

Presenter: Ashley Bartholomy

Presentation Title:

Teaching Approaches for Foster Language Learner Autonomy

Synopsis:

February's presentation will explore the nuanced landscape of autonomy and related terminology and ways to foster autonomous learning in the classroom, focusing on studies of first-year university students in Japan from the past five years. The research to be presented draws insights from the presenter's master's dissertation titled, "Examining Teaching Approaches for Fostering Language Learner Autonomy in Japan: A Qualitative Research Synthesis".

This presentation will discuss the current discourse of language learner autonomy in a Japanese context, based on recent research and an analysis of student surveys about their learning. The presentation will also touch on the benefits of Qualitative Research Synthesis (QRS) in the field of TESOL. In practice, approaches to fostering autonomy that teachers can use in their classrooms will be considered, including reflection, goal setting, or ways to allow students to make choices about their learning. One of the goals of fostering learner autonomy is to help students become motivated learners, and attendees will walk away with some inspiration about how to help their students become more self-motivated learners.

About the presenter:

Ashley Bartholomy is an Assistant Professor at Aichi University. She holds a B.A. in English and B.Ed. in Secondary Education from the University of Toledo and an M.A. in TESOL from the University of Birmingham. She is currently the JALT Toyohashi Chapter Vice President and Membership Chair.