they guide their students. Therefore, teachers need support from those around them in order for them to become able to provide effective advice on language learning. An important aspect of teacher training entails helping the teachers to become more sensitive and observant teachers, responding to their students' needs.

In this study, the presenter investigates what approaches are appropriate in advising students on language learning, and how teachers gain confidence towards counseling their students through workshops on academic advising. The presenter aims to identify best practices of language advising and systematize the faculty's use of office hours. At the presenter's institution, various types of faculty development workshops are held periodically, and they provide input for teachers, raise teacher's awareness and motivation, develop collegiality, and support innovations (Richards, 2005). Between workshops on advising students, interviews were conducted with language teachers. Additionally, students were interviewed to assess their needs and preferences, so as to recognize challenges for teachers.

Drawing on from the qualitative findings, the presenter will suggest ways to improve approaches to academic advising for language learners, and a few implications for better preparing teachers to become effective language advisers.

M051

Academic Listening: Promoting Learners' Active Participation

M. Yoneda (Ochanomizu U.)

This presentation will show how an academic listening class in a Japanese university was conducted in such a way as to make it communicative and learner-centered, through using a cooperative language learning style. By promoting students' active participation in listening activities, it was hoped to improve the situation that learners tend to be passive in the listening class.

In the class, students watch lecture-style listening material on academic topics, such as history and science. The lecture lasts 3-7 minutes. In this class, some methods that are often utilized for training interpreters are employed. These methods include quick vocabulary response, shadowing, note-taking, summarizing, and paraphrasing, and retention method (also called reproduction method), in which learners reproduce the exact sentence immediately after hearing it.

One goal of the class is that these interpreters' training methods are used in an interactive way. The students work in pairs; for the quick response, shadowing, and retention practices, the students implement them with each other and record if they are able to answer the quick responses, or are able to implement shadowing and retention. They do this on a check sheet provided by the teacher so that they can keep a record. For note-taking, summarizing and paraphrasing, by working in a pair or a group, interactive learning with peers is expected. In this poster session, the progression of activities that are implemented will be presented in greater detail. Further, results of a pre- and post-test that the students took will be displayed, as well as results of a questionnaire completed by the students.