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**Working Papers in Language Education and Research:
Abstracts Only**

Yuki Hasegawa presented the following paper at the TESOL Spring Conference 2013 on February 16th at University of Hawaii at Hilo, Hawaii. Her work was subsequently submitted to the Hawaii TESOL Proceedings.

Students' experiences of autonomous English learning in high school and university

Abstract

It is common to hear freshman students at Kanda University of International Studies (KUIS), Japan, expressing their surprise or shock regarding English classes as they compare them to what they had been experiencing in their high schools before they enter KUIS. This may be due to the fact that KUIS promotes learner autonomy in its curriculum which Japanese learners have not experienced very much until they entered the university. Although some assumptions could be offered, little has been researched on how the English classes differ from the ones offered in high schools and at KUIS, and whether students had any experiences of autonomous English learning at high schools or not. This research was conducted by administering a written questionnaire to 27 freshman students who were studying two languages, English and another language, as their major. Follow-up interviews were administered with 5 of the participants for more detailed answers to their answers on the questionnaire. The collected data were analyzed qualitatively. This paper presents the responses from students and portrays the English classes that they had been enrolled in as high school students. In addition, this paper also presents the students' experiences of autonomous English learning before entering KUIS.

Tetsuko Fukawa presented the following poster at CamTESOL in February, 2013. Her work was subsequently submitted to *JALT MyShare*.

Abstract

This poster presentation will introduce English lesson ideas to allow students to actively participate in discussions, which enhance their critical thinking skills as well as decrease their anxiety over class participation. The curriculum was designed for Japanese university non-English majors. The course goal is to become proficient at expression of self and students' own culture through expansion from their own knowledge. Lesson content focuses on mini presentations (i.e., effective self-introduction and sharing background information with a poster), how to introduce own culture from different perspectives (e.g., history and attitudes towards tattoos), and final presentation. This framework can be applied to various teaching contexts with different cultural information.

Allan Nicholas presented the following paper at CamTESOL, in February 2013. His work was recently submitted to the *Pedagogies Journal*.

Developmentally sensitive assistance and development: Collaboration between Japanese EFL learners

Abstract

This study investigates the extent to which Japanese learners of EFL are able to offer assistance to their peers while engaging in pair work, and whether that assistance is sensitive to the needs of their partner. Grounded in sociocultural theory, the study assesses the extent to which the study participants identify and respond to a partner's developmental level, offering appropriate help. Further, evidence in the data of learner development is examined. Six first grade university learners of EFL participated in the study, and were placed in to three pairs. Each pair was given a set of pictures in random order, and was asked to construct a story from the pictures, first orally, then in writing, working together closely with their co-participant. The audio-recorded sessions were transcribed and analysed for instances of developmentally sensitive peer-peer assistance, as defined by Aljaafreh and Lantolf (1994). Numerous examples were found throughout the data showing all study participants being capable and willing to offer such assistance to their peers. Further, evidence was found of the assistance leading to development in task performance.

James Owens presented the following paper at the ACE conference in Osaka 23-27th October, 2013. His paper was published in the ACE proceedings.

Designing a Curriculum for the Advanced Stream of a Foundational Literacies Course

Abstract

Originally, members of the Basic Skills project at Kanda University of International Studies were given the task of developing a new curriculum for the Basic Reading course. Recent developments, however, have complicated this task. The new course being designed has been renamed 'Foundational Literacies' to better reflect the move away from traditional thinking about teaching literacy and cognitive skills, and instead focus on what is called a 'Multiliteracies' pedagogical approach. A Multiliteracies pedagogy suggests a new way of looking at the idea of 'literacies' that is more compatible with the modern world, a move away from the traditional one-dimensional view of literacy. It means providing access to what learners really need in order for them both to empower themselves and to become functional, effective and successful

members of what is now often labelled a 'post-Fordist' world of 'fast capitalism'. In such a society, a much larger range of skills and the capacity to interact in many different ways with many different people are essential. Older, simpler models of teaching literacy are no longer relevant. The paper will describe the process we have used so far to begin designing a completely new course, intended for an advanced stream of learners, and a justification for some of the decisions we have made in this process. The project is as yet unfinished, and is undergoing constant re-evaluation, but reading about our process and decision-making may prove useful for other teachers and course designers who currently find themselves in similar situations, or for those who are curious about what a Multiliteracies-focused curriculum may look like.

Luke Rowland presented the following paper at CamTESOL, February 2013. His work was subsequently published by the *System Journal*.

Rowland, L., Canning, N., Faulhaber, D., Lingle, W., & Redgrave, A. (2013). A *multiliteracies approach to materials analysis*.

Abstract

This study reports the results of a materials analysis project carried out using the Knowledge Process framework as a guide. The knowledge processes – experiencing, conceptualising, analysing, and applying – are four ways in which people interact with the world and create new knowledge for themselves. The processes are recognized as important within multiliteracies pedagogy, which is an approach to literacy education emphasizing the diverse ways that people make meanings and communicate their understandings to others in accordance with their individual and shared identities, histories, motivations and sociocultural affiliations. The results of the materials analysis project reveal that the majority of the analysed English language teaching materials at a Japanese foreign languages university target the knowledge process of experiencing, while very few materials require students to conceptualise or analyse information. Through a discussion of these results, the authors contend that the Knowledge Process framework represents a novel and useful materials analysis instrument for determining how teaching materials encourage students to engage with lesson content in EFL literacy lessons.

Satsuma Yamaguchi presented the following paper at Hawaii TESOL Conference 2013.

Yamaguchi, A. (forthcoming). Evidence of learner autonomy in a self-directed learning course. In J. Mynard & C. Ludwig (Eds.), *Autonomy in language learning: Tools, tasks and environments*. Canterbury, UK: IATEFL.

Abstract

This study examines university freshman students' development of learner autonomy in the context of a private university of foreign studies in Japan. An exploratory case study takes place in an innovative eight-week self-directed learning course, called the Learning How to Learn (LHL) module investigates their development of learner autonomy. The analysis draws on Holec's (1981)'s definition, "the ability to take charge of one's' own learning" (p. 3). Meanwhile, O'Malley and Chamot's (1990) model of learning strategies was employed given that learner autonomy could be promoted by an appropriate set of strategies (cf. Wenden, 1991; Benson, 2001). In a search for evidence suggesting learner autonomy, reflections written by nine students who took the LHL were investigated under a content/ thematic analysis. There was evidence pointing to cognitive, metacognitive, and affective awareness as well as students' willingness to take charge of their learning. This article concludes with suggestions for further investigation on self-evaluation in the context of Japanese learners of English.