Looking Forward 今後のイベント

JALT National Conference Preview

At this year's conference their are a number of events related to Learner Development, not forgetting of course the LD SIG party, LD SIG forum and the LD SIG AGM. Thus we have included first a preview of the LD SIG forum and following that, a list of selected presentations at the conference that are related to Learner Development.

The Learner Development SIG Party at JALT2014

Join us for the Learner Development SIG Party at JALT2014 on Saturday, 22nd November (20:00-22:00). Dinner will include nomihodai and Italian dishes (starter, salad, roasted chicken, pizzza, pasta, and dessert) for 5000yen at an Italian restaurant just a few minutes' walk from the conference venue.

RSVP: please sign up on this Google Spreadsheet by **Wednesday, November 12th**.

*Vegetarian options can also be arranged. Please let us know if you have any dietary requirements in the Notes when you sign up.

Learner Development Across Borders
Sunday, 23 November 2014, 1:35 PM - 3:05 PM (90 minutes)
Room: Convention Hall 300

This year the LD forum consists of 17 interactive presentations focusing on learner development across various borders. Presentations will include: learner development   practices in countries

outside Japan; theories both inside and outside of ELT that help us to understand learner development; and learner development between and across different institutional contexts. By popular request, the Forum will end with the recital of an original poem on learner development. We warmly invite you to participate in the forum and share your thought and ideas with the presenters.

Across the Border of a Classroom Wall

Mayumi Abe - Temple University, Satomi Yoshimuta - Seigakuin University, Huw Davies - The Open University

As "good language learners" studies showed, learners need plentiful engagement in their target language for successful L2 learning. Considering the limited amount of time in class, it is necessary for learners to expand their learning from inside to outside class across the borders of classroom walls. Then, how can learners develop their skills after learning in class? How is in-class learning linked to out-of-class learning from the learners' perspectives? What guidance promotes learners' out-of-class autonomous learning? The presenters will explore how to gain optimal outcomes by connecting in-class and out-of-class learning providing their own experiences as teachers and advisors.

Utilizing a blog for stimulating interest, spurring motivation, and creating community
Lee Arnold - Seigakuin University
This presentation spotlights blog-publishing learner writing to create learner-teacher reader communities in writing courses in two universities. The presenter will discuss the use of differing pieces of instrumental music as stimulants to learner writing in one course, and photographs of differing places in another. From there, selections of learner writing that were published on the presenter's two teaching and learning blogs will be shown. The presenter will finally discuss how writing publication and blog support crossed the borders of the computer-assisted learning medium and learner development in showcasing unique efforts of creative learner writing, and building learner independence.

Exploring Motivational Boundaries in the language learning classroom
Stephanie Corwin
This presentation will share the preliminary results of ongoing research into the nexus of teacher "quality", motivation, resilience and motivational drives, such as how teachers maintain or boost motivation, how integrally teachers perceive the relationship between their own and their students' motivations, and how consciously teachers attempt to manipulate student motivation through their own motivation. This study seeks to better understand the link between student and teacher motivation and, if possible, either identify or eliminate causality—Does the teacher make the class, or the class make the teacher? Come explore the boundaries of motivation in the language learning classroom.

Pedagogy in Translation: Bringing Learner Development From Across Borders into Japan
Amanda Chin, Brandon Narasaki – Rikkyo University
This presentation will focus on relating the presenters' experiences of teaching in several different ESL/EFL contexts, (e.g. Hawaii, Thailand and Japan) to the Japanese University EFL context. Both presenters have taught in a variety of classrooms (Listening / Reading / Writing / Speaking / etc.) in which learner development pedagogy was implemented, one example being the development of writing habits through free-writing journals in an academic writing course. These experiences have been useful in informing ways to incorporate learner development into university level EFL teaching in Japan.

Orienting Students to Learning
Hana Craig - Sojo University, Kumamoto, Jenny Morgan - Wayo Women's University, Chiba
Language teachers often rush into content teaching at the beginning of a course without properly inducting their freshmen students who are crossing from the Senior High School learning environment to the University learning environment. As a result, these students can miss out on opportunities to learn both inside and outside the classroom. This presentation will explain why time spent on learner orientation is more important than any other classroom activity and explore practical ways to successfully orient learners to learning at the beginning of any language course.

We will cover ways of training students about learning methods, goal-setting, time and homework management, and tools that support an all-English environment.

Integrating Journalism into the Language Classroom
Chris Fitzgerald - Kyoto University of Foreign Studies
This presentation will outline a project which took place in Kyoto University of Foreign Studies that gave students an opportunity to become journalists by creating an English language student newspaper. By analysing both new media and traditional media, students were exposed to the structure and language of news before researching and developing their own articles. By following the inverted pyramid approach to article structure, students were able to produce a publication suitable for reading by university faculty and students. Students not only gained from taking on different roles outside of their comfort zone, but benefited from practical use of classroom acquired language.

How far is it necessary to adapt speaking activities for different levels?
Paul Garside, Paul Landicho – Rikkyo University

There is a common perception that classes of different abilities require very different lessons and materials. With a focus on micro-speaking classes, this presentation will show that, by adapting learning strategies rather than materials, similar speaking activities can be conducted among all levels of proficiency. This can apply to very high, even 'returnee' students, as well as to very low level students. Key amongst these strategies is working collaboratively, with the aim that all students can communicate successfully, independent of the teacher. Encouraging self and peer-reflection can further help students to become autonomous learners.

When they don't want to learn what you teach anymore
Bob Gettings - Hokusei Gakuen University
Many junior college students lose their enthusiasm for EFL study when their dreams of an English language related future are crushed as they move from their first year to their second year at university by the hard realities of their grades, the economy and the job market. This presentation will report on a ten year long LD project that provides students with online study materials and includes personal interviews between students and academic advisers three times a semester. The purpose is to develop a personalized EFL study program but students' wider needs may require leaving English behind temporarily in order to meet new, individual learning needs.

Crossing the line: Using Business and Media Ideas to Promote Learner Development
Ian Hurrell, Carey Finn – Rikkyo University
In this interactive presentation, two English Instructors from Rikkyo University will discuss how ideas, theories and skills from disciplines often perceived as unrelated to EFL might be adopted and adapted to promote Learner Development in micro discussion classes. One presenter will focus on the application of business management and marketing techniques, such as self-

determination theory and the use of mantras, to encourage learner autonomy. At the same time, the other speaker will explore the development of critical thinking skills through concepts and techniques drawn from discourse analysis and media literacy, such as hegemony and stereotypes

Cross-Institutional Collaboration of Sotsurons Via Computer-Mediated Communication: Unfolding Ventures

Ken Ikeda - Otsuma Women's University, Joseph Tomei - Kumamoto Gakuen University
Hugh Nicoll - Miyazaki National University, Patrick Kiernan - Meiji University
Kevin Mark - Meiji University, Anita Aden - Mukogawa Women's University

This is an exploratory project in which teachers and learners utilize computer-mediated communication (CMC) to establish and develop sotsuron (undergraduate graduation theses) between seminars in several universities throughout Japan. We will report on myriad dimensions of sotsuron development in these cross-institutional settings amid technological and logistical concerns, along with students' real-world concerns, e.g., job-hunting and graduation. We delve into effects and ramifications using Skype, Line and other forms of CMC among learners and teachers. This project meets the contours of Border 3: learner development across contextual borders, by which extent contextual factors influence the implementation of learner development concepts.

Fostering Learner Autonomy in the Classroom: Working with Diverse Learners of Japanese as a Second Language

Tomoko Ikeda, Nobuko Saito - Obirin University

At J. F. Oberlin University in Tokyo, we have offered JSL courses designed to foster learner autonomy since 2003. These courses, in which learners set goals, make plans, put the plans into practice, and evaluate their work, are offered for a diverse body of international students. This diversity presents different types of challenge to the instructors working with the learners with various backgrounds, abilities, and motivations. Looking at the learning activities selected by the learners and their perceptions of the process, we will examine various forms that learner autonomy can take, with emphasis on the learners' differing proficiency levels.

Exploring autonomous learning in elementary schools and junior high schools

Tomoko Imamura - Yamanashi Gakuin Elementary School

This presentation will explore to what extent it is effective for elementary school students and junior high school students to learn how to be autonomous learners. The following three issues will also be discussed: when to start, how to facilitate, and of any gap that might exist between the views of teachers who work for elementary schools and junior high schools over this issue. The reason for targeting teachers from both levels of education is because of the need to strengthen the bridge between both levels so that learner-centered education might be better fostered. This poster presentation will summarize the results of a pre-conducted small scale research on this issue.

Collaborative and reflective supervision for learner and teacher development: A CLIL-type approach to senior high school EFL instruction
Hideo Kojima - Hirosaki University
My presentation focuses on examining to what extent collaborative and reflective supervision (CRS) promoted a graduate student and senior high school teacher's autonomy and her students' autonomy through a CLIL-type approach to teaching English as a foreign language (EFL). In spite of various constraints on learner development across borders, the students gradually showed positive attitudes towards critically thinking about various social issues, enhanced communication skills through collaborative group work, and developed metacognitive abilities for learner autonomy. Moreover, through the reflective teaching cycles under my CRS, the teacher promoted her professional consciousness-raising and autonomous development in the school context.

Positive Psychology in Learner Development
Debjani Ray - Tokyo University of Science
I would like to focus on how ideas outside the field of language education can be used to complement learner development and enhance learning in our language classrooms. In order to do this, I will focus on the use of positive psychology in the language classroom and how they might illuminate new directions for learner development. I will elaborate this by giving examples of the activities that have been implemented in my classroom.

Crossing linguistic borders in teachers and learners minds: Languages
Maria Gabriela Schmidt - Tsukuba University, Foreign Language Center
Students and teachers have often more languages at their hands. But the focus is on error analysis, not mixing up, making borders between the languages. Our brain is without borders, making continuously synergetic associations. Teaching German as a second foreign language, English is part of my instruction. How can the third foreign languages like German, French, Spanish, Chinese, Korean etc. be included in studying English, supporting each other, developing linguistic awareness and synergetic abilities? How does the teacher's experience studying foreign languages influence her teaching style? How can these potentials be used in teaching foreign languages in Japan?

How to develop learner autonomy in a "lecture" class.
Kazuko Unosawa - Tokyo Woman's Christian University
In this poster session the presenter will focus on how to bridge the gap between traditional lecture classes and classes that promote learner autonomy, based on her experience teaching an English Studies course at a women's university. The course consisted of mini-lectures, weekly worksheets for learner centered tasks as well as poster sessions by the students.

Exploring learners' metacognitive beliefs and development of their active learning skills
Kie Yamamoto - Temple University Japan Campus
Academic success in an English-medium college is a great challenge for ESL students not only because of language boundary, but high demand of learning strategies in university settings. In

order to better equip ESL students in a college preparation program with active learning skills that are applicable both to undergraduate studies and language learning, I intend to investigate learners' metacognitive beliefs and implement the active learning materials throughout the project.

Poetry recital: Theories of Second Language Requisition
Caroline Ross - Nakamura Junior and Senior High School

While sometimes we can enjoy the benefits of students who are motivated to learn a foreign language, many classrooms are filled with students who have no interest or desire to be there, but are simply required to attend as part of their course or curriculum requirements. In this poem, I will reflect upon this common reality encountered time and time again by language teachers around the world.

Other Selected presentations related to Learner Development

SATURDAY	Room	Title	Presenters
11:35 AM - 1:35 PM	1st Floor Atrium	Multiple Learning Conversations for Course Design	*Barfield, Andy - Chuo University*
12:45 PM - 2:15 PM	Rm 101	Exploring Worlds Outside: Students as Researchers	*Boon, Andrew - Toyo Gakuen University*
4:30 PM - 6:30 PM	1st Floor Atrium	Students' Awareness of Autonomous Learning	*Tsukamoto, Mizuka - Kwansei Gakuin University*
4:30 PM - 4:55 PM	Rm 102	Communities of Practice and Language Learners	*Nagao, Akiko - Ritsumeikan University*
4:30 PM - 4:55 PM	Rm 201 A	Autonomy, Language Learning and the Brain	*Benson, Philip - Macquarie University*
5:05 PM - 5:30 PM	Rm 102	Community Outreach and Learning From Within	*Lee, Sarah - Asia University, CELE*
5:40 PM - 6:40 PM	Rm 302	Developing SRL Practices in the Foreign Language Classroom	*Collett, Paul - Shimonoseki City University; Sullivan, Kristen - Shimonoseki City University*

SUNDAY	Room	Title	Presenters
11:30 AM - 12:15 PM	Rm 101	Learner Development SIG AGM	*Stewart, Alison - Gakushuin University; Murase, Fumiko - Tokyo University of Agriculture and Technology*
12:25 PM - 12:50 PM	Rm 102	Gratitude Project: Writing, Reading, and Reporting	*Harada, Naoko - Kyorin University*
1:00 PM - 2:30 PM	Rm 402	Finding What Motivates Adult Learners	*Dias, Joseph - Aoyama Gakuin University; Bollinger, Deborah - Aoyama Gakuin University; Yamane, Kathleen - Nara University*
4:30 PM - 5:30 PM	Rm 102	Exploring Worlds Inside: Teachers as Researchers	*Boon, Andrew - Toyo Gakuen University*
5:40 PM - 7:10 PM	Rm 202 B	Self-Access Conversations: Beyond Classroom Borders	*Thornton, Katherine - Otemon Gakuin University; Shibata, Satomi - Tokoha University; Ssali, Vick - Aichi Gakuin University; Mynard, Jo - Kanda University of International Studies; Watkins, Satoko - Kanda University of International Studies*

MONDAY	Room	Title	Presenter
9:15 AM - 10:45 AM;	Convention Hall 200	Collaborative Approaches to Outreach	*Stewart, Alison - Gakushuin University; Barfield, Andy - Chuo University; O'Neill, Ted - Tokyo Medical & Dental University*
11:35 AM - 12:00 PM	Convention Hall 300	Crossing Borders With Appreciative Inquiry	*Murphey, Tim - Kanda University of International Studies; Onoda, Sakae - Kanda University of International Studies*

MONDAY	Room	Title	Presenter
11:35 AM - 12:00 PM	Rm 102	Learner Autonomy and the Negotiated Syllabus	*Peppard, Jason - Yamagata University*
12:45 PM - 1:10 PM	Convention Hall 300	Autonomy and Borderless Learning Strategies	*Grafström, Ben - Akita University*
1:20 PM - 1:45 PM	Rm 201 A	Effective Reflection in The Learning Process	*Brown, Steve - Konan Women's University*
2:30 PM - 2:55 PM	Convention Hall 200	Learners' Lifelong Learning Orientations	*Deveci, Tanju - the Petroleum Institute*

Conference Calendar

December 6th ~ December 7th, 2014,"Conflict Management: Peace in the community"
Peace as a Global Language Conference 2014 <http://pgljapan.org/>
Join us for an exciting line-up of presentations, workshops and posters that focus on peace activism and education. Please come to take part in the discussion, debate and contemplation, as we come together to realise our potential as co-inhabitants of a shrinking planet.

December 14 2014, Tokyo, "Creating Community: Learning Together"
One-day informal Learner Development Conference <http://ld-sig.org/blog/creating-community-learning-together/>
Join us for an informal relaxing afternoon conference to learn together from teacher and student presenters, about different experiences, questions and issues to do with learner development and community building.

February, 28 - March 01 2015, Phnom Penh, Cambodia, *"English: Building Skills for Regional Cooperation and Mobility."*
2015 CamTESOL Conference.<http://www.camtesol.org/>
Join us in 2015 for the 11th Annual CAMTESOL conference on English Language and Teaching, the ELT conference on the Mekong with more than 1,500 participants from over 30 countries.