LOOKING FORWARD

JALT2012 LD SIG FORUM
Defining Learner Development: Different Interests

Andy Barfield, Chuo University
Theorizing learner development: Our own experiences
Local Learner Development SIG get-togethers in Tokyo are non-presenter based, with participants working in discussion/small-scale practitioner research groups on learner development themes such as collaborative learning, learning strategies, self-assessment, and vocabulary development. In this presentation I focus on (i) how different teachers conceptualize the particular issues of learner development practice that they are interested in, (ii) and what particular working theorisations of learner development that they put forward, and where the "knots" lie for them in aligning practices and theories of learner development.

Hideo Kojima, Hirosaki University
Advising for professional development in the practice of collaborative, autonomous, and reflective EFL learning
Today, Japanese teachers of English as a foreign language (EFL) are strongly expected to develop students' communicative competence and autonomy in EFL learning. The author (Advisor X) helped a lower secondary school teacher (Teacher A) to promote his professional competence and autonomy in EFL teaching. Teacher A was required to open his class at an annual conference for secondary school EFL teachers in the Tohoku region. He was assisted by Advisor X and other teachers in implementing strategy-based collaborative, autonomous, and reflective learning in his classes. In spite of various constraints, Advisor X's collaborative and reflective support seemed to be effective in promoting Teacher A's professional development and the reciprocal relationship between teacher autonomy and learner autonomy.

Allen Lindskoog, Chuo University & Hosei University
The use of technology, Web 2.0 and collaborative learning
The six cognitive dimensions to learning, remembering, understanding, applying, analyzing, evaluating and creating are very one dimensional. With the advent of the internet, new technology and specifically Web 2.0, it takes on two dimensional characteristics which can create and support a more engaged and cooperative learning environment both in and outside the classroom.   With the availability of Web 2.0 tools what becomes clear is the power students have to, learn, create and solve together. Furthermore, Web 2.0's variety of tools offers both the teacher and students the ability to choose what tool best matches learning styles.

Aiko Minematsu, Teachers College Columbia University / Joshi Gakuin High School
Learner development through self-evaluation and reflection
This presentation introduces ways in which learners' reflection and evaluation of their own learning facilitates learner development in a secondary school EFL classroom. An analysis of reflective journals and self-evaluations written by tenth grade high school students will be shared, focusing on how the reflections work to raise their metacognitive awareness of

learning processes. Specific ideas for providing feedback and implementation in large-sized classes will also be shared.

Bill Mboutsiadis, Meisei University & University of Toronto, & Masashi Nakamura, Temple University
The role and benefits of implementing Student assistants in a Learner Autonomy Development class within a CALL rich learning environment
Meisei University's International Studies Department is promoting learning autonomy (LA) through its CALL LA course. The mixed ability class format and the use of technology in this course have created particular challenges that the use of senior and graduate student assistants has attempted to overcome. This reflexive presentation includes teacher and learner reflections, student artifacts and surveys to demonstrate a synthesis between language learning and language use arising out of the complexity of person, process and context. The learning opportunities that have been created have underlying socio-cultural frameworks that include near-peer role models, imagined communities, dynamic assessment, learning advising and the sharing of management   in learning.

Martin Mullen, Christopher Fitzgerald, Paul Crook Meisei University
Learner Autonomy Development class within a CALL rich learning environment - A Pedagogical Innovation in the making
Learner autonomy is becoming an important EFL pedagogical goal, learning philosophy and a teaching approach. Meisei University's International Studies department is promoting learning autonomy (LA) through its CALL LA course. This presentation outlines the current stage of this program and the complexities resulting from defining LA for both students and teachers. The result has been the development of a model of LA that is socially, culturally and pedagogically sound and reflective of the specific Japanese context. This reflexive presentation offers teacher and learner reflections, and student artifacts as they demonstrate a synthesis between language learning and language use arising out of the complexity of person, process and context.

Yoko Munezane, Aoyama Gakuin University
Effect of goal-setting on speaking in EFL classroom
This presentation reports on the effect of goal-setting on university EFL learners' willingness to communicate and actual speaking performance within the theoretical framework of socio-cultural view. Based on Dörnyei's (2005) concept of Ideal L2 Self, content-based lessons were designed so that learners could imagine that they belong to the wider world of global community as they engage in tasks and group projects.   After an introduction to goal-setting activities, learners articulated their speaking goals in each class and kept record. As a result, learners' willingness to communicate and speaking performance enhanced and they showed the sign of growing toward autonomous learners.

Hugh Nicoll, Miyazaki Kouritsu Daigaku
Co-constructing Academic Literacy
This presentation will report on the work my third-year American Studies seminar students are doing to become more autonomous learners in their studies of American literary texts. I will focus on three primary areas of our negotiated practice: (1) ways in which seminar members work together in small group research project teams; (2) ways they support each other in our shared readings; and, (3) ways in which we negotiate teacher support for the development of vocabulary learning strategies and academic literacy skills. The two primary

theoretical frameworks are (a) the social-constructivist theories of teaching and learning in the work of Eleanor Duckworth, and Dick Allwright's work in Exploratory Practice.

Mike Nix, Chuo University
Learner development: Interpreting the world or changing it?
"Education either functions [to] bring about conformity or it becomes the...means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." Paulo Freire's assertion crystallizes a conundrum for me as a teacher wanting to help learners in my English classes develop a critical stance towards the world. If we reject education for conformity, is it enough to encourage our students to interpret the world critically without helping them try to change it? Or, to put it slightly differently, if we encourage our students just to interpret the world without helping them to actually change it, do we end up educating for conformity? This presentation considers one way to foreground transformation in learner development: students researching possibilities for their own activism on an issue of concern.

Jo Mynard & Katherine Thornton, Kanda University of International Studies
Advising language learners: How directive should we be?
Advising in language learning is the process of helping learners to determine their own paths so as to become more effective autonomous language learners. The presenters will explore the role of a learning advisor and discuss the question of how directive an approach is most effective for promoting learner autonomy. The presenters will suggest that all those involved in promoting learner autonomy, not just advisors, can benefit from examining the level of directiveness that may be appropriate in a variety of learning contexts. In some cases a non-directive stance is more appropriate and alternatively sometimes a more directive approach may be more effective.

Alison Stewart, Gakushuin University
Autonomy and learning in collaborative groups
Collaborative learning is often promoted as a form of learner autonomy, despite the fact that working with others may in fact limit personal freedom and opportunities for development. Through exploratory practice, my students and I seek to clarify how working with others may or may not enhance learning and/or autonomy. Members of my TEFL and Applied Linguistics seminar class have formed small collaborative special interest groups as a way of supporting their individual research. The students themselves will examine learning and autonomy in their groups, using various research methods, and their results will be included in the presentation.

Stacey Vye, Saitama University
Learner driven development: Autonomy as they see it
Learner Autonomy theorists have rigorously researched different ways of theorizing and providing practical approaches for how autonomy can be developed with learners in various contexts. Inevitably, the development of learning emerges within the learner themselves as they are the ones partaking in the learning. This study asks 20 university students to reflect on their developmental progress as a learner of English in three areas of focus after two academic semesters of seminar study: with their peers, their advisor, and by themselves. The research is supported by the Japan Society for the Promotion of Science (JSPS) and also measures learners' English proficiency gains by pre- and post-IELTS level tests to see to what extent their language proficiency has improved.

JALT2012 Conference Preview, compiled by Bill Mboutsiadis

JALT2012大会のご案内,

Here are some presentation listings from the conference schedule that have indicated a relationship to learner development. Some of presentations are from LD SIG members while others may be of related interest to our membership. Please note to double check the listings on the day of the conference for any room changes. You are more than welcomed to submit a presentation review, report and/or reflection to the Learning Learning journal: http://ld-sig.org/LL/index.html

Sat, Oct 13 11:00 AM - 12:00 PM Room: 403
The ARC of learning: Student and teacher roles Workshop #660
Overbeek, Leonie - Seosin Middle School
Based on the latest neurological research, there are three phases of learning - attention, repetition and consolidation. When students and teachers understand that each has a specific role to play during each phase, the classroom becomes a place of co-operation rather than conflict. In this presentation said roles, the problems that may arise and practical solutions are explored.

Sat, Oct 13 11:00 AM - 11:25 AM Room: MR35
Getting our learners ready to be self-regulated Short Paper#406
Ebara, Satoko - International Pacific university
日本人大学生の英語学習に対する「自己調整学習」の意識と行動の獲得を目的として、その教育的介入を１年間の英語補習プログラムを通して実証的に検証した。質問紙で意識と行動の差から学習者を４つのクラスターに分類し、後の個別インタビューを通して成長に影響を及ぼすものが見えてきた。

Sat, Oct 13 12:10 PM-12:35 PM Room: 22
The social dimensions of self-regulated learning Short Paper#494
Collett, Paul - Shimonoseki City University; Sullivan, Kristen - Shimonoseki City University
This presentation will report on a study aimed at developing learners' self-regulated learning practices. Data from interviews with students participating in the program point to a recurring theme of the underlying social mediation of learning. Several learner case studies will be introduced which highlight how students' social relationships, learning histories, and discourses of learning influence their conceptualizations of study and learning practices. Implications for independent learning will be considered.

Sat, Oct 13 12:10 PM - 2:10 PM Room: 31
Effect of read and retell on reading comprehension Poster Session#596
Peloghitis, John - Tokai University
The following poster presentation examines the impact that read and retell activities have on reading comprehension and vocabulary acquisition. Data is reported from a study that observed reading comprehension scores and vocabulary scores in two groups of students who engaged in different post-reading read and retell exercises. Clear guidelines and procedures are also provided to help teachers who wish to incorporate read and retell activities in their classrooms.

Sat, Oct 13 12:10 PM - 12:35 PM Room: 405
Raising consciousness and developing fluency Short Paper#431
Mizuki, Peter - Nihon University
In this presentation I will demonstrate how students can change to an English mode of thinking in the classroom while stressing the development of productive fluency for both spoken and

written English for beginning and intermediate EFL university students. I will be focusing on the development of productive fluency both spoken and written for beginning and intermediate EFL university students.

Sat, Oct 13 12:10 PM - 12:35 PM Room: 51
Nurturing autonomy: Authentic English clubs Short Paper#443
Piggin, Gabrielle - Ritsumeikan Asia Pacific University; Mack, Lindsay - Ritsumeikan Asia Pacific University
The focus of this presentation is the establishment of a student-directed English club in a Japanese university. This presentation will detail a) the goals of establishing the English club; b) the problems encountered; c) the students' and teachers' opinions of the English club. It is proposed that establishing the English club will serve as a viable tool to optimize students' autonomous learning and motivate students to actualise authentic English use outside the classroom

Sat, Oct 13 1:20 PM - 1:45 PM Room: MR34
Learning strategies and low proficiency students Short Paper#398
Thompson, Andrew - Kyushu Sangyo University; Cochrane, Robert - Kyushu Sangyo University
The presenters will discuss the results of a pilot survey investigating the use of Language Learning Strategies (LLS) in a private Japanese university context by 168 first and second year students of various majors enrolled in a compulsory English course with TOEIC Bridge scores between 60 and 170. The results suggest that future research relating to the use of LLS by low proficiency Japanese university students' needs to take a qualitative approach.

Sat, Oct 13 3:50 PM - 5:20 PM Room: 21
Making a difference through self access Forum#274
Thornton, Katherine - Kanda University of International Studies; Yamashita, Hisako - Kanda Institute of Foreign Languages; MacKenzie, Dirk - Konan Women's University; Kato, Satoko - Kanda Institute of Foreign Languages; Taylor, Clair - Gifu Shotoku Gakuen University; Stout, Michael - Toyo Gakuen University; Talandis Jr., Gerald - Toyama University; Mack, Lindsay - Ritsumeikan Asia Pacific University; DiGiulio, Anthony - Kanda Institute of Foreign Languages; Wilkinson, Darrell - Soka University; Lindeman, Greg - Soka University; Bartelen, Herman - Kanda Institute of Foreign Languages; Lammons, Elizabeth - Kanda University of International Studies; Omura, Keiko; - Toyo Gakuen University

Effective self-access support is one way in which institutions can make a real difference in the lives of their students. In this forum, consisting of a poster session, three short presentations and an open discussion, contributors will discuss some of the challenges facing self-access, including how to foster a culture of self-access learning, promote understanding of self-access among faculty and administration and integrate self-access with the curriculum. Organized by the Japan Association of Self-Access Learning.

Sat, Oct 13 3:50 PM - 4:50 PM Room: MR33
Language learning and creative aptitude Long Paper#568
Smith, Cameron - Chubu University
What is the relationship between the creative tendencies of students and their progress in language learning? With reference to an ongoing study of Japanese university language students, this presentation explains how the psychological literature defines and measures creativity, and explores the possible relationships between individual creative aptitude and aspects of foreign language learning and foreign language performance.

Sat, Oct 13 3:50 PM - 4:15 PM Room: MR35
Does autonomy improve proficiency? Short Paper#382
Vye, Stacey - Saitama University
Research in autonomy suggests its capacity manifests in limitless configurations according to the learners' discretion. However, will it make a difference in the learners' language proficiency? This study, supported by a Grant-In-Aid from the Japan Society for the Promotion of Science (JSPS), reveals how 20 students learned autonomously with collaborative support from peers and their advisor, while improving in English measured by pre- and post-IELTS level tests during two semesters.

Sat, Oct 13 5:00 PM - 6:00 PM Room: SR61
Students' and teachers' differing good learners Long Paper#28
Corwin, Stephanie - University of Birmingham
A quantitative study (with qualitative follow-up) of the opinions of native speaking teachers of English, non-native speaking teachers of English and Japanese senior first-year students on what makes a good language learner and examination of the results

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Sat, Oct 13 5:35 PM - 6:00 PM Room: 32
Peer evaluation in a Japanese EFL context Short Paper#318
MacLean, George - University of the Ryukyus; Elwood, James A. - Meiji University; Nagata, Shinichi - Northwest Missouri State University
This presentation will examine the notion of peer evaluation by presenting initial results from a procedure that allowed, approximately 250 undergraduate English as a Foreign Language (EFL) freshmen students, to give each other grades and written feedback after individual PowerPoint presentations of approximately two minutes.

Sat, Oct 13 6:10 PM - 6:35 PM Room: 52
Learning from peer-scaffolding Short Paper#260
Samana, Warithorn - Dhurakij Pundit University
The study reported explicit evidence of learning in an EFL classroom. The talk of two weak university students during collaborative tasks was analyzed. Their interaction revealed that peer scaffolding did not only give a student necessary inputs but also introduced her new learning strategies and helped her construct her own interlanguage.

Sun, Oct 14 9:00 AM - 9:25 AM Room: 403
UniversityProjects promoting agency in unmotivated students Short Paper#727
Callaghan, David - Shinshu
Inspired by theories of autonomy, and Meddings and Thornbury's (2009) dogme method, I have attempted to encourage students to take control of their own learning and use previously learned knowledge in ways that are more engaging and relevant. This has led to more student-led `project` based learning than textbook activities. This presentation will be an account of this attempt: examples of successes, and food for thought for the future.

Sun, Oct 14 9:35 AM - 10:00 AM Room: 23
Self-access rooms: accountability and mentoring Short Paper#486
Oguri, Seiko - Chubu University; Stotts, Amy - Chubu University
This short paper will describe the ways that accountability and mentoring have led to successfully assisting autonomous learners to reach their English language learning goals in Chubu University's self-access study room. Participants will see a timeline of previous methods of building accountability and providing mentoring services and evidence of the current methods' success.

Sun, Oct 14 11:30 AM - 1:30 PM Room: 31

Evaluating self-directed learning courses Poster Session#460
Sakai, Akiyuki - Kanda University of International Studies; Takahashi, Keiko - Kanda University of International Studies; Hasegawa, Yuki - Kanda University of International Studies; Yamaguchi, Atsumi - Kanda University of International Studies; Baierschmidt, Junko - Kanda University of International Studies

This poster session reports on the self-directed learning curriculum evaluation and development process currently being undertaken by learning advisors at the Self-access Learning Centre at Kanda University of International Studies, in Chiba, Japan. The presenters will provide the audience with the framework that is being used and insights on the process. This session will especially be useful for educators who are interested in the process of curriculum evaluation or establishing a self-access learning center.

Sun, Oct 14 11:30 AM - 1:30 PM Room: 31
Learners' experience of using logs Poster Session#4 71
Hirata, Yoko - Hokkai-Gakuen University

Recently, blogs have been used as online records for students to write personal experiences, events, thoughts, ideas, and questions. Traditionally, before blogs were widely used, similar kinds of pedagogical tools, such as "learning records", had been used to offer opportunities for students to reflect upon their learning. The purpose of this study is to examine how Japanese undergraduates view learning logs to reflect on their learning.

Sun, Oct 14 11:30 AM - 1:30 PM Room: 31
Learning and mentorship for EFL students in Japan Poster Session#541
Watson, Kevin - Nagoya University of Commerce and Business; Agawa , Grant - Nagoya University of Commerce and Business

The development of self-regulating learners is an increasing necessity of modern university programs. This presents universities with the responsibility of providing programs which foster individual personal development while also nurturing academic skill development. This is especially challenging for EFL learning programs within Japan. Thus, this presentation offers one university program that attempts to meet the two aforementioned requirements. Overall, this carefully designed mentorship curriculum allows teachers to work closely with students to produce mobile learners.

Sun, Oct 14 11:30 AM - 12:30 PM Room: MR35
Effective language patterns in the classroom Workshop#558
Cullen, Brian - Nagoya Institute of Technology; Backwell, Ben - Nagoya City University; Deacon, Brad - Nanzan University; Mulvey, Sarah - Nanzan University

The presenters will begin with a brief review of existing research literature on the deliberate and controlled use of communication psychology language patterns in education. Participants will then be guided to experience these patterns themselves. Finally, the presenters will share their research on the usage of these patterns in their EFL university classes aiming to extend the empirical evidence supporting the use of particular language patterns to facilitate more resourceful learning states for students.

Sun, Oct 14 12:05 PM-12:30 PM Room: MR37
Hybrid intercultural language learning environment Short Paper#131
Siegel, Aki - Rikkyo University

This paper examines the effects of a new type of language learning environment, a hybrid intercultural language learning environment (HILLE). A two-year longitudinal case study was

conducted with four Japanese students in this HILLE. Findings show the students' initial language ability affecting their motivation of utilizing the environment for language learning, thus creating a difference in their interaction patterns in conversations with international students. This work was supported by JSPS KAKENHI Grant Number 23720303.

Sun, Oct 14 12:40 PM - 1:05 PM Room: 32
A qualitative look at self-motivation and autonomy Short Paper#352
Lyddon, Paul - Kanda University of International Studies
In this session, the presenter will report on a qualitative follow-up analysis of the results of a semester-long action research study of the relation between self-motivational strategy use and autonomous language learning in a Japanese university setting. The present discussion will focus on narrative self-reflection data used to elucidate the findings of a prior exploratory qualitative analysis. Suggestions will then be made for raising learner awareness of effective self-motivational strategies and promoting their use.

Sun, Oct 14 1:15 PM - 1:40 PM Room: 32
Assisting advanced students in beginner classes Short Paper#463
Bailey, Benjamin - University of Shizuoka
Students who have studied abroad may enter Japanese universities and be confronted with limited options for furthering their English education. They often find themselves placed in classes with much lower level students. The presenter will report on the experiences of these advanced students in beginner classes. The unique experiences of three advanced students will be shared and the effectiveness of different teaching strategies will be discussed.

Sun, Oct 14 1:50 PM - 2:15 PM Room: SR61
Student evaluations of peer interaction Short Paper#184
Minematsu, Kazuko - Hannou Minami High School, Saitama
The purpose of this sequential mixed methods study is to examine how high school students evaluate peer interaction they have engaged themselves in an "English Expression" Course for one academic year in Japan. It also examines whether student evaluations of peer interaction show any characteristics in terms of supportive learning. It also investigates whether there are any differences between the lower and the higher grade groups in the evaluation of peer interaction.

Sun, Oct 14 3:45 PM - 5:45 PM Room: 31
From measurement to assessment Poster Session#442
Murase, Fumiko - Tokyo University of Agriculture and Technology
The notion of assessing learner autonomy has become an important issue in the field. Based on previous research on developing an instrument for measuring learner autonomy, this study aims at devising a useful tool for assessing students' autonomy and evaluating the practices of promoting learner autonomy by revising the measurement instrument. The poster will describe the development of the original instrument, its limitations as an assessment tool, and the initial stage of the revising process.

Sun, Oct 14 4:55 PM - 5:20 PM Room: MR31
Improving collaborative dialogues with POV video Short Paper#206
Kindt, Duane - Nagoya University of Foreign Studies
With the recent development of lightweight point-of-view (POV) camcorders, educators can now capture naturalistic classroom events from a truly participant point-of-view. Employing POV cameras, the presenter conducted trials examining interaction in oral communication classes. One promising result was the creation of materials designed to increase students' awareness and use of

communication strategies in collaborative dialogues. The presenter will describe POV trials, share a selection of materials, and discuss further applications and potential research directions.

Sun, Oct 14 4:55 PM - 5:20 PM Room: SR52
Motivating learners: reading, writing, commenting Short Paper#207
Harada, Naoko - The Senior High School Affiliated with JWU*

This presentation focuses on a reading and writing project in a high school EFL class. Students chose their research theme when reading their favorite books, presented and wrote essays about their findings, commented on their peers' work, and compiled a guidebook. The presenter will frame this year-long activity using Factors that support reading motivation outlined in Grabe (2009), followed by the discussion with the audience.

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Mon, Oct 15 9:00 AM - 9:25 AM Room: 53
Self-check sheets for learner autonomy Short Paper#483
Ragsdale, Joseph - Rikkyo University

In this presentation, the presenter will introduce a student-centered self-assessment activity centered on reviewing and using communication function phrases in academic discussions. The activity also serves to develop learner autonomy and motivation, and is an important part of formative assessment in the classroom. The presenter will outline the background and method of conducting this activity, as well as discussing ways it can be used productively in a variety of teaching situations.

Mon, Oct 15 9:35 AM-10:00 AM Room: 22
Informal EFL education and learner life histories Short Paper#73
Brown, Charles - Ohio State University

This presentation will employ life history narratives of current and former university EFL students in Taiwan to address three research questions: What are the various contexts perceived by learners in which exposure to English occurs outside of formal educational settings? What are learners' perceptions of these contexts as venues for English use and learning? Do these learners perceive that such out-of-classroom access to English has changed during their lives and, if so, in what ways?

Mon, Oct 15 1:05 PM - 1:30 PM Room: 53
LL strategy use in university and beyond Short Paper#531
Mullen, Martin - Meisei University; Ikeda, Ken - Otsuma Women's University; Suginaga, Jackie - Komazawa Women's University; Barr, Blair - ; Kurosawa, Joyce

The presenters will outline the structure and results of a study of Language Learning Strategy use by both adult and university level learners of English. Both groups were repeatedly exposed to a list of strategies and encouraged to select strategies for practice based on their desired areas of improvement. The instruments of measurement comprised a pre and post-test survey of strategy use, data from interviews, teacher feedback, and language learning journals kept by the participants.