

were qualitatively analyzed in KJ method, and each data were categorized into three or four factors. For example, teachers intend to ask students about already-learned items. They also try to give learner-centered feedback. On the contrary, learners tend to feel anxious when questioned suddenly, or when questioned without regarding their English abilities. Learners become anxious when they cannot feel consideration in the teacher's feedback. The further study will be developing original anxiety scales based on these results, and finding out the detailed relationship between the teacher's behavior and students' language anxiety.

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Research paper

Making and Revising Predictions of Future Context in Japanese EFL Reading: A Study of Beginning to Low-Intermediate Level Learners

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Predicting the subsequent context during reading has some advantages, such as easing the integration of incoming information into comprehension and encouraging readers' active engagement with the text. Previous studies have revealed that both L1 and L2 readers predict context during reading (e.g., Horiba, 1996). However, it remains unclear (a) whether readers with low L2 proficiency also make predictions during reading and (b) whether they successfully revise predictions that are disconfirmed by the following context. This study aimed to address these issues and examined the making and revising of predictions among EFL readers with low L2 proficiency. A total of 27 Japanese EFL learners, who had beginning to low-intermediate English proficiency, participated in the experiment. They were classified into two groups (beginning level learners and low-intermediate level learners) based on an L2 reading proficiency test. In the experiment, participants read several short narratives designed (a) to elicit a specific prediction of a narrative event outcome (predictive passages) or (b) to disconfirm the prediction suggested by the preceding context (disconfirming passages). After reading all passages, participants performed a verification task on target sentences representing the predictable outcomes suggested by the passages (Muramoto, 2000). In this task, participants were asked to decide whether target sentences appeared in the passages they had read. The results showed that both beginning and low-intermediate level learners falsely recognized target sentences as written in the passage when reading predictive passages, suggesting that they made some predictions during reading. However, when reading disconfirming passages, low-intermediate level learners more correctly rejected the target sentences than beginning level learners, suggesting that low-intermediate level learners more successfully revised their predictions than beginning level learners. Based on these results, this study suggests that there is a relationship between revising predictions made during reading and learners' English proficiency.

Aug. 31 (Sun.) / 09:35-10:00 / 共北 21 (261)

Research paper

The Current Practice of Rogerian-Humanistic Approach in English Language Teaching

Miura, Takashi (Shizuoka University)

Suzuki, Akiyoshi (Konan Women's University)

(1) This presentation aims at introducing the present application of Rogerian-Humanistic Language Teaching in Japan, China, USA and other countries, for helping learners become able to better communicate with people, including their self, their classmates and teachers, so that they can conciliate with their invaluable though not perfect self, convey the self to others peacefully, receive the others' self with respect and empathy, accept differences and even conflicts between the selves, resolute those differences and collaborate for nobler causes, and practice language not violence throughout these processes, both in their native language and English. (2) This presentation also aims at clarifying how we can motivate young EFL learners to take up the often tedious and painstaking task of practicing English in a country where virtually little English is really used in their daily life outside the classroom. It is only when