

# LEARNING LEARNING 『学習の学習』

Newsletter of the Learner Development SIG  
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# LDSIG

LEARNER DEVELOPMENT

学習者ディベロプメント研究部会

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## In this issue: *Learning Learning*, Volume 32, Issue 1 今号について

This issue of *Learning Learning* includes a variety of articles from SIG members and their students, all naturally deeply connected with our shared interest in learner development.

The SIG President, James Underwood, opens the issue by summarizing many of the activities the SIG has organised over the last 6 months and directs us to all the exciting events happening in 2025.

Three new (or newish) members of the SIG, Bobby Nawbary, Mark Johnson, and Eric Hauser, then introduce themselves in the Members' Voices section by revealing why learner development interests them, how they try to incorporate it into their teaching, and what kind of research they are involved in or wish to pursue in future. I hope these pieces allow you and them to make connections.

Betty Lau's story of learning and teaching practices which follows shows how she feels her journey of learning and discovery in a number of traditional Japanese arts has contributed to her own growth as a teacher. She reveals how she thinks the mental training and self-discipline she has developed through practising these arts has allowed her to both more deeply empathize with her students and become a more adaptable teacher.

At the heart of this issue are 12 reflections on the CCLT8 event which was held on December 22nd at Otsuma Women's University. Ten of the reflections are written by students, many of whom presented at the event. Two are by teachers. They showcase how CCLT has become a very valuable opportunity for students and teachers to meet, share and present their work to people from other

universities, and how it creates a community where learner and teacher roles merge and interact. Some of the contributions are really touching and heartfelt. I recommend reading them all!

In the final section this time, Andy Barfield shares a research report about how he has been using generative AI (Google Gemini) to understand whether and how his students have developed over a year in a project-based learning (PBL) class. The article offers many useful tips on PBL as well as raising some of the tricky questions that surround the use of generative AI as a research tool. As always, Andy writes with great fluency and clarity showing how to incorporate a high degree of reflexivity into research writing. A great example for the rest of us to follow!

Finally, very many thanks to everyone who has submitted an article to this issue, especially everyone for whom this is a first publication - there is no looking back! Also a huge shout-out 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* (on behalf of the rest of the Editorial Team)

今回の『Learning Learning』では、SIGのメンバーおよび学生によるさまざまな記事を掲載しています。いずれも、学習者育成に対する私たちの共通の関心と深く結びついた内容です。

SIG会長のジェームズ・アンダウッドは、この号の冒頭で、過去6か月間にSIGが企画した多くの活動についてまとめ、2025年に開催されるすべてのエキサイティングなイベントについて紹介しています。

次に、SIGの新しい(または比較的最近参加した)メンバーであるボビー・ナウバリ、マーク・ジョンソン、エリック・ハウザーが、「メンバーの声」のコーナーで、学習者育成に興味を持つようになった理由、それを自身の教授法に取り入れようとしている方法、現在関わっている研究や今後取り組みたい研究について紹介しています。これらの記事が、皆さんと彼らとのつながりを作るきっかけになれば幸いです。

続くベティ・ラウの「学習・教育実践の成功談・失敗談」では、彼女が日本の伝統芸術の数々を学び、発見する旅が、教師としての自身の成長にどのように貢献したかを語っています。ベティは、これらの芸術を実践することで培ったメンタルトレーニングや自己規律が、生徒たちにより深く共感し、より順応性のある教師になることを可能にしたと述べています。

この号の核心となるのは、12月22日に大妻女子大学で開催されたCCLT8イベントに関する12の感想文です。10の感想文は学生によって書かれたもので、その多くがイベントで発表を行いました。2つは教員によるものです。これらの

感想文は、CCLTが学生や教員にとって、他の大学の人々と交流し、学習した内容を共有し、発表する貴重な機会となっていることを示しています。また、学習者と教員の役割が融合し、相互作用するコミュニティを創出していることも示しています。感動的な内容のものもあります。ぜひ、すべてお読みください。

最終セクションでは、アンディ・バーフィールドが、ジェネレーティブAI (Google Gemini) を活用して、プロジェクトベースの学習 (PBL) クラスで1年間の生徒の成長を明らかにした研究報告を共有しています。この記事では、PBLに関する多くの有益なヒントが提供されているだけでなく、研究ツールとしてのジェネレーティブAIの使用を取り巻くいくつかの厄介な問題についても提起されています。いつも通り、アンディは流暢かつ明晰に執筆しており、研究論文に高度な内省性を組み込む方法を示しています。私たちにとって素晴らしいお手本となっています。

最後に、今号に記事を寄稿してくださったすべての方々へ感謝いたします。特に、今回が初めての出版となる方々、もう後戻りはできませんよ! また、執筆者の皆さんの文章を磨き上げ、洗練させるお手伝いをしてくださった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) の皆さん、そしてレイアウトを担当されたIvanさんにも、心からの感謝を申し上げます。LL編集チームに参加されたい方は、上記のメールアドレスまでご連絡ください。大歓迎いたします。

Tim Ashwell 編集チームを代表して)



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## President's Greetings for Spring 2025

Welcome to the Spring issue of the LD SIGs newsletter, *Learning Learning*. Thank you to all the contributors and the LL editorial team for their hard work.

Since the Autumn issue, the LD SIG has been busy. The Annual General Meeting was held at the beginning of November, and a forum was held at the JALT International Conference. Then, in December, it organised a mini-conference (CCLT8) and published Issue 8 of the Learner Development Journal. And finally it held online planning meetings in February and March to brainstorm events and publications for 2025.

The AGM was held on November 1st; in the meeting, we announced who was changing roles in the committee and thanked those stepping up or down. Then we reflected on 2024 events, publications and membership. After this we started to plan 2025, while keeping in mind the financial status of the SIG, and made decisions on the number of Grants to be awarded and possible themes for the PanSIG forum. To see the minutes of the meeting, please [click here](#).

The LD SIG Forum was held later in November on the 16th, at the JALT International Conference. The theme was “*An Exploration of Diverse Learner Development Communities*”, and in this, Jo Mynard and Satoko Kato first presented their experiences of collaborating in their research and practice on Advising in Language Learning (ALL). Then, I reflected on my experience as a committee member of the LD SIG before getting the audience to share their experiences in small groups and brainstorm ways to get more members involved. A summary of both presentations and the brainstorming session can be found [here](#). The forum was well attended, and

the brainstorming sessions were rewarding for everyone involved.

On December 22, CCLT8 was held at Otsuma Women's University. The theme of the mini-conference was “*Stories of Collaborative, Sustainable, and Transformative Learner Development*”, and it featured 27 poster presentations from students and teachers. It was a lively and well-attended conference; please [click here](#) for photos and posters. Thank you very much to all those who participated, and who helped with the organisation and setting up the conference venue on the day: Andy Barfield, Jenny Morgan, Lorna Asami, Kay Irie, Ken Ikeda, Mike Nix, Patrick Kiernan, and Tim Ashwell.

Also in December, Issue 8 of the Learner Development Journal, “*Exploring Grassroots, Innovative and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner Research*,” was published. The Issue features five exploratory inquiries and two practice based reviews, and can be viewed [here](#). Many thanks to the contributors, and the editors for working on this; it is a great collection of articles exploring material development through practitioner research.

In the planning discussions that took place in February (11) and March (12) we brainstormed the themes for the JALTCALL and JALT2025 forum, more details on these will follow soon. After that, we discussed the possibility of a book project, which interested members could collaborate on in the coming year. One possible theme that came up was “*Learner Autonomy in the Age of AI*.” We also discussed the theme and format of the Get-togethers, the first of which will be on April 18, from 8-10:30pm, and will include a

brainstorming session for the book project. More details on this will follow soon.

Looking forward to the year, there will be a LDSIG forum at the PanSIG Conference held at Kanda University of International Studies, from May 16-18. And we are in the process of organising a forum at the JALTCALL conference in July 18-20, and also at the JALT International Conference which will be at the National Olympics Memorial Youth Center, in Tokyo from October 31-November 2.

Wishing you all a great start to the Academic year!

*James Underwood*  
LD SIG President

LD SIG ニュースレター「Learning Learning」の春号へようこそ。寄稿者の皆様とLL編集チームの皆様の多大なるご協力に感謝いたします。

秋号以来、LD SIGは多忙を極めています。11月初旬には年次総会が開催され、JALT国際会議ではフォーラムが開催されました。そして12月にはミニカンファレンス(CCLT8)を開催し、『Learner Development Journal』第8号を発行しました。さらに2月と3月にはオンラインでの企画会議を行い、2025年のイベントや出版物の企画についてブレインストーミングを行いました。

11月1日には年次総会が開催され、委員会内で役割が変更となるメンバーの発表と、新メンバー・引退したメンバーへの感謝の意が述べられました。その後、2024年のイベント、出版、会員について振り返りました。さらに、SIGの財務状況を念頭に置きながら2025年の計画を立て始め、助成金の授与数やPanSIGフォーラムのテーマ候補について決定しました。議事録は[こちら](#)をご覧ください。

LD SIGフォーラムは11月16日、JALT国際会議にて開催されました。テーマは「多様な学習者コミュニティの発展的探求」で、最初にJo Mynard氏と加藤智子氏が、言語学習におけるアドバイス(ALL)に関する研究と実践におけるコラボレーションの経験について発表しました。その後、私はLD SIGの委員としての経験を振り返り、参加者に小グループで経験を共有してもらい、より多くの会員が参加する方法についてブレインストーミングを行いました。両方のプレゼンテーションとブレインストーミングセッションの概要は[こちら](#)でご覧いただけます。フォーラムには多数の参加者が集まり、ブレインストーミングセッションは関係者全員にとって実りの多いものとなりました。

12月22日には、大妻女子大学にてCCLT8が開催されました。ミニカンファレンスのテーマは「協働的、持続可能、変革的な学習者育成のストーリー」で、学生と教師による27のポスター発表が行われました。活気あふれる盛況な

大会となりました。写真とポスターは[こちら](#)をご覧ください。参加して下さった皆様、大会の準備や当日の会場設営を手伝って下さったAndy Barfield, Jenny Morgan, Lorna Asami, Kay Irie, Ken Ikeda, Mike Nix, Patrick Kiernan, and Tim Ashwellに感謝いたします。

また、12月には『Learner Development Journal』第8号「インクルーシブな実践研究を通じた、言語学習教材開発のための革新的かつ創造的なアプローチを探る」が発行されました。この号では、5つの探究的な調査と2つの実践に基づくレビューが掲載されており、[こちら](#)からご覧いただけます。寄稿者の方々、そして編集に携わった方々に感謝いたします。これは、実践者研究を通して教材開発を探求する素晴らしい論文集です。

2月11日と3月12日に行われた計画会議では、JALTCALLとJALT2025フォーラムのテーマについてブレインストーミングを行いました。詳細は後日お知らせします。その後、来年度に会員が協力して取り組む可能性のあるブックプロジェクトについて話し合いました。「AI時代の学習者オートノミー」というテーマが提案されました。また、4月18日午後8時から10時半まで開催される「Get Together」でも、テーマと形式についても話し合います。この「Get Together」では、書籍プロジェクトのためのブレインストーミングセッションも予定されています。この件の詳細は、後日お知らせします。

今年度の予定としては、5月16日から18日に神田外語大学で開催されるPanSIGカンファレンスでLDSIGフォーラムを開催します。また、7月18日～20日に開催されるJALTCALL会議、10月31日～11月2日に国立オリンピック記念青少年総合センター(東京)で開催されるJALT国際会議でもフォーラムを企画中です。

新年度が素晴らしいスタートとなりますように!

*James Underwood*  
LD SIG 代表

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## Influences into Learner Development: Exploring the Gap between Proficiency and Autonomy through Language Learning Strategies

My name is Bobby and I am grateful for the opportunity to introduce myself to the Learner Development SIG. After joining JALT I was looking for a SIG that I could call home. Learner Development is something that all SIGs mention to some degree. However I chose this SIG in particular because of how accessible and personable the publications and members were. *Learning Learning* in particular resonated with me because it showcases learner development in a variety of teaching contexts. I am humbled to be able to contribute to this publication and to give some more insight on what learner development has meant to me.

Entering my undergraduate studies I never put much thought into *what* I would be doing, I was more interested in *where* I would be after my studies. That was ten years ago and the world seemed much simpler then. I simply wanted to answer the questions I had about the world. Teaching English as a means to satisfy my curiosity seemed to make sense to me at the time. I think for many people teaching English, the path just appears in the midst of too many interests and too many questions. What does sea urchin taste like? What is a copula verb? Can I learn Italian and Spanish at the same time?

The beautiful part about teaching English is that there are opportunities to explore and answer questions like these. I recently received my MA TESOL from San Francisco State University and even more recently relocated to the northernmost region of Aomori, Japan this past August with the JET Program. The small fishing town of Oma has a population of about 5,000 and adjusting to life on the tip of Honshu has been a slow process. After this seemingly backwards chain of events I predictably questioned the trajectory of my new life. In the span of a month I went from presenting my Master's thesis on *Strategy Based Instruction for Promoting Autonomy* to desperately trying to explain why the word "beach" shouldn't be pronounced with a certain short vowel sound to rowdy high school students. Nonetheless, I am certainly happy to be here and if I were to take inventory on where my interest in learner development came from I would say there were two major influences: My community college experience and the YouTube polyglot community.

### COMMUNITY COLLEGE AND MEETING ENGLISH LANGUAGE LEARNERS

Going back in time a bit, I was never academically gifted or considered particularly smart by most metrics. I enjoyed reading, creative writing and sports but those interests were not going to fulfill my parents dreams of me becoming a lawyer or doctor. So I found myself at the local community college with a mild interest in International Studies thanks to NHK *Taiga* dramas and a few years of competitive Karate. Community College can be academic purgatory for students. Running the gauntlet of prerequisite classes and the general slog of compulsory general education courses can be a challenge. However it serves as an important transitory space especially for English learners. In California in particular, there were students from a multitude of different countries. They were trying to get their English to a level where they could eventually transfer and tackle upper division material at four year universities. I was interested in meeting culturally diverse people so I volunteered to

tutor at the English department. This is when I realized there was a gap in transitional education for language learners. Many of these students despite having great IELTS scores and passing all the prerequisite English courses simply didn't have the skills to compose essays or decipher language used in textbooks and lectures. This observation was later confirmed through my graduate research into student autonomy.

A major problem faced by the students in the higher education context is presenting their ideas and thoughts cohesively and meaningfully in English. The reason behind the problem is they are not aware of the strategies and the sub skills in writing.

(Hartina et al., 2018, p. 2)

These strategies and sub skills involve the cognitive, metacognitive and affective aspects of learning. Teaching these skills can involve the use of cognitive strategies such as brainstorming, outlining, and elaborating. Metacognitive strategies can include exercises such as planning and self-evaluation. Examples of affective strategies include anxiety lowering exercises, self encouragement, and self monitoring.

Introducing these sub skills earlier in the English learning journey can help students become more independent. I believe that these subskills can be integrated with language teaching within the classroom. These skills I find correlate well with Language Learning Strategies.

“Learning strategies are defined as “specific actions, behaviors, steps, or techniques —such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task— used by students to enhance their own learning”

(Scarcella & Oxford, 1992, p. 63)

I believe these strategies taught explicitly can help transitioning students develop and be autonomous.

## **SELF DIRECTED LEARNING IN THE YOUTUBE POLYGLOT COMMUNITY**

Another one of my inspirations to delve into learner development came from my own journey in language learning. Within the YouTube polyglot space I noticed a trend of polyglots sharing their strategies in depth about how to learn various aspects of languages. You may have seen these videos, some of them gimmicky, some of them advertising products, however there are some really brilliant polyglots who found methods that work for them. Many of these methods I have used myself. Applying and experimenting with these strategies has made me confident enough to speak a few languages at a conversational level. After refining my own learning process, I have used these strategies in my own academic ventures as I have seen crossover and benefits. However when I started teaching English I noticed a top-down trend where knowledge, not necessarily skills were being transferred. The explicit teaching of strategies I encountered in the polyglot community were almost nowhere to be found in textbooks or courses I've aided in.

## **INTRODUCING METACOGNITIVE AND AFFECTIVE LEARNING STRATEGIES WITHIN THE JAPANESE CLASSROOM**

Within the context of English education in Japan, I feel there is little attention paid to the metacognitive and affective aspects of learning. I feel metacognitive strategies would be easier to implement than affective strategies. There is already a consciousness around self reflection and preparation within the students. However it stems from a sort of self consciousness and their desire not to stand out in the classroom. This self reflection of their learning and behavior needs to be slightly reframed so that they recognize that their individual differences are worth exploring. Within the constraints of the top-down model there are ways to help students start to think metacognitively. Teachers can model metacognitive thinking by verbalizing their thought process or TAP (Think-Aloud Protocols) (Demet, 2010). I will share an example from my own Think-Alouds that I have done recently. This example pertains to reading dense textbook passages. I would verbalize that I am having difficulty

focusing and retaining information. During this verbalization I also convey a sense of nervousness to help identify with some of the students. I would then consider what strategies I can use to help me. Examples include reviewing the previous reading to better contextualize the current reading or writing out a list of questions that could possibly be answered in the passage to give a purpose to my reading. During this verbalization I would write the questions and strategies down and show them that organizing my own learning and thinking about my own thinking can help me overcome gaps in understanding and manage my anxiety. This is one example but I often approach a TAP from varied perspectives and learning styles. The think-aloud examples should be varied as well to demonstrate different learning styles and thought patterns. In doing this I am introducing the possibility that students can learn differently but equally effectively if they think critically about their learning.

Introducing affective strategies in the classroom also needs ample scaffolding. The pressure to excel academically in Japan is felt by many students. It is not uncommon to see students more and more fatigued the closer testing periods come. I have found success scaffolding affective strategies by providing plenty of low-stakes assignments and classroom activities. These low-stakes activities provide an opportunity for the student to compare their performance and mental clarity with high-stakes activities. An example of one of these low stakes activities includes the use of ungraded weekly quizzes. These quizzes would review the previous classes content in addition to open-ended questions to help them connect their previous learning with upcoming material. Questions such as “How do you feel today?” “What do you think we will learn about today?” “What is difficult for you?” “How can we make it easier?” The goal is for students to become aware of the link between emotional wellbeing, performance and retention. Students have the opportunity to reflect and identify gaps in their learning, then plan solutions with the teacher. This teacher-student collaboration is where specific strategies can be introduced to the student. This routine self-assessment provides opportunities for students to analyze their emotional state over time in tandem with their learning performance. Overall, I have found that in the Japanese context there are not enough low-stakes activities and assignments and therefore the opportunities to practice learning strategically are limited. I want my students to be confident and autonomous learners. Equipping them with skills to manage their learning and tolerate ambiguity is something I am passionate about.

Throughout my community college experience and subsequent teaching ventures, I have seen students become disheartened making the transition from lower division English courses and standardized tests to higher education. The qualifications and knowledge acquired while useful, often does not equip them with strategies to overcome the jump in difficulty.

I am still working on the specifics of my research focus but I would say it leans towards the “Implementation of Strategy based Instruction for Promoting Autonomy in Pre-Academic ESL/EFL Students”. I believe that there is value (qualitatively and quantitatively) in explicitly teaching Language Learning strategies within ESL/EFL contexts. While there is research in the field of Language learning strategies, I would like to bring attention to the lack of long term research devoted to promoting autonomy in ESL/EFL students specifically for academic contexts. To accomplish this, it would require access to learners early in their language learning journey and similarly pedagogically oriented educators. Students should have the tools to self-regulate their language learning so that they are able to manage their future academic learning. It’s important to recognize that while the level of English is higher in academic texts, that is not necessarily the barrier of entry. The barrier of entry is the lack of tangible skills needed to interact with higher level language.

## INSPIRATIONS AND MOTIVATIONS

Finally, I want to mention this quote by Dr. Barry Zimmerman, a prominent scholar in the field of learner autonomy that resonates with me.

“Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directed process by which learners transform their mental abilities into academic skills” (Zimmerman, 2002, p. 65).

Learner development is a field I am interested in because there is a sort of miraculous element to it. Every learner develops uniquely and it is rewarding to be a part of that development. In my short time so far in Japan, I have had the opportunity to present at two conferences including JALT Hiroshima. I am so grateful that the JALT community is so welcoming to newcomers like myself. It is quite easy to feel a bit of imposter syndrome in the midst of these packed conferences and brilliant publications. I will say sometimes I feel as if I missed the boat to a successful career in Japan but I think I am slowly realizing that all good things take time. My future aspirations after JET are to continue teaching and researching in Japan, learn more languages and of course, see what sea urchin tastes like.

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

Send to [lleditorialteam\[at\]gmail\[dot\]com](mailto:lleditorialteam[at]gmail[dot]com) by August 31st, 2025

#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)

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My name is Mark Johnson. I appreciate this opportunity to introduce myself and my interests regarding learner development. It is an area I feel strongly about personally, professionally, and academically. I am currently studying for an MA in teaching English to speakers of other languages (TESOL) through the University of Birmingham while also teaching English at Kochi University and advising and assisting elementary school teachers in my locality. I live and teach in rural Japan, where English is not really necessary for many people's daily lives and yet is a deep preoccupation in school life. While I am employed because of this integration of English into the national educational curriculum, I am cognizant of the disinterest that many of my students have. As a result, I try to use my position as an educator to create a love of learning and a passion for inquiry and making connections. I think that language connects all things in human society, so it's an easy spot to be in. As a language learner, I began studying Japanese as an adult in university. It started off well, with excellent teachers and a feeling of steady progression through intermediate level courses. As with most journeys, though, I experienced some challenges and frustrations along the way. The most salient was my study abroad experience, where things did not go as I hoped in many ways. I had hoped to follow in the footsteps of my Japanese TA (and language learning role-model) and take a year in Kanazawa. Unfortunately, to graduate on time, my only feasible study abroad option was to go to Tokyo for one semester. Then, when I arrived, I made the mistake of taking the school's placement test cold, without prepping or studying. The result was my being placed in an elementary level class and repeating the same content I had already studied at my home university. Furthermore, I was a country boy from Appalachian Virginia thrown into one of the largest urban concrete jungles in the world, without a mountain or cow pasture in sight. Studying abroad in Tokyo was both a major setback in terms of motivation and learning progression, but it also gave me a reason to revisit Japan in a different environment, one with more of the natural scenery I had learned that I needed to feel comfortable. So, after returning to my university and graduating on time with a degree in linguistics and having taken a single class in teaching ESL, I joined the JET program as an ALT and moved to a place as statistically different from Tokyo as I could find, Kochi. There, immersed in a bewildering dialect and feeling like a complete novice once again, I built many relationships with local people and expatriates alike and continued my language studies, mostly on my own but with social support and camaraderie. Twenty years after starting that journey, after good and bad classroom experiences, a brief and mostly negative study abroad, and extensive and intensive self study, I consider myself to be an advanced user of Japanese. The students I teach are, in many ways, in a similar boat as I was when I started studying Japanese at university. The linguistic differences we face are the same as well, but reversed, the other side of the coin, if you will. The primary difference I think is the presence or absence of interest and motivation. In the past five years that I have taught university level learners, I have tried to explore the patterns and tendencies of my learners' interests, approaches, and difficulties in studying English, so that I might improve their learning experiences and outcomes. During my MA TESOL studies I encountered a long list of research informed pedagogical approaches and techniques that caught my attention as potentially valuable in my context. Among these were many related to learner development: Task-based language teaching incorporating reflection and planning, language learning strategies and strategies-based instruction, formative self-assessment, collaborative learning, peer-feedback,

and peer-assessment. When thinking about learner development, I do not see learners in isolation, but rather as a community. Thus my view is of learners developing collaboratively, through interaction with each other, me, and their environment locally and, if they have an opportunity like I did, abroad. Furthermore, since the pandemic and a widespread shift towards online and hybrid learning situations, I have also become concerned about learner wellbeing, especially socially situated wellbeing, partly because this post-pandemic university learning situation might negatively impact students' capacity to develop diverse social connections, which have been connected with wellbeing in the context of Japan (Tanaka and Tokimatsu, 2020). Over the past two years, alongside my studies, I have been investigating all of these things through iterative reflective practice and surveys and follow-up interviews with my students.

I have seen some learners adopt more proactive approaches to communication and make use of communicative strategies I introduced, like asking for clarification and asking follow-up questions. On the other hand, I have also seen a few learners react quite negatively to some of my approaches. For example, I asked learners to make groups with peers of different levels. Thanks to a few vocal students' reactions in class, I realized that if I want to create asymmetric groups in terms of English level, I probably should do it more covertly to preserve students' face. Finding the balance between what works best for my students in terms of learning outcomes and wellbeing is an ongoing process. I am grateful for the feedback my students have given me and hope to keep the communication channels open, so that I too can continue to develop as a learner-researcher-practitioner.

A few questions related to learner development that I have been thinking about while reading and iterating my course design are:

- How does formative self-assessment relate to attitudes toward learning English?
- How can planning and reflection be most effectively integrated into a speaking task cycle?
- How can peer-interaction improve English learning outcomes?
- What kinds of interventions can improve peer-interaction for language learning?
- What leads to learners giving constructive peer feedback for language learning?
- What is the relationship between peer-assessment and metalanguage awareness?
- How can collaborative language learning improve socially situated wellbeing?
- How do storytelling, analog games, and storytelling games relate to classroom climate?
- How can (collaborative) storytelling games be used to foster language learning?

I have many other questions as well, especially related to my other interests such as storytelling, analog games, peer interaction, and place-based education. My dissertation topic, for example, is about the language used in and interaction surrounding collaborative storytelling games. I accept that not all of my students will love English or share the fascination with language in general that I have as a linguist. Nevertheless, I hope that I can engage them in the love of learning and making connections with each other and the world.

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Although I am not new to JALT, I am fairly new to the LD SIG and, as a new member, I have been invited to introduce myself by writing something for the Members' Voices column of Learning Learning. I work as an English teacher and researcher at the University of Electro-Communications in Chofu, Tokyo. I am a former (Associate) Editor of JALT Journal and am currently a member of JALT's Research and Ethics Committee. I am also an Associate Editor of Linguistics and Education. I joined the LD SIG partly because I already knew some SIG members and because other people from this SIG that I've met in the past seemed dedicated to such things as quality education and learner autonomy, as well as making a contribution to improving language education, so I thought I would join to see what learner development was all about. I'm hoping that my reasons for joining will become clearer with the passage of time.

My research is in conversation analysis, mostly in relation to interaction involving second language users of English, in both classroom and non-classroom contexts. The best way to explain my research is to give an example, so I would therefore like to introduce one of the research projects that I have been working on for the last few years.

In collaboration with Daniel O. Jackson and Phillip A. Bennett, I have been working with data that we video-recorded at a SALC (Self-Access Learning Center) at a university in the Kanto region. As a SALC, part of its mission is to promote learner autonomy. The data were recorded at two locations within the SALC—a coffee shop and a service counter. The coffee shop is staffed by non-student employees and sells the sort of things that coffee shops usually sell. The service counter is staffed by student employees and is a place where SALC users can do things such as borrowing study materials and gaining access to reserved study rooms.

One thing of interest that we noticed in the recorded data was that, even though English is stipulated (at least at the time that the recordings were made) as the language to be used in both locations, the default language in the coffee shop is Japanese, but at the service counter it is English. The three of us gave a talk at the JALT conference in 2023 related to this—published in the post-conference publication ([English-Speaking Spaces](#))—in which we considered possible reasons for this, but one thing this situation illustrates is that it is the SALC users who make the language policy a reality (or not). In another publication ([Sociability and Joint Attention at the SALC Service Counter](#)), we looked at the use of small talk at the service counter. Another thing that we noticed in the data at the service counter was that, when a student user provides his or her name at the counter in order to gain access to a study room, the name is provided either as personal-name-only (e.g., “Ichiro”) or personal-name-followed-by-surname (e.g., “Ichiro Tanaka”). In May of this year, Daniel O. Jackson and I will be giving a talk related to this practice of name use and the constitution of the local lingua-culture of the service counter at the CAN-Asia Symposium on L2 Interaction, to be held at Pusan National University in Busan.

- i. Greetings and News Updates
- ii. Members' Voices
- iii. Stories of Learning and Teaching Practices**
- iv. CCLT8 Reflections
- v. Research & Reviews
- vi. SIG Matters



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## Cultivating Learning Potential and Teacher Development

Drawing on my learning journeys, I would like to reflect on my practice in traditional Japanese arts, such as tea ceremony, to illustrate how I have found personal growth leading to positive development in my teaching approaches. My experiences have shown me that mental training and self-discipline benefit learning, suggesting that teachers who are better learners can utilize their firsthand experiences to deliver more effective, learner-centered methodologies. Although academic frameworks offer valuable foundations for teaching, their limitations can be challenged and corrected by a grounded, experiential perspective.

### PRACTICING TRADITIONAL ARTS AS A MEANS OF MENTAL DISCIPLINE

While learning the Japanese language, I became interested in Japanese traditional arts such as tea ceremony, *kyudo*, *kendo*, and *zen* as forms of mental training and cultivating inner mindfulness. Many of these practices require learners to adhere to a strict regimen of precise procedures and physical movements. This is exemplified in the step-by-step instructions for entering the Tea Room:

With the hand closest to the door handle, first open the door about 1cm. Then move your hand down the door frame at about 20 cm from the floor and open it halfway. Change hands and gently open the remaining one-half of the door. Bow lightly (45 degrees angle) with your back straightened...enter with your right foot... sit about 5cm below the edge of the tatami mat (N. Tanaka, personal communication, Feb 24, 2024)

A common reaction to these rigid guidelines might be, “Why can’t I enter with my left foot instead?” However, the rationale behind which foot is used is ultimately beside the point. These meticulous practices, I believe, serve as a *training ground* for practitioners to develop self-discipline—learning to control their body and mind in every move they make, physically or mentally. Each step is imbued with deeper meaning and significance beyond just the bodily actions, as a result, cultivating self-mastery in the process.

In this way, the mental training I underwent, along with practicing *Zen* meditation gradually sharpened my mental focus and control, and I became less easily distracted or affected by external stimuli. Not only was I able to focus intently on tasks for hours on end, but an improved mental clarity has enabled me to become more observant, detail-oriented, and receptive to instruction. As my cognitive processing grew more effective, a noticeable improvement in my overall learning capacity followed. I have become calmer, less vulnerable to negative emotions (Siegel, 2016) like fear of failure and anxiety due to peer pressure, and less prone to giving in to temptations, a testament to the strengthening of character.

Some might argue that the efficacy of such disciplined training is overstated. However, my personal experience has convinced me that enhanced mental strength (Peterson et al., 2004) and a disciplined mind-body connection can indeed transform an individual, significantly benefiting one’s overall learning development. In the long and strenuous quest of learning, intellectual or not, mental

resilience provides the necessary *muscles* to scale any mountain. These two variables - mental strength and learning capacity - are positively correlated. As Sheerin noted, learner development can be compared to the planting of seeds: “to know what seeds might grow we first have to know the soil” (1989, p. 34). I would add, “before seeds are planted, first prepare and cultivate the soil.”

## REFLECTIONS ON POSITIVE ENHANCEMENTS IN TEACHERS’ DEVELOPMENT

The seemingly arbitrary rules of traditional Japanese arts, then, are actually means to a transformative end—cultivating self-discipline, focus, and emotional control. Based on my firsthand experience as a learner, it is undeniable that mental fortitude is the key that unlocks transformative learning. I strongly believe that mental strength should be the foundation for all forms of learning, as it is vital for profound growth and development.

This heightened self-awareness and personal understanding of my own learning process is invaluable for enhancing teaching effectiveness. By deeply reflecting on my learning journey, I can develop a more empathetic, learner-centered approach that is tailored to meet the unique needs of my students. What better way to understand the needs and challenges faced by learners than to draw on my firsthand experience as an engaged, self-directed learner?

For instance, in my experience learning foreign languages, I have applied many SLA research-backed strategies, so I can attest to their validity and effectiveness. By combining established pedagogical frameworks with my personal insights of foreign language learning, I can develop teaching approaches that are tailored to deliver the best possible outcomes for my students in their language acquisition. This dual-faceted approach has been pivotal and highly beneficial in enhancing my effectiveness as a language instructor. The methodologies I feel are the most effective include:

- Maximizing input exposure (auditory and visual) and encouraging extensive reading of authentic, contextually rich materials. Vocabulary should be taught in context with repetition and drilling to reinforce memory retention and solidify understanding
- Instead of relying on rote memorization, adopt a communicative approach that provides students with ample opportunities to actively produce the target language and interact with others through speaking and writing. I aim to minimize explicit grammar instruction, focusing instead on the process of scaffolding and transferring input to output skills. Also, I am cautious of excessive error correction, as it may demotivate learners.
- To nurture learners’ motivation, it is essential to create a supportive, low-anxiety classroom environment. Positive reinforcement like compliments and rewards proves highly effective in boosting learners’ self-confidence. I also try to encourage students to become conscious, autonomous learners which can further enrich their learning experience.

## LIMITATIONS OF PEDAGOGICAL THEORIES: ACCOUNTING FOR INDIVIDUAL LEARNER CHARACTERISTICS

Over the years, I have employed these methodologies in the language classroom. While I believe these strategies are among the best available, their effectiveness is not guaranteed and is often affected by individual student characteristics.

To illustrate this point, at the end of a one-year English Communication course, I asked some freshmen if they had become more comfortable speaking in English. The Science majors reported that although their anxiety levels had decreased and their English skills improved, their willingness to actively communicate in English remained relatively low. They practiced speaking because it was required, not out of intrinsic motivation. In contrast, several Physical Education majors had a very different experience. Despite scoring lower on the university entrance exam than the Science students, their level of self-confidence had significantly improved after one year of consistent output practice. They attributed their positive attitude to having a part-time job that allowed them to regularly interact with

foreign customers. They all agreed that the communication skills they gained in class were useful and practical, and the success they achieved at work had greatly boosted their motivation to speak English. Enthusiastically, the Physical Education majors told me they would no longer hesitate to speak with foreigners the next time they walked down the streets of Kyoto.

Despite using similar teaching strategies that emphasized output practice and supportive learning environments, the contrasting outcomes between the two groups showed me how individual learner characteristics can profoundly impact the effectiveness of language learning methodologies that include:

- Personality and psychological disposition (e.g. willingness to communicate)
- Prior English learning experiences and performance
- Opportunities for real-world interaction and application (part-time job)
- Intrinsic motivation and perception of relevance

Clearly, different students will react differently to the same instructional approach. There is no one-size-fits-all formula that can optimize learning effectiveness for every individual in a given class. While academic theories provide a valuable foundation, relying solely on them has limitations. Factors like learning styles, attitudes, anxiety levels, and exposure to the target language outside the classroom likely play a significant role in moderating the impact of instructional methods. I believe that a more nuanced, learner-centered model of classroom dynamics that accounts for these individual differences could help teachers fine-tune their approaches and address the unique needs of diverse students. By exploring these issues through research and practical experience, we can gain valuable insights to inform more effective and personalized instruction. Could it be that one way of understanding individual differences in our students can be achieved through experiencing different types of learning ourselves as educators?

## EMBRACING LIFELONG LEARNING FOR EFFECTIVE TEACHING

As an educator, maintaining a lifelong learner's mindset is crucial. In my opinion, while linguistic models provide valuable guidance, teachers must go beyond just theory and gain firsthand experience in learning and teaching. Although teachers possess a competitive advantage with their pedagogical knowledge and expertise, they must continually learn and evolve to become better educators.

By engaging in hands-on learning, like tea ceremony, a foreign language, sports, music, or cooking, teachers can observe, experiment, and refine their learning processes. This heightened self-awareness of their learning enables teachers to better empathize with the unique needs and perspectives of their diverse students. In turn, this empowers them to integrate novel, learner-centered ideas into their teaching methodologies. Ultimately this enhances the teacher's professional development and allows them to share more authentic learning experiences with their students.

In essence, I think teacher development is an ongoing process of self-learning and growth. The teacher's role is to facilitate learning by creating a positive environment for students to develop intellectually, mentally, and personally. True learning requires both theoretical understanding and practical application—the ability to learn how to learn. As Aristotle advocated, education should transcend mere knowledge acquisition, aiming instead for the holistic development of the individual. Whether student or teacher, the pursuit of self-fulfillment and growth is the essential purpose of education.

My key beliefs are:

1. *Teachers as Conscious, Disciplined, and Effective Learners*: educators must embody the qualities of conscious, engaged learners themselves to model effective learning strategies and provide more meaningful guidance to our students.
2. *Balancing Theory and Practice*: integrating educational theories and firsthand experience is crucial for continually refining teaching approaches.

3. *Teacher Development as Self-Learning*: maintaining an adaptive, growth mindset throughout one's career is essential for educator development.
4. *The Teacher as Facilitator of Holistic Growth*: the teacher's role is to facilitate intellectual, mental, and personal development, and this holistic approach is essential for empowering students to achieve self-fulfillment.

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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)

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#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)

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研究中間報告(約 2,000 字-4,000 字)

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- i. Greetings and News Updates
- ii. Members' Voices
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- iv. CCLT8 Reflections**
- v. Research & Reviews
- vi. SIG Matters

**Richard Thomas Ingham**

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The Creating Community: Learning Together 8 (CCLT8) conference was held on Sunday, December 22, at Otsuma Women's University in Chiyoda-ku, Tokyo. The conference invited students and teachers to share their experiences related to the theme "Stories of Collaborative, Sustainable, and Transformative Learner Development." As someone with a strong interest in learner development, I attended the event hoping to gain new insights that I could apply in my own teaching context as a university lecturer at a private university in Nagoya.

I particularly enjoyed the informal and interactive poster sessions, as these provided opportunities for in-depth discussions with presenters, allowing me to examine the topics in more depth. Although I initially approached the reflection circles that followed each session with some degree of trepidation, I found them to be a valuable opportunity to process and consider what I had learned from the poster session. These reflection circles provided participants with the opportunity to engage in thoughtful discussions, which added depth to the overall experience.

While many sessions were insightful, I'll highlight those that were particularly impactful or relevant to my teaching context.

Some of the courses I teach are based on the Sustainable Development Goals (SDGs), so I was especially interested in James Underwood's poster presentation on developing academic literacy skills through SDG-related content. I found his approach of using a core text to generate student interest in specific countries, and exploring how SDGs affect individuals in those contexts, particularly effective. This method seemed to connect global issues with personal stories, making the topics more relatable for learners.

One persistent challenge I face in my own context is encouraging students to think critically—perhaps due to Japan's education system, which often emphasizes rote memorization over critical thinking skills. Robert Moreau's session on developing critical thinking was enlightening in this regard. He shared practical strategies based on Hadley and Boon's (2023) book *Critical Thinking*, and I left inspired to adapt some of these exercises for my own classes. I'll also be looking into getting a copy of the book for further exploration.

In my current context, I teach topic-based CLIL courses that ask students to consider policies for protecting the rights of marginalized groups, such as refugees and same-sex couples. Mike Nix's session on employing an "Ethics of Care" approach (Gilligan, 2003) was therefore of great interest. He demonstrated how personal stories from minority group members helped his students engage with issues on a more nuanced level. Seeing how his learners developed more thoughtful perspectives reinforced the importance of integrating real-world stories into teaching.

The final presentation that I found of particular interest was from two students from Gakushuin University who led a session on Self-Directed learning (SDL). Earlier this year I had introduced some SDL activities into my classes, so it was fascinating to hear from Reina Abe and Chizuru Kobayashi about their own experiences in becoming more self-directed learners. Their reflections on how structured activities supported their independent learning were inspiring, and I hope my students will report similarly positive outcomes by the end of the academic year.

Overall, the conference was an incredibly valuable experience, and I look forward to participating again next year. My thanks go to the organizers for putting together such an engaging and inspiring event.

## Takumi Adachi

Gakushuin University



Participating in CCLT8 was an incredible opportunity to share my learning experiences and exchange ideas and methods for learner development with others. It was my first time attending a conference of this nature, and while I felt quite nervous initially, the experience turned out to be both enjoyable and enriching. Engaging in discussions and connecting with other participants helped me expand my perspective on education and personal growth. Through this experience, I gained two significant insights that have reshaped how I view learner development.

First, I realized that the environment is crucial in fostering learner development. During the discussions and presentations, it became evident that learning and personal growth depend on a complex interplay of factors, making it challenging to succeed by focusing on just one element. My presentation, “Being Proactive for Collaborative Learner Development,” emphasized the importance of being proactive, and how changing one’s environment is one of the most effective ways to create growth opportunities. I believe that such proactive changes allow learners to build new foundations in unfamiliar settings, which can significantly enhance their development. One participant shared how she had grown immensely after moving to a different country, though she also faced challenges such as cultural and language differences that sometimes hindered her learning opportunities. Her experience highlighted how factors such as access to resources and societal norms can enable or constrain one’s growth. Reflecting on this, I am reminded of the privileges many Japanese learners enjoy in terms of educational resources. We need to recognize this privilege, change our mindset, and fully utilize the opportunities available to us. By doing so, we can contribute to a more inclusive and supportive learning culture.

Second, I learned that meaning is something we assign to our experiences, and this perspective is crucial for overcoming challenges and staying motivated. Listening to the stories of other participants, I was struck by how people from diverse backgrounds overcame unique obstacles to achieve their goals. One presenter said something particularly memorable: “Whether something is meaningful or meaningless is up to us.” This idea resonated deeply with me. Many learners, including myself, have faced situations that seemed futile or unnecessarily challenging, making it difficult to stay motivated. However, if we can reframe these situations and uncover the value within them, they can become meaningful stepping stones for growth. For example, when the COVID-19 pandemic disrupted my athletic career in high school, I initially felt that the two years I had dedicated to training were wasted. Over time, though, I realized that this unexpected change allowed me to focus on language learning, which has brought me to where I am today. This shift in perspective taught me that even seemingly negative experiences can lead to unexpected benefits. Moving forward, I aim to approach challenges with this mindset, asking myself why I am doing something, how it might contribute to my future, and, if I cannot find an immediate answer, how I can adapt the situation to make it more meaningful.

In conclusion, my experience at CCLT8 was transformative. It deepened my understanding of the factors influencing learner development and taught me to view challenges as opportunities for growth. I left the conference with a renewed perspective and a commitment to lifelong learning. This experience has shown me that there is no end to learning and that the meaning we derive from our experiences is a powerful tool for growth.

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As a first-time attendee of the CCLT conference, I thoroughly enjoyed the opportunity to explore a diverse range of topics and interact with both student and teacher presenters. Observing learning experiences from both perspectives offered valuable insights into the goals and challenges faced by the presenters, making it particularly engaging to compare these viewpoints. The students' stories about their learner development were especially thought-provoking, as they encouraged me to reflect on the context of my own classes and the progress my students are making.

The conference format, primarily featuring poster presentations along with reflection circles, provided ample opportunities to engage with a broad spectrum of presenters and attendees throughout the day. This interactive approach allowed me to participate in some meaningful conversations and exchanges of ideas.

Among the various presentations, I found the sessions on using the Sustainable Development Goals (SDGs) to develop academic literacy skills and applying critical thinking activities for learner development particularly interesting. Both presentations offered immediately applicable ideas and resources for enhancing my own lessons and teaching practices. In particular using the presented literary resource *We Have a Dream: 201 Dreams with Sustainable Development Goals* which seems to have potential for academic discussion across my various classes, to assist in fostering learner development and enhancing critical thinking through the analysis of global perspectives.

From the student poster presentations, two stood out to me. One student shared how learning about human rights issues helped improve their English skills, while another reflected on their learning journey and the resources that supported their progress. These topics connected strongly with my teaching topics and focus, and discussing resource recommendations with the second student was a valuable exchange of opinions and ideas about effective materials.

Overall, attending CCLT was a rewarding experience that provided some fresh perspectives and comparison of teaching strategies. It was inspiring to see the creativity and dedication of both students and teachers. I look forward to attending future conferences and hope to contribute as a presenter at the next CCLT event.

## Yuiko Asai

Chuo University



### “IMMERSION” AS A NEW CONCEPT FOR MY RESEARCH

My presentation was about “edutainment”, which is defined as “a portmanteau of ‘education’ and ‘entertainment’” (Ito, 2022, p.31) and its potential to be a new way of Ainu cultural revitalization by contrast to the governmental approach, which has existed for decades. And cultural revitalization is “efforts aimed at preserving and reviving cultural practices, traditions, languages, and customs that are at risk of being lost or forgotten” (The University of Arizona, n.d.).



I got interested in this topic when I heard an interesting voice from an Ainu person at an event. According to the person, although the Japanese government has been making efforts to revitalize the Ainu culture since the 1990s (including establishing Upopoy National Ainu Museum and Park (Upopoy) as a headquarter for revitalization), one anime/manga, *Golden Kamuy*, has instantly attracted people and contributed to the revitalization. Since then, I decided to look at *Golden Kamuy* as an example of edutainment like Ito (2022) does since it teaches non-Ainu people Ainu culture and language through Ainu characters.

In the process of my research, I decided to compare *Golden Kamuy* as a new way (edutainment) and Upopoy as the government's strategy of cultural revitalization. I identified both differences in advantages and problems they share. *Golden Kamuy* is better at gaining people's attention, increasing Ainu people's pride in their identities, and profiting local communities through tourism. We can see that both Ainu and non-Ainu people have benefited from the edutainment. Also, both *Golden Kamuy* and Upopoy have contributed to increasing people's understanding of the Ainu and involving Ainu people in the development process. However, they also have problems: commodification of Ainu culture, invisibility of history and an element of entertainment. Ainu culture is seen as a commodity, rather than something Ainu people cherish, and the history is concealed because of the characteristic of being entertainment. Despite the same contribution, *Golden Kamuy* has had greater impacts than Upopoy.

At the CCLT8 conference, I came to think about the concept of immersion. In the world, there are many efforts made by Indigenous people to create an immersive environment for people to interact with their language and culture. Some cases, such as the Hawaiian language, have succeeded in revitalizing Indigenous language as much as they can appreciate it on a daily-life basis. I am wondering if edutainment can play a role in an Ainu immersive environment as a resource for teaching the Ainu language and culture since it already succeeds in attracting people and raising awareness of the Ainu. It would be interesting to look at potentials of edutainment in more depth with the concept of immersion. Throughout the conference, I could deepen my understanding of my research by talking with other participants, answering and asking questions, and making connections with their research.

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## Ayano Kaneko

### Chuo University



I presented about the working situations of single mothers. I researched the working situations of single mothers from some data and some single mothers' stories. Also, I researched some companies that make efforts to improve the working situations of single mothers. From my research, I found that flexible work and on-site childcare are useful for single mothers to balance work and childcare.

Participating in CCLT8 was a really good experience for me. It was good for me to present my research in English, listen to other peoples' presentations and discuss with each other.

Through others' presentations and discussions, I learned some new ideas. For example, "edutainment" and "SMART GOALS". Edutainment is a word that combines education and entertainment. SMART GOALS is the way to set goals. "SMART" stands for: Specific, Measurable, Achievable, Relevant and Time-based. I learned these words for the first time.

Also, I found some connections with other presentations. For example, "poverty of spirit". When I researched child poverty, I also found that poverty is not only material, but also affects the spirit. Another student presented about education. Not being able to go to cram school due to lack of money leads to poverty of the mind.

From this conference, I thought that collaboration is very important again. By communicating with various people, exchanging and combining ideas, new ideas will be born again. This will be good not only for individuals but also for society.

## Hiroki Nojiri

### Meiji University



First, thank you very much for organizing the wonderful conference. In fact, it was my first time participating in a poster presentation, and at first I did not know what a poster presentation was like and therefore I was feeling a bit nervous. However, soon after the poster presentation started, I found myself enjoying listening to other people's presentations!!

My biggest finding from joining the conference is the fun of sharing ideas. My goal of the conference was to understand what the conference and doing poster presentations are like and to enjoy attending the conference. Both as a listener and presenter, I could have an exciting time with critical and creative communications. In addition, talking with different English-speaking people on various topics was also a great opportunity for me to practice speaking, listening, and thinking in English.

The message I told in my presentation was that it is up to us whether we can make our chance meaningful or meaningless. University students have the same learning settings in lectures, but what they gain and whether they can make opportunities meaningful depends on their attitude. In my presentation, I mentioned the learning experience of my 1st year, and I really feel that I could commit myself to learning. I enjoyed discussions, presentations, and even assignments. Why? This is because I was serious about making my chances valuable. Because I was highly motivated to benefit from my experience, I could drive myself. From my experience, I learned that it is up to me

whether I can make my chances beneficial. And exactly, I could feel and understand my message by joining the conference. Though I had an option not to attend the conference, by choosing to join the conference, I could find something new and have precious time.

**Dabin Lim**  
Meiji University



CCLT provided me with a memorable experience. Both students and professors were sharing their experiences and insights with enthusiasm. I also had the chance to talk with students from different backgrounds and found commonalities in our life experiences. It was my first time attending a poster presentation so I was nervous but I also enjoyed it a lot.

After the icebreaking and introduction, several attendees were divided into groups and were free to walk around and see their posters and presentations. One of the presentations that I found interesting was about homeschooling. The presenter chose this topic because homeschooling is popular in Western countries; however, it is not as common in Japan, so she wanted to introduce it. After her presentation, we had a lively discussion where we exchanged our opinions on homeschooling. We shared our personal experiences and thoughts about its benefits and challenges, while also comparing the situation in our respective countries. It was fascinating to hear about how homeschooling is perceived and practiced differently depending on cultural and societal norms.

My own topic was about a business that my classmates and I created in a college course. The company is called “KomuKomu,” a real-time restaurant management solution. We provide an application and QR code for college students to show which restaurant is most crowded and how long they have to wait. During my presentation, I displayed a real QR code for the audience to scan and see how it works. They seemed interested in it. However, I forgot to put that QR code on the poster. If I have more opportunities to participate in CCLT9, I will be better prepared.

One of the best experiences I had through CCLT was meeting many different people. If I hadn't attended this conference, I wouldn't have known how exciting it is to meet new people. I wish I had more opportunities to participate in activities like these. Thank you.

**Ko Ishikawa**  
Gakushuin University



My name is Ko Ishikawa, and I am a sophomore at Gakushuin University. My major is International Social Sciences. I attended the CCLT8 conference held by JALT LD SIG on 22 December 2024, and I would like to share my presentation and experiences from the conference.

The topic of my presentation was ‘Combining Outline Strategies for Deep Learning in Report Writing.’ I began by explaining the SPRE (SPSE) essay format and the formal academic framework for outlining. The SPRE essay structure consists of four parts: situation, problem, response (solution), and evaluation. This format helps the writer create a persuasive and logical essay, ensuring that each paragraph has a clear purpose and that thoughts are organised effectively. In contrast, the formal academic framework

is advantageous for outlining because each sentence is placed on a separate line, which facilitates construction and review. Both strategies possess excellent features, and I developed a combined outline format that incorporates elements from both. The outcome of blending these outlines reflects deep learning rather than surface learning.

Here, I discussed the concepts of surface learning and deep learning. According to Southern Cross University (n.d.), surface learning is characterised as superficial since tasks are treated as impositions. In this approach, learners focus solely on achieving an 'S' or 'A' grade, which may not encourage genuine understanding. Conversely, deep learning involves learners developing their own interpretations of new content by integrating it with their existing knowledge, thereby fostering a profound understanding and long-term retention (Southern Cross University, n.d.).

In my case, the SPRE essay format is something I learnt in the Academic Skills Writing course at Gakushuin University last year, which constitutes my existing knowledge. The formal academic outline framework, however, was taught to me in 2023, making it new content at that time. By integrating these two strategies, I was able to engage more deeply with the process of outlining. Furthermore, my presentation closely aligned with three goals of the CCLT8 conference: collaborative, sustainable, and transformative. This idea emerged from the collaboration of my work and several teachers. It is straightforward and can be implemented by anyone in the long term, making it a sustainable method. I organised, synthesised, or transformed the knowledge I gained from these teachers to create an original concept.

First of all, I would like to thank all the organisers of the CCLT8 conference. I also want to express my appreciation to my teacher Ms Asami, also a member of the LD SIG, who invited me to the conference. This was my very first time presenting to students and teachers from other universities, so I was initially hesitant and nervous. However, the conference had an informal and supportive atmosphere, providing many opportunities to interact with others, which helped me relax and engage in discussions. Additionally, through the CCLT8, I learnt a great deal from all the presenters, as there was a wide range of fields represented, and all the sessions were informative. For instance, what was most striking was a presentation discussing the issue of single mothers' working situations. I learnt about the definitions and statuses of permanent, contingent and contracted employment, and the presenter's specific data regarding employee backgrounds. I also found out that some prominent Japanese companies, such as Shiseido, have established systems in place for maternity and paternity leave, as well as childcare services. The presentation was relevant to my field and quite interesting. I am eager to apply the rich experiences I gained from CCLT8 to my future studies, study abroad endeavours, and career.

**Kanako Koga**

Otsuma Women's University



I studied abroad in Toronto from March 2 to August 26, 2024. Even after returning to Japan, I am grateful for opportunities like this to communicate in English.

At CCLT, I was able to learn a variety of things in English. I found the presentations about people working hard to attend university with scholarships and making workplaces more accommodating for single mothers particularly interesting because these were topics I had previously thought about myself. I was impressed by everyone's ability to express their opinions in English. They had

a way of thinking that convinced everyone, even on difficult topics. I not only improved my English but also my knowledge and had a great day.

I would like to study English more and give a presentation someday. I also made friends there which helped my motivation to improve my English. I want to be a flight attendant in the future. A friend I met at CCLT wants to be a pilot. I had a lot of fun talking about my dreams for the future. I met my friends studying hard to make their dream come true, so I decided to do my best.

Thank you for the wonderful CCLT.

Aoi Yokoyama  
Chuo University



## THE WONDERFUL INTERACTIVE LEARNING OPPORTUNITY

This was the first time for me to participate in such an interactive conference with students and teachers. So I was really nervous at the beginning and I was not sure whether I could talk with other participants and give a presentation in front of them. But CCLT8 started with some ice breaking sessions and the chance to share opinions with each other so I was able to relax and enjoy the event.

One reason why I took part in CCLT8 was I wanted to experience an active learning opportunity outside of university and challenge myself to communicate with the people who have their own ideas or experiences that I didn't have. Another reason is that I had been learning about human rights issues in English in my university's English class and I thought this experience was unique and good to share with other people. The issues I had been learning about were human rights education in Japan, connections between war and human rights, the prohibition of using nuclear weapons, and the right to rest and leisure. (See the insert of my poster for my final project on the right to rest & leisure.)

I had decided to research these issues based on my personal interests. They also included some political perspectives which are related to my own area of major studies in the Faculty of Law.

Regarding my CCLT8 poster presentation, I was one of the presenters in the first round and I was really happy to be given a lot of questions and opinions about my topic, 'Improving English Skills through Learning Human Rights Issues.' In this class, for each project, the students in my class selected various human rights issues, and one of mine is about the right to rest and leisure. Every week we prepared two A4 pages of research notes and also wrote a weekly Human Rights Diary reflecting on our research and what we had done in the previous class. In the final project we also did "critical incident" role plays in our presentations. Not only could I develop my English skills, but I also gained knowledge of different human rights issues, and the skill of conveying my research by using easy words for people who are not familiar with it. My poster included the idea of researching human rights issues and activities which are challenging wider awareness, problematization, and even resolution. As there is no chance to discuss this style of learning deeply in English in my university, taking part in CCLT8 was a great opportunity for me to present and discuss my experiences.

Other students and teachers at CCLT8 talked with me about my experiences. There were some great questions such as asking to see my notebook with my actual research notes or about the survey I conducted. The reaction from one teacher stood out in my memory. It was about the uniqueness of my suggestion, to research different human rights issues and have the opportunity to show it to each other. According to him, typically we think about the same topic or issue in class and the way I did my research has more possibilities to think from multiple perspectives. In other words, listeners

should be more active to understand ideas and speakers should use paraphrases because they have no knowledge about each other's research field. What I was most interested in was about action by companies to solve poverty problems. I had the idea that multinational companies can have a bad effect on developing countries by hiring workers on low wages. Through learning more about this at CCLT8, stereotypical views I had of multinational companies started to change.

In conclusion, CCLT8 was helpful for me to gain multiple perspectives of education, human rights, and learner development. Each presenter has unique experiences and ideas for education. I learned there are people with many different attributes, and currently there are many barriers to enabling all of them to have an appropriate education, such as financial factors, poverty, sexuality, minorities, and cultural differences. In this regard, I learned that the level of education that I had taken for granted is difficult for many people to obtain. I also realized the importance of knowing and interacting with people from a wide variety of backgrounds in this world, and cultivating an open perspective that will lead to the future. Participating in CCLT8 became my great step forward.

5<sup>th</sup> December 2024 Project 4 Human Rights Declaration Presentation-Discussion

## Rights to Rest & Leisure

Are Japanese work hard?

- the word "Karoshi" = Overwork death
- There are some myths "Japanese people work too much"

Are these observation true?

### Working time - Comparison

They has traditional custom

### Resurrection - Working laws

Country	Limits for working
America	no regulation
Japan	8hours/day, 40hours/week
Germany	8hours/day, 4hours/week
France	10hours/day, 48hours/week

Same!!

### Annual leave

There are resiation to give workers leaves

- statutory leave 30days (France)
- But... 10days (Japan)

Unless there are appropriate system to use them, workers can't rest suitably

★ hachio 50% (in Japan)

### The rate at which you take paid leave

The statistics show that importance of nicely balanced system for taking paid leaves & leisure.

- Perspective of resiations
- Perspective of custom & atmosphere

These from mainly...

Traditional Custom!

5<sup>th</sup> December 2024 Project 4 Human Rights Declaration Presentation-Discussion

## TRADITIONAL CUSTOMS

### Siesta

PH2~PM5  
the custom in Spain

- to take a break
- to eat
- to nap

Historical context to avoid heat of sun

Riposo / Idlip etc.

### Nap-time

mandatory nap-time for students to sleep their desks for 30 minutes ~ 1 hour

Survey

Do you take a nap during working time?

90% of them said "Yes"

Survey results: 50.9% (Do occasionally), 27.9% (Do always), 21.2% (Do often)

### Initiations

Mitsubishi Estate

recommends to take a time to nap during lunch time (from PM0~PM3)

according to survey, 80% of workers

I want to continue custom of taking nap!

GAO internet group

- Gim GAO OLYMPIA
- GAO Siesta

Systems for employees to take break

Good influence

- concentration
- productivity

### How to understand "Overtime work"?

Japan

- People who work hard
- people who is more dedicated to their work
- people who have good personalities

positive image

America

- people who can't do their job in time
- people who don't enjoy their private time

coldest

negative image

Atmosphere: workers are indirectly invited to work their boss

付き合い残業 = working overtime for the sake of good relationships

大層主義 = big-ecnomism

成果主義 = Meritocracy

個人主義 = Individualism

Turn a means into an end... to indicate their enthusiasm, kindness, good personality

to indicate their skill, result, good ability

### Critical incidence

scenario: workers can't receive enough paid leisuics and break-time during working time, but their company don't allow any rest to their worker for their profits.

Critical incidence: Some of workers protest their executive because one of their colleague got heavy sick and it result from continuous overtime working, and they want to insist the company should allow more rest for their workers.

## Hana Kimoto

### Chuo University



## COMMUNICATION, INTEGRATION, AND DEVELOPMENT: LEARNING TOGETHER

I am Hana Kimoto from the Department of Politics, Faculty of Law, Chuo University. I joined Creating Community Learning Together 8 as a presenter. I was excited to take part in this conference because I don't have many opportunities to communicate with people in English in my daily life and I was also looking forward to expanding my knowledge by learning from other people at the conference.

In my presentation "Poverty limits education: Is the right to education a privilege now?", I focused on the connection between poverty and education. I have a deep connection with this theme. I have learned that whether you are in poverty or not determines whether you can learn or not in this society. Actually, you can continue to learn even if you are in poverty; however, you have to make so much effort to get the opportunity to learn, which can cause you physical and mental troubles in the worst case. It seems to me that this is a serious issue, yet I feel that many students are unfamiliar with it. This might be because I'm studying at a private university and few students around me seem to be struggling financially. Since I believe that raising awareness is the first step in addressing social issues, I chose to focus on this theme.

### Poverty limits education : Is the right to education a privilege now?

Hana Kimoto

#### ① Children in poverty fall behind the exam ordeal

- study at public school is not enough to survive the competition in school entrance exam
- over 60% of junior high school third year student attend private classes

\*According to the survey conducted by MEXT in 2008

#### ② Children in poverty are left with limited choices

	public	private
junior high	0 yen	900,000-1500,000 yen
high	about 120,000 yen	900,000-1500,000 yen

- national university costs 17,000 yen, private university costs 30,000-35,000yen for entrance exam

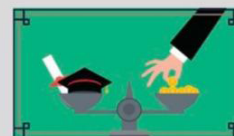
#### ③ the poor in spirit

- repeated experience of giving up something because of money makes children tend to lose their hopes for life.
- poverty causes domestic troubles  
→ there is no safe place for children, which makes children tend to suffer mental disorder



#### ③ downsides of scholarship

- entry form is too complicated
- scholarship require a difficult minimum GPA and you will get harsh penalty if you fail to meet the standards
- scholarship system is not adjusted with other economic subsidy policies



#### ④ compulsory work

- I had to work to earn money for transportation costs, course materials costs..
- students from countryside have to work more to make a living

#### ★ example of daily routine as a working student

<b>MONDAY</b>	7:30 leave home 9:00-20:30 class 22:00 get home 22:00-3:00 homework and study
<b>TUESDAY</b>	7:30 leave home 9:00-16:50 class 17:00-23:00 part time job 1:00 get home

As you can see, the right to education is becoming the privilege as the economical gap is getting wider in society although education is the crucial key to get out of poverty. I just would like to realize the better future where everybody can learn as much as they want without any concern about money.

I am so grateful that many students and teachers stopped by and listened to my presentation with interest. But they didn't just listen: They asked me some questions to make their understanding clearer. One person asked me: "Could you tell me more about "the poor in spirit"?, which was the heading for one part of my poster. To make it easier for them to understand, I shared my experience of giving up on a prestigious private high school despite having straight A's. I explained that students tend to be reluctant to expect something they want and then they lose the ability to find possibility in themselves if such experiences of giving up accumulate in their lives. Another person said, "I think this issue is not limited to Japan, it is a kind of global issue." I fully agree with this opinion because I have read some articles and books about education and poverty, and I feel that poverty affects young people's right to education in different capitalist societies in similar ways.

Being asked questions by a teacher helped me incorporate a new perspective. Through talking with this teacher and, later, another student, I developed my understanding why education is so important, and particularly why it should be provided to everyone. The same teacher said, "As the technology is more developed, the need for education will be reduced because the development of technology will raise overall life standards. Even if the social gap still exists, it might not be problematic." This idea was new to me and I was convinced by it at first. But then I felt that there was something I can't agree with in this idea, so I tried to clear up my doubt. In my presentation, I took the position that education is a tool to get out of poverty. But I had some doubts about this and, by questioning what the teacher said, I rediscovered the value of education. I found that education is a tool not only for getting out of poverty, but also for finding possibilities in yourself to enrich your life. So it seems to me that everybody should enjoy learning even if there is no need to learn for survival. Later, an exchange student shared her experience which was close to mine. She had struggled to get international scholarships for studying abroad because her home country was not covered. Listening to her personal story, again, made me think that efforts to get the opportunity for studying shouldn't be required. Thanks to a kind and interactive audience, I could enjoy giving my presentation. Having conversations with different students and teachers gave me the chance to develop my own ideas about poverty and education.

I also walked around and listened to other presentations. Some students focused on how to learn effectively. One student, for example, shared with us her best way to acquire foreign languages. It was memorizing rapping of foreign languages, which was similar to my way of learning foreign languages. When it comes to languages, I always try to listen to songs and podcasts to get my ears used to new languages. I found it interesting that we had similar ways of learning foreign languages. Another student gave a presentation about the style of his university's class which encourages the students to learn voluntarily through free discussion. Both students emphasized that the most important thing is keeping interest toward what you learn. My view is that learning is not what you are forced to do by others from the beginning but that it is unforced in itself. Of course you have to do something you are not willing to do to complete compulsory education. However, when you do learn something to enrich your life, all you have to do is just to find what attracts you. And also you should adjust your way of learning towards sustaining your interest. Thanks to their presentations, I could reconsider my own way of learning.

Overall, what I learned from taking part in CCLT8 is that integrating diverse perspectives and engaging in meaningful communication contributes to more effective learning. In this conference I developed new ideas through exchanging opinions and asking questions and so on. I found that developing ideas is important to make deeper understanding, but sometimes you also have to communicate with other people to expand your view and think multidirectionally. That's what creating community and learning together now means to me.



## Aya Ryomoto Chuo University



My name is Aya. I am from Chuo University and majoring in Politics. I am especially interested in gender and sexual diversity in Japan. This time, I focused on learning about the stories of transgender people in Japan. I gave a poster presentation about the current law and policy issues from the individual stories of trans people.

Through my participation in CCLT8, I have learned many valuable things such as dialogue with audiences and interacting through the presentation or posters that evoke motivation and understanding. While teachers often have opportunities to give presentations, students rarely get the chance to present in public. I heard it during ice-breaking sessions. One of the teachers told me that this event provided opportunities for students to share their research.

At Chuo University, I have had several opportunities to present in class. However, those experiences were within familiar environments, where I already knew the audience. This time, I presented to people I had never met before, making it a fresh and challenging experience because I had to explain from the starting point clearly.

During my presentation, I used several technical terms and uncommon words like “GID Special Law (“gender identity disorder”) and assisted reproductive technology. To ensure understanding, I prepared explanations for these terms in advance. I presented during the first round, and I was pleased to see many attendees listening intently and showing genuine interest in my poster. I even received compliments on my poster design.

A question I faced many times was about my motivation for researching transgender individuals and legal issues. I explained that I was inspired by stories of transgender individuals and legal developments, particularly the recent removal of surgery requirements for legal gender recognition. However, I realized I could have mentioned more about my personal connection to the topic and my initial awareness of the issue.

Listening to others’ presentations also broadened my interests and inspired me. I found the research on Ainu people, edutainment, and whether education is a privilege particularly fascinating. The presenters were relaxed and confident which enhanced their presentations. When I heard their explanation about the starting point for their research I was also intrigued by their motivations for pursuing their topics, which reinforced the importance of explaining the starting point of research clearly.

I am glad I had the opportunity to join CCLT8 because I made some connections with students and spread my perspective, not only my interest, above my interest area. Moreover, discussing new topics with new people in English was so stimulating for my motivation for English.

- i. Greetings and News Updates
- ii. Members' Voices
- iii. Stories of Learning and Teaching Practices
- iv. CCLT8 Reflections
- v. **Research & Reviews**
- vi. SIG Matters

Andy Barfield  
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## Two's Company, Three's a Crowd? Teacher, Student, & AI Viewpoints on Learner Development in PBL

### STARTING QUESTIONS

For the last few years one of my areas of interest has been understanding learner development in project-based learning (PBL), particularly in a year-long PBL course focused on global-local issues such as the climate crisis, food supply and food waste, forced migration, and minorities.<sup>1</sup> In this course students complete four 7-week projects, in which they research for each project a different local-global issue that interests them, use various sources for their research, keep notes, write a weekly project narrative, and create a final product for a wider audience beyond the class group itself. While following and keeping track of what 15 students are doing for one 7-week project is mostly manageable, it is challenging to hold in view their development from their first projects in April and May to their final projects 6 to 7 months later. Understanding such learner development over the year is thus both intriguing and difficult, raising the question of how to grasp that longer perspective on student development in a way that is trustworthy and that does not take excessive amounts of time. Previously, I would draw on my students' weekly project narratives and discussions with them in class each week. I would also refer to my own notes and reflections, regularly talk with colleagues teaching the PBL course, as well as turn to readings and podcasts about PBL. But in the last year I've also been using generative AI (Google Gemini) to see what kind of post-course perspectives it can provide on learner development in PBL. What might the benefits of using AI to understand learner development in PBL be? What drawbacks might it involve? These are some of the questions that I explore in this short article about arriving at diverse viewpoints on learner development in PBL practices.

### COURSE CONTEXT

Before looking at the specific ways in which I experimented with Gemini (Google, 2024), I'd like to introduce in greater detail the PBL course and the kind of work that students do for their projects. In this course students are required to focus on global issues that interest them and research how such issues impact local communities and people that they know. For each project the students plan and carry out research, using different material, human, and online sources, to gather information and make notes from. Doing visual research in their local communities and talking with "close others" (other students, family members, people in local communities, or local networks that the students belong to) helps the students both personalise and localise their projects, so that they can ideally come to make global, local, and personal connections in their research.

In the final part of each project students create an end-of-project product (e.g., blog post, campaign leaflet, poster, video, or youth magazine article) to reach an imagined audience beyond the class. Figure 1 includes two example posters from student projects in the 2023 academic year that bring together personal, local, and global perspectives on sustainable mobility and the climate crisis.

1. The course website <https://sites.google.com/g.chuo-u.ac.jp/global-issues-resources/home> has links for 18 core global issues.

Sustainable mobility poster

# Sustainable mobility

### What's sustainable mobility?

Aims to:

- \* reduce CO2 emissions
- \* improve access to basic transportation
- \* protect human health and the ecosystem

Effective method

### Using bicycles

Bicycles emit less CO2  
↓  
Environmentally friendly

Holland is known as land of cycling

### How did Holland get the high quality cycling paths?

- 1. Lack of infrastructure**  
There were few paths for cyclists because Holland had a car-centric policy before World War 2.
- 2. Accidents**  
After 1945, the number of cars increased, so there were many bicycle accidents. 3,300 lives including children were lost in 1971.
- 3. Protests**  
People protested to ask for safe cycling roads.

Holland turned away from a car-centric policy and made a lot of cycling paths.

### The Global Bicycle Cities Index 2022

It is based on various factors such as safety, the number of accidents and the rate people ride bicycles.

Utrecht was chosen as the top most bicycle-friendly city!!

### How did the Utrecht become so bicycle friendly city?

Infrastructure of cycling in Utrecht is well developed.

Population in Utrecht is 350,000. One third of population use bicycles on a daily basis.

### The difference between lanes and paths

Cycle path is a detached roads for cyclists.      Cycle lane is on roads that only cyclist use.

### Bicycle garages

**Good points**

1. Safe ← no cars in the garage.
2. Durable ← made by concrete, steel and so on.
3. It has the capacity of 12,500 places.

### Tokyo was ranked 16th bicycle-friendly city in 2019.

### Personal perspective

I'm afraid to ride a bicycle in Tokyo because of the narrow roads. It is said that roads in Tokyo are not friendly for cycling:

- \* narrow cycle lanes
- \* not safe for cyclists
- \* not enough bicycle garages.

### Local change-making is needed!

**Chuo University, Myogadani**

1. Create a bigger bicycle garage
2. Encourage students to use bicycles

**Bunkyo City, Tokyo**

1. Create safer cycling lanes and paths
2. Decrease the number of cars on roads to protect the health of people in Bunkyo City

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Climate crisis poster

# Climate Crisis

### What is climate crisis?

It is a serious environmental problem caused by global warming and climate change.

#### Cause

- Use of fossil fuels
- Co2 emissions in daily life

#### Influence

- Intensification of storm
- Acid rain
- Forest fires

#### Current Situation

- Global average surface temperature increased 0.85°C over the period
- Co2 concentration has increased 40% since the Industrial Revolution.
- Global average temperatures increased by 2.6°C ~ 4.8°C

### Climate Change Performance Index

→ Evaluate and compare national CO2 emissions and climate change prevention policies for the world, which emits more than 90% of CO2

#### Ranking

No.1-3 No country is applicable  
No. 4 Denmark  
No. 5 Sweden

No.50 Japan

### Climate emergency declaration

→ Declaration to take urgent and aggressive measures against climate change

(Fish Yield)      60% decrease

Recycling rate is 36% (The rate is the highest in Nagasaki Prefecture.)

### Iki City, Nagasaki

**reason** Local economic aspect → Fishing is the main industry, which has been hit hard.

**Target** Virtually zero Co2 emissions by 2050.

**Measures**

- ① Utilization of renewable energy.
- ② Energy conservation, 4R (Reduce, Reuse, Recycle and Refuse) promotion.

### Conversation discussion

- ① My father (He live in Gifu until grew up.)  
→ He wasn't aware of any of this when he was little because there were no earth crisis measures in place at the time.
- ② My friend in high school (She volunteers on SDGs)  
→ She said that although knowledge about the global crisis is spreading, there is still a lack of public awareness, such as littering in the ocean.
- ③ My teacher in high school  
→ According to the teacher, the school does the trash at cultural festivals if it is not sorted, turns off the lights in the hallways during the day, and takes other thorough measures.

### Reference

- Green Note(2023, May) Why is the small Nordic country of Denmark so committed to the SDGs? <https://green-note.life/3255/>
- Asahi Shimbun Digital.(2023.10.15).長崎県志岐市が国内初の「気候非常事態宣言」【Iki City, Nagasaki Prefecture, declares Japan's first "climate emergency."】 <https://www.asahi.com/articles/ASM9W37L6M9WTOL8007.html>
- いわき地域環境科学界 (Date unknown) Sweden's Measures to Prevent Global Warming <http://www.essid.org/relay-essay-26.html>

Figure 1. Example student posters about global-local issues<sup>2</sup>

An important part of each project is the weekly project narrative that students write. Here they are asked to tell the story of their unfolding projects by focusing, for example, on their goals, what they are researching and find interesting, their discussions with other students in class, difficulties they face, and/or new questions and puzzles they have as their projects develop, and their next steps. In

2. For other examples of student PBL processes and products from this course, see the PBL Resources website for this course: <https://sites.google.com/g.chuo-u.ac.jp/resources-for-pbl/home>.

the 2023 year, with a class of 15 first-year students, the project narrative guidelines that I gave students required them to write at least 120 words a week in their first project of the year, which increased to 150 words minimum for Projects 2 and 3, and to 180 or more words for Project 4.

As the students' project narratives from Projects 1 and 4 were the input that I used with Gemini, let's look briefly at two pairs of narratives from Projects 1 and 4 to get some general idea of the students' writing at the beginning and end of the year.

The first two examples show student project narratives from Week 2 of Project 1 for two students, Akiko and Emi (assigned aliases).

### **Project Narrative 1 Week 2 Entry - Akiko (147 words)**

My goal in today's class was to convey to my partner the information I have researched about the climate crisis, and to ask what my partner has researched. I think this is important for acquiring new knowledge about the climate crisis by learning more about it and knowing what other people have researched.

I explored what the climate crisis is, what the greenhouse effect is, and various impacts of the climate crisis. What I found particularly interesting is that the term "climate crisis" is now being used instead of "climate change" to describe a more tense situation. Also, what really surprised me was that my partner said that the world is now 1.9°C warmer than it was in the 19th century.

Next, I would like to know what kind of efforts are being made to deal with the climate crisis, so I will do some research.

### **Project Narrative 1 Week 2 Entry - Emi (132 words)**

The goal of the previous class was to find connections with other students' research. I had thought that conflict was the only major cause of migration, but after listening to other students' research and learning how climate change is a serious problem we face, I looked into the relationship with migration and found that it is more deeply connected than I had thought.

What surprised me the most is that climate change could force 216 million people to migrate domestically by 2050.

I was also looking into the number of internally displaced persons (IDPs) and was shocked to see that the number would more than quadruple in just 30 years, compared to 532,000 in 2021.

My next focus will be on climate change migration and what Japan is doing about it.

The second pair of examples displays project narratives from Week 5 (Akiko) and Week 3 (Emi) of Project 4 for the same two students.

### **Project Narrative 4 Week 5 Entry - Akiko (196 words)**

In today's class my interaction goals are to talk with my friends actively and to share my own Conversation-discussions because I want to improve my talking skills.

My knowledge goal is to understand my partner's research in this project because I want to learn some new phrases and knowledge. As for my language goal, I'm going to try to talk in English as much as possible because I want to develop my English speaking skills. I want to be able to speak English more fluently.

I had a conversation discussion last week and interviewed three people: my mother, my cousin's mother, and my grandmother. It was great to hear in detail about the

energy saving methods they use in their own homes and individuals, as well as the energy resource initiatives being carried out in the places they live and the companies they work for. It was interesting to learn that in my hometown, power generation is being done using heat from hot springs.

I also created the first draft of the poster, using many visual elements to make it easier for viewers to understand. I would like to continue working on making even better posters.

### Project Narrative 4 Week 3 Entry - Emi (267 words)

In today's class, my goal is to talk fluently with my classmates about what they want to research and share with them about my interests.

My knowledge goals are to know about my classmate's topic because I want to expand my knowledge of SDGs and use their knowledge for my work today's work.

As for my language goals are to understand what X said in English and use new words when I speak to my classmates.

Last week I researched the Academic Humankind Pavilion<sup>3</sup> case and the stolen remains. As a result, I learned a lot about the problems faced by the Ainu and other ethnic minorities. In Project 4, I want to understand these problems a little better and learn more about the people who are trying to solve them.

This week I decided to research the history of Ainu more, especially the history of why Ainu became a minority. This is because last week I researched controversial history in a broad way, so I want to know the details of the history.

When I researched history I found a person who worked hard to solve the issues. He is Shigeru Kayano. He is from Nibutani. Also he is the first member of the Ainu Nation to serve in the Diet.

One of the goals of my project is to know about him and his work. I also have another goal for my project. It is to find out who tried to solve the Ainu bones problem. However, not only about historical ways, but also about their culture and people who try to promote that culture.

We can see that the two students' project narratives increase in length and complexity from Project 1 to Project 4. Akiko and Emi are each focused in their Project 1 entries on key concepts to do with the global-local issue that they are researching. Akiko's narrative shows how she is becoming familiar in English with basic aspects of the climate crisis (and the shift in terminology from "climate change" to "climate crisis"). She also articulates a general goal of wanting to find out about actions being taken to deal with climate change. On the other hand, Emi's Project 1 narrative entry records the fact that she learnt from other students in the previous class, implying that this led her to look into general connections between climate crisis and (forced) migration and displacement at a global level. Her next step is to find out about climate change migration at a national level in Japan. In contrast, in her longer Project 4 entry, Akiko focuses more on communicating her research and building understanding with other students; she also highlights clearly the localisation of her research from having conversation-discussions with different family members and learning about measures being taken in her local community. Similarly, Emi's Project 4 narrative entry is noticeably longer. Here, Emi expresses her goals more specifically, before going into extended detail about

3. By "Academic Humankind Pavilion" Emi is referring to the Jinruikan Incident or 人類館事件 / 学術人類館事件, an exhibition held in Osaka from March to July 1903, in which Ainu people from Hokkaido, and from Taiwan and Okinawa -- as well as India, Malaysia, and other parts of the world --- were put on public display (see Japanese Wiki Corpus, n.d., and The Mainichi, 2021, for more detailed accounts).

understanding local Ainu rights activists and issues. As with Akiko, localisation appears to be much more salient in Emi's Project 4 narrative than in the first project.

These examples help to illustrate some basic differences (and overlaps) between student project narratives at the start and end of the 2023 academic year. What, though, would Gemini make of the students' development between Project 1 and Project 4? This was what I was interested in finding out by taking a retrospective AI look, so to speak, several months after the 2023 course had finished.

## WORKING WITH GEMINI

Gemini is a form of AI that can recognise, analyse, and produce text, among other tasks (such as translation, for example). It is known as a "large language model" (LLM) because it has been trained on vast amounts of data, and, like the better known ChatGPT (OpenAI, 2022), it produces responses with remarkable speed. To prepare the students' project narratives for Gemini, I deleted all personal names and combined their Project 1 and 4 narratives into two single texts per student. Each combined text included 7 entries (assuming there were no absences). The students' combined Project 1 narratives averaged 1278 words in length, ranging from 905 to 2253 words, while their composite Project 4 narratives had an average word count of 1449 (range 982-2118 words). Intent on limiting the amount of information that Gemini would produce, through trial and error over about 10 iterations, I came to settle on the following three questions for eliciting different perspectives about the students' Projects 1 and 4 narratives:

This student is doing a first-year Project-Based Learning course in English on global-local issues. The course involves four 7-week projects.

**Q1** *Identify four significant differences (significant in the case of this student) in the way that the student does, and reflects on, the first 7-week project of the academic year (see Project 1 Narrative) and their last 7-week project of the year (see Project 4 Narrative). Explain your response in 50 words maximum, and at the end of your response, summarise your response in 4 keywords/key phrases.*

**Q2** *What is the key success of this student in terms of project-based learning? (Maximum 20 words)*

**Q3** *What is surprising about this student's development? Why? (Maximum 20 words)*

**Project 1 Narrative** *(combined project narrative inserted here)*

**Project 4 Narrative** *(combined project narrative inserted here)*

After the third question, I then inserted within the two sets of brackets the combined text for a particular student's Project 1 and 4 narratives, before pressing the "Submit" arrow in Gemini. Once repeated for each student, I had, within several minutes, 15 individual analyses from Gemini of the students' project narratives. For reasons of space I will focus mostly on Question 1 in what follows.

## EXAMPLE ANALYSIS BY GEMINI

To understand the kind of analysis that Gemini made, let's have a look at its respective responses to the combined project narratives of Akiko and Emi, the two students whose example project narrative entries were presented above. Gemini's analysis for each of the three questions is shown in Table 1 (Akiko) and Table 2 (Emi).

**Table 1. Gemini’s Analysis of Akiko’s Project 1 and Project 4 narratives.**

<b>Q1: Four Differences</b>	<ul style="list-style-type: none"> <li>* <b>Focus:</b> Shifted from broad global issues (climate crisis) to a specific local topic (energy saving methods).</li> <li>* <b>Research Depth:</b> Increased focus on details and local initiatives. (Started with general info, then local companies)</li> <li>* <b>Communication Goals:</b> Evolved from basic information exchange to active discussions and interviews.</li> <li>* <b>Presentation:</b> Developed skills in creating visuals for easier understanding (graphs, posters).</li> </ul>
<b>Key Phrases:</b>	Increased Focus, Deeper Research, Active Communication, Visual Learning Aids
<b>Q2: Key Success</b>	<b>Self-Directed Learning:</b> The student demonstrated increasing ability to set goals, conduct research, and present findings independently.
<b>Q3: Surprise</b>	<b>Local Connection:</b> The student’s growing interest in connecting global issues to their own hometown was unexpected. (Started with global problem, ended with local solutions) (Google, 2024)

**Table 2. Gemini’s Analysis of Emi’s Project 1 and Project 4 narratives.**

<b>Q1: Four Significant Differences</b>	<ol style="list-style-type: none"> <li>1. <b>Topic Focus:</b> In Project 1, the student focused on general migration issues. In Project 4, they focused on a specific minority group, the Ainu people.</li> <li>2. <b>Local Connection:</b> In Project 1, the student struggled to find a local connection. In Project 4, they actively sought local perspectives through conversations with friends and family.</li> <li>3. <b>Personal Voice:</b> In Project 1, the student wished they used a more personal voice. In Project 4, they expressed their own opinions and connected with the topic on a personal level.</li> <li>4. <b>Knowledge Goals:</b> In Project 1, knowledge goals focused on understanding migration. In Project 4, the student broadened their knowledge goals to include SDGs (Sustainable Development Goals) and minority rights.</li> </ol>
<b>Key Phrases:</b>	Topic Focus, Local Connection, Personal Voice, Knowledge Goals
<b>Q2: Key Success</b>	The student’s key success is developing a stronger ability to <b>connect research with personal experience and local perspectives.</b>
<b>Q3: Surprise</b>	It’s surprising that the student initially struggled with local connections (Project 1) but actively sought them out in Project 4. This suggests significant <b>growth in self-directed learning.</b> (Google, 2024)

What struck me was not so much the bewildering speed with which Gemini did this analysis (literally a few seconds), but rather that Gemini seemed to be picking up on resonant shifts in either student’s PBL practices. In both cases the perspectives offered by Gemini were concise, limited in length, and generally in line with what I had noted earlier from looking at their example Project 1 and Project 4 narrative entries. While the Gemini perspectives featured phrases (such as “*Local Connection*,” “*Personal Voice*,” “*connected research with personal experience*”) which were very much part of the discourse of the class, some of the terms it used (for example, “*developed skills in creating visuals*,” “*Visual Learning Aids*,” and “*Topic Focus*”) were not how I or the students’ talked or wrote about their projects.

It was intriguing, then, that, across all 15 students, the accumulated perspectives that Gemini identified formed - despite some discrepancies - a more or less credible web of PBL themes in this particular course. On the one hand, the themes might not always be exactly the way that I or the students



would put things ourselves; on the other, the Gemini analysis helped to bring into view aspects of the students' development that might otherwise not have been so visible for me.

### **BUILDING ON THE GEMINI ANALYSIS**

To identify key themes in student development from Project 1 to Project 4, I analysed Gemini's responses to Question 1 by counting, sorting, and grouping significant differences and key phrases across all the students. This took me to seven key themes (worded by me) as shown in Table 3 on the left. In the right column, I have included a representative phrase from the Gemini analysis that captures the meaning of each of the themes.

**Table 3. Key Themes in Student Development from Project 1 to Project 4.**

Theme	Meaning
<b>From general/global to specific/local focus</b>	"Shifted from broad global issues (climate crisis) to a specific local topic - energy saving methods"
<b>Greater research depth</b>	"Increased focus on details and local initiatives"
<b>Diversified sources</b>	"P1 Internet research ... P4 interviews with family and friends, academic articles & organization websites"
<b>Stronger local perspectives</b>	"In P1, the student struggled to find a local connection. In P4, they actively sought local perspectives through conversations with friends and family."
<b>More personal voice</b>	"In Project 1, the student wished they used a more personal voice. In Project 4, they expressed their own opinions and connected with the topic on a personal level."
<b>Greater range of communication modes</b>	"Evolved from basic information exchange to active discussions and interviews"
<b>Greater creative control</b>	"Developed skills in creating visuals for easier understanding (graphs, posters)"

Put together, these thematic perspectives suggest a repertoire of key macro-processes that students engage with and develop in this one-year PBL course:

*In doing projects on global-local issues students typically move from general-global to specific-local connections by diversifying their information sources and researching in greater depth and detail.*

*As they do this, they develop stronger local perspectives and express their understanding in a more personal voice.*

*To achieve this, over time, they not only learn to use a greater range of modes to communicate their knowledge, but also exercise greater creative control in the products that they produce.*

What I find interesting is that this composite view offers to some extent a new – at least partially different – sense of learner development in PBL as a multifaceted progression for students in developing and integrating their individual "project repertoires" over the course of a year. The repertoire metaphor entails understanding PBL learner development as developing a wide range of interconnected individualised and collective abilities and practices over time. In turn this may let us see such learner development as dynamic and incremental, ultimately a performance of engaging creatively (and critically? - see below) with the world. That said, it is important to emphasise that such a 7-part repertoire is by no means complete! For example, there is no mention of the development of critical thinking or criticality, and that may mean that this is an area to attend to differently in future PBL classes. The whole question of students' development of their PBL practices is evidently far more complex. It is good to remember that what we have been looking at

here is, after all, derived from analysis of student project narratives. This takes no account of how students explain and discuss their projects with each other in class, combine their use of English and Japanese and translanguaging, search for and select online information resources, plan and carry out conversation-discussions with close others outside the class, or conceptualise and create the different products that they produce at the end of a project. Yet, it does bring into focus some perspectives that may have been previously hidden.

Doing (and writing about) this small-scale experiment with Gemini on exploring diverse viewpoints about learner development in PBL practices has been useful in helping me grasp some alternative perspectives on learner development within PBL. Gemini acted as some kind of research interlocutor or research partner (Edmett et al., 2024; Pack & Maloney, 2023), whose analyses offered a slightly different point of view, nudging me towards the metaphor of students developing their “project repertoires” over time as a fresh way of thinking about learner development within PBL. Importantly, the analysis that Gemini provided included some discrepancies. This underlines the constant need to verify AI texts, analyses, and responses and to question the inevitable bias and potential hallucinations (see Lin et al., 2024) that such data include.

Responding to a near-final draft of this short article, one of the *Learning Learning* editors commented: “I wonder also whether it raises the issue of analytical sequence: AI analysis > researcher analysis; or vice versa? In other words, would it be better to use the AI analysis as a way of corroborating my analysis, rather than relying on the AI analysis from the start?” It’s a great question, and another part of the conversations about teachers using AI for practitioner research, as well as about students using AI in different courses, including PBL. In my view there is no fixed answer: It is an issue that we need to take up and discuss further, with other teachers, our students, and ... with the LLM tools that we use, too. “That question highlights a crucial point: the role of AI in research. It’s not a simple choice. Using AI for corroboration, after researcher analysis, may offer a valuable check, but exploring AI’s insights first can also reveal unexpected patterns. There is not a single right way to do it.” (Google, 2025) was Gemini’s response when I asked it: “What is your view about this question? Respond in 30 words or so.”! Through doing this small-scale inquiry I now tend - at least for the time being - to see Gemini as particularly useful for the dissonant, unexpected perspectives that it offers, rather than for its confirmations, and those potentially occur at any point in the process it seems to me.

All in all, then, doing this kind of low-stakes longitudinal exploration can help us as teachers develop our own AI literacy in areas that interest us, as well as become sensitised to new diversifying perspectives on our students’ development over time.

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- ii. Members' Voices
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- iv. CCLT8 Reflections
- v. Research & Reviews
- vi. **SIG Matters**

# Writing for Learning Learning

## 『学習の学習』応募規定

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

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

## CONTRIBUTIONS

### 寄稿

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

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

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

We welcome contributions for the Autumn issue of 2025, with the **pre-publication deadline of August 31, 2025 for *Learning Learning* 32(2)**. Ideally, we would like to hear from you well before the deadline, but in reality, the door is always open, so feel free to contact one of the editors when you are ready.

## FORMATS AND LENGTHS

### 形式と長さ

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

『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語(もしくは英語、及び二言語で)の投稿を募集しています。メンバーの皆様に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  
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## LEARNER DEVELOPMENT SIG

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

## 学習者ディベロプメント研究部会

対話と実践者研究による学習者の実践  
と学習者中心の教育法の探求



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

- Layout and Design: working on the formatting and preparation of finalised content for online publication
- Members' Voices (co-)coordinating: contacting new 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).