

LEARNING LEARNING 『学習の学習』

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LDSIG

LEARNER DEVELOPMENT

学習者ディベロプメント研究部会

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In this issue: *Learning Learning*, Volume 31, Issue 3 今号について

This is the third issue of *Learning Learning* this year following on from the special issue (30th Anniversary Conference Post-Conference Publication) that appeared in mid-February and the first “regular” issue that came out in April. We on the editorial team hope you will enjoy reading the articles, reports, and announcements contained within which represent many aspects of our busy SIG. They show how teachers are incorporating learner development into their classes as they investigate and reflect on their own teaching practices.

We are naturally pleased to receive articles from all SIG members for inclusion in the pages of LL, but it is especially nice to hear from new members. In this issue we first hear from new member, Kina Yokoyama, who describes how she has overcome challenges in her second language learning journey and how she has sought out ways to stay motivated as she transitions to becoming a teacher. This connects to the next article in which Claire Ryan shares her story of learning and teaching practices. Touching upon similar themes to Kina, Claire reflects on the applicability of Self-Determination Theory in her teaching context and how this relates to student motivation.

Following these opening two articles, Isobel Hook and Mart Christine Johnston report back on the conference sessions they have attended as recipients of LD SIG awards. They both seem to have benefitted from the bursaries that enabled them to attend the PANSIG 2024 and JALTCALL Conferences respectively.

In the Research and Reviews section, we include two research reports from Chika Hayashi and Kayo Ozawa, and a book review by Amber Kay.

In her article, Chika explains how she employed Goal-setting Theory in redesigning a compulsory first-year university course, and in her article, Kayo explains how the introduction of SDGs as content led her and her students to find extra value and engagement in one of her English courses. In her review, Amber introduces a book on multimodal literacy which she has found to be a useful resource in teaching the digital natives in her high school classes.

In the Free Space section, Ivan Lombardi interviews one of his former students, Miyu Nishimoto, who has a vibrant online presence now as an English language consultant and self-proclaimed “eigo otaku”. The interview provides a window on a world of “influencers” and “followers” that older readers (and editors) may be less familiar with.

Looking back, Mart Christine Johnston provides a detailed report on the LD SIG Forum at JALTCALL 2024 which she ran with Blair Barr and James Underwood. And looking forward we have announcements about the upcoming JALT International Conference in Shizuoka and our own CCLT8 event in December. In *Learner Development Journal* news, the editors of LDJ9 (Stacey Vye, Rob Moreau, Amelia Yarwood, Ivan Lombardi) explain in a written interview how they became involved in the LDJ9 project and reveal where they are in the process a year ahead of publication, and the LDJ8 editors, Anna Costantino, Assia Slimani-Rolls, and Nour Bouacha, confirm the imminent arrival of their issue in December. Finally, this issue of *Learning Learning* contains a financial report from our treasurer, Patrick Kiernan, which

presents a somewhat bleak picture of JALT and SIG finances moving forward.

So, as you can see, there are plenty of interesting articles to read and information to digest. James' introduction, which follows, provides an excellent overview of upcoming SIG events and activities and underlines the many ways in which the SIG endeavours to invite and engage its members in active learning about teaching and how you can become more involved.

Finally, I would like to express my thanks to everyone who has submitted an article to this issue, to the members of the LL Editorial Team (*Lorna Asami, Ken Ikeda, Mike Kuziw, Ivan Lombardi, Hugh Nicoll, James (Jamie) Thomas, and Megumi Uemi*) who have assisted the authors in shaping and refining their writing, and to Ivan for doing the layout. If you would like to join the LL Editorial Team, please get in touch at the above email address. You would be very welcome.

Tim Ashwell in behalf of the rest of the Editorial Team

この号の内容: 学習の学習、第31巻、第3号

今号は、2月中旬に発行された特別号(30周年記念カンファレンス後刊)に続き、今年3回目の『学習の学習』です。4月に発行された最初の「通常号」に続くものです。編集チーム一同、活発なSIGのさまざまな側面を反映した記事、報告、お知らせをお楽しみいただければ幸いです。これらの記事は、教師たちが自身の教授法を調査し、振り返りながら、どのようにして学習者育成を授業に取り入れているかを示しています。

『学習の学習』のページに掲載する記事をSIGのメンバー全員から寄稿いただけることはもちろん嬉しいことですが、特に新規メンバーからの投稿は嬉しいものです。今号ではまず、新規メンバーのKina Yokoyamaさんによる、第二言語習得の過程で直面した課題をどのように克服したか、また教師になる過程でモチベーションを維持する方法をどのように模索したかについての話が記載されています。これは次の記事の内容と関連しています。Kinaさんと同様のテーマについて触れながら、Claire Ryanさんは、「自己決定理論」を自身の教育現場に適用できるかどうか、またそれが生徒のモチベーションにどう関係するかを考察しています。

この最初の2つの記事に続き、Isobel HookとMart Christine JohnstonがLD SIG賞の受賞者として参加したカンファレンス・セッションについて報告しています。PANSIG 2024とJALTCALLカンファレンスに参加するための助成金を活用し、それぞれ大きな収穫を得たようです。「Research and Review」のセクションでは、Chika HayashiとKayo Ozawaによる2つの研究報告と、Amber Kayによる

書評を掲載しています。Chikaは、大学1年生の必修科目の再設計に「目標設定理論」をどのように活用したかを説明し、Kayoは、SDGsを内容として導入することで、自身が担当する英語コースに新たな価値と関わりを見出すようになった経緯を説明しています。Amberは、書評で、高校の授業でデジタルネイティブを教える際に役立つリソースとして見つけたマルチモーダル・リテラシーに関する書籍を紹介しています。

フリースペースのコーナーでは、Ivan Lombardiが、英語コンサルタントとして活発にオンラインで活動し、自らを「英語オタク」と称する元教え子のMiyu Nishimotoさんにインタビューを行いました。このインタビューは、年配の読者(および編集者)にとってはあまり馴染みのない「インフルエンサー」と「フォロワー」の世界を垣間見せてくれます。

「Looking Back」のセクションでは、Mart Christine Johnstonが、Blair BarrとJames Underwoodと共に開催したJALTCALL 2024のLD SIGフォーラムについて詳細な報告をします。また、今後の予定として、静岡で開催されるJALT International Conferenceと12月に開催されるCCLT8イベントの告知があります。Learner Development Journalのニュースでは、LDJ9の編集者(Stacey Vye, Rob Moreau, Amelia Yarwood, Ivan Lombardi)がインタビュー形式でLDJ9プロジェクトへの参加経緯を説明し、発行1年前の現在の作業状況を報告し、また、LDJ8編集者のAnna Costantino, Assia Slimani-Rolls, Nour Bouachaが12月に迫ったLDJ8の発行を確約します。最後に、会計担当のPatrick Kiernanによる会計報告が掲載されています。JALTとSIGの財務状況について、やや厳しい見通しが示されています。

ご覧いただいたように、興味深い記事や情報を多数掲載しています。続くJames Underwoodの挨拶では、今後のSIGのイベントや活動に関する概要が書かれ、SIGが会員の皆様に招待し、教育に関する積極的な学習に参加していただくためのさまざまな取り組みや、皆様がより深く関わる方法について強調しています。

最後に、記事を寄稿くださった方々、執筆者の皆さまの文章を推敲し、磨き上げるお手伝いをいただいたLL編集チームのメンバー(*Lorna Asami, Ken Ikeda, Mike Kuziw, Ivan Lombardi, Hugh Nicoll, James (Jamie) Thomas, Megumi Uemi*)の皆さま、そしてレイアウトを担当してくださったIvanに感謝の意を表したいと思います。LL編集チームに参加したい方は、上記のメールアドレスまでご連絡ください。歓迎いたします。

Tim Ashwell (編集チームを代表して)

James Underwood
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President's Greetings for Autumn 2024

Welcome to the Autumn issue of the LD SIG's newsletter, *Learning Learning*. Thank you so much to Tim Ashwell as lead editor, and the rest of the LL team for working tirelessly on the newsletter; not forgetting of course everyone who contributed.

Since the Spring issue, the LD SIG has been pushing forward with the energy and enthusiasm that Spring brings. Through the online get-togethers, the PanSIG LD SIG Forum and the JALTCALL LD SIG Forum it has brought people together to share, discuss and develop ideas on learner development. And behind the scenes, through issue 7 and 8 of the *Learner Development Journal*, the JALT National LD SIG forum, and CCLT 8, it is bringing these ideas into the future.

Ken Ikeda, and I hosted the online get-togethers in April, June, July and September. The get-togethers in June & July featured a mini-presentation by LD SIG members, which provided the focus for the meeting. Through this framework, in June, we were able to learn together about how to use generative AI to help students with writing (from **Mart Christine Johnston**), how to develop grading schemes to keep students focused on their abilities in presentations (from **Blair Barr**) and how to ensure that learners use generative AI according to their language learning goals (from **myself – James Underwood**). And in July, we were able to hear from **Mike Nix**, how his students engaged with stories while researching diversity and minoritized groups in Japan; and also how James Clear's four step plan can be adapted to aid students making proposals relating to the SDGs (from **Ken Ikeda**). After these short presentations, we could discuss, give feedback and think about how the topics raised related to our interests.

During this period the LD SIG also had forums at the JALTCALL (May 17-19) and PanSIG (May 24-26) conferences. At the JALTCALL conference, **Mart Christine Johnston** explored how Japanese university students can improve their writing skills by using AI (such as ChatGPT) with a single prompt. **Blair Barr** focused on how he has developed the grading schemes of writing assignments to keep students focused on their abilities to produce English in presentations. And I (**James Underwood**) examined how guidelines relating to the use of AI can be negotiated between students and teachers to ensure that AI tools promote a sense of independence and autonomy. A week after JALTCALL, in the PanSIG conference **Anita Aden** presented on "Learner Chronicles: A Compilation of Student and Teacher Perspectives on Learner Growth," and **Mike Nix** talked about "Staying with the trouble: Learning through stories about minoritized groups." Both forums were well attended and after the presentations there was time for discussion and reflection.

Behind the scenes the *Learner Development Journal* (LDJ) steering group: **Andy Barfield, Huw Davies & Yuri Imamura**, has been working with the editors of both issue 8 and 9. **LDJ8**, edited by **Anna Costantino, Assia Slimani-Rolls and Nour Bouacha**, is due for publication in early December this year on *Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research* (<https://ldjournal.ld-sig.org/ldj8-in-progress/>). And **LDJ9**, edited by **Stacey Vye, Robert Moreau, Amelia Yarwood & Ivan Lombardi**, is now in the review stage where members of the LDJ Review Network are providing supportive and constructive feedback

on the development of contributors' writing in progress on *Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development* (<https://ldjournal.ld-sig.org/ldj9-in-progress/>).

The upcoming LD SIG Forum, *An Exploration of Diverse Learner Development Communities*, will be held at the JALT2024 International Conference at the Shizuoka GRANSHIP on Saturday, November 16th from 2:45 PM - 4:15 PM (in the A/V Hall second floor), and will feature presentations from **Amelia Yarwood, Jo Maynard & Satoko Kato**, and myself. The forum will focus on the benefits and challenges that we have experienced in taking part in different professional communities to do with learner development, learner autonomy, learner advising and self-access learning. In the forum, participants will have opportunities in pairs and small groups to discuss and reflect on their experiences as well.

Then in December *Creating Community Learning Together 8* (CCLT8) will be back at Otsuma Women's University in Tokyo, on December 22, and will feature three rounds of poster presentations from students and teachers. The theme for this conference will be "**Stories of Collaborative, Sustainable, and Transformative Learner Development.**" In addition to the face to face conference there will also be an online space where students or teachers, who are unable to attend, can upload their presentation materials: posters, video, slides. More details about this will be announced soon.

Thank you everyone for your hard work!

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のニュースレター「Learning Learning」秋号へようこそ。編集長のティム・アシュウェル氏と、ニュースレターに熱心に取り組んだLLチームの皆さん、そして寄稿して下さった全ての方に心から感謝いたします。

春号以来、LD SIGは春がもたらすエネルギーと熱意を持って前進してきました。オンライン集会、PanSIG LD SIGフォーラム、JALTCALL LD SIGを通じて、人々が集まり、学習者の発達についてアイデアを共有し、議論し、発展させてきました。そして、舞台裏では、Learner Development Journalの第7号と第8号、JALT全国LD SIGフォーラム、CCLT 8を通じて、これらのアイデアを未来へとつないでいます。

ケン・イケダさんと私は、4月、6月、7月、9月にオンライン集会を開催しました。6月と7月の集会では、LD SIGメンバーによるミニプレゼンテーションが行われ、これがミーティングの焦点となりました。このフレームワークを通じて、6月には、生成AIをどのように使って学生のライティングを支援するか(マート・クリスティーン・ジョンストン)、プレゼンテーションで学生が自分の能力に集中できるような評価基準の作り方(ブレア・バー)、生成AIをどのように言語学習目標に沿って活用させるか(私、ジェームズ・アンダーウッド)が共有されました。そして7月には、マイク・ニックスさんから、学生が多様性や日本におけるマイノリティーグループについての調査をしながら物語にどのように関わったか、また、ジェームズ・クリアの4ステッププランがSDGsに関連した提案をする学生をどのように支援するか(ケン・イケダ)が紹介されました。これらの短いプレゼンテーションの後、議論し、フィードバックを提供し、テーマが私たちの関心にどう関連するかを考える機会がありました。

この期間中、LD SIGはJALTCALL (5月17日~19日)とPanSIG (5月24日~26日)のカンファレンスでもフォーラムを開催しました。JALTCALLカンファレンスでは、マート・クリスティーン・ジョンストンが、AI (ChatGPTなど)を使用して1つのプロンプトで日本の大学生のライティングスキルを向上させる方法を探りました。ブレア・バーは、プレゼンテーションで英語を生成する能力に学生が集中できるようなライティング課題の評価基準をどのように開発したかを紹介しました。私(ジェームズ・アンダーウッド)は、AIツールが独立性と自律性を促進するように、AIの使用に関するガイドラインを学生と教師がどのように交渉できるかについて検討しました。JALTCALLの翌週、PanSIGカンファレンスでは、アニータ・アデンが「Learner Chronicles: A Compilation of Student and Teacher Perspectives on Learner Growth」について、マイク・ニックスが「Staying with the trouble: Learning through stories about minoritized groups」について発表しました。どちらのフォーラムも多くの参加者が集まり、発表後には議論と振り返りの時間がありました。

舞台裏では、Learner Development Journal (LDJ)の運営グループ: アンディ・バーフィールド、ヒュー・デイビス、ユリ・イマムラが、LDJ8号と9号の編集者と共に取り組んでいます。LDJ8号は、アンナ・コスタンティーノ、アジア・スリマーニ=ロールズ、ヌール・ブアチャが編集し、今年の12月初旬に「草の根の革新的で創造的なアプローチによる言語学習教材開発の包括的実践研究の探求」(<https://>

ldjournal.ld-sig.org/ldj8-in-progress/)として公開予定です。そしてLDJ9号は、ステイシー・バイ、ロブ・モロー、アメリカ・ヤーウッド、イヴァン・ロンバルディが編集し、現在レビュー段階にあり、LDJレビュー・ネットワークのメンバーが執筆者の進行中の執筆に対して支援的で建設的なフィードバックを提供しています (<https://ldjournal.ld-sig.org/ldj9-in-progress/>)。

今後のフォーラム「LDSIGフォーラム：多様な学習者発達コミュニティの探求」は、JALT2024国際カンファレンスで、11月16日土曜日の午後2:45～4:15 (A/Vホール2階)に静岡GRANSHIPで開催されます。アメリカ・ヤーウッド、ジョー・メイナード、加藤聡子、そして私が発表します。このフォーラムでは、学習者発達、学習者自律、学習者アドバイジング、自己アクセス学習に関連するさまざまな専門コミュニティに参加する上での利点と課題に焦点を当てます。フォーラムでは、参加者はペアや小グループで、自分の経験について議論し、振り返る機会もあります。

その後、12月にはCreating Community Learning Together 8 (CCLT8) が東京の大妻女子大学で12月22日に再び開催され、学生と教師による3ラウンドのポスター発表が行われます。このカンファレンスのテーマは「協働的で持続可能で変革的な学習者発達の物語」です。対面でのカンファレンスに加えて、参加できない学生や教師がポスター、ビデオ、スライドなどのプレゼンテーション資料をアップロードできるオンラインスペースも提供されます。詳細は近日中に発表されます。

皆さん、お疲れ様でした！

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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Looking Back and Moving Forward: Navigating My Passion for Autonomous Language Teaching through Self-Reflection

Learning English has been something that I have been truly passionate about; however, without a supportive environment and the people, my learning journey would have stopped earlier in my life. Now, as a person who is getting ready to start a teaching career in English education, in this writing piece, I would like to share my self-reflection on English learning experiences, highlighting the challenges and opportunities to become autonomous and take the initiative in my journey.

I am currently pursuing a Master's degree in English education at Wayo Women's University in Japan, where I completed my undergraduate program this past March. My research interests include L2 motivation, learner autonomy, and self-esteem in L2 learning. I would like to explore the question: What kind of classroom environment supports students' language learning from the perspective of language learners' psychology? In addition to learning various theories, I have had multiple opportunities to observe the teaching practices in college English language classrooms as part of my coursework. I have been particularly inspired by various readings on social and emotional theories including the L2 Motivational Self System (Dörnyei, 2015) and Willingness to Communicate (MacIntyre et al., 1998). These theories resonate with my beliefs that meaningful interactions within a supportive environment are the key for language learners to acquire their target languages effectively. Aside from my graduate program study, I recently started organizing English learning activities in a self-access learning space called the Global Lounge at Wayo Women's University. By providing a social and comfortable environment with undergraduate students outside the classroom, I aim to create active peer learning opportunities. Not only do I enjoy these opportunities, but planning and implementing collaborative learning activities gives me ample chances to apply the theories and methodologies that I have been learning in my graduate courses. I am truly motivated to gain more knowledge and experience in creating engaging learning environments for English learners in Japan.

Looking back, it is clear that my own English learning experience had a significant impact on my passion for pursuing learner-centered language education. However, the beginning of my journey as an English learner was rather challenging. When I was a junior high school student, I had never thought of becoming a language teacher. In the classroom, I was exposed to grammar-translation methods. As various researchers point out, the old-style teacher-centered teaching approach and non-communicative methods demotivate students (Kikuchi & Sakai, 2009; Morimoto, 2020). Not surprisingly, I struggled to actively participate in my English classes because there were few opportunities to work with other students and receive feedback from my teacher. I still remember the feeling of helplessness and frustration while listening to the teacher's instruction quietly, like everyone else in the classroom. Eventually, I became demotivated to learn English. Reflecting on this experience, the lack of opportunities to seek support from teachers and friends negatively affected my motivation towards English learning. At the same time, I believe, my experience is not an exceptional one; the feeling of anxiety and isolation in English classrooms has been reported in

multiple studies (Apple et al., 2013; Fujii, 2020). Even though it has been more than a decade since I was in junior high school, I believe many English learners still face those challenges in Japanese secondary education. Luckily, I could overcome my difficulties in learning English by getting support when I felt the pain of learning. When I became a second-grade student at junior high school, there was a big change thanks to my private tutor at home. She was patient, encouraging, and willing to understand my struggles. Taking her lessons, I started seeing how I might be able to use English in the future and started envisioning my ideal L2 self (Dörnyei, 2015). At the end of my graduation from high school, I decided to focus on brushing up my English skills to become an English teacher and gain sufficient knowledge as well as practical experience in English education.

Just when I was getting excited about starting a new chapter in my life, I faced difficulties that I had never experienced – the COVID-19 pandemic. In fact, I had never imagined we would be forced to stay home and avoid seeing our friends. Everything shifted to remote learning, which gave me no choice but to adopt new study methods, despite the interaction limitations and unprecedented challenges. I suffered from the gap between distance learning and the aspirations that I had imagined before starting my studies at college – going abroad, making friends, and actively interacting with classmates and my teachers every day. Working alone in silence to finish on-demand tasks was far from engaging and I wanted to communicate with others and feel connections in my learning process. There were no friends or teachers whom I could trust, and I felt strongly isolated and unmotivated to learn English. I needed social connections in learning English where I could share what I had learned, receive feedback, acknowledge my existence, and an environment where we could help each other achieve our goals. Through experiencing social distancing, I realized the importance of learning environments to sustain my motivation.

While I was struggling and losing my aspirations toward English learning, luckily, I found information about an online language exchange program called teletandem on our school portal. Teletandem learning is a collaborative learning practice for language learners by helping each other through online conversation. The very first session I joined was full of nervousness and anxiety; however, it became one of the memorable moments in my English learning journey. By the end of the first term, I learned that teletandem learning is not about aiming to speak our target languages without mistakes; rather, it is about helping each other to get to know each other in-depth and help motivate each other. Moreover, teletandem learning motivated me to learn English to learn more about what my partners would like to talk about, which brought me tremendous enjoyment. This experience led me to a mindset shift from being an isolated learner to actively connecting with foreign learners overseas. I learned how important it is for language learners to surround themselves with people who encourage them to develop their language skills and pursue their goals. Every time I joined the program, I always found new perspectives from my partners and the feeling of positive emotions helped me stay motivated. By the time I completed the first term, I regained my passion for learning English by meeting people through these activities.

Not only did the experience in teletandem learning make profound changes in my mindset toward English language learning, but it even empowered me to make connections with others and take initiative in my learning community. In 2022, when we started being allowed to take classes in person, I decided to take a position as the Student Assistant (SA) in my department, aiming to encourage freshmen students to enjoy English learning. My experience as an SA was the first step in my teaching career which taught me the joys and difficulties of supporting language learners in real English classrooms. I also realized that engaging with a diverse range of students was really challenging. Some students had no confidence and others appeared slower to understand what their teacher said, compared to others. However, as I tried to have a chat with each student every week before and after the class, I gradually developed an understanding of their characteristics and needs, which allowed me to understand their struggles and the support they would need. This experience reminded me of myself, who was looking for someone who could help me with

loneliness and anxiety in learning English. Furthermore, it empowered me to proactively have a conversation with those freshmen, asking if they would like to share any problems with me and my partner SA. By doing so, the atmosphere of the classroom became much more vibrant towards the end of the academic year. I felt a great sense of achievement throughout this experience. At the same time, I felt the joy of interacting with students, building trusting relationships, and teaching English. Working as a pair, I was lucky to have a buddy SA who was also passionate about becoming an English teacher. Every week, we shared our ideas and developed effective approaches to support the group of students we were assigned to. Since we were given opportunities to run a series of workshops, we reflected on the challenges we faced in our first and second years at college and shared how to overcome the difficulties in learning English. It was a delightful moment whenever students told me they were encouraged to engage in their classrooms more positively owing to our SA activities.

Although the first half of the journey in my college life was quite different from what I had imagined, the experiences I have shared above became the solid foundation of my aspiration to pursue my future career in English education. In fact, during the COVID-19 pandemic, I could get autonomous learning opportunities through Teletandem and SA which kept me motivated and even empowered me to pursue my ideal self as a foreign language learner. Simultaneously, without the cooperative teacher and peers in and outside the school, I would not have been able to immerse myself in such an autonomy-supportive environment.

Now, I am grateful to have plentiful opportunities to think about what kind of teacher I want to be and how I want to create environments for learners. In particular, participating in the workshops provided by various JALT SIGs has been an eye-opening experience for me. Even though I am a new member of the community, I've met inspiring teachers who never hesitate to share the joy of teaching and their endeavor to create engaging classrooms. Their recommendations and teaching ideas have been truly helpful especially when I run English activities in the Global Lounge in my school. They allow me to create learning environments where students feel relaxed and can actively express their opinions and ideas in English without anxiety. I also intend to be actively involved in the Learner Development SIG as a graduate student and cultivate skills as well as mindsets through exchanges of opinions with other members. While I participated in the JALT National Conference as a student intern for the last few years, I am excited to attend the SIG forum and learn a lot of new ideas from everyone.

Although my journey as a teacher has just begun, I hope that by reflecting on my own English learning experiences, I will be able to focus on developing the necessary knowledge, skills, and mindset to pursue the best support I can provide for my future students in their learning journey. Like those who gave me positivity without any hesitation, it is now my turn to take the initiative to create autonomous learning environments and empower language learners.

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

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The Impact of Self-Determination Theory on Student Motivation, and How it can be Applied in the Language-Learning Classroom

Countless studies have highlighted the importance of motivation among students who are learning a language. It is one of the most crucial elements to success in language acquisition, and provides the impetus needed to sustain interest in the subject over the extended period of time necessary to progress and improve in the language. As noted by Dörnyei (1998), “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals” (p. 117). In Japan, The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has outlined the importance of increasing motivation among Japanese students, noting that “the government will support the promotion of strategic innovation in English education. In addition, [...] we will expand the available opportunities for increasing student motivation and using English” (MEXT, 2013). In later publications on the matter, MEXT goes on to highlight motivation for learning English as a key part of its framework for improving the acquisition of foreign languages among Japanese students in order to develop world-standard English skills in response to globalization (MEXT, 2014).

Motivation can be divided into two main sub-categories: “intrinsic motivation (desire to do something based on a combination of interest, enjoyment and personal challenge), and extrinsic motivation (desire to do something based on a desire for external rewards, such as grades or salary)” (Oxford, 2011, p. 72). Self-Determination Theory (SDT) assesses how our behaviors are motivated, and examines the degree to which we are influenced by internal or external factors. It focuses particularly on the importance of intrinsic motivation in supporting learning and growth, and became more widely discussed with the publication in 1985 of a book titled *Intrinsic Motivation and Self-Determination in Human Behavior* by Edward L. Deci and Richard Ryan. Deci and Ryan put forward the theory that conditions supporting three crucial components – autonomy, competence and relatedness – were found to foster the strongest motivation for people’s engagement in activities, and that when any of these three components were not supported, there would be a noticeable drop-off in motivation. As the concept continued to be developed, SDT was further broken down into six mini theories, each one addressing a single facet of motivation, such as Goal Contents Theory (GCT), which discusses the impact of intrinsic and extrinsic goals on motivation, and Basic Psychological Needs Theory (BPNT), which examines how basic well-being is grounded on the aforementioned factors of autonomy, competence and relatedness. In further publications, Ryan and Deci reiterated the importance of intrinsic motivation and the impact that its absence can have on students, writing: “When there is little intrinsic motivation for learning, and no inherent interest and excitement in what is going on in the classroom, then both learning outcome and student wellness are in jeopardy” (Ryan & Deci, 2017, p. 354).

In this article, I will discuss how the three factors of autonomy, competence and relatedness have an impact on student learning outcomes. I will then present some examples from my own teaching experience of situations where student motivation was affected or challenged by

various circumstances, and the reasons behind it. Finally, I will look at the possibilities for practical applications in a language-learning classroom setting that can foster students' intrinsic motivation and lead to further growth in English language acquisition.

The first of the three factors, autonomy, relates to students being in control of their studies, and having the freedom to make choices and decisions regarding their learning. An autonomous learner is one who actively reflects on their learning and progress, and takes steps to ensure they are progressing in their studies. "There is an intimate relationship between autonomy and effective learning," noted Dafei (2007, p. 3) in a study showing that "students' English proficiency was significantly and positively related to their learner autonomy" (p. 15). I have written in *Learning Learning* previously about the importance of students feeling that they have a say in their learning outcomes. I have also suggested some methods that instructors can implement in their classroom whereby students will feel empowered, such as the freedom for students to choose their own assignments. "Rather than overloading students with multiple homework exercises related to all the topics taught in that day's class, I present the homework assignments and ask them to choose two or three activities that they found most difficult during the class and just complete those for homework. This allows students to feel that they have their say about the direction that their English education is progressing in" (Ryan, 2020, p. 19). Having tried this strategy, I noticed that it works especially well for students who are taking a heavy course load and ensures that they don't feel overburdened with their studies and can approach their English learning with some degree of freedom. However, there is the obvious drawback that there will also be some students who take advantage of this freedom to do very little work. It seems to be most beneficial for students when the process is scaffolded at first, where students have the freedom of choice regarding which assignments to complete, but with a rule that they must submit a minimum number. Once they have gotten used to the process and their feelings of autonomy grow, students will generally complete their tasks without the need for strict oversight.

However, this year I noticed one area that I had overlooked, which was in relation to course projects for the English 1A and 1B courses I teach. These are first year courses where students are divided into four groups and they rotate through four English classes in turn, each one focusing on a skill from reading, writing, listening and speaking. When planning my curriculum for the courses I am in charge of, one aspect that must be included is an in-class project, which accounts for some of the overall grade for the course. I have the freedom to choose the format of the project – it could be a written test, a group presentation, etc. – as well as the date that it would take place. I fixed the date for a point that worked well for the class schedule, but I later noticed a clash with similar deadlines for other courses the students were taking. When project time rolled around for my class, I saw that many students' attention was divided and they seemed to be working on multiple topics at once. When I questioned them about this, I learned that they had an important exam coming up around the same time. I work in a medical university and an upcoming exam for a difficult medical subject was rated as 'more important' than English in many of these students' minds, so some were choosing to focus on studying that subject instead and just doing the bare minimum amount of work on their English project. If I had consulted with my first year students at the start of the course and learned about their exam schedule ahead of time, I could have worked with them to choose a project deadline that was better suited to their schedule, or even allowed them to submit their project at any point during the course in order for them to feel a greater sense of autonomy. The success of this type of strategy is explained by Sakai and Takagi (2009) in a study that found the best achieving students in a class group were also those who "do not believe that teachers are solely responsible for class management, despite being taught in a teacher-oriented classroom; even under such circumstances, they saw it important to set personal goals and control their study path," (p. 314). Going forward, I plan to change my approach to course projects with regard to setting deadlines. I believe that students can feel more in control of their study path if I

consult with them on the type of projects they would prefer as well as working together to choose the submission deadline. If this changed approach results in an increased sense of autonomy and motivation among my students and an improvement in the quality of work submitted by them, I may then apply a freer approach where students can submit their project at any time of their choosing throughout the course.

My next experience relates to both competence and relatedness, the second and third factors mentioned by Deci and Ryan (1985, 2000, 2017). Competence refers to the ability that a person has to complete their assigned tasks and the desire to feel capable of overcoming any challenges that they are faced with, while relatedness explains the desire that humans have to feel a sense of connection with others and to feel like we belong. I have noticed the importance of this to students in my own classroom experiences. At the end of an elective English Communication course that I was teaching with a group of first year students, I decided to review topics learned during the year with a board game activity that I created. Students would roll the die and move around the board, answering questions based on topics discussed during the year. If they answered correctly they could move on, and the first person to reach the finish line was the winner. I imagined that the competitive aspect of the activity would encourage them to speak up more in English and be more active. Instead, what I noticed immediately was that they treated it as a group activity. Each person would get prompts and help from their “competitors” if they were stuck on a question, which ensured that no one got sent back to the start for missing an answer. Competition – even friendly competition in the setting of what I had planned to be a fun activity – was less of a motivating factor than the intrinsic desire to help their friends and feel connected to them. The fact that students might shy away from the pressures that come with the competitive aspect of the game is borne out in a study by Wang et al. (2019), who said: “Competence was found to negatively [relate] to pressure. This is consistent with SDT. As competence is a reflection of one’s belief about ability to produce desired outcomes, it is not surprising that this need could be negatively related to perceived tension or pressure” (p. 5).

While I was surprised by the direction that students took this activity in, it was an important learning opportunity for me, in that it allowed me to change my perspective on what kinds of activity would be considered as stressful in their minds, and why. I wondered about how I could change this activity to make it more rewarding for them. My initial thought was to pair them into teams to work together to reach the goal, but then there might be some pressure to not let their team member down or to be embarrassed in front of them by giving a wrong answer. This type of shame can sometimes be viewed as even worse than a poor grade, as pointed out by Brown (2004) suggesting, “the specific form of negative evaluation that students seem to fear most is the real or imagined ridicule of their peers” (p. 8). Considering that the students taking this course are first years with little experience in an active-learning environment up to this point, and that this is an elective course without a final exam component, I am planning to conduct this review activity in a different way in future courses. By providing the answers to students either in the form of a matching activity or a self-correction format, they will still be able to evaluate their knowledge of the course material but will be relieved of the pressure to deliver a correct answer on the spot in front of the instructor and their peers. When students’ competence and relatedness are supported in this manner, I believe that their motivation will grow and they will feel equipped to take on further challenges in the future.

It is our responsibility as educators not to rest on our laurels but instead to constantly strive to examine our teaching methods and classroom management styles in order to best support the students who come through our doors each semester. Students’ basic well-being is grounded on autonomy, competence and relatedness. When these three factors are supported, students can grow their intrinsic motivation for learning a language. When doing so in my own classroom, I will also take the advice of Wang et al. (2019), who wrote: “Teachers are able to meet their students’ core psychological needs of competence, autonomy, and relatedness and create interesting

and challenging lessons that are relevant to their lives. Students are given appropriate levels of challenges and they are able to make decisions about their learning (p.1).” In such situations, a harmonious learning environment is fostered where students are supported to reach their full potential in English. Using Self-Determination Theory as a framework, I will continue to respond to the needs of my students and act to ensure they are encouraged and supported to grow their motivation for language learning in the future.

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Learner Development SIG – PanSIG 2024 Conference Review



Fukui University of Technology May 24-26, 2024

BACK TO BASICS



Supported by a grant from the Learner Development (LD) SIG, I attended PanSIG 2024 in Fukui. The conference featured presentations which, supported by the JALT's various SIGs, allowed for a fascinating range of topics, interests and directions. Unsurprisingly, the conference featured a number of presentations directly or indirectly questioning generative AI's role and potential in the classroom. In the last 18 months, I have been interested in the research, policy changes and general responses to AI in the field of education. All of these were reflected in the PanSIG presentations, approached from many different starting points and backgrounds. I am particularly interested in the topic of student autonomous learning and motivation; both of which can be supported by AI. These different approaches and beliefs about generative AI in education led me to question my own relationship with technology and how it is reflected in my approach to it in the classroom.

I was born in the late '80's to an electrical engineering dad in a household with at least one personal computer as far back as I can remember. I was independently exploring the internet before I hit high school when I got my first internet-connected PC. I refer to myself as having grown up online and despite recent attempts to disconnect more often, technology is an ingrained part of my personal story. So, in November 2022 when ChatGPT was released to the public, I was not particularly surprised or shocked by its capabilities. Artificial Intelligence models were something I had long seen discussed through media like books and films. I accepted this as another great leap forward in the same line as the printing press, computers, the internet and finally smartphones. I was also unsurprised by the immediate backlash against the sudden widespread accessibility of AI.

“For this invention will produce forgetfulness in the minds of those who learn to use it... You give [them] not truth, but only the semblance of truth; they will be hearers of many things and will have learned nothing; they will appear to be omniscient and will generally know nothing”

This is not a quote from a parent about their teen's over-reliance on their iPhone, but a discussion from Socrates as related by Plato about the proliferation of writing and literacy in Egypt, 370 BCE. I consider AI to be yet another leap forward in the human timeline and that it will, for a time, be a great disruptor to the systems we have so far developed.

Naturally, many of the presentations at PanSIG 2024 explored the emerging use of AI in the classroom with topics such as student and teacher opinions on its use, guidelines for preventing cheating,

how to support lesson planning, and the benefits or drawbacks for students. The JALTCALL (Computer Assisted Language Learning) Forum in particular was dominated by lively discussions around the concerns and potentials surrounding AI, coupled with a sense of racing to catch up with such a huge, emerging innovation. Many questions and concerns were raised around how best to guide students, to what extent generative AI's use could help or hinder students, and what were its ethical uses in education. With my co-researcher, we had been exploring an ethical approach to using AI to develop writing skills through surveys and case studies.

In our research, *ChatGPT and Academic Writing: A study of EFL undergraduates* (Saddevandi & Hook, 2024) we surveyed students to evaluate their familiarity with generative AI and translation tools and to what degree they were used. Students were tasked with creating an essay outline. The students then wrote an essay using this outline without any AI and compared it to an AI-generated essay prompted by the same outline. The students analysed the ChatGPT-written essay for vocabulary, grammar and format, and were then asked to write the essay a second time in class, using the same original essay outline. This allowed us to compare the two student-produced works and analyse if students made improvements. Students used a wider range of conjunctions, sentence patterns and topic-specific vocabulary but the largest improvements were made in format such as not starting a new line for each sentence.

Arciaga, Burri and Neff's *Teacher and Student Perceptions of the Ethical Use of A.I. Tools* (2024) tackled similar questions as our presentation. Namely, whether students have a functional understanding of generative AI and the possibility of its ethical use within the classroom. Arciaga et al. focussed on surveying students and teachers about hypothetical use cases and comparing student with teacher answers regarding what could constitute ethical use of AI. On many of the hypotheticals, teachers and students had similar opinions but did not always align. Students tended to believe that use of AI in higher-stakes activities such as tests and assignments was unethical, whereas teachers were more concerned with how students were using the tools to help or hinder their learning process. Interestingly, in our study, students were asked to reflect on the pros and cons of using AI in general. They demonstrated awareness of AI's effect on their learning, commenting that its use would hinder their ability to learn a language and develop skills.

Dennisson, Barr and Newbury (2024) in *Instructor and Student Perspectives of ChatGPT-Assisted Writing Tasks* collected feedback from students and instructors on ChatGPT corrective feedback. Students across several universities produced writing which was then submitted to ChatGPT for evaluation and recommendations, then were asked to submit a second piece of writing following the recommendations. This second piece of writing was then compared to the original, and in most instances showed improvements. Interestingly, though, students at a higher language fluency level showed fewer improvements, and in some cases ignored the recommendations which they perceived as making their writing piece worse. This research approached the question of whether AI could provide useful feedback for students and how the students felt about this feedback. The differences between this approach and our study can be seen in student responses according to proficiency level. Students at the upper end of proficiency in Dennisson et al.'s research rejected AI-proposed changes, while students at the lowest end of our study were not able to analyse the AI-produced work for comparison as it was too far above their level. In addition, as discussed in Nakamura, Okunuki, & Kashimura (2024)'s *Motivation, Learning Styles, and Engagement in EFL Learning Using ChatGPT*, the preferred learning environment and style were highly impactful on how students responded to AI-assisted learning.

Amongst all the presentations and focuses, what shocked me was the approach many educators and researchers were discussing in their research projects and through casual conversation. Time and again I heard presenters mention how students were encouraged to use ChatGPT to brainstorm ideas, generate mind maps from a question, or give them some topics for their writing. I

can understand classroom teachers leaning towards this use of AI; brainstorming can often feel like pulling teeth, particularly in Japan where students are not practised in offering personal opinions in the classroom. However, it was not until I attended the LD SIG Forum that my discomfort with this approach to AI became clear.

The LD Forum included two poster presentations on the topic of “Stories”. The first discussed students’ explorations of minority stories and how students were able to shift from observing or wanting to “fix” someone’s problems to developing a personal connection and understanding the complexities of their experiences. The second discussion revolved around making space for students to share their stories in the classroom, often by sharing our own. For a language learner, the practical goals often focus on areas such as classroom grades, TOEIC scores, study abroad programs, or fluency. However, I have always seen the larger goal in language learning as an urge to communicate, not just by using the target grammar but by expressing our ideas and sharing our stories; expressing who we are as people.

I am in no way a technophobe. As mentioned, technology is an inseparable part of my growing up and present daily life. What so alarmed me about some Edu-tech researchers was their use of AI to not help improve a language skill, but instead to replace the fundamental goal of communication: to share your thoughts, ideas and opinions (in short, your story) with another. Since its introduction, AI has quickly become integrated in most areas of the internet and its effects can already be seen offline. For students growing up in this new generation, AI will become as much of their story as the internet is of mine. Prohibiting or ignoring it would be to close off a part of their lived reality, and these restrictions are quickly becoming an impossibility as seen by the inability of plagiarism checkers to reliably identify AI-produced materials. I believe that educators should train students in how to use AI to help them achieve their goals, like any other tool. To do this, we must make space for the students to develop the stories they want to tell and to sit with the complexities of the stories they want to hear.

It is fast becoming obvious that AI is here to stay, but that institutions are struggling to implement policies that do not hinder students’ development while remaining fair and ethical. But policies are like icebergs, inching slowly and resistant to individual influence. Students are already using AI in our classrooms, in small and big, inconsequential and deeply concerning ways. To flatly deny students access to tools which will be a major part of their lives going forward is to deny them part of their story. Instead, teachers need to be having these discussions in classrooms, not just about the use of AI but about ways to use it to help students learn, about the issues surrounding it as well as the possibilities. Particularly for students struggling with motivation or participation, AI can provide tailored one-to-one feedback from a free, timely, non-judgemental source. Nakamura, Okunuki, & Kashimura (2024) in *Motivation, Learning Styles, and Engagement in EFL Learning Using ChatGPT* found that students who preferred learning alone with high extrinsic motivation were particularly responsive to augmenting their learning using AI, and a highly personalised approach to its implementation in the classroom is necessary.

These are topics that require ongoing conversation with not only teachers who are pro- or anti-AI but also with the students themselves. I am grateful I was able to attend the PanSIG 2024 conference if nothing more than to confirm that others had the same questions, concerns, and hopes that I did and were working hard to find answers. In an increasingly online world, PanSIG 2024 and the Learner Development Forum proved that human connection and the sharing of stories is still as vital as ever.

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JALTCALL 2024 – Enhancing Motivation in EFL Students: The Role of AI and Online Linguistic Tools as Additional Teachers



During the pandemic, I started working as an online university teacher, and around this time, artificial intelligence or AI in language learning was being introduced, in particular ChatGPT. It is unavoidable that soon, university students will figure out all the opportunities provided by AI, prompting a debate about whether it impedes or benefits language learning. As motivating students is already a daunting task for second (L2) or foreign language (FL) teachers, controlling the negative impact of AI is an added challenge.

The development of new technologies has become an integral aspect in the pursuit of effective L2 and FL pedagogical practices. Particularly today, AI is increasingly becoming a part of the L2/FL classroom, including its role in examining motivation among L2/FL students. Schmidt and Strasser

(2022) predicted that in 2040, although there will still be a need for teachers, they will need to be data-literate and well-acquainted with AI technology, as the educational platform used in L2/FL classrooms will be a digital learning support system powered by AI. While this prediction underscores future trends, it prompts reflection on our current position as L2/FL teachers, and how these changes affect our methods of motivating students or their own motivation.

Motivation initiates L2/FL learning and sustains it through challenges (Dörnyei, 1998). Learners are said to be either intrinsically or extrinsically motivated, or, as suggested by Reeve et al. (2004) amotivated, meaning both extrinsic and intrinsic motivations are absent in the learning process. There are a number of extant issues with language learners that have been the focus of scholars and teachers long before the introduction of AI. Younger children, especially those attending English preschools, kindergartens, *eikaiwa* (conversation schools), or after-school programs, are often encouraged by their parents to learn English or pass language proficiency tests such as EIKEN (extrinsically motivated). The pressures involved in this can lead to resentment of the subject. Conversely, working adult students generally study English for personal and professional development (intrinsically motivated). However, they can be very critical of teaching strategies. In addition to these students, are university students in Japan (Benson, 1991; Brown, 2004; Kojima and Yashima, 2017). University students differ from younger students in terms of their motivation. These students connect their language learning goals with their future careers. Kojima and Yashima (2017, p. 37) noted that university students are motivated to study when they understand lectures delivered in English; thus, effective language teaching practices are crucial in this regard. However, overbearing workloads may result in such students seeking ways to cut corners, and AI certainly provides that. However, while all of these students have reasons to become demotivated, there may be ways to use AI for their encouragement.

The JALTCALL 2024 conference was held on May 17-19, 2024, focusing on the theme “The Impact of AI in Language Education,” providing insights into how university teachers in Japan are integrating AI into their classes. My attendance aimed to explore the connection between technological advancements and motivation in language learning. It was my first conference experience, made possible by receiving a grant from the JALT Learner Development SIG that allowed me to present alongside James Underwood and Blair Barr. During my presentation, I concentrated on the use of ChatGPT solely as a post-writing tool in traditional pen-and-paper writing activities. My ongoing research involved administering four writing activities to first year university students over a semester. Before returning their papers, I recorded students’ errors. They were instructed to input their essays exactly into ChatGPT with the specific prompt: “Can you correct the errors in: _____.” In subsequent papers, I examined whether they repeated the same errors or attempted to apply what they had learned from previous essays. In essence, the research aimed to determine whether students could learn from and pay attention to the corrections provided by ChatGPT.

One of my highlights of the conference was when Jim Ronald posed a question about whether I encouraged students to discuss the grammar errors flagged by ChatGPT with each other. This insightful feedback prompted me to incorporate “peer noticing” into my research, which I plan to present at future conferences. I promptly integrated this concept into my students’ penultimate writing activities. Discussing their errors with peers made the activity more engaging compared to the first writing activity, where they simply rewrote or marked errors flagged by ChatGPT. They were learning from each other. Additionally, to provide another opportunity to speak English in the class, I asked each student to share one thing they had learned from ChatGPT in that particular writing activity. However, whether there has truly been an improvement in their writing skills will only be determined once I have analyzed all their essays. I am hopeful that I can publish this research soon. Most importantly, I hope that this activity will encourage students to view ChatGPT as an additional language learning resource moving forward, rather than relying solely on it to generate their essays.

From attending the JALTCALL 2024 conference, I observed that the methods of how other teachers integrate AI and other online tools in the classroom enable students to become increasingly engaged in learning. Throughout the conference, I reminded myself to seek more ways to increase my students' motivation levels as they use AI to their advantage, rather than allowing it to simply replace their learning efforts. The presentations further underscored that introducing AI into a language classroom promotes active student involvement, leading to improved performance and increased talking time, with teachers serving as facilitators of learning. This relationship between intrinsic motivation and active engagement has been supported by recent studies (e.g. Wei, 2023) focusing on how students utilize AI platforms in their language learning process. While most of the presentations I attended were geared towards teaching strategies for advanced levels, I am confident that they could be adapted and applied to benefit my first-year university students, who have achieved either EIKEN Grade 2 or Pre-2nd proficiency levels.

The first presentation, titled "Generating discussion: Using ChatGPT to foster critical thinking skills," which was relevant to my own research interests, was given by Kathryn Jurns. The teaching method presented promoted self-regulated learning. Jurns' approach used AI, specifically ChatGPT, to develop students' critical thinking skills. Jurns allowed her students to explore ChatGPT's advantages and drawbacks by having them generate discussion questions for a given text using the tool, which they later analyzed. Since the conference, I have implemented this method in two ways. First, I cautioned my students that while ChatGPT can aid in language learning, it can also occasionally lead to confusion. For instance, in my research and JALTCALL presentation, I established how students were puzzled when ChatGPT changed "I like swimming" to "I enjoy swimming," as they thought "enjoy" sounded more natural. Secondly, I adapted Jurns' strategy slightly differently from her original intent. Instead of evaluating questions generated by ChatGPT, my students created reading comprehension questions and then used ChatGPT to check the grammar of those questions. Although these questions mainly tested their literal comprehension skills, the primary aim of the activity was for students to grasp the reading material better. I chose to integrate ChatGPT because during our initial attempts, their sentences were hard to understand. Using ChatGPT enabled them to formulate clear, understandable questions. Each group of four students was assigned one paragraph from a text and tasked with creating three questions within ten minutes. Afterward, each group presented their questions to the class. I called on one student per question and encouraged their peers to assist them. At the end of the lesson, I asked if they had understood the reading, and they nodded in affirmation. Previously, my reading lessons heavily relied on PowerPoint slides, where I did most of the talking. Now, I use PowerPoint solely to introduce new vocabulary items as a pre-reading activity. Importantly, students now appear more engaged with my revised approach to reading, inspired by Jurns' innovative teaching methods.

Another strategy that piqued my interest for adoption in my classes was Michael Hofmeyr's approach of promoting "play and learn" in an L2/FL classroom which he introduced through a workshop. One game Hofmeyr introduced to us is "Keep Talking and Nobody Explodes" (Steel Crate Games, 2015), a puzzle game designed to boost speaking confidence through digital gaming. Hofmeyr's idea involves one person assigned a task, with both this individual and the teammates engaging in continuous dialogue, describing each picture on a tablet until they successfully defuse the bomb. It is different from other guessing games, where players guess a picture through yes or no questions, or like charades, where one person acts out what is on their card without speaking until his/her teammates guess the correct answer. According to Hofmeyr, this game is intended for intermediate-level L2 students. I believe this activity should be regularly implemented in class as the process was quite challenging, even for us adult teachers. The game utilizes a manual with numerous pages of text, which may pose difficulties for Japanese students. Despite this challenge, it was undeniably enjoyable. Should I choose to adopt this activity for my Japanese students, whether

beginners or higher-level, I would need to make adjustments. For my first-year university students, I would need to select themes with easily describable images. However, the challenge lies in the availability of tablets in the classroom. Therefore, I am considering a similar game with a simplified manual, using printable pictures or exploring online games that utilize cell phones. Despite these alterations, the fundamental concept remains: “play and learn.”

Yoko Takano’s presentation entitled “Telecollaboration project improves college students’ intercultural communication skills” is both unique and intriguing. Takano initiated this project with a university in Sri Lanka. The main goal of the project was for Japanese college students to explore cultural differences and understand the concept of “World Englishes.” They interacted with Sri Lankan students using platforms like Zoom and WhatsApp. Their objective was to create presentation slides that reflect their respective cultures. Eventually, the Japanese students produced video presentations and shared these recordings with their counterparts in Sri Lanka. This opportunity allows Japanese students to naturally apply their English skills. Additionally, they discover that learning another language enables them to build international networks, facilitated by modern technology.

While the presentations just mentioned highlighted potential activities that promote engagement and motivation among students, I also attended a presentation called “The NGSL Project: 10 Years of Helping EFL Learners to Succeed”. This presentation introduced an online tool which can aid language teachers and material developers. The New General Service List (NGSL) Project, led by Charles Browne, is expanding with tools for language teaching, assessment, and the development of reading materials. The project has introduced new pedagogically-driven games, online placement and achievement tests, and text creation tools. It also collaborates with other text analysis software tools like AntWordProfiler (Anthony, 2024). I have used AntWordProfiler along with the NGSL as a reference to determine word coverage in my subject texts in another research project. This tool is beneficial, as language teachers can adjust vocabulary items in texts according to students’ language levels. I found this NGSL project, as well as AntWordProfiler, helpful in promoting motivation in reading, especially when these tools assist with creating reading texts. Reading avoidance, an aspect of reading motivation (Wigfield and Guthrie, 1995), was found to be present among university students learning EFL in Japan due to long and difficult English passages (Mori, 2002). This means that text structure affects reading motivation, and the need to make text adjustments and simplifications can be facilitated using text analysis tools.

From the presentations I attended at JALTCALL 2024, I realized that AI and online learning tools should be used to encourage involvement among students, with teachers acting more as facilitators of learning. AI can be utilized to increase students’ speaking opportunities and enhance their reading comprehension. Students should also view AI and online language tools as additional learning resources outside the classroom. Teachers, on the other hand, can treat AI and other linguistic tools as co-evaluators of materials used in the classroom to avoid overestimating what students can actually process, especially given their limited learning time. If these technological innovations could be used reasonably, not only will students’ motivation to learn another language improve, but language teachers will also become more creative, moving away from traditional norms of language teaching.

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- i. Greetings and News Updates
- ii. Members' Voices
- iii. Stories of Learning and Teaching Practices
- iv. LD SIG Grant Awardee Reports
- v. **Research & Reviews**
- vi. Free Space
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Personal Goal Setting and Support for English Language Learning: Case Studies of First-Year University Students

The unprecedented COVID-19 pandemic has shaped the new norm in education and a wide variety of learning styles have been introduced in the classroom, such as online, hybrid and on-demand. Regardless of subjects, both learners and teachers are exposed to new forms of learning and are also required to adapt to new teaching and learning styles. However, the essence of education remains the same in any learning environment, and learners are expected to engage in their own learning autonomously and teachers provide the necessary support for the development of learner autonomy .

Since the reorganization of the curriculum in 2020, Seikei University in Tokyo has also placed emphasis on active learning in the interdepartmental English curriculum. As one of the members of the English Program Committee, I have been involved in curriculum planning with four other faculty members from different departments for several years. After deep and careful consideration regarding the new curriculum, we decided to provide a variety of elective courses so that students could voluntarily choose courses that fit their needs and interests. One of the most striking features of the new curriculum is the introduction of a new course, “Self-Designed English Learning,” which aims to foster the development of learner autonomy. This paper provides an overview of this course and analyzes the goal setting of two first-year university students in terms of goal-setting theory (Locke, 1969; Locke & Latham, 1984), clarifying its characteristics and discussing the nature of necessary support.

SELF-DESIGNED ENGLISH LEARNING

A new elective course, “Self-Designed English Learning,” was introduced in 2020. From 2014 to 2019, the university had offered “Freshers’ English (FE),” which was a compulsory course for first-year students across departments. All the students took FE during the first semester of their first year. Although other one-year compulsory courses mainly aimed to improve skills and strategies in the four English language skills, FE was designed to shift away from students’ thinking of exam-conscious learning methods, make them think about the world and the possibilities they will have if they can use English, and reaffirm the significance and fun of learning English. More importantly, FE also aimed to foster the development of learner autonomy by exposing students to a variety of English learning methods so that each student could find a learning method suited to his or her own needs and learn how to study on his or her own.

However, with the reorganization of the curriculum in 2020, FE was discontinued due to the need to coordinate with other compulsory courses, and “Self-Designed English Learning” was introduced as an elective course for first-year students and above. In designing the new course, the syllabus of FE was carefully reexamined together with the results of studies I and a colleague had conducted in the previous 2 years (e.g., Hayashi, 2018; Hayashi and Banno, 2018; Hayashi, 2020). In FE, while incorporating a lot of pair and group work, the content included introducing Western music and movies and writing letters in English, with more emphasis on making students feel the joy of English and developing interest and enthusiasm for English. However, the content of “Self-Designed English Learning” was more English-learning-oriented, while retaining the collaborative element. Moreover,

an official visit was made to the University of Helsinki in Finland in September 2019. The University of Helsinki has provided autonomous learning modules for many years, and class observation and meetings with the curriculum directors were used as additional resources to design the course specifically to meet the needs and proficiency of our students.

DEFINITIONS OF LEARNER AUTONOMY

Learner autonomy has been defined in various ways. Holec (1981, p.3) defines learner autonomy as “the ability to take charge of one’s own learning.” More specifically, he explains that learners determine the objectives, define the contents, select methods and techniques to be used; monitor the procedure of acquisition; and evaluate what has been acquired. Learners take responsibility for their own learning as they are actively involved in the whole process of learning.

Moreover, Kojima (2007, p. 176) defines learner autonomy as follows:

The willingness and ability of learners to take responsibility for their own language learning according to their stage of development, to be as actively involved as possible in the decision-making and process of learning content and methods, and to independently sustain and develop their own language learning while reflecting on and evaluating the effects of their learning. It is necessary to foster individual autonomy while sharing common goals and objectives so that they can collaborate with others. (translated in English by the author)

This definition emphasizes individual differences in autonomy and states that even the same learner has different levels of autonomy at different developmental stages. Moreover, autonomy includes not only personal and psychological but also social aspects, pointing out the need to cultivate learner autonomy through mutual learning among learners. This definition is in line with my educational philosophy, and “Self-Designed English Learning” aims to foster the development of learner autonomy through collaboration between students and teacher and among students in class.

GOAL SETTING THEORY

Goal setting theory focuses on the effects of goal setting on motivation and states that goal setting influences motivation (Locke, 1969). Appropriate and specific goal setting is desirable, and Locke and Latham (1984, pp. 27-37) provide the following seven steps for effective goal setting:

1. Specify the general objective or tasks to be done
2. Specify how the performance in question will be measured
3. Specify the standard or target to be reached
4. Specify the time span involved
5. Prioritize goals
6. Rate goals as to difficulty and importance
7. Determine coordination requirements

These steps were integrated into the goal-setting process for English language learning in the new Self-Designed English learning course with the expectation of enhancing students’ motivation and performance. Moreover, subsequent individual meetings were also conducted with students with reference to the seven steps.

SYLLABUS

When the course was introduced in 2020 for the first time, it attracted approximately 150 students although the number of students allowed to take the course was limited to 20. In order to maintain equality, students are automatically selected by the Academic Affairs Division. The number of students who desire to take the course has been unchanged since then, and the course meets the needs of

students regardless of department and English proficiency level. Figure 1 is the course description for students.

What would you like to do with English? What is the best way and schedule for you to achieve your dream? Wouldn't it be great if you could design your own English study plan? This course helps you design your own English study plan.

In this course, you will consider your own English learning goals, try various English learning methods, understand their effectiveness and explore learning methods that suit your own learning style. Each student will set ultrashort-, short-, mid-, and long-term goals, and learn how to review and revise their plans after planning and implementing their own learning according to their achievements. We encourage you to reevaluate your current learning style and consider a more effective way to become a "successful English learner." We encourage you to take this course if you have something you would love to do if you have sufficient English skills or if you just want to improve your English skills. The road to achieving your English learning goals may not be easy, but the instructor in this course will accompany and support you.

Figure 1: Course Description of Self-Designed English Learning

COURSE CONTENTS AND FORMAT

Due to the COVID-19 pandemic, "Self-Designed English Learning" was introduced online in 2020. In my university, all the English classes were conducted online during the 2020 and 2021 academic years; however, the classes have been entirely face-to-face from the 2022 academic year onward. I had been on leave from 2022-2023, so it was 2024 that I first taught "Self-Designed English Learning" face-to-face. A total of 14 simultaneous interactive online classes (100 minutes each) were held on Zoom in the 2020 and 2021. Pair and group work was conducted in almost every class, utilizing the breakout room function, and efforts were made to ensure as many opportunities as possible for students to collaborate with each other. In order to promote "reflective dialogue" (Kato and Mynard, 2016), an individual meeting was conducted once per student (about 30 minutes) during the semester mainly to discuss each student's learning goals and learning plan. Because of time constraints, some students had meetings outside of class.

Table 1: Course Contents

Week	Contents
1	Orientation / English and Myself #1
2	Overview of English Courses at Seikei University / English and Myself #2
3	Introduction to "Seikei Extensive Reading" / English and Myself #3
4	Introduction to American and British English/ English learning resources, etc.
5	Study abroad (1): Introduction of Seikei's study abroad program
6	Study abroad (2): Experiences of study abroad by senior students
7	What is a "Good Language Learner"?
8	Four-year course and study plan / Shadowing / Individual meetings (1)
9	Identify your English learning style / Individual meetings (2)
10	Learning methods that suit different English learning styles
11	Reading Tips: Improve your speed-reading skills
12	Effective vocabulary study methods / Individual meetings (3)
13	Motivation for learning English
14	Work and English / Review and revise your English learning goals and plan

Table 1 shows the course contents. "English and Myself" included in the first three lessons is closely related to goal setting. By answering some questions, students are inductively guided to consider the

relationship between English and themselves and consider their goals for English language learning inductively (See the section on Goal Setting Procedure for details). Likewise, sessions on English learning styles were included in Week 9 and 10 to understand which learning styles students prefer and which they do not. Using the perceptual learning style preference questionnaire (Reid, 1984), students confirm their learning style preferences in terms of the six learning styles: auditory, tactile, visual, kinesthetic, individual, and group. Students are even encouraged to come up with some learning methods that suit different English learning styles.

PARTICIPANTS

When the first year of the course opened in the 2020 academic year, a total of 20 first-year students (7 male and 13 female) from four faculties (Economics, Law, Humanities and Business Administration) took the course. The students' English proficiency varied, ranging from TOEIC 300 to 600. Using purposive sampling, this study focuses on two students: Kaori and Fumio (both are pseudonyms). Kaori majors in American and British literature, and her TOEIC score is 400, while Fumio's major is law and his TOEIC score is 600. With written consent from both Kaori and Fumio, data were gathered through individual meetings and written documents by the two students in Japanese and translated into English by the author.

GOAL-SETTING PROCEDURE

In the first lesson, the students were asked to answer the following five questions (See Week 1 "English and Myself #1" in Table 1).

- 1-1) Have you been abroad? If yes, when and where?
- 1-2) How long have you studied English?
- 1-3) How have you studied English?
- 1-4) How would you compare English to animals?
- 1-5) What would you like to do with English?

Through this list of questions I intended to understand each student's English learning experience from various perspectives. Among the five questions, question (1-4) helped me understand each student's image of English by comparing English to animals. In alignment with Bobek and Tversky (2016), who point out the importance of visual explanation, the students were allowed to express themselves with pictures if they wished, and the animals that students described were analyzed with reference to Di Leo (1970) and Machover (1949). The final question (1-5) was related to the setting of English learning goals. Looking back on my past experiences, many students were puzzled and thought over when I asked them to set learning goals, so I did not use the word "goal" but asked them what they would like to do using English. This was done to make the students think of English as something familiar to them and then link it to goal setting. (See Hayashi (2018) for details on the purpose and intent of each question).

In the second class, further reflection was encouraged by having students answer the following questions (See Week 2: "English and Myself #2" in Table 1).

- 2-1) As for the question (1-5), what triggered you to think that way?
- 2-2) What do you think would be necessary to achieve this?
- 2-3) What are you currently doing to achieve this?
- 2-4) Are there any things you are trying to start to achieve this?

Students reflected on their English learning and reexamined the reasons and experiences behind their goal setting. Moreover, they were asked about what they needed to do to achieve their goals as well as their current and future study plans. They were given opportunities to think deeply about

the relationship between English and themselves so that their goals would not be unrealistic or tokenistic.

In the third lesson (See Week 3: “English and Myself #3” in Table 1), focusing on Locke and Latham’s (1984) Step 1 (specify the general objective or tasks to be done) and Step 4 (specify the time span involved), the students were asked to set their own long-, mid-, short- and ultrashort-term goals as in Figure 2.

- Long-term goal:
(*See the question (1-5). You have already answered this question in the first lesson.)

- What do you think you need to do to achieve your long-term goal?
(See the question (2-2). You have already answered this question in the second lesson.)

- Mid-term goal (by the end of the third year)

- Short-term goal (by the end of the second year)

- Ultrashort-term goal (by the end of the first semester)

Figure 2: Worksheet for Goal Setting

It should be noted that the term “long-term goal” is used here for the first time. However, it was explicitly explained that it is related to the answers in question (1-5). Moreover, the meaning of “long-term goal” varied for each student. For example, some students considered it to mean the end of their university years, while others, especially fourth-year students, tended to look to the future after graduation. Thus, the definition of each student’s “long-term goal” was valued instead of setting the exact same period. Another parallel question was regarding the necessary skills to achieve the goal, which was equivalent to question (2-2). Thus, inductive and step-by-step goal setting was emphasized by setting a time frame for each goal and having students think about their own goals for achievement.

CASE STUDIES

CASE 1: KAORI’S GOAL SETTING

Her long-term goal was “to be able to watch foreign movies without subtitles” (See Figure 3). Her goal seemed to be somewhat deficient and lacks future-oriented perspectives, but it would have been because of the learning context in which she was at that time. In 2020, all the classes were conducted online and she was obliged to spend the most time taking classes. Regardless of whether her goal is affected by the COVID-19 pandemic or not, it was clear that she considered

her goal not personal but relative, given her statement that “I will study English more than others.” She did not fully reflect on herself including any specific skills that she would need to achieve her goal. Like her long-term goal, the other three goals also related to her study habits and attitudes toward taking the TOEIC test. In particular, her ultrashort-term goal was simply written “to surpass 10,000 words,” which was very vague and unclear as to what it specifically referred to. There was a tendency for her to shift away from exam-oriented English and toward communicative English, but her long-term goal was not sufficiently related to her mid-, short-, and ultrashort-term goals, and she was not able to break them down step-by-step into specific communication-oriented goals.

- Long-term goal:
 - To be able to watch foreign movies without subtitles.

- What do you think you need to do to achieve your goal?
 - I will study English more than others.

- Mid-term goal:
 - I will have a habit of reading English books.

- Short-term goal:
 - I look forward to taking the TOEIC.

- Ultrashort-term goal:
 - To surpass 10,000 words.

Figure 3: Kaori's Goals

REFLECTIVE DIALOGUE WITH KAORI

During the course, I was able to engage in a reflective conversation with Kaori. First of all, we talked about the relationship among the four goals for consistency and considered how she could write her goals in the form of “I will be able to do” in order to make it easier to understand and more concrete. With reference to Rocke and Latham’s (1984) Step 3 (specify the standard or target to be reached), she was also asked to clarify what “10,000 words” meant in her ultrashort-term goal. Through talking with her, it was found that she would like to include extensive reading as her out-of-class learning method. Then, we discussed whether it would be better to indicate a specific number, such as “reading 100 words per day,” “1,000 words per week,” or “4,000 words per month.” In this way, the dialogue enabled us to clarify the target that she should aim for so that she can check if she achieves the goal.

Another issue is a TOEIC score that Kaori included in her short-term goal. As in Rocke and Latham’s (1984) Step 2 (specify how the performance in question will be measured), she was recommended to set specific scores in a step-by-step manner. In addition, given her long-term goal, some websites exclusively for English language learners, such as BBC and “Voice of America” were introduced to enhance her listening skills together with some online English tests like Computerized Assessment System for English Communication (CASEC) and Telephone Standard Speaking Test (TSST) as a means of measuring her communicative skills.

Moreover, Kaori’s short-term goal was closely related to her affective aspects of English language learning. She includes TOEIC as a measure of her English proficiency. However, her statement that “I look forward to taking the TOEIC” implies her mixed feelings that TOEIC is something that she considers she has to take but does not want to if possible were well reflected in her goal. Like Kaori, those who are not good at English seemed to put more focus on the affective side and

needed the support of balanced goal setting by adding language goals in addition to affective ones. Thus, it would be desirable to encourage students to include both affective and language-focused goals with necessary guidance.

CASE 2: FUMIO'S GOAL SETTING

Even though students were not allowed to study abroad in the 2020 academic year, Fumio's long-term goal was to study abroad, and he specifically described the skills that he needs to achieve this goal (See Figure 4). His strong determination was well reflected in the long-term goal and the remaining three goals were not only more consistent than Kaori's but also more specific and detailed, with three to four sub-goals added to each goal. For the short-term goal, he chose TOEIC as a means of measuring his English proficiency and set a specific numerical score (+500 points) based on his current score. Moreover, he added listening comprehension of foreign films to the goal based on his self-analysis of his current listening ability. However, the ultrashort-term goals were vague and lack specificity.

■ Long-term goal:

- Study abroad for a year or six months.

■ What do you think you need to do to achieve your goal?

- I would like to strengthen my knowledge of grammar and use it in my speaking as much as possible so that I can improve my English more smoothly when I go abroad to study.

■ Mid-term goal:

- To achieve +100 points in TOEIC held every December.

- To complete "Target 1,900" (a vocabulary book) and to be able to work on a vocabulary book that is one level higher.

- To complete "Target 1,900" and work on a vocabulary book that is one level higher in the second year.

- To fill in all the boxes in the record of multiple readings in TOEIC.

■ Short-term goal:

- To complete "Target 1,900."

- To get +500 points in TOEIC in December.

- To be able to understand the dialogues of foreign movies better than before.

(I can understand the words when the subtitles are shown.)

■ Ultrashort-term goal:

- To be able to understand the words when they are presented.

- To read through all pages of the textbooks used in English classes.

- To read as much as possible.

Figure 3: Fumio's Goals

REFLECTIVE DIALOGUE WITH FUMIO

I suggested to Fumio that his ultrashort-term goals be organized in the same way as the other goals in an easy-to-understand manner. Also, as mentioned above, since each goal had three to four sub-goals, he was encouraged to prioritize the goals, given the difficulty level of the goals, by following Rocke and Latham's (1984) Step 5 (prioritize goals) and Step 6 (rate goals as to difficulty and importance).

In addition, we discussed the English skills necessary for studying abroad. Fumio clearly states that his long-term goal was to study abroad for a year or six months; however, he did not refer to his

English language skills as necessary for communication. Then he was asked how he would be able to improve his communication skills in English. Specifically, a concrete example was provided that since Japan is an English as a Foreign Language environment, it would be difficult to get exposure to English in daily life unless he creates opportunities to speak and use English. As for sharing ideas for output opportunities in English, we also confirmed that either a TOEFL or IELTS score is required for studying abroad in English-speaking countries for mid-term or longer programs.

Moreover, an issue on English proficiency tests was included. Given the shift in Fumio's interest from "exam-oriented English" to "English for communication," CASEC and TSST were introduced to measure the communicative English or speaking ability necessary for oral communication. By introducing these tests, it was expected that he would set his own goals with an awareness of Rocke and Latham's (1984) Step 2 (specify how performance and results will be measured). Fumio was also told to check the indicators that subdivide the level of English proficiency to understand what one can do at each level in a step-by-step manner and refer to them when revising his goals. At the university, TOEIC-IP is used as a placement and exit test and students are encouraged to consider TOEIC scores results only as an indication of their English proficiency. However, given the fact that many students included TOEIC scores in their goals at the early stage of their university life, TOEIC has been a major measure for university students to check their progress. Then, it would be interesting to have students think about what exactly they are able to do in English with a TOEIC score of 730, for example. In this way, students would be able to deepen their understanding of the relationship between the TOEIC score and the specific skills that they actually have in English. It will also be helpful to provide opportunities for students to discuss the criteria and definition of what they consider to be a "good score" to clarify their learning goals.

DISCUSSION

Throughout the whole process of goal setting, the students as English language learners reflected on their English learning both in and out-of-class settings. The process-oriented procedure enabled each student to understand their English learning style preferences. Moreover, the strengths and weaknesses as English language learners were identified by comparing themselves with the characteristics of "good language learners," which helped students establish what their normal learning behaviors were and their desired behavior change while raising awareness of themselves not only as English learners but also as English users.

In order to see changes in students' perceptions and attitudes toward English learning, the learning outcomes were visually measured by using an original sheet which includes the following eight course objectives:

1. To understand the English courses available during the four years of study at Seikei University;
2. To be able to set goals for your own English study;
3. To be able to plan your own English study plan;
4. To understand various English learning methods and their effects;
5. To be able to find and practice English learning methods suitable for yourself;
6. To understand the English learning resources available on campus (English Chat Time, library reading corner, online reading books, study abroad programs, etc.) and incorporate them into your study plan as needed;
7. To understand what you need to do to achieve your goals (skills, materials, environment, etc.) and continue your learning by modifying their study plan as necessary;
8. To understand how to continue your own English study.

These achievement goals were used as the can-do statement for this course, and students were asked to self-evaluate their current level of ability on a four-point Likert scale during the first class. Similarly, at the end of the course, the degree to which they had achieved the measurable learning outcomes was reflected on and evaluated by the students. Students could visually monitor their own progress, and the results were used as part of assessment criteria.

Although individual differences were emphasized throughout the course, the case studies revealed some features commonly observed among students with varying proficiency levels in terms of course expectations. For instance, beginner students like Kaori tended to be narrow-focused and affective-oriented especially in setting their own goals and needed help in finding suitable English learning methods for themselves. A lack of confidence in English might have been related to inflexible use of various English learning methods and more guided support was necessary for students to achieve the course objectives. On the other hand, risk-taking was one of the features of intermediate students including Fumio. They were eager to try new learning methods and incorporated them into their own learning more easily, which would be one of the important factors of continuous learning.

Regardless of the differences in proficiency, the students went through the process of the development of learner autonomy as they engaged in the goal setting in the course. Each student took responsibility for their own learning, determined their learning objectives, defined learning content and progression, selected methods and techniques, monitored the procedure of acquisition and evaluated what had been acquired as they established and modified their original and personal English learning. The whole process was self-directed with the necessary guidance, and the students were proactively engaged in designing their own learning while enhancing awareness of themselves as English language learners and users.

CONCLUSION

The “Self-Designed English Learning” course, which was designed for the development of learner autonomy, guides students to set their own goals for English language learning in an inductive and personal way. The course was conducted online for the first year due to the COVID-19 pandemic, and there were various constraints that both teachers and students faced and overcame. In particular, the pandemic affected first-year students’ motivation and future prospects to a greater or lesser extent. Although the influence of the pandemic was seen in goal setting, through the case studies of the two students, it was found that the students’ goals for learning English have shifted from studying English for entrance examinations to communicative English, but this shift was not well reflected in each goal, and there were some discrepancies among the goals. However, the subsequent reflective dialogue they had with me encouraged the students to consider the goals more concretely and specifically; they could engage in adjusting their own goals for consistency. Furthermore, the one-on-one reflective dialogue with each student enabled me to fully understand each student’s level, needs, and interests, so that the students could explore personalized paths with my assistance and support.

It was the first semester of the 2024 academic year that I had the “Self-Designed English Learning” course face-to-face for the first time since I had been on leave for about two years. The course followed almost the same procedure as the online one; however, reflecting on the first semester, there were times when I was puzzled by the differences from the online classes. Some of the activities were more smoothly and interactively conducted online, while face-to-face classes allowed for improvisation and interaction with different members by changing pairs/groups, which enabled the instructor to intervene and provide appropriate scaffolding if necessary. A comparison between online and face-to-face classes and the dilemmas of the instructor in charge of the course is in the analysis stage and the results will be reported at another time.

For future practice and research, it would be interesting to focus on students’ perceptions of goal setting and clarify the problems and difficulties they have. It is highly possible that students’ interests

and concerns may change after setting initial goals and that their priorities and goals themselves may change accordingly. Then, how their interests are reflected in their goals and even affect the dynamic change of goal setting would be interesting to explore. Moreover, it would be useful to identify characteristics of goal setting based on students' English proficiency levels in order to provide appropriate guidance and support. This study provides some insights into goal-setting features related to English proficiency levels, but it focuses only on two students, and the results cannot be generalized. A further study especially on reflective dialogue between students and instructors will reveal some specific characteristics based on the English proficiency levels and help explore effective scaffolding for goal setting and approaches to nurture learners' autonomous growth.

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Generation Z Dreamers and their Thoughts about SDGs

PART I: INTRODUCTION

I became interested in teaching SDGs because of the growing interest in the topic among students at university, especially after the pandemic hit. Here is an extract from what one of my students wrote about SDGs.

SDGs are a world issue that is closest to us right now. I learned about the SDGs in class in junior high school and became interested in them, so I researched them further. When I researched them, I realized that there is a deep connection between Japan and other countries

My first motivation for teaching SDGs is for students to realize that Japan is connected to the rest of the world.

As you are no doubt aware, in recent years, there has been an enormous upsurge in interest in SDGs in Japanese schools and universities. According to Recruit College Management, a corporation that analyzes the trends of current higher education in Japan, in 2023, as many as 74.6% of high school students in Japan have been aware of and have had an interest in SDGs (*Recruit College Management-Daigaku ni Totte no SDGs* vol. 236, p. 5). And in order to tackle the recent decrease in university applicants, schools are being forced to make themselves more attractive to students by promoting teaching and learning about SDGs. My second rationale for teaching SDGs and for selecting a textbook that focuses solely on SDGs is that students do not feel that there is a connection between what is taught in the classroom, or “ivory tower” in some academic fields, and what students are taught as “shinnyushain” (freshmen), once they enter the corporate world. Thirdly, teaching SDGs is related to internationalizing the higher education sector. Most of the issues we face in the world are connected to SDGs. For example, climate havens don't exist anywhere, as shown in the recent example of the heavy rainfall in Noto, Japan and Hurricane Milton in the U.S. To be aware of an SDG (e.g., SDG 13, Climate action) shows that these seemingly independent events are closely related. Similarly, for societies and economies to adapt and recover from the recent pandemic showed us that all the SDGs are interconnected, and that one SDG cannot be achieved without the other.

PART I: MY PLAN FOR THE COURSE

In this article, I report on the work that my college students did in the fall semester last year, in 2023/2024. I discuss which SDGs they chose to study and how the project moved the students beyond the regular exercises in class.

I introduced SDGs in my Kokusai Eigo IIIB class at an all women's college in Tokyo. The other Kokusai Eigo classes do not necessarily study SDGs as content; rather, a compilation of news articles from sources such as CNN are usually selected. Furthermore, the textbook, AFP World News Report 5: Achieving the Sustainable Development Goals (SDGs), was published in the year 2020, so it at first seemed a bit outdated. However, I chose this textbook firstly because after experiencing the global pandemic, we learned that environmental issues are important, and that the other SDGs, such as poverty, have become a growing issue after the pandemic, as many industries closed down and people were laid off. Secondly, the AFP series of textbooks are well-balanced in that

the articles come from all over the world, from Pakistan, South Africa, the U.K., and Myanmar, and not only from U.S. news sources. The students' initial reaction was whether the content would be difficult, but they seemed relieved when I said that I would give them a Japanese translation of the article that they studied each week, and when I told them they could review the grammar and vocabulary as extra points using the online site called Linguaporta attached to this content. The textbook is written in simple to intermediate English, and there are reading passages modified from the previously mentioned archive, as well as listening, grammar, vocabulary, and comprehension exercises. Each lesson, from 1 to 16 in this particular textbook deals with one of the SDGs. For some reason, there is no lesson in the textbook that deals with SDG 17, "Partnerships for the Goals".

PART II: WHAT THE STUDENTS DID IN CLASS

My Kokusai Eigo IIIB class contained 23 students. Each student individually wrote a script, made a PowerPoint presentation about one SDG, and wrote about the same SDG topic on the final examination. The college students were asked to do presentations of 2 to 5 minutes on one SDG, and they were timed with a stopwatch. Then, they were asked to tie their selected SDG with one of the interviewees, or "dreamers" in a bestseller called *We Have a Dream: 201 Countries 201 Dreams with Sustainable Development Goals*. This book, published when the pandemic hit, is a compilation of essays by young people worldwide who were interviewed about their dreams. The book has received high praise from Muhammad Yunus, the father of microfinance and a Nobel Peace Prize Winner. "What can the Millennial and Generation Z Dreamers teach us through their dreams?" it says on the book cover. A Japanese celebrity Ai, says the following on the back flap of the book:

A world where everyone can dream! So awesome! And getting to know each other and help[ing] each other? That's awesome too! I feel as if this book can connect us all, from each dreamer in the book to each of you reading, and maybe even help heal the scars in our society

After students selected an SDG topic they wanted to present, I gave them extracts from this book; they selected the "young dreamer" and tied it in with their presentations. Choosing a celebrity and making a connection with an interviewee belonging to the same generation as the college students has made the SDG more personal.

The book was not used as a course textbook. The students subsequently wrote about what they wanted to present, the SDG they chose and their rationale for choosing the SDG on their final exam. The students were allowed to have a script when they gave their presentations. Each student came to the front of the room in the computer lab, where we usually conduct class. In the week prior to their presentations (this class meets once a week), they shared their presentation ideas in pairs or small groups.

For the final exam, the students had time to prepare beforehand, though it was not an open-book test. They could also add a Japanese translation to their paragraphs or essay. I wanted to see if they could turn the spoken English of their presentations into written form, and whether they had internalized their topic and made it their own. Below is a sample of what one student wrote in the final test. Grammar mistakes are kept in their original forms.

Poor country has the Gender problem. The most problem is women right. Poor country women is low education late. Women can't work company because They have no education background and busy housework. Rich country women is rate that participate in the government. It is solved the child support problem and gender problem. and more, poor country need to rethink the human right. If they study human right more, they can understand women right. In addition, women need to be job support. Women is so busy for housework and child care. So women job support is

very help women....I need to more study about Gender problem. I wish rethink women right all over the world.

(E. H.)

As the example shows, though there are grammatical errors in the use of articles, and while there are word choice and spelling errors, the paragraph is rich in content.

PART III: WHAT I DISCOVERED THROUGH TEACHING SDGS

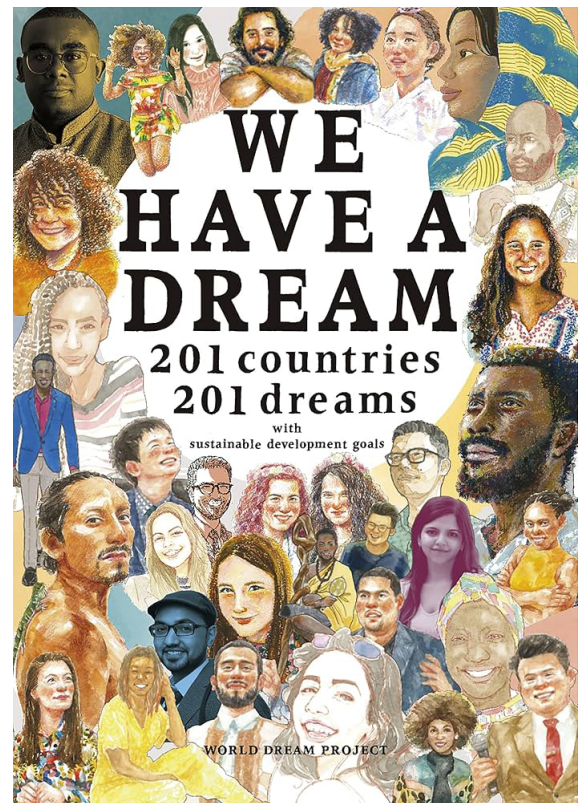
While all the SDG topics were popular, more students showed a keen interest in SDG1: No Poverty and SDG5: Gender Equality. Below is a brief analysis of why they chose these two topics.

I thought that the students would be choosing Climate Change as the SDG that they were most concerned with due to the extreme weather every year in Japan with its torrential rain, floods and heat, but this was not the case. Something related to disaster relief is another area I thought they would choose. However, they showed little interest in this SDG either. One reason why there was a higher concern for gender issues may be that students at this women's college take classes in Development Economics and Gender studies. Many women's colleges are going co-ed, for market attraction and to cope with the changes in society, but my university has decided to continue being an all women's college. However, they have added these courses to make the university more attractive and are promoting "Women in Leadership" in Japan, which is known to have a workforce stratified by gender.

One theory why there was a higher concern for gender issues may be due to the reality of the pandemic. Online classes compensated for school closures to some extent, but many people in some sectors lost their jobs. Hence, female students may be more aware of the limitations of the job market.

Secondly, more students at the higher level of education in Japan are on student loans and scholarships. Financial issues, like gender issues, are imminent, practical issues that students face when studying and joining the workforce.

Whatever the reasons for their choices, the use of SDGs in this content-based class has added a new dimension for the students and myself. First, students were able to express themselves visually and in writing by selecting an SDG of their choice. They could also read about/ tie in their SDG with young people on the other side of the globe, concerned with the same particular SDG through the book *We Have a Dream: 201 Countries 201 Dreams with Sustainable Development Goals*. I could see the students as individuals with their own opinions, rather than ranking them according to their English test scores. Many students seemed to realize that education is essential. They realized the gap between nations, poverty, and the lack of education are connected. Furthermore, teaching an SDGs textbook is different from teaching a regular reading textbook with grammar exercises or a current events textbook. This is because the SDGs make us aware that there are real issues that need to be solved. The results showing that students had a higher interest in SDG1 and SDG5 shows that it is difficult to make SDGs our own, or to take **ownership** of the problem. SDGs like Climate Change are difficult to acknowledge unless it



happens to your home town, unlike getting cancer, which is a more personal problem that one has to tackle with. The university students chose the more imminent, realistic problems they are facing like poverty and gender, rather than the other SDGs.

PART III: FINAL REFLECTIONS

Some limitations of this project are that though students were able to express their thoughts in an autonomous fashion, they continued to make mistakes in basic sentence patterns (5 *bun kei*) and SVOC (Subject-Verb-Object-Complement). Students may feel that this project will not directly enhance their test-taking skills. In order to change this, in the future if I teach this course again, I could ask students to rewrite their exam paragraphs using a coded error system. Furthermore, with the PowerPoint presentations, I could have either forced the students to memorize their scripts and only allowed key words with a word count limitation as notes, introducing useful words and phrases, such as “Today, I will lead a discussion on... and “My discussion topic is”. That way, the presentations would have been more natural. However, despite these limitations, focusing on real content like SDGs has added value to my class, since students will be facing “real issues” once they go out into the “real” world. SDGs are real issues that all graduates, regardless of which career path they choose to take, will have to face.

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Book Review: *Designing Learning for Multimodal Literacy: Teaching Viewing and Representing* Lim, F. V., & Tan-Chia, L. (2023). Routledge.

DESIGNING LEARNING FOR MULTIMODAL LITERACY

Teaching Viewing and Representing

FEI VICTOR LIM and LYDIA TAN-CHIA



Routledge Studies in Multimodality



As an EFL educator who works with secondary school age children, the past few years since the epidemic has seen screen time ever more present with student exposure to tablets, computers, and the internet on a daily basis in my classroom. Short form video content, SNS, and imagery have been sought after by my students during classroom time and to accommodate such demand, I've incorporated multimodal content into my lesson plans to engage and increase motivation with my learners.

For example, for English conversation lessons conducted via webcam in the Philippines, there has been a necessity to teach internet jargon such as "image" vs "picture," and "fresh/reload" that would never be taught in a traditional government-provided English textbook such as *New Horizon* or *My Way*.

Including digital narrative presentations introducing certain topics such as Japanese culture, relating viral SNS video trends or images, writing scripts, and recording performances to watch later, multimodal literacy is needed for many aspects of my students' lessons.

Educators and curriculum specialists alike who want to improve their multimodal literacy development into their classroom will look forward to and resonate with *Designing Learning with Multimodal Literacy: Teaching Viewing and Representing* created based in theory and practice based research. The text gave me many ideas to personally use in my own classroom and opened my eyes into new ways to create projects that differ from a content-based textbook lesson.

Authors Lim and Tan-chia advocate for a reform in today's post-21st century EFL curriculum to include modern multimodal competencies explored in their book, *Designing Learning for Multimodal Literacy: Teaching Viewing and Representing*. They argue that semiotic meaning making has and is still evolving in today's digital age, multimodal literacy becoming one of the most important goals educators should instill in their students of this generation. Multimodal literacy is defined not only by the many forms of visual, spatial, gestural, spatial, and visual content that teachers can find or produce, but also by the terminology and critical thinking learners can develop as they consume said information. Students being given the tools to identify, create, and express certain concepts

of meaning making in another language is a goal that can be hard to obtain with just grammar and sentence understanding alone. Concepts such as “viewing” and “understanding” are an example of past curriculum competencies that have been introduced for student assessment of interpretation and analysis. With universal design, diversity, and different learner accommodations in mind that we can provide for all students; using and creating different forms of content expression can help bridge the gap for students who are not just audio learners.

Sari defines multimodal literacy as the “knowledge and use of language concerning the visual, gestural, audio and spatial dimensions of communication, including computer-mediated-communication” (Sari, 2023, p. 102). Multimodal literacy is also explained by Kohnke as a means to “freely express their ideas by combining a variety of available resources such as texts, images, hyperlinks, emoticons, drawings, and photographs” (Kohnke et al., 2021). Such literacy leaves students “with an ability to create artefacts through meaning making that will enhance their future literacy and decision making skills (aware of the meaning) in the production of texts...to make apt choices in the representation of knowledge” (O’Halloran & Lim, 2011, p. 17).

Designing Learning for Multimodal Literacy: Teaching Viewing and Representing is a three year collection of heavily theory-based research that incorporates multimodal theoretical language ideas and claims to translate them into pragmatic educational practice. Lim proclaims that whether students succeed in today’s classroom depends on teachers, “the designer(s) of learning experiments” and as such, the book goes into explicit detail of multimodal strategies, principles, and three case studies to introduce tools for educators on how to make multimodal literacy succeed (Lim & Tan-Chia, 2023, p. 8).

They continue that for those working in the EFL field, one where students are interacting with print and digital media daily, requires teaching a metalanguage that students are unaware of. As such, educators need to be aware of said vocabulary to help support their student’s multimodal literacy. Furthermore, said metalanguage “offers teachers and students the concepts and words to think and talk about the Integral features, ways of Interaction, representation of Ideas and the Interplay of meanings in a multimodal text” (Lim & Tan-Chia, 2023, p. 29).

The book is composed of four parts totaling 8 chapters, each subdivided with an arrangement of excellent clear titles to help lead topic flow such as Chapter 5’s “Multimodal Composing,” “Knowledges Bases for Digital Multimodal Composing,” and “Vignette on Teaching Digital Multimodal Composing.” The first chapter introduces the close relationship today’s students have with technology and gives a brief overview and history of multimodal literacy, giving examples of the various media it can take the form of and how the later example Singapore multiliteracy projects included positively affect the teaching world.

Chapter 2 then describes the ideas of Professors Bill Cope and Mary Kalantzis’s pedagogy Learning by Design Framework as well as its learning process, multimodal meaning-making pedagogic metalanguage, and concepts/ideas for teachers to take away with to design with.

Chapter 3-4 establishes the importance of print text, digital text, and how digital media has varying vocabulary and metalanguage that can change based on the means utilized in the classroom.

Chapters 4-6 then showcases personally the most pragmatic information for readers to bring back to their classroom; the three Singapore elementary and secondary school multiliteracy projects.

The first case study’s theme was “Teaching Multimodal Literacy through Print Texts,” incorporating engagement with print advertisements through the multimodal literacy pedagogy tactic of Encountering, Exploring, Evaluating, and Expressing. Students were told to bring their own print advertisements, analyze their features, compare and contrast with pairs, and finally create and present their findings.

The second study's theme was "Digital Multimodal Composing," teaching students how to create food review videos by teaching the needed vocabulary, video direction, style, and English creativity needed to implement multiple uses of media to achieve their final video presentations.

The final vignette topic was "Integrating Language and Multimodal Literacy," having students represent the theme of "conflict" through various media using print and digital titles. Afterwards, meaning making examples and questions were supplied to students for creating a narrative and interpreting the meaning of feelings, role-play, and perspective taking.

Chapter 7 opens with the positives of using competencies in curricula and the role teachers have as the creators of change in the field when it comes to teaching practices and learning outcomes. Lim claims that with their design-based research, teachers can enhance their professional development and help implement theory from paper to classroom. Finally, Chapter 8 ends with the call for change in the teaching curriculum by promoting multimodal literacy advocacy.

One of the most interesting views I have seen from Lim and Tan-chia's research is one of the most rare voices to hear from in case studies; the students. The students used in the experiments had differing final opinions of the experiments. For example, some students learned technology and analysis skills that they might not have realized they were actively using the whole time. On the other hand, one flaw expressed was that the activities were hard to assess and due to the lack of a clear rubric as it is more creativity-based and open.

For policy makers, workshop hosts, and developing curriculum specialists in the EFL field, this design-objective book is a perfect staple for one's professional development. Additionally, from beginner to veteran educators, the three case studies can provide inspiration and new ideas for teacher practitioners to adapt to their classroom due to the fact that students have different relationships and learning stages with technology since childhood. The case studies provided will benefit advanced EFL students the most as they include critical thinking guidelines, instruction techniques, and even varying types of curriculum competencies as well.

A weakness that the book fails to mention beforehand is the targeted classroom audience that the research claims to help. While the synopsis claims vaguely that it will help all kinds of teachers, teachers with beginner, elementary level to early secondary junior high students will have a hard time adapting the content for their lessons due to the high proficiency levels needed for the activities. A location bias could be perceived as the projects are conducted in Singaporean primary/secondary schools, such students can already use highly technical and almost fluent English to articulate their thoughts compared to other East Asian counterpart countries with low English frequency such as Korea or Japan. As such, the book should state from the beginning the intended audience of advanced classrooms as there is no beginner-friendly version as the given content cannot be modified in a way easily digestible for beginner or intermediate ESL learners especially in Japan.

To conclude, the book's multimodal concept is encouraged by the authors to be taught not only in one's native country's language class but in foreign language classes as well. However, while this desire to teach multimodal metalanguage might be heavily pushed by Lim and Tan-Chia, objectively the most interesting final message to take note of from this book was from the case study's sample of students themselves. Their underwhelming feedback is very important for educators reading this book on how to incorporate such thoughts for future multimodal design accommodations such as creating a standardized way of assessment which was not provided in the text.

To use the author's own advice from the very first chapter, if children can only create with what they are given, then the authors should also give readers a more flexible, beginner-friendly approach towards multimodal literacy that's inclusive to all EFL levels. However, Lim's contribution of multimodal metalanguage that isn't usually taught in government practitioner textbooks is a positive addition for EFL educators.

Both curriculum specialists and advanced classrooms can highly benefit from implementing Lim and Tan-chia's research as students wouldn't be able to obtain such formal academic multimodal metalanguage otherwise in today's age of casual language on social media.

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English Language Learning Landscapes on Social Media: An Interview With *Eigo Otaku* Miyu

Ivan writes: On a scorching day in late July, I had the pleasure to interview Miyu, a passionate learner of English and one of the most popular content creators on social media in Japan with her English learning experience channels and English coaching business. The original plan was to chat about Miyu's personal story as a learner of English. Two hours of talking later, and we had covered topics as diverse as: approaching English language teaching and learning on different social media platforms; creating content designed to reach hundreds of thousands of people versus individually tailored instruction; dealing with the expectations of her subscribers; navigating the social media influencer culture; studying and living in another country, and many more. What follows is a small excerpt of our conversation, but I hope it will be enough to open a small window into Miyu's world and how she engages with learner development on a scale that I did not realize was even possible.

Ivan: Hi Miyu! Thank you for making time for this interview. I haven't seen you in a couple of years since you graduated, but I imagine you have been busy. Weekly, if not daily, I receive a notification that you posted something on one of your social media channels. So, who are you, and how would you introduce yourself to the readers of *Learning Learning*?

Miyu: I get this kind of question a lot! Whenever asked, I say that I am a content creator on YouTube, TikTok, and Instagram. My channels focus on English language learning tips, experiences, and reflections on language learning. But I also have my own business teaching English – in person, before COVID, and online since then.

Ivan: Your trademark online is *eigo otaku*, which is a label I find very interesting. Where does that come from?

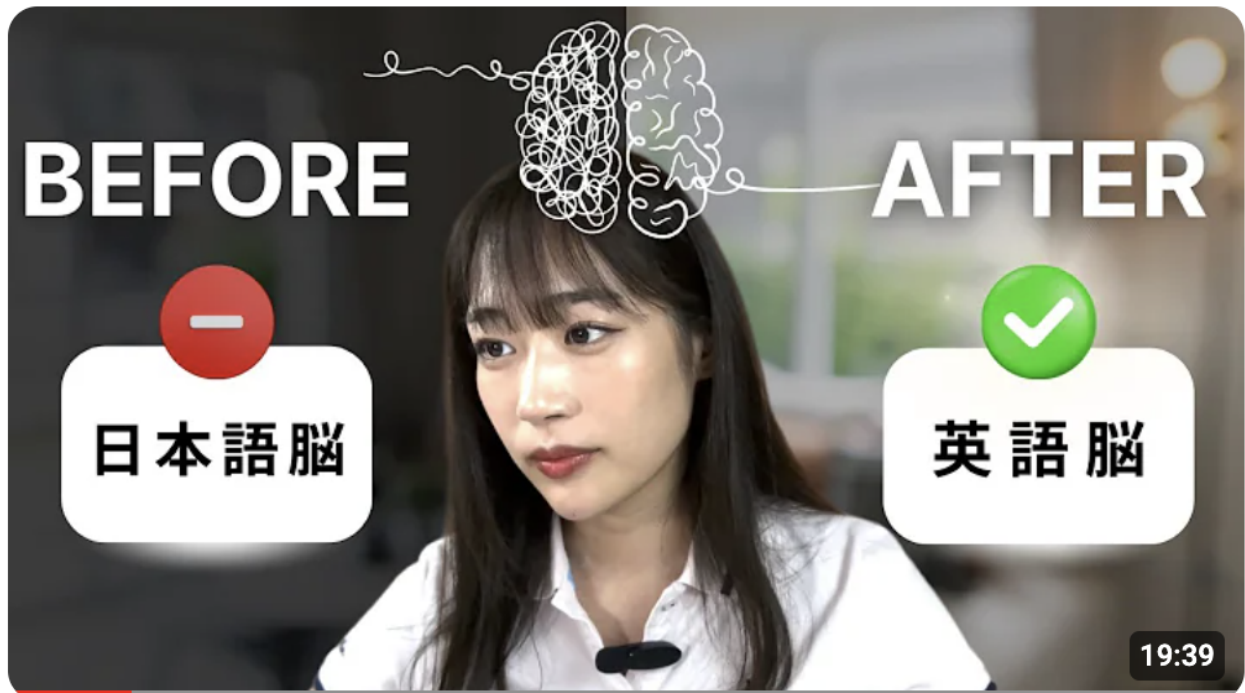
Miyu: When I first began my social media activities, I didn't want to call myself an English teacher or a coach, because at that time I had no confidence to do so or qualifications for that matter. I had, however, a passion for English, and this is what I wanted to emphasize. Also, I am Japanese, and *otaku* is a well-known Japanese word for someone who is passionate about a topic. That's who I am, an *eigo otaku*. I love English, I love to absorb things related to English, from the language to culture in English-speaking countries and beyond. Opening my social media channels was a way to share what I liked and reach out to other learners of English.

Ivan: This interview will appear in *Learning Learning*, a publication focusing on learner development. When I watch your videos on YouTube, I feel you are on a lifelong mission to learn English. Do you think this is a fair assessment?

Miyu: Yes, definitely. I'm not going to stop learning until I die. The journey never ends!

Ivan: How did this journey start, then? Can you walk us through some of the milestones of your experience as an English language learner?

Miyu: The first milestone has to be going to New Zealand when I was 16. That was my first time out of Japan and using English in daily conversation, that is not based on a textbook or with English teachers. The college I stayed at had three Japanese people, but we were not allowed to use Japanese – that was a school rule. During that time, I felt like I started using a different part of my brain when using English. When I was in Japan, and that was the first year of high school, I felt like I was really good at English and performed well in all the exams. But once I moved to New Zealand and tried to speak English I couldn't speak at all. The conversation flow was too fast, even beyond my expectations. I was really surprised. I had to change the way I engage with English, and started focusing on learning pronunciation and useful vocabulary in different real-life situations. This made me change my English learning goal, from getting a good score on tests to reaching a level of conversational ability that would feel natural to an English speaker.



Video: [Miyu on switching from a “Japanese brain” to an “English brain”](#)

Ivan: Dare I say this was the beginning of your independent language learning journey?

Miyu: I guess so. During my university years, I went on a study holiday in Cebu, Philippines. My purpose was to prepare for IELTS, as I needed a score of 6.5 to join a study abroad program in the United States. That was never possible because of COVID, but the experience in the Philippines was instrumental in improving my English writing, which had been my weakest point. And I did achieve a score of 7.5, eventually.

Ivan: What happened after COVID, then?

Miyu: I went to Australia for one year for an internship. This is when I realized that I could use English normally, except for those work-related situations for which I lacked the technical words, which my manager never failed to point out. When in Australia, speaking English started feeling automatic. I did

not need to prepare ahead before speaking. I wasn't trying to be good at English, it just felt natural. I used English to live my life, hang out with my friends, and talk to my host family. It did not feel hard to use English anymore, and it did not feel like studying.

Ivan: What your milestones seem to have in common is that they all happened outside of Japan. In your opinion, is going abroad instrumental to learning English?

Miyu: What I can say is that I would not have had a similar experience by staying in Japan. When you are outside of your country, out of your comfort zone, your mindset easily changes, right? You have to commit, because going abroad is expensive, if you are working you must quit your job or pause your studies if you are a student. I started my own English teaching business before going to Australia, and I had to stop all activities for a year and sacrificed my income to join that internship. This fosters the mindset of "Oh, I have to do this! I have to commit to this experience to the fullest". In Japan, I would have had many more distractions.

Ivan: Your commitment to learning English makes you a role model for other learners of English, especially in Japan. What advice would you like to give to a learner who is struggling with English?

Miyu: That's a good question. Actually, I receive daily messages from my followers asking for advice. The general feeling I get is that there is so much content on the Internet regarding English learning that people get confused. And if you go to a bookstore, there are tons of vocabulary books, textbooks, and test-taking strategies books. You may be looking for resources that your favorite influencers recommend, but there is no guarantee that those resources are the best for you. The advice I try to give is to understand why you want to learn English, what you want to achieve in English. Only then will you be equipped to find what works best for you and, most importantly, what you enjoy doing. Because unless you're enjoying your studies, you won't really have the motivation to keep working and improve.

Ivan: Do you have any insights into how your followers react to your advice?

Miyu: When I post a video on YouTube, for example, I don't know who is watching it. The statistics tell me my latest video was viewed 179,000 times, but I have no way of knowing all these people personally, talking to them, or giving tailored advice. The best I can do is offer a neatly packaged set of experiences and advice that my audience can relate to. When I have the chance to interact with my followers, via DMs or at fan meetings, the general tone is that people seem to be searching for that one key that will unlock the solution to the struggle. The "best" thing, however, is highly individual, and I don't want to promote any one-size-fits-all approach on social media. When I teach online courses on Zoom, instead, I have the opportunity to survey all participants, before and after the meeting, which makes it easier to identify personal reasons and goals and customize my lessons accordingly.

Ivan: Since you mentioned teaching online courses, shall we talk about your engagement with learner development? In particular, I think our audience would be interested in reading about some success stories you had, and what helped your learners reach their goals.

Miyu: Nowadays I mostly teach English conversation and pronunciation on Zoom, either one-on-one or in trial lessons in a group. What started as a study group with my university friends soon became a job as I channeled my passion for English and the learning process. Through social media, I then expanded online and started an online course supporting English learners. As for success stories... the first that comes to mind is a false beginner, a busy full-time worker who has become really confident in their way of studying English. The first time they attended my course they were saying "I've tried this, I've tried that, but nothing worked for me. Can you tell me the best way to learn English?". Since then, we worked together, not establishing a teacher-student relationship, but rather working together, discovering together. After six months we agreed that this learner needed more vocabulary and more exposure in general, so we explored online resources and a timeline that would fit their schedule. With that, they became really confident in what to do to achieve their goal and, in a

way, they did not need my help anymore. One year later I had the chance to meet this former student in person at a fan meeting in Tokyo. Their English was really good! They worked on expanding their vocabulary, learned more grammar, and confidence tied everything together. I was really impressed.

Ivan: Thank you for sharing this story. Next, I hope you don't mind me asking what are, on the other hand, some challenges or puzzling questions that you still experience when you support English language learners.

Miyu: Sometimes I still don't get what the learners *really* want. It is hard to get an answer to questions like “why do you want to learn English?”, “what do you struggle with?”, “what is your final learning goal?”. Many of my followers, and course takers, seem more preoccupied with the *how* rather than the *why* of language learning. And the questions I am asked more often resemble the kind of questions you would ask ChatGPT for a quick-and-easy response: “how can I become fluent in English?”, expecting me to come up with a standardized process. But I am not ChatGPT, and if my students choose my services instead of asking questions to AI, I would rather have them engage in introspection, start a process, and only then figure out a personalized answer to the “how” questions. However, sometimes it is difficult to get this point across. Many learners want a quick and easy answer to their struggles – yet, they pay for a service where they work together with me, a human being, expecting me to behave like an AI chatbot. I find this contradiction quite puzzling, and I am not sure where to go from here.

Ivan: I am not sure this fully pertains to the interview, but do you think this expectation may be related to the influencer culture? After all, one reason why social media are so powerful in connecting people is their immediacy.

Miyu: What I can say in this regard is that there are two patterns to social media content creation. Some influencers are focused on building their business, like an English teaching channel. These channels focus on the number of subscribers or followers to generate money, and I can see how they could use immediacy to give quick and direct answers to their followers. Their goal, after all, is to expand their business. Other influencers are in the game for enjoyment and to share their passion. In my case, I enjoy learning English, I enjoy thinking and talking about the process of learning English. Having become a popular content creator is a side benefit. That allows me to meet more learners who will believe in the kind of approach I try to adopt. It is not as immediate, but it is more human and effective.



Video: [Miyu on the process of learning English](#)

Ivan: Thank you so much for your answers, Miyu. We have talked for almost two hours now, so let me ask you one final, sneaky question. Reflecting on everything we talked about today, which title would you give to this interview?

Miyu: We talked about language learning a lot, so that must be there, right? We also talked about social media, the abundance of learning resources online, changes and trends in learners... would something like “language learning landscapes” work? I like the flow of “L, L, L”.

Ivan: We also talked about your experience as an English language learner at length, so I hope you won't mind me adding your name (which is now a brand name, I guess?) to the title.

Miyu: That makes sense, yeah. Thank you!

Ivan: Thank you – it was brilliant to catch up.

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Reflection On The JALTCALL LD SIG Forum

Thanks to the LD SIG, this was the first conference I have had the opportunity to attend. I submitted a presentation proposal, and luckily, I was accepted and able to attend the conference through a grant from the SIG. I was informed that it would be a forum where I would present alongside Blair Barr and James Underwood. Initially, I expected people to ask me their own questions. I did not realise presenters generally created their own questions for the attendees to reflect upon. Fortunately, Blair and James prepared questions related to my topic so any embarrassment was averted. However, my presentation lasted for only 25 minutes, so there was not much time for me to ask the attendees to discuss any specific aspects in groups.

My presentation centered on using ChatGPT as a post-writing tool for pen-and-paper writing activities. There were two notable questions from the audience. The first one was about my motivation for conducting pen-and-paper writing tests. I explained that I had received essays written during class time that were free of errors and lexically rich. I suspected the use of AI. Some students admitted to using translators to generate their essays. However, beyond that, it is hard to prove if an essay was AI-generated. To address this issue, I decided to conduct paper writing activities instead. A second question, that has subsequently shaped my overall research, was whether I asked my students to discuss their errors or learning from ChatGPT with their classmates. Consequently, in subsequent writing activities, I incorporated peer feedback into their post-writing process.

Blair Barr's presentation also highlighted the use of AI in writing activities. What was interesting about his method was that students were expected to memorize or understand their writing input by giving a presentation in class. This forced them to learn from and understand any assistance they received from AI. This tactic was further enhanced by not allowing them to read from scripts during their presentations. Since I also require my students to give two to three presentations per semester, I have adopted this strategy in my own classes. I tried this method at three universities. I observed that some students would resort to writing their scripts on the slides, despite being taught how to create effective slides and discouraged from adding too much text. However, I also found that when given topics relevant to their lives and not too abstract (such as climate change), students could speak more naturally and do so without a script. Blair suggested that it is okay for students to utilise AI when writing their scripts, provided they study and understand them before presenting. While I generally do not allow access to devices during writing activities, I agree with Blair that it can be helpful for students to utilise AI when writing their scripts, provided they study and understand them before presenting. I encourage them to write their scripts first without relying on translators, as translators often generate speeches with complex vocabulary that is difficult to pronounce. I advise that once they have written their scripts in their own words, they can use AI as a proofreader with a specific prompt to correct grammar errors rather than altering their wording and ideas.

James Underwood's presentation focused on how to use AI in a way that allows users to still own their learning by employing effective prompts. He used terms such as "goal", "prompt", and "take ownership" to describe this GPT approach. This served as a good reminder for me to constantly explain to my students that learning from AI can only occur if they treat AI as an additional teacher outside the classroom, rather than something that will do their work for them. I think it is important for students to learn specific prompts such as "Can you correct the grammar errors in this essay?"

or “Can you explain why I was wrong?” instead of “Can you write a 200-word essay about the effects of climate change?” We should continue to teach them how to create effective prompts until they can study independently and develop a relationship with AI that benefits their learning.

Overall, I enjoyed the forum. People were kind, and I felt they were genuinely there to help us improve our teaching methods and research. My experience with this first presentation was encouraging and motivating, making me eager to present at other conferences.

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JALT2024 International Conference

Moving JALT into the Future: Opportunity, Diversity, and Excellence



November 15, 2024 – November 18, 2024
GRANSHIP Shizuoka Convention & Arts Center

The JALT International Conference will be held at Granship, Shizuoka from November 15th to 18th. Please mark your card for the **LD SIG Forum, An Exploration of Diverse Learner Development Communities** which will be held on **Saturday, November 16th from 2:45 PM - 4:15 PM** in the **A/V Hall second floor**.

There are also many other Learner Development presentations to enjoy, with plenty of LD SIG members talking about their research and interests. Please click on the link to see a full list of Learner Development events: <https://eur.cvent.me/rMovQ8>

CCLT 8: Stories of Collaborative, Sustainable, and Transformative Learner Development

JALT LEARNER DEVELOPMENT SIG



Date/Time: December 22, 2024 (12:00-17:00)

Location: Otsuma Women's University, Chiyoda-ku, Tokyo. Building F: Poster Rooms F733-737 (Cloak: 732), Plenary Room 742

Format: Face to Face: 3 rounds of concurrent Poster Presentations (40 min with 10 minute Reflection)

Cost: For face to Face event

- Students: free
- Teachers: ¥2,000 (JALT members), ¥3,000 (non-JALT members)

URL: <https://ld-sig.org/events/creating-community-learning-together-8/>

Creating Community: Learning Together 8 (CCLT8) is an informal, supportive conference, taking place on Sunday, December 22, from 12:00-17:00 at Otsuma Women's University, Chiyoda-ku, Tokyo.

Students and teachers are invited to share their experiences, ideas, perspectives, and puzzles, related to the theme “*Stories of Collaborative, Sustainable, and Transformative Learner Development.*”

Collaborative: involving learners collaborating with each other, with their teachers, or with the groups communities, and networks outside the classroom

Sustainable: being sustained over the academic year(s), or beyond

Transformative: involving learners or teachers developing new understandings, ideas, perspectives, or ways of learning/teaching

To involve both learners and teachers in exploring these aspects of learner development, we aim to keep presentations informal and interactive, so digital displays/poster presentations will be the main format of the day.

Multiple digital displays/posters sessions will take place at the same time, in three rounds of 40 minutes, with spaces for discussion and reflection at different points.

If you are unable to attend the conference face-to-face you are invited to submit your presentation materials e.g. (video, poster, audio recording, slideshow). These will be hosted online in the shared conference space for free. Visitors to the online conference space will be encouraged to watch your videos and leave comments up to a month after the conference.

Possible questions to explore:

- What stories of learner development would you and/or your learners like to share?
- How have you encouraged collaborative, sustainable, or transformative education in your classroom?
- Would you share a learning experience that has had a lasting impact on your personal or professional growth in relation to your studies, teaching or research?
- What factors are important when considering collaborative learner development?
- What are the key aspects that make a learning experience either sustainable and/or transformative?
- What are some barriers to achieving truly collaborative and/or transformative learning, and how can they be overcome?

If you or your students are interested, please submit a proposal by following the links below. It'll be great to see you there!

James Underwood & Ken Ikeda



To submit a presentation proposal please click here:

https://docs.google.com/forms/d/e/1FAIpQLSdckA5sHUmBnzRFNHHulepdU7HB9eQZsOW7sl4pTdg0x2iZQ/viewform?usp=sf_link

An Interview with the Co-Editors of Issue 9 of The Learner Development Journal

The Learner Development Journal

学習者ディベロップメント研究部会誌

<https://ldjournal.ld-sig.org/>

ISSN: 2433-5401



Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development

Edited by Stacey Vye, Robert Moreau, Amelia Yarwood, Ivan Lombardi

with Tim Ashwell

Tim: Thank you all for agreeing to do this interview so that the readers of Learning Learning can find out more about LDJ9 and where you are in the process. Can I kick off by asking what each of your interests are in learner development issues, and what appeals to each of you, both personally and professionally, about the theme of issue 9, “Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development”?

Stacey: I have been interested in learner autonomy and its connections with teacher autonomy because I believe teachers (including me) are learners, too. At the 2023 Pan-SIG in Kyoto, the theme of “Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development” came about from discussions with Andy Barfield and Chiyuki Yanase for Chiyuki and me to be featured speakers on the LDJ9 theme at the LD-SIG 30th Anniversary Conference at Gakushuin University in Tokyo. Chiyuki’s research focuses on learners’ and teachers’ well-being and autonomy and the struggles of part-time faculty in Japan, where well-being can alleviate challenging conditions. For me, as a lifelong learner, my interests and research have focused on autonomy and creativity in my doctoral program at the University of Southern California, but I also had a strong foundation in practicing well-being through my work with Nanci Graves. Therefore, because my three research interests are the theme of LDJ9, from the onset of the conversations I had with Andy, I joined the editorial team.

Robert: Autonomy has been a research interest of mine since my student days at Teachers College Columbia University. I have always considered that what happens inside the classroom is only a starting point; that when done effectively, the learning opportunities introduced spark students' curiosity and nurture the idea of life-long learning. Another central theme of LDJ9, creativity, I feel, is an integral part of the teaching-learning process. To motivate our students and keep them interested, our classrooms must be dynamic. Dynamism can emerge from a creative approach in teachers' methods of preparing classroom activities and also in promoting creativity in the solutions our students come up with in completing these activities. Finally, to be truly able to work effectively, teachers must focus on their well-being. I have recently become interested in this aspect of our professional lives, especially after going through the years of isolation that teachers had to deal with when teaching remotely during the Covid-19 pandemic. I am excited to be a part of the LDJ9 editorial team, and to see ideas based around these important themes being shared amongst our vibrant teaching community.

Ivan: At heart, I am a learner. I especially enjoy learning foreign languages. As an independent learner of languages, the exploration of learner autonomy, engagement, and motivation is key to renewing my interest in discovering new worlds through their languages. As a language teaching practitioner, I strive to introduce these concepts to the learners I cross paths with, in the hope that knowing more about how to find learning resources independently and how to keep motivated through the struggles of learning a language helps them see the value of the efforts they put in their studies. Creativity is one of the strategies that I employ in my teaching, and joining the LDJ9 team has also proved to be a great choice for new ideas. Well-being in language learning and teaching is a more recent research interest of mine, and again the process leading to LDJ9 is turning out to be an excellent learning opportunity.

Amelia: Like Ivan, I am a learner at heart. Curiosity has always driven me to open a book, browse the web or do a deep dive into a particular issue. In many ways I've always been an autonomous learner and as a teacher it has always brought me great pleasure to see my students take control of their own curiosity and find ways to develop their understanding and application of new knowledge. The feeling of empowerment - the confidence - that comes with autonomy is intoxicating. Through my own experiences and in conversation with students, I've come to realise that a big part of becoming an autonomous learner is seeking innovative strategies for achieving your personally relevant goals. This is where creativity is necessary. Without it we end up stuck in a loop and that never leads to healthy functioning. The theme of LDJ9 truly is the ultimate triad for learner development.

Tim: Thank you. It seems that you all have deep ties to the three themes of LDJ9 both in terms of how they affect your approach to teaching and how they have been an integral part of your journey as learners. I wonder if we could delve a little deeper. Could you explain something about how the theme of LDJ9 intersects with your teaching contexts and your learners?

Stacey: In my MATESOL program, I was lucky to experience taking the "Fostering Autonomy in Language Learning" at Teachers College (TC) Columbia with Nanci Graves and Alan Mackenzie in 2001. Subsequently, I explored learner autonomy with a focus on reflection, as well as the personal and professional developmental aspects of teacher autonomy. The course was amazing as it incorporated creativity, art, and expressions as forms of learning, along with a unique reading list. The primary textbook was both editions of Phil Benson's "Teaching and Researching Autonomy in Language Learning," which we called the sheep books. After Alan left Japan, from 2006 to 2011, I became Nanci's teacher's assistant (TA) for the course and finally an instructor in TC's final year in Japan in 2012. Alongside my work with TC, I joined the LD-SIG in 2002 to learn more about focusing on the learner to support my students, MA candidates, and myself. Nanci made such deep ties and lasting bonds with her students that strengthened their resilience and support for learner autonomy, and I was so proud to be part of that team. I carry Nanci's influence with me in my current teaching context.

Amelia: I worked for 5 years as a Learning Advisor with English as a Foreign Language (ESL) students at Kanda University of International Studies (Japan) – a hub of research and activity on Learner Autonomy. Now, my advising work (since 2023) puts me in contact with domestic and international students across the entire University of Sydney (Australia) campus. Irrespective of the university, learner autonomy has been the centerpiece of many collegial discussions. The questions are often a variation on; How can we as advisors encourage students – many of whom are under significant external pressures – to take control of their own development? How do we do it without burning ourselves, or our students out?

Tim: Interesting. So, autonomy, in particular, seems to be an ever-present goal in the work you do. It keeps cropping up! But I wonder what brought the four of you together. How did you meet and why do you all share an interest in autonomy, creativity, and well-being?

Stacey: I met Robert in the autonomy course with Nanci Graves in, I believe, 2010. Since 2011, we have collaborated on several autonomy-related presentations and writing projects, including some LD-SIG Forums, and share several interests. We are adjuncts at the Chuo University of Law who provide their instructors with insightful workshops with Andy Barfield! Then, in 2019, I met Ivan for our participation in the LD-SIG PanSIG2019 conference at Konan University in Kobe. We also discussed our interests over coffee and wrote two conference reviews in LL and PanSIG proceedings. I remember editing one of the papers on my tiny phone in a car somewhere in the mountains of Yamagata, and I will never forget how much Ivan helped me edit the Google Doc. draft in real time as I fumbled with my phone. Lastly, in 2021, I met Amelia in the highly recommended Language Advising Certificate year-long program, which includes five courses at the [Research Institute of Learner Autonomy Education \(RILAE\)](#) at Kanda University of International Studies (KUIS). The courses focus on reflective dialogues, systematic support for learners and advisors, and robust readings and viewings. She was my profoundly insightful TA; now, she is an instructor for the course, and I am her TA! After being a TA for a year, I applied and received the Advisor Educator Certificate training to provide education and mentoring for learning advisors. The RILAE Program and Journal leaflet can be found here: [Research Institute for Learner Autonomy Education \(RILAE\)](#). I am so pleased the LDJ9 editorial team joined me, as we work well together and share many common interests in learners and learning.

Ivan: I met Stacey at the 2019 PanSIG conference when we both participated in the LD forum and presented about our learners' perceptions of autonomy and how to scaffold independent study skills moving from a high school context to a university context. Very fitting! As for Robert, we met at a bus stop on our way to the 2023 PanSIG conference in Kyoto and bonded over coffee, and then talked over coffee again about our shared interests in project-based learning and learner development at the recent LD30 conference. I have yet to meet Amelia in person, but I was thrilled to learn that she also joined the LDJ9 editorial team, as I really enjoyed reading [her article featured in LDJ7](#).

Tim: I love the way you have found each other! Bumping into each other at SIG events and at bus stops and chatting over coffee. A beautiful picture of organic, collaborative, professional development! Now, crashing back to earth, I wonder whether you could tell us where you are in the LDJ9 process. What are you and the contributors doing now?

Ivan: We had the latest of many online meetings yesterday (note to prospective LDJ editors: don't falter at the thought! The meetings are aplenty, but they are constructive and quite enjoyable) where we finalized a message to the reviewers. After working together in small thematic response communities and giving each other peer feedback, the authors submitted a revised draft of their articles. If you are reading this on the day *Learning Learning* 31.3 is published, the manuscripts should be safely in the reviewers' hands and ready to receive constructive feedback. Authors will then have their feedback returned and will resume working, both individually and as part of their response community, towards a third draft, which we predict will be ready in February/March 2025.

Stacey: Thanks for your thorough explanation, Ivan! I can add some color to the fact that the four editors have found a magic lunch hour to work when we all are free to get together via Zoom, and we get so much done in a short amount of time. All our notes are in one Google Document, the title of which is “Agenda & Minutes,” which I love, without proper nouns or acronyms like LDJ9. We all know it’s ‘THE’ essential document, the one that we all know well, that keeps us on track.

Tim: That sounds great. You seem to be very well organised and seem to be on track in the process. Good of you too to point out to future potential LDJ editors that the job involves many meetings and that most of these are not unenjoyable!

I wonder if I could ask you next about how the process has worked so far. Have you encountered any bumps in the road or have things moved along quite smoothly? What have been the biggest challenges so far in managing an issue of the LDJ?

Stacey: For me, the bumps in the road have been international time-zone differences between the authors and editors and finding time to meet in our research communities and editors’ meetings. It has slowed our schedule a bit, but we have been attempting to stay on target as editors. LDJ9 is an international team that spans the globe, so what has made the time challenges smoother for us is that Ivan suggested using the time zone identifier app Rallyly, with three Ls: <https://app.rallyly.co/>, which has helped us meet up remotely on Zoom. The free Rallyly app may interest LL readers in connecting smoothly with your international communities. I recommend using the link above because if you try to find it by a search engine online, you may be taken to the U.S. city of Raleigh, North Carolina, instead!

Amelia: In the beginning, things moved incredibly smoothly. Navigating the different semesters (Australia runs opposite to Japan) and the associated workload has been a struggle recently. Thankfully, the team is an amazing group of people – support and kindness are in abundance.

Tim: Working across time zones is tricky, isn’t it? Thank you for the tip. Rallyly sounds very useful indeed. So, finally, I wonder if you could give us a hint about the range of perspectives we will find in the finished Issue 9. How are people approaching the themes of Autonomy, Creativity, and Well-Being for Learner Development? Are there any surprises for you in the way some people have chosen to tackle the subject?

Stacey: We think the range of perspectives approaching the themes of Autonomy, Creativity, and Well-Being are interwoven in and between all the chapters. However, we have created four research communities (RCs) around the four themes of *dialogues between the authors and learners*, *self-awareness and learning co-constructed by learners and teachers*, *international classroom-based practices*, and *classroom-based practices in Japan*. Are there any surprises in the way the subjects are tackled? We seem to have more blind peer reviews than I had expected, in contrast with the open reviews, where the reviewers and authors know each other and engage in reflective dialogues. This indicates that for employment and promotions, the blind peer review process is encouraged by academia worldwide.

Robert: As Stacey mentioned, it is fascinating how the themes between the chapters are becoming interwoven. Working with a research community discussion group is something that is new for me, so it has been interesting to hear the writer’s opinions about the work in a way that extends beyond the paper being written. The author I am working with is doing a practice-based review of a book on creativity in teaching, which will be an interesting addition to LDJ9.

Tim: It will be interesting to see how the three themes connect and merge within and between the different articles that are being written. You may face quite a challenge in trying to introduce all the different strands in your editors’ preface, but that is something you will deal with next year, I guess, when all the articles become more finalised.

Well, thank you all for letting us glimpse the work of an LDJ editorial team and for telling us why the themes of LDJ9 resonate so powerfully with all four of you. There is still another year before LDJ9 is published. I hope you enjoy the rest of the journey and that it continues to be a valuable learning experience. I am sure all of us in the SIG are looking forward to seeing the fruits of your (and the authors') hard work when LDJ9 appears in late 2025.

An Announcement From the Editors of The Learner Development Journal Issue 8

The Learner Development Journal

学習者ディベロップメント研究部会誌

<https://ldjournal.ld-sig.org/>

ISSN: 2433-5401



Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research

Edited by Anna Costantino, Assia Slimani-Rolls, Nour Bouacha

LDJ8 will be published at the end of December 2024. This issue will feature seven contributions, including five exploratory inquiries and two practice-related reviews. These inquiries examine the development of pedagogic materials from both the teacher's and learner's perspectives. They deploy approaches ranging from action research to exploratory practice and ethnographic accounts. Translanguaging is explored through art-based pedagogy, plurilingual strategies, and methods to enhance student participation. Moreover, one inquiry investigates how social media can be harnessed to foster genuine learner engagement. The practice-based reviews offer reflections on pedagogic materials representing the viewpoints of a materials developer working on published materials and creativity, and a mentor who supports teachers in enhancing their reviewing skills. We hope readers will gain valuable insights into experiential, open-ended approaches to materials development that challenge one-size-fits-all methods and biases.

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

Patrick Kiernan
LD SIG Treasurer

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Learner Development SIG Financial Report April 2024 to September 2024

Although the SIG still has funds, the long-term financial prospect is not altogether bright. We have now reached a point where the grant that we receive from JALT Central Office (JCO) is less than one of the conference grants we give out. The poor overall situation of JALT finances means that there is little expectation of an increase in funding next year or until JALT's finances improve. In addition, the Development Fund which enabled us to hold our anniversary conference last year is no longer available. For this reason, at the forthcoming AGM, we may need to discuss ways to cut expenses. One of the reasons that we were able to accumulate the funds that we have in the past was that the SIG has run a tight ship financially. Publications and communications are online meaning that there are no printing costs; we have generally charged for conferences that require a venue fee; and admin costs including webhosting are minimal. Continuing this approach in the current uncertain financial situation seems wise. Conference and research grants were seen as an effective way of attracting new and active members to the SIG and using up what used to be an increasing surplus of funds. This system seems to work well but may be financially difficult to sustain long-term, so that a temporary more nominal grant that would contribute to rather than cover expenses may be worth considering.

Revenues: April 2024 – September 2024 /収入:2024年4月～2024年9月	
JCO Grant / JCO 年間補助金	33,543
Bank interest / 銀行利息	30
Total revenue / 収入合計	33,573
Expenses: April 2024 – September 2024 /収入:2024年4月～2024年9月	
Conference grants / 学会補助金賞	80,000
Website expenses / 管理費(ウェブサイト費用)	5,000
Bank fees / (銀行手数料)	214
Total Expenses / 支出合計	85,214
SIG fund balance: September 30, 2024 / SIG資金残高:2024年9月30日	
Balance in bank account / 銀行口座残高	259,640
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	433,962

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な形式の原稿を収録しています。SIGの多くのメンバーが『学習の学習』に寄稿し、共同体の意識を築き共に学習しています。どうぞ奮ってご投稿され、SIG内でのまたそれを超えた繋がりを築いてください。

CONTRIBUTIONS

寄稿

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

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

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

We welcome contributions for the Spring issue of 2025, with the **pre-publication deadline of February 10, 2025 for *Learning Learning* 32(1)**. Ideally, we would like to hear from you well before the deadline, but in reality, the door is always open, so feel free to contact one of the editors when you are ready.

FORMATS AND LENGTHS

形式と長さ

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

『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語(もしくは英語、及び二言語で)の投稿を募集しています。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関する以下のような原稿をお待ちしております。

MINI-PROFILES: SHARING YOUR LEARNER DEVELOPMENT INTERESTS

ミニプロフィール: 学習者ディベロップメントについての関心の共有

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

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

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

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

学習者と教師の成長・自律に関する小論

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

小論(単著)(約3,600-7,500字)

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

小論(共著)(約3,600-12,000字)

REFLECTIVE WRITING ABOUT LEARNING FOR LEARNER/TEACHER DEVELOPMENT AND AUTONOMY

学習に関する省察 — 学習者と教師の成長・自律を目指して

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

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

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

SIGメンバー同士の対話(約4,000字-8,000字)

stories of learners becoming autonomous (about 500 to 1,000 words)

自律・成長する学習者に関する話(約2,000字-4,000字)

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

学習・教育実践の成功談・失敗談(約2,000字-4,000字)

MEMBERS' VOICES

メンバーの声

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

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

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

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

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

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

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

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

LEARNERS' VOICES

学習者の声

Learners share stories of their learning, reflections on their practices of learning, or report on a project or research that they are doing or plan to do related to learner development (about 300 to 500 words)

学習者が自分の学習経験、学習の実践についての考察、または学習者の成長に関連して行っている、もしくは計画しているプロジェクトや研究について報告します。(約1200-2000字程度以上)

RESEARCH & REVIEWS

研究 & レビュー

#1: summaries and accounts of new graduate research (1,200 – 2,500 words)

大学院での研究内容の要約やその振り返り(約2,400字-5,000字)

#2: proposals for a joint project/joint research (about 500 to 1,000 words)

協働プロジェクト・リサーチの提案(約2,000字-4,000字)

#3: reports (of a conference presentation, research project, particular pedagogic practice, and so on, to do with learner development) (about 500 to 1,000 words)

レポート(学習者の成長に関する学会発表、研究プロジェクト、教育実践など)(約2,000-4,000字)

#4: reports of research in progress (about 500 to 1,000 words)

研究中間報告(約2,000字-4,000字)

#5: book, website, article reviews (about 750 to 1,500 words)

:書籍、ウェブサイト、論文の批評(約3,000字-6,000字)

FREE SPACE

フリー・スペース

#1: photographs, drawings, and/or other visual materials about learner development, and/or related to learner autonomy

学習者の成長や自律に関する写真、絵、視覚資料

#2: activities and tips for learner development/autonomy (about 500 to 1,000 words)

学習者の成長・自律を促す活動やヒントの紹介(約1,000字-2,000字)

#3: some other piece of writing that you would like to contribute and that is related to learner development

その他の学習者の成長に関する執筆

#4: poems... and much more

詩、その他。

Our publications door is always open, so feel free to contact one of the editorial team when you are ready at [lleditorialteam\[at\]gmail\[dot\]com](mailto:lleditorialteam[at]gmail[dot]com). Many thanks!

Submit your contribution to
Learning Learning 32(1) by

FEBRUARY

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THE LEARNING LEARNING EDITORIAL TEAM

Lorna Asami (editor)

Tim Ashwell (editor)

Ken Ikeda (editor, members' voices, grant awardee essays)

Mike Kuziw (editor, research and reviews)

Ivan Lombardi (editor, layout & design)

Hugh Nicoll (editor, webmaster)

James (Jamie) Thomas (editor)

Megumi Uemi (editor, translator)



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).