

Looking Forward 今後のイベント

Transitions in the Lives of Learners and Teachers JALT 2013 LD SIG FORUM

Hideo Kojima - Hirosaki University

In-service EFL teachers' transitions from being dependent to becoming more autonomous teacher-learners

As a teacher educator, I have helped pre- and in-service EFL teachers to promote their autonomous learning to teach. In the forum, I focus on two cases of in-service EFL teachers' autonomous development under collaborative and reflective supervision. Teacher A, a high school EFL teacher, implemented strategy-based instruction in his portfolio program to develop learner autonomy, while Teacher B, an elementary school EFL teacher and her peers with no certificate in teaching English collaboratively implemented strategy-based instruction in Foreign Language Activities to promote pupils' learning to learn. Both cases have some implications for innovation in EFL education in Japan.

Caroline Ross - Nakamura Junior and Senior High School for Girls

The Elementary Structures of Teaching in Japan. An anthropological account of (one) learner's development within the EFL world

I will discuss how joining the Learner Development SIG has taught me invaluable lessons, not only about my teaching practices, but also about teaching English in Japan. From feeling very much an isolated and unsupported teacher, I now feel I am part of a network that I can support, and be supported by. I will draw upon my background as an anthropologist to examine my role as a reflective

learner, teacher, and participant observer. (Warning: this poetic presentation may contain humour and rhyme.)

Robert Taferner - Hiroshima University

The Role of Correct Feedback in L2 Writing and Grammar Development

In this session, the presenter will summarize the main features of written corrective feedback (CF) on second language (L2) writing theory and practice. While there is ample support for the use of CF on improving comprehension, cohesion, and the mechanical features of learners' writing, there is little support for its use for long-term grammar acquisition. In this study of university level Japanese EFL students, the presenter will demonstrate the ability of written CF to affect the use of tense and aspect in learners' compositions in pretests, and immediate and delayed post-tests over a period of one school term.

Aya Matsumoto & Yuki Ide - Meisei University

From Language Learner to Language User

This presentation will describe some of the experiences of two students of International Studies at Meisei University. The presenters, a senior student and a junior student will highlight how these experiences have helped them to make the transition from English learners to English users. Experiences including participating as a teacher in a summer school project, as a teacher's assistant in a University programme, volunteering at the JALT national conference and studying abroad have helped the presenters develop as language learners and language users. Finally, the presenters will attempt to express how these events have shaped

their personal goals.

Andy Barfield - Chuo University

Transitions in students' understandings of becoming global

In content-based courses where students do self-directed research projects and engage with complex social, legal, political and global issues, how do different individuals see themselves as 'becoming global'? What transitions do they go through in developing over time their understandings of 'becoming global'? In this presentation I would like to explore such questions around students' changing constructions of their global imaginaries.

Samuel Bruce - Yokohama Chapter

Two-way street: an approach to peer observations

This presentation will discuss the supportive peer observation approach used in the World Language Centre at Soka University in Tokyo. The approach is very much about mutual benefit for both observer and observee, with those observing often finding as much if not more benefit from the process. After describing the peer observation system, the presentation will look at some responses from participants in the process and consider the benefits and possible shortcomings of the process.

Saki Michi - Ritsumeikan University

Learner autonomy and the global classroom

The purpose of my presentation is to discuss ways in how learning together with international students in the communication classroom can enhance learner autonomy in the Japanese EFL classroom. The presenter will examine issues regarding learner autonomy and analyse student survey results on autonomous learning and students' intercultural communication experiences on and off the university campus. The presenter will conclude by giving suggestions on how to

encourage learner autonomy in the global classroom.

Debjani Ray - Tokyo University of Science

Transitions in my classroom

I would like to share my story of how and why I initially tried to change my teaching style and in what way it gave me some positive result. To suit the needs of the class how I gradually changed myself from being a controlling teacher or a teacher-centred educator to a more relaxed learner-centered educator and how that resulted in the learners' transitions from not-so-happy passive learners to happy active learners.

Huw Davies - The Open University (UK)

Mayumi Abe - Temple University Japan Campus

Satomi Yoshimuta - Temple University Japan Campus / Seigakuin University

The strategy tree for language learners

Meeting to discuss learning strategies, the presenters talked about experiences with learners who struggle in the university English classroom; about being a distance learner with limited opportunities for interaction, and about providing counselling advice to students that go beyond the four skills. Influenced by Oxford (2011) and her S²R model, the presenters created the strategy tree, a visual aid depicting the three dimensions of language learning: cognitive, affective and sociocultural. The strategy tree is intended as a tool for counselling or use in the classroom to promote autonomous, self-regulated learning.

Joseph Tomei - Kumamoto Gakuen University,

Ken Ikeda - Otsuma Women's University

Using cross-institutional student collaboration to establish seminar paper topics and thesis development: a progress report

We report on the collaborative learning efforts of

students between our universities which started in April with generating initial topics, followed with students interacting with each other through the research process and preparing their seminar papers in the write-up stage. We report on the effects of such student collaboration with our own guidance of the students' papers. We hope to see the degree of this kind of interaction, involving shared understanding, authority over content, and control over activity, help students establish ownership of their topics, and in turn, help us, as supervisors, develop ways to further assist them.

Trevor Coombes & Aiko Minematsu - Shoei Girls Junior and Senior High School

An online teacher's lounge: Blogs as platforms for collaboration and reflection

Creating a culture of sharing among fellow teachers in the same institution can be demanding at times. Based upon our experiences at Teacher's College Columbia University, we began a closed reflective blog for teachers in a private junior and senior high school in Tokyo, with the purpose for English teachers to exchange ideas and reflect upon the ongoing process of their teaching practices. In this presentation, we will share the process of setting up the blog, the discussions which generated from it, and teacher responses. Our own reflections will also be shared.

Philip Brown - Konan Women's University

Expanding horizons and pursuing ongoing professional development through collaboration

An ongoing commitment to learning is not only a hallmark of professionalism but also fundamental to personal growth as a lifelong learner and a teacher. Whilst collaboration may not always appeal to all, it is hoped that by sharing stories of collaboration from within and outside the Learner Development SIG, we might reflect and explore

how such experiences and communities can transform our learning, teaching, and other areas of professional practice, from volunteering and organising conferences to reviewing, editing, and publishing.

Stacey Vye - Saitama University

Narrative learning transformations in a university learner autonomy seminar after the course is over

It is not often that university students and their learner/teacher in a volunteer collaborative autonomy seminar from the previous year can have a venue for sharing critical transformational narratives. Many teachers wonder what has become of their efforts to support their learners' language and lifelong developments, because the teacher often does not know the outcomes of their learners' personal development after the courses are over with too many students and not enough time. In this session, visitors can learn about cool transitional narrative stories from the learners and the learner/teacher beyond the bounds of language learning and the seminar.

Jennifer Capouilliez, Jianwn Chen, Ian Hurrell, Paul Landicho & Tim Opitz - Rikkyo University

What do you think? – Rikkyo University EDC Showcase

This presentation will showcase the course provided by the English Discussion Center (EDC) to all freshmen at Rikkyo University. This unified course employs a learner-centered methodology which has the students work together in small groups to develop the communication skills and fluency to hold extended discussions in English. Instructors from the EDC will present the learner-centered teaching techniques used in the course and visitors will also have the opportunity to experience these techniques for themselves through interactive activities. In addition, teacher research

seeking to foster this learner-centered environment will also be on display.

JALT2013 Conference Preview

JALT2013大会のご案内

compiled by Ian Hurrell



Here are some presentation listings from the conference schedule that have indicated a relationship

to learner development. Some of the presentations are from LD SIG members while others may be of related interest to our membership. With a bumper crop of 37 LD related sessions, including:

1 Long paper;

22 short papers;

3 forums;

1 workshop;

9 poster presentations and

1 Meeting,

there is a lot to whet your appetite this year!

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>>

Long papers

Sun, Oct 27, 1:20 PM - 2:20 PM; room: Kitano

The learning body-embodied learning

Thornbury, Scott - The New School

The separation between mind and body, a fundamental truth in modern Western thought, is succumbing to a view that thinking, and hence learning, is embodied, i.e. the mind extends beyond the grey matter of the brain, and is realised, at least in part, through gesture, movement, and physicality. What might this mean for (second) language learning? This talk will review developments in this exciting new field, and (very tentatively) suggest some applications.

Short Papers

Sat, Oct 26, 11:00 AM - 11:25 AM; room: 502

Investigating learning goals via learned attention

Peters, Ryan - University of Hawaii at Manoa, SLS

Department; Rouse, Andrew - University of

Hawaii at Manoa, SLS Department

The presenters will introduce the concept of Learned Attention and discuss related research including mathematical models (Kruschke, 2006) and an application of the concept to explicate the issue of limited attainment of adult second language acquisition (Ellis & Sagarra, 2010, 2011). Then, using specific examples, the presenters will explain how goals interact with learning experiences through the lens of Learned Attention and highlight potential benefits that metacognitive awareness of this process offers learners.

Sat, Oct 26, 1:20 PM - 1:45 PM; room: 404

Personal Learning Projects: A stepping-stone to learner autonomy?

Sykes, Joe - Akita International University

This presentation describes an approach to

integrating self-access learning with an English language speaking/listening curriculum as a scaffold to greater learner autonomy via 'PLPs' (Personal Learning Projects). Findings are presented from an analysis of audio learner diaries, with examples of first-hand insights from learners, into the process of taking personal responsibility for their learning, in many cases, for the first time.

Sat, Oct 26, 1:20 PM - 1:45 PM; room: 407

Exploiting memories to inspire language learning

**Collett, Paul - Shimonoseki City University;
Sullivan, Kristen - Shimonoseki City University**

The presenters will discuss how learners' memories can serve as catalysts for the beliefs that motivate and sustain learning. By helping unlock these memories, we can encourage learners to see the connection between important past events and their beliefs. We will introduce several activities to encourage students to link past experiences with current and future learning endeavors, and discuss the efficacy of such activities, along with other approaches to help learners inspire their own learning.

Sat, Oct 26, 4:15 PM - 4:40 PM; room: Sumire

Learner autonomy and intercultural communication

Saki, Michi - Ritsumeikan University

The purpose of this presentation is to discuss ways in which learning with international students in the communication classroom can enhance autonomous learning of Japanese EFL students. The presenter will examine issues regarding learner autonomy and explain student survey results on autonomous learning and students' intercultural communication experiences on and off the university campus. The presenter will conclude by giving suggestions on how to encourage learner autonomy in the classroom.

Sat, Oct 26, 5:25 PM - 5:50 PM; room: 303

Movie-making activities in English remedial class
Nakanishi, Noriko - Kobe Gakuin University

The presenter will introduce a series of activities involved in the making of the Fall of Freddie the Leaf movie. Based on the picture book story, the students prepared Japanese subtitles, suitable photos, and the English narration to make their own original movies. Though most of the students were very reluctant learners at first, they gradually became interested in reading the story and aware of the importance of English grammar and pronunciation.

Sat, Oct 26, 6:35 PM - 7:00 PM; room: 407

Enhancing metacognition through guided reflection
Kanzaka, Izumi - Soka University

This paper reports on action research conducted to facilitate active participation in the Japanese university EFL context. The students were guided through two ways: reflective questionnaires designed to help them reflect on their attitude in class, identify the reasons they did not volunteer, and think how they could participate more actively; and language-learning advisory sessions to discuss students' willingness to communicate. This paper will discuss how metacognitive awareness can be enhanced through guided reflection.

Sat, Oct 26, 6:35 PM - 7:00 PM; room: Tsutsuji

Developing a support system for tandem learning
**Wakisaka, Masako - Doshisha University; Ou,
Lixian - Osaka University; Aoki, Naoko - Osaka
University**

この発表は、日本の大学キャンパスで留学生と日本人学生のカリキュラム外の活動として行っているタンデム学習プロジェクトにおいて、参加者がどのようなことに困難を感じ、それを解決するために

主催者側がどのようなサポート・システムをデザインしたか、その効果はどうだったかを報告する。

Sun, Oct 27, 9:00 AM - 9:25 AM; room: Reception Hall A

Fostering learner autonomy in higher education

Miyahara, Masuko - International Christian University; Fukao, Akiko - International Christian University; Watanabe, Atsuko - International Christian University; Tsuda, Atsuko -

International Christian University; Watanabe-Kim, Izumi - International Christian University

This presentation reports the preliminary findings on a two-year longitudinal study that explores how autonomy can be fostered among university learners studying English at higher education in Japan. By investigating the interplay of curriculum-based, classroom-based, and resource-based approaches, the presenters share both students' and instructors' voices which help to shed light into the process of autonomy development in the context of formal language learning.

Sun, Oct 27, 9:35 AM - 10:00 AM; room: 305

A longitudinal CA study of L2 learner identity

Siegel, Aki - Rikkyo University

Utilizing the methodological framework of Conversation Analysis to analyse the management of rights to knowledge, this study investigates the development of language learner identity from a longitudinal perspective. Conversational data were collected from the interactions of two L2 users of English, over the course of two years. Through analyses of word search sequences located within this data set, participants' identities were found to be co-constructed in interaction, as well as changing across time.

Sun, Oct 27, 9:35 AM - 10:00 AM; room: Reception Hall A

Beyond chat: A testing-based speaking center

Sasaki, Daniel - Soka University; Chirnside, Alex - Soka University

Many EFL self-access center programs play an important role in supporting the development of linguistic skills. However, beyond general conversation and discussion skills are specific speaking skills, which are required for students to be successful on the TOEFL iBT. With a need arising to meet various student goals, a TOEFL iBT speaking center was established. The paper will describe how the center was setup, the difficulties that occurred, and the solutions that were developed.

Sun, Oct 27, 12:45 PM - 1:10 PM; room: 503

Peer interaction in a high school EFL classroom

Minematsu, Kazuko - Tsuda College

An increasing number of second language (L2) learning studies have begun to investigate peer interaction, focusing more on the social nature of learning. The purpose of this sequential mixed methods study was to investigate whether peer interaction is meaningful in a high school EFL classroom, where 80% of the students perceived themselves as poor at English. The presenter will show what the students learnt and how they felt through the peer interaction process.

Sun, Oct 27, 1:55 PM - 2:20 PM; room: 402

Emergence of group autonomy through SAC activities

Kimura, Harumi - Miyagi Gakuin Women's University

The idea of setting up self-access centers (SACs) started in view of supporting individualized language learning, but in reality they function for divergent purposes. One is fostering group autonomy as a prerequisite of learner autonomy and personal autonomy. SAC users reported that

working with others at SAC helps them take responsibility of their own learning. Their reflection indicated that learners' capacity for self-regulation can develop through experiencing group autonomy.

Sun, Oct 27, 3:50 PM - 4:15 PM; room: 407

Effects of explicit inputs on speaking fluency

Lee, Nancy Shzh-chen - Kyoto University

This study examines the influence of explicit inputs on the speaking fluency of Japanese university students (N = 240). Once a week for eight weeks, subjects narrated the Eiken Pre-Level-1 four-picture speaking test. Subjects were exposed to: 1) self-review, 2) teacher modeling, and 3) explicit teaching inputs. It was found that all subjects have improved their speaking fluency but those exposed to teacher modeling and explicit teaching demonstrated the greatest gains.

Sun, Oct 27, 4:25 PM - 4:50 PM; room: 405

CLIL lectures, autonomy, and portfolios as a bridge

Adamson, John - University of Niigata Prefecture;

Coulson, David - University of Niigata Prefecture

The presenters will illustrate how students develop academic competencies on a 1st year English lecture preparation course at a Japanese university. It is argued that the use of students' course portfolios, encouraged by a Content and Language Integrated Learning (CLIL) approach, lead to stronger autonomous study skills. Findings show how students become more competent academically and independent through a network of resources and brokers available to them.

Sun, Oct 27, 4:25 PM - 4:50 PM; room: 407

Teaching lifelong learning skills: PBL in action

O'Dowd, Gregory - Hamamatsu University School of Medicine

This presentation provides insights into the characteristics of life-long learning (LLL), how

learner awareness can be raised to start the process, and how necessary skills are enabled through teaching methodologies such as Problem-based Learning (PBL). The presenter will share his current research on how PBL develops LLL skills and challenges teachers to explore the questions of why and how PBL does this, in relation to developing students LLL skills.

Sun, Oct 27, 5:00 PM - 5:25 PM; room: 302

Teachers and students: At L1 odds in EFL class

Carson, Eleanor - Hiroshima City University

This study examines if English learners' L2 experience, education and proficiency relate to their preferences for L1 use by teachers in the EFL class, and whether teachers' nationality, education, training, and L2 proficiency influences their tendency to use learners' L1 in class. Survey results support positive answers to both questions. Students preferred L1 use for emotional situations, while teachers preferred L1 for classroom management, indicating mismatching preferences. Theoretical and pedagogical implications will be discussed.

Sun, Oct 27, 5:00 PM - 5:25 PM; room: 504

Young lingua franca users in a transborder space

Tanaka, Hiromasa - Meisei University; Ogane,

Ethel - Tamagawa University; Sugiyama, Aya -

Hoya Second Elementary School; Okuyama,

Kurumi - Meisei Elementary School; Kawamata,

Takanori - Meisei University

The presenters will describe learner identity development in a transborder space, in which Taiwanese and Japanese children interact using English as a lingua franca (ELF). Data include interviews, video recordings, and narratives by the Japanese and Taiwanese students. Analysis of the data was generated through dialogue among the researchers and appears to point toward the critical

role of the development of a lingua franca user identity in enhancing sustained language learning.

Sun, Oct 27, 5:35 PM - 6:00 PM; room: 403

Teachers' learning strategies and their teaching
Hokamura, Michiyo - Temple Univsity; Tsumatori, Chizuko - Temple University

The presenters will report on what kind of language-learning strategies teachers use. The presenters conducted Oxford's questionnaire, Strategies Inventory for Language Learning (SILL), as well as interviews. The participants were teachers from high school, university, and English conversation school. The presenters also look at the relationship between participants' strategies and their instructions, and between their strategies and their proficiency, and changes in teachers' strategies over time.

Sun, Oct 27, 5:35 PM - 6:00 PM; room: 404

Researching out-of-class activities for group work
Yasuda, Raymond - Soka University

With the spread of programs either simulating western education or preparing students for study abroad, L2 group work has increased within Japan. The increase of such assignments has created a need to investigate L2 project work in the Japanese context. A qualitative investigation into out-of-class group work in an English medium EAP class was conducted to identify the challenges students faced, the autonomous strategies used to overcome those challenges, and the additional support deemed necessary.

Sun, Oct 27, 6:45 PM - 7:10 PM; room: 403

Language (dis)ability of university students
Elston, Wilma - University of Johannesburg South Africa

In South Africa, the problem exists that approximately 65% of students that register at

tertiary institutions have to conduct their studies in English, often their second or third language of preference. Tests are administered to ascertain students' level of linguistic competence and possible academic achievement and programmes are offered to support students in overcoming this language barrier. A comprehensive, compulsory program (including language skills) is suggested to assist students in attaining their full academic potential.

Sun, Oct 27, 6:45 PM - 7:10 PM; room: 501

Learning autonomously for language proficiency
Vye, Stacey - Saitama University

Autonomy research advocates that learners gain control over their learning, but what about proficiency gains? Considering the reliability of the IELTS exam, the results from the pre- and post-tests of 20 university students were compared with their autonomous language-learning practices for 23 weeks. This research suggests that language study plans designed by the learners and their self-reported amount of time spent on the desired learning focus contributed to greater language proficiency.

Mon, Oct 28, 11:20 AM - 11:45 AM; room: 402

The benefits of a conference internship program
Ashrova, Umida - Nanzan University

This presentation will explore how participation in an internship program at a large conference benefited a group of university students. Using an expectancy and value framework for motivation, the interns' initial motivation for engagement in the program and how their motivation evolved was studied. This internship experience might also be useful in sustaining motivation to study a foreign language as it provided what Brophy (1999) refers to as a life application.

Forums

Sat, Oct 26, 12:45 PM - 2:15 PM; room: 301
CALL Forum: Technology and best practices in language learning

Gorham, Tom - JALT CALL SIG;

Robb, Tom - ER SIG;

Elliott, Darren - LD SIG;

Cihi, Guy - Lexica;

Riley, Paul - Oxford University Press;

Martyn, Billy - Language Cloud;

Martyn, John - Language Cloud

This year's CALL SIG forum will be an extension of the theme of our annual conference. We will be exploring how technology has affected the best practices of different areas of language teaching and learning. We are bringing together speakers from different SIGs and different areas of language education to talk about how technology has influenced the best practices in their particular areas. This includes extensive reading, vocabulary, learner development, learning management systems, and learning materials.

Sun, Oct 27, 11:35 AM - 1:05 PM; room: 301
LD Forum: Transitions in the lives of learners and teachers

Hurrell, Ian - Rikkyo University;

Barfield, Andy - Chuo University;

Kojima, Hideo - Hirosaki University;

Taferner, Robert - Hiroshima University;

Matsumoto, Aya - Meisei University;

Ide, Yuki - Meisei University;

Bruce, Samuel - Yokohama Chapter;

Saki, Michi - Ritsumeikan University;

Brown, Philip - Konan Women's University;

Vye, Stacey - Saitama University;

Capouilliez, Jennifer - Rikkyo University;

Chen, Jianwen - Rikkyo University;

Landicho, Paul - Rikkyo University;

Opitz, Timothy - Rikkyo University;

Ray, Debjani - Tokyo University of Science;

Davies, Huw - The Open University (UK);

Abe, Mayumi - Temple University Japan Campus;

Yoshimuta, Satomi - Temple University Japan Campus/Seigakuin University;

Ross, Caroline - Nakamura Junior and Senior High School for Girls; I

keda, Ken - Otsuma Women's University;

Tomei, Joseph - Kumamoto Gakuen University;

Minematsu, Aiko - Shoei Girls Junior and Senior High School;

Coombes, Trevor - Shoei Girls Junior and Senior High School

This forum consists of interactive presentations that look into how Learner Development is a process of change and the ways this manifests itself in different educational contexts. Themes will include: Learner transitions from being passive to becoming active, autonomous learners; the presenters' transitions from being teacher-centered educators to becoming learner-centered educators; and SIG members' transitions from working individually to working collaboratively with teachers and learners in various LD SIG activities.

Sun, Oct 27, 5:35 PM - 7:05 PM; room: 301

Self-access and the lifelong voyage of learning

MacKenzie, Dirk - Konan Women's University;

Thornton, Katherine - Otemon Gakuin University;

Yamashita, Hisako - Kanda Institute of Foreign Languages;

Porter, Mathew - Hiroshima Bunkyo Women's University;

Taylor, Clair - Gifu Shotoku Gakuen University;

Baierschmidt, Junko - Kanda University of International Studies;

Sykes, Joe - Akita International University;

Birchley, Sarah Louisa - Toyo Gakuen University;
Omura, Keiko - Toyo Gakuen University;
Beck, Daniel - Toyo Gakuen University;
Ishikawa, Yukiko - Soka Women's College;
Matsumoto, Kaori - Soka University;
Shibata, Satomi - Tokoha University

On the lifelong voyage of learning, the self-access centre is a port where learners can refuel with ideas, restock with learning materials, share stories of their adventures, and chart out new directions for the future. In four presentations and a poster session, contributors will discuss a variety of current issues in self-access related to learner cognition, advising, assessment, space design and curriculum integration. Organized by the Japan Association of Self-Access Learning.

Workshops

Sun, Oct 27, 1:20 PM - 2:20 PM; room: 307

Student attitude to translation in SLA

Sonda, Nozomu - Yamaguchi University/One World Intl

Recently, L1 use and bilingualism have begun to be recognized in SLA and the place of translation seems to have been found (Cook, 2010; Vermes, 2010), which has deep implications to Japanese college English education. Since there seems to be much less research in terms of student attitude, this study proposes to examine Japanese college students' attitude towards translation for both speaking and writing purposes. The study method will employ both quantitative and qualitative approaches.

Posters

Sat, Oct 26, 11:00 AM - 1:00 PM; room: Exhibition Hall #3

Evaluation of a student-created corpus

Hirata, Yoko - Hokkai-Gakuen University; Hirata, Yoshihiro - Hokkai-Gakuen University

The purpose of this study is to examine the efficacy of corpus-based tasks in combination with online language-learning tools implemented in a Japanese university. Specifically, the attitudes of different students towards tasks in a blended language-learning course were analyzed. The findings suggest that student perception of corpus-based tasks differs significantly according to several major factors.

Sat, Oct 26, 11:00 AM - 1:00 PM; room: Exhibition Hall #3

Teaching methodologies for lifelong learning

O'Dowd, Gregory - Hamamatsu University School of Medicine

This poster presentation provides a description of the characteristics of life-long learning (LLL) and paths to needed skills through teaching methodologies such as Problem-based Learning (PBL) and Team-based Learning (TBL). The presenter will share findings from his current research on how PBL is developing LLL skills and challenge teachers to explore the questions of why and how in relation to developing students LLL skills.

Sat, Oct 26, 11:00 AM - 1:00 PM; room: Exhibition Hall #3

A project-based workshop for active learning

Kawamura, Akemi - Tokyo International University; Matsubayashi, Yoshiko - Tokyo International University; Maeda, Joyce - Tokyo International University

Japanese learners of English are often characterized as passive participants in a traditional classroom. In an effort to remedy this situation, a project-based class was designed as one of the cornerstones of the English curriculum at the presenters' university.

This presentation will outline the project adopted, its contribution to language acquisition, and the problems encountered by both learners and teachers. Suggestions will be made for how to implement a similar project in other locations.

Sat, Oct 26, 11:00 AM - 1:00 PM; room: Exhibition Hall #3

Engagement through creative homework design

Cochrane, Robert - Kyushu Sangyo University

English language learning can be a challenge for non-English majors, but limited class time can be supported with effective homework design. This poster presents an action research project investigating the effects of how creative homework design, combined with task-based learning and language-learning strategy instruction, can increase student engagement and self-regulation. Surveys, class evaluations, peer collaboration and teacher observation will be presented and discussed along with suggestions for improving effective homework activities.

Sat, Oct 26, 11:00 AM - 1:00 PM; room: Exhibition Hall #3

Learner autonomy for science-major EFL students

Murase, Fumiko - Tokyo University of Agriculture and Technology

What should we know when we intend to help science-major university students develop their autonomy, as well as their English proficiency? Following the overview of a project on developing a program for promoting science-major students' autonomy and improving their English proficiency, the presenter will report on the survey studies investigating their needs in English learning and their characteristics in terms of learner autonomy and discuss how these findings could be incorporated into the program design.

Sat, Oct 26, 4:15 PM - 6:15 PM; room: Exhibition Hall #3

Becoming a good language learner

Bartelen, Herman - Kanda Institute of Foreign Languages; DiGiulio, Anthony - Kanda Institute of Foreign Languages

Educational research suggests that students who exhibit more control over material choice and learning strategies, are more likely to be motivated and driven towards greater language gains. This poster presentation will include a pamphlet, *Becoming a Good Language Learner*, which was distributed to first-year students at a two-year English vocational college. The pamphlet addresses the issues of setting goals, planning, reflection, motivation, language-learning strategies, time management and the choice of materials and technologies.

Sun, Oct 27, 3:50 PM - 5:50 PM; room: Exhibition Hall #3

Video recording as a learner assessment tool

Okada, Yasuko - Seisen University

Video technology has been widely implemented in language classrooms. This study investigates the effect on self-evaluation of Japanese EFL learners' presentation skills in the classroom. The results suggest that self-evaluation using video recording can help language students reduce the burden of being an evaluator. The benefits of using a video camera for assessment purposes in the classroom will also be discussed.

Sun, Oct 27, 3:50 PM - 5:50 PM; room: Exhibition Hall #3

What comprised their self-regulated language learning?

Ebara, Satoko - International Pacific University

The aim of this study is to explore the factors for discouraging or facilitating self-regulatory

language learning among Japanese university students. While some quantitative studies have investigated learners' tendency of their original perception and the change, this study laid emphasis more on the retrospective interviews to learners' realities. It elucidates the individual learner's reaction to each life history and environment of learning.

Sun, Oct 27, 3:50 PM - 5:50 PM; room: Exhibition Hall #3

Effect of time gap on English learning of students
Tseng, Yen-Cheng - Chang Jung Christian University; Guo, How-Ran - National Cheng Kung University

To evaluate the effects of the time gap on the results of English learning in Taiwanese college students, we investigated the relationship between scores of the General Scholastic Test taken prior to entering college and TOEIC after a 10-week English course. Of the 136 participants, the highest correlation was observed in freshmen, while the lowest was in seniors. The results indicated that the time gap has a remarkable impact on the results of English learning.

Meetings

Sun, Oct 27, 1:20 PM - 2:20 PM; room: 301

Learner Development SIG AGM

**Barfield, Andrew - Chuo University,
 Silver, Rich - Ritsumeikan University,
 Stewart, Alison - Gakushuin University,
 Murase, Fumiko - Tokyo University of Agriculture and Technology**

This meeting is an opportunity for SIG members to discuss together different SIG projects and plans, as well as to make decisions about SIG activities for the coming year. We welcome your participation in the AGM and encourage teachers teaching

languages other than English and/or from diverse teaching and learning contexts (elementary school, junior high school, senior high school, distance learning, language school, and university settings) to come along and take part

Spread the word with this flyer!



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