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Type: **Research-oriented Oral Face-to-face presentation**

## **Student reflection on classroom English use using a reflective tool**

*Saturday 17 May 2025 13:05 (25 minutes)*

### **TITLE**

Student reflection on classroom English use using a reflective tool

### **RELEVANT SIG**

Learner Development

### **FORMAT**

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

### **Short English description**

### **KEYWORDS**

reflection, learner autonomy, target language use, in-class English communication

### **First-time presenter?**

### **ABSTRACT**

The necessity of reflection for language learners to develop a greater awareness of their learning processes is well established (Mynard, 2023). One way reflection can be facilitated is through cognitive tools, with visual tools particularly powerful due to their graphical representations of knowledge (Yamashita & Kato, 2012). This presentation explores how student reflection on target language use in the classroom can be facilitated through a visual reflective tool. 18 first-year university students monitored and reflected on their English use over a semester in a communication-based course. Students added their target English use percentage to a spreadsheet at the beginning of each class, and the percentage of English they actually used at the end. This data was automatically charted in a line graph which acted as a visual tool students could monitor and reflect on. Students twice analysed what they noticed about their English use before sharing and discussing their reflections with classmates. A survey on the tool and activities was given at the end of the semester. The

presenter will discuss students' perceptions of the usefulness and enjoyment of the tool and peer discussions, and the influence these had on students' awareness of and attitude towards their classroom English use.

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**Session Classification:** B8-106 CUE

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