

Wednesday 3 June **12:00pm - 12:40pm** Room: Block Y, Room Y305

Presentation Title: From knowing and remembering to analyzing and researching

Presenter / Co-presenters:	Damian J Rivers, Kanda University of International Studies
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Theme:	Learner and teacher experiences
Presentation Type:	Paper presentation

Abstract

This presentation will present the results of an investigation into how Japanese university students respond to and cope with the transition from the dependent learning practices found within the public school system to the independent learning practices found at university. 200 freshmen students were surveyed at the end of their first year studying within an independent learning environment regarding their attitudes towards dependent/independent learning and their specific experiences of language learning under both conditions. During their first year of study the students were taught how to become more autonomous in the choices they made through a mixture of in-class and out of class initiatives. The responses given will be discussed and the problems and concerns of the students will be highlighted with specific reference to language learning practices, language education in Japan and techniques to facilitate the transition from school to university.

Biodata

Damian J. Rivers is a lecturer at Kanda University of International Studies in Chiba, Japan and a PhD candidate researching the impact of ethnolinguistic affiliation on L2 learner motivation. His current research interests revolve around issues associated with motivation and willingness to communicate, the promotion of monolingual classroom environments and the adoption of technology within the classroom.