



School of Education:

Assessing Changes in L2 Learners' Beliefs and Values

20 July 2017, Thursday from 11:00 to 12:00 @ F4B09a

By Associate Professor Robert H. Taferner, Hiroshima University

Abstract

This presentation will highlight the transformation of second language learners' beliefs and values as they pertain to their intercultural competence and leadership qualities. Language learners consider study abroad opportunities as primarily a means to improve language skills. While important, the reality is that language learning occurs very slowly, such that improvements in language usage due to short periods of engagement can only be marginally realised. What is possibly of more significance is the potential for transformative learning that will encourage personal development and foster enhanced interaction between individuals of various multicultural backgrounds. To conduct this study, the Beliefs, Events, and Values Inventory (BEVI—Shealy, 2006, 2015) was administered to Japanese students who participated in study abroad programs of varying lengths of time. With this in mind, a comparison of learners' beliefs and values before and after their study abroad experiences was made within and between two groups of students who had studied abroad for a period of two weeks and five months. Preliminary results will focus on the facilitative influence of study abroad experiences on change in L2 learners. Plans to investigate an integration of general language proficiency, academic skills development, and students' beliefs and values will also be discussed.

About the speaker

Robert Taferner is an Associate Professor at Hiroshima University, Japan. His education spans the fields of Environmental Sciences, Teaching English as a Second Language, and

Applied Linguistics—particularly psycholinguistics. In the field of Applied Linguistics, Robert's main topic of interest has been the use of corrective feedback (CF) on second language writing. By pursuing this objective of understanding the role of CF on students' writing development many questions came up. In particular, when CF is not effective in deepening students' understanding of articles and prepositions. This research led to multiple investigations looking into the effects of explicit instruction on high frequency prepositions. In addressing the issue of the acquisition of prepositions, a range of vantage points such as determining prototypical and polysemous features, why prepositions of time are so difficult, and spatial properties have been investigated or are currently in progress. The study of prepositions is one of the most challenging areas of inquiry that requires ongoing research. Since Robert's involvement in study abroad programmes, he has been investigating how these learning experiences influence students' beliefs and values with regards to intercultural awareness and leadership development. Robert welcomes collaboration on research projects and opportunities for greater communication between new friends.

Details

Date: 20 July 2017, Thursday

Time: 10:00 to 11:00

Venue: F4B09a

[The University of Nottingham Malaysia Campus](#)

Jalan Broga 43500 Semenyih Selangor Darul Ehsan

This event is free and open to all. All are welcome.

For further information on the event, kindly contact [Wong Tze Peng](#).

The Series of Research- and Practice-based Seminars are run by the School of Education academic members of staff and external speakers in various education-related strands (e.g. Education; Educational Leadership and Management; Teaching English to Speakers of Other Languages (TESOL); Inclusion and Special Education Needs (SEN).



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