Looking Forward 今後のイベント

The stories of our success: Narratives in language development—LD SIG forum at the JALT Pan-SIG 2015 conference in Kobe

Hello to all of you! For those of you attending the Pan-SIG conference, you are warmly invited to take part in our LD SIG forum this year. PanSIG 2015 will be held at the Kobe City University of Foreign Studies in Hyogo-ken, from May 16-17, 2015.

This year's LD SIG forum for the PanSIG conference will focus on the role that personal narratives can play in making the language-learning process more interesting and enjoyable. As we have always done, the forum will have simultaneous displays and presentations, with plenty of opportunities for audience and presenter interaction and discussion. This year we will have six great presentations for your interest and stimulation.

The role of music in building narrative, grasping metaphor, and achieving expository reach in L2 writing
Lee Arnold (Seigakuin University) and Joseph Tomei (Kumamoto Gakuen University)

The narrative is defined as an account of connected events, and this presentation will show how music can be used to aid and inspire learners to create written narratives in the L2 with cohesion, range, and depth. The presenters will explore:

1) how instrumental music may aid learners' construction of meaning and narrative;
2) how the metaphoric character of lyrics may broaden comprehension and production of long-form essays.

In conclusion, the presenters will show, through learner writing samples and lesson materials, how instrumental and vocal music may provide learners with a foundation and stimulus for both factual and creative writing.

Use of narrative flags for learners to understand and make themselves understood
Helen Hanae (Toyo University)

When learners process long narratives, telltale clusters of lexical features flag their attention to hotspots where they pause to data-mine for gist and high-priority details. Just like data-mining bots, even L2 readers and listeners of lower proficiency can use these "flags" to move efficiently through poorly understood narratives. The presenter will examine the two streamlined sets of "flag" features (selected through POS tagging and manual analysis) her learners use for academic/business reading and listening. She will also demonstrate how "flagging" Story Dice narratives and interviews to attract readers' and listeners' attentions may function to take them on more easily followed and interesting narrative journeys.

Sharing my story: learning French through storytelling in a French drama school
Yoko Morimoto (Meiji University)

To understand what a language learner may go through, and to also bring aspects of SLA, autonomy, neuro-ELT, and positive psychology into her own learning, the presenter will share her learning experiences of French to the intermediate level over the last three and half years. She will describe the most salient moments of her experience—joining a French drama school in Paris, and discovering that her

personal pleasure of open novel reading in her drama class proved lively and engaging to others. Through the recounting of such experiences as a learner, she will share further observations and analysis of what has most contributed to her progress and what may be applicable in pedagogical terms to Japanese EFL university classroom settings.

Who's holding the reins? Teachers talk about approaches to 'teaching' about autonomy
Ann Mayeda (Konan Women's University)

This presentation examines the threads from the narratives of four teachers involved in "teaching" autonomy through a three-year tutoring course designed to scaffold learners toward self-direction in setting and achieving language-learning goals within a university English department curriculum. These classes are meant for learners to gain the tools and knowledge necessary in order to increase autonomy and for the teachers to promote and support it accordingly. This discussion will center on two narrative threads—balancing the processes of discovery towards the best fit for teachers given their approaches to autonomous learning, and teaching with the increased understanding of the best fit for learners at each stage of their studies and lives. The threads seem to indicate a positive relationship between teachers and learners when there is a good match between what the teacher offers and what the learners are comfortable with.

Language identity: from minority situation to minority situation
Joel Laurier (Toyo University)

As Global English and English as a Lingua Franca movements grow in their global appeal, the native speaker model loses its relevance for language teaching. Much less talked about is the teacher as second language learner, unless it is in the teacher's homeland, despite the fact that the majority of the world's English speakers are themselves not "native speakers." This presentation is a first-hand account of the presenter himself as second language learner, in one of Kachru's inner-circle countries. It will show the path he took toward identifying himself as an English speaker, and how that path became even more complex as he moved to Japan. His evolving identity as a bilingual speaker in a minority situation to a minority situation in a foreign country will also be discussed.

A web of connections – learner autonomy and Web 2.0 LD SIG forum at JALT CALL 2015 in Fukuoka

Don't forget our CALL LD SIG forum right on the heels of the PanSIG! This year's CALL 2015 conference will be held in Fukuoka at Kyushu Sangyo University from June 5-7, 2015.

This year's CALL LD forum will focus on the role that Web 2.0 technology plays for language learners and teachers, with presentations and discussion on research and/or practices using Web 2.0 over a range of motivational, social and political issues involving learner autonomy. For this forum we have three lively and interesting presentations for you.

Transportable identities and social networks: a reflection on the pros and cons of out-of-class communication
Richard Pinner (Sophia University)

Accept or Decline? Some teachers encourage their students to befriend them on social networking sites (SNS), while others are understandably wary. SNS can form a very effective way of connecting with students outside the classroom, engaging their real lives and identities. It can also create opportunities for authentic and motivating communication, not just between classmates but also within a web of connections with other learners and speakers around the globe. It could also be a social and ethical minefield.

When people interact in different social contexts, they may invoke different Transportable Identities, which are either "latent or explicit" within the social context of the discourse (Ushioda, 2011). The presenter will draw on both published research and personal experience to reflect on the use of these types of Web 2.0 technology and the consequences they pose.

Affordances for intercultural learning through a Facebook exchange
Alison Stewart (Gakushuin University)

Computer-mediated exchanges offer plentiful opportunities for language and cultural learning. Facebook is an ideal medium for such exchanges because, as the world's largest social networking service, it is familiar to many young adult learners, as well as because of the ease with which sources of information, such as text, photographs, and links, can be incorporated into dialogue. The Tokyo-Kota Kinabalu Unilink is a Facebook exchange between university students in Japan and Malaysia, in which cross-cultural pairs of students share information on given cultural topics over a four-week period. The presenter shall identify affordances for learning in one of the dialogues and consider some implications for learner autonomy and language pedagogy in university classes.

Developing intercultural sensitivity in ELF through digital pen pal exchange
Simeon Flowers (Aoyama Gakuin University)

Development of English as a Lingua Franca (ELF) is parallel to development of intercultural communicative competence. The Internet in general and Web 2.0 in particular have created greater opportunities for gaining practical experience
towards developing such competence. In a quasi-experimental study conducted at Tamagawa University's Center for English as a Lingua Franca (CELF), subjects were enlisted to participate in a six-week online pen pal

exchange using PenPalSchools.com, a Learning Management System (LMS) style tool for managing classroom level exchanges. The program recently expanded beyond the secondary level to include use with university students. Results of the study quantifying the effects of the digital exchange on student's intercultural sensitivity development revealed increases in intercultural engagement and intercultural confidence after a six-week digital pen pal exchange. This study contributes to a growing body of research into the use of Web 2.0 to connect students in authentic intercultural communication.