

Schedule as of 7th Nov 2011

9.30-10.30	Registration - Building 4 lobby					
9.30-10.30	Tea and coffee available outside Crystal Hall, Building 7					
		Peer advising				
<b>Building 7</b>	<b>Crystal Hall</b>	<b>7-203</b>	<b>7-204</b>	<b>7-205</b>		
10.30 - 11.00	Welcome and (PL1) Advising in language learning: Past and present <b>Mynard and Cooker</b>					
11.10 - 11.50 Parallel Session A	(T14) Advising in open and distance settings: Learner contributions and the learning context <b>Murphy and Hurd</b>	(T3) Advisor versus advisee <b>Ashurova</b>	(T6) Learning autonomy and getting better at English at the same time <b>Vye</b>	(T7) Creating an advising structure for life-long autonomous learning <b>Mitsutomi and Sakurada</b>		
11.50 - 12.50	Lunch at KUIS café, 3rd floor building 7					
	<b>6-201 and 6-202</b>	<b>6-203</b>	<b>6-204</b>	<b>6-205</b>	<b>6-206</b>	
<b>Building 6</b>						
1.00 - 1.40 Parallel Session B		(T11) Developing a deeper understanding of learning processing during complex learning tasks, <b>Carson</b>	(T10) Looking into interactions in peer advising sessions on independent learning <b>Ishikawa</b>	(T8) Translanguaging in self-access language advising: Informing language policy <b>Adamson &amp; Fujimoto-Adamson</b>	(T5) What factors bring students to our self-access center? <b>Hughes, Vye, Edwards Wurzinger and Krug</b>	
1.30 - 3.00	Tea and coffee available Building 6 Presentation Room (ground floor)					

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<b>Building 6</b>	<b>6-201 and 6-202</b>	<b>6-203</b>	<b>6-204</b>	<b>6-205</b>	<b>6-206</b>
1.50 - 2.30 Parallel Session C	Posters and virtual presentations 1.40 - 3.10	(T4) Macro-and micro-language learning counseling: An autoethnographic account <b>Shibata</b>	(T12) From peer editing to peer advising: agency and identity in writing development <b>Stewart</b>	(T1) The role of written dialogue in advising <b>Mynard and Thornton</b>	(T18) How a learner changed: linguistic evidence of metacognitive awareness in advising sessions <b>Sugawara</b>
2.40 - 3.20 Parallel Session D		(T2) Difficulties of classroom-based advising <b>Boyno, Akil and Dolaş</b>	(T16) The effects of integrating peer advising in English writing instruction <b>Kao</b>	(T15) Professional development for learning advisors: Facilitating the intentional reflective dialogue <b>Kato</b>	(T13) Using a 'can-do' statement as an advising tool to support independent learning <b>Kodate</b>
3.30 - 4.10 Parallel Session E		(T17) Students' ways to learn English out of class: A reliability check <b>Doyle and Parrish</b>	(W1) Encouraging learner autonomy through peer feedback in the writing classroom (workshop) <b>Roloff-Rothman</b>	(T19) Combining electronic commenting and face-to-face interaction in peer advising <b>Chan</b>	(T9) Development of a junior college advising and self-access program: Study skills <b>Gettings and Morikoshi</b>
<b>Building 7</b>	Crystal Hall				
4.20 - 5.00	(PL2) Modes of advising in pragmatic space: The dynamics of interaction <b>Christopher Candlin</b>				
5.00 - 6.00	Drinks reception (wine and soft drinks) at KUIS Café, 3rd floor building 7				