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LD SIG Membership Survey

Members' Voices & Learner Development Interests (Spring 2026)



As a way for SIG members to make contact with each other, we include here responses from 12 individuals to the [2026 mini-survey about LD SIG members' learner development interests](#) about:

- their teaching context
- their interests in learner development as a teacher/learner
- their learner development research interests
- what they are interested in discussing with other SIG members, &
- whether they would like to present at an LD event in 2026.

😊 If you haven't had a chance yet, please take a few minutes to do the survey and share your interests so that your voice and perspectives can also be included in the next issue of *Learning Learning*. Thank you! (Survey: <https://forms.gle/xN8QBVJMH2mBArok7>)

ANDY BARFIELD, TOKYO

Email: <abarfield001f AT MARK g.chuo-u DOT ac DOT jp>

Context: University teacher, curriculum co-coordination

Teacher/learner interests: The last few years I've been interested in better understanding students' practices and development with project-based learning, particularly how they may take ever greater control of their projects into global-local issues over an academic year. In the last year I've focused on self-, peer, and teacher-evaluation practices within PBL, and I'm now shifting my focus to how students design, understand, create, and develop [project products](#). For me a lot of this is to do with students' self-directed, co-constructed engagement with questions of multimodality, creativity, and criticality in their projects. This connects to another of my current interests – students' research projects into human rights issues, in which they create critical incident role-plays and public awareness dramas as end-of-project products. A third area of interest is exploring how first- and second-year students engage with and research critical language issues in society, hopefully developing complex understandings from social justice perspectives. I guess all these threads are weaving through my teaching, so they represent an ongoing but incomplete frame for my interests in learner development.

Research interests: Ideally I want to understand better, and in new ways, what I've mentioned above – students' engagement with social justice issues in society, content-based learning, learner autonomy, multimodality, creativity, and criticality. Those threads often get entangled, just as I also get entangled in trying to understand them :) Recently a colleague mentioned to me “post qualitative inquiry” and I've become interested in finding out about this.

I'm also keen to learn about teachers' communities of practice *for* learner autonomy in Japan and other countries. If you're working together with other teachers on promoting learner autonomy for your students, I'd be really interested in hearing from you about your experiences, ideas, and goals in such a community of practice with other teachers (with just one other teacher or a larger group, in the same institution or between teachers working in different places, and informally or in some more formal arrangement, and so on).

Interested in discussing with other SIG members: Project-Based Learning, student engagement with issues in society, development of student creativity and criticality, communities of practice for promoting learner autonomy.

Interested in presenting at an LD event in 2026? I'm particularly interested in Creating Community Learning Together 10 (CCLT10). In addition to presenting at CCLT10, I'd like to work with other LD members (and other SIGs) on making the conference accessible and appealing to as broad a range of teachers and students as possible.

GARETH BARNES, YOKOHAMA

Email: <gbarnes1129 AT MARK gmail DOT com>

Context: University teacher

Teacher/learner interests: My learner development interests focus on how learners grow across contexts – in courses, beyond courses, and over time. In my university teaching, a key part of my work is helping students reach clear practical goals, including progress in academic listening/reading for tests such as TOEFL ITP. I'm interested in ways to make this progress steady and meaningful: clear shared learning goals (“north stars”), transparent pathways, and completion requirements that guide learning without becoming prescriptive – so teachers can use their expertise and students can keep their ownership.

At the same time, I'm very interested in development that happens outside the classroom, especially with older adult learners, where identity, wellbeing, social connection, and meaningful use of English can be central. Across both younger and older learners, I want to understand what helps learners take ownership and sustain learning – through practical self-access, project-based work, peer-led feedback and reflection (feedback literacy), and purposeful use of technology, including AI, to support “human” practice and reflection.

Research interests: My research looks at how people develop as language learners over time in real settings, not only in classrooms. I take an ecological, life-course view: learners grow through their relationships, opportunities to use what they learn (in my job, English language), their resources (including technology), and their changing life circumstances.

I focus especially on older adult language learning in community settings, and what learners' stories show us about agency, persistence, resilience, and supportive learning spaces. I'm also interested in how we can design learning settings and environments that make development more likely – clear program goals, transparent learner pathways, and simple routines for reflection, peer feedback, and self-access (including responsible AI use).

Interested in discussing with other SIG members: I'd like to learn from other SIG members about practical self-access: what works, what doesn't, and how to help students use it well. Also, I'd like to discuss agency and autonomy in everyday teaching, and the role of technology—especially AI—in supporting purposeful “human” practice and reflection. I'm also interested in curriculum coordination and program design: using needs analysis to set shared learning goals across courses, and making completion requirements clear and supportive for learners and teachers.

Interested in presenting at an LD event in 2026? I'm particularly interested in:

1. Older adult language learning and learner development: agency, identity, wellbeing, and supportive community learning spaces, and the insights from this research that can be applied to all learners and teaching.
2. Curriculum that supports learner ownership: using needs analysis to set clear “north star” goals and student pathways, and bridging test goals with broader developmental goals.
3. Guided independence through projects, feedback, and tools: project-based writing with peer-led feedback and reflection (feedback literacy), plus practical self-access/AI routines that help link learning settings beyond the class with clear purpose and guardrails.

NAOMI FUJISHIMA, KURASHIKI, OKAYAMA

Context: Specially appointed professor in the Department of Languages at a medical school

Teacher/learner interests: I am interested in student motivation, especially with medical students who have so many other subjects to study and learn. English is always on the back burner, and many students don't feel English is necessary for them to become doctors. I want to know how to motivate them and show them the importance of language learning in addition to their medical studies.

Interested in discussing with other SIG members: Student well-being and learner autonomy interest me.

CHIZURU GYOFU, TOKYO

Context: University teacher

Teacher/learner interests: I am interested in how students can improve their study habits through self-regulated learning and learner autonomy. In particular, I would like to explore ways to help students in my classes become more aware of their learning process by setting goals, monitoring their progress, and reflecting on their learning.

Research interests: My research interests include self-regulated learning and learner autonomy in language learning. I am interested in how these approaches can support learner development and help students become more independent learners.

Interested in discussing with other SIG members: I would like to explore areas such as self-regulated learning and effective learning strategies with other SIG members.

KEN IKEDA, YOKOSUKA CITY, KANAGAWA

Email: <ikedak AT MARK otsuma DOT ac DOT jp>

Context: University educator

Teacher/learner interests: I currently serve in various capacities at my university (not in order of importance).

I teach a number of English language skill courses to 1st-year students up to 4th-years. I am also an instructor of the department's English language teacher license program and serve as tutor when these students qualify for second-stage interviews of their respective license examinations.

As thesis supervisor of undergraduate theses, I spend the bulk of my time and effort on helping students prepare their theses throughout the academic year. My continuous concerns have become increasingly centered on students' use of AI-generated tools along with their understandings of how to shape their theses. I also serve as thesis supervisor and reader of Masters-level theses.

Beyond the classroom, I am a homeroom supervisor of university students. This role is carried out over four years, from the year of their entrance into the department until graduation. I am obligated to interact with students themselves about their standing in the university, in non-instructional matters beyond academic advising, as well as with university administration and custodians (i.e. parents) of these students.

Research interests: Learner development is the self-understanding of a learner as both learner and user of the language at the moment, even if they feel they are not using the language yet. It encompasses more than technique and theory. I am interested in the present and past milieus of learners, which is linked with my first academic grounding in history.

Interested in discussing with other SIG members: I am foremost interested in learner identities and positionality, but open to content-based learning, student well-being, learning beyond the classroom, lifelong learning, empowering students through their use of AI.

Interested in presenting at an LD event in 2026? Currently, I am exploring how students use text analyzers (in particular, the NGSL Project Text Profiler: <https://ngslprofiler.com/?redirect=0>) as part of their language self-empowerment (previously I co-presented with students on this at CCLT 9, and preparing to participate in the upcoming JALT CALL LD Forum). I am also exploring how to better integrate students' awareness of their positionality in their academic reports.

Other comments & suggestions: A LD-themed retreat would be nice (preferably outside of Tokyo and the Kanto area). It would be great for face-to-face interaction and invigoration.

RICHARD INGHAM, FUKUOKA

Email: <ingham.richard AT MARK gmail DOT com>

Context: University teacher

Teacher/learner interests: In broad terms, I am interested in developing learners' ability to study outside of class time. I am also interested in allowing learners more freedom to choose how and what they study. Since class time is at a premium, I want to foster more learner autonomy outside of the class. This means encouraging extensive reading & listening, and establishing connections with English speakers outside of the classroom.

Research interests: My research interests are goal setting, extensive reading and extensive listening.

Interested in discussing with other SIG members: I am mainly interested in learner autonomy & collaborative learning.

Interested in presenting at an LD event in 2026 (but not sure which conference yet): Yes, Extensive listening / Goal setting / Collaborative learning

SANAE KATAGIRI, AOMORI

Email: <katagirisanae AT MARK hirosaki-u DOT ac DOT jp>

Context: University teacher/SALC manager/SALC learning advisor

Teacher/learner interests: I am interested in fostering learner autonomy. I teach classes that promote growth as learners through the acquisition of metacognitive strategies and ongoing individual advising. I am also developing and managing a reporting system to facilitate collaboration between self-study in the SALC and liberal arts education courses.

Research interests: I am interested in researching factors that contribute to learner autonomy and continuous learning, and in constructing classroom lessons that foster these factors. I am also interested in providing learner advising in a small group or individual setting.

Interested in discussing with other SIG members: Learner autonomy, student well-being

ROBERT MOREAU, TOKYO

Email: <robertmoreaumandoman AT MARK gmail DOT com>

Context: University teacher

Teacher/learner interests: To foster students' development for becoming lifelong learners beyond the classroom, I am primarily interested in the areas of self-reflection and learner autonomy. I am also interested in how a teacher's relationship with students, such as showing empathy through the shared experience of language learning, helps to inform pedagogical practices.

Research interests: My research interests mainly cover the points written above. Recently, I have explored the use of a dialogic reflection activity with my students to promote more robust awareness of their learning and to promote goal setting for self-development. In combination with the aforementioned, I have also recently explored how student reflections can be examined for trends, and evaluated to determine the depth of the reflections. In addition to reflective practices, I am also interested in

exploring how project-based learning promotes learner autonomy. Finally, a new research interest for me involves the use of AI tools to promote autonomy and learner development.

Interested in discussing with other SIG members: I am always interested in discussing autonomy, student and teacher well-being, creating a community of learning in our classrooms (including collaborative learning), and project-based learning. I am also interested in discussing assessment in autonomy-centered classrooms and how teachers promote and evaluate self-assessment practices among their learners.

Interested in presenting at an LD event in 2026? Yes: I have presented on self-reflection in the past and would like to continue to present on various aspects of that practice. Two new areas for research I am working on at the moment are how being a language learner informs teaching practices, and how AI tools can be used to promote autonomy.

BOBBY H. NAWBARY, AOMORI, SHIMOKITA

Email: <hnawbary AT MARK sfsu DOT edu>

Context: SHS ALT

Teacher/learner interests: I believe 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/strategies needed to interact with higher level language. In my context of a Senior high school, I often find that the students have a fixed perspective on what learning looks like. I try to show them that learning can happen in many ways: thinking aloud, making mistakes, negotiation of meaning, etc.

Research interests: I am interested in how teachers can promote autonomy by introducing strategies to overcome ambiguity or a gap in knowledge. I am curious about how effective this can be if implemented near the beginning of their respective language learning journeys. I am looking to answer the question "How can a comprehensive approach to language learning including social, emotional, cognitive and metacognitive strategies shape the learners development? What effect does that have on students being able to understand different genres, academic or otherwise?"

Interested in discussing with other SIG members: Learning Autonomy, Identities and self-access learning.

Interested in presenting at an LD event in 2026? Yes – I think just the length and format, if there are options for shorter mini presentations (15 min), that would be great. Even perhaps less 'research' orientated presentations and something more like 'What were some moments or realizations that changed your perspective on Learner Development, Why did it have such an effect on your teaching pedagogy?' I think I know that my fellow SIG members are interested in LD but I'm curious if there's something that really shaped their perspective. That kind of conversation/roundtable of sorts sounds enjoyable.

KIMBERLY LOREN ABELLA REYES, KYOTO

Email: <kl-abella AT MARK magtutudlo DOT site>

Context: I am currently teaching senior high school students.

Teacher/learner interests: I am especially interested in how my students develop as independent, reflective learners. As a teacher, I guide them to become more self-aware through a variety of learning tasks, such as writing about their learning issues, identifying challenges, and researching practical, actionable solutions. They then share and discuss their ideas with their peers, which helps them to learn collaboratively and see different perspectives. In addition, they engage in self-assessment and peer feedback, which they often mention in their reflections as helpful for completing different tasks and becoming more confident communicators.

Research interests: I am excited about exploring learner autonomy, motivation, reflective practices, intercultural communication, advising, multilingualism, technology integration, and curriculum design that fosters them, particularly their role in empowering EFL students toward lifelong learning.

Interested in discussing with other SIG members: I look forward to exploring and discussing learner autonomy, learner identities, and collaborative learning with other SIG members.

Interested in presenting at an LD event in 2026? Yes: I am interested in presenting on how advising supports learner development for students returning from study abroad programs, particularly in rebuilding autonomy and addressing re-entry challenges.

Other comments & suggestions: I wonder if we could organize advising, mentorship, or workshop sessions outside of JALT or PanSIG conferences, as a separate event hosted by the LD SIG. I believe this would be very beneficial, especially for newcomers to the SIG and research. These sessions would help us navigate the field and develop a deeper understanding of what learner development truly entails. Furthermore, I feel we cannot fully support our students' development unless we educators prioritize our own.

JIM RONALD, HIROSHIMA CITY

Email: <jmronald AT MARK gmail DOT com>

Context: University teaching – English Dept

Teacher/learner interests: My goal with 1st year students is to help them become confident users of English. Much of this is focused on helping students be comfortable together, and becoming friends. And learning how to use language in that way – from compliments to sharing stories and troubles, to giving each other advice.

Research interests: Currently, end-of-class feedback is my main focus.

Interested in discussing with other SIG members: All the above!

Interested in presenting at an LD event in 2026? Yes: End-of-class feedback, learning portfolios, learner investigations and sharing of AI-related resources for autonomous learning

Other comments: As president of Hiroshima JALT, I'm hoping to start a monthly online book discussion group with a learner+teacher development focus, and I am interested in doing this as a joint project if the LD SIG is interested.

OLIVIA WINATA SAPUTRA, HIROSHIMA

Email: <osaputra2324 AT MARK gmail DOT com>

Context: Language school teacher, part-time university teaching

Teacher/learner interests: I aim to create inclusive learning environments that recognize multilingualism as a resource and encourage students to develop both their language skills and their sense of self as language users. I have recently developed an interest in Global Englishes, which emphasizes the use of English as a practical tool for effective and inclusive communication.

Research interests: My research interest focuses on improving student motivation in second language acquisition (SLA), particularly in the context of English language learning. I aim to explore the relationship between second language acquisition theories and student motivation in learning English in Japan. Drawing on my background as an Indonesian polyglot, where English functions as a dominant additional language, I seek to investigate how Indonesian experiences of bilingualism and multilingualism can contribute to English language education in Japan. Specifically, this research examines how linguistic backgrounds and language learning experiences in Indonesia may offer pedagogical insights to enhance learner motivation in the Japanese EFL context.

Interested in discussing with other SIG members: My next project, in addition to my research on motivation, I am going to focus on Third Culture Kids (TCKs), or multicultural children who grow up in Japan. Examining their educational experiences, identity negotiation, and language practices as they navigate schooling and everyday life within Japanese society.

Interested in presenting at an LD event in 2026? Yes: PanSIG – Topics in motivation in second language learning, and multicultural kids in the Japanese education system.

Other comments: As Hiroshima JALT program co-chair, I am open to collaboration from other teachers and learners in the community.

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

Send to [lleditorialteam\[at\]gmail\[dot\]com](mailto:lleditorialteam@gmail.com) by August 31st, 2026

#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)