

THE 2020

ASIAN CONFERENCE ON LANGUAGE



MARCH 30 – MARCH 31

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Organised by The International Academic Forum (IAFOR) in association with the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners

PROGRAMME & ABSTRACT BOOK

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IAFOR Global Partners



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research.

The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



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Visit the IAFOR Research Archive, where you can search and access the repository of research generated by IAFOR.

You can search by keyword(s), subject area(s), or specific conference proceeding(s) to access abstracts and full papers from past IAFOR conference proceedings, browse and read them online, or download them to your device.

Letter of Welcome



Dear Delegates,

Welcome to Tokyo, and to the IAFOR Asian Spring Conference Series, where some 600 delegates from around the world are due to come to Japan, and this wonderful city over a ten-day period exchanging ideas, research and best practices across disciplines and professions.

This time of year is special in Japan; the cherry blossoms come into bloom and the old academic year ends in March to start afresh on April 1. Thus it is a time of endings and beginnings, and of reflection and hope. Yet while this conference is organised in the spirit of hope, it is also organised in a context of global

uncertainty in the wake of the coronavirus. Some of the things that we have come to take for granted over the past decades, such as cheap, easy and reliable travel between countries, has become questioned as different nations have responded to the global health crisis in different ways, each impacting local societies, economies, communities, and many individual lives.

Unfortunately, due to travel restrictions relating to the unfolding coronavirus situation, many of our colleagues, who had hoped to attend this conference and to present their research in person, are unable to join us. These people have been given the opportunity to present their work virtually by uploading pre-recorded presentation videos to IAFOR's Online Video Archive. I encourage you to watch their presentations and engage with them as though they were here with us.

Perhaps the most important thing that this crisis will have taught us is that the freedoms that we hold so close, such as those of expression and movement in a globalised world, bring to the fore questions of transparency and governance on an international level. This serves to remind us that questions of human security and public policy, as they relate to such issues as health, climate change, pollution, and individual rights and responsibilities, do not happen in sovereign vacuums, but instead impact other nation-states. If one country is not as transparent as it otherwise might be, then the repercussions are not only domestic, but frequently felt across borders. In a globalised world, our problems are increasingly global, and require concerted cooperative measures between countries in order to seek solutions.

Let us use this time together to meaningfully engage, to combat complacency, and ensure that these conferences, even in trying circumstances, are the best that they can be.

I look forward to meeting you all.

Dr Joseph Haldane

Chairman & C.E.O, The International Academic Forum (IAFOR)

Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan

Visiting Professor, Doshisha University, Japan & The University of Belgrade, Serbia

Member, Expert Network, World Economic Forum

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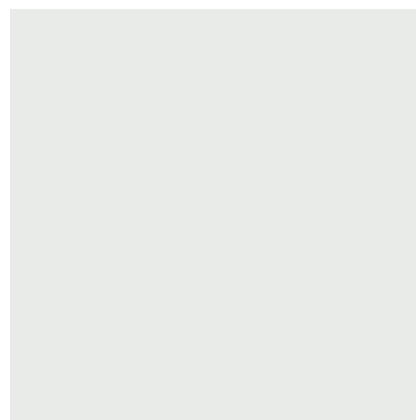
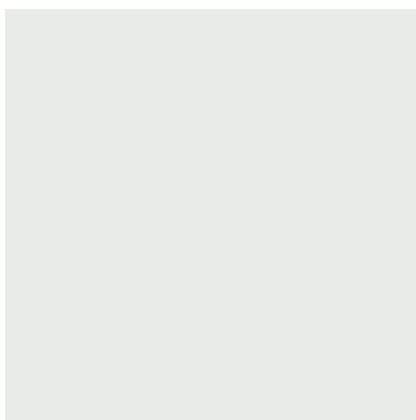
Diane Hawley Nagatomo

Ochanomizu University, Japan



Dexter Da Silva

Keisen University, Japan



About ACL2020

The Asian Conference on Language (ACL) is an interdisciplinary conference that explores the many fields, theories and practices of the study of language, from questions of language acquisition, psychology and linguistics, through those of culture, communication, and technology, to the teaching and learning of language.

In its written and spoken forms language dominates and shapes our lives. Far from just being the tool of communication, language can be beautiful or ugly, sparse and succinct, or overblown, technocratic; direct or obfuscatory; it can be mediocre, lazy, hurtful, spiteful, libellous, slanderous, or false, but it can also be uplifting, joyous, salutary, truthful, and even divine. Language brings us our first and dying words, and accompanies our journeys, helping us to formulate concepts, sentences, and lives, and helps us negotiate meanings, ideas, and each other.

The study of language and languages is an immense opportunity to engage with international, intercultural, and interdisciplinary content and issues that lie at the heart of the IAFOR mission. Since its founding in 2009, IAFOR has brought people and ideas together in a variety of events and platforms to promote and celebrate interdisciplinary study, and underline its importance. Over the past year we have engaged in many cross-sectoral projects, including those with universities (the University of Barcelona, Hofstra University, UCL, University of Belgrade, Moscow State University and Virginia Tech), think tanks/research centers (the East-West Center, APHERP, The Center for Higher Education Research), as well as collaborative projects with the United Nations in New York, and here in Tokyo, with the Government of Japan through the Prime Minister's office.

With the IAFOR Research Centre at Osaka University's Osaka School of International Public Policy (OSIPP), we have engaged in a number of interdisciplinary initiatives we believe will have an important impact on domestic and international public policy conversations. It is through conferences like these that we expand our network and partners, and we have no doubt that ACL2020 will offer a remarkable opportunity for the sharing of research and best practice, and for the meeting of people and ideas.



March 30, 2020

Monday Morning at a Glance

- | | |
|--------------------|---|
| 10:00-10:15 | Welcome Address & Recognition of IAFOR Scholarship Winners
Joseph Haldane, IAFOR, Japan |
| 10:15-10:55 | Featured Presentation (Online via Zoom)
<i>Dislocation/Invitation</i>
Donald E. Hall, University of Rochester, USA |
| 10:55-11:20 | Break |
| 11:20-12:00 | Keynote Presentation (Online via Zoom)
<i>Making Communicative Teaching Viable through "Bottom-up" Task-based Assessment</i>
Marcos Benevides, J. F. Oberlin University, Japan |
| 12:00-12:15 | IAFOR Documentary Photography Award (Online via Zoom) |
| 12:15-13:50 | Lunch Break |



March 30, 2020

Monday Afternoon at a Glance

- | | |
|--------------------|---|
| 13:50-14:30 | Keynote Presentation (Online via Zoom)
<i>The Ups and Downs of Language Learning</i>
Christina Gkonou, University of Essex, UK |
| 14:30-14:45 | Break |
| 14:45-15:25 | Keynote Presentation (Online via Zoom)
<i>Language and Power in Interfaith Dialogue: Inclusion, Exclusion and Essentialism</i>
Stephen E. Gregg, University of Wolverhampton, UK |
| 15:25-15:40 | Discussion/Questions |



March 31, 2020 | Online via Zoom
Tuesday at a Glance

09:00-10:40	Online Session I Language Acquisition
10:40-11:00	Break
11:00-12:15	Online Session II Second Language Learning
12:15-12:30	Break
12:30-13:20	Online Session III Language & Culture



Presentation Guide

Conference Proceedings

The Conference Proceedings are published on the IAFOR website (papers.iafor.org), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings.

Full text submission is due by April 29, 2020 through the online system. The proceedings will be published on May 29, 2020. Authors will have PDF copies of their offprints emailed to them by June 29, 2020.



Become an IAFOR Member

IAFOR provides an excellent personal and professional environment for academics and scholars of all ages and backgrounds to come together and exchange the latest ideas, and inform each other's perspectives through their own cultural and disciplinary background and experiences. We are able to do this thanks to the exceptional network of individuals and institutions around the world who support our work and help shape our exceptional events globally. We emphasise the nurturing and supporting of young academics from different backgrounds, providing mutual advice and guidance, and offer more senior academics the chance to forge working relationships outside of their traditional networks.

In a world where division and strife are underlined and played up in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens with individuals and institutions who share a commitment to bridge divides, to being good global citizens, and to making the world a better place.

By becoming a member, you will become a stakeholder in the IAFOR mission of facilitating international exchange, encouraging intercultural awareness, and promoting interdisciplinary discussion in the hope and expectation of generating and sharing new knowledge. Join us now in this growing global organisation, and help make a difference today.

To learn more about IAFOR membership, please visit:

www.iafor.org/membership



The Reverend Professor Stuart D. B. Picken (1942–2016)

The late Reverend Professor Stuart D. B. Picken began his distinguished career in academia as a Rotary Scholar on a research trip to Japan. A native of Scotland who had dedicated himself to religious studies, he immediately became fascinated by Japanese culture and the practice of Shinto. He was particularly drawn to the parallels and differences he saw in Western pedagogy compared to that of the East and began a lifelong mission to bridge the communication and knowledge gap between the two worlds.

Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his Western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the West as pagan and primitive, or unjustly caricatured for its wartime associations.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country of Japan and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the United Kingdom. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR), where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding.

Stuart D. B. Picken was a cherished friend and an inspiration to IAFOR and its community of supporters. In honour of Professor Picken and his dedication to academia, the ideals of intercultural understanding and the principles of interdisciplinary study, IAFOR has created the Stuart D. B. Picken Grant and Scholarship, an award supported by the Stuart D. B. Picken Memorial Fund. Awards are made to PhD students and early career academics who are in need of funding to complete their research, and whose work demonstrates excellence in the core values of academic rigour, intercultural sensitivity and interdisciplinarity.

Introduction

IAFOR's publications provide a constructive environment for the facilitation of dialogue between academics at the intersections of nation, culture and discipline. Since 2009, when the organisation was established, over 20,000 academics have presented their research at IAFOR conferences – a wealth of ideas have been generated and partnerships formed. Our various publications, from Conference Proceedings, to peer-reviewed journals, to our online magazine, provide a permanent record of and a global online platform for this valuable research. All of our publications are Open Access, freely available online and free of publishing fees of any kind. By publishing work with IAFOR, authors enter into an exclusive License Agreement, where they have copyright, but license exclusive rights in their article to IAFOR as the publisher.

Conference Proceedings

As a presenter at an IAFOR conference you are encouraged to submit a final paper to our Conference Proceedings. These online publications are Open Access research repositories, which act as a permanent record of the research generated at IAFOR conferences. All of our Conference Proceedings are freely available to read online. Papers should be uploaded through the submission system before the Final Paper Submission Deadline, which is one month after the end of the conference. Please note that works published in the Conference Proceedings are not peer-reviewed and cannot be considered for publication in IAFOR journals.

IAFOR Journals

IAFOR publishes several editorially independent, Open Access journals across a variety of disciplines. They conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

How are papers submitted?

Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. All articles are submitted through the submission portal on the journal website and must conform to the journal submission guidelines.

How does IAFOR ensure academic integrity?

Once appointed by IAFOR's Publications Committee, the Journal Editor is free to appoint his or her own editorial team and advisory members, who help to rework and revise papers as appropriate, according to internationally accepted standards. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work.

Where are the journals indexed?

IAFOR Journals are indexed in Scopus, DOAJ, ERIC, MIAR, TROVE, CiteFactor and EBSCO, SHERPA/ROMEO and Google Scholar. DOIs are assigned to each published issue and article via Crossref. Please note that indexing varies from journal to journal.

What's the reach?

Each of our journal issues is viewed thousands of times a month and the articles are frequently cited by researchers the world over, largely with thanks to our dedicated marketing efforts. Each issue is promoted across our social media platforms and to our tailored email marketing lists. On average, each journal publishes biannually.

Selected IAFOR Journals are available for purchase on Amazon. Search for The International Academic Forum (IAFOR).

What's the cost?

IAFOR Journals are Open Access publications, available online completely free of charge and without delay or embargo. Authors are not required to pay charges of any sort towards the publication of IAFOR Journals and neither editors nor members of the editorial boards are remunerated for their work.

How are IAFOR Journals related to IAFOR Conferences and Conference Proceedings?

IAFOR Journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. A presenter can choose to publish either in Conference Proceedings or submit their manuscript to the corresponding IAFOR Journal for review.

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies
IAFOR Journal of Education
IAFOR Journal of Language Learning
IAFOR Journal of Literature & Librarianship
IAFOR Journal of Media, Communication & Film
IAFOR Journal of Psychology & the Behavioral Sciences

THINK

THINK, The Academic Platform, is IAFOR's online magazine, publishing the latest in interdisciplinary research and ideas from some of the world's foremost academics, many of whom have presented at IAFOR conferences. Content is varied in both subject and form, with everything from full research papers to shorter opinion pieces and interviews. *THINK* gives academics the opportunity to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global audience.

For more information on *THINK* please visit www.think.iafor.org

If you would like more information about any of IAFOR's publications, please contact publications@iafor.org

IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Orlyn Joyce Esquivel and Bitā Naghmeh Abbaspour, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at ACL2020.

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference.

Find out more about IAFOR grants and scholarships: www.iafor.org/financial-support

Orlyn Joyce Esquivel | IAFOR Scholarship Recipient

53671

A Cross-Linguistic Investigation on 'Outer Circle' Englishes: A Corpus-Based Approach

Orlyn Joyce Esquivel, University of the Philippines Diliman, Philippines

Orlyn Joyce D. Esquivel is a licensed professional teacher and an MA student in the linguistics program at the University of the Philippines Diliman. She is affiliated with the Linguistic Society of the Philippines, British Association for Applied Linguistics, and AsiaTEFL. She is a manuscript reviewer for *The Electronic Journal for English as a Second Language* (TESL-EJ), an editorial review board member of *Journal of Languages for Specific Purposes* (JLSP), and an abstract reviewer for international conferences abroad. She has published in international peer-reviewed and SCOPUS-indexed journals. Also, she has been accepted for research presentations in prestigious universities (University of Hawaii, Yonsei University, etc.). Her research interests are corpus linguistics, dialectology, language contact, multilingualism, language documentation, sociolinguistics, language variation, and language change.

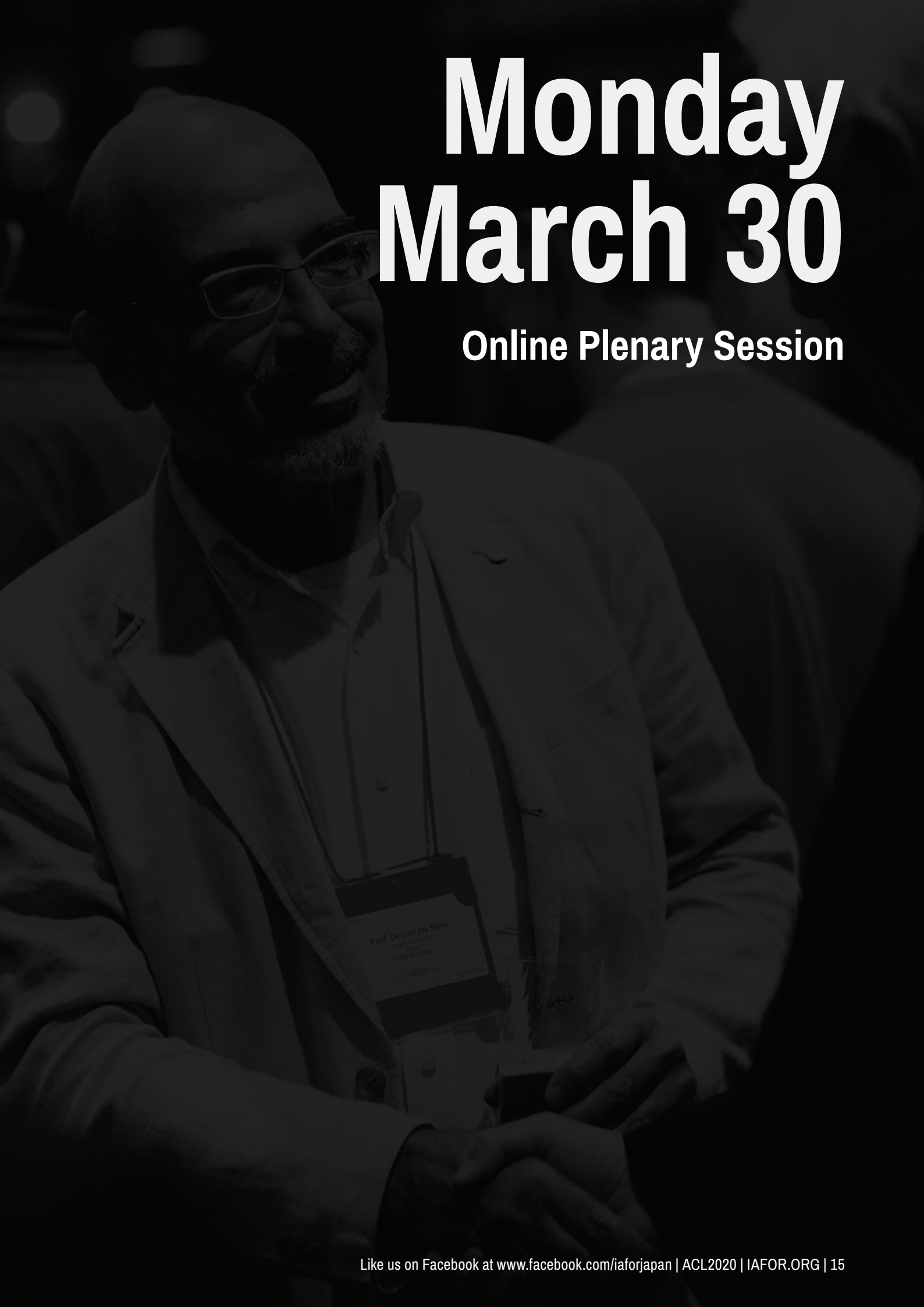
Bitā Naghmeh Abbaspour | IAFOR Scholarship Recipient

55332

The Impact of Paratexts on the Ideology of Translation

Bitā Naghmeh Abbaspour, Universiti Sains Malaysia, Malaysia

Dr Bitā Naghmeh Abbaspour, is a senior lecturer in the School of Languages, Literacies and Translation, Universiti Sains Malaysia (USM). She has more than 15-years experience in teaching translation in different institutes and universities. Her main areas of research are cultural studies in translation as well as translation and discourse studies.



Monday March 30

Online Plenary Session

Keynote Presentation: Donald E. Hall

Dislocation/Invitation

Monday, March 30 | 10:15-10:55 | Online via Zoom



IAFOR's special theme in 2020 is "Embracing Difference", which builds on two previous years' themes: examinations of fear for what the future might hold (2018), followed a year later by explorations of our ability to shape alternate futures (2019). The continuing timeliness of both topics has been fuelled not only by global political trends, but also (and in ways that largely account for those trends) the fact that individuals today are being confronted incessantly with forms and intensities of "difference" as never before in human history. Unless we are wholly off the grid of media and extra-communal encounter (as we might find with self-isolating religious communities), we are confronted daily with lifestyles, belief systems, languages, and ways of being that are radically different from our own. Whether face-to-face or mediated, these continuing micro-shocks of encounters with epistemological difference can be terrifying, exhilarating, disorienting, or even erotically stimulating (if not several of those at once). Much hinges on how we decide to process such encounters, a choice for which, I argue, we bear responsibility. To the extent that we can actively choose to frame such "dislocations" as desirable "invitations" – to question the rightness of

our own stances, the security of our own "truths," and the limitations of our own knowledge – we can welcome encounters with difference as necessary for learning and growth. Too often, of course, they are processed much more narrowly as violent threats to insular selfhood, to national and cultural primacy, and to religious absolutes. We as teachers, scholars and public intellectuals have a role to play in reframing a public debate on the fundamental value of "difference". Beyond our common and often tepid proclamation of respect for "diversity", it is imperative that we promote and defend the inherently generative effect of the "unsettledness" that terrifies so many of our fellow citizens. Invitations to rethink our "selves", our beliefs, and our values should be celebrated as inherently educational opportunities, rather than feared as apocalyptic threats to coherence or community.

Donald E. Hall

Donald E. Hall is Dean of the Faculty of Arts, Sciences, and Engineering at the University of Rochester, USA. Prior to moving to Rochester, he was Dean of Arts and Sciences at Lehigh University, USA. Dean Hall has published widely in the fields of British Studies, Gender Theory, Cultural Studies, and Professional Studies. Over the course of his career, he served as Jackson Distinguished Professor of English and Chair of the Department of English (and previously Chair of the Department of Foreign Languages) at West Virginia University. Before that, he was Professor of English and Chair of the Department of English at California State University, Northridge, where he taught for 13 years. He is a recipient of the University Distinguished Teaching Award at CSUN, was a visiting professor at the National University of Rwanda, was Lansdowne Distinguished Visiting Scholar at the University of Victoria (Canada), was Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, and was Fulbright Specialist at the University of Helsinki. He has also taught in Sweden, Romania, Hungary, and China. He served on numerous panels and committees for the Modern Language Association (MLA), including the Task Force on Evaluating Scholarship for Tenure and Promotion, and the Convention Program Committee. In 2012, he served as national President of the Association of Departments of English. From 2013-2017, he served on the Executive Council of the MLA. His current and forthcoming work examines issues such as professional responsibility and academic community-building, the dialogics of social change and activist intellectualism, and the Victorian (and our continuing) interest in the deployment of instrumental agency over our social, vocational, and sexual selves. Among his many books and editions are the influential faculty development guides, *The Academic Self* and *The Academic Community*, both published by Ohio State University Press. *Subjectivities and Reading Sexualities: Hermeneutic Theory* and the *Future of Queer Studies* were both published by Routledge Press. Most recently he and Annamarie Jagose, of the University of Auckland, co-edited a volume titled *The Routledge Queer Studies Reader*. Though he is a full-time administrator, he continues to lecture worldwide on the value of a liberal arts education and the need for nurturing global competencies in students and interdisciplinary dialogue in and beyond the classroom. Professor Donald E. Hall is a Vice-President of IAFOR. He is Chair of the Arts, Humanities, Media & Culture division of the International Academic Advisory Board.

Keynote Presentation: Marcos Benevides

Making Communicative Teaching Viable through “Bottom-up” Task-based Assessment

Monday, March 30 | 11:20-12:00 | Online via Zoom

Dialectical Behavior Therapy

Communicative Language Teaching (CLT) is an approach to second language teaching that emphasises language as primarily a tool for communication. The importance of CLT is now widely recognised and research validated. However, in many Asian contexts the perception of communicative proficiency remains that it is impractical to target and to assess in the classroom. Task-based language teaching (TBLT), a refinement of CLT principles that introduces the “task” as a unit of instruction, can solve this problem.

In TBLT, communicative tasks are defined as pedagogical constructs that have meaningful, real-world-like outcomes; for example: Write a thank you letter or Fill out a job application. Tasks can be described according to clear features and parameters, they can be sequenced in a syllabus according to relative complexity, and they can be assessed in a valid and reliable manner by focusing on outcomes. In these ways, tasks provide a systematic and practical way to implement communicative lessons, solving many of the major concerns regarding CLT.

Nevertheless, TBLT remains little-used in many instructional contexts due to a scarcity of easy-to-use teaching materials and assessment tools. In particular, there remains a lack of options for task-based assessments that are practical in the classroom. In order for TBLT to be more widely accepted and implemented, assessment tools are needed that are not only valid and reliable, but also easy to use by classroom teachers of varied experience.

This talk will introduce a new task-based assessment tool designed for the classroom. If successful, this has the potential to both inform and transform communicative language teaching in Asian contexts and beyond.

Marcos Benevides



Marcos Benevides is a teacher, researcher, and multiple award-winning author/editor of English language teaching materials. His latest work, a second edition of task-based coursebook *Widgets Inc.*, was recently awarded the 2018 British Council ELTon for Course Innovation. The first edition of *Widgets* (2008) has been widely credited as the first internationally successful task-based course. His other notable works include *Fiction in Action: Whodunit* (2011 ELTon and 2010 ESU Award) and the *Atama-ii* multi-path series (two 2015 and one 2016 Extensive Reading Foundation awards). Marcos is the president of *Atama-ii Books* and an Assistant Professor and English Language Program Coordinator at J. F. Oberlin University. His research interests include task-based language teaching, particularly course design and assessment, and extensive reading. Marcos lives in Tokyo with his family.

Keynote Presentation: Christina Gkonou

The Ups and Downs of Language Learning

Monday, March 30 | 13:50-14:30 | Online via Zoom

Emotions play an important role in our daily life and interactions, and language learning is no exception. Our learners may sometimes feel energetic, motivated and confident, and at other times indifferent, embarrassed and nervous. Research into language learning psychology has grown exponentially in recent years, with motivation predominantly being the most prolific area in the field. Students who do not perform satisfactorily may indeed lack motivation, but they may also be faced with a number of concerns and anxieties, which they are not always keen or given the chance to verbalise. Educators and/or researchers should take these complexities into account if they are to better understand learners and address their academic and emotional needs in their practice. In this talk, I examine the constructs of emotion and anxiety – which is the most frequently studied emotion within second language acquisition – and how they impact on learners' classroom experiences. I then discuss the role of emotion regulation in 21st-century classrooms and ways of helping our learners become autonomous, both emotionally and academically.

Christina Gkonou



Dr **Christina Gkonou** is Associate Professor of TESOL and MA TESOL Programme Leader in the Department of Language and Linguistics at the University of Essex, UK. She is also Deputy Director of Education in the same Department. She convenes postgraduate modules on teacher education and development, and on psychological aspects surrounding the foreign language learning and teaching experience. She is the co-editor of *New Directions in Language Learning Psychology* (with Sarah Mercer and Dietmar Tatzl) and *New Insights into Language Anxiety: Theory, Research and Educational Implications* (with Jean-Marc Dewaele and Mark Daubney), and co-author of *MYE: Managing Your Emotions Questionnaire* (with Rebecca L. Oxford). Her new book, entitled *The Emotional Rollercoaster of Language Teaching*

(co-edited with Jean-Marc Dewaele and Jim King) will be out in June 2020.

Keynote Presentation: Stephen E. Gregg Language and Power in Interfaith Dialogue: Inclusion, Exclusion and Essentialism

Monday, March 30 | 14:45-15:25 | Online via Zoom

Interfaith dialogue is often portrayed as a way of bridging cultural gaps and allowing a “safe space” for mutual respect between different religious worldviews and communities. Whilst it is certainly true that this can occur, in this presentation I will be proposing that interfaith dialogue is, in its framework and performance, a complex projection of inclusion, exclusion and reinforcing of pre-existent relational religious identities. By focusing upon the historic case study of the first ever World's Parliament of Religions in Chicago in 1893, and bringing in recent and contemporary examples of interfaith encounter (including religion and non-religion) from the UK, I will discuss the particular importance of language and power discourse in the projection of religious identities which seek to both embrace and highlight difference.

Stephen E. Gregg



Dr **Stephen E. Gregg** is Senior Lecturer in Religious Studies at the University of Wolverhampton, and the Hon. Secretary of the British Association for the Study of Religions. His research interests are focused on Religious Identity, Contemporary Religion, Minority Religions, and Religion and Comedy/Performance. His recent books include *Swami Vivekananda and Non-Hindu Traditions* (Routledge, 2019), *The Insider/Outsider Debate: New Approaches in the Study of Religion* (Equinox, 2019), *The Bloomsbury Handbook to Studying Christians* (Bloomsbury, 2019), *Engaging with Living Religion* (Routledge, 2015) and *Jesus Beyond Christianity* (Oxford University Press, 2010).

Stephen received his BA and PhD from the University of Wales, where he was subsequently appointed Lecturer in Religious Studies. He was then appointed as Fellow in the Study of Religion at Liverpool Hope University and is now Senior Lecturer at Wolverhampton, the multicultural heart of the UK. He has delivered invited papers at universities in India, Turkey, Australia, the USA, and across the UK and Europe. In 2013 Stephen was the lead coordinator for the European Association for the Study of Religions and the International Association for the History of Religions Conference in Liverpool, UK.

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Final Abstract Submission Deadline: May 22, 2020


Registration Deadline for Presenters: June 26, 2020

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Tuesday March 31

Online Sessions

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:00-10:40 | Online via Zoom

Tuesday Online Session I

Language Acquisition

55634 09:00-09:25

Contrasting Pragmatic Elements of L2 Japanese and L2 English Learning: A Closer Look at Refusals and Indirect Opinions
Tarin Griswold, U.S. Air Force Academy, United States

This paper examines the acquisition of pragmatically correct refusal and indirect opinion strategies by first language (L1) English learners of Japanese, and mirror image pragmatic acquisition of L1 Japanese learners of English. The scholarly evidence seemingly indicates that both L2 learners of English and Japanese can acquire and adopt pragmatically correct refusal and indirect opinion utterances and strategies, either through explicit instruction, or incidentally through target language (TL) immersion environments. Nevertheless, advanced levels of general TL language proficiency do not always appear to correlate to corresponding levels of pragmatic aptitude in the specific areas examined. In fact, pragmatically appropriate speech patterns may often be inconsistently adopted due to a variety of factors, which may point to a greater need for explicit pragmatics instruction in TL classroom environments.

57457 09:25-09:50

Revealing a Japanese Emergent Bilingual Child's Complex Experience in USA: Rewinding Time to Search a Way to Support His Success
Gumiko Monobe, Kent State University, United States

This is a small part of two-year qualitative case study about one emergent bilingual boy from Japan to the USA at age of five. The researcher, a Japanese immigrant, is his academic tutor when he became eight and identified as a "at risk student." This presentation examines the boy's intertwined challenges of his development (e.g. linguistic, socio-emotional, cognitive) in relationship with ecological system and role of adults using Bronfenbrenner's Ecological Theory. Research was conducted at multiple sites including the participant's house, the participant's school, and the researcher's house. Data sources include the student's academic data and work samples from the local school, Saturday Japanese Language School, and tutoring sessions. Other data sources include researcher's field notes, journal entries, and interviews with the participant, teachers, and his mother. Findings demonstrated that the student lived in two different ecological systems without adults who know both ecological systems well. His parents and teachers were knowledgeable and skillful to live in their own ecological system but do not know the other ecological system well. As a result, the student's developmental challenges and needs may have not examined collaboratively using the richness of each side knowledge and experiences and overlooked under the assumption, "Everything will be fine once his English gets better." The finding suggests importance of developing better support systems, such as having a cross-ecological facilitator to support effective communication and sharing of information so that both sides can build a partnership to support the child who belongs to two ecological systems.

56279 09:50-10:15

How the 'Productive Failure' Instructional Design Encapsulates the 'Active Learning' Essence of Eliciting L2 Output Using the 'Information Gap' Construct
Eric Buck, Kanda University of International Studies, Japan

'Productive failure' (Kapur, 2015) is an instructional design based on the contrast between learners' intuitive assumptions and proven solutions to problems analyzed for educational purposes in a given discipline. This design involves learners attempting creation of concepts or solutions before being taught, which is thought to enhance learning in that it prepares learners to comprehend taught content more solidly, even if their initial assumptions were incorrect, or a 'failure'. Much of the research and experimentation regarding this takes place in contexts outside of language learning, yet the productive failure design and related designs fall under the broader heading of active learning, something the Ministry of Education in Japan has been increasingly attuned to in recent policy developments (McMurray, 2018). Intriguingly, it is evident that much of what is described as the learning processes and effects of productive failure closely resembles what is described in literature on L2 output production during communicative interaction and associated opportunities for language acquisition. Parallels between the active learning aspects of productive failure and processes involved in authentic output production will be portrayed and explained. The concept behind information gap activities, with one interlocutor having the answer and the other deducing it from contextual clues and attempting to express it accurately, can be used to elicit output and negotiation of meaning in ways that operate and potentially develop learners' linguistic resources. How information gaps can be made to function this way, incorporating a form of active learning similar to productive failure, will be exemplified and discussed.

56306 10:15-10:40

Comparative Review of the Foreign Language Learning History of a Japanese and a Flemish-Dutch Native Speaker
Masako Nishikawa, Nishogakusha University, Japan

How we learn a foreign (second, third, fourth, ...) language contains diverse approaches. It depends on, to the great extent, each learner's personal background and aptitude such as the starting age, native language, motivation, goal(s), learning context, and life history. It is also dynamic, in the process of learning the target language, in a sense that 1) those previously mentioned factors can change longitudinally and 2) those factors are influenced by the community, society, culture and historical/geographical condition which the learner is originally attached to. What is reported in this qualitative research project is a twofold case study of two foreign language learners, one is a Japanese from Kobe, and the other is a Belgian from Flanders (the Dutch-speaking region). The former thus is a Japanese native speaker who also uses English and Dutch for her work and academic activities (together with her some knowledge of German, French and Afrikaans), and the latter is a Dutch native speaker who uses mainly Dutch, English and Japanese in business (with his background of learning Latin, German, French, Spanish and Portuguese). Through the observation and comparison of those two language learners – juxtaposing their similarities and contrasting the differences – we discover several pedagogical insights in language learning activities, which might be of help for those who struggle to learn foreign languages (specifically English as the first foreign language) in Japan. Also, some methodological indications are presented for English teachers in Japan who seek effective and efficient ways to guide their students.

11:00-12:15 | Online via Zoom

Tuesday Online Session II

Second Language Learning

57419 11:00-11:25

The Role and Impact Teaching Assistants Have With Second Language Learners and the Acculturation Process

Greta Gokey, University of Utah Asia Campus, South Korea

Brandy Bippes, University of Utah Asia Campus, South Korea

This study examines Korean students in a first-year writing class, their acculturation process, and how teaching assistants allow for a change in the classroom power dynamic. Power distance, as defined by Geert Hofstede (2011), is the degree to which less powerful people in a society normalize power inequality. The power distance in a teacher-student relationship in Korea is very large compared to that of the United States. This creates a challenge for both the Korean students and professors in an American classroom setting. Teaching assistants benefit Korean students as they adapt to American teaching and learning styles. Generally, teaching assistants are older peers who have not yet finished their education, so the power distance is small compared to that of the professor-student power distance. This study investigates the perceptions of the Korean students in a first-year writing class on an American international branch campus and the effects a teaching assistant has on making the transition from Korean education to American education easier. Data collected through semi-structured interviews is analyzed using the theoretical lens of Krashen's Second Language Acquisition Affective Filter hypothesis and Lev Vygotsky's Zone of Proximal Development theory and sociocultural approach. This study suggests that scaffolding provided by teaching assistants, positively affects the Zone of Proximal Development, offering the opportunity for the teaching assistants to contribute to reducing student anxiety and lowering students' affective filters. This paper concludes that the role of a teaching assistant can positively impact Second Language Learners' American education experience and sociocultural adaption.

57399 11:25-11:50

Teaching the Lost Art of Conversation

Jay Veenstra, Toyo University, Japan

Technological advances in smartphones, wireless internet, and other digital platforms have allowed for people to connect like never before. Unfortunately, as more and more members of society turn to keyboards to communicate, face-to-face interactions have declined. This shift in the way we speak to one another is leading to an atrophy of the 'soft skill' known as conversation (Martinet, 2015). The deterioration of being able to effectively participate in a conversation should be an immediate cause for concern for both students and educators alike. Research has indicated that conversation is a fundamental part of the process that assists in building rapport and relationships. It has also been found that those people who can talk to people, are more successful than their tongue-tied peers, as they are able to build more significant relationships in both their personal and professional lives (see Roane, 1997; Gallo, 2018). This presentation will describe the framework of a one-semester speaking course taken by first-year students at a university in Japan. The course focused primarily on developing conversational skills in order to assist students with their social interactions both in and out of the classroom. The results of surveys and feedback indicate that students' attitudes towards the benefits of conversational skills became significantly more favorable over the course of a semester. Attendees of the presentation will leave with practical suggestions for implementing a similar project in their own classes.

56858 11:50-12:15

Text-based Syllabus Design for L2 writing: A Genre-based Approach

Akiko Nagao, Ryukoku University, Japan

This study explored how 36 first-year university students in Japan improved their understanding of language features and generic structures of academic writing in English during a 15-week, the second semester L2 writing course in the 2019 academic year. It used a genre-based approach combined with the teaching and learning cycle to write within systematic functional linguistics (Correa & Echeverri, 2017; Feez & Joyce 1998; Halliday, 1994; Martin & Rose, 2003). Discussion genre text's purpose is to systematically give two views of descriptions; the key linguistics features are related to modalities and Theme and Rheme (Martin & Rose, 2008). Altogether, 108 essays (pre, post, and delayed post-test) were collected and scored using a structural-functional linguistic rubric.

In phase 1, the average pre-essay and post-essay scores were compared for EFL learners of relatively lower and higher levels of English proficiency. In delayed post-test, both lower and higher EFL groups improved their understanding of ideational meaning: grounded in accurate and relevant knowledge from the source text.

In phase 2, individual differences in change patterns on targeted linguistic functions (ideational, interpersonal, and textual) were explored for ten learners with the lowest and highest pre-essay scores.

In phase 3, learning reflection documents were collected after students wrote post-essay to understand a subset of participants and gain insight into learners' processes and understanding in response to the writing instruction. Overall, ideational meaning, which concerns the essay content and its function of using language to express experiences, was found to improve substantially.

12:30-13:20 | Online via Zoom

Tuesday Online Session III

Language & Culture

57459 12:30-12:55

Some Features of Translation of Literature Texts From Russian Into Japanese

Marina Shchepetunina, Osaka University, Japan

The field of literature translation has been studied widely in Japanese scholarship, but most of these studies are devoted to English-Japanese translation. In this study we focus on Russian-Japanese literature translation. Russian Literature was introduced to Japanese readers in early Meiji Period, among first translators of Russian literature were such famous Japanese writers as Futabatei Shimei, who was especially interested in Russian Literature and Turgenev. Being first translated in Meiji or Taisho, many literature works became subject for new translations, some of them 5- 7 times. In this study we question why such new translations are needed and what differences do they feature. The method of this study is comparison of different translation of literature works, which was conducted during the undergraduate student seminar in 2018-2019 and 2019-2020 academic years. Starting from the literature analyses of the source text, followed by comparison of different translation on lexical, grammatical and conceptual levels we could map some conceptual differences among translated texts, which formed different target literature works. Some of these features are based on changes of Japanese language within the decades, some – on the level of how much Russian culture is introduced to Japanese reader and some on how the source text is interpreted by the translator. In this paper we discuss these differences and their reasons on linguistic and cultural levels.

56165 12:55-13:20

Progressive Expressions in the Papiamentu Language

Patricio Varela Almiron, Tokyo University of Foreign Studies, Japan

Linguists have described the functions of the markers expressing the grammatical categories of tense, aspect, and modality in Papiamentu, a creole language spoken in the Caribbean. However, the connection between these markers and the aspectual meaning of the verbs they modify has not been extensively studied. This presentation addresses this relation by looking at sets of data, focusing on the expressions that code the progressive meaning in Papiamentu. I examined three expressions taking the imperfective marker "ta": one using the unmarked verb; one using a gerund; one using the adjective "bezig", meaning 'busy'. I picked examples of the expressions with the gerund and the ones with "bezig" from data of spoken Papiamentu collected online. A native speaker looked at the sentences containing these expressions and checked whether they can be replaced by any of the other two progressive expressions. From this examination the following conclusions can be drawn: "ta" cannot express a progressive meaning with certain punctual verbs; some stative verbs said not to be unable to take the imperfective marker "ta", could take it in the form of a gerund, thus having a progressive interpretation. This research sheds light on the limits of the marker "ta" expressing progressiveness on its own and emphasizes the need to look at different constructions expressing the same meaning.

13:30-14:20 | Online via Zoom

Tuesday Online Session IV

Language Learning

54838 13:30-13:55

Using TV Production as a Tool for Teaching Intercultural Communication

Irina Sialini, Shantou University, Shantou, China

Teaching Intercultural Communication is crucially important for the modern globalized society. The knowledge of grammar and vocabulary is simply not enough for successful communication with people from other cultures. Although students take this course with enthusiasm, teaching intercultural communication might be a challenge, especially if the students we teach hardly ever travel and have very limited contact with foreigners. The important things to think about are how the process of teaching and learning can be made more approachable and entertaining, how students are provided with real-life situations and finally, how "other's" lives are made more understandable. Our solution is contemporary TV production that reflects life in Western countries, or TV production directly dealing with intercultural encounters. TV series like Friends, Parenthood, This is Us, Modern Family and Gilmore Girls show the "real life" of Westerners, concentrating on family affairs, household issues, love, marriage, parenting, retirement, students' life and work issues. Specially tailored discussion tasks help to explain different lifestyles, mindsets and priorities of Westerners. Fresh off the Boat is a TV series devoted to the problem of immigration and adaptation in a new country. This TV series is especially relevant in China as the main characters are "typical" Chinese immigrants from Taiwan, fulfilling their American dream in Orlando. During the presentation we will provide sample discussion questions, set a debate and demonstrate some short video clips. The presentation will combine theoretical and practical aspects.

54947 13:55-14:20

English-medium Instruction in China's Higher Education: Influencing Factors and Effects

Lijia Guo, University of Cambridge, United Kingdom

Yuan Yue He, Shantou University, China

Although English-medium instruction (EMI) has long been implemented and developed rapidly in higher education, little is known about its learning process and effects. Based on evidence from China's higher education, this empirical study employed a systematic approach to explore the research question: How do diverse factors affect student performance in English and disciplinary learning? In this study, partial least square structural equation modelling was used. The findings demonstrate three personal factors (prior knowledge, effort, and interest) and three environmental factors (course, teacher, and resource) have either direct or indirect effects on student performance. We find that effort has the strongest direct impact on learning outcomes, prior knowledge the second, while course factor the least. Interest has an indirect effect on outcomes through the mediating effect of effort, and teacher and resource factors have indirect effects on outcomes mediated by the factor of course. In addition, prior knowledge has a larger impact on English performance than on subject achievement. The study provides implications for future EMI practice and research.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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Virtual Presentations

Language Acquisition

55676

The Phonological Interference of Students' First Language in English Speaking: A Case Study on Cirebon-language Speaker Students

Anggi Auliyani Suharja, Indonesia University of Education, Indonesia
Bayu Pratama, Royal Melbourne Institute of Technology, Australia

Indonesia is one of the most multilingual countries in the world. The existence of 706 local languages (Lewis, Simons, and Fenning, 2013) that are spoken throughout the nation and Indonesian as the lingua franca make most Indonesians are at least bilingual. The multilingualism of Indonesians results in the tendency of one language to another language. This study explores the phonological interferences of the first language exist in the students' English speaking as well as the factors affecting the interference. The respondents were ten second-year nursing students whose first language is Cirebonese, one of local languages in West Java province, Indonesia. This research is a case study in design. The data was collected in the form of students' presentation of a given topic. An interview is also conducted in order to reveal the factors that affect the interference. The results show that most errors were found in the vowels sounds. The factors contributing the interference were the interlingual factor, the students' lack of English exposure, and the psychological factors of the students such as their confidence.

55751

Gender Differences in Subjective Age of Word Acquisition

Gordana Kerestes, University of Zagreb, Croatia
Mirjana Tonkovic, University of Zagreb, Croatia
Anita Peti-Stantic, University of Zagreb, Croatia

Studies in language development have shown that throughout childhood and adolescence girls are more advanced in language acquisition than boys. However, researchers in psycholinguistics have paid little attention to gender differences in subjective age of acquisition (AoA) - people's reports of the age at which they think they learned a particular word. The aim of this study was to examine gender differences in AoA and its predictors. Words (295 nouns, 256 verbs, 216 adjectives) from the Croatian psycholinguistic database MEGACRO, for which psycholinguistic properties had been estimated by at least 10 men and 10 women, were tested for gender differences in AoA and its predictors. Mixed ANOVA showed that women report statistically significantly lower AoA than men. The average difference was half a year, but the magnitude of the difference varied statistically significantly across word types. Correlation between men's and women's AoA was very high, revealing that the order of learning words is very similar for women and men. Hierarchical regression analyses showed that objective (length and frequency) and psycholinguistic (concreteness, imageability, and subjective frequency) word features better predict women's than men's AoA. The most powerful predictors of both men's and women's AoA were subjective frequency and imageability. Word length also predicted both genders' AoA, but at a low level. Concreteness was predictive only for women's, and objective word frequency only for men's AoA. The study extends our knowledge about gender differences in language acquisition, showing important differences in men's and women's subjective AoA.

56106

Language Play in Simultaneous Multilingual Children

Xiao-lei Wang, Adelphi University, United States

All children have an intuitive predilection to play with language and respond to language play. However, multilingual children may demonstrate additional talents and characteristics in using language playfully as a result of being able to access multiple cultural and linguistic resources. This paper presents a 19-year longitudinal study that examines how two trilingual siblings (Chinese, French, and English) displayed their linguistic dexterity in the use of ludic language. Situated in the everyday context, the study reveals that the multilingual siblings used language play to transcend the linguistic norms of their ambient languages to negotiate meaning, leverage their communicative intents, and develop their unique multilingual identity. In addition, the study presented in this paper suggests that the trilingual siblings' language play was syncretic in nature; that is, their language play included hybrid elements from their respective languages and cultures. The significance of the syncretic language play is that it enabled the multilingual siblings to develop nuanced and creative manners of Discourse. Thus, this paper argues that multilingual children, in particular those who grow up with more than two languages simultaneously, are able to use language play as an optimizing strategy to synthesize a wide variety of new meanings that any single linguistic system is incapable of offering by itself. The paper concludes with thoughts on future directions of research in multilingual children's language play and educational implications.

56759

Japanese ESL Students' Willingness to Communicate in English: The Effects of L2 Self-Confidence, Acculturation, and Motivational Types

Tomoko Takahashi, Soka University of America, United States
Tatsuya Aoyama, Soka University of America, United States

This study aimed to identify the factors that affect English learners' willingness to communicate (WTC) in the second language (L2) (L2 WTC) and particularly focused on self-confidence in the second language (L2 self-confidence), acculturation, and motivational types. L2 self-confidence was hypothesized to predict L2 WTC and to mediate the correlation between acculturation and L2 WTC for instrumental motivation learners, but not for integrative motivation learners. Participants were 88 Japanese speakers of English as a second language (ESL) studying at a small liberal arts college located in Southern California. The results partially confirmed the hypotheses, showing that both L2 self-confidence and acculturation strongly correlate with L2 WTC. The results also indicated that the mediation effect of L2 self-confidence on the correlation between acculturation and L2 WTC was opposite from the hypothesis, showing that the mediation effect was significant for integrative motivation learners but not for the instrumental counterparts. In explaining this disconfirmation of the hypothesis, a particular focus was placed on differences between L2 self-confidence and L2 WTC.

Virtual Presentations

Language Acquisition

57458

Heritage Motivation: A Specific Type of Language Learning Motivation for a Heritage Language Speaker

Mayumi Ajioka, University of California, Los Angeles, United States

This study investigated a successful case of a Japanese heritage language (JHL) speaker's learning academic Japanese in a qualitative approach. In the field of Japanese heritage language learning, it has been generally held that Japanese supplementary schools (hoshuukoo) play a significant role in maintaining and developing JHL children's Japanese skills, and that, if a child gives up the supplementary school, it will be hard for him to retain his Japanese proficiency. Kishimoto (2006) mentioned that JHL children went through a setback in JHL acquisition around the age of nine, when they have difficulty learning more academic Japanese at the supplementary school. She also observed that their Japanese skills would decline after they quit the Japanese school and would be almost unrecoverable. The current study provided a female JHL university student who had no experience of attending a Japanese supplementary school with a four-week intensive program of reading and writing academic Japanese. The program focused on the differences in grammar and vocabulary between spoken and written Japanese, and the participant succeeded in improving her academic Japanese skills. Along with the program, the current researcher had multiple interviews with the participant during the program and a follow-up interview two years after the program, to explore what caused her to succeed. The study found that her motivation changed into the one specific to heritage speakers, as she grew up and developed her interest in the Japanese language and culture, which presumably caused her success in learning advanced Japanese.

56328

Bilingual Transition of Address Terms for Family Members: A Longitudinal L1 Case Study from Birth

Hanako Hosaka, Tokai University, Japan

This longitudinal study focuses on the bilingual transition of address terms for family members used by a Japanese-English speaking child from birth. The child has been raised in Japan, mostly in English at home, and in Japanese at nursery since 0;4; and has been in a regular Japanese schooling system since 3;0. In a broad sense, her case can be considered as near "simultaneous" language acquisition (Paradis, et al., 2011). After the subject started the stage of cries and babbling, she started with English-sounding expressions. Since then, she has been calling her father as 'Daddy' who is an English-speaking father. It seems that she has set the stable address term for 'father'. On the other hand, the transition of how she calls her mother has been striking, as if she was looking for the most appropriate expression for 'mother' who speaks both languages. While at times the subject was not sure of how to address people or things, she gradually founded her confidence in speaking both languages. By 5;0, she seemed to have become more comfortable in both 'English' and 'Japanese' and used both languages almost interchangeably according to the given environment by 6;0. This observation has shown that the environment has strongly influenced her L1 system throughout her language experiences for over 7 years. Between the two languages, she has almost established her own linguistic system by adjusting to the given environment, which appears to be partial trans-languaging.

Virtual Presentations

Language and Communication

56871

Politeness and Impoliteness Strategies in the Courtroom: An Analysis of a Trial Script

Tilabi Yibifu, Akita International University, Japan

This research presents a conversation analysis (CA) study based on the data from an American reality TV show which aims at solving the following question: what type of politeness and impoliteness strategies are applied by the participants in the courtroom? Results from the trial conversation data show that the conflict between the speakers is the major factor that causes much greater use of impoliteness strategies. Among the impoliteness strategies, the most notable strategy is positive impoliteness in the way of using inappropriate identity marker, seeking disagreement and selecting a sensitive topic, making the other feel uncomfortable, and excluding the other from an activity. Moreover, when the conflict was solved, there is a remarkable turn in the application of communicative strategy. All the participants mainly use politeness strategies including negative and positive strategies. To be specific, in the positive strategies, common ground, conveying cooperation between speaker and hearer and fulfilling hearer's wants are mostly used. The results reveal that the use of politeness and impoliteness strategies by the participants in courtrooms is one of the distinct ways of seeking the truth and pursuing justice. However, the unequal power status among the participants becomes a spotlight in the courtroom, which also stimulates the application of impoliteness strategies. The findings of the study may provide a relevant reference for the further study of politeness and impoliteness strategy in reality TV show, particularly, in trial settings.

56907

Local Tourism Destination Content in Online Travel Agency Promotion

Martriana Said, Universitas Pancasila, Indonesia

Fani Nabilla, Universitas Pancasila, Indonesia

Online Travel Agency (OTA) had an impact on making people ease to travel, through their mobile devices without any extra charges. Based on Alvara Research Foundation, Indonesia's Top 5 online applications are Traveloka, Ticket.com, Blibli, KAI Access and, Airy. This paper is aim to describe how local tourism destination content in those application and their social media, what kind of language to promote travel destination, as storytelling and experiences also guest comment play an important role to affect others for travel or consume tourism product. Are there any differences between promoting tourism using application and advertising using mass media? This research focuses on how online travel agencies use language in e-commerce, the contextual analysis and the identity in local destination tourism.

The Communications approach to the tourism industry has meaning to inform and to persuade people. Why should focus on local tourism destination? This argument had relevance with The Indonesian Government policy that tourism destinations in Indonesia must be well-known for local and international travelers. Local tourism also should reach millennial generation, by using social media to promote, from YouTube vlogger to Instagram influencer. Consumers tend to mesmerize by visualization of destination. The Narratives approach on the story of destination should speak differently based on socio-cultural, local wisdom and natural scenery. The Interpretive approach will be used to data analysis on promotions content of local tourism destinations publish by 5 online travel agencies in Indonesia.

57236

Representation of Chinese-Sundanese Ethnic Identity in Suryakencana Bogor through Code Switching and Code Mixing

Nathalia Soemantri, Pancasila University, Indonesia

Indonesia has 1340 ethnic groups with 300 different ethnic groups recorded (www.netralnews.com). According to Hasbullah (www.academia.edu), there are around 726 regional languages in Indonesia, but only 456 regional languages have been successfully mapped. Indonesian language as a national language is use when one ethnic group wants to communicate with another ethnic group. Language according to Mulyana (2000: 117) is an element of forming culture and a person's cultural identity. Indonesian people generally master two languages, namely the local language and Indonesian. The Sundanese are the second largest ethnic group in Indonesia and mostly occupy the western Java region. Sundanese language itself has levels in the language that is polite, medium, and crude. Ethnic Chinese descendants who lived and settled in the Sunda region for generations are become part of Sundanese ethnic. This study aims to explain what forms of code switching and code mixing are carried out by people of Chinese-Sundanese ethnic when they interact with each other and another ethnic. This research was conducted in Suryakencana Bogor, West Java and also known as the Chinese village (www.kompas.com). The concept used in this research is Ethnic Identity (Barth, 1988: 10) and the concept of code switching and code mixing. The research is descriptive qualitative with data collection methods through interviews, documentation, and non-participatory observation. This study shows that people of Chinese-Sundanese descent in the Bogor Suryakencana region form their own patterns of communication and conducted code switching and code mixing to represent their ethnic identity.

Virtual Presentations

Language and Communication

57448

Increasing Tutor EI Skills to Improve Tutee L2 Writing

Inna Anokhina, ITMO University, Russia

Iuliia Sazanovich, ITMO University, Russia

Russian academic writing centers challenge to instill the educational nature of individual consultations (IC) adapting them to the Russian mindset. The shift from result to process writing approach is demanded. To attract more tutees and be effective, tutors in academic writing centers should not only be professionals in the field of L2 academic writing, but also possess developed Emotional Intelligence (EI) skills. Emotions influence humans' behavior and reactions, and hence, contribute to their entire productivity. In the work context EI skills play a significant role. Mayer & Salovey (1993) developed the ability model of "emotional intelligence", which regards EI as "the ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions." According to the mixed model "EI is the ability to deal with social behaviors, traits, and competencies" (Mandell & Pehrwan, 2003). EI includes divergent skills to be improved in individuals who lack them (Salovey, 1997), and relates to their personal development (PD). Any individual is affected by customs, traditions and cultural norms of the society they are brought up. Therefore, methods and techniques to increase EI should be created according to an individual's socio-cultural peculiarities. We base our approach to improve a tutor's EI skills on Hofstede's 6D model representing culture influence on individual's values in the workplace. This study explores the potential of EI in tutors' PD to improve academic writing skills in tutees in the context of professional interaction through case study method.

Virtual Presentations

Language and Culture

53558

Perceptions and Experiences of Female Emirati Learners' Engagement in English Language Learning: An Ethnographic Case Study

Thivashni Naidu, University of Wolverhampton, United Kingdom

Over the last forty-eight years, the United Arab Emirates, has striven to include a western discourse curriculum with English as a core subject within its education system. Through the use of an ethnographic case study design, this research is motivated by the ideals of culturally responsive pedagogy which includes the need to give voice to the lived experiences of female Emirati learners' engagement with an English language curriculum. This study explores qualitative narratives of female Emirati secondary school learners (15-18 years), in a rapidly globalizing yet nationalistic school context in Abu Dhabi. A central premise in this moderate constructivist study is the concept of cultural capital (Bourdieu, 2002) within a multidimensional setting (Sleeter and Grant, 1987) coupled with the aim of understanding the link between classroom language experience, Emirati household values and acculturation. This link is further supported by Gee (2014) who stresses the importance of both conversation and narrative analysis as a tool in understanding participants' stories. Another aim of this study is that it might serve as a pool of illumination in terms of inclusive practice ideals for the western expatriate English language teacher striving to interpret a hybrid language discourse in an Emirati populated classroom. The stories of participants have been analyzed against a backdrop of specific questions concerning participants' perceived identity coupled with engagements and experiences of learning English as a second language.

55287

The Picture That Is Worth Ten Thousand Words

Yue-min He, Northern Virginia Community College, United States

Japanese Zen Buddhism and the Impossible Painting, a book by Harvard professor Yukio Lippit, studies one national treasure of Japan: The Gourd and the Catfish, a painting by Taikō Josetsu, a Zen monk who was active during the Muromachi period (1336-1573). Lippit's book examines the painting's subject matter, innovative technique, manner of display, and literary and artistic responses to it. It is the first book--though merely 60 pages--in English that focuses on the painting. Despite its great significance, the book is sketchy when it comes to the study of the inscriptions on the painting. As a poem-picture scroll, or Shigajiku (a painting that is accompanied by poetry and has its roots in China and where the painting and the poetry are inherently connected), sources that could aid the understanding of the inscriptions need to be introduced, and the poems representative of the inscriptions should be scrutinized. This essay will therefore distinguish Josetsu's painting in its use of an improbable scene along with the poems to capture how the impossible struggle to catch a catfish with a gourd eventually can help the fisherman roam free of obstructions to Buddhist enlightenment. It will reinforce the book's conclusion that the painting mobilizes a new mode of artistic representation to pictorialize the nonsensical nature of a Zen koan and by extension the relationship of such paintings to various social contexts of the medieval Japanese culture.

55332

The Impact of Paratexts on the Ideology of Translation

Bitia Naghmeh Abbaspour, Universiti Sains Malaysia, Malaysia

There has been a burgeoning interest among contemporary researchers in investigating the ideological aspects of translations. Such concerns become more controversial when the ideology of the source text does not match with the dominant ideology of the target socio-cultural context. One of the recent ideological controversies of translation is the phenomenon of Rumi-mania in North American society. In the last two decades, the rapid dissemination of Rumi's name in North America is considered phenomenal, especially after the 9/11 attacks and the rise of Islamophobia throughout the country. Finding the logic behind such an extraordinary wave of fascination toward Rumi (a Muslim Sufi Sheikh, who utilized poetry for transferring Qur'anic teachings), in such an Islamophobic context, has attracted the attention of many researchers in the fields of translation studies, literature, and even theology. However, to the best of our knowledge little research has been conducted on the paratexts (prefaces, notes, illustrations, titles, etc.) of these translations. Considering paratexts as tricky devices in translators' hand to implicitly impose their intended ideology, the current study aims to investigate Rumi's poetry at the paratextual level in terms of any probable ideological manipulation. To do so, based on the association of ideology and manipulation with critical discourse analysis, the study employs CDA as its theoretical and analytical tool. It is hoped that the findings of this study, reveal the incongruity of the ideology presented in the translations' paratexts with the ideology of the original text.

55774

Conceptual Metaphors in Political Discourse: State is Woman – Woman is Construction

Sonja Tomović-Šundić University of Montenegro, Montenegro

Kristina Gvozdenović University of Montenegro, Montenegro

This project aims to analyze the conceptual metaphors through political discourse during the period of 2018 presidential elections in Montenegrin society, as a means of understanding how human action and (un)consciousness both shape and are being shaped by surrounding cultural and social structures. The study focuses on revealing cultural constructs through the examination of the conceptual metaphors STATE IS A WOMAN; A WOMAN IS A CONSTRUCTION. It examines conceptual metaphors that can be characterized as a female in nature, being found in a corpus of metaphors during the presidential election campaigns in Montenegro. Such (conceptual) metaphors, which in this paper relate to women, do not serve for stylistic beautification of the text but are precisely the basis for the creation and our understanding of political identities and realities. The analysis strives for the identification of cultural practices and the detection of how traditional cultural values are transformed under the influence of emerging ideologies, and it has been carried out in excerpts from political discourse during the last presidential election (2018) in Montenegro. Conceptualizing STATE as A WOMAN and A WOMAN as A CONSTRUCTION in Montenegrin political discourse has shown that gender metaphors in political speech represent the mental and emotional maps of a sociocultural environment. Besides that, the analysis has shown that the cognitive base that conceptualizes women and women's activities through metaphors are still largely under the control of the dominant gender ideology in Montenegrin society. The paper, therefore, draws attention to language, which plays an important role in discrimination, and suggests that language can offer invaluable insight into intentions and, moreover, construct a psychological portrait of the speaker.

Virtual Presentations

Language and Culture

56232

Cross-cultural Language in Clint Eastwood's Movie Scripts

Yujin Fukatsu, Gakushuin Women's University, Japan

This is a study of cross-cultural language use in Clint Eastwood's movie scripts. Eastwood, the renowned film director, starred and produced numerous movies in a variety of genres. The study focuses on the language of the movie scripts used in Eastwood's War films and Western. Scripts were downloaded from a website "The Web's Largest Resource for Movie Scripts" and were examined with KH Coder, a free software program, to analyze word frequency. Before looking at the words used in the movie scripts, cross-cultural language had to be defined. Edward Said coined the term "Orientalism", studying 19th and 20th-century post-colonial European literature. Typical cross-cultural language use, in other words, words frequently used to describe "Orientalism", was investigated from the original text downloaded from Project Gutenberg. Those words were compared to the word frequency of the British National Corpus (BNC). Frequently used words were listed on a cross-cultural word list. The same process was used to add typical words used in Hollywood movie scripts that depicted foreign culture. More words were added from the Internet dictionary sysurus.com to enrich the vocabulary. Comparing the Clint Eastwood's movie scripts of War movies and Western to the original word list to analyze his works in terms of language is the goal of the study. Certain words in the script showed statistically significant differences with the enriched BNC, indicating that Eastwood's work employs cross-cultural language, in other words, "Orientalism". This reveals his films can be researched from not only scenes but language.

56723

Cultural-Communicative Styles: The Case of Indonesia and India

Munmun Gupta, Binus University, Indonesia

Katharina Endriati Sukanto, Atma Jaya Catholic University, Indonesia

The present study examines, defines and evaluates the cultural-communicative styles of Indonesia and India. The analysis presented in the report is based on Hall's theory (1959, 1966, 1976, 1983) of high-context (HC) and low-context (LC) cultures and Geert Hofstede's (1997) cultural dimension of collectivism versus individualism. The report also suggests how potential gaps between members of different cultures can be bridged by promoting intercultural acceptance. Empirical and theoretical research has been used in this study to establish, and frame, key investigative questions. When viewed through the lens of Hall's theory (Hall 1959, 1966, 1976, 1983), India and Indonesia can both be classified as HC cultures, although India appears to be moving in the direction of LC culture. When both the cultures are observed via Hofstede's (2008) cultural dimension of collectivism versus individualism, it is evident that Indonesia is a collectivist culture whereas India is both individualistic and collectivistic. There are marked differences in the way Indians and Indonesians interact, yet they share a number of similarities, including respecting their elders and maintaining dedication in accomplishing tasks. More research is needed to explore both of these cultures, as the literature available on the topic of cultural-communicative differences is limited in this context. More generally, people from different cultures communicate in ways that could lead to misconceptions. Coming to terms with the complexity of cross-cultural interactions is a prerequisite for engaging in successful intercultural communication with people from different backgrounds. In turn, globalization calls for more and more intercultural communication and cooperation.

57373

Global Education in Non-native English-speaking Countries, Challenges and Opportunities: A Focus on Indonesian Students at a Selected Japanese University

Clara Evi Citraningtyas, Universitas Pelita Harapan, Indonesia

Karina Viella Darminto, Ritsumeikan Asia Pacific University, Japan

Research has shown that generation Z is much more eager to include global education in their lives. The experience of studying in another culture, especially in an international context, is seen as a necessity. The most popular study destination for international students has been countries where English is spoken as a native language. In more recent years, however, non-English-speaking countries, are also offering global education and have attracted international students. This research aims to reveal the experiences of international students in non-English-speaking countries with some focus on culture and language issues. Following an empirical viewpoint, six Indonesian undergraduate students at a selected university in Japan were surveyed and interviewed on their motivations and expectations for studying in Japan and on the challenges they encountered. The findings suggest that culture, language, and quality of education are important motivations for choosing to study in Japan. During their first year, these international students face a number of academic, cultural, linguistic and climatic challenges. However they have no reservations about their future careers in the global world despite being educated in non-native English-speaking country.

Virtual Presentations

Language and Culture

57443

Translation and Interpreting Activities in ESL to Recharge Sociocultural Awareness in Students

Iuliia Sazanovich, ITMO University, Russia

Inna Anokhina, ITMO University, Russia

Teaching translation and interpreting techniques obviously contribute to the effective and efficient development of linguistic and communicative skills in students. At the same time, translation and interpreting exercises promote sociocultural critical thinking skills, since the language as a system of communication transfers and reflects cultural concepts and social realities. The ability to perceive and understand a text in a foreign language allows students to get internationalized, enrich and enlarge their mind and learn about diversity of the world. Any text either oral or written is culturally and socially affected, which makes the processes of translation and interpreting to be the mediation between cultures. Such a mediation demands situational immersion in "semiosphere" for unwrapping the meaning at different text levels. The one who translates and interprets becomes a mediator not only skilled to analyze a text semantically and pragmatically, but also able to de-/recontextualize it in contemporary conditions of constant sociocultural movements. To achieve the required competence in students we use the Communicative Act Model (CAM), which orients students within the translation and interpreting process while learning. The workshop focuses on developing CAM-based teaching materials for translation and interpreting activities and gives instructions for their wise and efficient usage in ESL classroom. The workshop traces and discusses the ways to increase students' sociocultural awareness. The participants will be equipped with a set of techniques to empower cognitive flexibility, improve critical thinking skills and expand short-term memory in students.

Virtual Presentations

Language and Psychology

56206

Moderation Effect of the Categorical Variables Including Gender and Grade Levels on Scientific Multi-Text Reading Comprehension Causal Model

Hsiao-Hui Lin, National Taiwan Normal University, Taiwan

Hsueh-Chih Chen, National Taiwan Normal University, Taiwan

Yuh-Tsuen Tzeng, National Chung Cheng University, Taiwan

Yao-Hsuan Huang, National Taiwan Normal University, Taiwan

The purpose of this study was to: (a) test and compare three sequential mediation models (Model 1, Model 2, Model 3) of scientific multi-text reading comprehension (SMTRC) causal model by likelihood ratio test (LRT) in order to select the best one (b) analyze the moderation effects of the categorical variables including gender and grade levels on the dependent variables of SMTRC causal model by multiple-group structural equation modeling. We invited 1535 learners in grades 5-9 from Taiwan whose average age were 13 years old and native language were Chinese to take the formal test. The collected data were analyzed by Structural Equation Modeling (SEM), and multigroup analysis. In our data-driven model: (a) the Fit Indices of three sequential mediation models are all located in ideal fit ranges, and there are statistically significant differences among these three sequential mediation models. Analytical results showed that the chi-squared distribution (χ^2) of Model 3 is kept to a minimum, indicating Model 3 considered the best model for cognitive mechanisms of SMTRC (b) direct effect of information retrieval (IR) on information interpretation (IIP) are moderated by gender. (c) the following relations are moderated by grade levels: direct effects of IR and information generalization (IG) on IIP, direct effect of IR on information integration (IIG).

55023

Virtual Reality for Language Learning

Takako Aikawa, Massachusetts Institute of Technology, United States

Technology can provide new opportunities for learning, and virtual reality (VR) is a new modality with great potential for immersive and interactive learning experiences. VR is engaging and can spark wonder in learners of all ages. However, we don't yet know how much or in what ways VR can support learning a new language. The same is true for kinesthetic learning in VR. Kinesthetic learning is a learning style based on learners' physical movement. VR can offer one of the best environments for such learning style, but it remains to be seen how effective it is in this setting. Language learning requires exposure to the language in authentic contexts and an opportunity to interact in an immersive environment. As such, VR has a great potential for language learning. The proposed paper aims to discover how both VR as a modality, and kinesthetic learning as a method can improve language learning. We will present VR-based language learning activities that we have designed, while explaining how VR as a new modality and kinesthetic learning as a learning approach are implemented in these activities. We then provide the results from our user testing that show how learners have interacted with the technology and how it has facilitated their use of the target language. We are confident that we can clarify the added value of VR and provide its pedagogical justification, thus elucidating the potential of VR in our future language education.

Virtual Presentations

Language Learning and Teaching

55562

A Proposal to Develop Explicit Grammar Knowledge as an Expansion of the Presentation Stage in the Three P's Framework
Diego Monasterio, Bernardo O'Higgins University, Chile

From a theoretical point of view in second language learning, it is crucial to understand the importance of explicit knowledge and learning when teaching adolescents and adults to develop automatization of abstract grammatical structures. Dekeyser (2008) acknowledges this idea, claiming that "the instructional approach should be different depending on age: full-scale immersion is necessary for children to capitalize on their implicit learning skills, and formal rule teaching is necessary for adolescents and adults to draw on their explicit learning skills" (p.335). This important distinction is made due to the different cognitive skills children and adults have developed through aging, making the former better at implicit learning and the latter at explicit learning (Batterink and Neville, 2013). However, although Dekeyser clearly states the importance of developing explicit grammar knowledge among students (2008), his research has not suggested a clear methodology to work with this type of knowledge. Therefore, this qualitative research study was developed to apply a linguistic and neurocognitive-based pedagogical intervention as an extension of the presentation stage in the presentation-practice-production teaching model in order to help adult students develop explicit grammar knowledge. The intervention consists of different teaching activities that take into consideration adults' various linguistic and neurocognitive needs. Such activities were applied in order to help students develop the three main aspects of explicit grammar knowledge: analogical reasoning, noticing grammatical patterns, and noticing mistakes and providing pedagogical explanations on them.

55614

Valuing Diversity: Content based EFL Teacher Training

Aliza Yahav, David Yellin College of Education, Israel
Manal Yazbak Abu-Ahmad, Sakhnin Teacher's College, Israel

This paper presents a decade of collaborative teaching between two Israeli lecturers: one, a Palestinian-Moslem from Nazareth, the other, a Jewish-Israeli from Jerusalem. The course they developed aims to achieve a dual purpose: First, developing future EFL teachers' awareness of their potential role in a multicultural society and second, accompanying students on a journey that explores their own multifaceted identities. The course was founded on the conviction that the EFL* teacher is not merely a language technician but an educator, and that the content of the foreign language curriculum can act as a compelling social agent in today's society, where developing understanding and appreciation of diversity is crucial to our very existence. Focused on content-based language learning principles, the course brings together future English teachers studying at two colleges of education, one in Sakhnin and one in Jerusalem. Israeli Arab and Jewish college students work together (both virtually and in F2F meetings) on projects which examine issues of identity, prejudice and bias, and then translate their insights into strategies and activities for teaching EFL. Language learning classroom activities that reflect the message of understanding and appreciating differences are modeled and discussed, and students interact on e-learning platforms and social media. Throughout a decade of collaboration, the course has mirrored changes in social issues, educational agenda and student attitudes, and this paper focuses on the insights derived from an ongoing process, which we believe can contribute to respecting and valuing diversity in today's increasingly multicultural classrooms. *English as a foreign language

55789

A Snapshot of e-learning: Vocabulary Retention in Academically-advantaged Background

Yung-huei Chen, National Chung Cheng University, Taiwan

Vocabulary is significant to academic achievement. Instructional curricula are usually designed to include vocabulary teaching, learning, and assessment to help retention. Researchers have addressed the essence of vocabulary learning by providing a plethora of learning strategies across the wide English for Academic Purposes (EAP) spectrum. As learners progress in school, academic vocabulary accumulates in content areas. It is critical for learners to have academic comprehension to make sense of reading material, research paper, and delivery of an instructor. Considerable studies are carried out to apprehend how academic-specific vocabulary not to be used on a daily basis, but be taught explicitly. As technology comes in handy, the viability of applying e-learning into academic vocabulary learning may be fruitful for the coming of this digital world. e-Learning could be a better tool to make sure that no learner is left behind. Given that learners often lose their first jump of academic vocabulary learning in a hurdle, this study was undertaken to address the impact of e-learning on intrinsically-motivated adults on their learning of academic vocabulary, to see if learners would be able to leap the fences built by vocabulary blocks in less effort. Pedagogical principles on EAP and e-learning would be underlined to examine the engagement of digital natives nowadays. Whether the vocabulary learning outcome of e-learning is significant or not, no one can deny its capability of disseminating information both in breadth and depth. When e-learning is implemented into an EAP environment, it seems to be the answer to learning pains.

56163

Applying Cooperative Development in Exploring College English Teaching in a Large Class Format

Fan Yang, Beijing Language and Culture University, China

Large class size as a growing phenomenon in developing countries is closely related to two reasons: initiatives to achieve universal education and rapid population growth (Bendow, Mizrahi, Oliver, & Said-Moshiri, 2007; Shehu & Tafida, 2016). Given the fact that the large class phenomenon cannot be eliminated within a reasonable amount of time, it is important for teachers to develop effective strategies to teach English in large classes (Hayes, 1997). The purpose of this study was to understand in what ways post-observation discussions lead to increased self-awareness by a College English teacher of her pedagogy, especially related to large class teaching, and to provide insights which might be useful to teachers who teach large classes in China and around the world. Data were collected from document analysis, observations, and discussions to answer the research questions. The post-observation discussions were structured by using the theoretical frameworks of the Cooperative Development model and a "collaborative conversation" approach. From a series of data analysis, four themes were generated from the data which included student participation, affective factors, classroom management, and instructional strategies. This study also provided implications of the findings and recommendations for further research.

Virtual Presentations

Language Learning and Teaching

56326

The Advantages of Using Image-schematic Animation in Teaching English Prepositions

Tomoko Tsujimoto, Osaka Institute of Technology, Japan

In recent years, many researchers have examined how second and foreign language learners benefit from cognitive linguistics insights, especially in their acquisition of polysemy. However, teachers are not linguists and usually do not have enough knowledge about cognitive linguistics to apply it to their everyday teaching. This paper proposes using animation in teaching English prepositions, one of the major research themes in cognitive linguistics. The animations attached to each description of polysemous meanings of 20 prepositions have been developed based on Langacker's framework. One of the main advantages of using animation is that the cognitive linguistic framework can be utilized without academic terms difficult for students to understand. For instance, red objects in our animated figures stand for "landmarks" in Langacker's terms, and blue objects for "trajectors". Watching the short animations repeatedly, students can understand the image-schema of the preposition through the colors, without using the academic terms. Another advantage is that we can see the movement of blue objects, or trajectors, in animation. When a trajector moves along the arrow in the animation for a preposition such as "across", it will help students understand the various meanings of "across", its central and metaphorical meanings at the same time. Pre- and posttests were conducted. The group used the image-schematic animations showed higher scores in the posttest than those in the pretest, and their posttest scores are higher than those of the group used conventional method of teaching. The results indicate that using image-schematic animations in teaching prepositions is effective.

57269

Compiling Learner Corpora on Four Types of Common Errors Made by Chinese EFL Students

Elaine Y. L. Ng, Wenzhou Kean University, China

A number of EFL studies have been conducted in China to analyze different types of common lexico-grammatical mistakes made by college students in English writing. However, there has been very little research attempted to explore how instructors can practically utilize the resource of a learner corpus to help students improve their writing proficiency. The proposed research encompasses the fields of corpus linguistics, second language acquisition and foreign language teaching. It aims to compile four mini error-tagged corpora with specific reference to tense and aspect, article, topicalization, and sentence structure. They are found to be the major types of errors made by Chinese learners of English. The sample writings collected for investigation were produced by two classes of freshmen at Wenzhou Kean University (WKU) in 2019 Fall and 2020 Spring. WKU is a Sino-American University in China which uses English as a medium of instruction. The learner corpus contains two drafts of four different types of academic essays in 500 to 1,000 words each given to students as the core assessment. The research focuses on designing a multi-level error annotation system in identifying, coding, and annotating the four types of errors and their corrections. The data will be related to the second language acquisition theory to describe the features of interlanguage and the factors other than L1 that contribute to shaping it. Moreover, the findings will be applied in an immediate pedagogical context by designing tasks that involve learners who produce and use the corpora data themselves in an EFL classroom.

57384

Implementation of an Integrated Program of English and Character Education in an EFL Classroom

Yu-chi Chuang, National Taichung University of Education, Taiwan

Character Education is usually reflecting some good values in order to empower students to have a better development of individual growing. Hence, language teachers can expend their curricula with different disciplines for increasing their variety of teaching and training their students with some life skills. However, most of teachers in Taiwan have tried to accomplish their new curricula of interdisciplinary approach with corresponding the educational guidance. This study is an eight-lesson integrated program of Character Education and English in a real English as a foreign language classroom in one public school in Taiwan. The researcher will adopt an action research in probing the difficulties and process during administering this program. The research design will be separated into two cycles of planning, implementing, observing and reflecting for the reason of readjustment of problems encountered towards teaching process. The data will be collected in a four-point Likert scale attitude survey towards students, checklists for students' performances of English and Character Education in this program, and two teachers' semi-structured interviews after this program. The data will be analyzed with both quantitative by the statistical program, SPSS, and the qualitative data will be interpreted into six aspects of this integrated program according to the framework of Creswell and Creswell (2017). The findings and discussion will be reported at the end of March 2020.

Virtual Presentations

Language Learning and Teaching

57420

The Ratios of CEFR-J vocabulary Usage Compared with GSL and AWL in Elementary EFL Classrooms and Its Implications

Yukiko Ohashi, Yamazaki University of Animal Health Technology, Japan

Noriaki Katagiri, Hokkaido University of Education, Japan

This is a corpus-based study using an elementary English classroom corpus to examine a) the ratios of vocabulary usage of four levels, A1, A2, B1, and B2, which pertain to the CEFR-J wordlist; b) the ratios of the usage of vocabulary items belonging to the General Service List (GSL) and Academic Word List (AWL); and c) whether the ratio varies among classes. The authors examined an elementary school classroom corpus of their own compiling from the data of four public elementary school classes. The percentage of vocabulary usage belonging to the A1 level of the CEFR-J in all four classes was below 15% (Class A: 12.1%, Class B: 12.6%, Class C: 8.9%, and Class D: 13.6%) with no statistical difference between levels. The average usage of A2-level vocabulary items was below 10%, and all classes showed less than 1% of vocabulary usage for the B1 and B2 levels. Over 70% of all vocabulary items used in classes belonged to the most frequent 1,000 word band (level 1) of the GSL, while the next most frequent word band (level 2 of the GSL and AWL accounted for less than 10%. The results suggest that the usage ratios for vocabulary items in the CEFR-J A1 level should be promoted, considering that teaching the A1-level vocabulary items is required in elementary classes. This implies that the students are less exposed to grammatically well-structured sentences with an abundance of lexical items, since the same lexemes are repeatedly used in each class with less variety.

Virtual Presentations

Linguistics

53671

A Cross-Linguistic Investigation on 'Outer Circle' Englishes: A Corpus-Based Approach

Orlyn Joyce Esquivel, University of the Philippines Diliman, Philippines

Kachru (1994) provided a model to categorize the three concentric circles of World Englishes: 'Inner circle', 'Outer circle' and 'Expanding circle' (Bauer, 2002). In the Inner circle, English is the language of identity for its native speakers. However, when transferred to countries in the Outer and Expanding circles, English becomes an alien form of expression with different structural properties and a different vocabulary to organize experience (Doms, 2005). This study analyzed 40 selected research papers from professional language and linguistic academic journals to picture the differences between Englishes in the Outer Circle. The selected Outer Circle Englishes include those of Bangladesh, Kenya, Pakistan, Sri Lanka, Ghana, Malaysia, the Philippines, India, Nigeria, and Singapore. The research papers were examined under lexical and grammatical features, alongside with the following linguistic features: syntax and lexical semantics. Results revealed the unique and prominent lexical, grammatical, and linguistic features through table and textual analyses, illustrated from the most to least dominant linguistic elements. Occurrences of localized spellings, syntax, and innovated lexical items were observed. In addition, comparative analyses were done to distinguish the features of each of the selected Englishes. Hence, the findings impart insights that the 'Outer Circle' Englishes will continue to evolve from the International English as their cultural diversity continue to affect their linguistic features.

55227

The Production of English Affricates by Yemeni EFL Learners of English

Mohd Hilmi Hamzah, Universiti Utara Malaysia, Malaysia

Najah Ahmed Khamis Bin Hadjah, Universiti Utara Malaysia, Malaysia

Abdul Halim Abdullah, Universiti Teknologi Malaysia, Malaysia

The production of English sounds by non-native speakers of English has been extensively discussed in the phonetic literature, particularly in the areas of second language speech production and pronunciation instruction. The current study aims to explore the production of the English affricates /tʃ/ and /dʒ/ by Yemeni EFL learners of English. The production data involved 36 isolated tokens containing the two target sounds embedded in word-initial, word-medial and word-final positions. The elicited materials were gathered from two male Yemeni students in Universiti Utara Malaysia. Both speak Arabic as their first language. The speakers were asked to repeat the randomised tokens three times. The spoken data were analysed auditorily by four raters and then acoustically inspected via Praat by the researchers. The findings show that the Yemeni EFL speakers of English face some difficulties in producing the English affricates, particularly for the voiceless affricate /tʃ/ in comparison to its voiced counterpart /dʒ/. Word position appears to be a factor that greatly affects the accuracy of the speakers' production of the two target sounds. Deaffrication occurs in the production of /tʃ/ for both speakers, while palatalisation for /dʒ/ is speaker-specific (one of the speakers only) and also environment-specific (word-medial and word-final positions only). The results provide experimental confirmation for the effect of first language on the production of non-native sounds and they accord well with the Language Transfer Theory's prediction. The findings of this study have potential contributions in the pronunciation teaching and learning of English, particularly among EFL learners of English.

55340

English Vowel Duration Affected by Voicing Contrast In Chinese, Korean, Japanese, and Vietnamese

Nguyen Van Anh Le, Sophia University, Japan

Mafuyu Kitahara, Sophia University, Japan

Learning a foreign language, especially to second language learners, comes with learning new phonetics contrasts. Adults often have difficulty in learning non-native vowels especially when the vowel inventories in their first and second language are different. This study describes the speech acquisition of English vowel in Chinese, Korean, Japanese, and Vietnamese speakers, and addresses their problem of voicing dependent vowel duration by assessing how vowel quality is produced before voiced and voiceless consonants. A gating experiment was conducted to assess how reliably speakers can produce English monophthongs and diphthongs. To achieve this overarching purpose, three aims were addressed: (1) to identify the duration of English vowels of four subjects above, (2) to present an overview of the four languages divided in 3 groups: tonal, non-tonal, and pitch accented, (3) to investigate difference in subjects' acquisition of English vowel based on their language systems. Chinese, Vietnamese-L1 English learners (Group 1), whose L1 is tone languages and have no audible released codas, Korean-L1 English learners (Group 2), whose L1 has no vowel quantity distinction (VQD), and Japanese-L1 English learners (Group 3), whose L1 is pitch accented language, has aspirated codas and (has phonemic length contrast i.e. short and long) VQD, devoicing vowels. All three groups produced longer lengthening before voiced codas with monosyllabic words, however, they did not produce vowel lengthening before English voiced codas at disyllabic words, which was significantly different from English native speakers.

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