



Contribution ID: 79

Type: Practice-oriented Oral Face-to-face presentation

## Facilitating a Self-Directed and Reflective Language Learning Course

*Sunday 18 May 2025 09:30 (25 minutes)*

### TITLE

Facilitating a Self-Directed and Reflective Language Learning Course

### RELEVANT SIG

College and University Educators (CUE)

### FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description

### KEYWORDS

Self-directed learning, Reflective learning, Autonomy, Agency.

### First-time presenter?

### ABSTRACT

This presentation examines an elective course at a Japanese university designed to support Self-Directed and Reflective Language Learning (SDRLL), highlighting key challenges and achievements from the facilitator's perspective.

Self-directed learning (SDL) involves setting goals, identifying resources, selecting strategies, and evaluating progress. At the same time, reflection is "the intentional examination of experiences, thoughts, and actions to learn about oneself and foster change or personal growth" (Mynard, 2023). Together, SDL and reflection empower learners to make informed, autonomous decisions.

During the 15-week SDRLL course, learners initially faced difficulties setting realistic language learning goals and identifying engaging resources. Weekly discussions of shared online journals documenting out-of-class learning provided valuable insights and motivation. Written reflections revealed progress in discovering effective strategies, improved time management, and enhanced learner autonomy.

By the course's conclusion, students had completed two language learning cycles, shared their experiences through solo and group presentations, and demonstrated agency by acting as peer tutors. These outcomes suggest that the course fostered self-directed and reflective learning practices, contributing to meaningful personal and academic growth.

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