Looking Forward | 今後のイベント

Dates: May 14-16, 2021.

Venue: PanSIG 2021 will be held online due to ongoing concerns over the COVID-19 situation.

Website: <pansig2021.eventzil.la>

Conference Fees:

- JALT Members: 3,500 yen
- non-JALT Members: 5,000 yen
- students: free *(either JALT student members, or full-time students with proof of student status, such as a valid student ID)*

LDSIG FORUM:
Challenges in Multilingual Learner Development

Sat, May 15, 13:00-14:30 JST

Connecting with the theme of "Local and Global Perspectives: Plurilingualism and Multilingualism," we invite proposals in which presenters explore the development of linguistic diversity in learners' lives and environments, whether within formal education or in the wider world. What affordances and constraints do learners face in developing their linguistic repertoires beyond a simple binary of first and second language? What challenges do they face as multilingual learners and users in participating in different communities and in becoming more autonomous? What peculiar trajectories do learners' language biographies take, and what dilemmas, questions, or puzzles do they have? Why? In this Learner Development SIG Forum at PanSIG 2021, we would like to explore the challenges and benefits of learning and using multiple languages from diverse perspectives. We welcome digital and poster displays that engage with learner language biographies, learning strategies, lingua franca, majority/minority language use, content-based learning with more than one language, CLIL, and other related topics and issues.

Our aim is for presenters and participants to engage in a lively exploration of the challenges of multilingual learning, use, and development. Depending on the number of presentations, the forum will feature timed rounds of interactive presentations followed by reflective writing and discussion. Presenters and participants will also be invited to contribute writing and related multimedia resources to the LD SIG's newsletter, *Learning Learning.*

Other Sessions related to Learner Development:

As yet, the times of these presentation are yet to be confirmed, please click the titles for more information.

Exploratory Practice in an L2 Genre Writing Class
Matthew Miner

This presentation initially defines Exploratory Practice, a style of practitioner research in response to Action Research (Burns, 2003) that seeks to integrate classroom research and empower students as co-researchers studying language classroom quality of life (Allwright, 2005). The presenters discuss implementation of EP into a Japanese university freshman-level reading and writing class that follows a genre approach. The presenters will share results of an ongoing EP project which contextualizes genre writing of academic research papers by instilling concepts of autonomy, personalized language-learning research topics, and teacher-student collaboration. The presenters will end with reflections and suggestions on the potential role and benefits of EP in the language learning classroom.

Online Poster Sessions as a Student Activity
Malcom Swanson

Poster sessions, whether face-to-face or online, require a different set of skills than presentations or speeches. Presenters work with just one poster or slide, can only give a brief explanation, and must then respond to a constantly changing group of viewers. The interactive

and dynamic quality of poster presentations can offer university students useful opportunities to develop these explanatory skills in a very structured setting without the pressure of large audiences or a set script. In this session, I will describe our experiences of running an online poster presentation event in our university in Kyushu. The programme was intended as an opportunity for our 4th-year students to showcase and share their graduation thesis findings to inspire younger students. I'll explain the system we used, and some of the many pitfalls we encountered - and how we intend to improve the process for next year's event.

The Efficacy of Online learning: A Students' Perspective Survey

Dr. Michael Greisamer

During the spring of 2020 Universities in Japan for the first time began either partially or fully to teach classes online. This sudden change in the way students are taught created a new style of learning, for them as much as the teachers, and as such, initiated discussion about the quality of learning and the effect on students. The implementation of online learning has the potential to substitute or supplement traditional language teaching far beyond the initial purpose; the safety of staff and pupils via social distancing during the Covid19 pandemic. The purpose of this research was to assess student responses to the first semester of online teaching and explore in what ways online education enhances language education for university students. A large number of university students (N=642) in the Kansai area were surveyed. The data is collected from University students in the Kansai area via an anonymous survey with a sample set of 642. Questions focused on their readiness to embrace online learning, their anxieties and what effects learning online has had on their learning in general. The results indicate that while the students accept the situation they would rather get back to on-campus face-to-face (F2F) classes. As online learning is now expected to continue at least for the next semester, the presenter will discuss the results of the survey as well consider what effective strategies students can use to manage their continued online learning. Questions of student satisfaction and student retention will also be considered.

Making classes 'SMART' to boost motivation and achievement

Stephen Harris / Robert Stroud

Self-Determination Theory states that all humans possess the motivation to improve and feel a resultant sense of achievement (Reeve, Deci & Ryan, 2004). One problem which can hinder such motivation and progress for students studying English is a lack of clarity of the expectations for their oral performance. Research shows that students will make greater efforts if they are shown where their performance 'is', where it should 'go' and 'how' to get it there (Atkin, Black, & Coffey, 2001). In addition, clarifying the purpose of the learning for real-world use beyond the classroom will further motivate students to improve. This presentation explains how such theories of learning and human psychology can be applied to language learning classrooms by using original 'SMART' checklists, designed specifically for second language oral tasks. These checklists better define and direct students' efforts so that classes demonstrate higher levels of motivation and resultant achievement in learning English speaking skills. By clarifying oral task Skills, Measures, Actions, Reasons and Time, students become more focused on and confident at improving their speaking skills over time. The presenter will give clear examples of how to create and apply these SMART checklists to existing oral tasks to motivate and engage students.

Motivation and meaningful connection in the changing classroom

Andrew Reimann

The main goal of language learning is undoubtedly social. We all have a strong desire to connect with others in meaningful ways, sharing experiences, exchanging information, or collaborating. Apart from language skills, connecting with others in meaningful ways requires intrinsic motivation, self efficacy, social and emotional intelligence as well as other traits or states that make up interpersonal competence (Spitzberg, 1989; Goleman 2006). This presentation will discuss key issues affecting relationship building and communication in the modern classroom through demonstrating activities and strategies for improving interpersonal skills and meaningful connections in both early and higher education contexts. These include storytelling,

collaborative video projects and interactive presentations, all of which can help to provide learners with opportunities to develop empathy, self-awareness, active listening, critical thinking, assertiveness, sensitivity, and tolerance of differences. With the rise of online learning, social media-based interaction, and social distancing norms, making 'real' connections with others is becoming increasingly rare and difficult. By using relationship-building strategies to become better communicators, learners can develop multiple competencies and a multilevel awareness needed for making meaningful and interpersonal connections.

The evolution of a four-dimensional EFL classroom

Adrianne Verla Uchida

Teaching students only English is not enough these days. While students do need to master the four skills of reading, writing, speaking, and listening, they also need the skills known as the 4Cs: critical thinking, creativity, collaboration, and communication. Additionally, there is a need to foster students' character and metacognitive abilities. The Center for Curriculum Redesign's Four-Dimensional Education Framework (Fadel, Bialik, & Trilling, 2015) is designed to foster all of those traits in students. The framework emphasizes the importance of four dimensions that are essential to learners in the 21st century: knowledge, skills, character, and metacognition. A flipped learning approach was used to assign the grammar drills as homework and class time was spent participating in group tasks and projects that utilized the homework and integrated various dimensions of the framework. This study examines student perceptions about their growth as English language learners over a semester-long, first-year required EFL course with a focus on grammar. The course was held in the spring semester each year. Data were collected over three consecutive years from three different groups of students by analyzing the instructor's syllabi, student reflection sheets and a voluntary post-course survey. How the tasks and projects were designed and implemented over each semester to engage students with the traits from the framework will be discussed. Additionally, ways that other educators can implement the framework and the various tasks and projects will be shared.

Every language learner is different: A personal perspective

Dominique Vola Ambinintsoa Razafindratsimba

As a learning advisor (LA), I often reply, "It depends. Everyone is different" to my advisees' "how-to" questions, before engaging them into what is referred to as an "intentional reflective dialogue" (Kato & Mynard, 2016). My role as an LA and my research on learner autonomy have enabled me to understand and accept the uniqueness of each learner's experience with their language learning. The latter involves internal factors such as personality, motivation, agency, and feelings about the language. These factors can be influenced by external factors such as the learning environment, including the geographical location (Benson, 2020), the society and the culture to which the learner belongs (Little, 1999). The frequent "how-to" questions from my advisees prompted me to reflect on my own language learning journey, including the struggles, the successes, and the fluctuation of emotions related to each of the five languages I have learned. I used some advising tools to help me with my self-reflection, and then, writing as a "method of inquiry, a way of finding out about [my]self" (Richardson, 2000). In this presentation, I will discuss my self-reflection and the self-awareness resulting from it. I will then suggest some implications for language teaching, mainly highlighting the need to promote learners' self-reflection.

Multilingualism in self-access learning centres in Japan

Katherine Thornton

Self-access centres, non-classroom language learning spaces which promote learner autonomy and provide an informal setting for extra-curricular language learning, are now common facilities at campuses across Japan. While some of these centres are multilingual, others promote only one foreign language (usually but not always, English). On establishing and subsequently operating such a facility, language policy and how target languages are promoted and supported are important aspects to be considered, which will determine how potential users interact with and in the space.

This presentation will present some of the main findings from a KAKEN project investigating language policy and language use in self-access learning centres

(SALCs) across Japan. Several institutions were chosen as case studies. Through surveys, interviews and focus groups, data was gathered from SALC directors and administrators, learning advisors, instructors and students about attitudes to policy and how language is used in these semi-naturalistic language learning spaces. Issues arising from the data include the roles of motivation, identity and autonomy in student language choice, the dominant role of English, and how attempts are made to make space for multilingualism.

Exploring a Full-Time Learning Advisor's Autonomy

Andre Parsons

In self access, there has been much research on learner autonomy (Benson, 2007; Benson & Voller, 1997; Dam, 1995; Holec, 1981; Little, 1991,1999, 2007; Sinclair, 1999). Nevertheless, to our knowledge, there have been few to no inquiries into learning advisor autonomy (cf. Shirakawa, 2018). Having proposed a model for understanding learning advisor autonomy via teacher autonomy (Warrington & Parsons, 2019) and subsequently applied it to ourselves to test its feasibility (Warrington & Parsons, 2020), this presentation stands as an attempt to further address the aforesaid gap in the research literature. Discussion will first focus on what learning advisor autonomy looks like through the lenses of professional freedom (Pearson & Moomaw, 2005; Vieira, 2006), continuing professional development (Huang, 2005; Smith & Erdoğan, 2008), and the phenomena of the interconnectedness between teacher and learner and their mutual and simultaneous development (Jiménez Raya, Lamb, & Vieira, 2007; Little, 2007). Thereafter, attention will be turned to a case study which examined one full-time learning advisor's autonomy using these lenses and the implications and future directions of this for his 'learning advisor self' and the underlying identities within it.

JALTCALL 2021

Dates: June 4-6, 2021.

Venue: Hirosaki Gakuin University, Hirosaki, Aomori & <https://jaltcall2021.eventzil.la>

More information: see here: <https://jaltcall2021.eventzil.la> or here <https://jaltcall.org>

Call for presentiners: LD Forum at JALTCALL

Reimagining Learning Communities Online

Submit proposal here (Deadline April 23, 2021)
https://docs.google.com/forms/d/e/1FAIpQLSd9qr6VVoORvWdZk3PJIfZTKAY2emQf0UUl__FKdjxRx1oEdg/viewform?usp=sf_link

Connecting with the theme of the last year with emergency remote teaching, we invite proposals in which presenters explore the development of language learning communities during online classes. In the spring of 2020, we were all suddenly faced with the challenge to bring our institutions of learning to a fully online environment. This undoubtedly challenged the way we interacted, worked, and learned. How did learners and teachers first respond to the emergency? What challenges and questions were encountered? How did learning evolve into a "new normal"? What aspects of this new normal will affect the ways the community will return to classroom learning? In this Learner Development SIG Forum at JALTCALL 2021, we would like to hear what tools were used to navigate the new normal, and what were the challenges and benefits of these tools for the learning community. We welcome digital presentations that explore the use of particular applications or websites with learning groups or individuals. In addition, narratives, interviews, and other explorative research into the social constructs that developed with online learning will also be accepted. Our aim is for presenters and participants to share both the rewards and challenges that we encountered in this period of online teaching and to discuss ideas about how this could challenge future directions to learning and learner development. Depending on the number of presentations, the forum will feature timed rounds of interactive presentations followed by reflective writing and discussion. Presenters and participants will also be invited to contribute writing and related multimedia resources to the LD SIG's newsletter, *Learning Learning*.