

Welcome! ようこそ!



Sunday December 18 12:00-17:00
Otsuma Women's University, Chiyoda-ku, Tokyo
12月18日(日) 12:00-17:00に大妻女子大学(東京,千代田区)

12.00-12.30	<i>Registration and refreshments area</i>	<i>Registration (open to 15:00)</i>
12.30-13.00	<i>A264</i>	<i>Everyone: Opening plenary Creating community: Ice-breaking, interests, & goals</i>
13.00-13.40	<i>A355, A356, A357</i>	<i>Round 1 Presentations</i>
13.40-14.00	<i>A355, A356, A357</i>	<i>Reflection circles</i>
14.00-14.10	<i>Short break</i>	
14.10-14.50	<i>A355, A356, A357</i>	<i>Round 2 presentations</i>
14.50-15.10	<i>A355, A356, A357</i>	<i>Reflection circles</i>
15.10-15.20	<i>Short break</i>	
15.20-16.00	<i>A355, A356, A357</i>	<i>Round 3 presentations</i>
16.00-16.20	<i>A355, A356, A357</i>	<i>Reflection circles</i>
16.20-16.30	<i>Short break</i>	
16.30-17.00	<i>A264</i>	<i>Everyone: Closing plenary Making connections: Learning together</i>

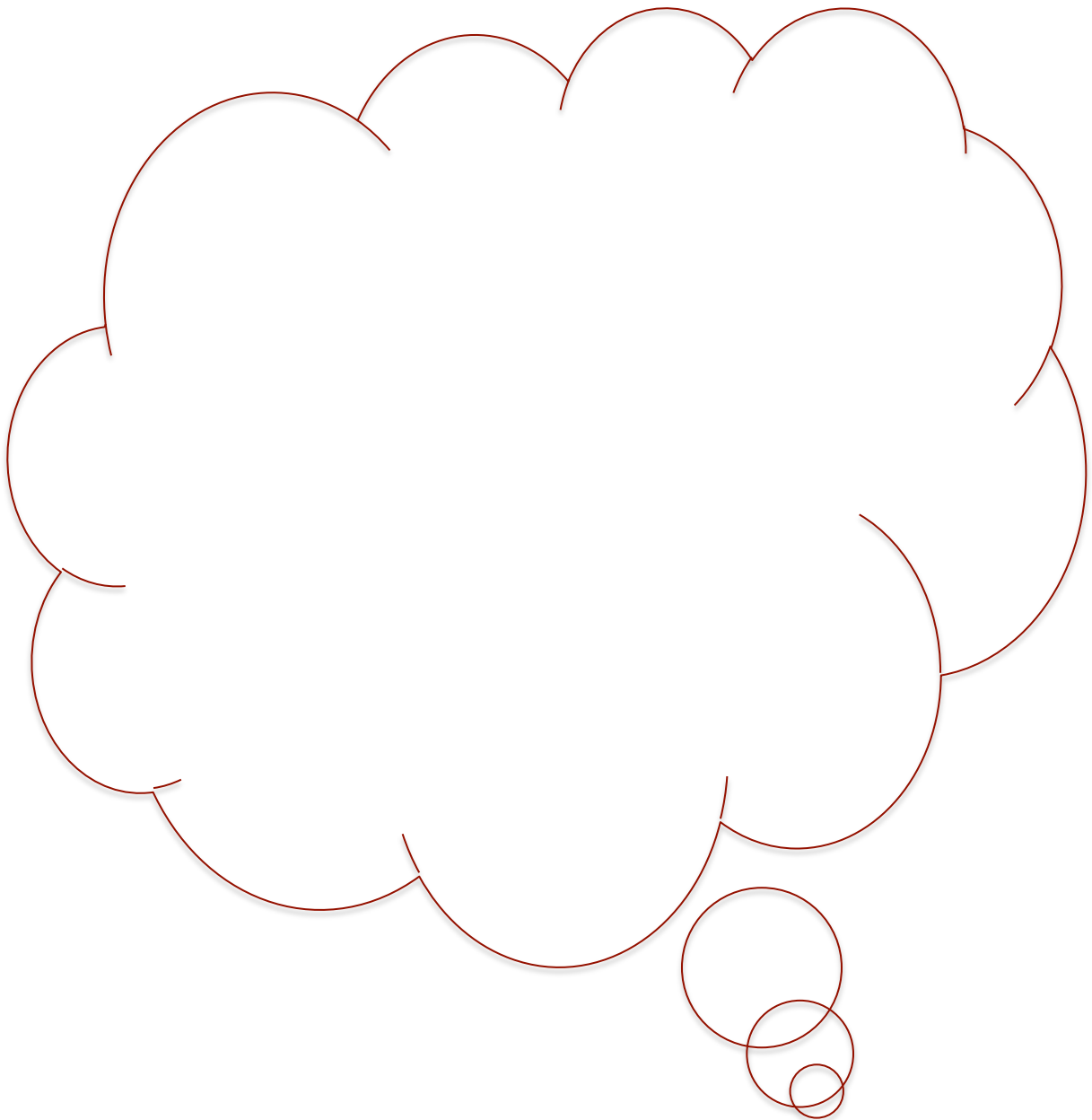
A very warm welcome to you! Thank you for coming today!

12.30-13.00 A264

*Everyone: Opening plenary
Creating community: Ice-
breaking, interests, & goals*

In this session you have the opportunity to:

- * break the ice and meet new people
- * talk in pairs and small groups about your interests in the conference
- * consider your goals for the afternoon and write them down



A355

Dexter Da Silva, Keisen University

Learning to apply psychological literacy to learning

This presentation will introduce the concept of Psychological Literacy, briefly defined as “the adaptive capacity to apply psychological science to achieve personal and societal needs,” and how it can be used to promote transformational learning. The presenter will describe how he has tried to incorporate psychological literacy into the syllabi of two classes, one 1st year seminar class, and one 3rd year Teacher Certification class, and the on-going results, including the participation of those students in this LD SIG’s mini-conference.

Wakana Sakai, Yurie Ogura, Ami Nomura, Keisen University

Imagination

This presentation will focus on Imagination and its importance for play and learning. Recently, we can use the Internet or SNS easily for play and study by ourselves. Therefore how we have changed and children's imagination is decreasing. The three presenters will give examples of how they have used and continue to use imagination in their learning and their lives.

Nicole Gallagher, Rikkyo University

Emotion and communicative competence in English discussion class

This poster presentation will explore ways of framing the emotional experiences of learners in English discussion classes, and will examine how emotion, and specifically empathy, relates to the development of communicative competence. I will discuss upcoming research where I will examine the effects of classroom activities on the development of empathy and understanding of others.

A356

Robert Werner, with Shiori Kozutsumi, Kanda University of International Studies

Discovering course content through collaborative wiki creation

We will share student and teacher reflections of collaborative learning in a content-based course through creation of a class wiki. Learners conducted research, discussed it in small groups, and added information, media, and links to an online wiki. Because everyone had access, it was possible to add to other students' and groups' ideas and correct facts, spelling, and grammar. Throughout the process, students discussed wiki revisions and organization from different perspectives. In addition to reflecting on the collaborative process, we will discuss possible ways of verifying facts and dealing with false information to ensure better accuracy in the future.

Yusei Ando, Tokai University

The realization of goal-setting and the necessity of guidance

As it has been discussed a lot and proved to be essential, goal-setting is one of prime importance in language acquisition, and in order for students to be committed to learning positively. However, it seems to me that most teachers are not successful in having students decide their goals in a language classroom. Moreover, I suggest it is more important for teachers to guide students to achieve their goal by giving them clear instruction once they have a goal. Therefore, I present my research about goal-

setting and guidance for it in order to revalue them.

Martin Cater

Native speakerisms at the eikaiwa gakko: a case study

The presentation is a case study of 30 Japanese eikaiwa gakko learners' perceptions of native speaker teachers. The results of a survey show native-speakerist attitudes towards native English speaker teachers' pronunciation in addition to their teaching of speaking, listening, reading, and writing. The ability of non-native or Japanese English teachers to understand why learners make mistakes, often described as a key benefit of such teachers, is not recognised. The study also shows a strongly native-speakerist attitude towards how participants believe that Japanese should be taught.

Satchie Haga

Uncovering assumptions and developing communicative competence through questions and discussion based tasks

Japanese EFL students exhibit the tendency to refrain from asking direct questions not only to the teacher, but also to one another. This can affect their communication in English as questions are vital to turn-taking in conversation and developing social relations with English speakers. Before imposing our cultural expectations on learners it is important for educators to understand our learners' core beliefs and schema. This presentation discusses the reasons why Japanese students may be reluctant to ask questions and introduces several strategies and activities that encourage self-initiated question formation to ultimately enhance their communicative competence

A357

Katsuyuki Tsutumi, Chuo University

Grassroots development: Community businesses, microfinance... and Base of Pyramid businesses

In the summer of 2016, I went to Myanmar for two and a half weeks to do fieldwork into change and development. I talked with people doing different kinds of local businesses, as well as visited an NGO that does micro finance. I learnt that both types of activity help reduce poverty, and, back in Japan, I became interested in researching Base of Pyramid (BOP) businesses. In this presentation will share what I have learned from doing such fieldwork and research, and I will also talk about personal challenges that I faced and tried to overcome.

Keito Imai, Chuo University

My research about the development of infrastructure in Myanmar

In the summer of 2016 I visited Myanmar for two and half weeks to research the development of ICT in Myanmar. I became interested in learning about this issue in the Spring semester because I found that ICT infrastructure is spreading at a very rapid speed in Myanmar. In the Autumn I decided to research another kind of infrastructure challenge - the need to develop Yangon's public transport system. In this presentation, I will share with you what I have learnt, and also explain about my experiences and personal development in Myanmar.

Kohaku Kawada, Chuo University

Learning about Education for ethnic minorities, and women's careers and leadership in Myanmar

In the summer of 2016 I spent two and half weeks in Myanmar visiting and interview doing interviews at different organizations to research social development issues, especially education for ethnic minorities. In my fieldwork I was also impressed by several Burmese women that I met working in different civil society organisations in Myanmar and in companies here in Japan. These experiences made me decide to look at questions of women's careers and leadership in the Autumn semester. In this presentation I will share with you what I learnt from researching these different issues.

Andy Barfield, Chuo University

Researching change and development in Burma/Myanmar: learning with and from my students

This presentation focuses on the experiences and reflections of three undergraduate students preparing for and doing fieldwork in Burma/Myanmar in August 2016. The fieldwork was part of a one-year course on development and global/local issues. In the Spring semester the students met once a week in a "sub-zemi" to discuss their research into development issues in Burma/Myanmar and prepare for interviews with Civil Society Organisations (CSOs) and other actors related to their research interests. In this presentation I report on some key insights that I gained about doing such fieldwork, as well as explore some notable changes that the students went through.

Caroline Kocel, Sophia University MA student

A reflexive researcher journeys in Yap, FSM

A reflection on my journeys as a researcher in the field of environmental education in Yap. Whose role is it to teach/learn what research is? What are the roles of a supervisor? Why are (your) students not doing the reading they should be? How is research graded? And my research.... How can food sovereignty in environmental education be transformative in small island developing states? A case study: Yap, FSM.

13.40-14.00 A355, A356, A357 Reflection circles

14.00-14.10 Short break

14.10-14.50 A355, A356, A357 Round 2 Presentations

A355

Colin Rundle, Maho Sanno, Koki Tomita, Tokiko Hori, Soka University

An action research peer support group

Four teachers at Soka University decided that action research (AR) would be a good method for investigating some issues in our classes. Three of us teach introductory-level compulsory first year courses in which students lack motivation. The other teaches a first year course for higher-level motivated students, but after the first semester, students requested several changes to the course which are now being trialled. Using the AR cycle, our presentations will report on planning our courses, teaching them, observing them, reflecting, and re-planning them. We hope to receive inspiration and ideas for re-planning our courses by sharing our experiences.

A356

Shinobu Nakamura

Creating a language learning community: extensive reading project at a self-access language learning center

Through English study counseling and 20 minute English conversation sessions with students at the Musashi Communication Village (MCV), I met many students who have told me that even though they would like to speak English more, they don't have enough vocabulary or expressions to express their feelings or opinions. To tackle the obstacle of the novice English speakers, I had planned "MCV Extensive reading program" in Spring semester 2016. It caught students' attention and many students visited the MCV to check out Graded Readers. The goal of this program for the students was to read 100,000 words and pass online comprehension questions with 60% or over of correct answers during the semester. This program not only motivated students to gain vocabulary and expressions that are necessary to communicate in English, but also it helped bring new students to the MCV.

Sumire Shiba, Otsuma Women's University

Students' perceived ideas of their selves in presentations

Nowadays, it seems that students tend to have more discussions or giving their own opinions through speeches in their speaking classes, which are looked as one feature of active learning. Regarding this recent change, I wonder if students actually state their own thoughts, and how students are aware of themselves during this in-class activity. In this presentation, I show results of a questionnaire which I will give to first-year students at Otsuma Women's University who have been taking an elective speaking class since from April and/or September this year.

Danica Ros Kobayashi, Keisen University

Overcoming language barriers

My presentation will focus on my experience of overcoming language barriers and my solutions to these for learning. At 10 years old, my family immigrated to Japan. The difficulties I faced at that time were hard and I was depressed and discouraged. But the people around me – my family, teachers and new friends helped me to overcome these difficulties and to succeed. In this presentation I will describe and analyse some of those difficulties, situations and the people who helped me, and summarize the main points that led to my success.

Jenny Morgan

Co-creating learning in a global issues content-based course: learner research, reflections and reports

My puzzle this year has been: How can I help my learners with limited English proficiency to engage critically with important global/social issues? In this presentation, I'll share parts of the journey which our class took in co-creating learning in a global issues content-based seminar-style course. Our negotiated learning goals included developing discussion and opinion-making skills, as well as criticality and creativity through researching and presenting about global/social issues. I'll share some of the class materials and learner products, including reflective journal entries and final research reports.

A357

Lee Arnold, Nanami Higa, Seigakuin University

A learner's diary: learning, growth, and change in consciousness on a homestay sojourn

The research literature on Japanese students and overseas homestay sojourns often capture their personal and learning growth in language and educational orientation in debriefings and interviews after the fact. Yet what might be gained in knowledge and understanding of what learners record in their personal change and growth, in addition to their learning, while undergoing the homestay experience? This presentation will focus on one learner's ongoing diary of a homestay experience, with the personal and learning change recorded as it was engaged at the time.

Tim Ashwell, with Daiki Kikuchi and Shun Watanabe, Komazawa University

Evaluating community - Who does the asking?

In this presentation, we evaluate team-based learning in a university seminar class. We attempt to find out how students' evaluations of the class differ depending on who is asking them: the teacher; a fellow seminar student; or someone not connected to the class at all, in this case another student. We assume that the way students answer questions and evaluate the class are affected by who asks them. Our goal is to comment on research methodology in this area to underline the importance of gathering insider and outsider perspectives when evaluating learner development

Miki Sugiyama, Mioko Takahashi, Harumi Sumikawa, Mai Kusano, Keisen University

Effects of love

This presentation will focus on the effects of positive emotions, especially love, on our learning and development. Everyone experiences love and positive emotions. Then how do we feel, what effects do they give us and how are we changed by love? Love can have both positive and negative effects on our study but it is a very important part of our lives. The four presenters will describe the influence that positive emotions and love have brought to their study and learning.

Alexandra Shaitan, Learner Development SIG

The efficiency of student-written journals in improving ESL writing skills. An on-going exploratory study

This presentation highlights the efficacy and efficiency of using journals in the ESL class instruction. In particular, it summarizes the what/how/why of using journals for intermediate/advanced students. The results are based on semi-structured interviews with students, and a data obtained on a small-scale questionnaire from a first/second year university students.

Mioka Ueno, Chuo University

How Japanese enterprises can avoid modern slavery in supply chains

Have you ever imagined about the people who made your smart phone? Who are they? Where are they from? In the process of your smart phone getting to you, various people from various countries are involved. Do you know about the problems of modern slavery in the supply chains of enterprises? Now, many governments and enterprises have a great interest to this issue. In this presentation I will talk with you about how Japanese enterprises can avoid modern slavery in their supply chains. If you are interested in this issue, please come along and join me.

14.50-15.10 ***Reflection circles***

15.10-15.20 ***Short break***

15.20-16.00 ***A355, A356, A357*** ***Round 3 Presentations***

A355

Yuri Ishikawa, Chuo University

Human rights education in Japan

In the summer 2016, I went to Thailand for two and half weeks to visit some NGOs and universities and do interviews to research "Human Trafficking in Thailand." During my fieldwork in Thailand, many people said Japanese have low consciousness of human rights. I wondered why so many people said that to me. In the Autumn I decided to research Japanese human rights education and see whether it is enough for making children understand human rights issues. In this presentation, I will share you what I learnt from researching these questions, as well as reflect on my personal development.

Megumi Nakano, Chuo University

Human trafficking in Thailand and Japan

In September 2016, I visited Thailand for two weeks to research issues to do with "immigrant workers." However I wasn't able to get enough information in the fieldwork that I did because Thailand has many other pressing domestic problems. I had many opportunities to hear about "human trafficking" and I was terribly shocked at the story of a returnee Thai woman who had worked as a sex worker for 21 years in Japan. In the Autumn semester I decided to research human trafficking further, and in this presentation I will share with you what I have learned about this issue.

Kotaro Yano, Chuo University

New game changer: How do we take actions for HIV/AIDS prevention in the digital age?

I stayed in Thailand for two weeks in September 2016 to research HIV/AIDS issues and the related issue of Men who have Sex with Men (MSM). I learnt about how people in Thailand are dealing with such issues, as well as many other social problems. I also became interested in the development of SNS in Thailand. In my Autumn research I decided to focus on the interrelationship between HIV/AIDS issues, MSM, and SNS in Thailand and Japan. In this presentation, I will share what I have learned from doing such research, and also talk about some personal challenges that I faced.

A356

Fumiko Kurosawa, Learner Development SIG

Collaborative learning through zero-food-loss project

The topic will be based on the findings of my students through reducing food-loss and their English learning. Food loss of Japan is reported the worst or the second worst of the world. Last year my students enjoyed the similar project to find the food after the expired date in the kitchen and the reasons why they kept them over the date. In addition to their social awareness, they found they did not know the right names of a lot of Japanese food.

Hikomichi Kanai, Kanda University

How can I, as a peer advisor, lower the anxiety in students to come to SALC

Kanda University has an amazing facility, SALC. However, there are so many students afraid of going to SALC to practice English speaking and they need support to take a first step. My goal as a peer advisor is to support the students like that. I focus on anxiety in students against speaking English in this presentation.

Ayana Yoshino, Marie Uchida, Kasumi Sukoi, Natsumi Igarashi

Present Japanese language

This presentation will introduce present-day Japanese language and suggest to correct and beautiful Japanese. For example, Japanese people use abbreviation and coinages to communicate with each other. These words are useful, but they make us to forget the right words to express our feelings and thoughts. The presenters will describe how to face this problem and the way to help us from lack of words

A357

Robert Stevenson & Huw Davies, Kanda University of International Studies

Rising to the challenge: Bridging the gap between a tour and a cooperative learning experience

Due to a feeling of disengagement felt by both students and learning advisors, it was decided to replace the introductory tour of a self-access centre at a university in Japan with a challenge. This challenge encouraged students to actively participate in orienting themselves to the space. The presenters have undertaken two studies to evaluate the challenge, a questionnaire for freshman situation.

Futaba Kono, Keisen University

My experience through English

I have experienced many things through English. It has been 8 years since I started learning English and my motivation has changed at the same time. I did a homestay when I was 14. I

tried to communicate with my host family but I still had many difficulties. That made me want to study English more. I wanted to study abroad and improve my English. That became my motivation and I set my goal as to be able to talk in English and I worked really hard on it. I studied abroad in America for 1 year when I was in high school. I was really happy to be able to talk in English and it also motivated me to want to improve it even more. I want to write about how my motivation affected my English and the importance of setting goals.

Mitsui Hirano, Keisen University

Studying makes your prospects brilliant

My presentation will be divided into two parts. The first part will focus on my motivation to learn English over the past few years. The second part will focus on my way of studying and learning, especially English, at "free school" since I was an elementary school student. This school is unique and the activities helped to change my motivation and attitude to learning. I gained confidence, became less worried about making mistakes and challenged myself with many things in English.

Mayumi Abe

Evaluating the effectiveness of using ePortfolio to foster self-directed learners

The presenter used Moodle as ePortfolio in a university course titled Self-Directed Learning from April to July 2016 aiming at developing a skill to make effective learning plans. This presentation will investigate and evaluate the effects of the implementation with the focus on how the students integrated their meta-knowledge needed for selecting learning strategies (Oxford, 2011) and applied the integrated knowledge to their learning plan. The points to be discussed here are as follows: (a) How was it used in the course? (b) What actually took place by using it? (c) How did the students evaluate it?

Yoko Morimoto, with Yosuke Iwaki, Yuuki Nakatani, Tomohiro Yagi, Katsuyuki Shioda, and Hiroaki Matsushima

Husky Race - a student-led brain-friendly game that takes participants to numerous points of interest in Tokyo (or any city) in small groups to achieve their missions

In small teams, students (preferably Japanese and non-Japanese mixed), try to achieve their missions in the shortest time possible. First they are given their 15 missions, such as "Take a selfie with the highest tower in the world". During this game, which would take some hours to accomplish, participants get to know their teammates, the logistics, and 15 points of interest of the city by actually visiting them while communicating mostly in English. The student organizers have studied *Brain Rules* by John Medina (2014) and *Go Wild* by Ratey and Manning (2015) to turn this game originally introduced to them by American exchange students into a more brain-friendly game so the participants will be able to learn faster, enjoy more, and feel refreshed while participating in this game event.

16.00-16.20 ***Reflection circles***

16.20-16.30 ***Short break***

16.30-17.00 ***A264***

***Everyone: Closing plenary
Making connections:
Learning together***

In this session you have the opportunity to:

- * share what you found interesting
- * make connections across the afternoon
- * talk in pairs and small groups about what you have learnt
- * raise questions for discussion



Thank you for coming today and taking part!

We hope you have learnt together with other participants and presenters, and started creating a sense of community with each other.

If you would like to write about your presentation and/or share a reflection, please do!

These will be published in the newsletter of the Learner Development SIG, *Learning Learning*, in 2017.

Short reflections: 300-500 words
Short articles: 1000-2500 words
in English, Japanese, or both languages

Please send us your writing as a Word .docx file by **January 31st**, & we will respond as soon as we can.

Feel free to contact us at
<ldsigtokyogettogether@gmail.com>

The first get-together of 2017 will be taking place on Sunday January 22nd 2017. We look forward to seeing you there!