

## Looking Forward

### 今後のイベント

#### The 2016 Learner Development SIG forums

#### 大会でのLDフォーラムの予告

PanSIG 2016 - Innovations in Education  
Nago-shi, Okinawa-ken, Meio University,  
May 20-22, 2016

Learner Development SIG Forum:  
*Starting a new conversation: Using new approaches to ensure new learning*  
Saturday, May 21 - 4:15-5:40PM,  
Kogitoh Room 105

Our education system tends to value compliance, conformity, and complacency. In the effort to innovate our classrooms, old mindsets often resist those pioneering new approaches. But just as ineffective as those resisting change are those who abandon fundamental principles of learning for the sake of “innovation”. In the digital age, technological devices may spur innovations that are new tools, but not new ideas. While this has involved a new dialogue in education, has it brought about new schema in education, appropriate for our learners in the 21st century?

For our forum this year, the LD SIG will showcase five great presenters with incisive and thought-provoking presentations. Here are details about the PanSIG 2016 LD forum presentations:

**Alison Stewart (Gakushuin University) - *Educational paradigms: Evolving theories about language learning and learner development***

This presentation offers a broad historical review of the dominant theories of learning from Ancient Greece to the present day. Starting with Plato’s views on education and the subsequent history of language teaching, I come to focus on cognitive, sociocultural and ecological theories, approaches to understanding learning that are prevalent in contemporary language teaching theory and practice. My argument is that, although the three approaches currently co-exist, they assume incommensurate notions of how and where learning occurs. I conclude by presenting examples from recent publications to illustrate how these theories relate to an evolving conceptualization of learner autonomy/development.

**Hiroyo Nakagawa (Kansai Gaidai College) - *An assisted writing approach for Japanese EFL college students***

This presentation is based in part on a study of how Japanese EFL university students may improve paragraph writing by an assisted writing approach, which helps them reflect on their own errors and content. They wrote their own thoughts and impressions on social issues they had read. Despite their relative lack of previous writing output, the result implies that this approach may be effective to develop fluency. Yet feedback to the approach

revealed an additional dimension: a sense of maturation in their worldview, with greater sophistication in global-glocal consciousness.

**Katherine Thornton (Kanda University of International Studies) - *Established methods, new setting: bringing learning advising techniques into the classroom***

In this poster presentation, I will share my experiences of taking the now well-established pedagogical approach of learning advising into the classroom, through a blended approach of classroom activities, one-on-one advising sessions, and self-directed learning. I will provide practical examples of activities, and explain how I have adapted the original idea for this course to suit different groups of university students (freshmen, older students, and those preparing for study abroad) over several years. I hope to start a conversation with other educators about how approaches from advising can be used to enhance the learning experience for students.

**Debjani Ray (Tokyo University of Science) - *New perspective: English Lounge***

Conducting English Lounge as an extracurricular activity is a relatively new approach to enhance language learning. I started it at my campus five years ago with the idea of giving the students an opportunity to practice the language they learn in the classroom. In English Lounge, Japanese students communicate with each other in English without any hesitation. Away from any course or syllabus, they feel free to use English and through discussion their knowledge and skills of the language become deeper and broader.

**Greg Rouault (Doshisha Women's College of Liberal Arts) - *Mentoring for professional development: A case study of undergraduates seeking teaching licenses***

In developed countries, virtually everyone has attended some form of formal education. While one might think this experience would foster great innovations, education delivery has not changed much. As evidenced by the learners coming into university foreign language courses, it is clear that in the upper years of schooling one-way transmission modes dominate. Many English teacher licenses will be awarded to university graduates with only 4-year bachelor's degrees and common knowledge is that teachers teach as they were taught. This presentation reports on a case study into mentoring for professional development as innovation, supported by an LD SIG Outreach Grant.



## JALT CALL 2016 - CALL and the BRAIN Tokyo-to, Tamagawa University, June 3-5, 2016

**LD forum: *Stimulating technology? Let the learners decide*** - day, time, and location TBA

Teachers implement technology in their language classes to increase learning. While the goal is to have the students engage in more interactive language-learning activities, oftentimes we never get accurate feedback on the effectiveness of such technology. This forum hosts a selection of projects that explore the teachers' motivations for implementing technical solutions while also featuring students' reactions and narratives about the language learning experience in these computer-assisted environments.

This LD forum will feature five presentations from seven incredible presenters that seeks to add to the debate on this theme. Here are our forum participants and their presentations:

**Blair Barr (Tamagawa University) - *Learner reviews of vocabulary-building with digital flashcards***

Although grammar is still often a focus in language teaching, learners need to develop a large vocabulary to increase their confidence communicating in a foreign language. In this study, the teacher implemented a vocabulary-building program using the digital flashcard application Quizlet to help low-proficiency learners increase their vocabulary size while preparing them for review tests. Learners were guided through two stages. First, learners built their knowledge of words and phrases through traditional picture-translation flashcards. Then, learners were encouraged to develop their understanding of the words in context through gap-fill flashcards containing all the

potential content they would need for vocabulary review tests. This digital/poster presentation will highlight some of the learners' experiences as well as offer a glimpse of the vocabulary-building program in order to help attendees adapt such a program to their own needs.

**Darren Elliott (Sugiyama Jogakuin University) - *Personal technology as a conduit for learner creativity***

Learning management systems and other computer mediated processes can make life easier for the teacher but ultimately alienating for the learners. It need not be this way, however. As long as they are supported in evaluating hardware and software, learners can navigate their way through the technology by selecting the methods which work for them, and using the resources available to them. The presenter will discuss ways to maximize the conditions for learners' autonomous use of technology, with examples from his own teaching practice.

**Simeon Flowers (Aoyama Gakuin University) - *An international poli-sci perspective on online intercultural exchange***

Technology continues to create an increasingly interpersonal global community. In light of this, intercultural communicative competence (ICC) has never been more relevant. This presentation focuses on Japanese student reactions to a teacher-initiated Facebook exchange with students in Taiwan. Thirty-eight Japanese university students from an international politics program participated in this study. Qualitative and quantitative data collected from student exchanges over the course of a year indicates that this project supported both cognitive and socioemotional development leading towards ICC and grassroots bridge-building between Japan and

Taiwan. Participant feedback also provided several areas for improvement.

**Jo Mynard, Kie Yamamoto, and Elizabeth Lammons (Kanda University of International Studies) - *Student voices: Evaluating an app for promoting self-directed language learning***

Students at the presenters' institution have had the opportunity to take non-credit, self-directed learning modules offered by the Self-Access Learning Centre (SALC). From April 2015, the students were able to choose either the paper version or a custom-made app version of the module. The research team is engaged in evaluating the app from different perspectives, including collecting learner feedback via questionnaires and interviews. The presenters will demonstrate the ways in which students engaged with the technology. In addition, they will share extracts from the data where students raised benefits and challenges of the technology for their learning experience.

**Michael Hetheron (Kanda Institute of Foreign Languages) - *Powerful words for better worlds***

In this poster presentation I demonstrate how the use of learning technologies both in- and out-of-class both for vocabulary development and to raise awareness of CALL, may result in significant improvements in high-stakes English language test scores amongst a segment of the student population at a vocational college in Tokyo. My approach with the technology aims to bridge the gap between conforming to the needs of the examination-bound syllabus and my aspiration to develop learner vocabulary skills towards creating more well-rounded and successful English language learners who are more confident and proficient in CALL.

CALL AND THE BRAIN 2016

June 3rd-5th 2016, [Tamagawa University, Tokyo](http://tamagawa.ac.jp).

Keynote Speaker



[Mark Pegrum](#)

University of Western Australia

Plenary Speaker (virtual presentation)



[Tracey Tokuhaman-Espinosa](#)

FLACSO, Quito, Ecuador

Plenary Speaker (virtual presentation)



[Paul Howard-Jones](#)

Graduate School of Education, Bristol University