

Looking Forward

今後のイベント

JALT2015 conference preview

Lee Arnold, Programme Team

As always there are a number of events related to our SIG at JALT's annual international conference, and this year will not disappoint with the LD SIG party, LD SIG AGM, and the LD SIG forum. Here's an overview of our events:

The Learner Development SIG Party

Saturday, 21st November 8:00-10:00

Join us for the Learner Development SIG Party at JALT2015.



Dinner will include nomihodai and Italian dishes, including vegetarian options, for 5,400yen at [an Italian restaurant just a few minutes' walk from Shizuoka Station](#)

The Learner Development SIG Annual General Meeting

Sunday, 22 November 12:45-1:30 Rm 1001-1

Join the outgoing co-coordinators, Fumiko Murase and Alison Stewart, and the incoming co-coordinators, Mayumi Abe and Mathew Porter, for the annual general meeting. We'll report on the SIG's activities over the past year, vote on some important matters, and discuss issues and goals for 2016.

The Learner Development SIG forum

Learners as teachers: what teachers learn from their learners

Sunday, 22 November 9:15-10:45 Rm 910

The LD forum at JALT 2015 focuses on a different, but no less valid, perspective in the teacher-learner dynamic: what teachers can learn from their learners. The forum for this year will center around what learners can show us in terms of learning initiative, project work, and any other aspects of classroom action that have been generated or improved by learners.

We will have 16 presenters in total this time with digital and poster displays through 10 presentations on this theme, with some

remarkable findings and samples of learner work and learner voices across a wide range of content and material both from within and outside Japan. Here is a roundup of the presentations that will be showcased in the forum.

In our own words: Japanese and foreign university students and their lessons on life and learning outside their home cultures

Lee Arnold and Mehran Sabet (Seigakuin University)

That Japanese university students more often than not come back from overseas homestay stints as changed people is nothing new. Yet their accounts of personal growth are still compelling, and reveal much about the impact that life outside of their culture has on a wide variety of personal areas of learning orientation and global awareness. Yet the impact of life in Japan on foreign university students is equally as compelling, and often challenging. This presentation shall explore the accounts of Japanese and foreign undergraduate students at a Japanese private university and what lessons they may show about interactions, experiences, difficulties, and discoveries of life outside of their home cultures.

Learning from an extraordinary community of educators: Teacher education in Burma/ Myanmar

Andrew Barfield (Chuo University) and Jenny Morgan (Wayo Women's University)

In Myanmar around 50% of children do not complete secondary education, so the role of

non-state education (aka non-formal education) in addressing that gap is critical. In March 2015 we led 30 hours of teacher education workshops in Yangon with trainers, mostly from monastic schools and NGOs engaged in non-state education, from across the country. Taking an active reflective learning approach, we framed the workshops as "creating community and learning together" and focused on life skills, critical thinking, English development skills, and producing appropriate low-cost materials. Each evening we responded to what participants achieved in the daily workshops, revising activities we had planned in advance, and creating appropriate sequences and flow for the following day. This process was challenging and rewarding. In this presentation we reflect on our experiences with this extraordinary community of educators for our own continuing learner and teacher development here in Japan.

Digital sojourn: A study of intercultural communication, telecollaborative learning, and linguistic identity

Simeon Flowers (Aoyama Gakuin University) and Brent Kelsen (National Taipei University)

Our current technological landscape provides learners with new frontiers in their development. Digital sojourn, the use of technology to spend extended amounts of time "traveling" among a particular culture and its people, can be supported in the classroom using a variety of rich multimedia tools and methods which are quite accessible to both learner and educator. In this study two researchers from Japan and Taiwan collaborated to provide their learners with an

extensive digital sojourn experience using common, everyday technology. The learners in this study were guided through a term of inquiry-based intercultural learning and the sharing of digital cultural artifacts with their international partners, all while remaining in their home countries. This presentation reports on what the learners experienced in their digital sojourn, and what they can show us in their development of intercultural sensitivity, motivation, and linguistic identity through it.

Who is the teacher here? Investigating three learning contexts

Junsei Goseki, Natsumi Magatake, and Alison Stewart (Gakushuin University)

In this poster presentation, we investigate the relationship between teachers and learners, and opportunities for both parties to learn, in three very different educational contexts. Firstly, Natsumi Magatake analyses learner talk in a CALL classroom for evidence of teaching/learning in face-to-face talk and audio talk using headphones. Junsei Goseki explores teaching and learning roles in a *terakoya* through class observation and interviews with the teacher. Finally, Alison Stewart examines teaching and learning modes in the English and Applied Linguistics graduate class to which all three of us belong through analysis of Moodle discussions and a focus group interview.

A sociocultural and reflective approach to enhancing EFL teacher trainees' professional development

Hideo Kojima (Bunkyo University)

Much research on collaboration in education tends to focus on the dynamics between learners, while minimizing the relations between students and teachers and ignoring the fact that teachers can also be learners. Yet this presentation will examine how a socio-cultural and reflective approach in collaborative teaching practice between EFL teacher trainees can be further enriched with student development over a three-year period in a junior high school. The study revealed how the trainees learned to teach and research through collaborative and reflective practices, and the effect of such practices on their classrooms in building learners' positive attitudes towards EFL learning.

Nurturing student choice and initiative in EFL reading and writing instruction

Atsuko Kosaka (Aichi University) & Tamiko Hanaoka (Aoyama Gakuin University)

As a simple yet crucial point, students grow as readers and writers when they are engaged in reading and writing. This presentation details what such engagement may yield when students are encouraged to choose their reading materials and writing topics. The presenters show that choice enables students to read books with interest and comprehension, and to write about topics that they consider worthwhile to invest their time in. As student choice gives teachers insight into their students, teacher guidance in choice and encouragement is critical in nurturing greater student independence. The two presenters demonstrate practical ideas for nurturing such choice in reading and writing instruction in whole class, individual

conference, and peer involvement situations.

Developing a learner community through reading and oral discussion

Fumiko Joyce Kurosawa (JALT Learner Development SIG)

Encouraging learners to read more can sometimes be daunting. Yet I have successfully helped to create a small reading community driven by oral communication on their readings with my adult learners. Based on Oxford's Strategy Inventory of Language Learning, I could identify their interest in reading in English, and as they have instrumental needs for reading English, especially emails and websites, I searched for materials that would suit them. I found Spargo's *Timed Reading* to be especially useful and fitted for them. We explored different readings and reading styles together, and discovered that the readings served as useful platforms for oral communication. My research will show the steps on forming a reading and discussion community, and how my learners came together in motivation, enthusiasm, and confidence.

Japanese university students & LMS blended learning

Charlotte Murakami (Fukuoka University)

Learning Management Systems (LMSs) are widely promoted as a social constructivist approach to education that should enable students to have more 'connectedness' with their learning. In the USA and UK, LMS diffusion levels reached 95% several years ago, as a form of blended learning or as the

main medium for distance learning. Research in the UAE, however, reveals considerable unwillingness among university students to use LMSs.

What about Japanese university students? To answer this question, the presenter introduced the LMS, Coursebase, to 400 Japanese university students. Specifically, the study looked at their perceptions about its ease-of-use, students' willingness to use its various facilities, and its affect upon their autonomous learning. This presentation shares the key findings, and then discusses what their responses teach lecturers about LMS use.

The English Workshop: Learning how to learn—and more

Jackie Suginaga (Komazawa Women's University)

The English Workshop is a unique class at Komazawa Women's University that not only develops students' acquisition skills through various strategies, but also seeks to foster autonomous learning habits and a love of learning. With teacher guidance, students in this class are responsible for making their own vocabulary tests, choosing graded readers, writing learner diaries, and sharing what they have learned on a social network (Edmodo). Such work culminates in sessions where they realize their newly acquired language in group conversations, personal presentations, and speeches. Students of all levels, many of whom are of low in proficiency, are encouraged to develop at their own pace and within their own capacity. Moreover, students receive advice in tutorials

to reflect on their learning and to proceed subsequently. This presentation will focus on samples of learner work that reflect the learners' development of learning skills, confidence and accomplishment, and further discuss the validity of approaches taken in the English Workshop.

Art and the L2 motivational self-system in a university course

Stacey Vye (Saitama University)

After adapting practical ways of implementing inspiring learning activities for teachers in an MA TESOL course, my mentors and I noticed that the teachers learned about creative autonomy-forwarding expressions through their artwork. Nevertheless, I was inquisitive if learning concepts represented through art would also benefit younger learners at the undergraduate university level. In a 15-week term, seven

Japanese and international students took an English for specific purposes elective course on Zoltán Dörnyei's tripartite L2 motivational self system in order to explore their own learning. These learners collaboratively discovered what this motivational system meant for themselves through reading assignments, scaffolding, and learner-led discussions. Successively, each learner drew a pictorial representation about their learning experiences, their ought-to self, and their ideal self in the form of posters, which comprises the tripartite model. The learners' mini-posters will be displayed and explained to give participants creative ideas for exploring their learning and teaching.

Featured Speaker: Alice Chik

Together with the Tokyo JALT chapter, the LD SIG is co-sponsoring featured speaker Alice Chik, who is also interviewed in this issue. She'll be conducting two workshops on visualizing learner histories. The first workshop will be held Saturday from 4:40 - 5:40 in room 1001-2 with her Featured Speaker workshop on Sunday from 11:00 - 12:30 in room 1001-2.

Presentations related to learner development

There are a variety of presentations that have been accepted to the conference within the content area of learner development. The complete conference schedule is online at <http://jalt.org/conference/jalt2015/full-schedule>, where it is also possible to create a custom timetable for print out or email delivery.

The list below uses the following abbreviations:

RO: research-oriented short presentation;
PS: poster session;
SW: practice-oriented short workshop;
LW: practice-oriented long workshop;
RT: roundtable exchange.

DATE	TIME	ROOM	PRESENTERS	TITLE	KIND
Nov 21 (Sat)	11:00 AM - 11:25 AM	Hikae 2 (1F)	Maria de la Paz Adelia Peña Clavel	Teletandem: From Learners' Strategies to Autonomy	RO
Nov 21 (Sat)	11:00 AM - 12:30 PM	Tenji Gallery (6F)	Andy Barfield	Exploring How Learners Research Global Issues	PS
Nov 21 (Sat)	11:35 AM - 12:00 PM	Practice Room 1 (B1F)	Mika Igarashi	Linguistics Instruction on Japanese Young Students	RO
Nov 21 (Sat)	12:10 PM - 12:35 PM	Hikae 2 (1F)	Kristen Sullivan	The Effects of Test Re-dos on Learner Development	RO
Nov 21 (Sat)	12:45 PM - 2:15 PM	Tenji Gallery (6F)	Stephen Paton	Regulating a Learner-Centered Vocabulary Program	PS
Nov 21 (Sat)	12:45 PM - 2:15 PM	Tenji Gallery (6F)	Daniel James, Keith Hoy, & Jana Townsend	Changing Students' Attitudes, Beliefs, & Motivation	PS
Nov 21 (Sat)	1:20 PM - 1:45 PM	Practice Room 3 (B1F)	Hidehiro Endo & Paul Miller	English Education in Japanese Rural High Schools	RO
Nov 21 (Sat)	1:55 PM - 2:20 PM	Hikae 2 (1F)	David Beglar	Applying Findings in Educational Psychology	RO
Nov 21 (Sat)	11:00 AM - 12:30 PM	Tenji Gallery (6F)	Ted O'Neill	A Shared Experiment in Self-Directed Learning	PS
Nov 21 (Sat)	4:40 PM - 5:05 PM	908	Eleanor Carson	EFL Student Preference Changes for Teacher L1 Use	RO
Nov 21 (Sat)	4:40 PM - 5:40 PM	1202	Masaya Kanzaki	Students' Views on Teacher-Fronted Grammar Lessons	RO
Nov 21 (Sat)	5:15 PM - 6:45 PM	Tenji Gallery (6F)	Yoko Hirata	Mutual Learning Through Student- Teacher Interviews	PS
Nov 21 (Sat)	5:15 PM - 6:45 PM	Tenji Gallery (6F)	Keiko Iizuka	Self-reflective journal in English classroom	PS
Nov 21 (Sat)	5:15 PM - 6:45 PM	Tenji Gallery (6F)	Akiko Nakayama	Do You Like Yourself When You Are Using Japanese?	PS
Nov 21 (Sat)	5:50 PM - 6:15 PM	1002	Vivian Lee & Eiko Gyogi	The Reflective Learning Journal in the Classroom	RO
Nov 21 (Sat)	6:25 PM - 6:50 PM	910	Brian Wojtowicz	Learner-Centered Autonomous L2 Self-Reflection	RO

DATE	TIME	ROOM	PRESENTERS	TITLE	KIND
Nov 21 (Sat)	7:00 PM - 7:25 PM	1001-1	Andrew Tweed	Advising to Focus on Learners: An Evaluative Study	RO
Nov 21 (Sat)	7:00 PM - 7:25 PM	Practice Room 1 (B1F)	Matthew Shannon	Wow! Actual Self-Assessment in Japanese ES and JHS	SW
Nov 21 (Sat)	11:00 AM - 12:30 PM	Tenji Gallery (6F)	Corazon Talam Kato	College Teacher Training: Large Class Challenges	PS
Nov 22 (Sun)	10:25 AM - 10:50 AM	Koryu Hall (6F)	Mark Shrosbree	English-Japanese Email Exchange Project	SW
Nov 22 (Sun)	10:25 AM - 10:50 AM	Practice Room 3 (B1F)	Kevin Stein	Learners as Researchers, Experiment in Autonomy	RO
Nov 22 (Sun)	11:00 AM - 11:25 AM	1003	Daniel Beck	Is a Corpus Word List Ideal for False Beginners?	RO
Nov 22 (Sun)	11:00 AM - 11:25 AM	901	Mayu Shintani, Mori Kazumasa, & Takuya	Image Schema-Based Instructions on English Grammar	RO
Nov 22 (Sun)	11:00 AM - 12:00 PM	Rehearsal Room (B1F)	Joan Kang Shin	The Keys to Motivating 21st Century Learners	LW
Nov 22 (Sun)	11:00 AM - 12:30 PM	Tenji Gallery (6F)	Sam Morris	SHS Students' Experiences of Presentation Anxiety	PS
Nov 22 (Sun)	1:55 PM - 3:10 PM	Koryu Hall (6F)	Germain Measureur	What Are the Learner's Own Expectations?	RT
Nov 22 (Sun)	2:55 PM - 4:10 PM	Koryu Hall (6F)	Joseph Heilman	Curriculum Design for the 21st Century	RE
Nov 22 (Sun)	3:30 PM - 3:55 PM	1002	Akiko Nagao	Becoming a Student in Communities of Practice	RO
Nov 22 (Sun)	3:30 PM - 3:55 PM	Practice Room 1 (B1F))	Miyuki Akamatsu & Sachiko Maruoka	Study Logs for Self-Regulated Vocabulary Learning	RO
Nov 22 (Sun)	4:05 PM - 5:05 PM	901	Samantha Kawakami	A Partially Flipped Classroom	LW
Nov 22 (Sun)	4:40 PM - 6:10 PM	Tenji Gallery (6F)	James Underwood	Promoting Inquiry and Focusing on the Learner	PS
Nov 22 (Sun)	5:50 PM - 6:15 PM	906	Hiroshi Nakagawa	Utilization of the SIOP Model in the ELL Classroom	SW

DATE	TIME	ROOM	PRESENTERS	TITLE	KIND
Nov 22 (Sun)	5:50 PM - 6:15 PM	Hikae 2 (1F)	Hsiu-min Yu	No Piece of Cake: Memorizing English Idioms	RO
Nov 22 (Sun)	6:25 PM - 6:50 PM	Hikae 2 (1F)	Oana Cusen	Turning the Tables: Student-Led Lessons	SW
Nov 22 (Sun)	6:25 PM - 6:50 PM	Practice Room 3 (B1F)	Sam Morris	Can English Villages Reduce Anxiety?	RO
Nov 22 (Sun)	7:00 PM - 7:25 PM	Hikae 2 (1F)	Mitsuko Imai	Raising Learners' Awareness of Autonomy	RO
Nov 23 (Mon)	10:25 AM - 10:50 AM	905	Shizuno Seki	Learner Autonomy Developed by Cultural Exchange	RO
Nov 23 (Mon)	11:00 AM - 11:25 AM	1001-2	Miki Koyama	The Effects of Mental Illness on English Learning	RO
Nov 23 (Mon)	12:10 PM - 12:35 PM	1001-2	Peter Roux	The Tricky Topic of Correcting Language Errors	SW
Nov 23 (Mon)	12:45 PM - 1:10 PM	1001-2	Blagoja Dimoski	Practical Tasks to Raise Strategic Competence	SW
Nov 23 (Mon)	12:45 PM - 1:10 PM	906	Barbara Sakamoto, Jill Hadfield, & Chuck Sandy	Motivating Our Learners: Actualising the Vision	LW
Nov 23 (Mon)	1:20 PM - 1:45 PM	1002	Hugh Nicoll	Learner Voices in an American Studies Seminar	RO



**JALT2015: 41st Annual International
Conference on Language
Teaching and Learning & Educational
Materials Exhibition
Friday 20th to Monday 23rd
November, 2015**

[Shizuoka Convention & Arts Center "GRANSHIP"](#)

Japan Association for Self-Access Learning (JASAL) Autumn 2015 events

Katherine Thornton, JASAL

With its focus on autonomy and self-directed learning, JASAL shares a lot of the values and interests of the JALT Learner Development SIG, whose members are often active in self-access environments. For this reason, we'd like to extend an invitation to LD SIG members to participate in two upcoming JASAL events. You don't have to be a member (although it would be great if you choose to join) and students are also welcome to attend.

Sat 21st November, 2015

SALC tour & discussion at Tokoha University, Shizuoka.

Tokoha University Sena Campus

10am - 12pm

JASAL member Satomi Shibata will introduce the self-access centre at the Sena Campus of Tokoha University. Join us for a tour of the SALC facilities, the chance to hear from some teaching assistants who work in the centre and general discussion.

Sat 12th December, 2015

JASAL Mini-Conference

Kanda Institute of Foreign Languages, Tokyo

10am - 4:00pm

Will you be in Tokyo for the LD SIG conference on Sunday, 13th December? If so, why not join us for the JASAL mini-conference on the previous day at Kanda Institute of Foreign Languages in central Tokyo?

In the morning, join a tour of the two-floor SAC (VISTA ACT & VISTA SILC). If you like, please join our lunch time social. In the afternoon, we will have presentations and opportunities for discussion of SALL-related issues. It is possible to join for only the morning or afternoon sessions.

How to join the events:

Registration forms for both events can be accessed from the JASAL website:

<https://jasalorg.wordpress.com/conferences/>

More about JASAL:

JASAL is a non-profit professional organization devoted to promoting self-access language learning in Japan. We aim to provide a forum for our members to disseminate knowledge and share ideas about self-access language learning, running self-access centres and developing learner autonomy. At JASAL, we offer opportunities for professional development and networking, as well as offering our members practical help and support for self-access related projects. The association is free to join.

The organization was founded in 2005 by Garold Murray and Lucy Cooker, and now has over 150 members. The current committee is Katherine Thornton (Otemon Gakuin University), Dirk MacKenzie (Konan Women's University) and Hisako Yamashita (Kanda Institute of Foreign Languages).

Recent events organised by JASAL include a student conference at Okayama University where learners from different universities gave English presentations about their self-access facilities, and SAC tours followed by discussions at Sojo University in

Kumamoto and Kanda Institute of Foreign Languages in Tokyo.

To find out more, please check out our website:

<https://jasalorg.wordpress.com/about/>

How to join JASAL:

If you'd like to join JASAL, please send an email to our Membership Chair, Hisako Yamashita, at hisakoadvising@gmail.com, with your name, affiliation & preferred contact email address. Please also say that you found out about JASAL from Learning Learning.


Massive Open Online Courses (MOOCs) are an ideal way to learn when it suits you, where it suits you, and they provide opportunity to interact with other learners from around the world. MOOCs make it possible to attend courses offered by professors from MIT, Harvard, Sorbonne, and other top-level institutions across the globe on a range of subjects from basic liberal arts and intro to statistics courses introducing the latest in science, technology, and psychology. Perhaps the best part-there are no tuition fees! Currently, FutureLearn (<https://www.futurelearn.com/>) and Coursera (<https://www.coursera.org/>) are offering a variety of courses about teaching, learning, and learner development. Check them out below.


SiSAL Journal

STUDIES IN SELF-ACCESS LEARNING

SiSAL Journal is an open access, peer-reviewed, quarterly publication for those interested in the field of self-access language learning. The articles reflect the ongoing contributions to the field and are aimed at international researchers and practitioners. The scope of the journal incorporates self-access learning and skills support centres which aim to promote learner autonomy

<http://sisaljournal.org/>






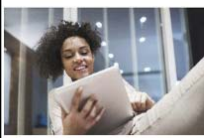
Learning How to Learn: Powerful mental tools to help you master tough subjects
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Creating Community: Learning Together 2

Sunday, December 13, 12:00–17:00

Otsuma Women's University, Ichigaya, Tokyo

two one-hour rounds of poster presentations/digital displays by students & teachers, with half-hour discussions after each round



interactive, informal, interesting

<http://ld-sig.org/creating-community-learning-together/>