations⁴, I came to realize the importance of "hearing" people's own voices. I then tried to recognize how Aboriginal people have been seeking "healing" and that their language revitalization is actually a part of their "healing."

Then, a totally changing question came up for me: What do Aboriginal people do to heal themselves? That is when I started to meet their activism through hip-hop, art, and education, for instance. I began to feel strong voices that hope to be "listened to" by the public. I started to notice their strong cultural prides and learn about Aboriginal people's various cultural values and philosophies. I also met this interesting concept — "time-traveling" — for the first time. This is a key to unpacking Aboriginal people's values and understanding their cultural pride. Now, I would like you too to get to know about the time-traveling concept, and reflect on the situation for oppressed minorities around the world. Welcome to the unique, significant time-traveling of Aboriginal people. In this magazine article, I'll guide you by looking at the past, the present, and the future as we time-travel ourselves.

¹ Korff (2023)

² Coper, Williams, & Spooner (2018)

³ Healing Foundation (n.d.)

⁴ Stolen Generations' Testimonies Foundation (n.d.)

What is "time-traveling"?5

Okay, I get that we'll go on some kind of a journey, but what is Aboriginal people's "time-traveling" – it's not the Back to the Future time traveling, eh? Of course, this isn't the same concept as visiting the present and going back to the future, like "the idea of linear time" seen in western cultures⁶. As you can see in the image below, Aboriginal people's time-traveling is for today's generations to maintain and feel spiritual connections with different times now, in the past and in the future in nature. They can get to know about what ancestral beings have done in the past, appreciate them for what they have, and, most importantly, find connections to their lands which will bring them to their languages. I created this visual image of time-traveling for our better understanding about the concept and will explain more in no time!

Time-traveling image



As you can see in the image above, Aboriginal people's time-traveling is done across every generation and every time through the Dreaming. And this is a never-ending process.

Traveling back to the past – What is the Dreaming?

Why don't we start our journey from the past? But, first of all, let me introduce to you Aboriginal people's core, the Dreaming. In an article of Creative Spirits whose website is run by Aboriginal people⁷, Mudrooroo (an Aboriginal writer) explains that the Dreaming is "a psychic state in which or during which contact is made with the ancestral spirits, or the Law, or that special period of the beginning." In other words, it is when Aboriginal people are making spiritual contact with their ancestors to learn about what their ancestors created for them – from the Creation Period through the present to the future.

The Creation Period for Aboriginal people is the time when there were ancestral beings

⁵ Korff (2020)

⁶ Working with Indigenous Australians First Nations people (2020)

⁷ Korff (2021)

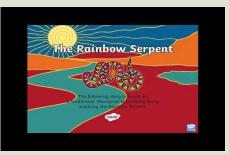
⁸ Korff (2020)

(ancestral spirits) forming and shaping the world of "Aboriginality" on their own land – knowledge, cultural values, traditions, and customary laws.

The stories of their creations are vividly alive and strongly connected to today's society through the Dreaming. They can learn about given rules, laws, and cultural values, how the universe and everything in the lives of Aboriginal people were created, as well as knowledge about creatures and the nature. The Dreaming takes place when people get to listen to the stories through discussions, singing, plays, dances, and other cultural rituals like body painting. This lets Aboriginal people living in this modern world have connections with their ancestral beings, and with their own traditions/cultures and their own lands.

An example of the Dreaming

Let me share with you one of the most well-known Spiritual beings of the Dreaming: the Rainbow Serpent. The Rainbow Serpent is a life-giver in many Aboriginal cultures. In the Creation Period she shaped the earth as she was traveling across lands; for example, meandered paths became mountains, valleys, and riverbeds. She even tickled frogs' stomachs, and the frogs gave the paths water, which turned into rivers and lakes. Since the Rainbow Serpent is a creator of the foundations of their lands, people pay respect through a ritual.



Rainbow Serpent storytelling video

When they enter rivers, lakes, or other watery sources, they declare by singing to the Rainbow Serpent that they will do no harm. If they do not show her the respect, they fear she will cause great natural disasters like storms, strong winds, or heavy rain. With Dreaming stories like the Rainbow Serpent, we can learn about the Creation Period where everything surrounding Aboriginal people started. This is how they learn about their stories and acquire their cultural pride.

Coming back to the present

After we come back from time traveling through the Dreaming with new knowledge about Aboriginal people's cultural values and philosophies, we return to the present. We've completed the past part of our journey, but have not learned about Aboriginal people themselves yet. With what they have taken in during the Dreaming, Aboriginal people build up their cultural identity or "Aboriginality" and they gain pride in their culture and traditions. Then, they can express this actively in the present. By doing so, they "heal" themselves from their dark history since the invasion.

In the present, more and more young people would be keen on taking actions in order to protect and make their own cultures thrive. This is one way they do this is through raps. Now, let's continue our journey by getting to know about the work of an Aboriginal rapper, and how he story-tells his "Aboriginality" as his interpretation of the Dreaming.

Rapper DOBBY

In this new part of our journey, we bump into a rapper called DOBBY! He is a rap artist

and an activist with a mixed-heritage Murrawarri (from Weilmoringle, NSW⁹) and Filipino cultural background. He actively tackles today's issues faced by the Aboriginal people through music, performance videos, and lectures. His rap music deal with about issues such as land rights and environmental issues.

I saw a music video by DOBBY rapper for the first time when I was looking for real Aboriginal people's voices. I noticed his great sense of cultural pride through one of his songs, *Walk Away* (2022). This is his way to pass down what he has been story-told about Aboriginal people and their resilience, as well as to show how he feels about Aboriginal people's struggles. DOBBY does not want Australian people to forget about the assimilation in the past and its consequences. Rather, he wishes to encourage people to move forward together. In this song, he is storytelling about Aboriginal people's experiences with assimilation and invasion, as well as what they lost as a result. ¹⁰ These lines are where I personally feel his message strongly.

Assimilate us, and then you blamed us
Goddamn, that's a bitch
Talkin' shit, you might be liable to catch a fist
You took the voice of my Murrawarri people, and you
ripped it from our throat
Man, I swear I'm 'bout to let 'em all know
But you tell me, "Let it go"



This song really expresses Aboriginal people's loss since the invasion, particularly that of the Murrawarri. DOBBY is very eager to let Murrawarri people know that their voices have been taken away by Europeans. And he tries to encourage Aboriginal people to keep story-telling about themselves and their struggles, not "letting it go". His song, *Walk Away*, can empower them to build their strong cultural pride for themselves.

Also, in other songs like *Peregrine*¹¹, DOBBY story-tells his own "Aboriginality". It is so powerful that audiences can sense this only by listening to his songs, which makes them want to rethink and take some actions. Through story-telling like DOBBY does, people can acquire in the present time cultural pride and endeavor to preserve their own "Aboriginality" with great passion.

After our time-traveling

We now have completed our time-traveling. Did you see how Aboriginal people always go on the journey to learn about their cultural values and philosophies through their ancestors? We don't necessarily have to be "Aboriginal" to go on the time-traveling journey to learn about them. Let's also recognize one of the most famous Aboriginal elders, Uncle Michael Jarrett. He has said that he "strongly believes in keeping his language and culture alive and proudly teaches anyone who wants to learn." From this quotation, I feel that, even though I am a non-Indigenous writer, I am encouraged to deepen my understanding about Aboriginal people as much as I can. We all can keep

⁹ Loo (2020)

¹⁰ Sloan (2022)

¹¹ DOBBY.au (2018)

¹² State Library New South Wales (n.d.)

time-traveling more, and if we do, we will be able to consider Aboriginal peoples and the richness of their cultures from their side. This time-traveling is just the beginning: let's continue this journey together in the future (and also in the past).

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LD SIG Grant Awardee Reports LD SIG 研究助成金受

Empowering Language Learners: Integrating Learner Well-being into Classrooms



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In July 2020, just as I had completed all my grading and was looking forward to my summer break, I experienced my first and most severe panic attack whilst being alone at home. I genuinely believed I was going to lose my life because of my inability to breathe. The trigger for this episode was a phone call from my brother, whom I had met the previous day, informing me that he might have contracted COVID-19. Overwhelmed by the extreme stress and exhaustion accumulated through the semester, my heart began racing, and I struggled to catch my breath. By some stroke of luck, I managed to make my way to a nearby clinic, where the diagnosis confirmed it as a panic attack. From that day forward, I found myself battling a daily onslaught of panic attacks until I obtained suitable medication during the summer. This experience served as a wake-up call reminding me of the utmost importance of self-care in my journey as an educator. So, I began to study and research teacher and learner well-being in education.

As a result of my recent research interest in well-being in education, I have become increasingly curious about how fellow educators address and enhance learner well-being within their classrooms. Therefore, I felt an overwhelming sense of privilege and gratitude when presented with the opportunity to participate in PanSIG 2023. This conference offers a valuable platform for learning and engaging in discussions that revolve around the challenges and possibilities involved in constructing a sustainable future for language education. The selected theme of the conference was exceptionally timely, pertinent, and relevant, given the numerous ecological, social, and economic challenges our world is currently facing. Indeed, it has become increasingly important to address this topic, particularly in light of the ongoing pandemic and the rapid advancements in the field of AI, which are intensifying changes and presenting new obstacles in education. Within such a complex context, the process of reevaluating and participating in discussions concerning the role of language education has been truly rewarding for me.

During PanSIG, I attended several presentations, workshops, and forums to develop my understanding and explore innovative strategies and approaches to create sustainable, equitable, and socially responsible language learning spaces. In particular, this report focuses on exploring how we can enhance learner wellbeing in class through positive psychology intervention, which promotes and enhances the overall well-being of learners.

LEARNER WELL-BEING

One of the most informative, relevant, and inspiring presentations I attended at the conference was by Dominique Vola Ambinintsoa Razafindratsimba and Phillip A. Bennett. Their presentation focused on positive psychology interventions to support EFL (English as a Foreign Language) students. They highlighted how these interventions can be effectively implemented in classrooms to cultivate a positive learning and working environment, boost motivation and resilience, and encourage students to embrace learning opportunities. As someone with a keen interest in

they are interconnected.

student well-being based on Positive Psychology, as well as my prior research on teacher well-being, I was eager to learn practical ideas from this presentation that I could apply to enhance my students' positive mindset and self-efficacy, both within the classroom and in their personal lives. Additionally, I was interested in discovering strategies to facilitate a positive learning environment. As I expected, Razafindratsimba and Bennett facilitated a relaxing and friendly atmosphere in the presentation and shared their ideas based on PERMA which is a concept introduced by Seligman (2011). The acronym PERMA stands for Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments, and these five elements contribute to overall well-being and happiness, and

After explaining the fundamental purpose of Positive Psychology and its interventions, the presenters introduced five practical strategies that can be implemented in the classroom to enhance learner well-being based on the PERMA model as written below.

Three Good Things (Helgesen, 2016; Seligman et al., 2005; Seligman, 2011)

In this activity, students write down three experiences, thoughts, occurrences, etc, that went well during the day and reasons why they were positive. Then, they share one of them with their partners. By focusing on positive aspects of their lives, this activity can raise positive emotions, encourage engagement, may promote positive relationships among students, and notice meaning of their lives and achievements. Additionally, it may develop metacognitive awareness of affective states (emotional regulation) and linguistic ability to express thoughts in a less superficial way

Confidence Building Diary (Kato & Mynard, 2016)

In this diary, students are asked to record something good and positive they have done in their English study in order to boost their confidence and motivation. This activity helps students notice and appreciate small achievements, may raise positive emotions, encourages engagement in their language learning, and can support students to notice that what they do is meaningful.

Savoring Positive Experiences (Seligman, 2011)

Savoring is a technique that can be used to amplify both the intensity and duration of positive emotions. Students are encouraged to identify and share three positive aspects or achievements from their class. This practice provides students with opportunities to recognize and appreciate pleasant experiences, extend their enjoyment, and engage in detailed reflection. By incorporating thought-provoking questions that elicit positive emotions, this approach can enhance students' confidence and motivation. Furthermore, it can foster their ability to critically examine challenging aspects when prompted.

Medals (Helgesen, 2016)

After completing a pair or group presentation or project, it is important to allocate some time for students to reflect together on their collaborative effort. Then, either the students themselves or the teacher can create medals using blank paper, and they should write down a quality or positive attribute they observed in each of their partners during the project. This activity promotes reflection, appreciation, and recognition of each student's strengths and contributions within the group. It also helps foster a positive and supportive learning environment while encouraging students to acknowledge and value the efforts of their peers.

Action Logs (Miyake-Warkentin et al. 2020)

An action log in an educational context is a document or record that tracks the actions or tasks performed by students in the classroom. It serves as a tool to monitor and assess student progress and can have various purposes. Here are a few common uses of an action log in a classroom setting: tracking emotional states, goal setting, and communication with the teacher. By using an action log, students can actively engage in self-reflection, monitor their progress, and communicate their needs

or concerns to the teacher. It enhances student agency, promotes self-awareness, and fosters a collaborative and supportive learning environment.

Razafindratsimba and Bennett's presentation offered a comprehensive understanding of Positive Psychology and its application in language classrooms. Additionally, it provided numerous practical activities that can be implemented in language classrooms.

Another presentation that aimed to enhance learner well-being was a visually attractive and interactive poster presentation titled "Sustainable Wellness and Accessibility: Finding Your Red Balloon" by Andrew Reimann and Natsuki Suzuki. The poster was filled with adorable illustrations and included a space for participants to write about one of their talents, which could be shared with others on a red balloon-shaped piece of paper. I wrote, "My colorful facial expressions can make people laugh." I have developed instantly changeable facial expressions to communicate more effectively with English learners. Many of my students and friends find my expressive face funny, so I thought this could be represented by my red balloon. Sharing my red balloon and reading others' contributions on the poster was absolutely enjoyable. Explaining my red balloon to the presenters also became a communicative activity that can be incorporated into a language classroom. After participating in this activity, called "Finding your red balloon," Natsuki, one of the presenters, made a real red balloon and gave it to me as a gift. It was a simple yet thoughtful gesture that truly brightened my day. I attached it to my backpack and traveled back home to Tokyo from Kyoto, filled with a playful and positive sentiment.

As a keen advocate for teacher and learner well-being, such activities introduced in the presentations served as a clear reminder that promoting positive perspectives regarding students' skills and capabilities significantly enhances their overall well-being and motivation to thrive as both learners and human beings.

CONCLUSION

Since attending my first PanSIG conference in 2011, this was the first time I participated as an attendee rather than presenting my own research or approach. It provided me with the opportunity to engage in numerous presentations, poster sessions, and forums at a futuristic university with a breathtaking view of Kyoto. Unfortunately, due to my hectic schedule, I could only attend from Saturday and missed out on some of the social events during the conference. However, the diligent efforts of the organizers and student helpers made it one of the most welcoming and accommodating conferences I have attended in the past decade. I was grateful to connect with both familiar and new fellow educators who share a profound concern for the future of language education.

In addition to gaining insights into effective approaches and activities to promote learner well-being, I learned the importance of creating a learning environment that enhances learners' autonomy, respects their agency, and provides resources and information tailored to their needs.

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PanSIG 2023: Discovering Community, Reaffirming Teacher Values



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Curiosity and growth. These are the values that have guided me as a secondary teacher working in Japan for the past 17 years and what have inspired me to explore how to better create autonomy in my classes at an all-girls secondary school in Kanagawa. Starting my career in eastern Gunma, straight out of university, I worked at four public high schools where I experimented and developed as a teacher. At that time, I was interested in how to make English class a fun and exciting experience for my students. Through the use of games, interactive activities, and music, my goal was to inspire my students to become invested in how exciting learning another language can be. Born and raised in Wisconsin, USA, I found my freedom through learning my L2. Majoring in Asian Languages and Literature with a concentration in Japanese at the University of Minnesota, I discovered a whole new world through learning another language. Naturally, as a teacher, I want to share this joyous experience with my students. After the Great Japan Earthquake, I moved West and worked as an elementary school teacher in Osaka, a city that intrigued me for its comedy and unique dialect, Kansai-ben. While living there for six years, I taught at three elementary schools in southern Osaka and reveled in the joys of primary school teaching. Differing from the secondary level, I found the receptive and eager nature of the students invigorating and extremely rewarding. After a gap year away to backpack around Asia while making some cash on the side as an instructor for an online Chinese teaching platform called VIPKid, I returned to Japan and have since then worked as a teacher at two private schools in Kanagawa. During this time, I attended night classes at Temple University in Tokyo and last year, after receiving my M.S.Ed., naturally I began to contemplate the next step in my career. After some soul-searching, I decided I wanted to become a university professor and in order to pursue this goal, I joined JALT.

When signing up to become a JALT member, I looked through the organization's various SIGs and the LD SIG stood out to me. On the SIG website, LD describes itself as "supporting autonomous learning and teaching" and my teaching philosophy and values firmly align with this as "increasing intrinsic interest, self-confidence and student autonomy are techniques that can motivate our students" (Dörnyei, 2001, pp. 28-29). Just as I am forever curious, I want to foster learning strategies that support curious L2 learners, and currently, I am exploring translanguaging and how its use can promote active student participation in my classes for Learner Development Journal 8 (LDJ8). Translanguaging utilizes learners' full arsenal by allowing students to switch between either L1 and L2 to promote comprehension in active and passive language processing (Garcia & Wei, 2013). As my students often struggle to find the words in their L2 to discuss guestions posed to them in class, I have found translanguaging to be an effective strategy to increase student motivation and self-efficacy as it allows students to use their background knowledge to ease the verification of information and creates a safe and comfortable environment in which they can do so. In order to support my writing for LDJ8, I felt naturally the next step was to attend my first JALT conference. As I do not receive support from my institution to attend professional conferences, it was hard to justify the shinkansen ticket and hotel price to travel to Kyoto on my own dime, but I didn't want to wait until JALT 2023 which is being held a little closer to home in Ibaraki. Thankfully, the LD SIG sent out an email announcing the grant opportunity. I applied and was elated to have my grant proposal accepted. The grant not only helped ensure my focus would be on the

presentations and not my bankbook, but also gave me the confidence to attend my first JALT conference with hundreds of mostly university instructors, only one of whom was a friend. My reasons for wanting to attend PanSIG 2023 were plentiful but mostly, I was just hungry for ideas.

I am currently conducting classroom based research using Exploratory Practice and the term "puzzle" is preferred and used throughout the EP literature. The reasoning behind this is that "problem" can come across as a negative, teacher-centric term and "puzzle" is used to promote collaboration and inclusion with students in a more positive light. Throughout my grant report, I am looking at the presentations I viewed at the PanSIG conference through an EP lens.

As an instructor, I try to improve my classes each year by understanding a puzzle I encounter in my classes. For example, last year there was no curriculum provided and I was asked to design a curriculum for English conversation classes that supported JHS and SHS English courses taught by my Japanese colleagues. The school's hope was that I could reinforce the language from their textbooks in my English conversation classes and give students a chance to practice and use this language in various activities. Mostly, I was instructed to help inspire students to enjoy the process of learning English while helping them increase their EIKEN test scores. At Kamakura Women's University JHS/SHS, a school with two tracks, international and progressive, students have three opportunities a year to take EIKEN. The international track with higher English ability aims at higher EIKEN scores, passing pre-2 by year 3 in JHS and level 2 by HS. Students in the progressive course are required to pass Level 3 by year 3 in JHS and Level pre-2 before graduating from HS. Naturally, the puzzle I explored was how can I keep English interesting and engaging for my students while helping them to pass the EIKEN level required for them?

Also, I was searching for ideas on how to improve the club I oversee and am an advisor of, English Speaking Society (ESS). In previous positions I have worked at, ESS was a casual club for students to come and play games in English. I co-advised with several other teachers and though I cared deeply for the students in the club, it always felt a bit underdeveloped. At Kamakura Women's University JHS/SHS, my colleague and supervisor, Mr. Takao, and I, as first-time sole advisors, wanted to develop the club into more than just a casual English game club. We hoped to provide opportunities for students to improve their English skills in meaningful ways through school events. speech contests, cultural lessons, etc. This year, we implemented several new strategies to support this goal. Perhaps the most significant, we introduced an English first rule. We encourage our students to speak English first and to try to express themselves without resorting to Japanese. Initially, it was challenging for them but slowly over the past four months, they have started to communicate using only English, no small feat for sure! Currently, a puzzle we are exploring is how can we support students in becoming autonomous learners who actively are using English? Specifically, what systems could we implement to support students between activities or when there is downtime? Often, the high school students finish an activity more quickly than JHS students, and this waiting time is sometimes spent reverting to Japanese. When HS students are organizing the logistics of the school festival club display, JHS students may be sitting without something to do. How could we better support them to put English first?

My desire to foster learning strategies that support curious L2 learners led me to the first presentation I attended at PanSIG 2023 which was conducted by LD SIG member, Tim Cleminson. His case study investigated one of the principles of exploratory practice: *quality of classroom life* (Allwright, 2003; Allwright & Hanks, 2009). During his session, Cleminson compared and examined the experiences of both teachers and students engaging in exploratory practice (EP) for the first time and then analyzed these narratives to facilitate overcoming challenges that teachers face in the classroom. His presentation stood out to me as I am also currently using EP to analyze my classes with *quality of classroom life* at center stage for my research for *LDJ8*. By listening to

Cleminson's presentation, I was able to solidify my knowledge of EP, what it means in different teaching contexts, and think more deeply about how to further use it in my teaching situation. In regard to my puzzle concerning ESS, I was drawn to Steven Lim's presentation "Do Compulsory Self-Access Learning Center Visits Facilitate Autonomy?" In his study, Lim surveyed first and second-year university students' use of his university's self-access learning center and the kinds of activities students engaged in. I found the use of discussion cards particularly of interest and it is an element I would like to add to our club room guiding students to have a more autonomous relationship with English. Some examples that Lim gave were situational English interactions such as ordering from a menu or checking in at the airport as well as more conversational prompts such as how to express your opinion on a new fad or ways to connect with others in English. From next semester, I plan to mirror Lim's efforts and make some original conversational prompt cards for ESS and instruct the students on how to use them to facilitate conversation.

The final event of the day was the LD SIG Forum. A bit nervous to enter being the newbie I was, I walked up to one of the poster presenters and was welcomed by an instructor with a calm yet passionate demeanor, Jenny Morgan. I was really impressed by my interaction with Jenny because right off the bat, I could tell we both had one thing in common: a passion for empowering our students. Jenny told me about a project she was doing at her university in which she was "expanding upon the typical travel English roleplays to bring an awareness of diversity, equity, and inclusion (DEI)." Morgan believes that instead of just presenting cookie-cutter dialogues that can be found in textbooks concerning travel, we can push our students to go deeper and discuss ethical travel. We brainstormed together about how we could present students with the language needed to volunteer abroad or discuss environmentally friendly travel. We also discussed how to visit countries that are off the beaten path for most Japanese tourists and how to promote DEI travel to all corners of the globe. As an avid backpacker myself, it was exciting to discuss these topics that are not often presented in the standard MEXT textbooks. Morgan was receptive to the fact that even though I'm in secondary education, there are parallels and the presentation left me feeling hopeful about expanding more upon dialogues that I encounter in my student's textbooks. Connecting with another instructor who was working at the tertiary level was exhilarating and helped fuel the fire that I too could enter university academia. Though I do currently share my travel stories with students, I started to see that my experiences outside of the classroom could be highlighted even more in my current and future classes. A recent trip I took to Sri Lanka for ayurvedic treatment could turn into a lesson introducing students to holistic medicine and stress management techniques that could support their learning. Meditation and yoga poses could be a warm-up activity before a challenging task. The possibilities are endless.

After listening to a few other poster presentations, I was lucky enough to be acknowledged with my co-recipient and allowed to say a few words of thanks. Overall, attending PanSIG 2023 was such a humbling and rewarding experience and one which I will never forget. I look forward to getting more involved with the LD SIG and contributing more in the future. I was moved and humbled by the welcome I received and highly recommend joining the LD SIG.

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Life and Research Trajectories as a Lens for Understanding Learner Development: Aya Hayasaki 2021 LD Research Grant Awardee



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James Underwood writes: Aya Hayasaki was awarded a Research Grant in 2021 and has been active in the Learner Development Journal Issue 7 "Challenging the conventions in learner development research, which she has been co-editing with Ellen Head and Ryo Moriya. What follows are prompts that are the start of a dialogic interview.

1. How or why did you become interested in learner development, and decide to become a member of the LD-SIG?

I finished my master's program in 2017, joined JALT in 2018, and chose to join the LD-SIG because it seemed the most active of all the SIGs. When I started my PhD program in 2020, I started to interact more actively with the members of the SIG. Everything suddenly went online, and I had to make drastic changes to my PhD proposal because of the pandemic. I was desperately looking for opportunities to connect with people I could exchange research ideas with. I met Ryo, a senior at the same university, and that's when I learned about the Learner Development Journal (hereafter LDJ) and found it very appealing to be able to write papers while interacting directly with experienced researchers/teachers.

2. Who or what has been particularly important for you in developing your (learner development) practices and/or your understanding of learner development?

Looking back, I feel there were several turning points in my life as a learner/teacher/researcher. The most significant was a two-week homestay in Salinas, California, my hometown's sister city, when I was 15 years old. I was born and raised in a rural area of Kagoshima (the southern part of Kyushu, Japan) and began studying English as a school subject for the first time in junior high school. So, the first thing that was new for me was to realise that there were actually people who do use English in their daily lives—that English was a real language that people speak living in the real world, something that exists beyond those thin textbooks I used to use. My host sister, who

was two years older than I, told me that she had come to my hometown in Japan through the same program and that her dream was to become an ALT in Japan (which came true after several years). It was also a big shock to me when I visited a local school and learned that individual students set and decide their own timetables (to me then, it was a symbol of learner autonomy!). As I had no concrete dream before, it was a great stimulus for me to be exposed to people's lives in a foreign language. I felt that English education in Japan, where most students seemed to study English only for tests, was such a *mottainai* thing—a real waste of time—and that English classes should be more meaningful to each student.

Later, in my second year of senior high school, I convinced my parents to allow me to spend one year as an exchange student at a public high school in the same host family's community in California. I studied English hard in high school, which I loved, but in university, I wanted to learn "in" English, so I majored in international liberal arts at an English-medium university. I also studied at a university in Brno, Czech Republic, for a year to experience firsthand the situation of English language education in another country where English is learned as a foreign language. Interestingly, contrary to my expectations at the time, English was often not spoken in the city where I studied. I realised the privileged position I had unconsciously assumed English to hold. So, I shifted my focus to studying the Czech language and interacting with Czech friends, which allowed me to experience the richness of learning languages and cultures other than English. At the same time, I made friends with international students from other parts of the world, which gave me opportunities to use English as a lingua franca. It was around this time that my fear of making grammatical and pragmatic mistakes began to diminish and I began to feel more like a user of English rather than a mere learner.

After graduating from university, I worked for three years as an English teacher at a public high school in southern Kagoshima. This was something I had long dreamed of. Soon, however, I faced a gap between my ideals and the realities of the classroom. Many of the students were really hard-working and we did enjoy many things together in and outside the classroom, but according to their questionnaire responses, not many of them had reasons to learn English beyond 'because I need it for the university entrance exam'. While I do not think that is a bad thing in itself, I once said in one of my classes: "Right now it's very important to face the exams in front of you. But after you are free from these exams, I want you to have as many experiences as you can have because you have learnt English." I showed them pictures of my experiences abroad, studying, backpacking and volunteering. One of the students – smiling broadly – responded, "Teacher, I really enjoyed looking at the photos! You were really rich, weren't you?" In the next lesson, I explained that there are more and more opportunities for anyone to study abroad, regardless of academic or financial ability, as long as they have something they want to do and can demonstrate a plan and passion. They looked confused. I felt that even though there are more and more programmes offering support for young people to study abroad, making these opportunities personally relevant to those from diverse backgrounds is probably a very different thing. This led me to my current research theme, which I will introduce later.

3. Where do you work now, and what kind of learners do you work with, and what puzzles or questions do you have about them related to learner development?

I currently work at Waseda as a research associate while also working on the fourth year of my PhD studies there. I also teach a course called Self-Directed Learning (SDL) at Gakushuin University. My puzzles and questions in both practice and research are mostly around the role of social context in language learning; specifically, I am interested in how to make language learning more personally relevant, meaningful, and empowering.

4. What area of learner development are you particularly interested in, why? And have you conducted any research related to it, if so how? And what were your findings?

Here, I would like to focus on my PhD project, part of which I wrote about in my application to the LD Research Grant. I have been exploring the role of English language learning experiences on the life and career trajectories of women from rural Japan, focusing on both opportunities and challenges for empowerment. While today's research in foreign language education underscores the significance of considering learners' social contexts, a noticeable gap exists in Japanese research in that insufficient attention has been paid to regional and gender disparities—and this includes an incentive divide (Kariya, 2012), as well as gaps in motivation or aspiration to learn. As for data collection, I have been conducting life story interviews with women from Kagoshima Prefecture, which is known for having the lowest four-year university enrolment rate in the country. I also integrate my personal experiences as a female learner and teacher of English, as well as a researcher, from the same region, through autoethnography. For data analysis, I utilise Trajectory Equifinality Modelling (TEM), a methodology originally developed in the field of cultural psychology. TEM has been applied in studies of language learner and teacher psychology, particularly in Japanese contexts (e.g., Moriya & Ishizuka, 2019). It offers insight into how differing initial conditions can lead to similar outcomes, aiding in the visualisation of changes in values and actions. I also try to employ Auto-TEM (autoethnography through TEM; Tsuchimoto & Sato, 2022) to reflect on how my researcher reflexivity has evolved throughout this study. In doing so, I am also hoping to address the ethical dimensions of foreign language education research.

I wrote up the first phase of my PhD project as a paper published in the 6th volume of the *Learner Development Journal (LDJ6)* (Hayasaki, 2022). In this study, I focused on the stories of three women in their third year of university who self-reported that they experienced a positive change in their career aspirations through their English language learning experience. They had participated in the project-based learning programme in English as part of their senior high school curriculum. The findings revealed how they overcame various social constraints by meeting near-peer role models and other supportive people. Cultivating their possible L2 selves seemed to have helped them form clearer future visions and eventually succeed in enrolling in the universities they aspired to go to. At the same time, more questions emerged than answers to my original research questions. For example, these three women eventually chose more academically challenging universities outside Kagoshima than they had originally imagined, but that is only one of many examples of the positive impacts that language learning can have on different people's lives. This led me to pose the following questions: Is pursuing more challenging educational and professional opportunities always the best option? What other forms of positive changes could language learning bring about?

5. How did you use the research grant?

The questions above brought me to the idea of the second phase of the project, in which I am currently interviewing my friends from senior high school in Kagoshima. I used the research grant to pay rewards to the interviewees for participating in the interview, as well as the cost of a transcription service. We (my high school friends and I) come from an even more rural part of Kagoshima, and few of us went to a 4-year university—and there are different kinds of stories in the lives of these women that I knew about. While being aware of the ethical dimensions of conducting acquaintance interviews, I wanted their voices, as well as my own, to be heard and included in research in this field. Foreign language learning has educational significance not only in terms of the instrumental benefits derived from the acquisition of the target language itself but also in that it allows learners to deepen their understanding of their own values and those of

others through contact with different languages and cultures. My primary goal is to understand this aspect of language learning more deeply. By conducting this research, I hope to provide both adolescent and adult learners the ability to proactively understand the pedagogical implications of their L2 learning experience with their career development and overall well-being beyond the compulsory language classroom. This is still a work in progress, and I hope I can continue to report on my further progress to the LD community, which has provided me with such incredibly immense support over the years.

6. Where did the idea for the theme for Learner Development 7 come from? Why did you choose to become an editor for this issue? And what have you found interesting, puzzling or rewarding about the writing or editing process?

The questions I discovered working on my *LDJ*6 project helped me reflect on the assumptions, values, and beliefs that I had unconsciously accumulated through my experiences as a learner, teacher, and researcher. I decided it was time for me to challenge them. I also thought people in other contexts might have different kinds of conventions to challenge. Particularly for the readers of LL, these questions might be interesting to think about: What is practitioner research? What is research for practitioners? What is it not? ... Is it really not? How? These questions emerged through discussions among the editors and contributors in *LDJ*7. I have, as a result, started to understand how different approaches may contribute to practitioner research.

7. When have you thought your learners (past or present) have been "truly autonomous rather than just going through the motions to please you", and what convinced you that they were?

I believe that one of the moments that a learner becomes truly autonomous is when they are confronted with their own vulnerability or negativity. In my own experience, as an L2 user of English and as an early-career researcher, I have spent a great deal of time feeling unsure of myself. As a teacher, I have also met many students like me. However, you never know what may become a catalyst for learning, for growing interests in new things, or for experiencing success. Just as intrinsic and extrinsic motivation naturally fluctuate, wanting to score well on a test or to please a teacher or parent can become the starting point for authentic learning opportunities. In the passage of time and with the accumulation of experience, learners move back and forth between different feelings and identities. This may involve confusion and pain, but that often becomes the reason to try to move forward. They may not be able to understand themselves well enough when they are in the middle of such changes, but they may look back later and find themselves having made positive changes in different ways. Positive psychology is often applied to language teaching, but in my research, I want to shed more light on the seemingly negative aspects of learning from new angles. To this end, I would like to continue working with different ways of reflection and retrospective interviews. What I would like to emphasise is that when faced with difficult situations, it is important to be given a place of psychological safety and a role with some degree of tension in order to face those challenges. LD-SIG is a community that has given me just such a place and has supported me in taking on those challenging new roles. Thank you very much!

Acknowledgements to Hugh Nicoll.

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LD SIG Grants

Every year, the Learner Development (LD) SIG provides grants to support members' professional development, research and educational- and volunteer-related activities and projects in the broad area of learner development. To get a better idea of the kind of work we've supported over the years, please see our Past Recipients page, with links to reflections, reports, and publications that resulted from grant-supported projects and conference presentations.

Types of grant available

Members may apply for the following grant categories:

- 1. Conference participation (PanSIG, International JALT Conferences)
- 2. Research
- 3. Projects

All applications will be judged on merit according to the same grant selection criteria (see below). Research and project grants can be submitted by individuals or groups (including local LD SIG Get Together groups); in the case of group submissions all group members must be current SIG members.

Selection criteria

All applications will be judged on merit according to the selection criteria below:

- 1. Clarity of the applicant's purpose for applying for the grant
- 2. Connection between the applicant's purpose and the LD SIG's aims**
- 3. Necessity of receiving the grant & Appropriateness of proposed budget allocations

Inquiries

Any questions regarding the grants or any feedback should be sent to the grants team.

^{**}To understand what LD SIG aims for, reading past issues of *Learning Learning* is also recommended.

Looking Back

報告

Interview with Phil Benson: Taking a Wider View of His work as Language Teacher, Learner, Researcher, & Social Justice Advocate



Phil Benson

Macquarie University, Australia

Andy Barfield
Chuo University

Andy: Phil hello, how are you, and how is everything going? I know that you retired at the end of last year, and that you are continuing to do research as Honorary Professor of Applied Linguistics in the Department of Linguistics at Macquarie. Congratulations on your retirement and on continuing to do research: it must be really exciting to have the time for doing research full-time now.

Phil: Hello, Andy, and thank you for your congratulations! Like many language teachers I started my academic career in Applied Linguistics quite late, in the early 1990s. So I have been around for about the same length of time and have been through a lot of the same developments as the LD-SIG. I wouldn't say I'm doing research full-time now, but it is exciting to have the time and freedom to pursue projects that are particularly interesting to me.

Andy: Among your many research projects, which one(s) are you currently working on, and which questions or puzzles or pieces of work have been particularly catching your interest of late?

Phil: I published a book on 'language learning environments' in 2021. It was initially going to be a book on language learning beyond the classroom, but in the end that turned out to be only the end point of the research. Working backwards, I became very interested in the basis of second language learning in the global mobility of languages, in how languages move, and more generally in how theories of language fit in with theories of space. It is a longish argument, but in brief I see second language learning as involving interaction with second language resources in the learner's environment. This is a language ecology view, but unlike earlier ecological views, I am interested in how language learning environments vary around the world: how second language resources make their way into them, the relative scarcity of these resources, and how successful learners construct and expand their environments in order to maximise their access to them. This is how we get from theories of space to second language learning, and especially learner development, and I think this view opens up a lot of new avenues for research and practice.

Andy: That's exciting the emphasis on second language resources, and learners constructing and expanding their environments to access those resources. What are some examples of the new work in this area that you see starting to come through in research and practice?

Phil: Together with Phil Chappell and Lynda Yates, at Macquarie University, I used the ideas of space and resources to explore the ways in which adult international students learning English in Sydney used the spaces of the city in their informal out-of-class learning. As a PhD student at Macquarie, Yeong-ju Lee has applied this spatial perspective in an interesting way to language

learning on TikTok and Instagram. The question of how learners connect online and offline spaces is a really interesting one. I should also mention Mayumi Kashiwa's research at Macquarie on the environmental transitions involved when international students' come to Australia from their home countries, which was inspirational to me; also her PhD project on changes in changes in teachers conceptions of students' learning environments, which showed how important it is for teachers and students to be on the same page on this issue. Outside work at Macquarie, I have been especially interested in recent work by Suresh Canagarajah who is doing different and exciting ideas with the idea of the space in language learning and use. In the area of language learning beyond the classroom, I think that some of the most exciting work is being done in the area of 'informal digital learning of English' (IDLE), on which there have been symposia at the last two or three AILA Congresses. IDLE researchers are focussed on the online world as a space for informal learning, and though I wish they would look more at the integration of online and offline worlds, they are making real progress in understanding how informal online language learning works.

Andy: When you look back at your own rich and long history of doing research (not just in language learning research, but in other interdisciplinary areas too), how do you see the periods and turns in your own research history? What stands out for you in your personal and professional research trajectory?

Phil: My first degree was in Sociology, and I think I have always had a sociological view of language learning; that is in trying to understand the social side of why people learn languages and how social factors make it easier or more difficult to learn a language. As well as being involved in research on learner autonomy, I also had a parallel research track in sociolinguistics - my PhD was in the area of world Englishes, which I saw as being about not just varieties of English but also about why and how people learned English in different parts of the world. My interest in learner autonomy came out of my work with self-access centres in Hong Kong and my own interest in learning languages independently as an adult, but I now see it as part of a broader shift in language learning and teaching towards learner-centredness in the late eighties and early nineties. The social turn that followed was interesting for me, because I saw names such as Vygotsky, Foucault and Bourdieu coming into language learning theory that were familiar to me from my days as a sociology student. But at that time there also seemed to be some conflict between the so-called 'individualism' of learner autonomy and the new social, community-based, collaborative views of language learning. I think that particular conflict- between the social and the individual-if it is a conflict, has really defined the trajectory of my career. In the early days, research on autonomy took a swing in the direction of the social turn - interdependence rather than independence - but I was always somewhat skeptical of this. I find the idea that everything is socially determined difficult to accept, and if you take the idea of individuals authoring their own lives out of the idea of autonomy, you don't really have much left. That was partly my motivation for engaging with narrative research as a means of getting to grips with the individual and social sides of language learning. With the idea of language learning environments, I am thinking of how second language learning is socially constrained by the environment in which it takes, but also driven by the initiative and effort of individual learners. I think that many socially-oriented researchers have also shifted towards a similar view, so there is now a kind of productive convergence taking place.

Andy: You have been very much committed to research for practitioners and for learners, in the broadest sense, with many of your research projects have been characterised by collaboration and engagement with different communities (for example, Multilingual Sydney, Racism It Stops With
Med 2020, Community Language Under Threat Due to Lack of Support, and International students'experience of racism: A City of Ryde report). Could you share how you see this dimension to your

work – including how different communities that you engage with influence the kinds of research questions and directions that you take up?

Phil: The projects that you mention are projects that I have been involved in Australia. My academic career has been a kind of 'game of two halves'; the first part in Hong Kong (1991-2013), which was where I developed my ideas on autonomy, and the second part in Sydney (2014-), where I have been much more concerned with multilingualism. There is a difference and also a connection. In Hong Kong, second language learning is dominated by learning English at school from kindergarten through to university, whereas in Australia there are three main contexts: adult international students using and improving their English, heritage (or 'community', as it is called here) language learning by children of migrants, and foreign language learning in schools. The connection is that the first two contexts (international students and heritage language learning) both very much involve autonomous learning beyond the classroom, although these take very different forms in Australia and Hong Kong. The way that I see the community dimension of the work that I have been involved in here in Australia is, first, that it is important to understand the life of languages in different communities and, second, that it is important to understand how languages and language learning fit into learners' lives. Language learning beyond the classroom is far more important, and complex, in Australia than it was in Hong Kong (which is not to say that it was not important or complex there also).

Andy: I'm really struck by how you communicate your research and reach different audiences through multiple genres (academic papers, books, talks, social media, videos, mass media reports, websites, leaflets, city reports, and so on). The diversity of research products is phenomenal. What influences the choices you make in how you publish/share your work? How has this dimension of your work grown and changed over time for you?

Phil: I think that is mainly because I have a short attention span! I am rather restless in regard to research and, in that respect, autonomy and out-of-class learning have been a kind of anchor for everything else I have done. But again, I think the move from Hong Kong to Australia has been a major factor in diversifying genres and audiences. In Hong Kong, I think I was more of an advocate for autonomy in the context of language education. In Australia, I have become more of an advocate for language learning itself, especially for heritage language learning, which is undervalued in the community. In regard to international students, it is more a question of advocacy for a better understanding of students' lives, not only in respect to language learning but also into issues such as racism and a more general tendency to isolate international students from mainstream social life.

Andy: All these issues are so deeply interconnected in our own and our learners' lives and participation in society. For me it's striking how questions of learner autonomy, agency, and identity, not to mention rights and access to resources, are becoming ever more socially situated and engaged with by practitioners and researchers in language(s) education. For sure, issues of social justice and the struggle for a more equitable future have always been there, but they now seem to be increasingly recognised and taken up — some very strong connections here to the theme of LD30 and *Learning for Change and Action, Making a Difference for the Future*. Speaking of which, as we come to the final part of this interview, could you share with us what you are looking forward to focusing on in your sessions — and also learning about — at the conference?

Phil: In my plenary talk, I will be looking at the broader context of the history of the LD-SIG in the development of language learning research over the last 30 years. In particular, I'll be trying to evaluate the lasting significance of the 'learning' and 'social' turns that I mentioned earlier. There will also be a workshop on language learning beyond the classroom where I will try to introduce

some practical implications of ideas on language learning and space. It's some time since I have been to an LD-SIG event, so I am also looking forward to learning about what is new in your world!

Andy: Thank you for your wholeheartedness in taking part in this written interview, Phil. It's been fascinating to learn from you a wider view of your work as language teacher, learner, researcher, and social justice advocate, and how you see your researching life and developments in the field over time. I am sure readers will have gained, like me, many new perspectives on your work, and started seeing new and exciting possibilities and directions for their own engagement with learner development. Thank you so much!

Phil: Thank you, Andy! The LD-SIG has been at the forefront of the kinds of research we've been talking about for many years, and it is a real honour to be invited to the conference and to do this interview.

Journeys to Learner Wellbeing: A Dialogue on Building Student Communities



Stacey Vye
Saitama University

Chiyuki Yanase Keio University



INTRODUCTION

At the JALT PanSIG conference in 2023 in Kyoto, Stacey gave a poster presentation at the Learner Development (LD) SIG Forum about the self-access centre she oversees at Saitama University. Chiyuki was nominated as one of the recipients of an LD-SIG conference research grant and was interested in learning how to enhance learners' wellbeing. Since Chiyuki was also curious about whether a facility like a student-access centre could serve as a student community and contribute to boosting their wellbeing, she seized the opportunity to pose this question to Stacey during her poster session. That is when our dialogue began. Our discussions continued to explore how to establish the learners' own community for collaboration and communication by organizing various events, fostering learner autonomy, and accessing useful activities such as grounding practice and reflective dialogue to maintain or improve learners' wellbeing. From our collaboration, the dialogues evolved into a dialogic plenary for the LD30 Conference.

Chiyuki: Stacey, this dialogic plenary has provided such a wonderful opportunity for me to delve deeper into our latest research and professional interests. I remember meeting you at the JALT International Conference in Hamamatsu in 2012, and we instantly clicked while discussing how effective storytelling could be for language learning. Since then, I have always looked forward to seeing you at the JALT annual conferences to explore our professional interests and occasionally share aspects of our personal lives. However, it was our mutual friend, the legendary Michele Steele, who founded and organized the Best of JALT awards, who brought us back together in 2019 when she invited us to her birthday celebration after you earned your Ed.D. Unfortunately, the dreadful pandemic separated us for a while, but fortunately, we reconnected and began to engage more personally. To my surprise, our personal life events align remarkably, and so do our latest

research interests. I feel deeply honoured and privileged to present my research interest in learner wellbeing with your expertise.

Stacey: Oh, my goodness, Chiyuki, why did we wait ten years to get together more often and discuss, learn, grow, and stay connected? I am glad we are closer now and making up for lost time. That is right, in 2012, we spoke about how storytelling can be a powerful English learning tool for vocabulary, sequence and scope of a story, and learner ownership of the narrative. I will explain later in this mini-dialogue, yet more recently, I think storytelling and the use of metaphors play an integral part in wellbeing, which has been useful working with students at our hybrid self-access center at Saitama University.

Our dear Michele Steele got us together again for her birthday at one of her favorite Mexican restaurants just before the pandemic. I think so many of us miss Michele very much after her passing. One respite was grieving together with you and others helped me not feel alone and share stories of her warmth, wit, and never-wavering dedication to the JALT community that was healing. I am grateful that now we regularly discuss personal and professional growth, and yes, we sure have a lot in common. In fact, there is one more practice we share, which is I am now baking bread and trying to make it as delicious as yours, but I am not quite there yet. Chiyuki, we spoke about this a bit, but can you let the readers know how you got interested in learner wellbeing and learner-centered community??

Chiyuki: I couldn't agree with you more about Michele, and we share many values, both privately and professionally. That's why, when we started discussing our ideas about integrating learner well-being information, resources, and events into a facility like your self-access center this spring, we were so excited and couldn't stop discussing the focus on the learner on the bus in Kyoto after the PanSIG conference. To answer your question, I became interested in learner wellbeing and started thinking about the importance of building a student community or a hub where they can manage the place independently.

My initial motivation to learn about teacher wellbeing was that I experienced significant burnout in 2020 during the first year of emergency remote teaching (ERT). As a part-time lecturer, I teach at four universities across five separate departments. In 2022, I started four new courses at a new university and also began teaching in a different department at one of the universities I had been working at. Designing four new courses presented a considerable challenge. Additionally, learning to navigate four different learning management systems (LMS) and various video conferencing platforms made preparing for the new academic year in 2020 overwhelming. Due to the excessive workload, constant uncertainty, and anxiety I experienced, I had my first panic attack and teacher burnout for the first time in my 30-year teaching career. Clark (2021) asserts that prioritizing teachers' well-being is essential to facilitating engaging and inspiring classroom settings. This reflection resonated with me profoundly because of the mental issue I had. That was when I started reading about teacher burnout and wellbeing extensively to understand how I could deal with my panic attacks and overcome the setbacks. Thanks to the Teacher Wellbeing Handbook (Mercer & Gregaersen, 2020), I realized how crucial it was to take care of myself.

Stacey: I am so sorry you went through this heart-wrenching time in your professional career that impacted your wellbeing. Managing four LMS systems and teaching remotely in one place with various video platforms is a significant burden and challenge. I think many full-time tenured faculty have little to no idea about the hardships part-time faculty went through while teaching remotely during the pandemic. In 2020, I could barely manage the various platforms at one university, yet luckily, I already had my own teaching website with less to prepare. Chiyuki, your resilience and self-awareness of overcoming a teacher burnout crisis and setbacks are profound as you are

internally aware of the importance of continual self-care and wellbeing. I am curious: What kept you interested in the wellbeing of learners after you returned to the classroom face-to-face?

Chiyuki: Thank you so much for your kind words. I am so amazed that you were prepared for unprecedented circumstances in 2020. How lucky your students were. It took me a while to become comfortable with ERT, so when we returned to face-to-face classes in 2022, I was overjoyed. I also noticed the excitement in the learners as they reunited with their classmates. Nevertheless, I also observed an unusually high number of students struggling with mental health issues. This phenomenon connects with the research of Seto et al. (2023) regarding university students' mental health problems, and that is why I continue to study the topic of wellbeing among them. By this point, I had developed coping strategies for my panic attacks and anxieties. Feeling compelled to help my students, I decided to share the activities that had worked for me.

Stacey: By experiencing anxiety firsthand, you are well prepared to advocate for the learners' coping mechanisms with much compassion, empathy, and a greater understanding. That is a strength and a gift, Chiyuki. I am wondering, could you let me know how you facilitate wellbeing with your students?

Chiyuki: Thank you, Stacey, for identifying my strength! You are such a great motivator and always inspire me to come up with ideas. Perhaps finding positive characteristics for students can be another class activity to enhance their well-being. Anyhow, the first activity I introduced was called WOOP (wish, outcome, obstacle, plan) (Oettingen, n.d). WOOP is a science-based mental strategy that helps people identify and achieve their goals, set preferences, and change their habits. Setting manageable goals, such as walking more than 6,000 steps a day, gave me a sense of purpose and a daily focus, which significantly reduced my constant anxiety. I introduced WOOP at the beginning of the semester and asked students to come up with achievable goals and report their experiences with it at the end of the semester. Some of them reported achieving their goals, such as getting up early every day, gaining a sense of purpose, and increasing confidence, much like I did. It is too early to assess the activity's effectiveness definitively, but at the very least, it seems to be beneficial.

Another activity I incorporated into my classes is called the 5-4-3-2-1 grounding activity (Smith, 2018, April 10), which is a mindfulness practice that helps students stay in the present moment rather than worrying about the past or the future that can often lead to uncontrollable anxiety. The grounding techniques engage the five senses to bring attention to the present moment. Here is how the process works (Smith, 2018, April 10):

- 1. Look around and identify five different things you can see in your environment. It can be objects, colors, or anything in your surroundings.
- 2. Pay attention to your sense of touch. Identify four things you can touch and feel. It might be the texture of your clothing, the surface of a table, or the sensation of the ground beneath your feet.
- 3. Listen carefully and identify three different sounds you can hear at that moment. It could be the sound of traffic, birds singing, or the hum of a computer.
- 4. If possible, notice two distinct scents in your environment. It might be the scent of food, flowers, or anything else around you.
- 5. If you have access to something to taste, such as a piece of food or a drink, take a moment to taste it and focus on the flavor.

The "5-4-3-2-1" grounding activity helps you to be more aware of the present moment, which can be particularly useful when you are feeling overwhelmed, anxious, or disconnected. It encourages mindfulness and can help you regain a sense of calm and control. Particularly before

nerve-wracking activities such as presentations, I ask my students to close their eyes and do this exercise. Nobody complained about the activity, and some mentioned that it made them feel less nervous. Whether these activities are truly effective or not, I am committed to exploring more evidence-based practices to enhance and promote the well-being of my students. Overall, my students have inspired me to delve deeper into the study of well-being, both for teachers and learners. I believe that such activities and resources could also be beneficial in your self-access centre. What do you think, Stacey? Could you share what you do at the centre for your students?

Stacey: Before I discuss the English Resource Center (ERC), Chiyuki, the WOOP and the 5-4-3-2-1 grounding activities must be soothing and beneficial for your students and teachers or advisors, and will work well at the ERC, so I will try them with students as the need arises. It seems that you practiced with many students in classrooms with large student numbers if I am not mistaken. How lucky your students were to practice their sense of wellbeing in their classrooms due to your expertise as a wellness practitioner.

About our center, the ERC is designed as a group advising context with only three volunteer advisors open in the afternoons for students to gather and work on their English language skills and foster a sense of belonging in a social community. I have been incorporating reflective dialogues suggested by Kato and Mynard (2016) through a series of strategies that facilitate the learner to come up with reflections and solutions rather than being told by the advisor what to do. As the dialogues progress, the students' depth of reflection increases as they become more aware, go deeper, and then transform with more profound levels of reflection regarding their learning processes. The authors' three principles, which are techniques that can immediately benefit students, are that the advisors focus on the learner rather than themselves, keep an open mind through support and respecting the learner's choices, and take a neutral position by not judging and evaluating, but rather encourage the learners to be more aware, so they challenge their own preconceived notions through reflection (Kato & Mynard, 2016). I have tried to adhere to these general practices for many years before the publication, yet having a well-laid-out published advising roadmap serves as a significant reminder to me and provides greater access to the advisor and teacher communities.

Chiyuki: The reflective dialogue sounds excellent for facilitating a humanistic and learner-centred approach. It explains a lot about your mindful and kind speaking manner. Could you please tell us more about the practices you incorporate into your teaching based on the principles you mentioned?

Stacey: One practice that changed for me about learner development is the power of storytelling by using metaphors to bolster wellbeing by using imagination and empathy (Aoki, 2012; 2019), metaphor and empathy (Kato & Mynard, 2016), and the use of empathetic and mindful listening (Sheldon-Strong & Tassinari, 2022) to support the learners' psychological wellbeing in a creative and uplifting manner. By not ignoring the learners' puzzles at hand, instead exploring the learner's views and expectations without pressure through imaginative play, I can revisit what they are stressed out about together so they can come up with their own goals to redress those concerns. Aoki (2012; 2019) created an inspirational list of can-do statements for advisors to boost their confidence as practitioners by using imaginative statements that encourage empathy not only for the learners, but also for the advisors themselves that I will post in the ERC this autumn for the TAs and advisors. One example that I love that helps to keep the focus on the learner instead of myself is the statement, "I can imagine how this person would feel, think and act in this situation (rather than how I would act in this situation" (Aoki, 2019, p. 156). I also love to read Naoko's (Aoki) statements as well for her wisdom that helps keep her memory alive as my mentor and friend, who, like Michele, passed away too young. I can actually hear her distinct voice and see her smile as if we

are still communicating whenever I read her publications. Since I have not used the advisor can-do statements yet with others at our center, I will have to report the findings to you later, Chiyuki.

Similarly, Kato and Mynard (2016) advocated how the learner can create metaphors as a powerful visualization strategy that helps express feelings and thoughts in an alternate view with the support of the advisor (Kato & Mynard, 2016). For example, a learner at our center was frustrated with his motivation and lack of progress with his self-studies of English. When I encouraged him to describe his learning English through YouTube videos in a metaphor, he said, "Hmm, I'd say, sailing a boat without a map" (Vye, 2021, p. 111). We then could creatively refer to this roaming boat going here and there without much progress in the third person rather than focusing on the setbacks of the learner himself. Then, upon reflection, he set a study plan using specific videos and reading and listening techniques using closed captions with confidence that helped him navigate more clearly to improve his English for his own purposes and at his pace. Encouraging the ERC advisees to use metaphors to tell a story has been a joy to listen to and work with, as no two stories are the same, and the results lead to greater awareness through reflections to reach their own learning goals.

CONCLUSION

Chiyuki: Thank you so much for sharing the practice with a successful case. This is great advice for all of us to understand the power of storytelling and the importance of empathetic listening.

Through our dialogues for the plenary presentation, we have reached a consensus that establishing a community of students, by students, and for students would yield numerous benefits, including a sense of belonging, increased self-confidence, and resources for their overall well-being, haven't we? I have learned a lot from you and am inspired to share my thoughts and experiences with fellow educators and educational institutions. Thank you so much, Stacey.

Stacey: Thank you for our ongoing dialogues at JALT workshops, through friendship and professional development, over so many years, Chiyuki. I have learned a lot from you too, so I feel inspired knowing that I have more tools to share with the learners in our center, in the classrooms, and with colleagues. Hopefully, the *Learning Learning* readers can explore and adapt some of our practices that work well for their students. I have learned a lot from your experience facilitating students' goal-setting pursuits through WOOP and calming anxieties by focusing on the present. I also look forward to more dialogues with you soon and in many years to come.

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Stacey Vye is a professor and volunteer advisor at Saitama University. For over 20 years, she has been researching learner and teacher autonomy through the lenses of retrospection, narratives, self-efficacy, and reflective dialogues. And by focusing on the wellbeing of others and myself, my work is more meaningful and satisfying.

Chiyuki Yanase is a lecturer at multiple universities in Tokyo. With over 30 years of experience in teaching English at various institutions, she holds an MSc in TESOL from Aston University. Her current research interests primarily revolve around the well-being of teachers and learners.

PanSIG Forum

Title - Learner involvement in developing learner-centred pedagogies and practice

Amelia Yarwood

LD SIG Programmes Coordinator

At the centre of every learning activity is the learner. During the LD SIG's PanSIG forum, we decided to keep this concept close to our hearts as we explored the potential benefits of learner involvement in the development of learner-centred pedagogies and practices. Practical, innovative and collaborative approaches to all areas of the teaching and learning experience were welcomed. In particular, we wanted to explore how we could better take into account the voices of learners and foster their capacity to craft their own future. The presentations covered a wider array of topics including, but not limited to, the co-construction of academic skills, materials and resources, understanding the experience of learners when instructors get involved in group work and supporting student-run workshops.

As a first-time facilitator, the experience was made just a little more challenging by circumstances that made attending PanSIG in-person impossible. Thankfully, the LD SIG community is full to the brim with thoughtful, motivated individuals who happily volunteer their time and energy to support each other. A special thanks to Robert Moreau and Nicolas Emerson for stepping up as the on-site support team - the smooth running of the forum was ensured because of your enthusiasm. I would also like to thank the nine presenters for joining our pre-PanSIG feedback sessions and sharing thoughts, files and comments on the Padlet page. It was great to see so much interaction between presenters.

Attending PanSIG in-person wasn't feasible, but with Zoom I could emcee to a degree. From my screen I watched as audience members and presenters discussed, enthused and congratulated

each other on actions taken to bring learners to the foreground of learning. Using mentimeter, we captured a snapshot of how the audience members felt about the presentations:



Audience members also shared the following reflections and comments:

As always, very inspiring to hear stories from practitioners brave enough to trust their students and experiment and explore.

I've got ideas to take back to class and try.

I love how poster presentations are really dialogues about a poster - a two-way conversation.

Great to meet up with so many passionate colleagues.

Emily Choong's interactive presentation was fun and stimulating. Very empathetic towards students and solutions based.

I saw three presentations. The common theme was a focus on a project based learning integrating CLIL. There was a lot of talk about integrating AI tools into LD. Much food for thought!

Stacy Vye's ERC and learner ownership poster session was informative and inspiring. Looking forward to seeing how your project develops!

Really enjoyed the forum with every poster and presenter engaging and having great discussions with attendees (and other presenters!) - welcome to self-access posters too! - Thank you one and all.

It's inspiring to see that others are doing similar things in their classes. Also reassuring that I'm on the right track and it's nice to share with like-minded educators.

Jenny's learner-centred pedagogy for DEI related to ecotourism encouraged students to own their success of their eco presentations and English agency.

Learner Development SIG aims to be a lively, dynamic community of learners and teachers from all teaching contexts who share an interest in exploring learner autonomy and development through practice, research and dialogue. This year's LD SIG forum at PanSIG 2023 achieved those aims while inspiring all. Congratulations everyone.

PanSIG 2023, LD SIG Forum presenters and abstracts

Learner-generated materials for English communication

Ivan Lombardi, University of Fukui

Keywords: Exploratory practice, communicative English, reflective evaluation of materials

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

Keywords: Group work, online, student-teacher dynamics

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

Keywords: DEI, experience sharing, modified materials, travel and tourism

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

Keywords: PBL, global issues, reflection on learner-centred teaching practices

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

Keywords: Academic literacy, social-constructive approach, skill development

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

Keywords: SALC, advising, autonomy-supportive online strategies

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

Keywords: Foreign language classroom anxiety, low-anxiety classrooms

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

Keywords: SALC, learner-led events, student voices

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

Keywords: Reflective evaluation of resources, student voices, interactive

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.

Looking Forward 今後のイベント

JALT2023 International Forum

Title - Thinking in different ways: Perspective-taking for growth

Amelia Yarwood

Facilitator

On Saturday evening (25th Nov) between 5:35 and 7:05 in the Multi-purpose hall there will be five individuals standing proudly by their posters. Just as their posters will explore the notion of perspective-taking for growth, audience members will seek to take on new perspectives on language learning pedagogies and practices. At its core, perspective-taking is the consideration of alternative perspectives, the seeking of new information and an openness to new ideas or experiences. As educators, we know that seeing the world through the eyes of others can help us to expand our understanding of who we are, how we interact with the world around us, and how others move through the world in their own unique ways. This year's forum tackles the concept of perspective-taking by asking:

- 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?

So, hold off on the post-conference drinks and join the LD-SIG forum presentations at the JALT2023 International Conference in Tsukuba, Ibaraki, Japan.

Poster Presentations

Mind the Gap: Student-Developed Resources for Mediating Transitions into Self-Access Learning Daniel Hooper, Tokyo Kasei University

Making the transition from classroom language learning to a self-access center (SAC) can be a daunting prospect for many learners. This poster is based on a study examining the discomfort experienced by learners transitioning into a SAC and the different cognitive, social, and symbolic resources (Zittoun, 2007) that can help to scaffold this environmental change. Based on a longitudinal ethnography of the LC, a SAC-based student-led learning community, this study determined various sources of anxiety for new SAC users and the ways in which the learning community attempted to respond to these issues. This poster presentation will highlight how gaps in knowledge between exam-focused English study in secondary education and communication-focused English in SAC social learning spaces contributed to learner anxiety in addition to insufficient social scaffolding for SAC newcomers. I will also explain how LC members responded to these problems by operationalizing learners' existing skills, proactively engaging new members, and providing low-anxiety modes of access to new knowledge. In summary, this poster will highlight the various sociocultural obstacles that SAC newcomers must negotiate and the valuable role of student learning communities as socializing agents bridging the gap between learners' past and future worlds.

A New Paradigm: Exploring LD from an English as Lingua Franca Perspective

Ian Hurrell, Toyo University

The role of English in the world has changed greatly during the 21st century. As English is being used more and more as a common language in multicultural contexts, it is often cited that speakers of English as a second language are now more likely to be using English to communicate with non-native speakers (NNS) than with native speakers (NS). As a result, many are now calling for a shift from a native speaker model of language teaching to an English as lingua franca (ELF) model in order to reflect this change. This presentation will start with a brief overview of some of the core tenets of teaching English from an ELF perspective, such as, transcultural communication, translanguaging, a focus on intelligibility, etc. Then, the presenter would like to discuss with the audience some of the challenges and practical methods of introducing these concepts using the results of a questionnaire designed to investigate the perspectives of Japanese university students toward the ELF model of language learning.

Classroom practice: Encouraging learners to broaden their perspectives

Michelle Jerrems, Kanda University of International Studies

Research has shown that real-life experiences such as studying abroad can encourage learners to think about alternative perspectives, and seek out new information or ideas (Enberg, 2013). However, not all learners are able to experience such opportunities as studying abroad, especially in recent years due to the spread of coronavirus. This poster presentation will investigate what things we can do in the classroom to encourage learners to broaden their perspectives through a focus on classroom processes and activities that promote a 'reflective learning style' through the encouragement of student-led inquiry, critical thinking, learner autonomy and reflective learning. This classroom or learning style involves students' reflecting on what they have learned, analyzing their experiences, and finding alternative ways to improve (Flanagan, 2022). The researcher will draw on anecdotal evidence to outline the perspectives explored and methods used. Specifically, the poster presentation will focus on the use of classroom processes and activities including discussion, debate, speaking tests, literature and media review, essay planning, essay writing, and post-activity and assignment reflective tools. Through these processes and activities, students are encouraged to develop critical thinking skills and become more aware of their own learning processes. In this way, they can broaden their perspectives and seek out new information and ideas.

Developing New Perspectives on Writing through Genre

Patrick Kiernan, Meiji University

Writing at university is naturally focused on academic writing. Yet many students struggle to recognise that academic writing differs from language they encounter in other contexts, often resulting in inappropriate borrowings of language derived from informal talk or elsewhere. At the same time, those trained only in academic writing may find that they are trapped in the formal suit of the language of academic writing struggling to adapt to other writing contexts. This presentation reports on a course designed to promote growth and a broader perspective on writing by raising awareness of genre and giving students opportunities to develop their voices through a range of different writing tasks. These tasks include a recipe; a comparative service/shop/product review; formal and informal email exchanges; a blog introduction and personal narrative; and an exam essay. Each task was introduced through models and consciousness raising activities to draw attention to the features of the writing genre. After the writing task, students also compared the way each of their writing samples reflected the genre. Samples of the materials used, student

writing, and feedback on the course will be introduced in this poster presentation. The materials used will be available to participants and I welcome ideas or suggestions.

Recalibration: questions, demonstrations, and requirements from a new perspective Steve Paton, Chikushi Jogakuen University

Students often engage in counterproductive behaviours which hinder the development of their language skills. Classroom silence, unwillingness to ask clarifying questions, and avoidance strategies are all-too-familiar problems that many teachers face. The reasons behind students consistently bringing these behaviours with them into the language classroom are often deepseated aspects of culture pertaining to face-saving and perceptions of power-distance (Hofstede, Hofstede, and Minkov, 2010). From the perspective of someone raised and educated within the culture, no frame of reference might exist against which to compare and reevaluate such common classroom practices. It falls to teachers to provide new perspectives for students to view their own behaviours by, whereby they might come to want for themselves to take alternative approaches to classroom activities. Teachers can recalibrate students' classroom behaviours by having them notice for themselves how counterproductive such behaviours would be in other communicative situations. For instance, students often leave a prolonged silence upon being asked a question by a teacher, but balk at the suggestion that they should try, even once, waiting just as long before answering a question from a friend at lunchtime. In this presentation, the presenter will highlight questions, demonstrations, and course requirements that have helped students come to view counterproductive behaviours from a new, but familiar and powerfully-motivating perspective- that of just about every other social situation they ever find themselves in.

LD30 Post-Conference Publication

Call for Reflections and Articles / リフレクションと記事の募集

All presenters at the LD30 Conference are invited to submit a reflection or article on their presentation for publication in the Post-Conference Publication, "Learning for Change and Action, Making a Difference for the Future". This will form a Special Issue of *Learning Learning*, the biannual publication of the Learner Development SIG. All article submissions should be made via the PCP email address Id30pcp@gmail.com.

LD30 Conferenceのすべての発表者は、ポストコンファレンス特集号「変化と行動のための学習、未来への変化をもたらす」に掲載するために、発表に基づいた振り返りや記事を提出するよう招待されています。これは、Learner Development SIGが年2回発行する『Learning Learning』の特集号という形を取る予定です。記事の投稿はすべて、PCPのEメールアドレス ld30pcp@gmail.com を通じて行ってください。

Both students and teachers are welcome to make a contribution. For more details see: <u>LD 30</u> PCP Call for Reflections and Articles

学生も教師も投稿を歓迎する。詳細はこちらをご覧ください:<u>LD 30 PCP Call for Reflections and Articles</u>

The LDJ7 Editorial Team Reflect on *The Learner Development Journal* 7, "Challenging the Conventions of Learner Development Research"

Ellen Head	Aya Hayasaki	Ryo Moriya
Miyazaki International University	Waseda University	Waseda University
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Right now (November 2023), we are in the final stages of work on Issue 7 of *The Learner Development Journal*. We came together in 2021, thanks to a shared enthusiasm for the experience we each had as writers participating in the communities created around earlier issues of LDJ, Ryo in issue 2 "Qualitative Research and Learner Development" and 3 "Identities and Transitions", Ellen in issue 5 "The Multilingual Turn in Learner Development", and Aya in issue 6 "Learning Beyond the Classroom." Each of us has a different "take" on what we mean by "challenging the conventions" but we share a fascination with learner emotions and the interplay between our identities as teachers, learners and writers. Below we discuss how we came together as an editorial team, the experiences we had as authors in earlier issues LDJ, and why we wanted to focus on challenging the conventions of learner development research. We hope this will arouse your curiosity, whet your appetite in relation to LDJ7 and encourage you to think about getting involved in a future issue of LDJ.

HOW WE CAME TOGETHER AS AN EDITORIAL TEAM: CONNECTIONS THROUGH LD SIG AND LDJ

Ellen Head: Hearing Aya speaking online about dilemmas and trajectories in adolescents' language learning at the Learner Development Forum at JALT 2020 made me think we could put forward a theme proposal for the Learner Development journal. I was fascinated by the way she drew on her own experience and put this together with interview data and research literature, looking at how learners could reinterpret failure as a source of strength. She was asking new questions. Her use of "Trajectory Equifinality Modelling" (Sato, 2006) as a way to understand life histories, relating that to gender issues in rural Japan, was very thought-provoking. At the time, I had been interviewing students about their experience of online learning during the pandemic, and reflecting on how positioning impacted students' willingness to communicate (Head, 2022). Our first suggestions for a call for papers included learner emotions in the wake of COVID and how that experience had brought out autonomy in some but not in all learners. Thanks to Aya's connections, we were able to ask Ryo Moriya to join us. At some point I realized I had already met him at ILA 2018 conference in Kobe and still had the handout of his presentation (about measuring a learner's emotions and heart rate during an advising session). He shared our curiosity about life-trajectories and research methods which attempt to capture both the subtleties of individual experience and the connection to a larger picture. Thus the theme of "challenging the conventions" emerged.

Ryo Moriya: For me, writing for LDJ was an unforgettable experience that expanded my connections with others. As a first-year MA student, I had read numerous papers on my interests in sociocultural theory and advising, many of which discussed the development of a few people in detail. However, many of the studies in the classes I was taking at the time were based on statistical analysis, and I remember being repeatedly told, "we need at least 30 subjects." At the time, the terms "qualitative research" and "quantitative research" were not in my mind at all. I was simply bewildered by the gap between what I was reading voluntarily and what was covered in class, and I was unsure if my understanding was wrong. When I talked about my research with people around me, they twisted my head again and again. Some of my seniors even said to me, "Our research is science," as if my research was unscientific and inappropriate (they may not have meant to offend me, but it is hurtful when someone close to me says something like that). Today,

I would be able to explain Kuhn's (1962) philosophy of science (the idea that "truth" can change depending on paradigms or worldviews) and confidently refute those seniors, but at that time, I did not have the right words to say back to them. I even sometimes cried at my immaturity and inadequacy, wondering if I was not suited for research. But through the personal connections I made due to LDJ editors Christina Gkonou and others, I have come to realize that I was not alone and in fact it was the exclusivity of the research paradigm that needed challenging.

Aya Hayasaki: Like Ryo, I was feeling the sense of loneliness like a lost child in academia, until I became a contributor to LDJ6. I have been working on rather peripheral topics in underrepresented contexts in current applied linguistics research particularly in Japan. My main interest has been in inequalities regarding opportunities to learn English and after learning English, and I started my PhD by exploring life stories of female learners from rural Japan—the kind of context I myself come from. When I joined the response community of contributors and editors for LDJ6 "Learning Beyond the Classroom", I met practitioners working on topics that were similar to my own, such as exploring learners' agency in resource-limited contexts and teaching learners to critically reflect on their learning and develop their own learning goals. This was an empowering moment for me, giving me a safe space to nurture my identity as a qualitative researcher who takes positionality and reflexivity seriously.

Ryo Moriya: One of the features of LDJ which struck me as an author for LDJ2, was the unique publication process that took about one and a half to two years to complete, while exchanging opinions with the editors and other contributors. It was so different from anything I had ever heard of that I could not even imagine at the start, how it would proceed. However, as a first-year MA student and a novice in qualitative research at the time, writing the paper through dozens of close communications with various teachers was the best learning experience for me. When I met the editors and contributors for the first time at the meet-up at Seikei University, I was the only graduate student, while the other contributors were teachers who had already established their careers to some extent. I sometimes wondered if I was worthy of being named alongside them, but I am grateful to the editors and contributors for their thoughtful advice and comments and for the supportive environment they provided until the very end (Moriya, 2018). Looking back, I feel that unfortunately I needed to improve in many areas, such as responding to peer review comments and making revisions, because it was almost the first time for me to write up a paper. However, developing this paper provided a memorable experience as a learner and contributor thanks to this journal. In fact, I notice that when I read a paper, my reading speed and comprehension depend on whether or not I can meet the author and get an image of his/her personality. Related to this, in many journals, there is an aspect of uncertainty because we do not know whether the paper will be accepted until the very end, but having the paper accepted at the proposal stage allowed me as a contributor (with a junior Ami Ishizuka) to write the paper for LDJ3 with a relaxed mood (Moriya & Ishizuka, 2019). I hope that as editors, we have offered that kind of mood to LDJ7 authors.

Ellen Head: Maybe this is a good place to say a bit more about the process of working on LDJ7. In LDJ7, we formed three thematic groups, one broadly concerned with learner emotions and psychology, the second focussed on classroom-based approaches to promoting learner development and the third interested in innovative ways of writing about teaching as a form of self-investigation or auto-ethnography. Between June and November 2022 we had on average three online get-togethers in which we talked in small groups about the draft articles which were being developed. In some cases the research was still being done at the time of the first meeting. I joined the group concerned with learner emotions. What impressed me most was the joy that one of the members showed when talking about her teaching. She could see that her students were shy but she had confidence that they would develop during one school year, and they did. As it

happened, some of the members of this small group were researching their PhDs during the time they were writing for LDJ and were much better read than I in the field of learner emotions. They were able to offer peer feedback to each other, so the group process was still an effective medium for scaffolding writing, even though sometimes I was the person who was learning the most. The written papers do not always catch the whole of the experience, since the things which emerge during a zoom chat or real chat inevitably give it another dimension. We considered making some kind of video part of LDJ7 but we decided that maintaining a confidential space was more important and would not be consistent with videoing our sessions for those outside the group. So we didn't end up venturing into multimedia.

CHALLENGING THE CONVENTIONS

Ellen Head: The idea of challenging the conventions can be interpreted in many ways. In the call for papers, we were influenced by the fact that the pandemic was still going on, and the conditions of learning seemed to have changed utterly from what they had been pre-pandemic. Three aspects of ELT changed radically during the period 2020-2021: online learning became accepted much more widely as a normal and inevitable practice, study abroad appeared to be in jeopardy and so the idea of online study abroad appeared and last but not least, the ability of AI to provide fast and accurate translation raised questions about the future role of teachers and use of Al in teaching. The situation is still changing and causing many changes in our practices as teachers, as learners and participants in communities. The idea of challenging the conventions emerged from our feeling that the conventions of classroom learning had been challenged by circumstances. At the same time, there were multiple ways in which we could understand challenging the conventions of research. Research such as Ryo's and Aya's seemed to challenge the conventions by focusing on the individual learner. One of the things that we were all interested in was looking at learners and learning as part of a dynamic system. Although we are hesitant to use the term "complex dynamic systems theory", at least we could say that as a metaphor, the idea of dynamic systems has allowed us to look at an individual's experience without assuming that learning is a linear chain of cause and effect. As John H. Schumann writes in the introduction to Dörnyei et al. (2014), "[Dynamic systems theory] forces us to rethink our conceptions about cause and categories; it makes us deal with the way the world actually works not simply the way we all think it works...and leaves us open to the notion of investigation without an expectation of an ultimate answer." (p. xvii). Several of the papers in LDJ7 have been inspired by this kind of approach of tracking emotions or autonomy development in one or two individuals over time and experimenting with different ways of quantifying or interpreting the findings. Aya, can you say a word or two about how the theme emerged?

Aya Hayasaki: For me the idea of challenging conventions takes me back into the story of my own research. Initially I believed the goal of my research was clear. My LDJ6 project was also the first step of my doctoral research, concerning my experience as a woman from a rural area whose life choices have been broadened through learning English. The goal was to find people with similar experience, and to disseminate what I have learned from this collection of stories; and to consider whether and how its implications could help people in similar contexts navigate their learning journeys (Hayasaki, 2022). However, I realized through the LDJ6 project that it was not clear what exactly this meant or how it was to be done. In retrospect, from the beginning I could not even define the key words of my research such as "rural" and "empowerment." I also gradually realized that I did not dare to define them. In hindsight, I feel like I did not want to because I was scared of losing important insights or excluding or hurting someone because of my decision to set a boundary. Over the course of the year and a half process of the LDJ6 project, I learned to undo, or deconstruct, the premises I had unconsciously constructed through my personal, professional, and academic experiences. For me challenging convention meant casting doubt

on the taken-for-granted beliefs and values underlying previous literature and my own decision makings in life as a researcher, teacher, learner, and a person. This experience I had through LDJ6 led to the theme of LDJ7. From the beginning of the LDJ7 project to today, one of my favorite and most important topics of discussion among us editors and contributors has been what it means to challenge conventions; what are the conventions we want to focus on, how we can and want to challenge them, and why, both as individuals and as a community. As it turned out, we came away with various interesting answers with some commonalities—some focusing on specific theories, others methodology or writing styles.

Ellen Head: Yes, Aya, in the first draft of the call for papers, it was you who introduced the idea of challenging the conventions. Here's a bit from our first draft: "In today's unpredictable society, it is time for us to shed light on the impact of social factors on learner autonomy anew and think about future research on learner development from a fresh angle. How has the pandemic impacted language learner autonomy? Now, who are (or should be) learning what, when, where, how, and to what extent? And why?" It was exciting that you had the breadth of perspective to be thinking about social justice-related issues at the same time as the interior and personal side of learning, and to make connections between them. At the time when we submitted the theme proposal to the steering committee, we had several meetings which helped us to shape our ideas. In particular, Dominic Edsall was on the steering committee when we first met with them. He recommended us to look at the transdisciplinary framework for understanding learning and teaching, created by the Douglas Fir group (Douglas Fir Group, 2016). In his own writing Edsall makes connections between various ways of looking at learner autonomy. We felt this was empowering for us and teacherresearchers in general, because it allows various approaches to be seen as perspectives on a multi-faceted reality. When the papers came to be submitted for LDJ7, there was quite a variety of genre and methodology, ranging from quite traditional, quantitative studies to reflective dialogues. We asked Dominic to write an article for the journal to help articulate the legitimacy of presenting the various interpretations of our theme in one journal. In a sense, LDJ has been about challenging conventions from the start. Tim Ashwell, Andy Barfield and Alison Stewart, who were involved in establishing the journal in 2017, gave a talk about "Breaking with the Third-party Academic Paradigm in Writing about Inclusive Practitioner Research" (Ashwell et al., 2021) at the AILA World Congress in 2021, which made it very clear that part of the purpose of the journal was to build a community of writers which was inclusive and supportive, and to get away from image of the editor as anonymous gatekeeper.

Ryo Moriya: With regard to the theme of Issue 7 (Challenging the Conventions of Learner Development Research), I consider it "scientia brought about by the negation of the negation." Scientia is Latin for knowledge in general, and the negation of the negation represents the laws of cultural and historical development in dialectical materialism on which sociocultural theory is based as philosophical underpinnings (Lantolf & Poehner, 2023). Just as all human wisdom has not been built up through mere 'negation,' human beings have developed through dialectically respecting and, simultaneously, 'criticizing (reflecting on)' the past. In fact, even if we restrict our discussion to the field of foreign language education, transdisciplinary features of Applied Linguistics, the rise of mixed methods research, and constant endeavor to bridge theory and practice can be listed as concrete examples of this.

Ellen Head: You almost lost me with the Latin there, but I think you have identified something important when you talk about "the negation of the negation." Do you mean that a great diversity of methodologies and voices can legitimately co-exist? Every story has value and it is a matter of how the stories are framed and juxtaposed which can give an impression of chaos or orderliness? This brings us to the question of the frame for LDJ7. The closing commentary is being written by

Dominique Vola Ambinintsoa. When it came to deciding who to invite as author of the closing commentary on LDJ7, we decided to invite someone who has knowledge of learner development as it is seen from the perspective of both advising and teaching. Since many of the papers in this issue refer to contexts in Japan, we wanted the author to be someone who knows Japan but also has a perspective from outside and a background in narrative enquiry. Dominique Vola Ambinintsoa's writing was known to all of us from LDJ6 and we are very happy that she agreed to write the commentary. However, we are trying not to offer too many "spoilers" here. We hope you will enjoy discovering more by reading the full issue!

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An Interview with the Co-Editors of Issue 8 of *The Learner Development Journal*, "Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research"

Anna Costantino

Assia Slimani-Rolls

Nour Bouacha

University of Greenwich, UK Regent's University, London Open University

Bachir Ibrahimi University, BBA

With Tim Ashwell

Tim: Thank you, Anna, Assia and Nour, for taking part in this email interview. I'd like to start, if I may, by asking about your particular interests in learner development issues, and what appeals to you both personally and professionally about the theme of Issue 8, "Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research."

Anna: Thank you, Tim, for this question. It is particularly relevant to working with Assia and Nour, given our shared history of learning materials and practitioner research. I have always been fascinated by materials development due to its crucial role in creating a dynamic language class and its strong correlation to learning. However, my initial perspective on how materials correlate to learning and learner development shifted dramatically when I participated in an exploratory practice (EP) project mentored by Assia in the higher education institution where we worked. During this project, my puzzle was about students' engagement with feedback. Materials came into the frame because I used them to investigate my puzzle. They were at the heart of the potentially exploitable pedagogical activities (PEPAs) I used. This inquiry came with several understandings, one of which was about the way I had used materials in the past. As I de-contextualised pedagogic activities from my routine usage, some of my assumptions about my students' beliefs and actual knowledge became shaky. I realised that developing activities based solely on preconceived notions of how our students learn might be misdirected. This understanding prompted me to consider the learning scope of materials further. This understanding also underpinned the pitch for LDJ8, where I aimed to create a space in which language teachers could share their views on challenging the canon of materials development by situating the learner centre stage.

Assia: Thanks, Anna, for this introduction. Two reasons, at least, motivated me to join in with the *LDJ8* project: first, the three-year-long project which I co-directed when mentoring a group of language teachers, including Anna as a participant, to implement an EP approach in their classrooms, which led me ultimately to guide them to write, for publication, about their personal EP lived experience (Slimani-Rolls & Kiely, 2019). The process I used then was essentially that of an editor providing the authors with plenty of timely feedback. I also encouraged them to discuss their writing with their peers, which they found helpful too. So, given this experience, I was keen to know more about the LDJ writing processes, which I thought, at first, to be quite involved. The second interest stems from Nour's doctoral dissertation, which I supervised. Nour recommended that teachers and learners should be encouraged to create their own materials, given their familiarity with the classroom environment. So, I wanted to pursue this idea in the work with the LDJ8 contributors.

Nour: Thank you, Assia. As mentioned above, my doctoral thesis was supervised by Assia at Regent's University London. Part of my Ph.D. research was about learners' views, wants, and uses of their nationally- prescribed textbooks. To give you a bit of context, the Algerian educational system is a top-down, centralised one whereby all educational decision-making, curriculum, syllabus, and

textbook design are in the hands of the Ministry. Though they are the actual curriculum enactors and textbook users, teachers and learners have been largely marginalised from such processes. The findings of my study revealed that teachers and learners can reflect on their experiences and participate in material development, evaluation, and adaptation. They proved their awareness and ability to play an active role in the process of material development. However, their roles have been reduced to that of technicians and implementers. Nevertheless, the EP practitioner literature suggests that learners can and should be given the opportunity to participate in decision-making and material selection given that they are the ones doing the learning. So, when the theme was suggested, I felt a natural fit and an instant link to my research interests.

Anna and I have only met virtually. But, we built a strong relationship in getting things done and maintaining cohesion remotely as co-editors of this issue. Working with Anna and Assia was a wonderful opportunity for me to exchange views on a topic that is of great interest to all of us. It was fascinating to see how things have unfolded as we talked through and discussed ideas, queries, and drafts with each other to reach toward co-understanding and providing diverse possibilities and perspectives.

Tim: Thank you. It is always nice to understand how co-authors or editors know each other and something about their interweaving paths.

I wonder if next you could explain something about your own teaching contexts and how the theme of LDJ8 intersects with your contexts and your learners?

Anna: As I mentioned earlier, I have always been interested in materials. In fact, my interest in materials led me to teach Materials Development in the MA in Applied Linguistics and TESOL programme at one of the universities where I work. With my students, I encourage them to question the conventional use of pedagogic materials and to explore ways to enhance learner autonomy. As a practitioner researcher, I am currently considering the multimodal quality of materials from the perspective of learner creativity. To a certain extent, this resonates with the work pursued by some of the contributors to LDJ8 and also aligns with Nour's findings.

Nour: Indeed, from my experience working with learners as a Ph.D. researcher and as a university lecturer (I'm currently teaching and supervising master's students in Algeria), I found that learners can and are capable of articulating their views and contributing to decision-making regarding their learning processes. I became aware of the unique nature of each classroom context and the need for learners' involvement and reflection. I found that this LDJ8 issue offers a unique perspective for empowering teacher-researchers to develop their own materials and collaborate with learners much more closely, engaging them and motivating them via materials designed by and for everyone involved in the teaching-learning process. By engaging in LDJ8, I was allowed to engage with the contributors' writing, and explore how they visualise and conceptualise learners' roles in such processes, what puzzles them, and what changes, ideas, thoughts, and adaptations they bring to instructional materials.

Assia: From my perspective as a practitioner, I realised that the student's perceptions of the materials are more determining than any effort put into designing a textbook to make it more palatable to the students. They can create havoc in any task that is given to them, depending on how they perceive the material. A telling example here is the study by Zhang Ruwen (2004), an EP practitioner researcher, who felt that she couldn't successfully attract the students' attention during her reading lessons until she involved them in the search for better understanding of the events which controlled her classes. She appealed to the students by explaining the difficulties that she encountered as well as shared with them the responsibility of bringing to some of the lessons the materials that they thought would engage them and engage their peers, in order for them to build the lesson around

them. Soon, both parties started to pull their efforts towards more constructive reading lessons as they now shared the same motivation to make their ideas work for the benefit of all concerned.

Anna: As Assia pointed out, I can relate to the change of attitude and participation among learners when I investigated their involvement with feedback during the EP inquiry mentioned earlier. By changing the implementation of classroom activities, students had the opportunity to express their thoughts and feelings on receiving feedback and interact with the learning materials at their own pace. This experience made me realise that they possessed more knowledge than I had previously assumed.

Tim: You all seem to have had powerful experiences of the ways in which students can exert control over materials when given the opportunity and how this may enhance their learning. It's a strong message!

Changing direction a little, I wonder if you could explain where you are in the LDJ8 process? What are you and the contributors doing now?

Nour: The contributors have just submitted their second drafts – about 2,500 to 3-500 words. The drafts are now with the Review Network. They will submit their third piece of writing between mid December and the end of January 2024.

Tim: I see. And how has the process worked so far? Have you encountered any bumps in the road or have things moved along quite smoothly? What have been the biggest challenges so far in managing an issue of the LDJ?

Nour: Although we were based in different countries with different time zones, we managed to engage with each other and with the contributors through emails and regular meetings. We, as editors, got to work closely with the contributors at various stages to build their proposals and versions. Reading the contributors' drafts has fed into my own thoughts and ideas about material development and learners' inclusivity.

Assia: We realised together, authors and editors, that it is clearly complex to publish for PR. What is permissible and logical in academic research is not in PR. For example, a PR study must be driven by the author's concern about their practice rather than by finding a gap in the literature review to justify the study. Albeit it is evident that practice is central in PR, this principle took a while to take shape.

Anna: One aspect I find challenging when doing practitioner research is the work to untangle our context of practice when confronted with critical instances emerging from our practice. It is not always easy to establish connections between our knowledge, beliefs, the lived experiences of the participants in the classroom, and the institutional interests and constraints. We stick to routines and assumptions. Yet, for me, the striving comes to be about questioning the given. This endeavour is also reflected in the scholarly writing we engage in as practitioner researchers. As Assia mentioned, we tend to resort to the given of literature, as if writing about our practice were ultimately about finding a gap in the literature rather than a bumpy journey of making sense of what we do and experience. The LDJ8 authors are working with all of this.

Tim: It sounds as if the experience of working on LDJ8 may have had some profound impacts on the way you see practitioner research.

Finally, I wonder if you can give us a hint about the range of perspectives we will find in the finished Issue 8? How are people approaching the theme of materials development? Are there any surprises for you in the way some people have chosen to tackle the subject?

Anna: The language contexts explored in this issue are varied, ranging across countries such as Brazil, Germany, Japan, the USA, and Ecuador. Examining their context of practice and teaching

materials through reflexivity lenses is a sound common thread of the contributions. Indeed, the predominant practitioner research frames are exploratory practice and action research, with many of the authors offering a personal take on classroom inquiry in their quest to explore and create learner-centred materials. The other significant commonality across the contributions is the intersecting interest in translanguaging and creative approaches to classroom pedagogy. Returning to the underpinning idea of LDJ8, this is surprising but also telling because it shows how language educators framing their pedagogical work through practitioner research are becoming increasingly open to acknowledging the idiosyncrasies of learner development. Materials are viewed as opportunities for language educators and learners to make sense of their mutual learning, rather than being a given, a magic wand for creating the perfect lesson. This is clearly illustrated by some authors discussing the understanding they gained during a class observation as teacher-students. They detected how a pedagogic material implemented to facilitate English spoken fluency became a tool to repress self-expression and identity and so failed to acknowledge the learner's multiple perspectives present in the classroom.

Another interesting aspect that has emerged in one of the LDJ8 review pieces is mentoring practitioner researchers, which is connected to Assia's experience in mentoring language teachers to become teacher researchers of their classroom environment. It is somehow self-referential within an LDJ issue but nevertheless intriguing. The piece brings to the fore some of the issues language teachers undergo when they engage with practitioner research, one of which is indeed what was mentioned earlier: the practitioner's struggle to put practice and lived experience narratively at the centre of their enquiry. However, this aspect is addressed from the perspective of the mentor and their reflexivity, which might give readers further insights into the journey of a practitioner researcher.

Assia: In terms of surprises, it's actually me, as an editor, who was surprised to see my thinking change about the LDJ writing processes which I first thought were a bit involved and impractical to sustain given the number of editors, reviewers and also contributors required. But, I soon realised that it is this LDJ structure that produces the multivocality needed in terms of a variety of ideas and feedback that benefits the authors. The ethos behind these processes is based on everybody's friendly and respectful ways of producing supportive feedback in a safe and inclusive environment. The feedback is very much helped by the journal criteria that emphasize the provision of necessary but meaningful feedback that is relevant to the author's context. This process helps the author's growth in confidence and self-belief. With hindsight, I think that using such a system in my own project would have heightened multivocality and may even have attracted more practitioners to join in publishing for PR.

Tim: Well, I am very glad that the LDJ is giving you the space and opportunity to develop your ideas around practitioner research. It is great to hear about your experiences so far in steering the LDJ8 project. It is interesting to learn how a focus on something as apparently humdrum as materials has led you to develop your own thinking about teacher and learner autonomy over the years and how you are continuing to work through your ideas on materials production, practitioner research and writing about practitioner research as you collaborate with the LDJ8 contributors. Thank you very much indeed for your hard work on this interview. I wish you and the contributors every success with the project and look forward to reading LDJ8 when it appears towards the end of next year.

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SIG Matters

インフォメーション

Learner Development SIG Financial Report April 2023 to August 2023

Patrick Kiernan

Balance / 合計

LD SIG Treasurer jalt.ldsig.treasurer@gmail.com

I concluded the last LL report on the note that we would probably be applying for a JALT Development Fund grant to help finance the LD30 Conference. We ultimately received a ¥100,000 Development Grant for the conference and obtained further sponsorship from the Teacher Development SIG (TD-SIG) (¥50,000) and Global Issues in Language Education SIG (GILE-SIG) (¥25,000) who are now co-hosting the conference with us. Other good news financially is that Kanda University of International Studies (KUIS) have agreed to pay for conference plenary speaker Prof. Phil Benson's flight, and Gakushuin University have allowed some conference rooms to be used for free and promised a separate financial contribution (¥100,000 TBC). With speaker and venue expenses high, we are nevertheless depending on payment of participant conference fees to enable us to break even and hopefully make a modest profit to stabilize finances.

One practical development since April is that I opened an LD-SIG Post Office account to transfer money out of PayPal. Although PayPal transaction fees are quite high, Edzil.la in conjunction with PayPal and the PO is proving a convenient and easy way to register participants and collect fees for LD30. Those without PayPal accounts can also pay directly into the SIG account. Please contact me for details if you need to do this. I aim to send out receipts for advance payments within a week and there will be a record of all pre-registered participants on the door.

Revenues: April 2023 - August 2023 / 収入: 2023 年4月~2023年8月	
Events (PanSIG income) / イベント(PanSIG 収入)	160,000
LD30 grants and Early Bird / LD30 補助金及び早割支払い	188,000
JCO Grant / JCO 年間補助金	65,250 413,250
Total revenue / 収入合計	
Expenses: April 2023 – August 2023 / 支出:2023 年4月~2023年8月	
Events (JALT expenses) / イベント (JALT費用)	1,350
Conference Grants / 学会補助金賞	80,000
Admin. Expenses / 管理費	1,052
Total Expenses / 支出合計	82,402
SIG fund balance: August 31, 2023 / SIG資金残高: 2023年8月31日	
Balance in bank account / 銀行口座残高	452,760
Reserve liabilities / JALT本部預け金	200,000
PayPal + PO account / ペイパル及びゆうちょ銀行アカウント	38,134
Cash in hand / 現金	6,350

With the account buoyed by our grants, and expenses yet to be paid, finances look good now. However, the success of LD30 is vital (financially and psychologically), so please come along to support us on October 21-22 at Gakushuin University in Meijiro, Tokyo for what promises to be a fantastic event!

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

Submit your contribution to Learning Learning 31(1) by 12

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 leditor30.2@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ィア、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 Spring issue of 2024, with the pre-publication deadline of February 12, 2024 for *Learning Learning* 31(1). 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。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関する以下のような原稿をお待ちしております。

MINI-PROFILES: SHARING YOUR LEARNER DEVELOPMENT INTERESTS ミニプロフィール: 学習者ディベロップメントについての関心の共有

Here SIG members introduce themselves briefly (just 50 to 100 words or more), and write about what interests, puzzles, intrigues them about learner development, and/or about a particular

approach or project, or research that they are doing or plan to do, or simply share a short reflection, to do with learner development (about 100 words or more)

ここでは、SIGメンバーの学習者ディベロップメント研究に取り組む原動力となる関心や課題とともに短い(200から400字程度)自己紹介をお届けします。特別なアプローチやプロジェクト、現在進行中の研究やその計画、さらには学習者ディベロップメントの取り組みに関する内省など、それぞれの思いや考えが寄せられています(約200-400字程度以上)

SHORT ARTICLES ON ISSUES TO DO WITH LEARNER/TEACHER DEVELOPMENT AND AUTONOMY

学習者と教師の成長・自律に関する小論

#1: short individual articles (1,200 – 2,500 words)

小論(単著)(約3,600-7,500字)

#2: short group-written articles (1,200 – 4,000 words)

小論(共著)(約3,600-12,000字)

REFLECTIVE WRITING ABOUT LEARNING FOR LEARNER/TEACHER DEVELOPMENT AND AUTONOMY

学習に関する省察 - 学習者と教師の成長・自律を目指して

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

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

#2: dialogue with (an)other SIG member(s) (1,000 to 2,000 words)

SIGメンバー同士の対話(約4,000字-8,000字)

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 leditor30.2@gmail.com. Many thanks!

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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: leditor30.2@gmail.com.

Many thanks.

Learning Learning editorial team