

Friday 5 June

12:00 - 12:40pm

Room: Block Y, Room Y408

Presentation Title: A study of student initiative in group formation and interaction

Presenter / Co-presenters:	Andrew Kidd, Kanda University of International Studies Paul Stone, Kanda University of International Studies
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Theme:	Learner and teacher experiences
Presentation Type:	Paper presentation

Abstract

How do students take initiative in the areas of interaction and group formation? The researchers will address this issue in a study of two Japanese university level English classes in which the curriculum has a strong focus on learner autonomy and self-motivated learning. Overall, the learners come onto the course directly from high school, with relatively little previous exposure to student-centred learning. Also of interest to the researchers is how the students as a whole define the social environment of the classroom, how their perceptions of this environment develop over the course of one semester and how these issues affect classroom behaviour and approaches to tasks. Ideas such as Van Lier's AAA curriculum and Bourdieu's habitus inform the study, while elements of discourse analysis and linguistic ethnography are incorporated. Research approaches include classroom observations, student surveys and reflective journals, as well as an experimental component involving on-task pair work. While acknowledging our roles as teachers in the student-centred classroom, we have taken a step back in order to better understand the learning environment as researchers.

Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity*. London: Longman

Bourdieu, P. (1993). *The Field of Cultural Production: Essays on Art and Literature*. Cambridge, N.Y., Polity.

Biodata

Andrew Kidd is from Australia and has been working in the field of language education and teacher training since completing his undergraduate degree. He has a Masters in Applied Linguistics and is currently teaching at Kanda University of International Studies in Japan. His research interests include student motivation in language learning and the relationships between culture, language use and identity.

Paul Stone has been involved in education in Japan and his native England for a number of years now, teaching in institutions including primary schools, colleges of further education, universities and private language schools. Coming from a Cultural Studies and Media Arts background, his interests lie in socio-cultural aspects of education and the creative use of available technologies to facilitate learning.