

## LOOKING FORWARD | 今後のイベント

### Learner Development Sessions at JALT2019



#### Teacher Efficacy, Learner Agency

45th Annual International Conference on Language Teaching and Learning  
& Educational Materials Exhibition

WINC AICHI, Nagoya City, Aichi, Japan  
Friday, November 1, to Monday, November 4, 2019

#### Validating the Language Mindsets Inventory

Collett, Paul - Shimonoseki City University; Berg, Michael - University of Liverpool

**Sat, Nov 2, 11:00 AM - 11:25 AM; 1104 | Format: Research-Oriented Short Presentation**

The presenters will provide an overview of the language mindset inventory (LMI) (Lou & Noels, 2017), outlining the development and testing of a Japanese-language version. Factor analysis, validity, and reliability outcomes suggest positive functional equivalence between the two versions. Results suggest this is an effective measurement tool for learner agency and beliefs. We will discuss how the LMI can help provide a better understanding of the applicability of the mindset construct to FLL in Japan.

#### The Impact of Tutoring on ESL Learners' Writing

Schaffer, Seneca - California State University, Chico

**Sat, Nov 2, 11:35 AM - 12:00 PM; 1104 | Format: Research-Oriented Short Presentation**

To enhance ESL tutoring, this mixed-method research examined the impact one semester of one-on-one tutoring had on linguistic errors present in the writing of three college-level ESL students. Data generally showed that the employed tutoring approaches encouraged the acquisition of linguistic features and decreased their error occurrence, especially with increased tutoring sessions. However, differing participant outcomes prompted triangulation of quantitative and qualitative data which further illuminated variables crucial to tutoring's language acquisition potential.

### Re-Examining "Silence" in Multicultural Classrooms

Itoi, Kiyu - Ritsumeikan Asia Pacific University

**Sat, Nov 2, 12:10 PM - 12:35 PM; 904 | Format: Research-Oriented Short Presentation**

This presentation reports the results of a qualitative study that used semi-structured interviews to examine the oral and non-oral participation of a culturally diverse group of students in an international graduate program in Canada. The various modes of participation employed by the students will be discussed, as well as the pedagogical implications of these findings for multicultural classrooms.

### Differentiated Instruction in the Phil. Classroom

Atendido, Editha - Department of Education, Gen. Trias City; Columna, Ma. Glecita - Department of Education, Gen. Trias City

**Sat, Nov 2, 12:10 PM - 12:35 PM; 1108 | Format: Practice-Oriented Short Workshop**

This practice-oriented workshop is intended to share the practices of Filipino teachers in utilizing differentiated instruction in teaching English. Its main goal is to provide an overview of how differentiation may be done in a classroom with diverse learners and share the practice of Filipino teachers in using the approach in a Philippines classroom.

### A Newsletter Project for Self-Access Learning

Parsons, Andre - Hokkaido University of Education

**Sat, Nov 2, 12:10 PM - 12:35 PM; 1110 | Format: Practice-Oriented Short Workshop**

While self-access language learning is often associated with a physical space, it is not necessarily required. This presentation will describe an external self-access language learning activity in the form of a newsletter written and designed by students with the support of the presenter. Attendees will learn what is involved in carrying out such a project and be able to view sample newsletters.

### Teachers and Learner Autonomy: A Metaphor Analysis

Elliott, Darren - Nanzan University

**Sat, Nov 2, 12:45 PM - 1:10 PM; 1104 | Format: Research-Oriented Short Presentation**

This mixed-methods study examines the connections between language teachers' metaphors for language learning, and their beliefs and behaviours in fostering learner autonomy with two main research questions; What are the personal and institutional factors which affect how language teachers foster autonomous practices in their learners? How, if at all, do the metaphors teachers use corroborate their self-reported beliefs and practices in regard to learner autonomy?

### SMART Goals and Transfer of Presentation Skills

Haugh, Denise - Kyoto University of Foreign Studies

**Sat, Nov 2, 12:45 PM - 1:10 PM; 1109 | Format: Research-Oriented Short Presentation**

Specific, measurable, attainable, relevant, and time based (SMART) goals track and provide structure to goal setting. They consist of the intermediary steps that underlie successful outcomes. This tool, in addition to Dornyei's (2005, 2009a) L2 motivational self system is the basis of one course design on how presentation skills could cultivate the "I can do this!" attitude for speaking English, not only in an academic context but in the world at large.

### Visible Thinking: Routines for Engaging Learners

Healy, Rhian - South Metropolitan TAFE; Atkinson, Antony - Lexis Perth

**Sat, Nov 2, 1:20 PM - 1:45 PM; 1104 | Format: Practice-Oriented Short Workshop**

Visible thinking routines provide ESL teachers with the tools to create a more engaging learning experience for students. These routines help to make learning more relevant, deepen understanding, and encourage

students to engage with content in a more meaningful way. Making these routines a part of everyday classroom activities will foster collaboration and increase student motivation. This workshop will demonstrate useful routines that should be a part of every teacher's toolkit.

### **What We Know About Self-Assessment**

Butler, Yuko Goto - University of Pennsylvania

**Sat, Nov 2, 4:25 PM - 5:25 PM; 901 | Format: Research-Oriented Long Presentation**

Self-assessment has received increasing attention among educators. Despite its popularity, concerns have been raised regarding its subjectivity and a perceived lack of accuracy. I discuss the status of our understanding of self-assessment. I argue that commonly addressed concerns regarding subjectivity and accuracy stem primarily from a measurement-oriented notion of assessment of learning. Drawing from my research among young learners, I discuss how self-assessment can be used to directly assist students' learning. Sponsored by Tokyo JALT.

### **Active Learning as a Policy for Transforming Lives**

Barr, Blair - Otsuma University/Tamagawa University; Asami, Lorna S. - Keisen University; Ashwell, Tim - Komazawa University; Barfield, Andrew - Chuo University; Edsall, Dominic G. - Ritsumeikan University & UCL Institute of Education; Hurrell, Ian - Rikkyo University; Ikeda, Ken - Otsuma Women's University; Ishinuki, Fumiko - Kumamoto Gakuen University; Iwai, Kio - Rikkyo University; Kasperek, Nick - International Christian University; Kiernan, Patrick - Meiji University; Kojima, Hideo - Bunkyo University; Morgan, Jenny - Sophia University; Onoda, Sakae - Juntendo University; Sykes, Joe - Akita International University; Taylor, Clair - Gifu Shotoku Gakuen University; Tomita, Koki - Soka University; Yang, Fang-Ying - National Chiao Tung University

**Sat, Nov 2, 5:00 PM - 6:30 PM; 1002 | Learner Development (LD) SIG FORUM**

"Tell me and I forget. Teach me and I remember. Involve me and I learn" (Xiang, 818). Presentations in the Learner Development SIG Forum will critically explore what happens to learners when participating in active learning. In addition to considering active approaches in practice, topics will examine active learning in policy, online, through independent research, experiences, and as a theoretical concept. Timed rounds of interactive presentations will be followed by reflection for the SIG's newsletter.

### **Practical Teaching Strategies: Academic Sources**

Chambers, Jeremy - Temple University

**Sun, Nov 3, 9:15 AM - 9:40 AM; 1104 | Format: Research-Oriented Short Presentation**

When students are asked to find sources to support their writing, the process they go through to find something worthwhile will greatly differ between individuals. There is a difference between a simple "Googling" of something and the process of finding quality information. This presentation will highlight practical teaching strategies to help students navigate online databases more effectively.

### **Peer-Modelled Video for Language Learning**

Livingston, Matthew - Tokai University; Shrosbree, Mark - Tokai University

**Sun, Nov 3, 9:50 AM - 10:15 AM; 1104 | Format: Practice-Oriented Short Workshop**

Video featuring actual students performing language-learning activities can provide realistic and relatable peer models of behavior. When students watch students performing well, they are likely to learn more and gain a greater sense of self-efficacy. This workshop will outline why and how videos featuring students have supported learners in a Global Skills curriculum. In order to help teachers interested in making their own videos, each step of the video creation process will also be explained.

### **Learner Development SIG AGM**

Nakai, Yoshio - Doshisha University; Tomita, Koki - Soka University

**Sun, Nov 3, 11:45 AM - 12:45 PM; 1103 | Format: Meeting**

### Accelerating Literacy Growth for ELL/EAL Students

Housley, Lee Anne - ACHIEVE 3000; Goodman, Harris - ACHIEVE 3000

**Sun, Nov 3, 3:25 PM - 4:25 PM; 906 | Format: Practice-Oriented Long Workshop | Promotional Presentation**

We explore how online, differentiated literacy instruction creates accelerated literacy growth while promoting learner agency. We provide strategies to engage all students in their own learning process through provision of personalized learning, engaging resources at their precise reading level, opportunities to reflect on what they are learning, and independent practices driven by data. We discuss the importance of students reading a variety of texts, having collaborative discussions about content, and writing about connections they made.

### Developing Writers and Their Metaphors

Head, Ellen - Miyazaki International College

**Sun, Nov 3, 5:10 PM - 6:40 PM; 1002 | Format: Poster Session**

This poster presentation describes a project designed to enhance first year students' creativity and engagement by teaching them a set of peer coaching questions related to uncovering their metaphors for learning. The presenter asked students to peer coach each other in a small group and record the process in learning journals. The class was encouraged to reflect on the implications of their metaphors. The process of peer influence will be analyzed as complex dynamic system.

### Passion Project Journaling in the EFL Classroom

Kambara, Judith - Okayama University

**Sun, Nov 3, 5:10 PM - 6:40 PM; 1002 | Format: Poster Session**

After observing lackluster results with student journaling on prescribed topics, I introduced passion project-style journaling in my first-year university English classes for general listening and speaking. Students were asked to journal for the entire term about a topic in which they are already interested or one they would like to explore. Results showed marked increases in average words per entry and topic engagement. This has implications for promoting literacy and learner autonomy in language development.

### The SALC Series: Promoting Independent Learning

Kirchmeyer, Branden - Sojo University

**Sun, Nov 3, 5:10 PM - 6:40 PM; 1002 | Format: Practice-Oriented Short Workshop**

This poster provides an overview of a program called the "SALC Series" which was developed to strengthen the connection between a university's English program and the self-access learning center by systematically incorporating explicit instruction of independent learning strategies and resources into the pre-existing curriculum. The poster will graphically illustrate the program's developmental history, the series' structure, key concepts and tasks, and student usage data.

### Translanguaging Practice in EFL Classrooms

Sato, Manami - ECC Foreign Language Institute

**Sun, Nov 3, 5:10 PM - 5:35 PM; 1104 | Format: Research-Oriented Short Presentation**

Translanguaging is the process where multilingual speakers use their languages as an integrated communication system. In EFL classrooms in Japan, learners use English or Japanese when summarizing, opinion-sharing or activities in all the four skills, which is quite different from translation or code switching. Translanguaging can be more dynamic and fluid. With translanguaging practice, learners might acquire deeper understanding and develop fluency.

**Effects of Anxiety on Engagement and Efficacy**

Murrell, Hudson - Baiko University; Case, Stephen - Baiko University

**Sun, Nov 3, 5:45 PM - 6:10 PM; 1104 | Format: Research-Oriented Short Presentation**

This presentation examines the link between student anxiety levels regarding different aspects of a four-skills language course and how their anxiety levels affect their engagement with and perceived efficacy of tasks.

**A Closer Look at Language Learning Strategies**

Wood, Joseph - Nanzan University

**Mon, Nov 4, 9:15 AM - 9:40 AM; 1108 | Format: Research-Oriented Short Presentation**

This presentation will discuss survey and interview data from an advanced-level English class of 18 second-year Japanese university students concerning their use of Language Learning Strategies (LLSs). It will also discuss data results from a lower-level class who were introduced to the LLSs that the advanced class reported to have used and recommended. It will end with a discussion concerning the importance of strategy training and provide practical ideas on how to do it.

**Lessons From Successful Learners**

Kiernan, Patrick - Meiji University

**Mon, Nov 4, 9:50 AM - 10:15 AM; 1108 | Format: Research-Oriented Short Presentation**

This presentation introduces the attitudes of a class of advanced English learners at university to language learning. The students conducted hour-long peer-peer learning history interviews. The interviews were explored through a detailed qualitative multimodal analysis of the interviews that focused on community values using a communities of practice framework. The findings suggest a position at odds with the typical priorities of language education at university but in support of study abroad.

**Using Concept Maps to Facilitate EAP/EFL Speaking**

Wang, Yu - Xi'an Jiaotong-Liverpool University

**Mon, Nov 4, 10:25 AM - 11:25 AM; 1108 | Format: Practice-Oriented Long Workshop**

This study aims to report an attempt to investigate the correlation between reflective learning and EFL learners' speaking proficiency from an empirical research on using concept map in EAP courses. The presenter will firstly introduce how and why concept maps have been used from three aspects: L2 knowledge reflection and consolidation, Confidence building, and Learner Autonomy Raising. Participants will also learn how to design and develop a CM-related speaking activity/curriculum from a hands-on practice.

**Autonomy and ICT: The Curriculum Reform in Finland**

Yoshimuta, Satomi - Kwassui Women's College (April, 2019-); Sugihashi, Tomoko - Showa Women's University

**Mon, Nov 4, 11:35 AM - 12:00 PM; 1108 | Format: Research-Oriented Short Presentation**

This presentation will describe Finland's curriculum reform and classroom practice from August of 2016, which endeavors to maximize learner autonomy. It will first outline the issues around the recent revisions, next illustrate how high school teachers put them into practice with an emphasis on the use of ICT and flexible assessment, and lastly present practical implications to the Japanese educational settings, which will offer new insights for teachers who value autonomy.

**Using Word Cards to Foster Creative Thinking Skill**

Davis, R. Alan - McGraw-Hill Education

**Mon, Nov 4, 12:10 PM - 12:35 PM; 1108 | Format: Practice-Oriented Short Workshop**

Creativity is critical for success in 21st century professional and academic environments. Due to this, teachers are sometimes asked to incorporate creative thinking development into their lessons. This may be challenging for teachers who don't see a natural link between creative thinking and their English lessons. In this



workshop, we will explore this link and learn some practical, easy-to-use activities to make vocabulary lessons more focused on developing creative thinking skills.

### Exploring Students' Learning Beyond the Classroom

Murase, Fumiko - Ryukoku University

**Mon, Nov 4, 12:45 PM - 1:10 PM; 1108 | Format: Research-Oriented Short Presentation**

Although language learning beyond the classroom and classroom learning are equally important. The former can often be invisible to teachers as it literally takes place outside the classroom. This study aims to examine the reality of students' English language learning beyond the classroom, which even takes place outside the institution, by administering an online questionnaire to first-year and second-year students at a university in Japan.



## Creating Community: Learning Together 5 (CCLT5)

**Sunday December 15th 2019**

### Call for Contributions (DEADLINE NOVEMBER 15th)

Creating Community: Learning Together 5" (CCLT5) is an informal, supportive conference, taking place on Sunday, December 15, from 11:00-17:30 at Otsuma Women's University, Chiyoda-ku, Tokyo.

この度の開催で5回目を数える「コミュニティの創造：共に学ぶ (CCLT 5)」は12月15日 11:00-17:30に東京都千代田区にある大妻女子大学行われるカジュアルでサポータティブなカンファレンスです。

This year, we aim to have "learning actively" as our central theme and invite you to take part and explore how this is linked to learner development.

今年のテーマを「アクティブに学ぶ」に設定しました。私たち主催者は、参加者の皆様が「どのようにLD SIGのテーマである『学習者の発達』と今年のテーマ『アクティブに学ぶ』を関連付けるのか」というワクワクした心でカンファレンスの準備を行なっています。

We warmly invite proposals from students and Learner Development (LD SIG) members who are interested in reflecting on their teaching and learning experiences this year and sharing how they have developed through these experiences.

そして、今回のイベントを通して学生、そしてLD SIGのメンバーが、学習者の（としての）発達を行なってきたかという振り返りを行う機会を得ることができれば幸いです。

We would like to hear from LD SIG members who have encouraged their learners to be more active in the learning process and take greater responsibility in their learning. Presenters may focus on:

-> How they encourage their learners to learn actively and/or take responsibility for their learning?

-> and any challenges they faced or insights they discovered?

プレゼンテーションの作成する際に、LD SIGのメンバーには、「学習の積極的な参加を促す方法」、そして、「学習者が自身の役割を認識してもらう方法」を以下の点から考えていただければと思います。

1. 学習者に積極的に学習に取り組んでもらう方法や、自身の学習者としての役割を認識してもらう方法
2. 上記を達成する過程で経験した困難や、知見等。

We would also like to hear from their learners who have been able to learn more actively. Presenters may focus on:

-> How they were able to learn actively and/or take responsibility for their learning?

-> and what they learnt from doing so?

学習者の皆様には、「より積極的に学習に取り組む方法」を聞くことができればと考えています。プレゼンテーションの中では以下の点を考慮に入れていただければ幸いです。

1. 学習者に積極的に学習に取り組む方法や、自身の学習者としての役割を認識する方法。
2. 上記を行なった過程で何を学んだか等。

Participants will be encouraged to take part, through commenting and asking questions actively, and presenters will be able to gain new insights from this. After each round of presentations, there will be reflection circles and presenters and participants will have the opportunity to develop their understanding together.

参加者の皆様にはプレゼンテーション中にコメントや質問を聞くなど積極的に参加し、このイベントを通して少しでも多くの新たな知見を得ていただくことができれば幸いです。プレゼンテーション終了時には、振り返りグループをその場で設け、プレゼンターと参加者が扱われた内容に対する相互理解を深める予定です。

Both student and teacher presenters will receive a certificate of participation, and there will be an opportunity for both to share a written reflection of their experiences of participating in the conference in the LDSIG's newsletter Learning Learning.

参加者の皆様には参加証として証明書が授与され、最後には今回のイベント全体の振り返りを行なっていただきます。また、LD SIGが発刊するニュースレター Learning Learning でその振り返りをシェアしていただければ光栄です。

To register as a presenter and to submit a proposal, please complete the following form <<https://forms.gle/idsS6CTkYkXBzNvw6>> . If you have a question or wish to contact the organizers, please send an email to <[ldsigtokyogettogether@gmail.com](mailto:ldsigtokyogettogether@gmail.com)>, and we will get back to you as soon as we can.

プレゼンターとしてご参加を希望の方、またはプロポーザル提出の方は次のリンクをご確認ください <<https://forms.gle/idsS6CTkYkXBzNvw6>>。疑問や主催者への質問がある際には、次のメールアドレスにご連絡下さい<[ldsigtokyogettogether@gmail.com](mailto:ldsigtokyogettogether@gmail.com)>。