

Looking Forward 今後のイベント

Continuity in Learning and Learner Development LD SIG Forum at the PANSIG Conference in Miyazaki

For those of you attending the PANSIG Conference at Miyazaki Municipal University this year, you are warmly invited to take part in the LD SIG forum on **Sunday, 11th May 2014 from 1:45pm - 3:15pm in Room 101.**

In this forum presenters will share their own stories of continuity, showing specific ways to make learning a continuous process of development for students. The forum will have simultaneous displays and presentation corners, with opportunities for audience interaction, discussion and plenary roundup. This year we have eight exciting presentations with something for everyone:

What are they doing now?

Debjani Ray - Tokyo University of Science

This presentation will focus on language learning process of some of my former students. Topics such as; how they are using / not using the their L2 when they do not need to use it in a classroom; how their present environment encourages / discourages the use of their L2; and how they are developing / losing their L2 skills; will be discussed. In order to do this, interviews with some of my former students, who are already graduated or in their 3rd/4th year of university, will be used to exemplify their current situation with their L2 development.

Introducing doctor-patient discourse analysis in the classroom

Theron Muller - University of Toyama

This presentation will describe how medical discourse analysis of doctor-patient interaction from the literature is introduced to third year medical students in a medical English course, blending content teaching with language work in the English classroom. Students' written reflections are used to explore their learning on the course and how they perceive this course's contents to be different from their past language learning experience. Attention will be paid to how material from the literature has been adapted to make it more accessible to students and how students' reflections illustrate the relevance of the course to their future imagined selves as medical professionals.

Know what works better for you, or what not

Satoko Ito - Nanzan University

Students use various cognitive strategies taught by their teachers or through exercises in given textbooks, but not many of them are aware why they are doing so. This lack of awareness is thought to affect their learning efficiency considering that preceding research have repeatedly emphasized the importance of nurturing learners' metacognitive ability. Although teachers can supplement the lack and control their learning, once they leave schools, the control is resumed to the students themselves. The focus of this presentation will be on how to prepare students for the post-school phase by raising their awareness in the choice of learning strategies.

Promoting Sustainable Learning in a Required Communication Course

Ian Hurrell - Rikkyo University

The instructors at the English Discussion Center (EDC) at Rikkyo University teach a compulsory course in discussion skills for all freshmen entering the university. The course is successful in helping the vast majority of students make great strides in developing their communicative ability. However, as a required course, there is a concern about whether the students are motivated to improve their skills after course is completed. This interactive presentation will report on the methods used to promote sustainable learning at the EDC and will also discuss ideas for the future improvements.

Learning Trajectories: some cases of Japanese college students

Satoko Ebara - International Pacific University

This presentation will report on retrospective interviews with three third-year Japanese university students. All of them aim to become school teachers and took the same non-credit supplementary course in their first grade. In this first year course, their original perceptions and behaviors of English learning were profiled. Two years later, a semi-structured interview and self-report questionnaires were conducted with the same students regarding any motivational and behavioral changes in their language learning. Insights from these interviews and questionnaires will be investigated.

Learner Ownership in Novice Student Presentation Success

Lee Arnold - Seigakuin University

While much of the research literature on student oral presentation assessment focuses on performance, the emphasis on precision in rubrics

of evaluation in order to yield a blend of quantitative and qualitative findings may demotivate some novice presenters. This discussion focuses on such novices and the presenter's experience with setting aside performance rubrics in order to allow learners to prepare their displays in their own terms to impart a sense of learner task ownership and future learner empowerment. The presenter shall discuss how latent learner presenter ability may be revealed, and how successful learner ownership and empowerment may be enabled.

Video messages from the seniors to the freshmen

Alison Stewart - Gakushuin University

What do good learners do to sustain and improve their second language ability outside the classroom? This presentation describes an autonomy-enhancing project in which senior students act as role models for freshmen English majors. Short video messages in which the seniors describe the out-of-class practices that they have tried and found useful are shown to freshmen at the beginning of a semester-long general communicative English class. The first-year students discuss the messages in groups before writing their own goals and plans for self-study. Participants are invited to share their suggestions and experiences of facilitating role modeling of autonomous learning.

Exploring principles and processes of learning in content-based learning course design

Andy Barfield - Chuo University

Education for sustainable development identifies specific approaches to learning (such as action learning and problem-based learning) that students and teachers should engage with. This presentation explores what principles and processes of learning came into focus for the presenter in the design of a content-based learning course on forced migration,

and to what extent the designing of this course embodies the concept of education for sustainable development (or not).

We look forward to seeing you there!



Ian Hurrell
Learner Development SIG Programmes Chair

JALT CALL 2014 LD SIG FORUM

Don't miss out on our forum at JALT CALL! June 6-8 is CALL 2014 at Sugiyama Jogakuen University, and the CALL organizers have granted LD an exciting forum this year that brings together issues in learner development with Web 2.0. For the forum, we will have five presentations from six presenters - Lee Arnold, William Hassett, Kevin Ottoson, Michael Stout, Clair Taylor, and Robert Werner.

Lee Arnold will present on the enhancement of learner effort and creation of teacher-learner peer community from blog publishing learner writing, while **William Hassett** will provide an overview of his institution's SALC (Self-Access Learning Center) and the web-based technologies chosen with the aim to enhance learner autonomy. **Kevin Ottoson** will discuss the role of social networking sites in sharing learner intercultural experiences and

gauging learner growth in a study abroad program, and **Michael Stout and Clair Taylor** will jointly present on raising learner motivation and task performance in two different universities by way of learner sharing of their hometowns through the VoiceThread application. Finally, **Robert Werner** will demonstrate the learner-centric benefits of weekly discussions on current events with Edmodo, a social networking platform.

JALTCALL 2014

Sugiyama Jogakuen University, Nagoya.

June 6 – 8, 2014

Conference Theme
New Horizons in CALL

Keynote: Regine Hampel
Professor of Open and
Distance Language
Learning at The Open
University, UK



Plenary: Glenn Stockwell
Professor at Waseda
University, Tokyo, Japan

