

JALT2012 Conference Preview, compiled by Bill Mboutsiadis

JALT2012大会のご案内,

Here are some presentation listings from the conference schedule that have indicated a relationship to learner development. Some of presentations are from LD SIG members while others may be of related interest to our membership. Please note to double check the listings on the day of the conference for any room changes. You are more than welcomed to submit a presentation review, report and/or reflection to the Learning Learning journal: <http://ld-sig.org/LL/index.html>

Sat, Oct 13 11:00 AM - 12:00 PM Room: 403
The ARC of learning: Student and teacher roles Workshop #660
Overbeek, Leonie - Seosin Middle School

Based on the latest neurological research, there are three phases of learning - attention, repetition and consolidation. When students and teachers understand that each has a specific role to play during each phase, the classroom becomes a place of co-operation rather than conflict. In this presentation said roles, the problems that may arise and practical solutions are explored.

Sat, Oct 13 11:00 AM - 11:25 AM Room: MR35
Getting our learners ready to be self-regulated Short Paper#406
Ebara, Satoko - International Pacific university

日本人大学生の英語学習に対する「自己調整学習」の意識と行動の獲得を目的として、その教育的介入を1年間の英語補習プログラムを通して実証的に検証した。質問紙で意識と行動の差から学習者を4つのクラスターに分類し、後の個別インタビューを通して成長に影響を及ぼすものが見えてきた。

Sat, Oct 13 12:10 PM-12:35 PM Room: 22
The social dimensions of self-regulated learning Short Paper#494
Collett, Paul - Shimonoseki City University; Sullivan, Kristen - Shimonoseki City University

This presentation will report on a study aimed at developing learners' self-regulated learning practices. Data from interviews with students participating in the program point to a recurring theme of the underlying social mediation of learning. Several learner case studies will be introduced which highlight how students' social relationships, learning histories, and discourses of learning influence their conceptualizations of study and learning practices. Implications for independent learning will be considered.

Sat, Oct 13 12:10 PM - 2:10 PM Room: 31
Effect of read and retell on reading comprehension Poster Session#596
Pelohitis, John - Tokai University

The following poster presentation examines the impact that read and retell activities have on reading comprehension and vocabulary acquisition. Data is reported from a study that observed reading comprehension scores and vocabulary scores in two groups of students who engaged in different post-reading read and retell exercises. Clear guidelines and procedures are also provided to help teachers who wish to incorporate read and retell activities in their classrooms.

Sat, Oct 13 12:10 PM - 12:35 PM Room: 405
Raising consciousness and developing fluency Short Paper#431
Mizuki, Peter - Nihon University

In this presentation I will demonstrate how students can change to an English mode of thinking in the classroom while stressing the development of productive fluency for both spoken and

written English for beginning and intermediate EFL university students. I will be focusing on the development of productive fluency both spoken and written for beginning and intermediate EFL university students.

Sat, Oct 13 12:10 PM - 12:35 PM Room: 51

Nurturing autonomy: Authentic English clubs Short Paper#443

Piggin, Gabrielle - Ritsumeikan Asia Pacific University; Mack, Lindsay - Ritsumeikan Asia Pacific University

The focus of this presentation is the establishment of a student-directed English club in a Japanese university. This presentation will detail a) the goals of establishing the English club; b) the problems encountered; c) the students' and teachers' opinions of the English club. It is proposed that establishing the English club will serve as a viable tool to optimize students' autonomous learning and motivate students to actualise authentic English use outside the classroom

Sat, Oct 13 1:20 PM - 1:45 PM Room: MR34

Learning strategies and low proficiency students Short Paper#398

Thompson, Andrew - Kyushu Sangyo University; Cochrane, Robert - Kyushu Sangyo University

The presenters will discuss the results of a pilot survey investigating the use of Language Learning Strategies (LLS) in a private Japanese university context by 168 first and second year students of various majors enrolled in a compulsory English course with TOEIC Bridge scores between 60 and 170. The results suggest that future research relating to the use of LLS by low proficiency Japanese university students' needs to take a qualitative approach.

Sat, Oct 13 3:50 PM - 5:20 PM Room: 21

Making a difference through self access Forum#274

Thornton, Katherine - Kanda University of International Studies; Yamashita, Hisako - Kanda Institute of Foreign Languages; MacKenzie, Dirk - Konan Women's University; Kato, Satoko - Kanda Institute of Foreign Languages; Taylor, Clair - Gifu Shotoku Gakuen University; Stout, Michael - Toyo Gakuen University; Talandis Jr., Gerald - Toyama University; Mack, Lindsay - Ritsumeikan Asia Pacific University; DiGiulio, Anthony - Kanda Institute of Foreign Languages; Wilkinson, Darrell - Soka University; Lindeman, Greg - Soka University; Bartelen, Herman - Kanda Institute of Foreign Languages; Lammons, Elizabeth - Kanda University of International Studies; Omura, Keiko; - Toyo Gakuen University

Effective self-access support is one way in which institutions can make a real difference in the lives of their students. In this forum, consisting of a poster session, three short presentations and an open discussion, contributors will discuss some of the challenges facing self-access, including how to foster a culture of self-access learning, promote understanding of self-access among faculty and administration and integrate self-access with the curriculum. Organized by the Japan Association of Self-Access Learning.

Sat, Oct 13 3:50 PM - 4:50 PM Room: MR33

Language learning and creative aptitude Long Paper#568

Smith, Cameron - Chubu University

What is the relationship between the creative tendencies of students and their progress in language learning? With reference to an ongoing study of Japanese university language students, this presentation explains how the psychological literature defines and measures creativity, and explores the possible relationships between individual creative aptitude and aspects of foreign language learning and foreign language performance.

Sat, Oct 13 3:50 PM - 4:15 PM Room: MR35

Does autonomy improve proficiency? Short Paper#382

Vye, Stacey - Saitama University

Research in autonomy suggests its capacity manifests in limitless configurations according to the learners' discretion. However, will it make a difference in the learners' language proficiency? This study, supported by a Grant-In-Aid from the Japan Society for the Promotion of Science (JSPS), reveals how 20 students learned autonomously with collaborative support from peers and their advisor, while improving in English measured by pre- and post-IELTS level tests during two semesters.

Sat, Oct 13 5:00 PM - 6:00 PM Room: SR61

Students' and teachers' differing good learners Long Paper#28

Corwin, Stephanie - University of Birmingham

A quantitative study (with qualitative follow-up) of the opinions of native speaking teachers of English, non-native speaking teachers of English and Japanese senior first-year students on what makes a good language learner and examination of the results

Sat, Oct 13 5:35 PM - 6:00 PM Room: 32

Peer evaluation in a Japanese EFL context Short Paper#318

MacLean, George - University of the Ryukyus; Elwood, James A. - Meiji University; Nagata, Shinichi - Northwest Missouri State University

This presentation will examine the notion of peer evaluation by presenting initial results from a procedure that allowed, approximately 250 undergraduate English as a Foreign Language (EFL) freshmen students, to give each other grades and written feedback after individual PowerPoint presentations of approximately two minutes.

Sat, Oct 13 6:10 PM - 6:35 PM Room: 52

Learning from peer-scaffolding Short Paper#260

Samana, Warithorn - Dhurakij Pundit University

The study reported explicit evidence of learning in an EFL classroom. The talk of two weak university students during collaborative tasks was analyzed. Their interaction revealed that peer scaffolding did not only give a student necessary inputs but also introduced her new learning strategies and helped her construct her own interlanguage.

Sun, Oct 14 9:00 AM - 9:25 AM Room: 403

UniversityProjects promoting agency in unmotivated students Short Paper#727

Callaghan, David - Shinshu

Inspired by theories of autonomy, and Meddings and Thornbury's (2009) dogme method, I have attempted to encourage students to take control of their own learning and use previously learned knowledge in ways that are more engaging and relevant. This has led to more student-led 'project' based learning than textbook activities. This presentation will be an account of this attempt: examples of successes, and food for thought for the future.

Sun, Oct 14 9:35 AM - 10:00 AM Room: 23

Self-access rooms: accountability and mentoring Short Paper#486

Oguri, Seiko - Chubu University; Stotts, Amy - Chubu University

This short paper will describe the ways that accountability and mentoring have led to successfully assisting autonomous learners to reach their English language learning goals in Chubu University's self-access study room. Participants will see a timeline of previous methods of building accountability and providing mentoring services and evidence of the current methods' success.

Sun, Oct 14 11:30 AM - 1:30 PM Room: 31

Evaluating self-directed learning courses Poster Session#460

Sakai, Akiyuki - Kanda University of International Studies; Takahashi, Keiko - Kanda University of International Studies; Hasegawa, Yuki - Kanda University of International Studies; Yamaguchi, Atsumi - Kanda University of International Studies; Baierschmidt, Junko - Kanda University of International Studies

This poster session reports on the self-directed learning curriculum evaluation and development process currently being undertaken by learning advisors at the Self-access Learning Centre at Kanda University of International Studies, in Chiba, Japan. The presenters will provide the audience with the framework that is being used and insights on the process. This session will especially be useful for educators who are interested in the process of curriculum evaluation or establishing a self-access learning center.

Sun, Oct 14 11:30 AM - 1:30 PM Room: 31

Learners' experience of using logs Poster Session#4 71

Hirata, Yoko - Hokkai-Gakuen University

Recently, blogs have been used as online records for students to write personal experiences, events, thoughts, ideas, and questions. Traditionally, before blogs were widely used, similar kinds of pedagogical tools, such as "learning records", had been used to offer opportunities for students to reflect upon their learning. The purpose of this study is to examine how Japanese undergraduates view learning logs to reflect on their learning.

Sun, Oct 14 11:30 AM - 1:30 PM Room: 31

Learning and mentorship for EFL students in Japan Poster Session#541

Watson, Kevin - Nagoya University of Commerce and Business; Agawa, Grant - Nagoya University of Commerce and Business

The development of self-regulating learners is an increasing necessity of modern university programs. This presents universities with the responsibility of providing programs which foster individual personal development while also nurturing academic skill development. This is especially challenging for EFL learning programs within Japan. Thus, this presentation offers one university program that attempts to meet the two aforementioned requirements. Overall, this carefully designed mentorship curriculum allows teachers to work closely with students to produce mobile learners.

Sun, Oct 14 11:30 AM - 12:30 PM Room: MR35

Effective language patterns in the classroom Workshop#558

Cullen, Brian - Nagoya Institute of Technology; Backwell, Ben - Nagoya City University; Deacon, Brad - Nanzan University; Mulvey, Sarah - Nanzan University

The presenters will begin with a brief review of existing research literature on the deliberate and controlled use of communication psychology language patterns in education. Participants will then be guided to experience these patterns themselves. Finally, the presenters will share their research on the usage of these patterns in their EFL university classes aiming to extend the empirical evidence supporting the use of particular language patterns to facilitate more resourceful learning states for students.

Sun, Oct 14 12:05 PM-12:30 PM Room: MR37

Hybrid intercultural language learning environment Short Paper#131

Siegel, Aki - Rikkyo University

This paper examines the effects of a new type of language learning environment, a hybrid intercultural language learning environment (HILLE). A two-year longitudinal case study was

conducted with four Japanese students in this HILLE. Findings show the students' initial language ability affecting their motivation of utilizing the environment for language learning, thus creating a difference in their interaction patterns in conversations with international students. This work was supported by JSPS KAKENHI Grant Number 23720303.

Sun, Oct 14 12:40 PM - 1:05 PM Room: 32

A qualitative look at self-motivation and autonomy Short Paper#352

Lyddon, Paul - Kanda University of International Studies

In this session, the presenter will report on a qualitative follow-up analysis of the results of a semester-long action research study of the relation between self-motivational strategy use and autonomous language learning in a Japanese university setting. The present discussion will focus on narrative self-reflection data used to elucidate the findings of a prior exploratory qualitative analysis. Suggestions will then be made for raising learner awareness of effective self-motivational strategies and promoting their use.

Sun, Oct 14 1:15 PM - 1:40 PM Room: 32

Assisting advanced students in beginner classes Short Paper#463

Bailey, Benjamin - University of Shizuoka

Students who have studied abroad may enter Japanese universities and be confronted with limited options for furthering their English education. They often find themselves placed in classes with much lower level students. The presenter will report on the experiences of these advanced students in beginner classes. The unique experiences of three advanced students will be shared and the effectiveness of different teaching strategies will be discussed.

Sun, Oct 14 1:50 PM - 2:15 PM Room: SR61

Student evaluations of peer interaction Short Paper#184

Minematsu, Kazuko - Hannou Minami High School, Saitama

The purpose of this sequential mixed methods study is to examine how high school students evaluate peer interaction they have engaged themselves in an "English Expression" Course for one academic year in Japan. It also examines whether student evaluations of peer interaction show any characteristics in terms of supportive learning. It also investigates whether there are any differences between the lower and the higher grade groups in the evaluation of peer interaction.

Sun, Oct 14 3:45 PM - 5:45 PM Room: 31

From measurement to assessment Poster Session#442

Murase, Fumiko - Tokyo University of Agriculture and Technology

The notion of assessing learner autonomy has become an important issue in the field. Based on previous research on developing an instrument for measuring learner autonomy, this study aims at devising a useful tool for assessing students' autonomy and evaluating the practices of promoting learner autonomy by revising the measurement instrument. The poster will describe the development of the original instrument, its limitations as an assessment tool, and the initial stage of the revising process.

Sun, Oct 14 4:55 PM - 5:20 PM Room: MR31

Improving collaborative dialogues with POV video Short Paper#206

Kindt, Duane - Nagoya University of Foreign Studies

With the recent development of lightweight point-of-view (POV) camcorders, educators can now capture naturalistic classroom events from a truly participant point-of-view. Employing POV cameras, the presenter conducted trials examining interaction in oral communication classes. One promising result was the creation of materials designed to increase students' awareness and use of

communication strategies in collaborative dialogues. The presenter will describe POV trials, share a selection of materials, and discuss further applications and potential research directions.

Sun, Oct 14 4:55 PM - 5:20 PM Room: SR52

Motivating learners: reading, writing, commenting Short Paper#207

Harada, Naoko - The Senior High School Affiliated with JWU*

This presentation focuses on a reading and writing project in a high school EFL class. Students chose their research theme when reading their favorite books, presented and wrote essays about their findings, commented on their peers' work, and compiled a guidebook. The presenter will frame this year-long activity using Factors that support reading motivation outlined in Grabe (2009), followed by the discussion with the audience.

Mon, Oct 15 9:00 AM - 9:25 AM Room: 53

Self-check sheets for learner autonomy Short Paper#483

Ragsdale, Joseph - Rikkyo University

In this presentation, the presenter will introduce a student-centered self-assessment activity centered on reviewing and using communication function phrases in academic discussions. The activity also serves to develop learner autonomy and motivation, and is an important part of formative assessment in the classroom. The presenter will outline the background and method of conducting this activity, as well as discussing ways it can be used productively in a variety of teaching situations.

Mon, Oct 15 9:35 AM-10:00 AM Room: 22

Informal EFL education and learner life histories Short Paper#73

Brown, Charles - Ohio State University

This presentation will employ life history narratives of current and former university EFL students in Taiwan to address three research questions: What are the various contexts perceived by learners in which exposure to English occurs outside of formal educational settings? What are learners' perceptions of these contexts as venues for English use and learning? Do these learners perceive that such out-of-classroom access to English has changed during their lives and, if so, in what ways?

Mon, Oct 15 1:05 PM - 1:30 PM Room: 53

LL strategy use in university and beyond Short Paper#531

Mullen, Martin - Meisei University; Ikeda, Ken - Otsuma Women's University; Suginaga, Jackie - Komazawa Women's University; Barr, Blair - ; Kurosawa, Joyce

The presenters will outline the structure and results of a study of Language Learning Strategy use by both adult and university level learners of English. Both groups were repeatedly exposed to a list of strategies and encouraged to select strategies for practice based on their desired areas of improvement. The instruments of measurement comprised a pre and post-test survey of strategy use, data from interviews, teacher feedback, and language learning journals kept by the participants.