

LOOKING FORWARD | 今後のイベント

JALT 2022 is just around the corner. Here is some useful info to help you watch presentations and connect with other LD members

1. Cvent System - Registration for Hybrid and Online Events

For online or hybrid presentations, presenters and the audience will need to access the Cvent system. A user guide can be found [here](#).

2. LD SIG Table - Saturday and Sunday, 5th Floor Lobby (Please help)

Would be great if you could spare an hour of your time to staff the SIG table. It's a great chance to meet other members and connect. Please sign-up [here](#).

3. LD Forum Saturday 12th, 12:45 to 14:15pm, 2F Lobby

We have some wonderful poster presentations lined up. A great place to engage in discussion and share insights about developments in LD. For all the details see the [PDF](#) in the JALT calendar.

4. LD SIG Social Dinner - Saturday 12th, 7:45 to 9:15pm

We will be having a little dinner on Saturday evening. All welcome to join for great food and conversation. It's an Indian restaurant close to Gofukumachi station. If possible, please let us know by next Wednesday [if you want to join](#).

5. LD AGM Sunday 13th, 16:00 to 16:45pm, Room 410 (Please help)

This year's AGM will be hybrid. The Zoom can be accessed via Cvent. We need help to make the hybrid event a success. If you can help, please sign-up [here](#).

A copy of the officers' review for 2022 can be found [here](#). Please read and let us know how you feel at the AGM.

I am really looking forward to seeing you all in Fukuoka and online. I hope you have a lovely time however you attend.

Any questions, feel free to get in touch.

Best wishes
Tim Cleminson
LD SIG Coordinator

Friday, November 11

3:15 - 4:45PM, Room: 411

Brain-Friendly Study Skills for Teachers and Students: Mindfulness

Masda, Yuka - Tokyo University of Pharmacy and Life Sciences

Supported by findings from psychology and neuroscience, this workshop, composed of tried-and-tested sessions on various intriguing themes, proposes a bottom-up, holistic approach to learning for you and your students. This session focuses on mindfulness, its benefits, and ways to achieve it. Do you ever catch yourself daydreaming aimlessly? The human brain wanders by default, often resulting in low productivity and well-being. Pick up the science involved and basic skills through fun experiments for daily mindfulness.

6:45 - 8:15PM, Room: 411

Two Online Tools for Facilitating Student Autonomy and Self-Evaluation

Talandis Jr, Jerry - University of Toyama; Muller, Theron - University of Toyama

This workshop features how the free online tools Etherpad and Vocaroo facilitate learner autonomy and self-evaluation. Classroom activities covered include

student self-evaluation of speaking and sample dialog expansion. Student reflections and feedback showed using these tools increased engagement, a sense of ownership, and consciousness of the learning process. Participants will gain hands-on, practical knowledge on how to apply these tools in their classrooms and share thoughts about adapting them to their own contexts and students.

Saturday, November 11

11:00 - 12:30 PM, Room: 2nd Floor Lobby
(Poster Session)

Where Are They Now? Long-Term Benefits of Short-Term Study Abroad

Berman, Shari Joy - Hirosaki University Graduate School of Medicine; Tada, Megumi - Hirosaki University

Sometimes, in medical fields especially, undergraduates have little time for overseas study. Emphasizing global benefits, our university and local businesses developed highly subsidized short-term international project-based learning (PBL) programs. Culturally, "small town" means something different in Japan than Hawaii, we contrasted these cultures through various programs designed for mutually beneficial learning experiences. This poster displays program templates and analyses of questionnaire responses of former participants, working or in graduate programs, describing how PBL impacted them.

11:00 - 12:30 PM, Room: 2nd Floor Lobby
(Poster Session)

The Facilitation of Learner Autonomy Through the Use of Learning Logs

Moreau, Robert - Meiji University

This poster presentation discusses the facilitation of learner autonomy through the use of individual and collaborative learning logs by first-year university

students in an English as a foreign language, content-based classroom. How these logs are used, as well as the views and experiences of students connected to the project will be discussed. It is hoped that this information will be of use to teachers interested in implementing methodologies for encouraging autonomous learning in their classrooms.

11:00 - 12:30 PM, Room: 2nd Floor Lobby
(Poster Session)

How Can a Logbook App in eTandem Promote Learner Reflection?

Wakisaka, Masako - Kyushu University

A logbook is a tool that promotes reflection, which is the key to using tandem learning effectively. This presentation will introduce the logbook app for eTandem developed by the presenter, comparing it with existing log books. Then, analysis of the entries made by the learners in an eTandem project between Germany and Japan will be presented, and the effects and challenges of using the logbook on the learners' reflections will be discussed.

11:00 - 12:30 PM, Room: 2nd Floor Lobby
(Poster Session)

A Novel Approach for Extensive Reading Success: Creative Writing

Harrell, Darin - Den-en Chofu Junior and Senior High School

Sponsored by Nellie's English Books (Shane Corporation Ltd.)

With the objective of combining extensive reading and creative writing, a graded reader writing competition was held among students at a private school in Tokyo, Japan. Twelve student writers completed novels which were then made available on the Xreading website so they could be read and rated by students around the world as well as a panel of volunteer judges. The presenter will discuss the process that was used, share samples, and ideas for expansion.

11:35 - 12:00 PM, Room: Online Room 3 (Pre-recorded)

Facilitating Intercultural Encounters Through Recorded Interviews

Ostman, David - Kumamoto Gakuen University

In attempting to develop intercultural competence, learners in local settings often lack meaningful encounters with members of different socioeconomic and cultural backgrounds. This presentation introduces a database of immigrant interviews compiled in 2021 for use in a class created to help university learners engage in perspective taking from multiple viewpoints.

12:45 - 2:15 PM, Room: 2nd Floor Lobby, LDSIG FORUM

Reflecting on Challenges and Achievements in Diverse Learning Environments

Bennett, Phillip A. - Kanda University of International Studies; Dilenschneider, Robert - Jichi Medical University; Green, Louisa - Saint Michael's International School; Ikeda, Ken - Otsuma Women's University; Imamura, Yuri - Tokyo Kasei University; Kuziw, Michael - Jin-ai University; Minami, Arisa - Otsuma Women's University; Naganuma, Naeko - Akita International University; Onoda, Sakae - Juntendo University; Paydon, Steven - Rikkyo University; Sato, Rana - Otsuma Women's University; Shiobara, Frances - Saint Michael's International School; Song, Katherine - University of the Ryukyus; Togawa, Yuki - Akita International University; Wilkins, Michael - Saint Michael's International School; Yarwood, Amelia - Research Institute for Learner Autonomy Education

This forum reflects on learning and teaching challenges and achievements in different learning environments (e.g., elementary, secondary, tertiary, language school, and adult learning). Through sharing narratives and practitioner research, we explore educational puzzles and practices in learner development. The forum examines topics such as environmental dynamics and relationships, emotional aspects of learning, and innovative planning and assessment practices.

Presenters and participants will be also invited to share their thoughts in the LD SIG's newsletter.

1:55 - 2:20 PM, Room: 504

Using Advising Tools to Foster Reflection in the Language Classroom

Goncalves, Jeffrey - Kanda University of International Studies; Castro, Eduardo - Kanda University of International Studies; Polczynska, Malgorzata - Kanda University of International Studies

This hands-on workshop provides participants with a theoretical background and practical resources to foster reflection on language learning in the classroom. Specifically, two advising tools (the wheel of language learning and the motivation graph) will be introduced to participants, along with suggestions for their classroom use to promote interactive discussion-based reflections.

3:50 - 6:00 PM, Room: SP 4F 1

Graduate Student Showcase for Akita International University

Yokokura, Yuto - Akita International University; Febriyanti, Nabila - Akita International University; Zhou, Ying - Akita International University; Zhang, Wenxin - Akita International University

This is the graduate student showcase for Akita International University

4:25 - 5:55 PM, Room: 2nd Floor Lobby (Poster Sesion)

Learners' Experiences, Agency and Willingness to Communicate: ERT and After

Head, Ellen - Miyazaki International College

Our presentation reports a study of students' willingness to communicate, in 2020 and 2021, and ongoing. During ERT, students were surveyed to compare their feeling of being able to communicate and willingness to communicate, online or face-to-face. Results in 2020 suggested students felt more able than willing to speak online. The difference narrowed

in 2021. Follow-up interviews provided rich data enabling us to learn from students how they exercised agency and which pedagogic interventions helped.

5:00 - 5:25 PM, Room: 501

Developing Our Students' Voice in English

Chong, Chia Suan - National Geographic Learning
Sponsored by National Geographic Learning

For many students, English is a tool for international communication. But how much ownership do they feel of English? How confident do they feel about speaking up in a group conversation? Are they able to express their identity in a conflict situation? This talk explores the importance of helping students develop their relationship with English, and considers the strategies and the practical activities we can use to help students make English their own.

6:10 - 6:35 PM, Room: 506

Student Approaches to Language Learning During Holidays

Bates, Daniel - Chuo University

How do learners study and use English during the summer and winter vacations? The presentation analyses student responses to this question, considering how language loss and learner autonomy are viewed by students and what they do to inform their learning during breaks from formal instruction. This research finds that many students are not taking enough responsibility for their own learning during the holidays and offers pedagogic ideas to help instructors combat this.

6:45 - 7:10 PM, Room: 410

Student Approaches to Language Learning During Holidays

Kidd, Josh - Utsunomiya University; Winn, Luke - Hakuoh University

In this workshop, participants will learn about an innovative one-day English communication-oriented seminar for high school students intending to study in the fields of science and technology at university. Each year, 40 students from throughout Japan join the program and work in teams on small engineering projects in English. Teams plan, construct, and trial their projects before a final demonstration. We present data from student feedback and discuss seminar development.

6:45 - 7:10 PM, Room: 506

Young Learners' Metacognition

Vargas, Eliseo Jr. - Sophia University

This presentation discusses the findings of a study that aimed to teach young learners (grades 4 to 6) metacognitive strategies and see whether it has effects on their English proficiency and attitude towards learning the language. The presenter also gives recommendations on how to teach metacognitive strategies to elementary-age children.

Sunday, November 13

10:45 - 12:15 PM, Room: Online Room 1
(Prerecorded)

Motivation in Self-Access Learning: Listening to Student Experiences

McCrohan, Gerardine - Kagawa University; Yamada, Etsuko - Hokkaido University; Thornton, Katherine - Otemon Gakuin University

Staying motivated is one of the most difficult aspects of learning a language beyond the classroom. In this year's JASAL forum, we will explore issues related to learner motivation through two presentations and discussion. Gerardine McCrohan will share results (in English) of a study of regular self-access center users, while Etsuko Yamada will report (in Japanese) on a project which investigated the impact on students of hearing international students' stories of their language learning experiences.

10:45 - 1:30 PM, Room: SP 4F 1

Graduate Student Showcase for Soka University
McCrohan, Gerardine - Kagawa University; Yamada, Etsuko - Hokkaido University; Thornton, Katherine - Otemon Gakuin University

This is the graduate showcase for Soka University, part of the joint GSS with Kobe University of Foreign Studies and University of Birmingham

10:45 - 1:30 AM, Room: SP 4F 1

Graduate Student Showcase for University of Birmingham
McCrohan, Gerardine - Kagawa University; Yamada, Etsuko - Hokkaido University; Thornton, Katherine - Otemon Gakuin University

This is the graduate student showcase for the University of Birmingham which is to be held as a part of a joint GSS with Kobe City University of Foreign Studies and Soka University

10:45 - 11:10 AM, Room: SP 4F 2

Fostering Autonomous English Learning Through Speaking Activities in SHS
Miura, Shuntaro - Akita International University

11:20 - 11:45 AM, Room: Online Room 3 (LIVE)

Using a Digital Platform to Promote Collaborative Note-Taking
Otsuru, Sophie - Juntendo University

This presentation will describe how a top-tier university in France managed to solve a number of issues faced by international students and their faculty by also involving domestic students in the process of taking notes through a collaborative digital platform (Bouchet, 2019). The collaboration between these different groups broke the isolation of international students, improved all students' background knowledge in the topic, and alleviated content lecturers' concerns.

11:20 - 11:45 AM, Room: SP 4F 2

Understanding the Process of Generating Text in Academic Writing
Walker, Michael - Asia University

Mastering academic writing is one of the biggest challenges for tertiary level students. Through the use of think aloud protocols, this presentation will look at how a freshman student navigates moving between her ideas and converting them into text and what writing instructors can learn from this crucial moment of the writing process.

11:20 - 12:50 PM, Room: 2nd Floor Lobby (Poster Session)

Getting the Message: Immersive Reader Software to Build Learner Motivation
Burke, Alexandra - University of Shiga Prefecture

Immersive reader is a tool that brings text to life for readers of all levels, including those with learning differences. It can convert text-to-speech, break words into syllables, label and color-code parts of speech, and translate by word or document into many languages with fully customizable user settings. It also has a built-in contextual word/picture dictionary. In this poster presentation, I will demonstrate how to use this accessibility tool to boost learner confidence.

11:20 - 12:50 PM, Room: 2nd Floor Lobby
(Poster Session)

Transferring Knowledge and Skills to New Contexts: Learner Perspectives
McCarthy, Tanya - Kyoto University

Many educators question if learners apply the knowledge and skills taught in L2 courses to other areas of their lives or if it simply stops at the classroom door. This research examined knowledge transfer and found that students indeed use specific knowledge and skills learned in the L2 classroom in other areas and vice versa. The presenter will discuss the knowledge and skills which benefitted learners and how this can help with L2 course development.

11:55 - 12:20 PM, Room: Online Room 2
(Online - Prerecorded)

Effects of Grammar Instruction on Different L2 Proficiency Level Learners
Lee, Shzh-chen Nancy - Osaka University

This study examined the effects of grammar instruction on speaking development. While it has been found by previous studies that form-focused instruction improves L2 speaking, it remains uncertain whether the same effects would apply to learners of different proficiency levels. The week-to-week trajectory changes in three learners (beginner, intermediate, and advanced learners) were qualitatively examined. Differences and similarities in their changes, in terms of speaking complexity, accuracy, and fluency will be presented.

11:55 - 12:20 PM, Room: Online Room 3
(Online - Prerecorded)

Longitudinal Changes in Linguistic Features and Scores in EFL Writing
Kim, Minkyung - Korea National University of Education; Kim, YouJin - Georgia State University; Kang, Sanghee - Georgia State University

This study examined changes in writing scores and linguistic features found in EFL beginning-level learners' argumentative writing to shed light on their longitudinal relationships. Forty-four Japanese beginning-level EFL university students produced six argumentative essays over nine months. Various lexical, syntactic, and cohesive features were analyzed. Findings indicate that writing scores over time were predicted by greater use of sophisticated content words, higher proportions of trigrams frequently used, longer T-units, and greater use of logical connectives.

11:55 - 12:20 PM, Room: SP 4F 2

Ways of Thinking: Navigating the Transition to Higher Education

Laurence, David - Chubu University

This presentation will describe the author's ongoing research with Japanese university English majors from a variety of socioeconomic and educational backgrounds. It will compare and contrast these students' experiences with the transition to university from secondary school, and with integration into university social and academic life, and how these two sets of experiences can sometimes be related to success in higher education.

12:30 - 12:55 PM, Room: SP 4F 2

Fostering Global Citizens With Skills for the International Marketplace

Wang, Marian - Konan University

The presenter will demonstrate how university students from Japan, Europe, China, and Taiwan collaborated online on a project that culminated in a competition to present their business proposals to a global company. Feedback on student learning and interviews with students and a company representative indicated that students developed the communication and research skills needed in the international marketplace. More guidance on time management and preparing business proposals would have furthered their development as global citizens.

12:30 - 12:55 PM, Room: 410

Fostering Student Engagement During the Chaos of a Pandemic

Yamamoto, Kie - Wayo Women's University

In the ongoing pandemic, navigating learners towards autonomous learning has been a great challenge for teachers. This presentation explores how motivational support in an English classroom was perceived by a group of university students in Japan during the pandemic. Qualitative data were collected to investigate their perceptions of learning experience in 2021 from a motivational perspective. Based on the findings, the presenter will share strategies for teachers to (re)generate student engagement in their classrooms.

1:05 - 3:50 PM, Room: Online Room 3 (Online Live)

Graduate Student Showcase for Tsuda University-A

Kizaki, Tomoko - Tsuda University; Godo, Reiko - Tsuda University; Kikuchi, Yuna - Tsuda University; Kobayashi, Hirona - Tsuda University; Ikeya, Sara - Tsuda University

This is the first part of the graduate student showcase for Tsuda University.

1:05 - 3:50 PM, Room: Online Room 3 (Online Live)

Graduate Student Showcase for Tsuda University-B

Koyama, Yoko - Tsuda University; Takahashi, Yukari - Tsuda University; Yahagi, Miki - Tsuda University

This is the second part of the graduate student showcase for Tsuda University.

1:05 - 1:30 PM, Room: SP 4F 2

Zoom Chat With Teachers: Student Views of an Online Self-Access Lounge

Modell, Christopher - Seikei University; Hoffman Aoki, Quenby - Rikkyo University

An important goal of self-access language lounges is to provide English learners opportunities to practice the target language in an informal and low-stress environment. Following the shift to an online format in spring 2020, the presenters surveyed student participants of their university's self-access lounge, Zoom Chat with Teachers, to improve and enhance their learning experiences. Results of the survey, along with practical ideas for engaging and motivating students in this context, will be discussed.

1:05 - 2:05 PM, Room: 501

Helping Students Become Effective International Communicators

Chong, Chia Suan - National Geographic Learning

Many of our students will be using English to communicate with people from around the world. Students will need to mediate interactions with people from different cultural backgrounds, while accommodating, adapting and accurately interpreting their conversation partners. This is an interactive workshop with practical lesson ideas that can stimulate reflection and speaking practice through critical thinking activities, storytelling and a touch of drama to help learners become better international communicators.

1:40 - 3:50 PM, Room: SP 4F 1

Graduate Student Showcase for Kanda University of International Studies

Sugahara, Naomi - Kanda University of International Studies; Arai, Yumi - Kanda University of International Studies; Noda, Tomoko - Kanda University of International Studies; Suzuki, Masaya - Kanda University of International Studies; Kawasaki, Noriko - Kanda University of International Studies; Shimada, Takuya - Kanda University of International Studies
This is the graduate student showcase for Kanda University of International Studies

1:40 - 2:05 PM, Room: SP 4F 2 (Online - Prerecorded)

Encouraging Students to Interact in English in Class

Onoda, Sakae - Juntendo University

This workshop will explore effective teaching techniques for teaching English through English as the instructional and interactional language. For these techniques to be effective, it is essential that students initiate communication and interact with each other using English. Based on this postulation, this workshop will explore teaching ideas that encourage and enable students to use English actively during class. A range of tasks will be introduced for participants to employ in their own classrooms.

2:15 - 2:40 PM, Room: SP 4F 2

Project-Based Learning for Language Volunteers
Yoshimuta, Satomi - Kwassui Women's University

This presentation will focus on a PBL class titled "Language Volunteer Seminar" that aims at helping students of English to learn to serve as language volunteers and how it was developed. It will explain three projects: promotional assistance for peace talks by atomic bomb survivors, needs assessment of international students, and creative video project to guide foreigners to the appreciation of the old historic areas of the city.

2:50 - 5:00 PM, Room: 405

Graduate Student Showcase for Temple University, Japan Campus

Ishii, Aquanna - Temple University, Japan Campus;
Tuttle, Terry - Temple University, Japan Campus;
Kline, Mandy - Temple University, Japan Campus;
Mullin, Betram - Temple University, Japan Campus;
Nagai, Emi - Temple University, Japan Campus;
Wagner, Shannon - Temple University, Japan Campus

This is the graduate student showcase for Temple University Japan

3:25 - 3:50 PM, Room: 410

Powerlessness and Empowerment: Japanese Students' Study Abroad Reflections

Ballou, Kevin - Kindai University, Faculty of Architecture

This presentation reports on a two-year study of the challenges faced by Japanese students during the adjustment phase of their study abroad experience. Two cohorts of female Japanese students were asked to keep a journal on their thoughts and experiences during their pre-pandemic, five-week study abroad programs in Australia. The students' reflections provide insight into a wide range of interests, expectations, and anxieties, as well as feelings of both powerlessness and empowerment.

4:00 - 4:25 PM, Room: 409

Encouraging Learners to Share: New Ways of Learning, New Ways of Teaching

Parsons, Andre - Hokkaido University of Education, Hakodate Campus

Encouraging students to share their learning experiences can be beneficial for both the learners involved as well as the teacher, as such opportunities may allow them to gain potentially useful resources and ideas to use in their own learning and teaching. This presentation will describe a project in which students are asked to do just that. Attendees will learn the steps and challenges involved in such a project. Samples and feedback will also be presented.

4:00 - 4:25 PM, Room: 410

Learner Development SIG Annual General Meeting

Welcome one and all! Come and join us. We will review the year and talk about our hopes for 2023.

This is a great opportunity to tell us about your hopes too. Can't wait to see you there. 皆さん、ようこそ！今年を振り返り、2023年に向けての抱負を語ります。この機会にあなたの希望もお聞かせください。皆様のご参加をお待ちしております。

4:00 - 5:00 PM, Room: 413

The Impossible Dream: Introducing a Coursebook for Extensive Reading

Harris, Justin - Kindai University; Leeming, Paul - Kindai University

Many language teachers implement extensive reading (ER) in their classes in the knowledge that it will benefit learners' language development. However, it can be difficult to create entire courses around ER, and some institutions require a compulsory textbook for each course. This presentation describes the development (and completion) of a four-skills coursebook seamlessly integrating an ER program through Xreading.com. The book is designed with a task-based approach featuring engaging and relevant topics for learners.

4:35 - 5:00 PM, Room: 409

Successful Virtual Asynchronous Cross-Cultural Projects Using Hello Talk

Sato, Kate - Hokkaido University of Science

In 2021, first-year Japanese science majors used the Hello Talk (HT) app as a platform for an asynchronous virtual cross-cultural project (AVCP) thus facilitating the authentic use of English to interact with non-Japanese partners. The goals, the assignments in the project, and the outcomes will be presented with examples of data and practical information for teachers wishing to conduct an AVCP.

Monday, November 14

10:35 - 10:55 AM, Room: 407

Impact of Implicit Learning on Communication Confidence

Nakagawa, Hiroyo - Osaka Jogakuin College

With technological developments, flipped classrooms have been paid attention to. To examine the impact of implicit learning on 17 Japanese students' communication confidence, in-class collaborative pre-writing discussions and group presentations were assigned. Then, students submitted summaries through Google Classroom and received implicit instruction. In addition, students reflected on their writing to build rapport with the instructor. Qualitative results indicate that the students became self-confident through the instructor's and peers' motivating comments.

10:35 - 10:55 AM, Room: 410

Measuring Students' Learning in a Literature in CLIL Context

Redlich, Jeremy - Fuji Women's University; Pattison, Steven - Ritsumeikan Asia Pacific University

This presentation addresses two issues concerning the utilization of literature in language-learning contexts: 1) setting practical and pedagogically-sound learning goals that contribute to students' motivation and 2) measuring the extent to which the goals are met. After explaining the rationale for, and function of, three overarching learning objectives-communicative competence, critical thinking, and global mindset-we will report on the development of methods for measuring how satisfactorily these goals are met.

11:05 - 11:30 AM, Room: 407

Flipping the Peer-Feedback Framework
Robertson, Zachary - Yamaguchi University

Peer feedback has traditionally been understood in terms of the assessed student, but developments in general education theory suggest performing the assessment may provide learners with as much, if not more, pedagogical benefit. This presentation will introduce an assessor-oriented model for peer feedback in the context of language learning, first comparing it to the traditional model before exploring potential insights teachers could glean from students by flipping their perspective on this popular activity.

11:40 - 12:40 PM, Room: 407

Autonomy of English Language Learners: A Review of Research and Practice
Chong, Sin Wang - University of St. Andrews

In this presentation, we reported on a scoping review of 61 empirical studies on English language learner autonomy. The results show a rich array of conceptualizations and numerous operationalizations in addition to a somewhat limited use of evaluations. We draw from this a number of implications for research. We encourage researchers to make explicit their theoretical frameworks and extend their investigation to the role of language learning beyond the classroom in promoting learner autonomy.

11:40 - 12:05 PM, Room: 410

Engagement and Co-creativity in Project-Based Language Learning
Cleminson, Tim - Kawasaki Medical Welfare University

This presentation will introduce hybrid creative PBL to create learning materials. The researcher will outline course design, student work, and learning narratives. Findings suggest co-creative engagement enabled self-directed learning, autonomy, and relatedness. However, long-term tasks proved difficult for some groups to manage. Attendees should leave the presentation with some practical ideas about how to implement creative PBL and an increased understanding of how students and teachers experience the educational affordances this approach generates.

12:15 - 12:40 PM, Room: 407

Video Recordings and Linguistics Outcomes in a Poster Presentation Course
Elwood, James - Meiji University; Kawano, Madoka - Meiji University; Cvitkovic, Robert - Teikyo University

With the rapid expansion of online teaching because of the COVID-19 pandemic, various affordances available online deserve scrutiny for potential benefits in the virtual language classroom. This study examines the creation and use of video recordings in a university English poster presentation course, which evinced positive linguistic effects from the student presenters.

5th CEGLOC Conference

The Learner Development SIG has been working with the University of Tsukuba and the JALT Ibaraki



Chapter to put on an online conference. The conference is the 5th CEGLOC Conference on “Autonomous and Interactive Practices in Language Learning”. It’s an online conference on December 3, 2022.

Overall Information

There are two zones in this conference: a presentation zone and a collaborative workshop zone. The conference program is now available online.

Choice 1 - Enjoy the Show

- I just want to attend! OK, great! Sign-up here by November 25, 2022.

Choice 2 - Contribute to the LD Workshops

- I want to join the LD collaborative workshops!
- My students want to join the workshops!
- I would like to facilitate student sessions! Great! Follow the instructions below!

NEW: “Learner Development Collaborative Zone”

In parallel to the main event, there are two workshops called the “Learner Development Collaborative Zone”. These workshops are looking for contributions from students and teachers. *The workshops are very similar to the CCLT workshops the LD SIG has done in the past.*

There will be two sessions:

1. **A morning session where Japanese and overseas students share** personal learning stories related to autonomy in small groups.
2. **An early afternoon session where teachers share**, in small groups, personal stories and engage in discussions about autonomy in small groups.

The workflow of the workshops can be found through these links:

Student Workshop (morning)

Teacher Workshop (afternoon)

How to Sign-Up

To sign-up and register is a 3-phase process:

- 1) sign-up to the LD Zone (English/Japanese versions; 英日版)
- 2) upload a personal story to flip in English, and
- 3) register for the full conference.

The links below are for teachers and students to separately use. If you do 1, 2 and 3, you are registered and ready to go. You can see examples of the videos before you post your own!

Students Links

- 1) Sign-Up: <https://forms.gle/cnDNbSdmzboNf8U18>
- 2) Upload a personal story about learner autonomy <https://flip.com/204f0888>
- 3) Final Registration to main conference <https://docs.google.com/forms/d/e/1FAIpQLSe3nN-7fVh35SzPENVXe4W73NIsJO0MrgoMHmF5XWzgVSW-UA/viewform>

Teacher Links

- 1) Sign-Up: <https://forms.gle/cnDNbSdmzboNf8U18>
- 2) Upload a personal story about learner autonomy <https://flipgrid.com/39f3deb2>
- 3) Final Registration to main conference <https://docs.google.com/forms/d/e/1FAIpQLSe3nN-7fVh35SzPENVXe4W73NIsJO0MrgoMHmF5XWzgVSW-UA/viewform>

Deadlines

Sign-up and Video Upload - *November 20th 11:59 pm*

Final Registration for Event - *November 25th 11:59 pm*

Please note the number of student participants is limited to 50 in total per session, with 8 students maximum per institution. When this number has been reached, the forms will be closed. If you have any questions, please reply to this email, or contact us at ld@jalt.org

Please share this exciting opportunity with your colleagues and students and encourage them to take part!

We are looking forward to seeing you at the Conference in December.

JALT 2022... and beyond

JALT 2022 LD SIG Forum

**November 12th, 12:45-2:15 pm,
2nd Floor Lobby**

In November, we have the JALT 2022 LD SIG Forum, *Reflecting on challenges and achievements in diverse learning environments*. This should be a fascinating face-to-face forum. Many thanks to the presenters and the program team who have worked so hard to put it on. I am really looking forward to Akiko Takagi, Szabina Ádámku, and Eileen Yap hosting the event after their wonderful preparation and coordination on this project.

LD SIG AGM

**November 13th, 16:00-16:45 pm,
Room 410**

Also, at JALT 2022, we will have the LD SIG AGM. At this event, members and officers will come together to review the year, introduce new officers and talk about the opportunities for the SIG in 2023. Everyone is welcome to join and discuss topics related to the LD SIG. So, please come along and tell us your thoughts and feelings about the SIG.

We Always Need Officers

We are looking for volunteers to join the main officer teams: Programs, Publicity, Membership, Publications, and the Get-Together team. These positions are a great way to meet people and aid your professional development.

If you are interested in taking one or more roles in our SIG, please contact the Co-Coordinators at ld@jalt.org.