

Schedule as of 9th 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				
Building 7	Crystal Hall	7-203	7-204	7-205		
10.30 - 11.00	Welcome and (PL1) Advising in language learning: Past and present Mynard and Cooker					
11.10 - 11.50 Parallel Session A	(T14) Advising in open and distance settings: Learner contributions and the learning context Murphy and Hurd	(T3) Advisor versus advisee Ashurova	(T6) Learning autonomy and getting better at English at the same time Vye	(T7) Creating an advising structure for life-long autonomous learning Mitsutomi and Sakurada		
11.50 - 12.50	Lunch at KUIS café, 3rd floor building 7					
	6-201 and 6-202	6-203	6-204	6-205	6-206	
Building 6						
1.00 - 1.40 Parallel Session B		(T11) Developing a deeper understanding of learning processing during complex learning tasks, Carson	(T10) Looking into interactions in peer advising sessions on independent learning Ishikawa	(T8) Translanguaging in self-access language advising: Informing language policy Adamson & Fujimoto-Adamson	(T5) What factors bring students to our self-access center? Hughes, Vye, Edwards Wurzinger and Krug	
1.30 - 3.00	Tea and coffee available Building 6 Presentation Room (ground floor)					

Schedule as of 9th Nov 2011

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