

## Looking Forward

### 今後のイベント

## LD SIG Forums 2023

### 2023年のLD SIGフォーラム

These are great opportunities to showcase your practice, professional reflections, and research ideas. Even if you are just working through your ideas, this is a chance to present them and get feedback from informed and supportive colleagues.

教育実践、考察、研究のアイデアなどを発表する絶好の機会です。たとえ、まだアイデアを練っている段階であっても、この機会に発表し、情報通で協力的な同僚からフィードバックを得てください。



## PanSIG

Looking Forward: Sustainable futures in language education

*Kyoto Sangyo University, May 12-14, 2023*

### Vetted Submission Deadline (審査提出期限)

Now closed

### Forum Sign-Up Deadline (フォーラム提出期限)

Now closed

### Registration

Now open

## CONFERENCE FOCUS

From kindergarten to higher education, how will 'the classroom' evolve? How can we prepare teachers to foster the kind of creative and critical thinking that really matters?

### LD FORUM TITLE AND FOCUS (フォーラムタイトルとテーマ)

**Theme:** *Learner involvement in developing learner-centered pedagogies and practice*

**What is it about:** This forum will explore the potential benefits of learner involvement in the development of learner-centered pedagogies and practices. Presenters will explore different practical, innovative and collaborative approaches to all areas of the teaching and learning experience, taking into account the voices of learners and their capacity to craft their own future.

The LD-SIG forum at PanSIG 2023 will be held on **Saturday, 13th May** in **Room S204** from **4:15pm** until **5:30pm**. While the forum itself is only 60 minutes, the additional time will be spent on closing comments and networking (if desired). Our schedule is available [here](#).

## ABSTRACTS

### Learner-generated materials for English communication

*Ivan Lombardi, University of Fukui*

From April 2023, I will teach an advanced English communication course for first-year university students who plan to study abroad in the anglosphere during their undergraduate years. The course meets twice a week for a total of 30 times (90 hours). It will follow an exploratory practice approach in which students work in small groups to create, test, and revise learning materials based on the actual communicative situations they experience as freshmen (meeting other students, registering for courses, finding accommodation, interacting with the instructors, and other themes chosen by the students). The goal of the course is for learners to reflect on their daily communicative events and become able to recreate them in English.

### Instructor's involvement or interference in a learner-centred practice

*Mizuka Tsukamoto, Ritsumeikan University*

This is an ongoing study on encouraging students to take ownership over learning through working in groups. The attempts have encountered various challenges but with some successful aspects. Through the process, improvements have been made to improve the learning experience for both the students and instructor. The poster describes how the group work took place in an online environment, the successes and the challenges that the instructor faced due to her involvement or lack of involvement in the process. Discussion will extend to what measures could be taken for improvement.

### Applying learner-centred pedagogies to bring DEI content and issues of ethical travel into an “English for Tourism” course

*Jennifer (Jenny) Morgan, Sophia University, CLER*

In designing content and materials for a university “English for Tourism” elective course, the presenter wanted to expand on the typical situational roleplays in many “Travel English” textbooks (e.g. How to greet foreign travelers at the hotel) and bring in awareness of diversity, equity and inclusion (DEI) and an ethical traveler’s mindset from the course outset. The presenter will share materials and activities that encourage learners to draw on their own rich experiences of diversity and interests in travel and tourism, and co-create knowledge with their peers through roleplays, discussion, research and presentations. While developing language skills and expanding their content knowledge, students take ownership of their learning and develop a critical understanding of important related issues including ethical travel, DEI, and sustainable tourism in today’s globalized world.

### Preparing for PBL in a First-Year University Classroom

*Robert Moreau, Meiji University*

Project-based learning (PBL) can be an effective way to create student-centered learning opportunities. Through the completion of projects, students can not only develop their communication skills in the target language, but also grow as autonomous learners through the choices they make involving the researching, gathering, and organizing of information. This presentation explores the initial stages of the introduction of PBL into a first-year university, global issues classroom using a five-stage framework proposed by Stoller and Myers (2020). During this poster session audience discussion will be encouraged. It is hoped that through the sharing

of ideas and experiences using PBL, teachers will be able to consider new ideas for facilitating learner development in their classes.

### **Co-Constructing Academic Literacy with Multimodal Conversations**

*Ellen Head, Miyazaki International College*

Academic Literacy is particularly challenging when first year students enter college with a level around CEFR A1 or 2, and have to participate in CLIL or EMI courses. In this poster presentation, we take a look at how a social-constructive approach was used in order to help students develop their writing personas and schemas. Lea and Street (2006) point out that academic literacy is not simply a matter of written products, but entails a complex of abilities and skills. In our course, the textbook *Q Skills for Success* (Lynne, 2019) provided the main focus. Students were challenged by the level of critical thinking demanded by the book, as they did not assume that English classes would require it. In addition, it was very attractive for them to use digital translation as an alternative to using a dictionary, and they sometimes translated chunks of text. How could the students develop the skills of writing and have confidence in their ability while using these resources? It was vital to create a conversation spanning various genres including writing and speaking, formal and informal, digital and non-digital, L1 and L2, in order to authenticate the students' writing. The poster will use data from student's learning journals, feedback questionnaires and paragraphs to address the development of academic literacy in the first year of their course.

### **Creative Online Elements for Learner Ownership are Encouraged During Face-to-Face Learning**

*Stacey Vye, Saitama University*

This poster session provides several examples of supportive behaviors that facilitate greater learner ownership and engagement during remote learning at a university self-access learning center (SALC). The learners' preferences for attending the SALC for group advising were analyzed before, during remote learning online, and afterward when the center resumed face-to-face and online hybrid sessions. Additionally, the advisors participated in focus group sessions for the same duration. The focus group identified valuable elements that increased learner ownership during online advising because learner engagement strengthened from effective personalization in a creative digital venue associated with remote learning. As a result, the learner autonomy-supportive online strategies are encouraged in a hybrid environment for promoting learner ownership, as detailed in the LD-SIG Forum.

### **Understanding students' English speaking anxiety in face-to-face and online contexts**

*Emily Choong, Utsunomiya University*

Language teachers need to be aware of their students' worries about learning English so that the classroom can be a safe place for them. The Foreign Language Classroom Anxiety Scale (FLCAS) has been widely used to measure language anxiety. This presentation talks about how the instrument was updated to reflect the focus on speaking skills and the changes in English learning environments due to the pandemic. FLCAS was adapted to address English speaking anxiety in Japanese EFL undergraduates in face-to-face and online learning contexts. The presenter will discuss the cultural appropriateness and content validity of the instrument. This study hopes to inform language teachers on how to tackle psychological aspects of language learning to create low-anxiety classrooms in the future.

### **Supporting student-run SALC Workshops**

*Katherine Thornton, Otemon Gakuin University*

English Cafe at Otemon (E-CO), Otemon Gakuin University's self-access centre, has always had an active student volunteer group which supports our activities. In recent years, in addition to working

at the counter and organising seasonal events, students have started to plan and implement their own workshops. Topics include: study abroad experiences, Chinese language and culture, and UK culture. In this poster presentation I will explain how we have helped students to develop the skills to run these workshops successfully, and what challenges we have encountered in the process. Voices from the students themselves will be highlighted to show how they have gained from these experiences.

### Learning form the learners: Keeping up to date with emerging resources for language learning beyond the classroom

*Jon Rowberry, Sojo University*

With the proliferation of apps and online tools for language learning it is increasingly important that learners themselves play an active role in identifying resources rather than relying on teachers and learning advisors for guidance. This interactive poster will present an ongoing project in which students make short, slide show videos to introduce their preferred resources for language learning and explain how they use them. The videos are then made available to peers and future cohorts of learners. The outcome of the project is that both learners' and instructors' knowledge of popular and emerging resources for language learning is constantly updated. Participants will be able to view some example videos and learn how the project was set up and administered.

## LD SIG 30th Anniversary Conference

**Theme:** *Learning for change and action, making a difference for the future*

**Date/Location:** October 21st (Sat) and 22nd (Sun). Venue to be announced (in Tokyo).

**Format:** Presentations, workshops, and forums for teachers, and poster presentations for teachers and/or their students.

**Next steps:** The Call for Proposals and Contributions will go out later in April. Watch Facebook and LD SIG news for more updates!

This conference is being organised in collaboration with two other SIGS (TBA) to celebrate the LD SIG's 30th Anniversary. The two-day conference will explore how to encourage learners to engage in their learning to make a difference in their lives, their local communities, and beyond. We hope you will mark the dates in your diary and will begin to consider with your students how you could take part. It promises to be a fun and exciting event.

**テーマ:** 変化と行動のための学習、未来への変化をもたらすために

**日時・場所:** 10月21日(土)・22日(日) 会場未定(東京都内)

**フォーマット:** プレゼンテーション、ワークショップ、教員向けフォーラム、教員および・またはその学生向けのポスタープレゼンテーション。

**次のステップ:** 大会発表の申し込み内容の詳細は4月後半にお知らせする予定です。最新情報はFacebook、LD SIGのニュースにてご確認ください!

この大会は、LD SIGの30周年を記念して、他の2つのSIGS(未定)と共同で開催されます。この2日間の大会では、学習者が自分の人生や地域社会に、更にはこれらを超えて変化をもたらすために、どのように自分たちの学習への取り組みを促進していくのかを探求します。ぜひこの機会をお見逃しなく、皆様の学生と一緒にご参加をご検討ください。楽しくてエキサイティングなイベントになることをお約束します。



JALT 2023  
GROWTH  
MINDSET  
in language education

## JALT 2023

Growth Mindset in Language Education

Tsukuba City, Ibaraki, November 24-27, 2023

The LD Forum is being planned and will be promoted shortly.

### Vetted Submission Deadline (審査提出期限)

Now closed

### Vetted Submission Deadline

Sunday, May 21, 2023, 11:59pm JST

## LD FORUM TITLE AND FOCUS (フォーラムタイトルとテーマ)

**Theme:** *Thinking in different ways: Perspective-taking for growth*

**Deadline for proposals:** Monday, May 1, 2023 | Submit via this [Google Form](#)

**What is it about:** This forum will explore perspective-taking in language learning pedagogies and practices. At the core of perspective-taking is the consideration of pedagogies and practices that encourage learners to think about alternative perspectives, and seek new information, ideas and/or experiences. Presenters will explore how this occurs in- and out-of-classrooms, how it can be encouraged, and the benefits and challenges associated with seeking out and considering alternative perspectives. Questions that could be tackled are:

- What kinds of perspectives should we encourage learners to explore? Why?
- What kind of perspectives have been explored in your language classrooms?
- How can materials and resources be used to explore different perspectives?
- What processes are involved in challenging learners' current perspectives?
- What benefits do learners gain from taking on novel perspectives?
- How do learners' past experiences inform their current attitudes toward perspective-taking?

The forum will include practitioner research and practice-related accounts exploring dynamics of perspective-taking in and beyond language classrooms, and how these dynamics influence, inform or inhibit learner development. Perspectives may focus on those from all stakeholders such as, the learners themselves, language teachers, advisors, and programme directors.

In the forum participants will have opportunities in pairs and small groups to discuss and reflect on the here and now of collaboration between practitioners and learners.

**Where and when:** This forum will take place during the JALT 2023 conference on **November 24 to 27, 2023** at [Tsukuba International Congress Centre](#), Ibaraki, Japan.

**Format:** 60-minute poster presentations (individual or small group); in-person.