

Learning Learning 18 (2) Autumn 2011

Looking forward

Advising for Language Learner Autonomy

Jo Mynard, Kanda University of International Studies

**Kanda University of International Studies, Japan
November 12th, 2011**

<http://learnerautonomy.org/advising2011>

Organisers

Kanda University of International Studies and the IATEFL Learner Autonomy Special Interest Group (LASIG) are delighted to announce that they will be holding a conference in Japan on November 12th, 2011. This event has also been organized in collaboration with the Japan Association for Self-access Learning (JASAL), Kanda Institute of Foreign Languages (KIFL) and the JALT Learner Development SIG.

Theme

The theme of the one day conference is "Advising for language learner autonomy" and will be of particular interest to language educators working as learning advisors, or teachers who are concerned with promoting language learner autonomy. The event theme also covers peer advising with a particular focus on the way in which peer advising fosters learner autonomy. The event will include presentations on the following themes related to advising in language learning:

1. Training and professional development for learning advisors or peer advisors
2. Research and practice in advising
3. Peer advising

4. Advising tools
5. The dialogue and discourse of advising
6. Context-related issues in advising

Speakers

Lucy Cooker, University of Birmingham, UK
Christopher Candlin, Macquarie University, Australia
40 presentations including talks, posters, workshops and virtual presentations from colleagues based in Japan and outside Japan

Schedule

Registration from 9.30
Opening plenary at 10.30
Final plenary finishes at 5pm
Free drinks reception from 5pm – 6pm

Location

Train journeys take around 40 minutes from Tokyo station.

Nearest train stations:

Kaihiri Makuhari (Keiyo line)
Makuhari or Makuhari Hongo (Sobu line)
Keisei Makuhari

Self-access centre tours

Self-access centre tours are available at two institutions on Friday 11th November for registered delegates:

Kanda Institute of Foreign Languages, Kanda,
Tokyo 10am – 11am
Kanda University of International Studies,
Makuhari, Chiba, 2pm – 3pm

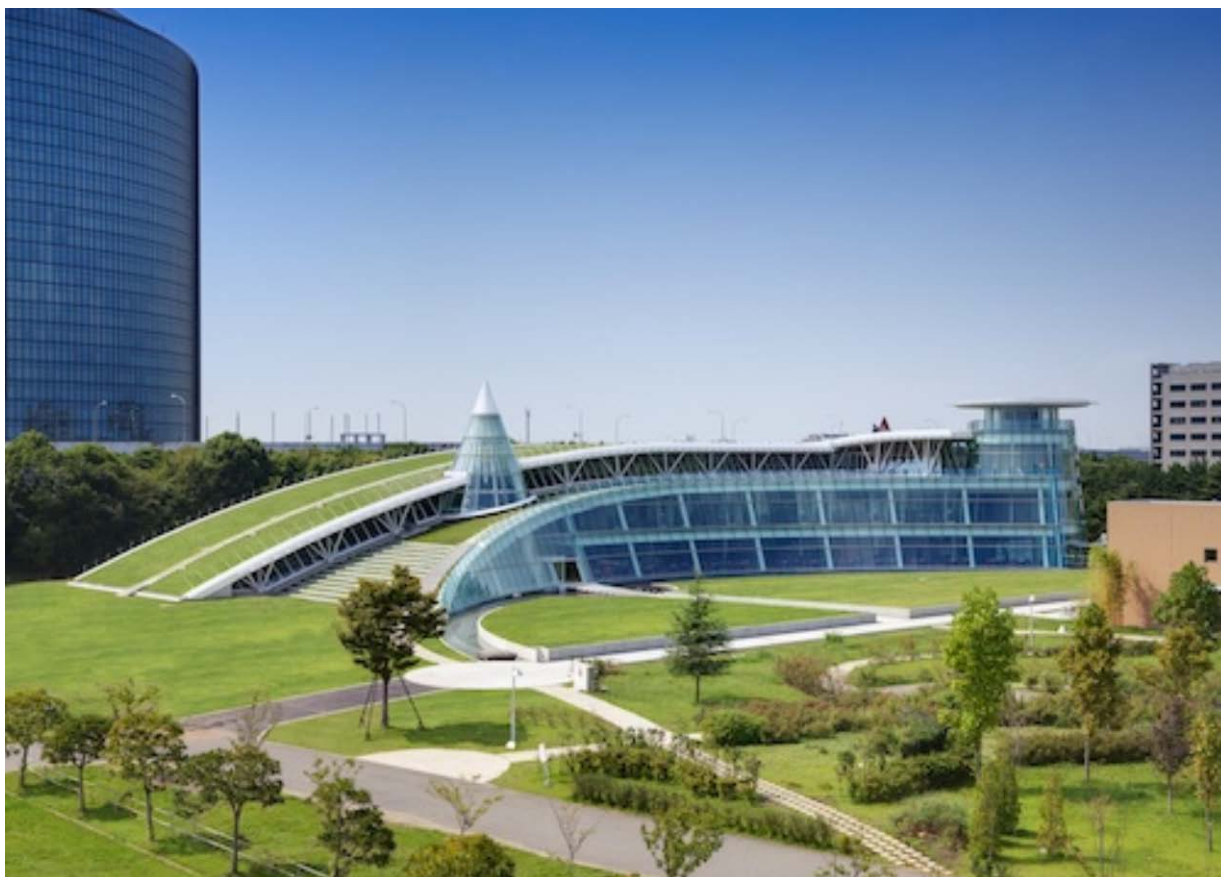
Please reserve your place online.

Looking Forward

Publications

The conference proceedings will take the form of a special issue of *SiSAL Journal* “Advising for language learner autonomy” to be published in March 2012. The

deadline for submissions is December 30th 2011. If enough suitable submissions are received, there may also be an e-book to be published by IATEFL Learner Autonomy SIG.



JALT2011: LD-SIG FORUM **“Learning from Life-changing Experiences”**

with Phil Benson (Hong Kong University)

Alison Stewart, Gakushuin University

Nov. 18-21 2011

National Olympics Memorial Center, Yoyogi, Tokyo

www.jalt.org/conference

Share your experiences with the LD SIG and other conference attendees (Sunday, 5:30-7:00 pm, Room 415)

Forum Summary

The devastating events of March 11 have prompted us to think about how critical experiences impact our development as language learners and users. Presenters will relate their stories, or those of their students, of life-changing experiences. Participants are also warmly encouraged to come and share their stories. This will be followed by a roundtable discussion led by Phil Benson, focusing on different, more nuanced understandings of learners and their development during critical experiences in their lives.

Looking Forward

Speakers

Alison Stewart (Gakushuin University)

Joint Forum Coordinator

Changing identities: Student/worker; learner/user

This exploration of changing identities starts from my own recollection of working in/with another language and leads me to look at the role of work in the language learning histories of my students and colleagues. Using short narratives about work and language learning, I invite participants to consider these and their own critical experiences from the perspective of Positioning Theory.

Richard Silver (Ritsumeikan University)

Joint Forum Coordinator

Small experiences but dramatic changes

Critical experiences are not always dramatic, but the change they can bring about in the future course of one's life can be. By the end of my own primary and secondary language learning experiences I was convinced that foreign languages weren't for me. And then I came to Japan and I realized that I wasn't the person that I thought I was.

Andy Barfield (Chuo University)

Inflatable globes and working towards new imagined worlds

In the summer of 2010, during a weeklong visit to Burma, I had the opportunity to talk with a remarkable woman who runs a grassroots NGO in Burma that provides basic education resources for primary and secondary school children, as well as teacher training for non-state school teachers working under extraordinarily challenging conditions. At the Learner Development Forum I would like to share this person's story of "acting locally and thinking globally" for learner/teacher development/autonomy.

Robert Croker (Nanzan University)

Exploring critical events in learner development in Japan

Brief description: Each learner in our classroom has a unique history of language learning that they bring with them when they first walk through the door. Exploring the critical experiences that have shaped this history can not only help a learner better understand herself or himself but also help create a richer, more supportive classroom environment. In this talk, I would like to briefly summarize how language teachers and researchers in Japan have explored these critical experiences in the past two decades. Listeners will gain an understanding of how other researchers have approached exploring critical events, and also how to arrange such research for publication to share with others.

Atsushi Iida (Gunma University)

Identity, dynamics and life-changing moments: Exploring earthquake-related experiences through poetry writing

The aim of this presentation is to discuss how the Tohoku earthquake has affected English language teaching. The presenter first shares his earthquake-related experiences of March 11 through 20 whilst staying in the United States, and then explores how a series of events have changed his perceptions of using a language to express his emotions as a Japanese ESL learner-teacher-researcher. The presenter also illustrates some poems he wrote during the days and concludes addressing the significance of expressing emotions through writing.

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Jim Ronald (Hiroshima Shudo University)

Camp! Helping create life-changing experiences

Through English camps for Japanese university students or peace camps for young people from China, Korea and Japan, a few days may change the direction of someone's life, show new possibilities, or bring new life to old dreams. This presentation will report camp participants' experiences - and suggest ways that we can learn from them.

Hideo Kojima (Hirosaki University)

Life-changing experiences in EFL learning and teaching

When I was a school/university student, knowledge-based, teaching-centered EFL instruction was very popular all over Japan. However, now, the Japanese government encourages EFL teachers to implement communication-oriented, learning-centered instruction in classrooms. About twenty years ago, when I was an upper secondary school teacher, I had an opportunity to learn CLT at an American university and observe some TESL classes in primary and secondary schools. Since then, my approaches to EFL learning and teaching have changed, and I have become an autonomous learner and teacher through taking MA and PhD courses in the U.K., and helping initial and in-service EFL teachers to promote professional competence and autonomy in Japan.

Bill Mboutsiadis (Columbia Teachers College)

Digital Storytelling: Giving a reflective voice for transformative and critical experiences in living and learning

This paper presents an exploratory research project that engages university students in using digital storytelling as one approach to giving them a voice through reflection and self-assessment of their study abroad experiences. The study examines the motivational potential of digital storytelling use in higher education settings for language learning.

Stacey Vye (Saitama University)

Heightened agency and symbiotic support

By encouraging students in a shortened four-month elective academic speaking course at Saitama University to opt in or out of researching the Great Tohoku Earthquake and Tsunami, I was both taken aback by the support that all members of the class (including myself) provided each other and struck by the uncanny balance of symbiotic support for the students who decided to research March 11th, 2011 and its aftermath. At the Learner Development Forum I would like to share stories about learner reflections, including slide presentations of the students' research for participants to view as they like.

