

LEARNING LEARNING 『学習の学習』

Newsletter of the Learner Development SIG
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LDSIG

LEARNER DEVELOPMENT

学習者ディベロプメント研究部会

CONTENTS

i. Greetings and News Updates	
In this issue: <i>Learning Learning</i> , Volume 31, Issue 2	5
<i>Ken Ikeda</i>	
President's Greetings for Spring 2024	8
<i>James Underwood</i>	
ii. Mini-Profiles	
<i>Kayo Okada</i>	12
iii. Members' Voices	
Toward Learner Development: Embracing Adaptation and Exploration in a Japanese Educational Environment	14
<i>Prumel Barbudo</i>	
iv. Stories of Learning and Teaching Practices	
Questioning Monolingualism and Native-Speakerism through Students' Action	18
<i>Kayo Okada</i>	
Mini-interview on Learner Development with Shannon Saruwatashi	20
<i>Shannon Saruwatashi with Ivan Lombardi</i>	
v. Research & Reviews	
First-Year Medical Students and Their Motivation to Study English	25
<i>Angus Painter</i>	
Book Review: <i>From the Ivory Tower to the Schoolhouse: How Scholarship Becomes Common Knowledge in Education</i>	31
<i>Ellen Head</i>	
vi. Free Space	
Interview with Larissa Borges About the Complexity of Autonomy Development	37
<i>Larissa Borges with Andy Barfield</i>	
vii. Looking Back	
Hosting a 'Learning Cafe': Shaping My Views of Teaching Positionality	46
<i>Ken Ikeda</i>	
<i>Responses to the 2023 Learner Development SIG Survey</i>	49

viii. Looking Forward

<i>LDSIG Get Togethers Plan for the Year</i>	64
<i>LD-SIG Forum: Stories of Learning, Learning from Stories</i>	64
<i>LD-SIG Forum: AI: Benefits, Challenges, and Issues for Learner Development</i>	65
<i>The Learner Development Journal Issue 8: Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research</i> <i>Anna Costantino, Assia Slimani-Rolls, Nour Bouacha</i>	66
<i>The Learner Development Journal Issue 9: Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development</i> <i>Stacey Vye, Robert Moreau, Amelia Yarwood, Ivan Lombardi</i>	67

ix. SIG Matters

<i>Learner Development SIG Financial Report September 2023 to March 2024</i> <i>Patrick Kiernan</i>	69
<i>Writing for Learning Learning</i>	70



- i. **Greetings and News Updates**
- ii. Mini-Profiles
- iii. Members' Voices
- iv. Stories of Learning and Teaching Practices
- v. Research & Reviews
- vi. Free Space
- vii. Looking Back
- viii. Looking Forward
- ix. SIG Matters

Ken Ikeda

LL31.2 Lead Editor

lleditorialteam[at]gmail[dot]com



In this issue: *Learning Learning*, Volume 31, Issue 2 今号について

My name is Ken Ikeda and I am pleased to serve as lead editor for another issue of the *Learning Learning* (LL), numbered as the second issue of Volume 31 (LL 31.2). The 31.1 issue was published in February as the [LD 30th Anniversary Conference Post-Conference Publication](#), edited by Tim Ashwell, one of the LL editorial team members. This issue was a set of reflections and reports by presenters at the LD30 Conference.

Featured in this issue are two pieces by Kayo Ozawa. The first is her mini-profile in which she tells how she became interested in autonomy and has been working to develop students' autonomous practices.

I am pleased to tell you that this issue features two pieces by those who teach English to tertiary students in professional fields. The Member's Voice piece has been written by Prumel Barbudo who works with engineering students. He explains the challenges of nurturing their autonomy, notes the limitations of student feedback, and writes how he has adapted movement-based activities and translanguaging to help shape a responsive language environment. Another piece that focuses on students in a professional setting is Angus Painter's research study with medical students. He conducted a questionnaire with 50 students on their English language learning predispositions, in part to understand why a substantial percentage of these students have high absentee rates compared to other departments in university. The survey results have given him a more nuanced picture of the pressures on student language learning.

We have two Stories of Learning and Teaching: the first is Kayo's second piece, which focuses on how a lesson she taught on endangered

languages to university students inspired them to write essays understanding the importance of these languages on human rights. Kayo tells how the Drops app enables students to be exposed to endangered languages, such as Ainu. The second is an extended interview between LL editorial team member Ivan Lombardi and Shannon Saruwatashi. In it, Shannon shares her puzzle on how to motivate students who are English majors to study English and has tried to create more interactive tasks.

Ellen Head reviews Jack Schneider's 2014 book *From the Ivory Tower to the Schoolhouse: How Scholarship Becomes Common Knowledge in Education* which analyzes how four theories (Bloom's taxonomy, multiple intelligences theory, project-based learning and direct instruction) have caught on in the education system in the United States. Ellen brings up Schneider's four aspects of research that a theory needs in order to be successfully implemented into classroom teaching: 1) be perceived as significant, 2) fit with what most teachers believe, 3) can be used easily, and 4) is simple and accessible.

We have another interview, between Andy Barfield and Larissa Borges who teaches in the Federal University of Pará in Brazil. Larissa provides a very readable explanation of her Complex Dynamic Model of Autonomy Development (CDMA), which grew out of her English learning experiences as well as her university learners. Closing out the original articles section is Ken Ikeda's reflection of a Learning Cafe presented at the LD30 Conference.

This issue presents SIG announcements and related matters. We present the results of the LD SIG Membership Survey. Next, we have two LD Forums this year: the first is the PanSIG

2024 held at Fukui University of Technology May 24th-26th, which features four speakers, and the second is JALTCALL at JALTCall: Meijo University Dome Mae Campus in Nagoya: (May 17-19 2024) with three speakers featured.

We have two reports on LD Journal (LDJ) issues: The first is Issue 8 on the theme of “Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research”, scheduled to be published at the end of 2024. The other presents LDJ Issue 9 which is on the theme of “Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development” which is on schedule to be published at the end of 2025. Finally, this issue closes with the LD SIG Financial Report.

I would like to take a moment to tell you of two changes. One was the decision to revert the email address to [lleditorialteam\[at\]gmail\[dot\]com](mailto:lleditorialteam@gmail.com) and I am pleased to tell you that this address will remain the same for the foreseeable future.

Second, the LL editorial team has taken the momentous step of giving contributors the option of having their articles either open or blind peer reviewed. We have taken this action, because we've learned that in the past, some contributors have had their published articles not accepted by institutions because they did not go through a blind review process. We will follow the *Learner Development Journal* steering group's [peer review guidelines of the LD Journal](#), which presents “*a choice between blind peer review and open peer review*”, and states “(t)he intention in either blind or open review is to offer serious, fair and, above all, supportive feedback to writers to help them to develop as teachers, researchers, and learners.” While open reviews are the norm of LD publications, the LL editorial team respects the wishes of contributors.

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 will blossom well in the new academic year.

Ken Ikeda, lead editor, for the rest of the LL 31.2 editorial team: *Lorna Asami, Tim Ashwell, Mike Kuziw, Ivan Lombardi, Hugh Nicoll, Jamie Thomas, Megumi Uemi.*

この号の内容: 学習の学習、第31巻、第2号

学習の学習 (LL) 第 31 巻の第 2 号 (LL 31.2号) を担当することになりました Ken Ikeda と申します。31.1号は、LL 編集部メンバーの一人である Tim Ashwell が編集を担当し、LD30 周年記念会議のポストコンファレンス・パブリケーションとして2月に発行されました。この号は、LD30 年大会の発表をされた方々による反省と報告をまとめたものです。

この号で紹介されているのは、Kayo Ozawa による2つの記事です。1つ目は、彼女がどのようにして自律に興味を持ち、学生の自律的な実践を発展させるために取り組んできたかを語るミニ・プロフィールです。今号では、専門分野で英語を教えている方々の作品を2つご紹介します。会員の声は、工学部の学生を指導する Prumel Barbudo によるものです。彼は、学生の自主性を育てることの難しさを説明し、学生からのフィードバックの限界を指摘し、反応する言語環境を形成するために、動きに基づいた活動やトランスランゲージングをどのように適応させたかを書いていきます。

ラーニングとティーチングのストーリーにおいては、2つの記事が紹介されています。1つ目は Kayo さんの2つ目の作品で、絶滅の危機に瀕している言語について大学生に教えた授業が、人権における言語の重要性を理解するエッセイを書くきっかけになったという内容です。Kayo は、Drops アプリによって、学生たちがアイヌ語などの絶滅危惧言語にどのように触れることができるかを語っています。もうひとつは、LL編集部メンバーの Ivan Lombardi と Shannon Saruwatashi とのロングインタビューです。この中で Shannon は、英語を専攻している学生に英語を勉強する意欲を持たせる方法について彼女のパズルを紹介し、よりインタラクティブな課題を作ろうと試んでいます。

専門職の学生に焦点を当てたもう一つの作品は、Angus Painter による医学生を対象とした調査研究です。彼は50人の学生を対象に英語学習の素質についてアンケートを実施しましたが、その理由のひとつは、これらの学生の他の学部生に比較して、かなりの割合が高い欠席率であることを理解するためでした。この調査結果から、彼は学生の言語学習に対するプレッシャーについて、より微細なイメージを得ました。

Ellen Head は Jack Schneider の 2014 年の著書 *From the Ivory Tower to the Schoolhouse: How Scholarship Becomes Common Knowledge in Education* をレビューしています。この本では、ブルーム分類法、多重知能理論、プロジェクト学習、直接指導がアメリカの教育システムにどのような影響を与えたかを分析しています。Ellen は、理論が教室での授業にうまく導入されるために必要な研究として、Schneider の4つの側面、すなわち、1) 重要であると認識されること、2) 多くの教師が信じていること

と一致すること、3)簡単に利用できること、4)シンプルで利用しやすいこと、を挙げている。

Andy Barfield とブラジルの Federal University of Pará で教鞭をとる Larissa Borges のインタビューも掲載されています。Larissa は、彼女の英語学習経験や大学での学習経験から生まれた「自律性発達の複雑な動的モデル (CDMA)」について、非常に読みやすい説明をしています。オリジナル記事の最後を飾るのは、LD30 カンファレンスで発表されたラーニング・カフェについての Ken Ikeda の考察です。

本号では、SIGからのお知らせと関連事項もご紹介しています。LD SIG 会員アンケートの結果を発表いたします。そして、今年開催される二つの LD フォーラムですが、一つは5月24日～26日に福井工業大学で開催される PanSIG2024で、4名のスピーカーが登壇します。もう一つは、名古屋の名城大学ドーム前キャンパスで開かれる JALTCALL at JALTCall (2024年5月17～19日)で、3人の講演者が紹介されます。

LD ジャーナル (LDJ) については2つの報告があります：ひとつは、2024年末発行予定の第8号「包括的実践者研究による言語学習教材開発への草の根的・革新的・創造的アプローチの探求」です。もうひとつは、2025年末発行予定のLDJ第9号「学習者育成のための自律性・創造性・幸福度の探求」を紹介する。最後に、今号はLD SIGの会計報告で締めくくります。

この場を借りて、2つの変更点をお伝えしたいと思います。ひとつは、Eメールアドレスを lleditorialteam@gmail.com に変更したことです。このアドレスは、当分の間、変更されることはありません。

第二に、LL編集チームは、投稿者の論文について、オープン査読かブラインド査読かを選択できるようにするという重大な措置をとらせて頂きました。というのも、過去にブラインド査読プロセスを経なかったために、掲載論文が教育機関に受理されなかった投稿者がいたことを知ったからです。私たちは、Learner Development Journal の運営グループの査読ガイドラインに従い、「ブラインド査読かオープン査読かの選択」を提示し、「ブラインド査読でもオープン査読でも、その意図は、執筆者が教師、研究者、学習者として成長するのを助けるために、真摯で、公正で、何よりも支持的なフィードバックを提供することである」と述べています。LD 出版物ではオープン・レビューが一般的ですが、LL編集部は投稿者の意向を尊重します。

これまで同様、読者の皆様からの投稿を心よりお待ちしております。私たちは皆さまの記事の投稿を通年受け付けており、書き始めの段階のものでもOKです。ご興味のある方は、巻末の「寄稿のご案内」をご覧ください。

新年度における皆様のティーチングが、実り多き一年であることをお祈りしております。

主編集者：*Ken Ikeda*

LL31.2 編集チーム：*Lorna Asami, 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 [lleditorialteam\[at\]gmail\[dot\]com](mailto:lleditorialteam@gmail.com) by August 31, 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)

James Underwood

LD SIG President

jamesmichaelunderwood[at]gmail[dot]com



President's Greetings for Spring 2024

Welcome to the Spring issue of the LD SIGs newsletter, *Learning Learning*. Thank you very much to all who contributed, not forgetting, of course, the LL editorial team who worked hard to make this happen.

Since the Autumn issue, the LD SIG has worked hard through the winter. It held a forum at the JALT International Conference and later an online AGM, as well as publishing *Learning Learning* 31.1, the LD30 post-conference publication.

The LDSIG forum at the JALT International Conference, "*Thinking in different ways: Perspective taking for growth*," explored how considering alternative perspectives while seeking new information about language learning pedagogies and practices benefits learners and teachers alike. It was held in the poster presentation area on the ground floor and thus attracted a wide range of participants who were interested in hearing how perspective shifting can aid the development of learner autonomy and language learning. **Daniel Hooper** presented his findings from a longitudinal ethnographic study of a learning community within a Self Access Centre (SAC), which found how a group of learners worked together to overcome various sources of anxiety, such as gaps in language skills which resulted from the exam focused nature of their secondary education which emphasised test-taking rather than communicating. **Michelle Jerrems** shared how she encouraged her students to adopt a 'reflective learning style' through student-led inquiry, critical thinking, learner autonomy and reflective learning that supported the development of academic skills. **Patrick Kiernan** reported on how he designed an academic writing course that raised learners' awareness of genre and encouraged them to develop their voices through different writing tasks. Lastly, **Steve Paton** showed how various

techniques can be used to encourage learners to take action in the language learning classroom to become more involved and engaged in the learning process. Thank you very much to all who participated and presented, and also to **Amelia Yarwood** for organising the forum.

At the AGM, which was held online, on November 24th 2023, we decided what the LD SIG would do in 2024. First of all, we decided to offer three conference grants of ¥40,000 this year so that successful applicants who do not have institutional funding can take advantage of these to attend PanSIG, JALTCALL or the JALT International conferences; thank you to **Kio Iwai, Masayo Kanno, & Sami Yoshimuta** for reviewing the applications. Secondly, we chose to organise three LD SIG forums this year at each of the conferences mentioned above, and **Amelia Yarwood** and **Blair Barr** will be working together to organise this. Thirdly, we plan to hold a mini-conference at the end of the year in the form of a CCLT, more details about this will follow soon. Lastly we decided to redesign the LD SIG website and **Nicolas Emerson** is coordinating the update.

Over the New Year and Winter break **Tim Ashwell**, and the external reviewers: **Ivan Lombardi, Amelia Yarwood, Henry Foster, and Lynda-Gay McFarlane**, worked with the 18 contributors to get their contributions ready for *Learning Learning*, LL31.1, the *30th Anniversary Conference Post-Conference Publication: Learning for Change and Action, Making a Difference for the Future*. It featured thought-provoking articles split into the following 5 sections: Projects Beyond the Classroom, Course Development, Teacher Research, Student Presentations & Reflections, and the diverse range of articles did well to reflect the diversity and vibrancy of the LD SIG

as it included articles from both teachers and learners.

Looking forward to the rest of the year, the LD SIG forums at JALTCALL and PanSIG have been organised. The LD SIG forum “*AI: Benefits, Challenges, and Issues for Learner Development*”, will be held at JALTCALL May 17-18, and feature presentations from **Blair Barr, Mart Christine Johnston** and myself. In these presentations, Blair Barr will share grading schemes of writing assignments which encourage students to focus on their own writing skill. Mart Christine Johnston, will report on how her students have been using AI tools (such as Chat GPT) to improve their writing, as it helped them to notice their common errors and correct them. Lastly, I will examine how guidelines relating to the use of AI can be negotiated between students and teachers to ensure that AI tools promote language learning.

Following JALTCALL, there will also be a LD SIG forum at PanSIG, May 24-25. This forum “*Stories of Learning, Learning from Stories*” will feature presentations from **Anita Aden, Mike Nix, Robert Moreau**, and **Tomoko Hashimoto**. Anita Aden will present on “*Learner Chronicles: A Compilation of Student and Teacher Perspectives on Learner Growth*.” Mike Nix will talk about “*Staying with the trouble: Learning through stories about minoritized groups*.” Robert Moreau will share his story on “*Learning from Learners, Learning from Research: An Ongoing Story of Professional Development*.” Lastly, Tomoko Hashimoto will talk about “*The Emotional Rollercoaster of a Mother-Learner-Teacher*.”

Wishing you all a great start to the Academic year!

James Underwood

LD SIG President (at the February Executive Board Meeting it was decided that the English and Japanese for the leading roles in all SIGs would be changed to President (部会代表))

LD SIG ニュースレター『Learning Learning』春号へようこそ。寄稿してくださった皆様はもちろんのこと、これを実現するために一生懸命働いたLL編集チームの皆様に、心から感謝申し上げます。

秋号以来、LD SIGは冬の間、様々な取り組みに勤しんで参りました。JALT国際会議でフォーラムを開催し、その後オンラインで年次総会(AGM)を行い、LD30ポストカンファレンス出版物を出版しました。

JALT国際会議でのLDSIGフォーラム「異なる考え方：成長のための視点の転換」では、言語学習の教授法と実践について新しい情報を求める際に、代替的な視点を考慮することが、学習者と教師双方に利益をもたらすことを探求しました。このフォーラムは1階のポスタープレゼンテーションエリアで開催され、視点の転換が学習者の自律性と言語学習の発展をどのように助けるかを聞きたいと思う参加者を幅広く引き付けました。Daniel Hooper は、セルフアクセスセンター(SAC)内の学習コミュニティについての長期的な民族誌的研究からの発見を発表し、一連の学習者が言語スキルのギャップなど、さまざまな不安の源を克服するためにどのように協力し合ったかを明らかにしました。これの言語スキルのギャップは、彼らの中等教育がテストの受験に重点を置いていたために生じました。Michelle Jerrems は、学生が「反省的な学習スタイル」を採用するように奨励した方法を共有し、学生主導の問い合わせ、批判的思考、学習者の自律性、および学術スキルの発展をサポートする反省的学習を通じて、Patrick Kiernan は、ジャンルに対する学習者の意識を高め、異なるライティングタスクを通じて自分の声を発展させるよう奨励するアカデミックライティングコースをどのように設計したかを報告しました。最後に、Steve Paton は、学習者が言語学習の教室でより関与し、学習プロセスに積極的に参加するようにするために使用できるさまざまな技術を示しました。参加し、発表してくださったすべての方々、そしてフォーラムを組織した Amelia Yarwood に、心から感謝申し上げます。

2023年11月24日にオンラインで開催されたAGMでは、2024年にLD SIGが行うことを決定しました。まず、今年¥40,000の会議助成金を3つ提供することにしました。これにより、機関からの資金提供を受けていない成功した応募者が、PanSIG、JALTCALL、またはJALT国際会議に参加することができます。申請書の審査を担当してくれた Kio Iwai、Masayo Kanno、そして Sami Yoshimuta に感謝します。次に、上記の各会議で今年3つのLD SIGフォーラムを開催することにしました。Amelia Yarwood と Blair Barr がこれを組織するために協力します。三番目に、年末にCCLT形式のミニカンファレンスを開催する予定です。詳細は近日中にお知らせします。最後に、LD SIGのウェブサイトをリデザインすることにしました。Nicolas Emerson がアップデートの調整を行っています。

新年と冬休みを越えて、Tim Ashwell と外部レビュアーの Ivan Lombardi、Amelia Yarwood、Henry Foster、そして Lynda-Gay McFarlane は、18人の寄稿者と協力して、『Learning Learning』、LL31.1、30周年記念カンファレンスポストカンファレンス出版物：変化と行動のための学習、未来のための違いを作る、の寄稿を準備しました。こ

の出版物には、教室外のプロジェクト、コース開発、教師研究、学生プレゼンテーション&反省など、5つのセクションに分かれた刺激的な記事が掲載され、教師と学習者の両方からの記事がLD SIGの多様性と活力をよく反映していました。

今年の残りに向けて、JALTCALLとPanSIGでのLD SIGフォーラムが組織されました。JALTCALLでのLD SIGフォーラム「AI:利点、課題、および学習者開発における問題」は、5月17日から18日に開催され、Blair Barr、Mart Christine Johnston、そして私自身からのプレゼンテーションが特徴です。これらのプレゼンテーションでは、Blair Barrが、学生が自分のライティングスキルに焦点を当てるように奨励するライティング課題の採点方式を共有します。Mart Christine Johnston は、彼女の学生がAIツール(Chat GPTなど)を使用してライティングを改善してきた方法を報告します。これは、彼らが一般的なエラーに気づき、それを修正するのに役立ちました。最後に、私は、AIツールが言語学習を促進するように、学生と教師の間でAIの使用に関するガイドラインをどのように交渉するかを検討します。

JALTCALLに続いて、5月24日から25日にPanSIGでLD SIGフォーラムが開催されます。このフォーラム「学習の物語、物語から学ぶ」は、Anita Aden、Mike Nix、Robert Moreau、そしてTomoko Hashimotoからのプレゼンテーションを特徴とします。Anita Adenは「学習者クロニクル: 学習者成長に関する学生と教師の視点のコンパイル」について発表します。Mike Nixは「問題に留まる: マイノリテ

ィグループについての物語を通じて学ぶ」について話します。Robert Moreauは「学習者から学ぶ、研究から学ぶ: プロフェッショナル開発の継続的な物語」について自身の話を共有します。最後にTomoko Hashimotoは「母-学習者-教師の感情的なジェットコースター」について話します。

学術年度の素晴らしいスタートをお祈りしています!

James Underwood

LD SIG 代表(2月の理事会で、すべてのSIGの主要な役割について、英語および日本語の呼称を部会代表に変更することが決定されました)

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- #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
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- #4: reports of research in progress (about 500 to 1,000 words)
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- i. Greetings and News Updates
- ii. Mini-Profiles**
- iii. Members' Voices
- iv. Stories of Learning and Teaching Practices
- v. Research & Reviews
- vi. Free Space
- vii. Looking Back
- viii. Looking Forward
- ix. SIG Matters

Kayo Ozawa

Kyoritsu Women's College

kozawa[at]kyoritsu-wu[dot]ac[dot]jip



I first learned about the Learner Development SIG (LD) SIG when I was a student at Teachers College Columbia University in Tokyo when Dr. John Fanselow and Dr. Terry Royce were leading the program. I took a class on autonomy, but it wasn't until recently that I realized the importance of the concept, as I have shifted from mainly teaching at a high school with many returnee students for over 35 years to teaching at private universities for over ten years, and more recently, to teaching in a study abroad program for a year and a half. Autonomy is important because a fundamental purpose of education is to be able to interpret the materials given to you by the teacher, rather than just memorizing or parroting what the teacher authority has said. Autonomy "has been central to European liberal-democratic and liberal-humanist thought" (Lindley, 1986) and is not necessarily a given concept in Asian societies. Returnees, especially if they have been educated in English-speaking countries and educational systems for a long time, will try to maintain if not improve their English without much outside pressure thanks in part to their ability to carry out self-directed learning. However, in the more common Japanese teaching contexts, careful scaffolding is necessary to help motivate students. In terms of improvement, I feel that the students' writing skills have improved dramatically over the past few years, amongst other skills. However, due to the collectivist and conformist nature of Japanese society, autonomy for individual students is still a very important area for the teacher to delve into. One of my puzzles in learner development is I wonder how much scaffolding is necessary for introducing new vocabulary expressions and grammatical structures, especially in projects involving speaking. Recently, I taught a Debate class in a highly proficient class, and I was impressed with how "self-run" the debates could be after a few rounds of careful scaffolding and videotaping. I am pondering how such autonomous practices can be incorporated into my other university classes when they do projects expanding on various topics in their textbooks. I have also recently picked up Prof. Phil Benson's "Teaching and Researching Autonomy" to see if I can gain some insight. I'm particularly interested in deepening my understanding of Vygotsky's Zone of Proximal Development, Dewey's ideas regarding reflection, and how to incorporate self-organized language learning communities within the classroom.

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- i. Greetings and News Updates
- ii. Mini-Profiles
- iii. Members' Voices**
- iv. Stories of Learning and Teaching Practices
- v. Research & Reviews
- vi. Free Space
- vii. Looking Back
- viii. Looking Forward
- ix. SIG Matters

Prumel Barbudo
Matsue College of Technology
prumelb[at]gmail[dot]com



Toward Learner Development: Embracing Adaptation and Exploration in a Japanese Educational Environment

My journey toward fostering learner autonomy and development unfolds within the unique context of a purely Japanese environment. Emphasizing the importance of English instruction conducted in English, I have encountered numerous challenges along the way, yet I recognize these as integral components of the academic journey.

I teach in one campus of the National Institute of Technology (“Kosen”), which is implementing a new English curriculum as part of the Global Engineer Development Project. The ultimate goal of this project is the internationalization of the college and the production of engineers with strong global competence. Among the 55 colleges, mine was among the few that the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) granted this project. In my position, I prioritize the cultivation of practical communication skills. I teach classes such as Practical English Communication and Practical Engineering English, which utilize active learning approaches such as project-based learning, task-based learning, and CLIL (Content and Language Integrated Learning). In addition to my teaching role, I oversee the Global Commons, a place where I provide English study support and assist students studying abroad. I also organize international exchange events to promote cross-cultural understanding.

Upon joining this institution, my vision was clear: to instill a culture of English immersion, advocating for an English-only policy to facilitate linguistic proficiency among students. However, navigating this path in an environment entrenched in Japanese instructional norms presented significant hurdles. Students, accustomed to hours of English instruction conducted mostly in Japanese, initially struggled to adapt to this paradigm shift. Their hesitancy to embrace English as the primary medium of instruction hindered the realization of my goals, prompting a reassessment of my approach.

With 22 years of teaching experience in EFL and ESL contexts, I steadfastly avoid using students’ native language (L1) for instruction, even with college-level students averaging 200 to 300 TOEIC scores. My commitment to English immersion stems from the belief that L1 use diminishes language acquisition effectiveness. I believe that students need sufficient exposure to and opportunities for both receiving and producing English. The English classroom is the primary avenue for students to apply the language. Thus, instructors should prioritize establishing a linguistically immersive learning environment. However, merely transitioning from the learners’ native language (L1) to the target language (L2) does not address the challenge adequately (Shibasaki, 2020). Instead, instructors need to shift from using Japanese to employing English as the medium of instruction. Additionally, if instructors hesitate to utilize the target language, effective teaching and learning outcomes may be compromised. Therefore, creating English-rich environments fosters linguistic competence vital for academic and professional success.

Teaching English for Specific Purposes (ESP) in my context poses a distinct set of challenges. For one, in my context, English classes are predominantly taught using the grammar-translation method. While the purpose is pragmatic, aiming to yield results in national and university examinations and to facilitate classroom management, this approach proves detrimental to students’ English proficiency in the long run. English instruction still reflects elements of traditional approaches, emphasizing

grammar, reading, and writing over productive English skills like oral communication. As a result, English teachers often rely heavily on Japanese in their instruction. Reforming this deeply entrenched academic culture is imperative, both in my context and nationwide.

Another challenge is the students' varying English proficiency levels. In my case, where I teach 40 students in a class, quality language instruction may be hampered, and thus students enter ESP classrooms with diverse levels of proficiency. This heterogeneity demands adaptive teaching approaches that cater to the individual learning needs of students, requiring instructors to employ differentiated instruction strategies to ensure meaningful learning outcomes for all learners.

Compounding these challenges was the reliance on student evaluations, which often failed to capture the nuances of effective teaching in a bilingual setting. Despite my frustration with the feedback, I recognized the importance of constructive criticism in refining my pedagogical strategies. Feeling isolated in my advocacy for an English-only approach, especially amidst colleagues who predominantly used Japanese in English classes, intensified my sense of professional solitude. Students tend to favor instruction in Japanese rather than engaging in English-mediated communication, but I remained resolute in my commitment to effecting positive change, even in the face of minimal support from both colleagues and administrators. As a newcomer, I have confronted significant challenges aligning with student expectations and adjusting my teaching methods accordingly. Reflecting on this, I recognize the need to delicately balance tradition and innovation in my approach.

In response to the prevailing circumstances, I tried *translanguaging* as a pragmatic solution. Creese and Blackledge (2015) adopt a common definition of translanguaging as an instructional strategy in which two or more languages are used alongside each other, in this case, L1 (Japanese) and L2 (English). A recent systematic review of 10 eligible studies on pedagogical translanguaging concludes that the efficacy of pedagogical translanguaging in enhancing language proficiency, particularly in the target language, lacks clarity regarding its ability to demonstrate substantive improvements in learning outcomes (Huang & Chalmers, 2023).

In the classroom, translanguaging represents a commonsense approach to language instruction. However, I have noticed through official classroom observations of my colleagues that it is frequently misapplied, with teachers relying excessively on Japanese rather than the target language during instruction. While the use of the native language can serve as a bridge to comprehension, an overreliance on Japanese may inadvertently hinder students' immersion and fluency development in English. Moreover, the direct translation of expressions from Japanese to English may lead to a loss of nuance and cultural context, impeding students' understanding of the subtleties and intricacies of the English language. This practice poses a notable drawback, potentially leading students to disengage from English instruction and prioritize comprehension solely in Japanese, thereby undermining the primary objective of fostering English language proficiency.

Still, I recognized the need to meet students halfway while striving to maintain the integrity of my pedagogical philosophy. While this departure from my initial vision was met with internal conflict, I witnessed tangible improvements in student participation as a result.

Amidst the compromises made, I found solace in the efficacy of certain adaptations. Integrating movement-based activities into the curriculum proved instrumental in stimulating cognitive engagement and bridging the gap between theory and practice. Likewise, establishing clear class routines and procedures fostered a sense of security and belonging among students, enhancing their overall confidence and participation.

Expanding upon the challenges and successes encountered in this journey, I find that the intersection of cultural norms and pedagogical ideals provides a rich tapestry for exploration. The initial resistance to an English-only policy highlighted the deeply ingrained nature of traditional instructional methods within the institution. It became apparent that bringing about meaningful change would require a nuanced approach, one that balanced ideological principles with practical realities.

In grappling with the limitations of student evaluations, I came to appreciate the need for a more holistic understanding of teaching effectiveness. While student feedback is undoubtedly valuable, it must be complemented by peer observations, self-reflection, and objective measures of student learning outcomes. By broadening the scope of assessment, we can ensure a more comprehensive and accurate evaluation of pedagogical practices.

The adoption of *translanguaging*, albeit reluctantly, represented a pivotal turning point in my approach to instruction. While initially perceived as a compromise, it ultimately proved to be a valuable tool for bridging linguistic barriers and fostering inclusivity in the classroom. By embracing students' native language as a means of scaffolding learning, and not heavily relying on it, I was able to create a supportive environment where all voices were heard and valued.

Looking ahead, I am optimistic about the transformative potential of ongoing collaboration and dialogue within the educational community. By sharing insights, exchanging best practices, and embracing innovation, we can collectively shape a more dynamic and responsive learning environment. While the road ahead may be challenging, it is through perseverance, adaptability, and a shared commitment to excellence that we can pave the way toward a brighter future for learner development in a Japanese educational environment.

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- i. Greetings and News Updates
- ii. Mini-Profiles
- iii. Members' Voices
- iv. Stories of Learning and Teaching Practices**
- v. Research & Reviews
- vi. Free Space
- vii. Looking Back
- viii. Looking Forward
- ix. SIG Matters

Kayo Ozawa

Kyoritsu Women's College

kozawa[at]kyoritsu-wu[dot]ac[dot]jp



Questioning Monolingualism and Native-Speakerism through Students' Action

What can I offer as an educator, when students can come in prepared with all the “right answers” if I were to offer students access to the links to their textbook? How can students embrace the information that is in the textbook and make it their own? These questions have come to my mind as I taught a class called *Kokusai Eigo A* at a women's college. There were 25 women in this class of freshmen, and they belonged to L2 (Level 2), L1 being the highest and L3 being the lowest level, after taking a Placement Test offered by the school upon entry. In the past few years, with the spread of Chat GPT and online textbooks that promote flipped learning (Gerstein, 2013), and a new type of visual learning instead of regular reading of texts, I have come to question my role as a teacher. For their textbook, I selected National Geographic Learning's, *World English 2 (Third Edition)*, and taught a unit on Endangered Languages. In the textbook, there is a passage that deals with their [Enduring Voices Project](#), mentioning how 7,099 languages were lost in the world when the textbook was first created. Students also watched a video journal of Marie Wilcox, the last fluent speaker of the Wukchumni language. The situation has worsened with COVID-19, as shown in articles like [Losing elders to Covid-19 endangers Indigenous languages](#).

The students were asked to do short presentations on the topic of languages. The majority of the women picked lost languages, such as the Hawaiian and Ainu languages in Japan. However, there was also variety: the Yahghan language in Patagonia, the King's English in the United Kingdom, Ethiopian language, the Jeju language in Korea, and the Bo language of India. They also mentioned endangered languages in the Japanese peninsula: the Amami language, the Hachijogo (Japan), and dead languages (languages that are obsolete in Japan). I was interested in why many students chose Ainu and Hawaiian in particular, and what students wrote opened me to wide horizons in their learning.

As part of their final exam for the semester, I had students write about why they chose particular topics, and what they discovered through their research. They wrote about this as an essay in their final exams. The prompts were given beforehand so that students could prepare over the winter break (December 2023~January 2024).

[Drops: Language Learning Games](#) makes me aware of how accessible language, even the dying ones, has become to everyone through technology. To make this action research more formal, further qualitative analysis of why they chose particular samples and quantitative analysis of the distribution of languages is necessary. In their essays, there were simple answers such as “I like the animation [Golden Kamuy](#) so I was interested in Ainu Culture.” *Golden Kamuy* is one of the best-selling and award-winning Japanese manga series. The story is basically about a veteran named Saichi Sugimoto, of the early twentieth-century Russo-Japanese War, and the waning years of the Tokugawa Bakufu era (Oliveros, 2018). The manga series is about the quest to find a huge fortune of gold for the Ainu people, helped by a young Ainu girl named Asirpa. Specific focus is given to the Ainu people, their language, and natural resources given by the Kamuy, a spirit that originated

in the Ainu myth. This has shown me how manga truly is part of the younger Japanese culture, and how it can be an impetus or window to learn new languages and to see beyond our limited worlds. However, some essays were more sophisticated. Although I provide students with links to their textbooks which give them the “right answers,” I have come to realize that as their teacher I can help them with critical thinking and analytical skills. They can reflect on why a particular language is important to them. They can also see their use of English from a different perspective; they need not shy away from mastering a foreign language because of the obstacle of “native-speakerism.” These essays helped me to think of Prof. Ellen Head and Prof. Chie Tsurii’s fascinating review of Patrick Heinrich’s seminal book, “The Making of Monolingual Japan: Language Ideology and Japanese Modernity” in [The Learner Development Journal](#). Chapter 7 specifically focuses on “details of the linguistic and cultural losses in relation to Ryukyu and Ainu languages” (Head & Tsurii, 2021, p. 127). They discuss how the idea of a monolingual identity through the *Genbunitchi Undo* connects with the idea of “native-speakerism.” Students of minority cultures were sometimes punished for being different, and forced to assimilate since the Japanese governors could not communicate with the local population (p. 130). The two authors further discuss how the belief in the monolingual identity ties in with the ambivalence that the Japanese have in learning a foreign language in general. In sum, through the action research, the students seem to have moved beyond the comprehension of English passages in their textbooks to foster their awareness of other languages and cultures. Furthermore, this action research will help them question monolingualism. I hope that such action research will foster students’ awareness of other languages and cultures and that it will help them question monolingualism in Japan as well as native-speakerism, and take a positive attitude toward mastering English as a tool in the globalized world. One student mentioned how during the Meiji era, the Ainu language was prohibited by the government since “there was no merit” other than to speak Japanese to get jobs and to assimilate. Another student mentioned that the Jeju language needs to be protected since the 8,000 people killed in the Jeju uprising in Korea would be forgotten. Finally, a student mentioned how endangered languages are important because “it has the memory and the wisdom of the people who have taken root there.” It is part of our world heritage, and like other bits of memory, if it is not recognized, it will be obliterated from history. I would like to end this article with an insightful quote from Head and Tsurii that we need to keep thinking about as educators.

I see a connection between learner autonomy and a way of teaching that is orientated towards noticing and valuing diversity. On the other hand, a monolingual ideal will always tend to promote control by a central authority. If there is only one right way, students must listen to the teacher. Of course, you can get trapped in a paradox where students say “I want you to teach me the one right way.” So, I suppose the question is, how do we talk to students who have been raised with these assumptions that Japan is monolingual, and perhaps with accompanying insecurities about the possibility of learning English? (p. 131)

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Shannon Saruwatashi

Nagasaki Junshin Catholic University
saruwatashi[at]g[dot]n-junshin[dot]ac[dot]jp



Ivan Lombardi

Learning Learning editorial team
ivan[at]u-fukui[dot]ac[dot]jp



Mini-interview on Learner Development with Shannon Saruwatashi

Ivan writes: Shannon joined the LD SIG recently and kindly volunteered for a mini-interview early this year. This was my first time interviewing someone for *Learning Learning*; I was nervous and my first email to her took very long to craft as a result. Little did I know that I was in for a treat. Shannon wrote back with precise and engaging answers to all of my questions and responses. Through this process, which ran from late February to mid-March 2024, we discovered common research interests and experiences that I am sure many readers of this newsletter will relate to. I hope you will have the same pleasure learning about Shannon through this mini-interview as I had!

Ivan: Hi Shannon, my name is Ivan, and I am a member of the *Learning Learning* editorial team. Thank you so much for your interest in doing a mini-interview for our publication! I am excited to initiate a dialogue that will be shared with other members of the LD SIG through our newsletter. If that is OK with you, I would like to use the nine talking points below to begin our conversation.

1. Where you work
2. What kind of learners you work with
3. Something interesting or puzzling about your learners
4. A small story of surprise or change for you about learner development
5. What interests you about learner development in your work
6. Some enduring questions or puzzles you have to do with learner development

7. Who (past teachers, different learners, particular writers, ...) or what (certain incidents or experiences, particular classes, certain pieces of writing or discussions with others, ...) have been particularly important for you in developing your (learner development) practices and/or your understanding of learner development
8. Particular discourses or theories of learning that you are interested in, and how they help you in thinking about and developing your practice
9. A reflection (incomplete, even) that you'd like to share about something to do with learning and learner development

Shannon: Hi Ivan, thank you for reaching out to me. This sounds like an interesting project, and I'm happy to participate. Following are my answers to your questions.

Ivan: Before we begin the interview, would you mind me asking you a bit about yourself?

Shannon: I'm originally from the States. I first came to Japan as an exchange student, and found it hard to stay away after that. I did part-time *eikaiwa* work until I decided it was time to do my master's degree online in Applied Linguistics. At the same time I was studying for my master's, I started teaching part-time at Nagasaki Junshin Catholic University, a small private university in the hilly outskirts of Nagasaki City.

Ivan: Where do you work now, and what do you do there?

Shannon: I currently work full-time at the same institution, for the Department of Language, Culture, and Digital Studies with English Communication majors. Specifically, I teach a freshman communication class, seminar classes (4-skills, Cambridge test preparation), academic writing, graduation seminar (so I have advisees for 2 years who gear up for writing their theses in English and also learn presentation skills), Global Project (online group work with overseas students – more on this later), English Reading, Teaching English to children, and Practical English Interpretation.

Ivan: What kind of learners do you work with?

Shannon: I work mostly with university students. At our institution, we use the CEFR levels to place our students into high-beginner or low-intermediate classes. Our majors usually fall somewhere in the A2-B1 CEFR range, with a few A1 learners and B2 learners. We only have 15-20 students in each grade, most of whom are motivated to work in English or overseas; about half of our graduates go on to work in a career that will utilize English to some extent. Every year we also have a handful of students who lack motivation, struggle, and graduate at an A2 level (which is not ideal).

Ivan: What is something interesting or puzzling about your learners?

Shannon: Something interesting or puzzling is that our learners run the gamut when it comes to motivation. We are a smaller school and sometimes not our students' first choice. This naturally seems to be one reason why some study with us but lack the motivation. Then again, I do think with COVID the newer generation's general motivation and work ethic seem to have changed over the years. These students often skip class, fail to turn in homework, resort to using Japanese in class instead of English, are not as active in discussion or feedback, and just generally don't participate as much. In a lot of my classes I tailor content to students' interests in order to get them more active. Sometimes it works really well, and sometimes even with my extra effort the less-motivated students still don't take to the learning process, which makes it frustrating when I've put so much time and effort into it. Here are some examples of times it went both well and poorly. The first example is where naturally motivated students really benefited from the tailored learning, and the second example is where the less-motivated students still didn't benefit from it.

I once taught a first-year general communication class. One student asked me if I could prepare some special lessons focused on suprasegmental features such as stress and pronunciation patterns. I created a 5-week prosody course in conjunction with the vocabulary and grammar we were using

in the textbook. After that semester two of the students in my class transferred into the English department, and one even went on to become a high school English teacher. Success!

I had a four-skills class of the lowest level learners. I created lessons based on their requests (reading and pronunciation practice, specifically focusing on blending sounds), and even got them into online conversation practice with a friend of mine back home, yet they rarely did their homework and often skipped class.

Ivan: Is there a small story of surprise or change for you about learner development that you would like to share with us?

Shannon: The story about the students who switched over into the English department is still my best and happiest story. I like to think it was partly due to that five-week course, but those students, and especially the one who became an English teacher, were just incredible go-getters. In other examples, one of our strongest students to date became our first official B2 proficiency level student this winter and will go on to be a high school English teacher this April. It makes my colleagues and I so pleased. Two of my graduate seminar students last year both went on to graduate school, one in English and one in child rights, but which requires a lot of English knowledge. I'm tremendously proud of them both.

As for learner development specifically, everything about this field is a surprise at this point as I've just joined the LD SIG and have decided I need to focus more on this particular area. I should mention that I have a class every semester called Global Project. This class is an online collaboration with professors and their preservice teaching students at several universities around the world. My students take the class just for the language practice and experience, as it's one of the few classes where they are connected to other people using English as the lingua franca. The Global Project course is where I find myself focusing most of my energy. It's an amazing, yet difficult, opportunity for our students. It's a rare chance for them to use English in real conversation to work toward a common goal with peers, but the level is pretty high as the overseas students are often almost fluent.

Ivan: What interests you about learner development in your work?

Shannon: I recently joined the LD SIG because I'm curious about how I can better help my learners learn, and as such want to learn more about how to help motivate my students and give them interesting activities and tasks in which they'll want to become more involved. I really want to foster better learner autonomy and give them more power over their own learning, so that they motivate themselves and start to feel that learning is just part of their natural daily routine. To achieve this, I need to learn much more. Up to this point I have commonly used task-based learning activities and international telecollaboration in my classes, and have been trying to incorporate more digital tools as well (Canva for everything from presentations to posters to lesson plans, Google Classroom, YouTube and YouGlish for listening practice and specific examples of vocabulary in real-life, and Padlet.)

Ivan: What are some enduring questions or puzzles you have to do with learner development?

Shannon: I guess a big puzzler for me is always motivation. Learner development relies heavily on autonomy (or so it seems) and so the never-ending question is how to help my students find intrinsic motivation and unlock that "spark," and how to maintain that motivation. I would say that a third of my majors in any given grade refuse to regularly do homework or study outside of class. I can't blame them as "homework" is usually not that fun. I guess in writing this I've realized one way to motivate students would be to develop more interesting homework tasks that are more interactive and less one-sided. Another problem is that they get little exposure to language outside of school and even fewer chances to practice it.

Ivan: Who (past teachers, different learners, particular writers, ...) or what (certain incidents or experiences, particular classes, certain pieces of writing or discussions with others, ...) have been particularly

important for you in developing your (learner development) practices and/or your understanding of learner development?

Shannon: Having just completed my master's degree in 2020, I would say a lot of modern "methods" inform my teaching style. I use ideas from active learning, blended learning, and flipped classroom, for example, together with task-based learning. A better understanding of learner motivation, and subsequently autonomy, has also been at the top of my to-do list. The online international collaboration I previously wrote about has also become an integral part of my research base, and in conjunction with this teacher training in general has as well. In addition, my colleagues and I are very close and work off each others' ideas quite a bit. If something is working well in their class, I might borrow it for one of my classes. I am also often inspired by my daughters' parent-observation classes at elementary school. Sometimes some of their simple, fun activities can be adapted for use at university, too. For example, I once watched my daughter and her classmates (in the first grade) prepare a self-introduction worksheet at the beginning of the school year. They then had to walk around with their worksheet, introduce themselves with the material prepared, and get a sticker from a classmate who listened to them. I now use this with my students at the beginning of each year in communication classes!

Ivan: Are there any particular discourses or theories of learning that you are interested in, and how do they help you think about and develop your practice?

Shannon: I started reading up on Mezirow's transformative learning theory through the Global Project class. Other than that, I am new to the learner development field. I would gladly take suggestions and advice!

Ivan: Is there a reflection (incomplete, even) that you'd like to share about something to do with learning and learner development?

Shannon: Last year I did a course on Exploratory Action Research, which is action research plus a reflection component. This means identifying a problem that needs to be addressed among the learners, reflecting on why it's happening, and then introducing a solution or making a change. Then, this is repeated as long as necessary, perhaps even never-ending. I think I felt connected to this concept because it not only looks at learner development, but teacher development. I feel I can't help my students with their own development unless I'm working on my own at the same time. I hope that this conversation helps me jumpstart some tasks for myself as well as my students so that we can all grow in the process!

Ivan: Thank you, Shannon, for providing such good, well-thought-out answers to each point. Having this dialogue together was supremely enjoyable, and I look forward to meeting you at one of the many LD and JALT events in the near future!

Shannon: It was my pleasure. At first I wasn't sure what would come out of this interview, but was intrigued by the idea and am now so glad I participated. I can look back at this to reflect on my own goals and struggles as well as to inform my upcoming class preparations. This is such a fun, informative, and creative way to approach learner development. I look forward to meeting you and other members at future events, too.

- i. Greetings and News Updates
- ii. Mini-Profiles
- iii. Members' Voices
- iv. Stories of Learning and Teaching Practices
- v. Research & Reviews**
- vi. Free Space
- vii. Looking Back
- viii. Looking Forward
- ix. SIG Matters

Angus Painter
Kyushu University
painter[dot]university[at]gmail[dot]com



First-Year Medical Students and Their Motivation to Study English

ABSTRACT

This research originated from challenges in teaching medical students in Japan. Expecting motivated students, I found similarities with other non-English majoring Japanese students: absenteeism and cases of low motivation. I administered a questionnaire to better understand whether these issues resulted from teaching practices or other factors, exploring the gap between my expectations and classroom reality. This research indicates a clear justification for incorporating English classes into the curriculum for first-year medical students at university level. The perceived needs of the students support this inclusion, and with suitable adjustments to the syllabus, a conducive and favorable learning environment can be established.

Keywords: motivation, medical students, questionnaire

INTRODUCTION

I have been teaching English to first-year medical students in Japan for fifteen years, and it has been a positive experience characterized by a range of student attitudes and enthusiasm towards English conversation classes. This corresponds with Winke's (2005, p. 2) observation. Rubin (1975, p. 42) stated, 'The good language learner is said to depend on at least three variables: aptitude, motivation and opportunity'. Some students enter the classroom with a palpable eagerness, approaching language acquisition as an exciting bridge to global medical interaction and an important tool for their career path. Conversely, in most classes, there may be a small number of students who lack motivation even though they have a higher English ability compared to other university students and are aware of the obvious benefits that it provides in a medical career.

Prior to having taught these medical students, I had my own preconceived notions about what awaited me in the classroom, namely extremely motivated and conscientious students. The medical students at any tertiary institution are of great importance, for status as well as the economic impact they have on the school, be it through tuition fees (tuition for public medical schools is about 500,000 yen (ca. US \$3,800) annually, whereas for private medical schools it is about 3–7 million yen (US \$23,000-\$54,000) annually, see Suzuki et al., 2023, p. 2) and/or family donations. This is certainly the case at the institution in which I have conducted this research. Medical students are extremely important, but in some cases, learning English is not a priority for them. A consensus emerged among English teachers at the university that, even though the medical majors are considered the brightest and best of the student cohort, paradoxically they also seem to be some of the least motivated. I soon discovered that some of these medical students had much in common with some other classes that did not major in English. That is, there were cases of absenteeism combined with insufficient motivation towards homework or classwork. This was surprising because failing a class in the first year of medical school resulted in re-taking the first-year again at obvious great expense. How could this apathy among some students be explained?

Over the years, I have tried various methods to understand the medical students' motivation regarding English and have adapted the classes for a more positive experience. First, I often used surveys or questionnaires to gather information about their background, interests, and attitude to studying English. These tools helped identify individual preferences and intrinsic motivations.

Second, observing the students in the classroom setting provided valuable insights into their engagement levels, participation, and reactions to different teaching activities. For example, using Kahoot! for quizzes was more popular than traditional handwritten quizzes, and enrolling students in Quizlet provided study cards for necessary vocabulary topics (hospital departments, medical equipment, speaking to patients, etc.) and gave easy access to weekly vocabulary. Also, finding which class topics were particularly popular for the students because of interest and the perceived benefit to themselves created better motivation in class.

Additionally, analyzing the academic performance and progress offered clues about the effectiveness of instructional methods and helped tailor approaches to meeting learners' needs. Pairwork, projects and group work also played a role in understanding motivation, as learners often drew inspiration and enthusiasm from their peers.

Finally, regular communication with the students created a supportive environment, allowing me to address concerns and adapt teaching strategies accordingly. For example, listening to concerns about their deadlines for important medical classes, homework and tests and then trying to set my class quizzes to a time when there wasn't a major medical exam, helped to create a more positive classroom atmosphere.

However, even with new adaptations to lessons every year to create a better student learning experience for the students, I wanted to try and get a deeper understanding of the reasons for different attitudes among the medical students in class and to appreciate why my preconceptions were so out of step with the classroom reality.

I set out to discover how to improve both the classroom atmosphere for the participants as a whole and learning outcomes for individual students. For the less enthusiastic students, I gave a more active role in class, sympathized with their high workload as medical students, so was flexible on deadlines and kept the classes active with various activities. The medical students appeared to be motivated to learn English for their career, but in reality, didn't put in as much effort when they were required to do so. Also, their general English ability was higher than other students in different departments. I speculated whether the medical students needed more or less class content tailored towards their major. Or perhaps they simply did not want to study medical English. The research detailed below is an effort to answer this conundrum.

METHODS

The survey consisted of multiple-choice questions regarding the students' motivation and enthusiasm towards English as a subject for medical students.

PARTICIPANTS

The sample included 50 students aged between 18 and 28. The majority were men (64%), and all the students had completed at least 12 years of education. The students were allocated for my classes by the university.

PROCEDURE

Two classes were involved (one in the first semester and one in the second semester). The students were invited to participate in a questionnaire at the beginning of the semester to assess their attitude towards English classes.

1. The Students

During their first year, the students take eight compulsory English classes, four in the first semester, and four in the second. After the first year, they are no longer required to take English classes. From a total of approximately 100 students in the first year of the medical program, the two classes surveyed

in this study consisted of 26 and 24 students each. Both classes were conversation classes, but the content was decided by myself. I focused on improving conversation ability and medical vocabulary that young doctors may encounter if treating an English speaker in Japan.

2. The Teacher

In total, I have worked at my current university for 8 years. During this time, I have taught medical students at least once a year at this institution, along with students from a wide range of other disciplines such as economics, sports and foreign languages. I tend to believe that student motivation is class-specific. Each class is different and the classroom atmosphere often depends on a few highly-motivated or highly-unmotivated students to set the tone for the whole class of 25-40 students.

3. The Questionnaire

I created a 13-question survey (labelled alphabetically from A to M) for the students to fill out on their first day of English classes, prior to having attended any English classes at the university at all. I hoped to tease out the students' feelings and perceptions before the influence of the teachers and their peers took hold.

The thirteen questions, listed in the Appendix along with the student's responses, were provided in English, along with a Japanese translation. Most of the questions required a rating. Generally, the questions were rated from 1 to 5, 1 being the lowest, or least favorable rating, and 5 being the highest, or most favorable rating for each particular question.

RESULTS AND ANALYSIS

Questions A, B, C, D, I and J in the survey all relate to the students' basic predisposition towards studying English and to the conversation class in particular. 34% of 50 students indicated that they did not like English, while 66% found it enjoyable. However, 45 out of 50 students deemed the class highly important, and 46 believed English was necessary for their future careers. These findings align with research from Tokyo Medical University emphasizing the recognition of the importance of medical English education. Kanazawa et al. (2006, p. 107) stated that students regarded medical English education as important and they want to study in university classes. The responses suggest a gap between the apparent importance students place on English and their actual attendance behavior. Out of 50 students, 68% expressed enthusiasm for speaking activities with high ratings, while 32% showed indifference or reluctance. Regarding making positive contributions in class, 82% responded affirmatively, but 18% indicated a likelihood of being less active contributors.

Question E focuses on the motivation for this particular class. In response to the question, about 80% of the students expressed positive sentiments, indicating a strong drive. However, a notable 20% gave a 3-rating or lower, suggesting uncertainty or potential lack of motivation.

Regarding studying, this was covered in Question F. While 54% of students expressed a strong commitment to regular study, evidenced by ratings of 4 or 5, 46% appeared non-committal, providing a rating of 3 or lower. This split indicates a potential divergence in students' dedication to consistent study habits, highlighting a need for strategies to foster widespread engagement and enthusiasm with those students who are less motivated in the class.

Regarding the question on aspiring to study medicine in an English-speaking country (Question G), 42% of students, specifically 21 out of 50, expressed a desire to pursue medical education abroad. This inclination suggests a substantial motivation among students to enhance their English proficiency, likely driven by aspirations to broaden their medical training, experience diverse medical practices, and immerse themselves in an English-speaking academic environment, showcasing a strong link between language proficiency and career goals in the medical field.

Question H looks into students' score expectations, revealing that 32% are content with a C or D grade (pass), showcasing varied academic goals. However, potential language nuances in the translation may

contribute to this result. In contrast, Question K gauges motivation, with 76% expressing high motivation for a good score.

While 74% of students initially expressed a preference for studying medical English (Question L), the subsequent query (Question M) revealed a contradiction, with 94% leaning towards daily conversational English. This inconsistency suggests a potential misunderstanding in the survey design or language nuances. A clearer formulation, such as directly asking students to choose between medical and conversational English, might have mitigated ambiguity.

CONCLUSION

Motivation is a problem for students in the classes detailed here. Despite positive intentions, class attendance was inconsistent, with 13.4% absenteeism and frequent lateness, notably higher than non-medical classes. There could be many reasons for this, ranging from a heavy class schedule in their first year, pressure from medical courses, and possibly too many other English courses in their first year (Ryan, 2009, p. 39). It is also possible that students were not getting enough conversational English in their classes, or not enough of what they had expected. Also, this divergence might be attributed to cultural differences in the perception of university education in Japan. In Japanese universities, the emphasis often extends beyond academic pursuits to encompass social development. Engaging in club activities is highly valued, viewed as essential for acquiring and practicing skills crucial for both university life and future careers. In this context, regular classes may not be perceived as the primary focus. The apparent lack of enthusiasm might be a cultural nuance, possibly misunderstood by myself who might interpret it as a disinterest in studying. Recognizing and bridging this cultural gap could be essential for a more accurate understanding of student motivation and engagement in the academic setting.

Although there were issues with motivation in some aspects, students clearly stated in the questionnaire that they had a positive attitude towards contributing in class and towards speaking activities (Questions I and J) and these attitudes were borne out by performance in class. Pair work and group work were very popular among the students in class. It provided them with active roles in their language development, allowed students to practice language skills in a supportive and interactive setting, fostered communication, critical thinking, and problem-solving abilities. Students appreciated the social aspect of working together that not only enhanced language proficiency but also created a positive and enjoyable learning experience for students. To build on this could be to use near-peer teaching. Two recent publications (Pinter et al., 2021, Hoshina et al., 2023, pp. 276–277) found that near-peer teaching in medical classes led to higher levels of “motivation, curiosity, initiative, self-efficacy and student development.” However, actions over the term, such as inconsistent completion of assigned homework by 30% of students, indicate a misalignment between professed motivation and actual behavior. External factors like exams in other classes or medical priorities may explain this, underscoring the need to explore the complexities of student motivation and performance beyond questionnaire responses. The discrepancy between stated goals and observed behaviors highlights the importance of nuanced assessment strategies and consideration of external factors influencing academic engagement.

Despite the mixed responses, it is evident that the majority of students favour incorporating some common medical themes into conversational English lessons. Aligning the curriculum with this preference could enhance student engagement, emphasizing the importance of adapting language education to students’ desires and expectations for a more effective and targeted learning experience. Also, I recommend that teachers who have medical students provide English courses that prioritize conversational English, especially in classes conducted by native speakers of the language. This supports Kanazawa et al. (2006, p. 83). However, the syllabus should include some medical aspects such as medical vocabulary (e.g., hospital departments, various

illnesses and their symptoms, etc.) and various questions that a doctor may ask a patient in certain scenarios.

In terms of future research, it is now necessary to ascertain whether students in the medical program have altered their expectations or motivation by the beginning of the second semester. The students may be over-taxed with so many English classes, especially so many in their first year of studies, and therefore might be even more disinclined to be as studious or motivated then. I will conduct a similar questionnaire at the commencement of the second semester to see if there are any differences or changes. I will look at the differences that the first and second semester results may imply and if there is any apparent increase or decrease in motivation by semester. Personally, my preconceptions about student motivation in English classes for medical students have changed. Initially attributing attendance issues solely to disinterest, I now recognize cultural nuances, especially heavy student schedules, and varied expectations as contributing factors. Furthermore, the distinct preference expressed by students for collaborative learning and the development of a syllabus tailored to their needs has significantly influenced my approach to teaching medical students.

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APPENDIX

Medical Questionnaire – Total Results for 1st and 2nd Semester

1 = lowest 5 = highest

A. Do you enjoy studying English? (英語の勉強を楽しんでいますか。)

1 (1) 2 (3) 3 (13) 4 (13) 5 (20)

B. Do you aim to attend every week for this class? (毎週このクラスに出席しようと考えていますか。)

1 (0) 2 (0) 3 (1) 4 (9) 5 (40)

C. How do you rate the importance of this class? (このクラスはどれくらい重要だと思いますか。)

1 (0) 2 (1) 3 (4) 4 (17) 5 (28)

D. Do you believe English is necessary for your future job? (あなたが将来就く仕事に英語は必要だと思いますか。)

1 (0) 2 (1) 3 (3) 4 (18) 5 (28)

E. How much motivation do you have for this class? (このクラスに対してどれくらいのモチベーションを持っていますか。)

1 (0) 2 (3) 3 (7) 4 (20) 5 (20)

F. Do you plan to study regularly for this class? (このクラスのために定期的に勉強するつもりですか。)

1 (2) 2 (5) 3 (16) 4 (13) 5 (14)

G. Do you hope to study medicine in an English speaking country in the future? (将来、英語圏の国で医学について学びたいと思いますか。)

1 (6) 2 (9) 3 (14) 4 (11) 5 (10)

H. If to get a good score you need to make equivalent effort, what score are you aiming for? (いい成績を得るにはそれに見合った努力が必要です。あなたの目指す成績はどのくらいですか?)

an A pass (25) / a B pass (9) / a C pass (8) / just enough to pass (8) / don't care (0)

I. Are you looking forward to participating in speaking activities? (英会話のアクティビティの参加を楽しみにしていますか?)

1 (1) 2 (7) 3 (8) 4 (13) 5 (21)

J. Do you plan to make a positive contribution in class? (積極的に授業に参加するつもりですか。)

1 (0) 2 (1) 3 (8) 4 (16) 5 (25)

K. Are you motivated to get a good score in this class? (このクラスで良い点数を取ることに向けてやる気になっていますか。)

1 (0) 2 (2) 3 (10) 4 (17) 5 (21)

L. Would you most prefer to study medical English? (医学英語を勉強することを最も望んでいますか。)

Yes (37) / No (13)

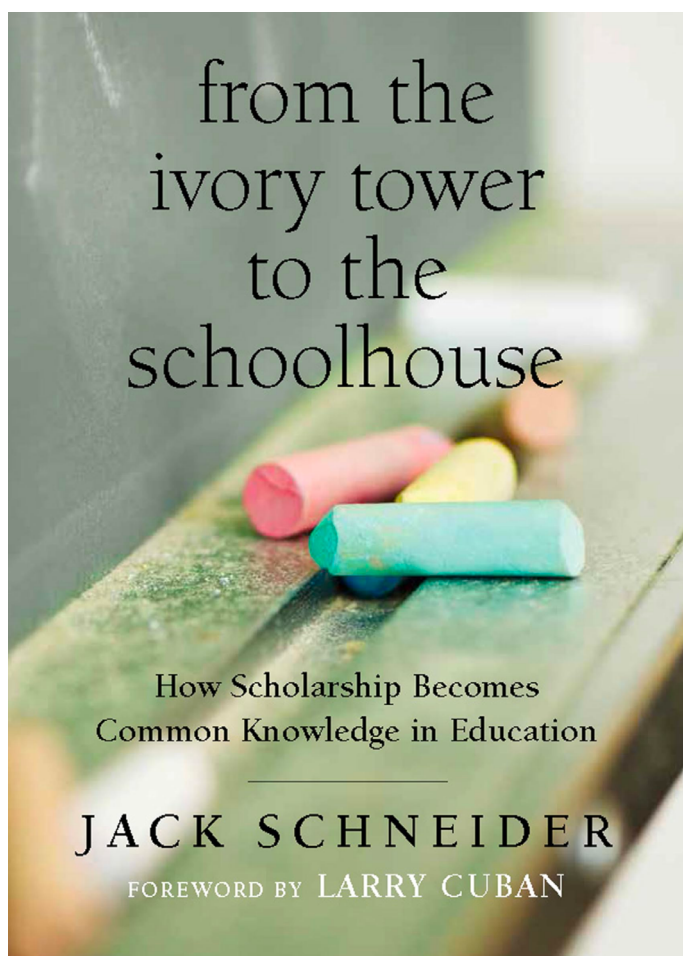
M. Would you most prefer to study daily conversation English? (日常的な英会話を勉強することを最も望んでいますか。)

Yes (47) / No (3)

Ellen Head

Miyazaki International College
ehhead[at]sky[dot]miyazaki-mic[dot]ac[dot]jp

Book Review: *From the Ivory Tower to the Schoolhouse: How Scholarship Becomes Common Knowledge in Education* Schneider, J. (2014). Harvard Education Press.



It's ten years since the publication of Jack Schneider's thought-provoking study of four influential theories in the USA education system, namely, Bloom's taxonomy, multiple intelligences theory, project-based learning and direct instruction. His central question, "What characterizes the scholarly ideas that actually become classroom practice?" seems to me more relevant than ever right now. It is a reminder that every theory that becomes common classroom practice in some part of the world, is the result of a particular story. Schneider teases out the threads of those stories in extraordinary detail and makes a good argument that understanding the backstory is important. He calls himself "the education historian." I was attracted to his book because he tackles the question of the research-practice divide in a head-on way, contrasting four ideas which have become part of teachers' common knowledge, and four "ideas without a foothold" (p. 141), theories which are just as valid in terms of research, but had only a fraction of the impact at classroom level.

I read the book in 2022 while looking for works that would shed light on the theme of "challenging the conventions of research into learner development",

to build my understanding of the theme of the *Learner Development Journal* 7, for which I was one of the editors. In this short reflection, I'll offer an outline of the book and hopefully the reader will get some idea of why it might be important. Actually, the events of the intervening years in the USA have been dramatic. In 2015, the "No Child Left Behind" act, which mandated state-run achievement testing in national secondary schools, was adjusted by a new law which handed back some of the power to institutions at district level (Hess, 2022). Moreover, struggles over school-related issues between progressive and traditionalist factions across the states have been in the news in relation to issues such as race and gender equality, the banning of books from school libraries, and teaching on evolution among others. Schneider's latest book, co-written with Jennifer Berkshire in 2023, was entitled "A Wolf at the School House Door: The Dismantling of Public Education and the Future of School", and "The Education Wars: A Citizens' Guide and Defense Manual" is coming out in July. When I picked up Schneider's 2014 book, I had no idea that he was such a well-established figure

in American educational scholarship nor that the conflict between progressive and traditionalist factions would become so heated. “From the Ivory Tower to the Schoolhouse” just seemed to encapsulate something I wanted to know about.

In the introduction, Schneider describes four aspects of research which he believes need to be present in order for it to transmit to the classroom. The first aspect is that the new idea has to have “perceived significance” for teachers, that it seems to deal with what Schneider calls “research that matters” (p. 7), “offering a big-picture understanding rather than merely a small piece of a larger puzzle.” (p. 8). His second criterion is “philosophical compatibility”. In other words the research or theory needs to fit in with what a majority of teachers believe to be true. He paints a picture of the school system in which teachers have a “common core of interests, anxieties, and values, distinct to them as a group,” qualitatively different from those of university-based researchers, not least due to working a 52-hour week in the US. (p. 8). Schneider’s third point is that to gain traction in the minds of teachers, an idea has to be able to be implemented easily, which he calls occupational realism. Thus, ideas which encourage teacher innovation within or alongside the existing curriculum tend to flourish more than ideas which need a completely new set up at prefectural level (p. 9). The fourth criterion he claims to have identified is transportability, meaning simplicity and accessibility: “A concept made up of five simple elements... is far more likely to move across settings than one made up of fifty, or even fifteen, richly described parts.” (p. 9). There is no rocket science in his account, but as he demonstrates in the subsequent chapters, the process of applying these criteria allows the discussion to move beyond the idea that certain methods become widespread because they are simply better or based on more valid research.

Perhaps this is the right place to admit that I was interested in the book not least because it takes the multiple intelligences theory of Howard Gardner as an example of an idea that took hold in American classrooms. A few years into my teaching career, I was having problems with a learner in an exam focused class, who often fiddled with his belt or took off his shoes and sat cross-legged during class, staring down at his lap instead of at the teaching material or other members of the class. I happened to attend a workshop on learning styles at which I heard that there were learners who were kinesthetic types and who might be experiencing the lesson differently from others, without intending to be disrespectful or lazy. This idea helped me to understand and find more options about how to teach the student. After I stopped trying to make him behave in a more conventional way, he wrote me a long letter explaining that he wanted to study sports science at university and become a professional footballer or coach. This experience seemed to me evidence that there are indeed different kinds of intelligence. So when multiple intelligences theory was said to have been discredited, (e.g., Rousseau, 2021) I felt there must still be some truth in the idea that not everyone has the same kind of intelligence.

Schneider explains that multiple intelligences theory was propounded by Gardner as a result of research into cognitive processing which was reacting against the use of “one size fits all” intelligence testing. As the chair of a foundation investigating brain research from 1972, Gardner was in a good position to research and develop his ideas. Moreover, teachers in independent schools, who felt their role and professionalism was undermined by standardized testing, gained a new sense of mission from the idea that it was up to them to help their students to find their particular kind of intelligence and make connections between various kinds of intelligence and how they could be realized and developed.

This kind of idea was enthusiastically taken up by private teacher training companies and textbook authors as well as teachers. However, some of these authors pushed the implications farther than Gardner ever intended. Gardner was against the learning styles movement, meaning the use of a particular sensory system to engage a particular learner, which was what I had heard about in the workshop. Gardner’s point was to help learners find their strengths, rather than that teachers should try to re-orientate the curriculum by, for example, creating chants to memorize verb forms. Schneider shows how multiple intelligences as an idea had vast appeal and Gardner’s attitude at least initially of not controlling or policing its implementation, allowed it to be spread by other people and become an

influential movement. At the same time this meant that the idea was sometimes misused or distorted and so there was no simple answer to whether a teacher claiming to use multiple intelligences theory would have better outcomes in their class.

This theme, that the success of a theory cannot actually predict educational outcomes, comes out even more clearly in Schneider's chapter on project work. According to Schneider, the widespread use of projects as a learning activity took off with the publication of an article by William Heard Kilpatrick, a professor at Columbia University Teachers College, in 1918. Kilpatrick was quite consciously seeking to make his mark as "an original thinker", as he wrote in his diary (p. 81). Originally used to describe a task requiring the application of integrated skills in vocational education, the project was re-branded by Kilpatrick as a task in general education, which was to be adapted to the interests and abilities of the individual student, and connected to real life in some way (p. 89). Drawing on the theories of John Dewey, Kilpatrick was able to bridge the gap between progressive educational theory and practical implementation, by appealing to teachers whose students seemed to need something other than a conventional curriculum of memorized facts and drills. The debate of project work versus exam style work was linked to lively political controversy through the middle of the twentieth century. However, project work could be done alongside the existing curriculum. It was a flexible and adaptable concept and it was intuitive to teachers, to encourage students to develop their own interests. Interestingly, Japan made project work part of the school curricular guidelines in 2017-2018 (Mikouchi et al., 2018), in a bid to increase relevance to local issues as well as learner autonomy. Schneider is quite non-committal as to the effectiveness of project work (p. 105). In contrast with the standardized achievement testing which was mandated by the US government's "No Child Left Behind" act from 2002 to 2014 (Hess, 2022), the holistic skills and qualities such as autonomy are harder to measure.

In relation to Japan, we might want to think about the tension between prioritizing progressive education, with its focus on autonomy, and traditional education, focused more on standardized tests. The pendulum has swung in a somewhat different direction from the US and a comparison of how university researchers influence schools in the US and in Japan is beyond the compass of this article. Kuramoto & Koizumi (2015) offer a good summary of the issues in large-scale educational assessment in Japan until about ten years ago. My experience of talking with high school teachers in Japan has generally been that they are strongly connected to the world of research. However this is based only on conversations with teachers I have met at conferences and professional development events, so they may not be wholly typical. But in fact, three of the papers in the *Learner Development Journal 7* were based on research done in high schools. Takagi, Tanaka, and Minami worked with a high school teacher to analyze the benefits of doing practitioner research, while Kawasaki implemented action research in her own classroom, and Morioka reflected on a completed research project to re-interpret data about his class. I feel their papers provide evidence of vibrant links between the Ivory Tower and the Schoolhouse in Japan.

Although Schneider's chapters on Bloom's taxonomy and the Direct Instruction method are very thought-provoking, perhaps the most original aspect of "From the Ivory Tower to the Schoolhouse" is the contrast which he draws between ideas which became "common knowledge" and "ideas without a foothold." In chapter 5, Schneider makes direct comparisons, between Bloom's taxonomy for the cognitive domain and Krathwohl's taxonomy for the affective domain, between multiple intelligences theory and Sternberg's "Triarchic Mind" theory, between project methodology and Wittrock's Generative Intelligence theory, and the method of Direct Instruction versus Applied Behavior Analysis. The discussion makes it clear that the theories which catch on need to be expressed in simple language, (so "Triarchic Mind" was at a disadvantage), have clearly defined components (Krathwohl's taxonomy's elements were at a disadvantage there) and be easy to implement alongside the existing curriculum. They also need to have a positive role for teachers. Direct Instruction methodology, which forced teachers to follow a rigidly scripted routine with students, was unappealing to most teachers

but they followed it as a method of last resort for the benefit of students who needed remedial work on basic skills. Direct Instruction is the “odd man out” of the successful theories, since it depended more on the will of prefectural government, and was strongly associated with the political developments following the “No Child Left Behind” act of 2002. Applied Behavior Analysis was still more mechanical, in that teachers were required to praise students and give out tokens for good behavior. Schneider’s point seems to be that “occupational realism” was a deciding factor. Teachers were persuaded to get on board with Direct Instruction because it would help students, while Applied Behavior Analysis not only undermined teacher autonomy but was also tricky to implement because it required detailed observation of each child and the actual physical provision of tokens.

Schneider’s conclusion is that “We must develop systems and structures that make it easier for high quality scholarship to possess those characteristics [of perceived significance, philosophical compatibility, occupational realism and transportability].” (p. 190). He suggests there is a choice at policy level, between a system which depends more on centrally-organized research establishments to disseminate good practice, or a more locally-based model which emphasizes practitioner-leadership and teacher self-development. He points out that even if not all researchers are teachers, having strong links between those who are doing research and those who are teaching is the only way of ensuring that innovations in practice are sufficiently context-sensitive. (p. 193). The translation of theory into curricula and lesson plans is the crucial step. If we are interested in learner autonomy and curriculum development for learner autonomy, this brings us back to the idea of reflective teaching and sharing in our own grassroots networks. If we are interested in influencing others, it may be quite handy to bear in mind his four criteria as we go about the business of planning, teaching, reflecting and tweaking our courses and research projects for the new academic year. By paraphrasing his criteria, I have come up with the following questions, which I think could apply to teaching as well as research.

Questions for reflection, based on Schneider’s criteria:

- Is this important? (=significance)
- Does this further my aims and the values which I believe in as a teacher? (=philosophical compatibility)
- Can I actually do this? What resources do I need? (=occupational realism)
- Can I explain the underlying ideas in simple terms?
- Is it going to work in my context? Would it work for other people too? (=transportability)

Schneider’s work is interesting because it offers insights into why we do what we do. One of his conclusions is that reform tends not to work without discussion and a degree of consensus. There are powerful lessons in his book for anyone who is involved in curriculum development, research or teaching. I hope that this review will stimulate further discussion about these issues of consistency between beliefs and practices, connections between personal history and teaching methods/research.

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- i. Greetings and News Updates
- ii. Mini-Profiles
- iii. Members' Voices
- iv. Stories of Learning and Teaching Practices
- v. Research & Reviews
- vi. Free Space**
- vii. Looking Back
- viii. Looking Forward
- ix. SIG Matters

Larissa Borges

Federal University of Pará, Brazil
larissadant[at]gmail[dot]com



Andy Barfield

Chuo University, Japan
andybarfieldchuo[at]gmail[dot]com



Interview with Larissa Borges About the Complexity of Autonomy Development

Larissa Borges is an Associate Professor at the School of Modern Foreign Languages (FALEM) and the Graduate Program in Creativity and Innovation in Methodologies in Higher Education (PPGCIMES), at the Federal University of Pará, Brazil. She is the head of the research group CARE (Collaboration, Autonomy, Reflection and Empathy in Language Teaching) and of the Language Teaching Laboratory (LAEL), both focused on language teacher education. Her research interests include autonomy, empathy, and wellbeing in language teacher education within the framework of complexity paradigm. Larissa developed the Complex Dynamic Model of Autonomy Development (CDMA), drawing on her own and her learners' experiences and practices, as well as on research and theory in the wider field.

In this interview, conducted over email in February 2024, Larissa shares the story of developing the CDMA model and of using it to guide reflection, self-awareness, and autonomy management with different groups of students that she teaches.

Keywords: autonomy in language learning and teaching, complex dynamic model, reflection, collaboration, negotiation

Andy: Hello Larissa — many thanks for agreeing to be interviewed for this issue of *Learning Learning*. It's a pleasure to meet you and learn about your work, which I became interested in through reading your 2022 *Studies in Self-Access Learning Journal* article on [A complex dynamic model of autonomy development](#) (CDMA).

At the time I was reading other articles (Edsall et al., 2023; Paiva & Braga, 2008; Sockett & Toffoli, 2012; Yunita, 2023) using complex dynamic models about the development of learner autonomy, and I became interested in how the CDMA model is so closely connected to classroom practices, conditions, and processes that are often significant for teachers and learners in developing learner autonomy. In the next page is a static view of your model (Figure 1). The model and short YouTube videos (e.g., Borges, 2019a: [Complex dynamic model of autonomy development](#); 2019b: [Esther's autonomization process](#); 2019c: [Fabio's autonomization process](#); 2019d: [Gabriela's autonomization process](#); and, 2019e: [Marília's autonomization process](#)) are fascinating, and I started thinking that readers of *Learning Learning* would find your work on understanding autonomy development really appealing and interesting, hence the invitation to you for this interview.



Figure 1. The Complex Model of Autonomy Development (Borges, 2019f, p. 59)

Before focusing more on the CDMA model itself, I wanted to begin by asking from the *practice* side what puzzles you originally had as you worked with different learners about developing learner autonomy. What particular moments or incidents stand out for you as you look back? What questions *in practice* took you towards imagining modeling the development of learner autonomy in a complex dynamic way in your *research*?

Larissa: Many thanks for the invitation, Andy. I'm very happy to receive your feedback on my research. I'm thrilled to collaborate for the spring issue of the *Learning Learning* newsletter and to share more insights about my autonomy model. It will be a great opportunity to account for the complexity of autonomy development.

Autonomy has been a driving force in my academic trajectory. To answer your questions, let me take you back to my roots as a language learner. I've always been drawn to foreign languages, but I only started learning English when I chose to take a Teaching English as a Foreign Language (TEFL) course at the Federal University of Pará. In college, the great majority of my classmates were already fluent English speakers and I was a real beginner. Faced with this challenge, I had to develop my autonomy in the first place to learn English the fastest I could, establishing my own study agenda, using diverse learning strategies, and asking for the collaboration of more experienced classmates to practice the target language. Investing in my autonomy proved fundamental to fulfill my goals and to graduate successfully in 2003.

Fast forward three years, I find myself in the dual role of a temporary instructor and a graduate student at the same university where I started my academic journey. Naturally, autonomy was my theme in my master's research. By that time, I had learned autonomy was a linear process, in which learners were guided by predetermined steps already described in the literature then. However, my teaching experiences, coupled with more recent studies, revealed autonomy to be a dynamic and non-linear process developed in a personalized way for each student, and it puzzled me. It prompted me to explore autonomy development further.

My involvement in a university research group focused on autonomy, motivation, and language learning advising provided a fertile ground for expanding my understanding of these concepts and exploring them in my teaching practice. It was during this period that I was introduced to complexity theory, a paradigm shift that transformed my perspective about language learning and teaching. Suddenly, everything seemed to click into place. Embracing the interconnectedness inherent in language learning autonomy, I began my doctoral research, investigating autonomy development through the lens of complexity.

Living in the Brazilian Amazon, I have long been fascinated by the connections and reciprocity observed in nature. Just as nature operates within a network of mutual influence, I sought to capture the complex web of relations influencing autonomy development within the framework of my model.

Since 2009, I have had a tenured position in the TEFL program at the Federal University of Pará, marking a significant achievement in my academic trajectory. Being a language teacher educator has been a fulfilling experience since I've always believed in the transformative power of education on society. Teaching and researching in this context, I have had diverse, enriching experiences that surely expanded my understanding of autonomy and contributed to the elaboration of the Complex Dynamic Model of Autonomy Development (CDMA).

One of these experiences is the course “Learning to Learn Foreign Languages,” which I have been teaching to first-year students as part of the TEFL program. This is the main context in which I have been exploring the model as a tool to guide reflection, self-awareness, and autonomy management.

Andy: What a challenging journey you went on when you first started learning and using English at university — I was also struck by the fact that when you later focused on learner autonomy in your Master's studies, you had seen autonomy as a linear process with predetermined steps, but that was now changing. It didn't match with your experiences as a teacher at that time and what you were learning from more recent work on learner autonomy — and that prompted you to dig further. Things shifted for you also through participating in the university research group and trying to understand the complex interaction of relations and processes in learner autonomy development. How did you begin to create the framework for the CDMA model? And what were some pivotal moments for you as you delved further?

Larissa: As I discussed earlier, autonomy has been a focal point for me, both in my academic and professional pursuits. I've had the opportunity to explore autonomy from various angles as a learner, teacher, adviser, researcher, and mother. Over the years, there's been a notable evolution in how autonomy is perceived within the field of Applied Linguistics. Initially, autonomy was predominantly viewed as an individual phenomenon, which emphasizes the learner's independence. Afterwards, there has been a notable evolution towards a social perspective, which highlights the learners' interdependence and their involvement within their social communities. Nowadays, there's a growing emphasis on the complex perspective of autonomy, which acknowledges the intricate interplay between individual and social dimensions, both influencing and being influenced by the contexts in which learners operate (Borges, 2019f). In my dissertation, I sought to illustrate these shifts in perspective, using an animation to visually convey the complex nature of autonomy (Borges, 2019g: <https://youtu.be/JO43peOfYBc>). From my standpoint, recognizing the interaction between individual and social aspects that influence autonomy development is crucial in understanding the

complex nature of this process. Consequently, I tried to integrate the complex perspective into the framework of my CDMA model.

Before developing the CDMA model, I extensively explored theories of language learning autonomy and existing models of autonomy development. These models presented autonomy development as a linear progression (Nunan, 1997; Scharle & Szabò, 2000), as a cyclical process (Benson, 2001, 2011), and as a dynamic process (Tassinari, 2010, 2012). Then, I wanted to contribute to the field by proposing a complex and dynamic model that comprehensively captures the wide web of manifold components that interact in autonomy development.

Concurrently, I engaged in data generation with participants of my PhD research, comprising four TEFL students who entered the course as English beginners. Over a period of four years, spanning the duration of the TEFL course, they provided valuable insights through learning diaries and a final interview on how autonomy evolved over time. Through data analysis, I aimed to better comprehend their autonomy trajectories, particularly examining factors that enhanced or inhibited autonomy development, according to the learners' perspectives. I was also interested in observing how they improved their social participation within academic contexts during the TEFL course, exercising their autonomy. The journey with these students was truly enlightening. It became clear that autonomy is influenced by a myriad of factors. Sometimes, what enhanced autonomy for one participant could inhibit it for another, highlighting the complexity inherent in autonomy development.

Thus, theoretical insights and empirical data informed the development of the CDMA model. By integrating theory and practice, my aim was to contribute to a deeper understanding of autonomy development and its implications for learners in diverse educational settings. Ultimately, I view autonomy as a lifelong process, subject to moments of advancement, stability, and setbacks involving the interaction among a large number of processes, elements, agents, and other subsystems (Borges, 2019f).

Andy: It's such a fascinating fusion of experience, practice, reflection, and research. Following your students' trajectories over four years from their own perspectives and mediating your emerging understanding with theoretical perspectives must have been so compelling.

Moving to the model itself, you conceptualize the development of learner autonomization "*as a complex, dynamic, and fluctuating process in which a point of arrival cannot be defined, as it is experienced in a non-linear and continuous way throughout life, with moments of advances, stability and setbacks, involving the interaction among a large number of processes, elements, agents, and other subsystems*" (Borges, 2022, pp. 203-204). As you take us further through the key components in the model, I find it helpful to keep in mind your observation that "*The primary movements of autonomy development suggested in the model, illustrated in green, do not occur in a sequence nor do they represent a formula to be followed with a guarantee of success. Due to the complexity and unpredictability of this process, autonomization takes place in a unique way for each learner.*" (Borges, 2022, p. 205) .

Larissa: The concepts you have quoted align with the inherent dynamism, non-linearity, unpredictability, and lifelong nature of autonomy development. Autonomy is not a fixed state to attain, but a continuous journey requiring ongoing investment to sustain its dynamism across varied contexts; without such investment, the autonomization process may stabilize or even suffer setback. Due to its sensitivity to context and influence by various factors, outcomes for each student are inherently unpredictable.

In my analyses, one participant admitted to lacking time for English studies beyond their college classes. The lack of engagement with learning strategies and available resources resulted in the loss of energy in her autonomy system, and after the fourth semester she dropped out of college. Conversely, another participant, despite facing significant challenges like being a wife, homemaker, and pregnant with twins during college, demonstrated remarkable resilience. She consistently reflected on her learning, asked for the collaboration of a language adviser, negotiated strategies to be used, and constantly evaluated her progress. She invested in her autonomy and achieved her dream of graduating and becoming an English teacher.

The CDMA illustrates the complexity of autonomization by showing a large number of processes, elements, agents, and subsystems involved. The lines that connect the whole system emphasize the potential mutual influence among its components. At certain times, some interrelationships are more evident than others, and new behaviors that may emerge from them is what prevails. In addition, the **context** – represented in a fluid way through the dotted outline in gray – plays a pivotal role since this is where all relationships are developed, encouraging or inhibiting autonomous behaviors. The contextual aspects encompass the **agents** with whom learners interact, the **affordances** of the environment, and the **attractors**, patterns of behaviors preferred by the system along its trajectory.

Reflection is considered a supra-dimension illustrated at the top of the model.

And **collaboration** and **negotiation** are also fundamental processes to support the autonomy development, represented at the base of the model.

Thus, the primary movements of autonomy development outlined in the CDMA — **reflection, planning, actions, emergence, empowerment, transformation, and evaluation** — are mobilized in a personalized way for each student along their trajectories. **Reflection** may facilitate conscious choices, effective **planning, actions, and evaluation**, besides contributing to the **emergence** of new autonomous behaviors. **Empowerment** leads learners to take on more central roles within the academic community, exercising their autonomy. **Transformation** involves adapting and applying acquired knowledge to broader contexts — a typical feature of autonomous students. All these movements of autonomy development require reflection and investment from learners, underscoring the importance of emphasizing and integrating them into educational environments.

As an open system, autonomy also interacts with various subsystems represented in the CDMA, such as **motivation, identity, beliefs, affect, and others** over time. While some interactions may enhance autonomy development, others may hinder it. In the CDMA, rather than quantity, the quality of interactions is paramount in driving changes in autonomy development. For instance, the interplay between autonomy and affect can either foster **dynamism** or contribute to **dynamic stability**. In complexity theory, dynamic stability does not mean stagnation; it is a state in which few changes happen in the system. Larsen-Freeman and Cameron (2008) also refer to it as “**stability in motion**.” As an example, emotional challenges experienced by a participant initially led to dynamic stability, but proactive engagement with available resources and the use of new strategies negotiated with her teacher and her adviser promoted changes in her system that triggered the dynamism of autonomy again. In the realm of complexity theory, change is a central concept, as it can lead to the emergence of new states (Larsen-Freeman & Cameron, 2008). Therefore, **fostering a dynamic environment conducive to change** is essential for sustaining and enhancing autonomy development.

Andy: Thank you for taking us through the model so succinctly, Larissa. You mentioned earlier that you have been exploring the model as a tool to guide reflection, self-awareness, and autonomy management with the undergraduate students that you are teaching. Could you share with us some examples of how you do this, and of how different students have responded to understanding their own learner autonomy trajectories in such presumably new, complex, and dynamic ways?

Larissa: Sure. The course “Learning to Learn Foreign Languages” I teach for first-year TEFL students stands on the pillars of reflection, negotiation, and collaboration — aspects that are also emphasized in the CDMA. Throughout the course, I engage in negotiation with learners on key elements such as goals, the schedule of activities, the assessment instruments and criteria, among others. Empowering students to share control over decision-making fosters a sense of responsibility for their learning journey. The teacher serves as a role model, embodying the autonomous behaviors she aims to inspire in these future teachers. I believe that in teacher education programs, collaboration and negotiation should be massively emphasized and experienced by future teachers, aiming at the implementation of these processes in their future classrooms. The course structure comprises four main units: self-knowledge, theoretical foundations, career planning, and a final project. Each unit

blends theory and practice through classroom discussions and activities. Let's discuss the first two units here.

The first unit centers on **self-knowledge and reflection regarding learning experiences**. Students explore their learning profiles, identifying their styles, strategies, and character strengths. Additionally, they write a narrative reflecting on their language learning journey, encompassing the first contact with the target language, difficulties, strengths, and aspirations. This journey of self-discovery broadens students' perspectives, potentially catalyzing the development of new autonomous behaviors throughout their academic journey.

The second unit delves into **theoretical background, particularly the process of autonomization and its individual, social and complex dimensions**. Here, we discuss the CDMA model, and it is elucidated by the trajectories of four research participants. Despite being first-year students, autonomy is studied through the lens of complexity theory, enabling learners to be aware of the innumerable factors influencing their autonomy development. It is an enlightening moment for learners, when they begin to understand the connections within their autonomy systems, empowering them to play an active role in their academic journey. Here are reflections from two students on the CDMA model:

This model will help me in my acquisition of English, because from it I got to know which elements interact with each other, how I can make them relate in a way that benefits my learning, and I learned the effect of knowing my identities, beliefs and not excluding the affective side of this process. (...) By holding all this knowledge, not only will I benefit from it, but in the future, I will drink from these waters to help my students in the classroom. (Fernanda)

The theory contributes with the notion that I must keep my learning system always in movement, that I must always seek strategies and do my best with the available affordances, even if they are the most adverse, I must observe myself and see how the elements behave, adjusting what is effective for my learning as a student or for the learning of my students, in the future, when I am in a teacher position. (Danilo)

These reflections highlight that theoretical insights into autonomy may enhance language learning management. Students demonstrate awareness of factors influencing autonomy and proactively make choices to sustain its dynamism. Moreover, they indicate their aspirations to cultivate autonomy within their future classrooms.

Over the years, integrating autonomy reflection and practice has yielded significant results among first-year students in the "Learning to Learn Foreign Languages" course (for more information, see Borges & Magno e Silva, 2024). Early exposure to theoretical concepts empowers learners to identify their needs and make informed decisions, thereby fostering dynamism in their autonomy systems. Therefore, access to CDMA may raise learners' awareness and encourage reflection on the factors that affect their personal learning trajectories.

Recently, I explored the CDMA model with a diverse group of graduate students enrolled in the Graduate Program in Creativity and Innovation in Methodologies in Higher Education (PPGCIMES) where I work at the Federal University of Pará. They were taking a course entitled "Autonomy in Learning and Teaching Contexts." Below, I share the insightful feedback provided by two of the participants:

I am confident that this model will enhance both my academic and professional career, as it has broadened my comprehension of the interconnected factors and movements influencing autonomy. Through this greater awareness, I feel empowered to make more autonomous decisions across various facets of my life. (Paulo)

Beyond its personal impact on my journey towards autonomy, this model has contributed to carrying out my research while maintaining a balance among my various identities. Moreover, it has significantly enriched my perception about the relationship between autonomy in the teaching and learning processes, intertwined with the cultivation of essential life skills. (Letícia)

Their feedback underscores the model's potential to enrich the learning experience across various fields of expertise, fostering reflection and awareness regarding the complexity of autonomy development. These graduate students moreover expressed a keen interest in applying the concepts they learned to diverse areas of their lives.

Andy: It's great that both first-year students and graduate students find such value in using the model to reflect on their own histories and practices, understand their trajectories in new ways, and see different possibilities for continuing to develop their autonomy in the future.

Your work is both enlightening and inspiring — a big thank you to you, Larissa, for being so generous in taking part in this interview and sharing your work and research.

Larissa: Thank you so much, Andy, for your interest in my research. It's been a pleasure to explore the complexity of autonomy development with you and the *Learning Learning* readers. As both a teacher and researcher living in the Amazonian context, I'm continually inspired by the transformative power of autonomy in students' lives. As a teacher educator, I see myself as one of the components of this wide system, contributing to the autonomy development of future language teachers and their future students, hopefully catalyzing a ripple effect of positive change. I hope CDMA may also inspire learners and teachers from diverse cultural backgrounds to explore autonomy from a complex, dynamic, and lifelong perspective.

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- i. Greetings and News Updates
- ii. Mini-Profiles
- iii. Members' Voices
- iv. Stories of Learning and Teaching Practices
- v. Research & Reviews
- vi. Free Space
- vii. Looking Back**
- viii. Looking Forward
- ix. SIG Matters

Ken Ikeda

LL31.2 Lead Editor

lkeditorialteam[at]gmail[dot]com



Hosting a ‘Learning Cafe’: Shaping My Views of Teaching Positionality

I write about my experience about how hosting a Learning Cafe sparked insights and new pathways to grapple with my ongoing concern on how to help students express positionalities in their academic writing efforts.

I have been concerned with how to equip my students in their academic writings to ‘come out’ and express their positionality, which can be defined as their worldviews and positions they adopt about their research in relation to their social content (Robinson & Wilson, n.d.). My concern has been prompted in part by my teaching context in a department of English at a private women’s university in Tokyo. The students in my department are required to submit a thesis in order to graduate.

My seminar focuses on Asians’ English identities in which I adopt a broad view that identity is multiple (Kanno, 2003) and is the sum of various social sub-groups which are related to language (Riley, 2007). My interest in this topic goes beyond its use with the English language. My first love is history, through which I have come to grips with my own parents’ experiences and their struggles to be accepted beyond being immigrants in the United States (Ikeda, 2022).

I have students state their positions to their topics in the introduction section of their reports and theses. But often their statements seem inadequate to me, when they write they are students in a women’s university and are Japanese. The notion of positionality appeals to me. Holmes describes positionality as a researcher’s worldview which encompasses their assumptions or beliefs of how they view social reality, the world, knowledge, human nature and interaction with people (2020). Robinson and Wilson (n.d.) take Holmes’ statements which are directed to researchers to encourage student writers to be reflexive so that they can “be able to examine and react to your own emotions, motives, and situation (para. 2)”. When I have brought up positionality to include in their reports however, students seem to find it difficult to address their own. Part of this reticence may be due to them being subjected through their educational experience which stresses uniformity and adherence to norms of perfection. It may be that they wish to protect themselves, which may be an extension of wanting to look as if they have no blemishes.

At the LD30 Anniversary Conference (October 21-22, 2023), I was inspired to do a session which was categorized as a Learning Cafe. According to the conference website, a Learning Cafe is intended to be a session in which “*the presenter shares a puzzle, research, or activity to promote change in their students’ lives, local communities and beyond, and encourages participants to share their perspectives*” (italics mine). I looked forward to carrying out the Learning Cafe, mindful that my attempts to encourage students to express their positionality might be limited to my own perspective. By having other educators share their own ideas and perspectives, I hoped to expand my understanding into my teaching situation.

Originally, I had planned my Learning Cafe to take on more of a workshop to go through a number of mini-sessions with activities that I have done with my seminar students. One activity I thought would be enlightening personal and social identity wheels (maa1321, 2020), which are identity categories arranged in circles. Students are encouraged to spot identity labels that are important to them.

Talking about these labels I thought would help students to reflect and express their positionality and identities.

However, my prior notions of this session were shattered when I attended Devon Arthurson's Learning Cafe on the 1st day of the conference. Her session, titled "Exploring Our Identities in Our Communities", was conducted at a leisurely pace, with an open air, very much like a cafe. In such an atmosphere, we shared our various communities, which enabled her to share candidly one identity that I thought was irrelevant because it did not fit the carefully cultivated professional profile we create as teacher-researcher-practitioners.

I was inspired by Devon's session to make my Learning Cafe more free-flowing. I also came up with a warm-up activity that would bring up issues of positionality. I label this activity as "What's in a Name?". I asked those who came to the session to share their personal or given names. The questions I asked were:

1. Tell your personal name.
2. Tell what your personal name means.
3. What have people said about your personal name?

I asked these three questions as a conducive way to allow participants to tell about themselves and in doing so, reveal the communities and social ties in which their identities, and subsequently, their positionalities would be revealed. I thought that in time, I would be able to share my own answers to these questions, that 1. "Ken" is not an American name, but given by my parents in memory of a Japanese pastor who helped my father secure employment in California; 2. The *kanji* character of my name 献 stands for "offering" and "dedication"; 3. I felt burdened to have a short name with no middle initial, only feeling vindicated with my namesake who plays a starring role in the recent release of the "Barbie" movie.

I was surprised how much emotion and expression was released among participants through this activity. I recall that one shared how his name had Catholic roots and was given to honor past relatives in his hometown. Another participant told how the changing of just one letter in her English name spelling caused people to accept her name instead of associating it with a food. Her sharing of her name in turn reminded me of how my sister hated her given name because people pronounced hers as "Junk-o", which she felt her name was synonymous with garbage, so she went instead as "June".

The positive interaction sparked by this activity carried on for such a long time that I did not share the stories associated with my own name. In short, I was astonished by the synergy produced in these Learning Cafes. I found the Learning Cafe experience to be exhilarating, not only for bringing out emotions and experiences connected to histories and identities which lead to the articulation of positionalities, but also for building an excellent atmosphere among interactants.

This next year, I plan to have students continue to explore their identities and share those facets that they feel most comfortable. I had planned to continue using the identity wheel exercise. But one 4th year student wrote in her reflection that her classmates were confused by this activity because too many categories were presented, some which seemed to overlap ("gender" "sexual orientation"). Her opinion helped me to be more aware that I should not quickly use 'ready-made' materials without first trying them out myself. The "What's in a Name?" activity that I used in my Learning Cafe could serve as a nutshell prompt to help students verbalize their personal and social identities and awaken them to issues of their positionality.

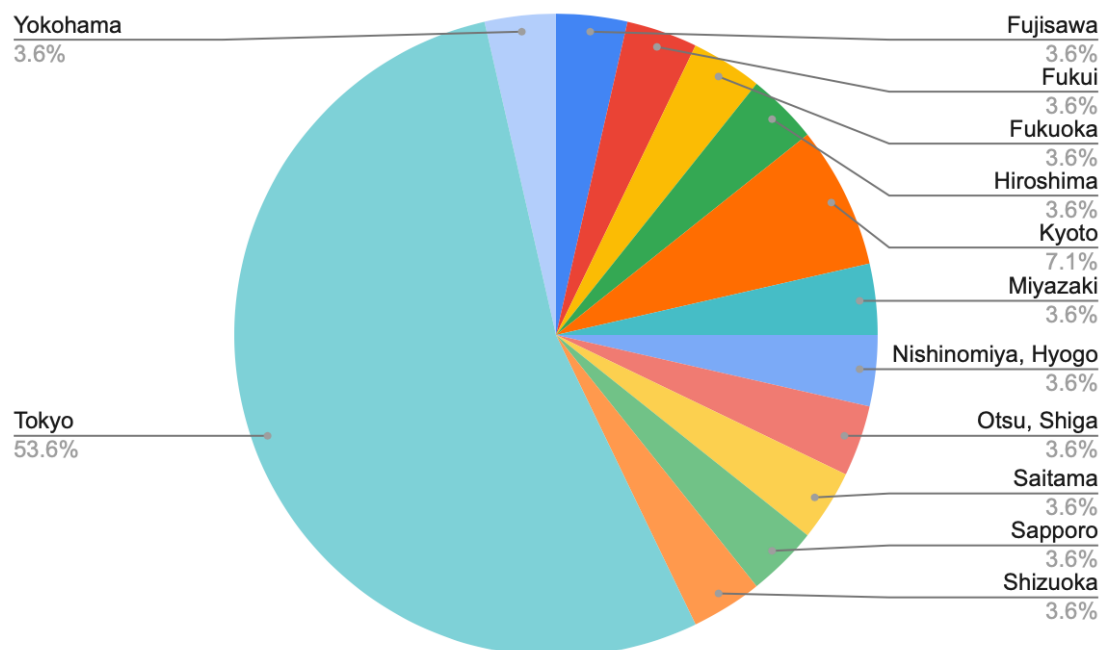
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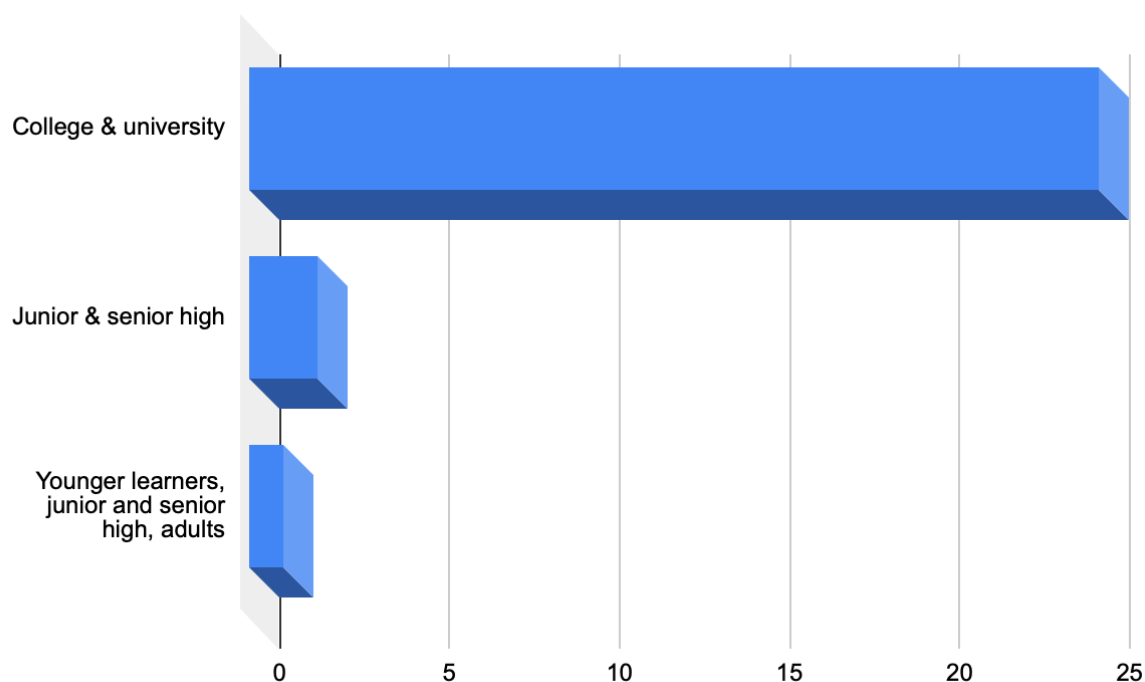
Responses to the 2023 Learner Development SIG Survey (February to November 2023) (N=28)

I. WHO TOOK THE SURVEY

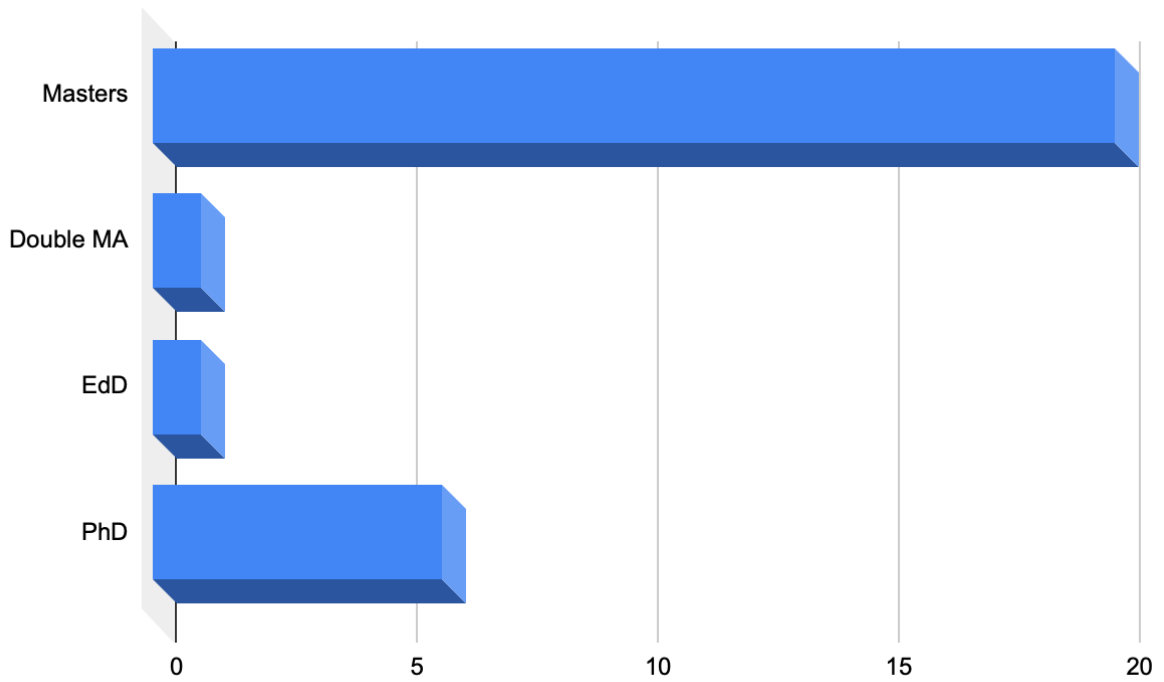
1. Where



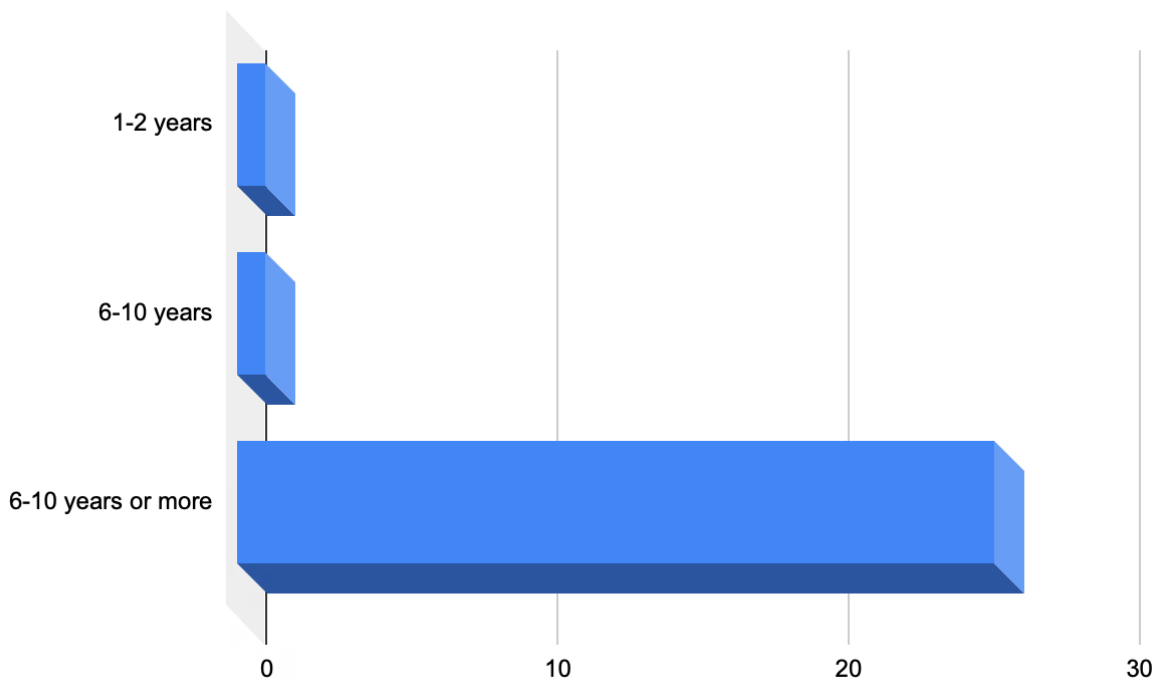
2. Work context



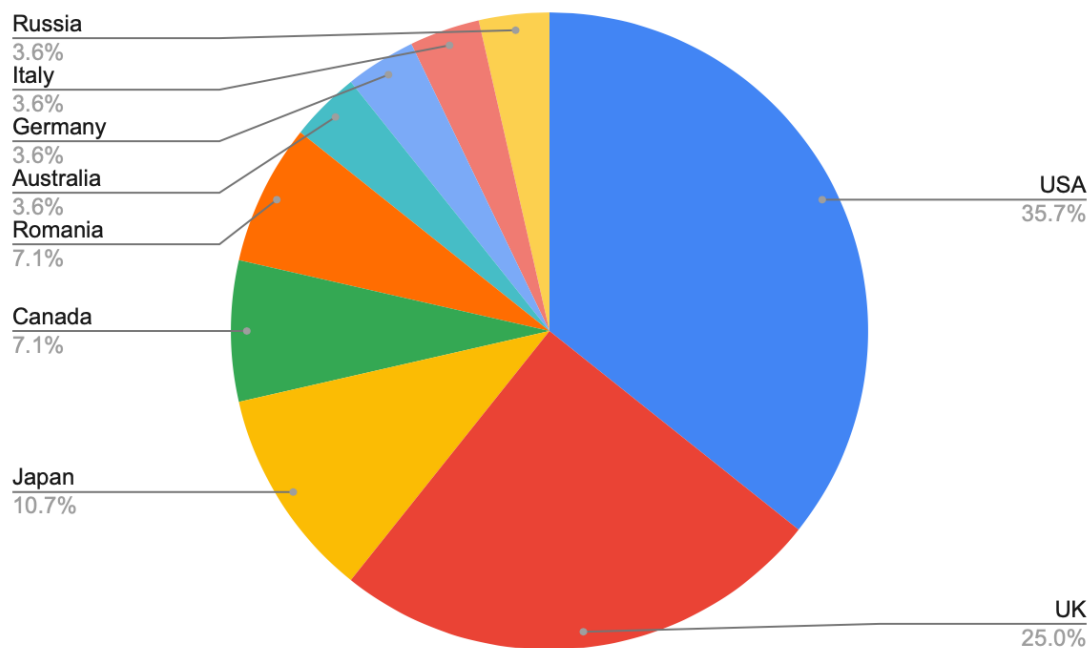
3. Highest degree



4. Years of teaching

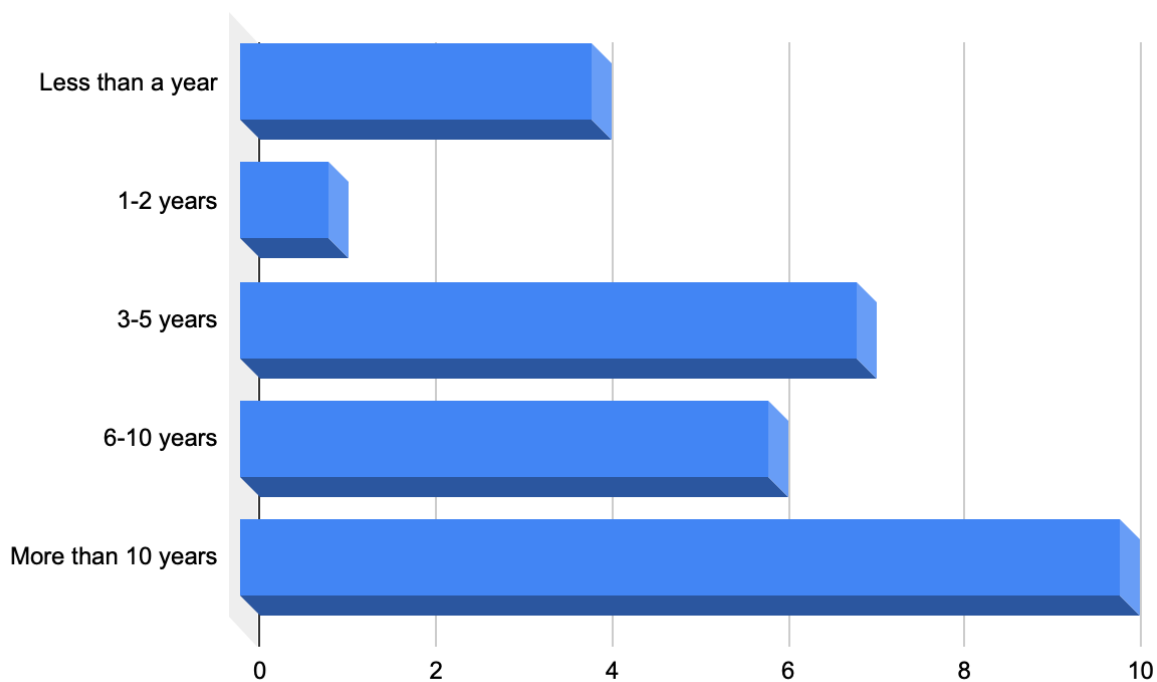


5. Nationality



II. JOINING THE SIG, PARTICIPATION, INTERESTS

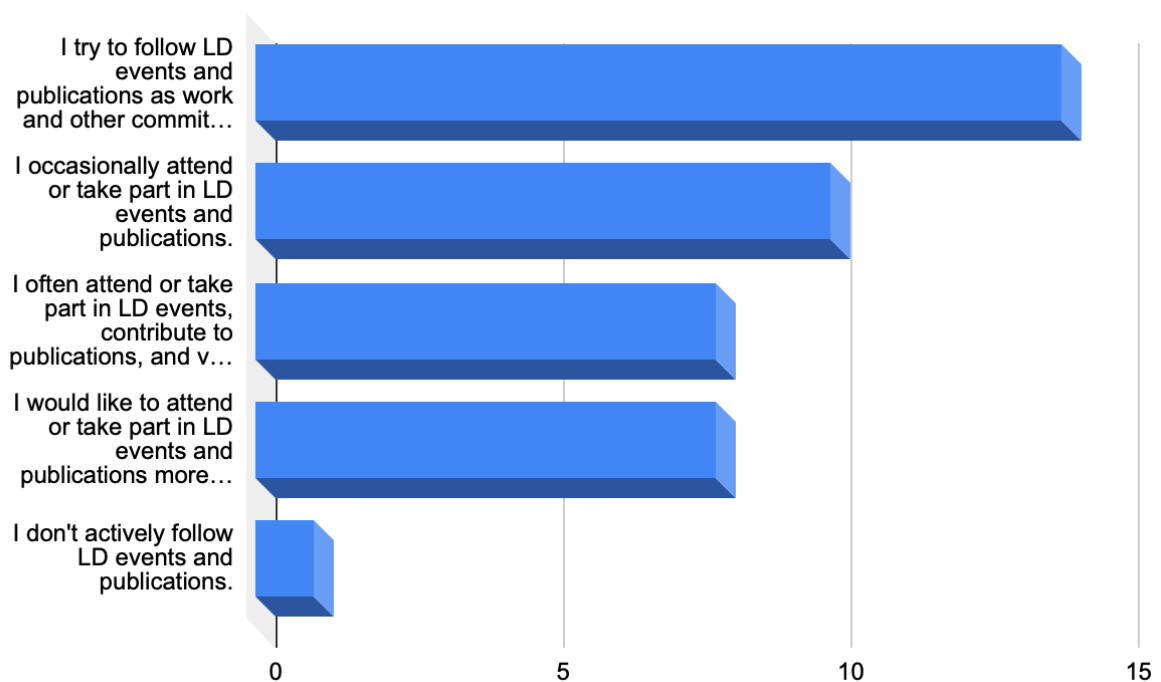
1. How long have you been a member of the SIG?



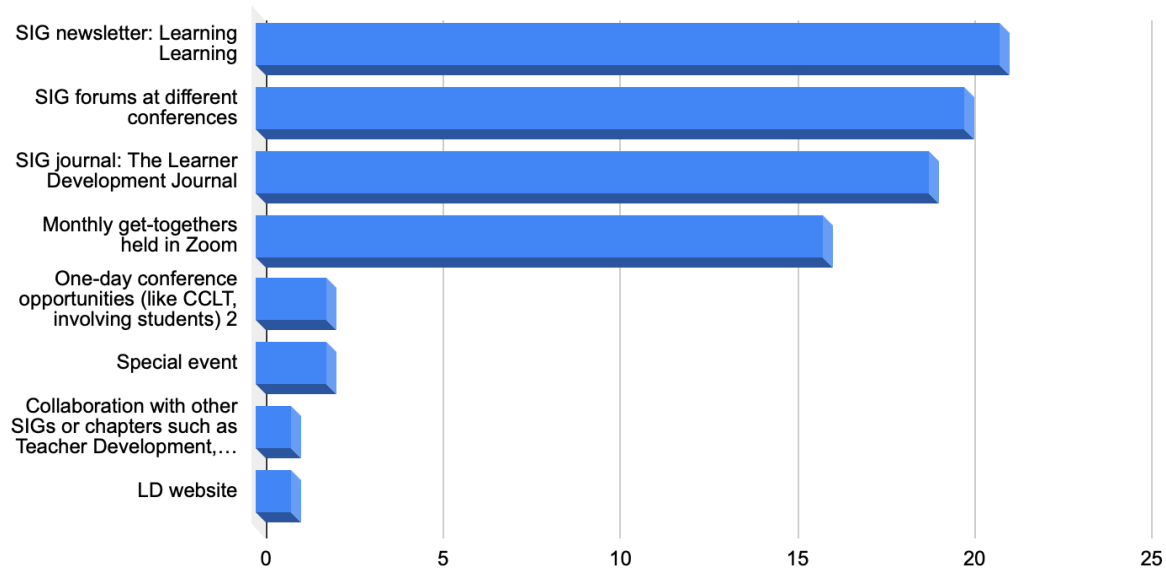
2. What attracted you to the LD SIG?



3. How would you describe your membership status?

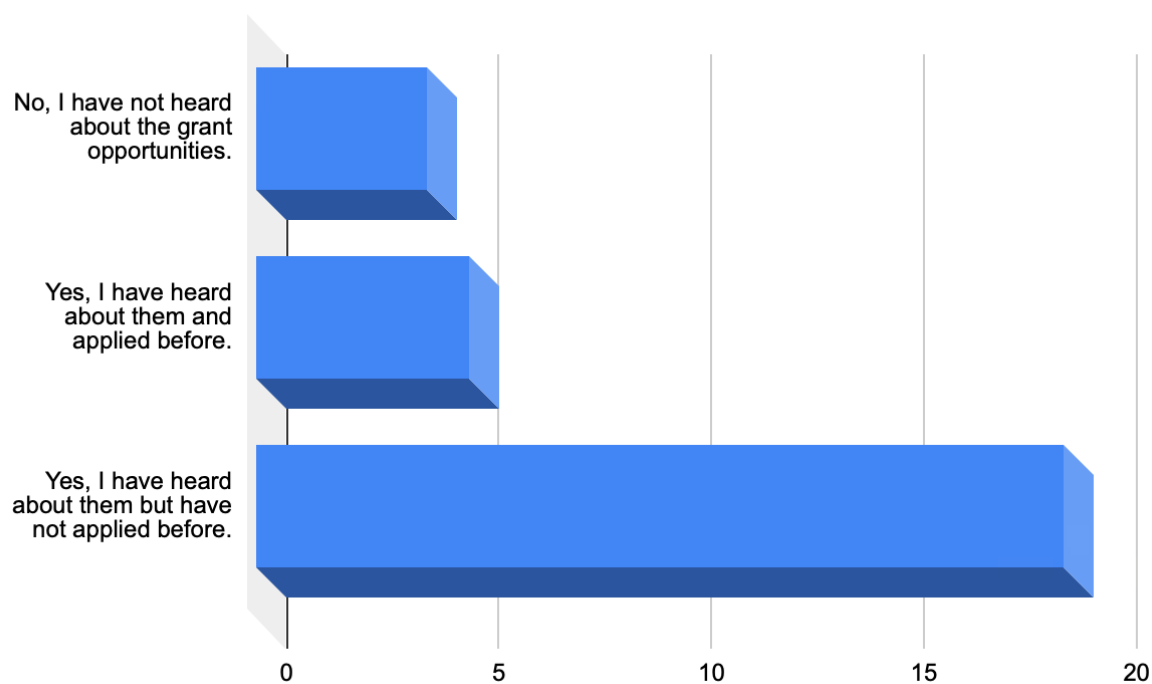


4. Which of the following areas of the SIG's activities are you most interested in?



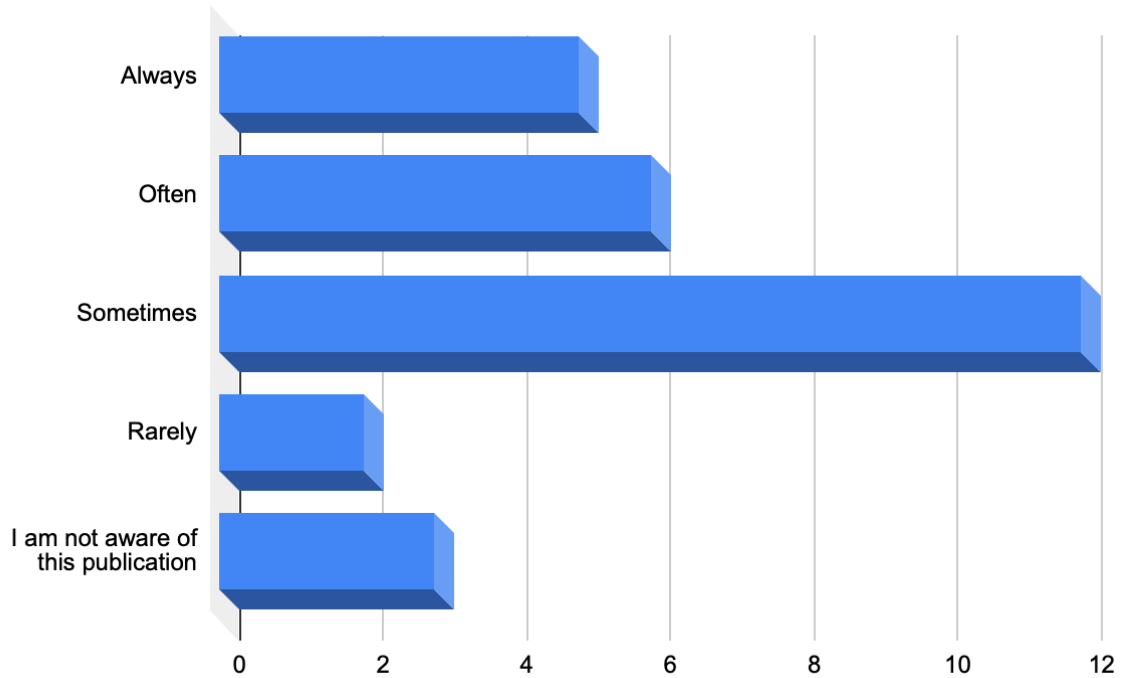
III. GRANTS

1. Are you aware of the LD SIG grant opportunities offered as a part of your membership?

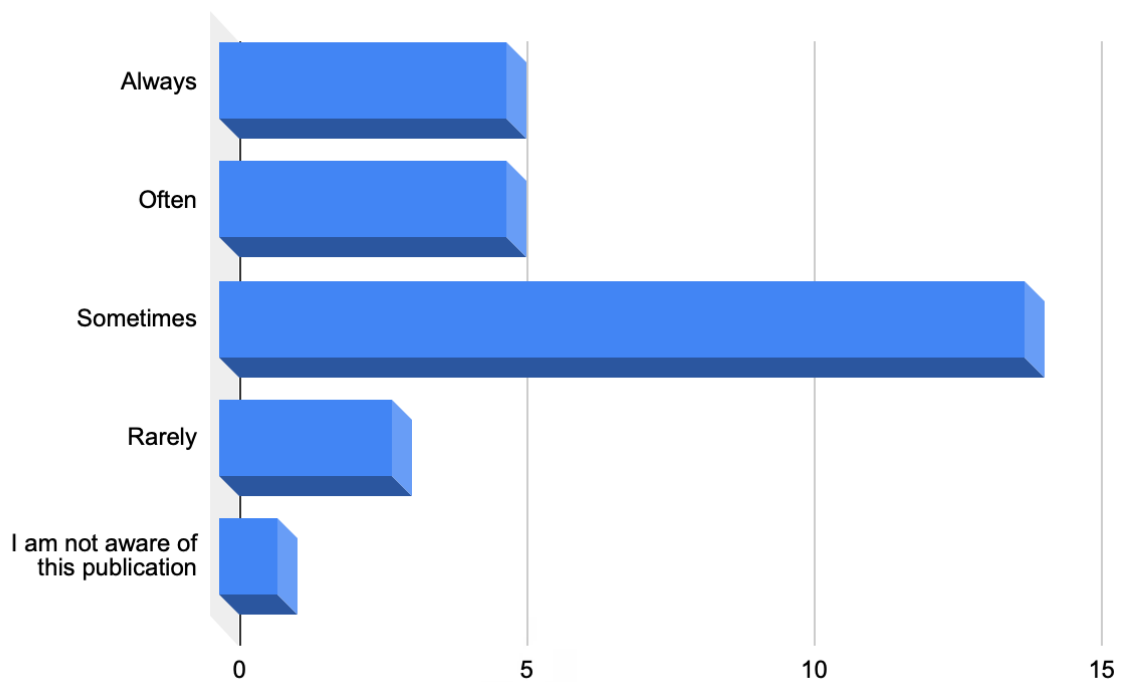


IV. PUBLICATIONS

1. How often do you read our newsletter *Learning Learning* (LL), which is published in the spring and autumn each year?



2. How often do you read the LD SIG's *Learning Development Journal* (LDJ), which is published in November or December each year?



3. Learning Learning (LL) includes writing in various formats that relate to people's ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. Please share your impressions of the range of different writing in LL, and what you find particularly useful or interesting about LL.

- *Being an editor has challenged me to improve my editing skills and work with people to help them get their story in print. It is a very enjoyable publication.*
- *One thing I like about LL is that you can feel the writers' voices. It has the features of a newsletter, an academic journal, and a forum of sorts - I like that it has a bit of everything for everyone, from hardcore researchers to language practitioners.*
- *I see Learning Learning as a community space for teachers and students interested in learner development to write, share, and respond about practices, puzzles, and conundrums that they have experienced or experienced in their learning. LL has always encouraged many different kinds of writing, of different lengths, and importantly has avoided becoming overly "academicised." A lively space for engaged, reflective, stimulating, unexpected writing about many different aspects of LD is how I see LL.*
- *I enjoy reading this newsletter in general, but for me the most interesting parts are related to the two main topic - Self-Access and students' autonomy at the University level.*
- *The feature articles are good. Members' Voices also make it easy to publish and keep us feeling like there is a social side of the SIG.*
- *There is always a topic of relevance or interest every time I read LL.*
- *It's cute. I prefer to focus on the LDJ.*
- *LL has changed since its inception with Naoko Aoki as bilingual. The conference reflections are particularly useful.*
- *I'm not sure because I don't really have time to read it now.*
- *In JALT we need to have various gateways for people to get involved with their writing for publication, so by having Learning Learning and the Learner Development Journal, the widest range of opportunities is created for the writers and readers.*
- *My involvement in LL has been to support both editors and writers, particularly with the latter, to help them develop another scholarly voice that is not restricted to the stereotypical impersonal clinical voice (one which I found has been in use in a major UK graduate program).*
- *I think it's great.*
- *There is a wide range of writing opportunities in the LL. Probably it should be more stated publicly that the LL seeks a decidedly less formal academic writing style that incorporates personal details in a 1st person voice with a degree of self-disclosure that endears to readers rather than critical researchers.*
- *Featured articles and conference reports*
- *Still building a picture*
- *I enjoy the variety itself, all the different kinds of contributions. The "Stories of Learning and Teaching Practices" is always engaging and thought-provoking.*
- *It's very well put together, but usually a newsletter is shorter. I wonder if more people would read it if it was shorter and sent more often.*

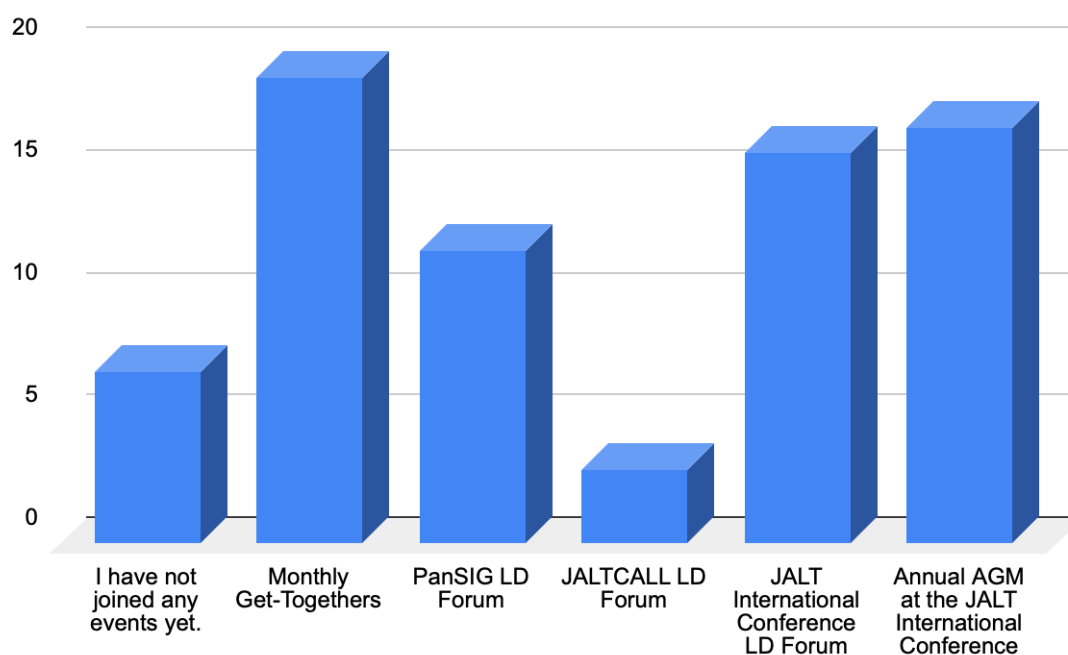
4. The Learner Development Journal (LDJ) is published once a year. Each issue of the LDJ focuses on a particular learner development theme and follows a Community of Practices approach over a period of approximately 18 months in which contributors work together, under the guidance of the editors, to share, respond to, and develop their research and writing. Please share your impressions of the range of different writing in LDJ, and what you find particularly useful or interesting about LDJ.

- *Interesting publication venue.*
- *I am impressed with the high quality of the publication and the talent of the editors and contributors.*
- *I really, really appreciate the open peer review setup that LDJ offers, and I promise myself all the time to contribute with some writing as well. I think LDJ has strong editorial leadership and could (should?) cater to wider audiences. The format that LDJ offers (18-month development process, guidance, co-creation, etc.) is coherent with the reality of academic research in the field of independent learning. It should get more exposure, within the SIG and outside of it. Now, I feel LDJ is like a small hidden gem, and you need to look for it to know that it is out there.*
- *LDJ is different from many other journals in its concept and aims. As one of the founders of the journal I am grateful to all the editors, reviewers, contributors, as well as members of the journal steering group, for all their work and contributions. It is just amazing that we will soon (in May this year) launch a Call for a Theme and Editors for Issue 9 of the LDJ. The range of writing in LDJ is, I feel, one of its great strengths --- as is the LDJ's commitment to supporting writers in developing their research and writing through a Communities of Practices approach.*
- *The engagement over a period of a year is an amazing opportunity. Talking over a piece of writing with colleagues and editors is challenging but extends the range of influences you can come into contact with. The final product may not show all of the discussions that went into it but it is a good quality journal.*
- *LDJ in 2022 was insightful and timely.*
- *The research is good, so I read it to get ideas.*
- *Again, I rarely actually read it so it's hard to say, but I think the rotating, collaborative editorial teams dealing with issues each time is a good way to keep the journal lively and engaged.*
- *My interest in the LDJ depends on the nature of the issue. As a longtime member of the LD, I prefer those issues edited by LD members but I do welcome the fresh perspectives of the issues by guest editors.*
- *My reading interest admittedly fluctuates depending on the issue's focuses. I wonder with the guest edited issues, how much do these sync with the LD ethos.*
- *I think LDJ is a forum in which people can experiment with different genres to express most authentically their practitioner research experiences. I hope LDJ remains distinct from other teaching/learning journal by promoting research and writing that captures the essence of exploratory practice and which leads to real professional growth.*
- *Not sure yet*
- *It is a wonderful opportunity for teachers, especially those new to research to submit their work.*

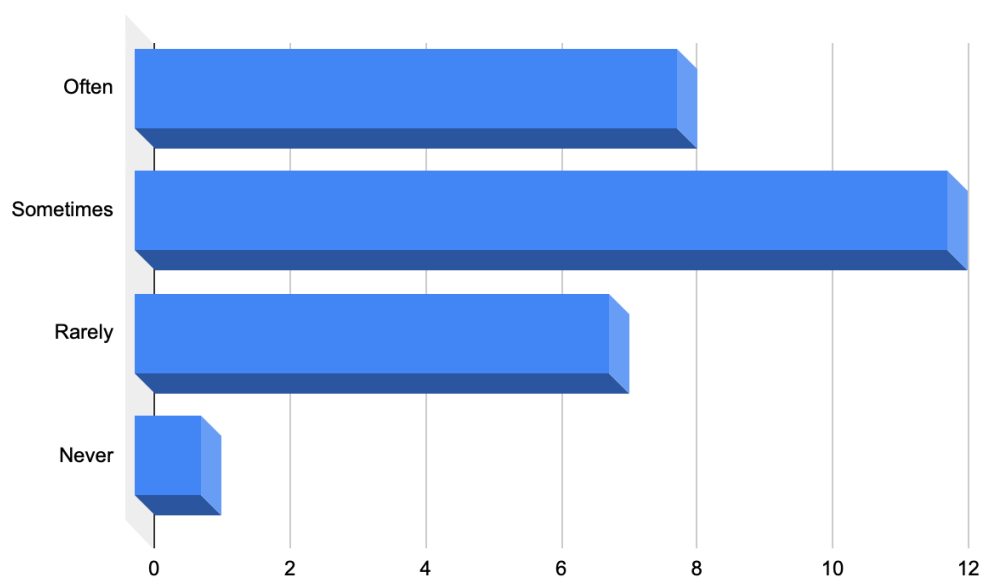
- *Keep up the variety, maintain transparency, and when you come up with an out-of-the-box novel conceptualization make sure you follow it all the way thru to an acceptable stage of implementation that can be understood by editors and explained in specific, concrete detail to authors so everyone is on the same page and no one is left hanging.*
- *Good to get information regarding learner development field.*

V. EVENTS

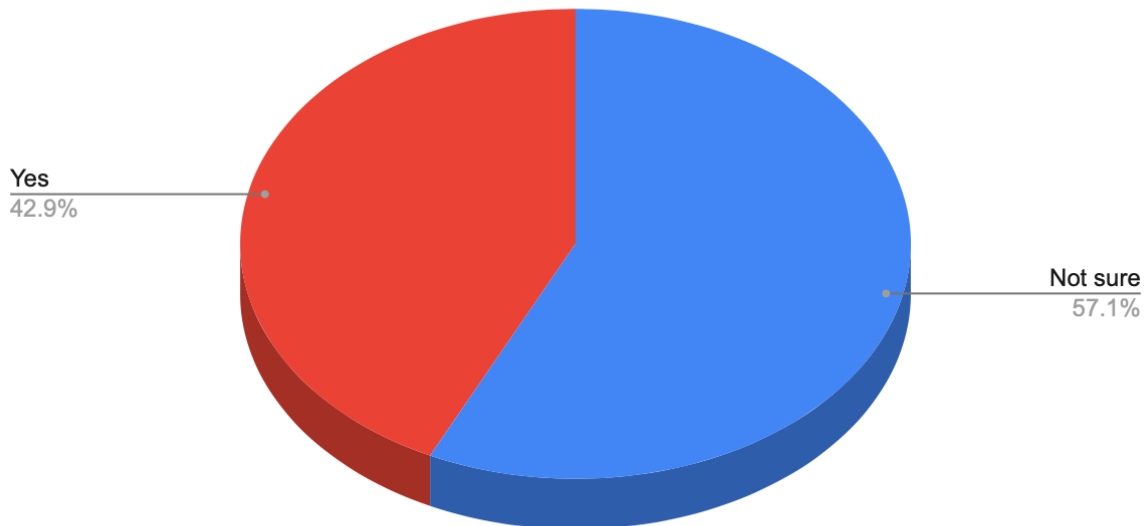
1. What SIG events have you been previously involved in? (You may check multiple options.)



2. How often do you participate in SIG Events?



3. Would you like more sector or topic-focused events/ get-together/ collaborations/ opportunities?



4. If you responded "yes" to the previous question, please share some examples of what you think would be interesting for you and other SIG members.

- *I hope that CCLT will be able to continue.*
- *My main interests are reflection and learning awareness - I hope these can be of interest to other members as well.*
- *Content-based learning, project-based learning, critical literacy, and ... learner autonomy*
- *Topic not sector. The topics you wrote above look good. Global issues, CALL, CLIL, ethnography, qualitative methodology, also interesting.*
- *Not sure...since LD topics are often student-focused and practitioner-friendly*
- *I think there needs to continue to be a "weaving" of sector-based and theme/topic-based things held at the different events and then the presenters and audience are drawn to what is available either (a) more specific to them, (b) more general, or (c) possibly of less interest ... and that is ok... Only "generalizing" somewhere in the middle of the field does not drill down specifically enough in some areas at some times/events. That balance of breadth and depth needs to be looked at in the annual planning (something I also felt was well-managed at LD) and in collaboration between the different organizing chairs and sub-committees envisioning the topics and format for the different events to maximize what is provided to members and the broader community.*
- But this is already being done far better at LD than in many JALT SIGs (which I am also a member of) ...
- *Learner identities; post-study (i.e., after graduation) learning*
- *Secondary education, learner autonomy*

- *learner-User identities, learning and using language(s) beyond school and into life (includes autonomy)*
- *I hope the Get-togethers can become more focused by asking individuals to make 'mini-presentations' about their LD interests and for other participants to discuss and respond to what they hear.*
- *Interdisciplinary Learning Approaches, Critical Thinking and Problem Solving, Cultural Competence in Education, Student Well-being and Mental Health, Inclusive Education Practices, Language Acquisition and Multilingualism, and Environmental Education*
- *I am interested in EMI and knowledge rich curriculum*

5. Please write any feedback or suggestions you have for our SIG events.

- *I appreciate the LD events as it is a gathering place to talk, meet other people, and bring my students. Thank you for the dedication of the LD officers and volunteers who make it all possible. This SIG will always be my place to come back to within JALT.*
- *The main issue that prevents me from participating more is that having two - soon to be three - kids that my evenings and weekends automatically become family time, and the SIG events tend to be on those days and times (which I understand and is the obvious choice, just unfortunately it rarely works for me)*
- *Keep on going!*
- *The Conference held at Gakushuin "Learning for Change and Action, Making a Difference for the Future" was enlightening.*
- *As it is an anniversary year, if there is a big event, the publicity, date setting announcement of the date to other organizers in JALT, should have happened 6 to 10 months in advance of the event.// It would be nice to do CCLT maybe at Otsuma, and that could be a small event. //Online events are cheaper and eco friendly and good for outreach but of course we miss the social aspect. //It would be nice to have a conference dinner. If we don't want to organise it then collaborate with another SIG who do want to organise it, but not one that is too big. Actually events with CUE were good but it depends.*
- *I've enjoyed them over the years because of the interaction.*
- *There always seems to be a good vibe, with a group of people involved in the planning and execution so that no one person feels (or seems!) burnt out and is then likely willing to carry on with another round and building familiarity, a chain of processes to improve on, and a solid legacy to pass on to the next committee taking on organizing... building a framework I think is important, more so in volunteer organizations and that is where some underfunded, inactive, top heavy (with only the same people doing everything all the time), same ol' same ol' for SIGs and their program delivery routines suffer in attracting executive, events committees, and ideas, and eventually active members at the events and "working on" the SIG itself. Sustainability is important!*
- *I did attend the CEGLOG conference and really enjoyed it! Extremely motivating event and I appreciated that it was online.*
- *Try to keep them hybrid and low to no cost as much as possible (especially for students and first-time non-JALT attendees).*
- *The Get-togethers on Sundays 2-5 always are at the same time as the Kanda Advising Certificate program. That's why I cannot attend. Having written this, I help plan the LD SIG original get-togethers and we planned the date and time first, lol.*
- *Thanks a lot! :)*
- *The LD SIG events are really stimulating and collaborative, but there is but ...*

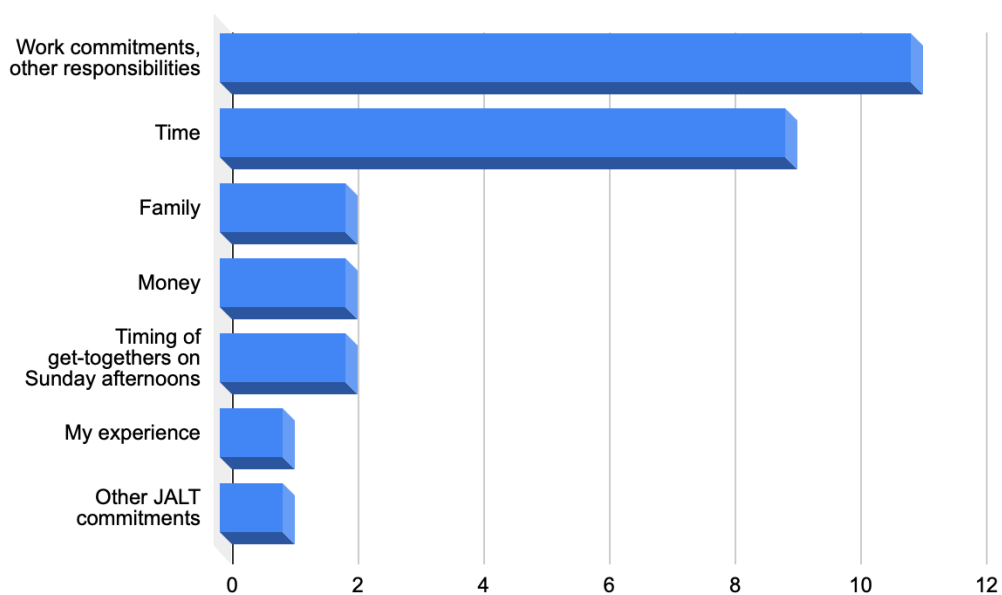
VI. POSITIVE EXPERIENCES & MEMORIES WITH LD SIG

1. Share some of your positive memories with LD SIG here.



VII. TAKING PART

1. Is there anything holding you back from becoming more involved in SIG activities?



- i. Greetings and News Updates
- ii. Mini-Profiles
- iii. Members' Voices
- iv. Stories of Learning and Teaching Practices
- v. Research & Reviews
- vi. Free Space
- vii. Looking Back
- viii. Looking Forward**
- ix. SIG Matters

LDSIG Get Togethers Plan for the Year

The Learner Development hosts get-togethers throughout the year. All members are welcome to share and discuss their learning, teaching, and researching practices and interests with learner development in pairs and small groups. Each get-together typically starts with a catching-up session where members get to reconnect and share the puzzles or research they are working on. Following this, one or two members will give a mini-presentation, which we will all use as a focus point for the discussions that follow.

The first get-together of the 2024 year was on March 24th, attended by four people. For the spring semester term, we have scheduled meetings on April 21st, May 12th, & June 23rd. We will send out reminders two weeks before, which will include a sign-form, further details, and the meeting link. There will also be get-togethers in the autumn semester; we will let you know as soon as we have finalised the dates.



LD-SIG Forum: *Stories of Learning, Learning from Stories*

Amelia Yarwood, LD-SIG Programmes coordinator

The power of stories to transform how we view learner development is the theme of this year's LD-SIG forum at PanSIG. Held at Fukui University of Technology, our forum will host four speakers:

1. **Tomoko Hashimoto** from Tokyo Future University will share an inspiring story of a Japanese mother who pursued a postgraduate degree in English Education while working part-time as a teacher. She will explore how societal norms and expectations for working mothers pose challenges when it comes to lifelong learning. Inspiring and thought-provoking, this story is an emotional rollercoaster.
2. Stories of diversity and minorities within Japan are at the centre of **Mike Nix's** presentation. His students from Chuo University listen and learn from the stories of those within these diverse communities to understand notions of domination and otherness, and to sit with the complexity of real, lived experiences. At the heart of this presentation is connection, empathy and learning to trust others to find the solutions they know are best for themselves.
3. **Anita Aden** from Mukogawa Women's University continues the focus on the classroom, in particular, the conditions of gaining and demonstrating knowledge. She explores phases of the learning cycle and how each phase relates to perspective development for teachers and students. Discussions in this presentation are the foundations upon which academic and personal growth takes place.
4. From Meiji University, **Robert Moreau** brings us a personal narrative as a teacher who uses Project-Based Learning (PBL) to engage his students in an exploration of learner autonomy. Part personal reflection, part idea generation, this presentation invites attendees to share their own reasons behind the pedagogical choices they make in the language classroom.

Join us at the LD-SIG forum to (co-)construct stories of learning for our own growth, the development of our learning communities and for the benefit of all.

LD-SIG forum details: The LD-SIG forum at JALT PanSIG 2024 Conference will take place on either Saturday 25th or Sunday 26th of May, 2024 at Fukui University of Technology (福井工業大学) in Fukui. The format is a 60-minute poster presentation.



LD-SIG Forum: AI: Benefits, Challenges, and Issues for Learner Development

Blair Barr, LD-SIG Programmes coordinator

When/Where: May 17th to May 19th, 2024, at Meijo University Nagoya Dome Campus as part of the JALTCALL 2024 conference: <https://jaltcall.org/jaltcall-2024/>

This forum will examine how advancements in artificial intelligence and new technologies can aid or impede learner development.

Mart Christine Johnston will explore how Japanese university students can improve their writing skills by using AI (such as ChatGPT) with a single prompt. The students in the study wrote a series of passages on pen and paper, in class over a number of weeks. They then corrected their spelling and grammar using a simple AI prompt before making notes of their most obvious/common errors.

Blair Barr will focus on how he has developed the grading schemes of writing assignments to keep students focused on their abilities to produce English in presentations. At the end, a discussion will be opened to the audience to explore how our approaches to evaluating writing have evolved with the rapid development of AI tools such as ChatGPT.

James Underwood will examine how guidelines relating to the use of AI can be negotiated between students and teachers to ensure that AI tools promote, rather than detract from, language learning and enable learners to foster a sense of independence and autonomy. With these guidelines, it is hoped his students will take an informed approach to using AI tools and use them effectively to reach the goals described in their learning plans. At the end of these presentations, the audience will be invited to reflect on and share their perspectives on using AI tools to support language learning with a focus on learner development.

Join us at the LD SIG forum to investigate together how advancements in artificial intelligence and new technologies can aid or impede learner development.

The Learner Development Journal Issue 8: Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research

Editors: Anna Costantino, Assia Slimani-Rolls, and Nour Bouacha

The theme of Issue 8 of the Learner Development Journal is “Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research”. Here, the three editors provide an update on progress and a taster of what we can expect to read about when the issue comes out later this year.

Issue 8 of *The Learner Development Journal* features five exploratory and practice-based inquiries along with two narrative reviews that explore creative and learner-based approaches to language materials development. Almost all contributors have submitted their third drafts, which are undergoing another round of reviews.

The five practice-based contributions share a common concern with designing and implementing learning materials that recognise multilingual identities in complex learning environments. Three studies challenge monolingual biases and native-speakerism by identifying and harnessing classroom translanguaging practices.

Through ethnographic reflexivity, one of the inquiries looks at how an "only-English" traditional communicative activity affected multilingual learners' sentiment in a secondary classroom in Berlin. Two other contributions investigate the potential of translanguaging practices for learner development in Japan. One explores translanguaging practices in art-based pedagogy in higher education contexts through a workshop series where performance poetry was used to bring about students' full linguistic repertoires. The other reflects on how translanguaging practices helped them to increase student participation in learning activities in an all-girls secondary English conversation course.

In the fourth practice-based contribution, the writer offers insights into the complexity of multimedia environments while designing and implementing language learning projects for a CLIL course about manga at a Japanese university. The action research study reveals the endeavour and struggles in designing and implementing multimodal materials based on the assumption that all language learners have multimodal competencies.

The fifth and final contribution is an exploratory practice-framed study. The writers engage in an autoethnography revolving around the idea that learning materials can be deployed as investigative tools when understood as PEPAs (Potentially Exploitable Pedagogic Materials). They aim to dialogically understand how one English language teacher, supported by her mentors and co-authors, engages in creating materials with a desire to expand and adapt the lessons with her students while exploring the life of the classroom.

In the two narrative reviews based on practical experience, the authors aim to understand two areas of inquiry related to developing teaching materials: (1) how to be creative in designing materials and (2) how to mentor language teachers in a community of practice where materials are used for investigation. These reviews can benefit practitioner researchers and mentors as they provide additional insights into the creative and developmental scope of pedagogic materials.

After completing the third round of review, we will continue to work with the writers towards their finalised drafts across spring and summer. We foresee publication in autumn.

We hope readers will appreciate the classroom instances experienced and narrated by the contributors and their endeavour to understand them through practitioner research.

The Learner Development Journal Issue 9: Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development

Editors: Stacey Vye, Robert Moreau, Amelia Yarwood, and Ivan Lombardi

We, the editors for *Learner Development Journal 9* (LDJ9), share a mutual interest in autonomy, creativity, and well-being as language teacher-researchers. For the nascent issue of the journal, we are ecstatic to have gathered a healthy number of proposals from practitioners worldwide who are eager to discuss reflective questions and puzzles related to exploring the learner development of learners and teachers.

We started an inquisitive process prior to the LDJ9 call for proposal submissions that closed this past February 2024 and posed the following questions:

- What puzzles do you have about developing the interconnections between learner autonomy, creativity, and well-being?
- How might you bring those pieces together in engaging projects and understand them in new ways?
- What are your experiences as practitioners in such engagements with your learners?
- How do we/you/our learners break through into new practices, spaces, and ways of creative participation in learning?
- What challenges and questions come up for you and your learners in these processes of change in learner development?
- What stories of practice would you and/or your learners like to share and develop to foster autonomy, creativity, and well-being for learner development?

At the time of writing, the submitted proposals had been reviewed and the invitations to contribute were sent. Our LDJ9 contributors hail from diverse areas of language education, both internationally and from Japan, focusing on practitioners' and students' stories and reflections. At present, we are facilitating response communities based around common themes to support the contributors. Coordinating online response communities across time zones will be challenging, but by exploring practice-related stories of autonomy, creativity, and well-being through inquiry, reflection, and research, everyone involved in LDJ9 will grow as writers, educators, and editors from now until our expected publish date in the autumn of 2025.

- i. Greetings and News Updates
- ii. Mini-Profiles
- iii. Members' Voices
- iv. Stories of Learning and Teaching Practices
- v. Research & Reviews
- vi. Free Space
- vii. Looking Back
- viii. Looking Forward
- ix. **SIG Matters**

Patrick Kiernan
LD SIG Treasurer

jalt[dot]ldsig[dot]treasurer[at]gmail[dot]com



Learner Development SIG Financial Report September 2023 to March 2024

The previous LL report came out just before the LD30 conference. At that time, I reported on the generous support and funding that we had received for the event and was cautiously optimistic that we would be able to celebrate the SIG's anniversary conference without any financial worries. This was also helped by an unexpected windfall in the form of profit-sharing from PanSIG (¥160,000) and the largest grant from JALT Central Office (JCO) (¥65,250) since the pandemic. We had also already received the bulk of early bird payments, without yet paying any of the conference expenses so the SIG account was looking particularly buoyant. Thanks to all the hard work of the organizers, the wonderful energy of the presenters, and the active participation in the event by members like yourself, LD30 was a great success as a conference and things also came together financially due to help from Gakushuin University, GILE-SIG, TD-SIG, KUIS (who paid the plenary speaker Prof. Phil Benson's airfare) and Phil himself (who waived his honorarium). Overall, after all expenses were paid, there was a modest profit which allowed us to repay the contributions from the GILE-SIG and TD-SIG plus a little extra, leaving ¥28,000 profit overall for the LD-SIG. Much later, in January 2024, after we had introduced the proposed budget for 2024-2025 at the AGM, we received a message from the Development Fund requesting that we repay the ¥100,000 that we had received from them to support the conference. The request was apparently made on the basis that the SIG's funds had improved on the previous year, though the slight increase in funds was mainly due to the income from PanSIG and JCO mentioned above. A carefully prepared response from LD-SIG President James Underwood resulted in the withdrawal of the request, but it was agreed that the LD-SIG would consider sponsorship of future JALT events.

Revenues: September 2023 – March 2024 / 収入: 2023年9月～2024年3月	
Events income (LD30) / イベント収入 (LD30)	136,500
Total revenue / 収入合計	136,500

Expenses: September 2023 – March 2024 / 支出: 2023年9月～2024年3月	
Events (LD30 and JALT expenses) / イベント (LD30及びJALT費用)	504,546
Admin. (website expenses/bank fees) / 管理費 (ウェブサイト費用・銀行手数料)	13,460
Total Expenses / 支出合計	518,006

SIG fund balance: March 31, 2024 / SIG資金残高: 2024年3月31日	
Balance in bank account / 銀行口座残高	323,881
Reserve liabilities / JALT本部預け金	174,322
PayPal + PO account / ペイパル及びゆうちょ銀行アカウント	0
Cash in hand / 現金	0
Balance / 合計	498,203

Writing for Learning Learning

『学習の学習』応募規定

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 [leditorialteam\[at\]gmail\[dot\]com](mailto:leditorialteam[at]gmail[dot]com).

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

CONTRIBUTIONS

寄稿

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

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

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

We welcome contributions for the Autumn issue of 2024, with the **pre-publication deadline of August 31, 2024 for *Learning Learning* 31(3)**. 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 [lleditorialteam\[at\]gmail\[dot\]com](mailto:lleditorialteam[at]gmail[dot]com). Many thanks!

Submit your contribution to
Learning Learning 31(3) by

AUGUST

31

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LEARNER DEVELOPMENT SIG

Exploring learners' practices and learner-centred pedagogies through dialogue and practitioner research

学習者ディベロプメント研究部会

対話と実践者研究による学習者の実践
と学習者中心の教育法の探求



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

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

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