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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.

## Robin Sneath

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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.