ACLL2018

Art Center Kobe, Kobe, Japan
April 27-29, 2018

Final Draft Schedule

Please Check & Confirm

Please check that all information pertaining to you is correct
and notify us at acll@iafor.org if there is any error.
Please notify us of any corrections by **Wednesday, March 28** 17:00 (Japan Time).

Final Schedule

After minor changes have been made to the schedule we will send you a link to the final schedule.

The final schedule will contain session information and a detailed day-to-day presentation schedule (including room allocations and session chairs).

This will be available on **Friday, April 13.**

The International Academic Forum

Friday, April 27

Plenary Day Outline
*to be finalized

09:15-10:00 Conference Registration & Morning Coffee

10:00-10:30 Announcements & Welcome Address

10:30-11:15 Keynote Presentation
Surviving and Thriving in the Gendered Waters of Japan: Ten Women's Stories
Diane Hawley Nagatomo, Ochanomizu University, Japan

11:15-12:00 Virtual Keynote Presentation
Identity and Language Learning in an Unequal Digital World
Bonny Norton, University of British Columbia, Canada

12:05-12:20 IAFOR Documentary Photography Award

12:20-12:30 Conference Photograph

12:30-13:45 Lunch Break | Mame no Hatake

13:45-14:30 Featured Presentation
Task-Based Language Teaching in an English for Business Purposes Program
Ken Urano, Hokkai-Gakuen University, Japan

14:30-15:15 Featured Presentation
A New Paradigm for English Language Teaching in Asian Contexts
Judy Noguchi, Kobe Gakuin University, Japan

15:15-15:30 Coffee Break

15:30-16:45 Featured Presentation
To be Announced

17:00-18:30 Conference Welcome Reception & Sake Tasting

The International Academic Forum

Saturday, April 28

Day 2 Outline

*to be finalized

08:30-09:00 Coffee, Tea and Pastries

09:00-10:30 Parallel Session I

10:30-10:45 Coffee Break

10:45-12:45 Parallel Session II

12:45-13:45 Lunch Break | Mame no Hatake

13:45-15:15 Parallel Session III

15:15-16:15 Coffee Break & Conference Poster Session
15:45-16:45 Parallel Workshop Session

17:00-17:45 Keynote Presentation
Language Learning in a Time of Complexity and Change
Garold Murray, Okayama University, Japan

18:30-21:00 Official Conference Dinner (optional extra)

Sunday, April 29

Day 3 Outline
*to be finalized

08:30-09:00 Coffee, Tea and Pastries

09:00-10:30 Parallel Session I

10:30-10:45 Coffee Break

10:45-12:15 Parallel Session II

12:15-13:15 Lunch Break | Mame no Hatake

13:15-14:45 Parallel Session III

14:45-15:00 Closing Remarks

Saturday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Applied Linguistics Research
Session Chair: *To be Announced in Final Schedule*

41029
Words to Explain Words: How Teachers Explain Second Language Vocabulary
Mizuki Moriyasu, Independent Scholar, Japan
Ernesto Macaro, University of Oxford, UK

Vocabulary plays one of the most crucial roles in language competence and learning, and has gained considerable attention in second language acquisition research and education. However, the largely learner-centered research has focused directly on learner thoughts, behaviors and development, paying little attention to the role of teachers' vocabulary explanations and their effects on learner outcome. In this case study of two English Medium Instruction (EMI) professors at a Japanese university, teacher explanations and elaborations of vocabulary were investigated. Three consecutive lectures and interviews with each professor were recorded and transcribed for analysis. This study described the what, when, why, and how of teacher vocabulary explanations. The primary focus of the EMI classes was teaching content through English, making vocabulary explanations doubly important, as they potentially played two roles: clarifying word meaning and teaching content. The results seemed to indicate a tight relationship between various contextual factors (i.e., student proficiencies and experiences, course aims, course content, teaching style) and approaches to vocabulary explanation. The EMI format in particular seemed to influence the explanatory behaviors, both linguistically and typologically. Vocabulary was most often explained in definitions or paraphrases in the second language English and treated as concepts directly related to the course content. The findings suggested the need for more research on teacher lexical explanation sensitive to teaching and learning contexts. The reflections presented in the interviews and the variety shown in teacher behavior supported the need for attention to vocabulary explanation in teacher training and curriculum-building.

38768
A Case Study: Promoting Vietnamese Staff's English Language Ability and Their Change of Conceptions of English Language Learning
Lim Ha Chan, Wenzao Ursuline University of Languages, Taiwan

In this study, a four-month English language training course was designed for the Vietnamese staff members of a manufacturing company in Vietnam. The English language course materials were designed according to the results of the need analysis of the Vietnamese staff and administration manager. The course focused on daily life English, English specifically related to their job, and improving the staff's listening and speaking skills. The lessons were communicative-driven and student-centered. The English course was divided into two parts (two months for each part) and was held after the staff's regular working hours twice a week in the evening. The aims of this study were to find out whether this particular English learning experience would influence the learners' conception of English learning and about their learning outcome. The results of this study showed that after the training course, there were changes in the conceptions of English language learning of the participants. They showed a deeper understanding of what English language learning is about. The participants' speaking skills were improved in both the first and second part of the training course, and listening skills were improved in the second part of the training course, which met the goals of the training course. Overall, there were improvements in the first and second parts of the course. In short, the training course did improve the participants' learning outcome.

41144

A Study of the English Inversion Structures by L1 Thai Learners

Nattama Pongpairoj, Chulalongkorn University, Thailand
Supakit Thiamtawan, Chulalongkorn University, Thailand

The research investigated L1 Thai learners' avoidance of English inversions after copular verb phrases and/or long subjects and negative adverbs. It was hypothesized that L1 Thai learners would avoid producing English inversions due to the non-existence of this structure in L1 Thai (Schachter, 1974; Dagut & Laufer 1985). The participants were Thai undergraduates whose English proficiency was at the intermediate level. The research instruments included a comprehension test, namely a test which ensured the subjects' knowledge of the inversion structure, and an indirect preference assessment task or a task examining the participants' preference between inverted and non-inverted sentences. Results showed that the L2 learners seemed to avoid the inversion structures after adverbials. Yet, they tended not to avoid using those following negative adverbs, possibly due to their transfer of training and familiarity with the structures (Selinker 1972; 1999). The findings can be accounted for by Factors of Non-Avoidance Hypothesis (FNAH) (Thiamtawan & Pongpairoj, 2013). When L2 learners' L1 and L2 structures are different or when an L2 structure does not exist in the learners' L1, avoidance behavior might not occur. Other factors could possibly influence L2 non-avoidance.

Saturday Session I: 09:00-10:00

Room: *To be Announced in Final Schedule*
Stream: Literature and Language Learning
Session Chair: *To be Announced in Final Schedule*

40115
A Cognitive Study of Expressions Based on Hearing in English and Vietnamese
Thi Thuy Oanh Tran, University of Foreign Language Studies - The University of Danang, Vietnam

Hearing is said to be the sense of linguistic communication and in fact, in all the meanings, both concrete and abstract, it seems to be so. Through experiencing of human, hearing is used for many expressions in daily life popularly. In the view of cognitive linguistics, "the design features of languages and our ability to learn and use them are accounted for by general cognitive abilities" (Barcelona, 1997:8). In fact, hearing is considered a sense through which a person can understand, know, recognise, detect, imagine, discover or find sound. As in an example of "You buy your life with it. You hear me? You give it to that dago devil and buy your life", the speaker wants the hearer to 'understand' what he/she transfers, he/she uses 'hear' to express his/her meaning, when the hearer can hear, it means that person can understand his/her thought. This paper refers to study the expressions based on hearing in both English and Vietnamese under the cognitive views so as to conduct a comparative study by analysing of the 100 (50 from each language) expressions based on hearing. Since then, the article is concluded that English and Vietnamese people share the expressions based on hearing. This study will help teachers as well as learners of English linguistics approach their meanings exactly.

41092
Foreign Language Adoption of Young Learners (3-6 years old) through an AI Robot
Wanwei Zheng, Yew Chung Community College, Hong Kong

Artificial Intelligence is being more and more innovative in terms of design, development and usage. In recent years, the education sector has introduced an increasing number of robots to help young children learn their mother tongue effectively. The research subject in this study is Keeko, a small robot, embedded with language learning functions and other miscellaneous programs, designed and produced by a Chinese company called Hai Tong Shi ke. The research used questionnaire and observation to collect data from a play group. The findings show that Keeko was effective in facilitating children's learning of Chinese in ways of reading and pronunciation, writing and spelling. The research used questionnaire and observation to collect data from a play group. There were 20 randomly selected participants (both parents or just the mother or father alone) from the customers who purchased Keeko in the previous year. The questionnaire required between fifteen to twenty minutes for the parents to finish after the playgroup finished their activities and the researcher the observation. The researcher alone observed and recorded the the entire playgroup activity (40 minutes) using a digital camera, in which the children simply follow the pre-programmed instructions of Keebo. The target for this observation is 3-6 years old children. The results show that 15 of the 20 randomly selected children had improved Chinese vocabulary both in the oral and written forms. In this research, the measurement of "effective in facilitation" was defined in terms of Writing and spelling, Reading and Pronunciation.

The International Academic Forum

Saturday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Content and Language Integrated Learning (CLIL)
Session Chair: *To be Announced in Final Schedule*

40188
Breaking the Taboo: Adding Queer Topics Into ESL Curricula
Liang Cao, Simon Fraser University, Canada

Within ESL, interest has been growing to explore identity-related themes and queer-friendly teaching practices. This empirical research examines five English teachers' experience, practices, and attitudes towards the incorporation of queer topics into ESL curricula in a Canadian language school. To better understand queer identities in the second language learning context, I focus on exploring the entangled relationship among two intersectional areas: one about identity, language, and SLA (second language acquisition), and the other centering on gender, sexuality, and migration. ESL students, in this project, are portrayed as transnational individuals who are affected by overlapping marginalized identities, but also able to exercise agency to reshape the dominant social structures. The focal point of this research is to explore queer issues from language instructors' perspectives, connecting theories in second language education to genuine teaching practices and current school policies. During the one-month period, I conducted five individual interviews with each of the participants, and adopted a social interactional approach in analyzing the data collected in form of narratives. The study suggests that engaging students in guided discussions and teaching related L2 pragmatics constitute useful approaches to addressing queer topics in ESL classes. The analysis also reveals several challenges in the current ESL programs, which consist of work ethics, classroom demographics and linguistic resources of sexual literacy. Lastly, it calls for the changes in teacher education programs, arguing that instructors should be prepared with both awareness and strategies to cope with queer issues in the classroom setting.

40139
Promoting Intercultural Understanding for ESP Students Through CLIL: **Teachers' Beliefs and Challenges**
Tran Uyen Nhi Nguyen, University of Foreign Language Studies - The University of Danang , Vietnam

The significance of intercultural understanding (ICU) in language teaching and learning has been recognized by many scholars, particular with the rapid development of globalization and integration. Currently, traditional teaching methods appear not to well support for the provision of intercultural understanding to ESP students. In a study, Bicknell (2009) posed the question that why we should teach business English with traditional methods while CLIL (Content Language Integrated Learning) can do it much more effectively. This paper aims to investigate teachers' beliefs of CLIL in promoting ICU for ESP students, specifically students of Business English and Tourism English; and the challenges they may face when using this model. Data were collected from teachers delivering Business English and Tourism English courses at University of Foreign Language Studies, the University of Danang (UFL_UDN). The results not only indicate how teachers value the effectiveness of CLIL in teaching IC, but also reveal the challenges this method poses to teachers. The implications for tackling the challenges are also suggested in this study, which is believed to enhance teaching and learning quality at ESP Department, UFL-UDN.

40093

Two Steps Forward, One Step Back (and a few to the side): Embedding English Language Teaching in a Discipline Subject

Jane Robbins, Hong Kong Polytechnic University, Hong Kong

At Hong Kong Polytechnic University, compulsory English language provision consists of six credits of general/academic English in the first two years and two further credits of English, focusing students' particular field of study, in the 2nd to 4th year. These Discipline Specific Requirement (DSR) language courses are stand-alone courses taught by the English Language Centre, but there are a number where the ELC teaching is embedded into a course run by the host department. In January 2015 we rolled the first of these embedded courses, and six others have been introduced since, the latest one last semester. Many are preparation courses for the students' Final Year Projects, which include input on research skills and expectations by the host department and language from the ELC. Embedded courses are new to the ELC, having been introduced as part of the university's response to the territory-wide education revamp, which reduced secondary schooling by one year and extended university study to four years. Developing them has involved learning the preconceptions, expectations and communication style of other disciplines. Often the approach to course design has been very different and the value placed on English language training has varied greatly between disciplines. The pattern of moves we took to achieve a workable course varied greatly between the different courses. This paper reflects on the practical implementation of embedding these English courses into their discipline subjects and the lessons we have learnt about this inter-departmental collaboration.

Saturday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Interdisciplinary Topics on Language Learning
Session Chair: *To be Announced in Final Schedule*

40490

Having to Read or Learning to Read: Comprehending English Texts From the ESL Students' Perspectives

Norizul Azida Darus, MARA University of Technology (UiTM) Malaysia, Malaysia
Aini Akmar Mohd Kasim, MARA University of Technology (UiTM) Malaysia, Malaysia
Norhajawati Abd. Halim, MARA University of Technology (UiTM) Malaysia, Malaysia

Reading is an active language activity which comprises a variety of skills. Reading comprehension lessons are used by instructors to help students develop their reading skills. However, in most cases, reading comprehension lessons are centered on passages or texts followed by questions. These questions were designed to merely test the students' comprehension of the text and not part of the teaching process. It has been seen and said that students merely scan for information in the text to answer these questions but were unable to relate to it. This could be due to cultural factors including lack of reading habits among the students and most likely due to the manner reading has been taught. Thus, this study aims to investigate the teaching of English Reading Comprehension to a group of 15 undergraduates from a public university in Malaysia. This is a qualitative study and the data are gathered through classroom observations, students' journals, instructor's diary and interviews with the students to get a clearer picture on the problems they face when they comprehend English texts. The study focused on both the instructor and students' perceptions on the teaching of reading comprehension in the classroom. The insights generated by the description and analysis of the data collected can be used for a variety of purposes, particularly; to better understand the problems students faced when having to read in second language, to help ESL curriculum and instructional practices, and to provide useful insights for educational language policy-making.

40807

An Analysis on the Medial and Final Vowel Insertion (Epenthesis) In English Loanwords in Korean Language

Girlie Ann Herrera, Interac Co. Ltd., Japan
Forteza Canlas, Angeles Foundation University, The Philippines

This studied the medial and final vowel epenthesis in English loanwords in Korean language and the phonetic adjustments affecting the sound structure of English words borrowed into Korean. Specifically, it analyzed the medial and final vowel epenthesis in the English loanwords adaptation process; provided an environment description of vowel epenthesis; and analyzed the occurrence and factors affecting the likelihood of vowel epenthesis. The study was qualitative and phenomenological which used purposive/convenience sampling. The International Phonetic Alphabet was used in transcribing English loanwords in Korean, and in discovering the factors affecting vowel epenthesis. The loanwords were first sorted by occurrence of vowel epenthesis. Each group was presented in a four-column table with the Korean loanwords on the first, followed by the English equivalent, the transcription, then, the environment description. The results are as follows: (1.)100% of the loanwords listed have vowel epenthesis. (2.) medial vowel epenthesis mostly occur in this pattern: Voiceless Consonant/p,s,t, k/+Vowel epenthesis+Non-/p, s, t, k/ (3.) the tenseness of the pre-final vowel, the voicing of the final consonant, and the manner and place of articulation of the final consonant greatly affect the likelihood of final vowel epenthesis. It was concluded that vowel epenthesis is one big phenomenon in English loanwords adaptation in Korean language; the source

language is often greatly affected by the phonology of the borrowing language; and that assimilation is the most influential process in English loanwords adaptation in Korean language.

39947

Intersemiotic Translation and Translation Curricula: Impact, Reaction and Pedagogy
Xavier Lin, National Chi Nan University, Taiwan

It seems obvious that the focus of a general translation curriculum, or "a translation curriculum proper," should be the "interligual translation," as in the tripartite translation taxonomy Roman Jakobson advanced, along with intralingual and intersemiotic translations. However, the tripartite have not been more inseparable than now in the college English major translation classroom in Taiwan, a community where the Chinese tradition, several major Chinese dialects popular locally and, though only lately yet significantly as influential, globalization intertwine with each other forming the communicative basis of the community. To complicate the situation further is the ubiquitous influence of the inter-semioticness of smartphones, which provides all textual, audio and visual information at the same time all time and profusely. Teaching Chinese-English translation, one is bound to find it impossible to design the curriculum and the exercise including only Chinese-English translation proper (CETP) without risking offering just another course where students can practice English composition and becoming dispensable (which explains why translation curricula have been alarmingly neglected or marginalized in foreign language departments in Taiwan). In a word, today, translation curricula and their exercises need to be all intraligual, interlingual and inter-semiotical one way or another. Presenting a pedagogy that integrates intersemiotic and intralingual elements and material into the curriculum and exercise through the holism and interactivity of the faculty of the teacher, this paper aims at advancing ideas on how a translation curriculum can keep up with the status quo, and, even more ambitiously, make the better of it.

Saturday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Testing and Evaluation
Session Chair: *To be Announced in Final Schedule*

40178
Implementing 'Video Project' as one Form of Alternative Assessment in a Task-Based Language Learning Program
Thi-Thanh-Huong Nguyen, Danang University of Foreign Language Studies, Vietnam

Task-based language learning and teaching emerged from the need to prepare students to use language in real-life situations, as it is observed that mastering the knowledge of the language system does not ensure this ability. This approach has gained recognition in the field of English for Specific purposes, especially teaching and learning business English. However, it faces many challenges particularly in the aspect of assessment. It is obviously not effective to assess the student's performances of the targeted learning outcomes using traditional methods of assessment. This article introduces 'video project' as one form of alternative assessment in a business English course at Danang University of Danang, which involves task-based learning in the form of 'business case studies'. The author attempts to describe this type of assessment from the perspective of task-based assessment. In addition, this article highlights how technology can be incorporated in this form of assessment and its beneficial effects on students learning. A survey was carried out to confirm the assumption that a majority of students have positive attitudes towards this form of assessment. Based on the student's feedback and the teacher's reflection, requirements for better practice of this form are discussed.

38487
Multilingual Learners in Monolingual Classrooms: What Does This Mean for Teachers?
Peta Mathieu, Charles Sturt University, Australia

The early years of school are characterised by periods of social, linguistic and academic adjustment. In Australia, because English is the medium of instruction, active use of a first language other than English, in the school context, is mediated by monolingual English language expectations. Despite learner demographics that reflect a highly multicultural society, methods of teaching continue to reflect English monolingual practices. This presentation explores the experiences of teachers in the early years of school (Kindergarten – Year 2) as they negotiated their own identity through the process of planning and delivering monolingual curriculum, and the impact of this on classroom teaching and learning. As part of a larger project, an ethnographic case study approach was used to examine the experiences of two classroom teachers working in a country town in regional Australia. Data such as observations, interviews, and classroom visual resources were gathered, and analysed using poststructuralist notions of identity as a lens through which to consider how the teachers viewed their current teaching practice, and how they felt their training (pre and post graduation) prepared them for such experiences. This presentation focuses on these experiences, and considers preliminary findings to offer insights into how the teachers both questioned and accepted their personal and professional identities in the classroom space. Implications for current classroom practice and future directions will be discussed.

40196

Removing the Cloak of Invisibility: Reframing the Teaching and Learning of Language for First Year Undergraduate Science Students

Kathy Egea, University of Technology Sydney, Australia
Neela Griffiths, University of Technology Sydney, Australia

The increasing numbers and diversification of the student cohort in higher education has resulted in a need to rethink teaching and learning (T&L) practices to support the students' transition experience into first year and beyond. A large metropolitan university in Australia addressed this challenge by implementing an institution wide First Year Experience (FYE) program which supports undergraduate student transition, retention, and success, with a particular focus on students from a Low Socio-Economic Status (LSES) background. The program aims to engage academics in reframing and embedding transition practices in the curriculum and sharing successes in a cross-disciplinary community of practice. A key initiative in the FYE program is the provision of small FYE grants linked to Kift's First Year Curriculum Principles (FYCPs) on Transition Pedagogy. Academic Language and Learning (ALL) developers work collaboratively with disciplinary content lecturers to incorporate FYCPs into their FYE grants and intentionally design an integrated, explicit, scaffolded approach to teaching academic and discipline-specific language. In the Faculty of Science, for example, students are expected to master and reproduce the scientific 'jargon' and academic conventions of their respective field. Understanding this language is fundamental to students' success and particularly challenging for LSES students. This presentation showcases various successful FYE grants undertaken with Science academics which demonstrate how embedding language has enabled students to survive and thrive in the first year. Between 2011-2016, students' success, including LSES students, is evidenced by significantly improved pass rates and sustained retention rates, despite a more than 50% growth in university intake.

Saturday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Learner Identities
Session Chair: *To be Announced in Final Schedule*

39993

'As a Young Woman': Language Learner Identity Construction in Narratives of Study Abroad
Kie Yamamoto, Kanda University of International Studies, Japan & /University of Bath, UK

Study abroad is generally considered to be a good opportunity for learners to be immersed in their target language. Research has shown that it also has a significant impact on learners' sense of self (Pellegrino, 2005) in relation to the cultural as well as social contexts. Moreover, as previous studies (e.g. Morita, 2003; Piller & Takahashi, 2006) argue, study abroad can be seen as a discursive space where language learners negotiate and (re)structure their identities. The researcher of the present study has been conducting a series of interviews with a Japanese female student in order to document her language learning experience. In September 2016, she moved to America to joined a one-year study abroad program, which triggered her dynamic identity reconstruction through socialization in her target language community. On her return to Japan, the learner took an initiative to share her experience in public, naming her presentation 'How I have grown as a student and as a young woman'. As a part of the preparation, the researcher and the learner analyzed the past three interviews during her study abroad to discover how her identity was negotiated and re-envisioned as an independent woman. In this presentation, the researcher will discuss the emerging identities illustrated in a series of their conversational narratives over the one year study abroad experience. Taking a co-constructive approach to narrative analysis, the research findings highlight her willingness to explore and re-define her sense of self in socialization with other female members of her target community.

40229

The Imagined English-Language Discourse Communities of Pre-Professional Students in Japan
Dawn Lucovich, The University of Nagano, Japan

In this study, the paradigms of imagined communities (Anderson, 1983) and imagined selves (Wenger, 1998) were used to investigate the English-language discourse communities of advanced and returnee EFL learners in Japan. EFL learners in higher education in Japan may not, or may not be able to, imagine their future professional discourse communities. They may not have a sense of relationship to or identity within these discourse communities. The purpose of this study was to clarify what learners imagined for their post-graduation English usage.Data from semi-structured qualitative interviews with pre-professional English program students (n=50) at a private university in Japan will be presented. The interviews were conducted during a transitional time for the participants: They had experienced numerous professional interviews during their 4th year of university and had accepted job offers, but had not yet begun their jobs. The participants described their past imaginings of their careers and their (lack of) belonging to English-language discourse communities, as well as their current imagining of their workplaces. In addition, they expressed strong desires to continue or enter into English-language discourse communities for personal development in the near future, but ambivalence toward professional English-language discourse community membership.

40102

Language Learning as a Shelter: Restoring a Positive Self-Image by Learning a Second Language

Kazuhiro Yonemoto, Tokyo Medical and Dental University, Japan

Recently, motivation for language learning has been examined more closely in relation to identity in applied linguistics. Although such perspective on the relationship between language and the individual has drawn attention also in the field of Japanese language education, the influences of identity have not been well explored. This is most likely because learners' motivation has long been investigated and assessed quantitatively, as well as the intangible and abstract nature of the concept of identity. This qualitative inquiry examined how two Japanese language learners perceive their experience of learning Japanese. In particular, it closely observes what led them to study Japanese, referring to the current trends in research on language, motivation, and identity. A one-on-one semi-structured interview was conducted with them. The data showed that their perceptions of Japanese language learning have been discursively constructed and their reasons for learning have changed across time and space. Intriguingly, their impetus for learning Japanese appears to be closely related to their affective domain. More specifically, they appear to have invested themselves in learning, expecting to bring back their positive self-image. Their investment was intentionally and strategically made to shelter themselves from failure and loss of confidence that happened outside of Japanese language learning. This inquiry confirms that the learner's purpose of learning Japanese could extend to the affective domain, going beyond acquiring cultural capital. This indicates that we need to realize the complexity of a learner's motivation and its intertwined relation to their identity and explore what language learning means to them.

Saturday Session II: 10:45-12:45

Room: *To be Announced in Final Schedule*
Stream: Educational Technologies
Session Chair: *To be Announced in Final Schedule*

41170
Community of Practice and Autonomy in a Mobile-Technology-Assisted English Learning Environment
Chuan Gao, University of Sydney, Australia

As a burgeoning subdivision of Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL) has recently received much attention from language teachers and researchers, driven by a widespread ownership of mobile devices and an extended utilization of wireless network. In this research, a case study was employed to examine perceptions, processes of English learning, and development of community of practice and learner autonomy of a group of Chinese university EFL (English as a foreign language) learners in a mobile-technology-assisted context. Data were collected through a variety of methods including questionnaire, participant observation, online documents and semi-structured interviews. A total of 315 participants voluntarily participated in the completion of the pre-questionnaire. Among these participants, fifteen students were chosen to participate in a follow-up eight-week learning program. The program was designed largely based on TBLT (Tasked-Based Language Teaching) approach and delivered in a blended mode (face-to-face and via a social network media WeChat). Data showed that the virtual learning platform facilitated by WeChat can be effective in encouraging learners' successive involvement in learning and interaction beyond the classroom and accumulating shared knowledge repertoire. However, teacher mediation was observed to be necessary to provide instructions and scaffolding during the process of discussion and negotiation of meaning. Such a virtual community of practice was also found to be helpful to establish learners' mutual accountability for the joint learning goals, which further increased their commitment to English learning and research, and developed their capacities in conducting self-regulated study.

40195
Teaching the Language of Science Using a Blended Learning Approach
Neela Griffiths, University of Technology Sydney, Australia
Yvonne Davila, University of Technology Sydney, Australia

The language of science is complex, technical and precise and is key to communicating and informing scientific research. The challenge for commencing science students at university is that in reality they have to learn two languages: scientific language and the academic discourses of the scientific disciplines. To support students in learning these languages we have developed and systematically embedded academic and discipline specific language and literacy practices into the core science curriculum. Our systematic approach scaffolds the scientific language conventions being introduced and progressively builds students' capacity and understanding. We chose a blended learning approach as it combines intentionally designed online interactive tutorials and face-to-face workshops. The online tutorials introduce and explain scientific texts and language practices, provide contextualised examples, include formative 'test your understanding' and other learning activities, and give instant feedback. Students access these tutorials in their own time and at their own pace prior to the face-to-face workshops. In these collaborative workshops students apply what they have covered online in authentic scientific writing activities. They work individually and in small groups, and receive feedback from their peers and tutors. An evaluation of the success of our blended learning approach over the last four years has shown that students' confidence in their reading practices and

scientific report writing has increased. They have commented positively on learning the languages of science and this is reflected in the quality of their assignments. Many students now see the learning of these scientific language conventions as integral to learning science.

39945
Developing an Online Beginning Japanese Course in the Canvas Learning Management System
Elizabeth Ratliff, University of Hawaii at Windward, USA
Akiko Swan, University of Hawaii at Windward, USA
Alex Parisky, University of Hawaii at Windward, USA

Changing degree requirements and student preferences in the University of Hawaiʻi Community College system has precipitated a rapid growth in purely online course delivery for language classes. This presentation follows the trials and tribulations of creating a completely online Beginning Japanese Language course. The course was originally developed for distribution in the Sakai Learning Management system but due to technology constraints, finding a more dynamic and versatile LMS became necessary. The course was redesigned using the Canvas LMS for course delivery and this presentation will highlight some of the capabilities of this LMS and how it's features have been utilized in this language course. From course design, the struggle to find and integrate online tools, student engagement strategies, and overcoming technological barriers, this is a story of survival and success as we have worked diligently to develop a rigorous course in which students are not only as successful as their traditional face-to-face counterparts, but have surpassed traditional students on student success measures.

38975
Coping with Change: Technology and Corpora in Language Learning
Mai Zaki, American University of Sharjah, UAE

The role of technology in language learning has been steadily increasing in the past few decades. As language learners live in a world dominated by technology, the language classrooms have been trying hard to cope with this. Teachers and pedagogues have been striving to make use of technology and integrate it in their syllabi and curricula. One of the areas that has proving to be successful is the use of language corpora in the foreign language classroom. Corpus-based teaching in second/foreign language classrooms is now a well-established approach which combines insights from task-based learning and learning by discovery. A considerable amount of research in this area has been done, albeit largely relative to the most taught foreign languages such as English, Spanish and French where corpus tools and resources are readily available. However, other languages are still feeling their way through this new approach. This presentation aims to highlight how language teachers can benefit from technological advances in corpus resources, and turn this into practical steps in the classroom integrating task-based learning with a textbook-based syllabus. The researcher will present practical examples from a Teaching Arabic as a Foreign Language (TAFL) class where corpus-based teaching is applied in areas such as vocabulary building, grammar enhancement and self-correction. The researcher argues that the corpus-based teaching approach has huge benefits for the technology savvy students who want more than traditional textbooks.

Saturday Session II: 10:45-12:45

Room: *To be Announced in Final Schedule*
Stream: Learning Environments
Session Chair: *To be Announced in Final Schedule*

40820
How to Help EFL students Gain Confidence in Intercultural Communication: A Case Study in Vietnam
Ha Thi Chau Nguyen, University of Foreign Language Studies – The University of Danang, Vietnam

The article reports on a case study that investigates EFL students' problems in communicating with foreigners as well as their perception on cultural integration in language learning. Through the "Social Interaction Project outside the classroom", 34 Vietnamese college students were engaged in an investigation and the data was collected from questionnaires and semi structured interviews with the participants. The findings revealed that EFL Vietnamese students seemed to be aware of the importance of intercultural communication as well as they had a strong desire to be developed their intercultural communicative competence in their EFL classes. The findings also yield some significant implications including the need to create an intercultural curriculum, textbooks and teacher training programs to enhance intercultural awareness in order to help EFL students gain confidence in intercultural communication in English learning and teaching process.

40040
Does Class Size Really Matter in University Preparatory ESL Classrooms?
Kay Gallagher, Zayed University, UAE

Class size is an important condition of instructed second language acquisition, yet it has received curiously little attention in the SLA literature to date. In this paper presentation, we report on our investigation into the effects of class size on the learning and teaching of English in an intensive, pre-university English language program. We describe how a multi-class setting allowed us, as program managers, to adopt an ethically sound, quasi-experimental design wherein four 'larger' and four 'smaller' sized classes were created at both elementary level and intermediate level, and wherein each class was populated with a mix of students in terms of motivation and achievement. Class teachers were selected for matching qualifications and experience, and they each taught a large and a small class during the term of the study, under regular program teaching and learning conditions. Students' end-of-course grades were then analysed, and the perceptions of students and instructors regarding the quality of their classroom experience were elicited through student surveys and written teacher reflections. No significant differences in achievement were found in overall end-of-course grades. However, class size was found to have an impact on student success at the elementary level. In addition, both students' surveys and teachers' reflections clearly indicated that smaller-sized classes are preferred at both elementary and intermediate levels. The paper concludes by drawing implications for class size within pre-university programmes.

41046

Strategies for Reframing Traditional Classrooms in Japan's "One Community Two Systems" EFL Context

Evan Regis Cacali, Kwansei Gakuin University, Japan
Renato Germinario, Asia University, Japan

Foreign teachers of English in Japanese universities typically aim to establish task-based, student-centered EFL classrooms in accordance to their modern liberal SLA teacher training. Unfortunately, most Japanese freshmen university students have limited, if any, exposure to this type of classroom. Instead, students are familiar with "Confucian," traditional style teacher-centered classrooms that often focus on test prep, rote memorization, and grammar translation. This context of liberal systems interacting with traditional systems is referred to by Liu and Fisher as "one community two systems" (2010). The challenges teachers face as they attempt to convince incoming students to adapt to a completely new classroom paradigm are further complicated by established educational frames in which the foreigner in the classroom has typically been an Assistant Language Teacher (ALT) who is often associated with games rather than serious learning. This presentation will describe the concept of "one community two systems" as it applies to Japanese university English communities before discussing strategies teachers can take to transition students to a new type of classroom while establishing themselves as legitimate classroom authorities. The "surviving and thriving" strategies discussed will include the meta use of educational past narratives to expose and deconstruct current classroom framing to create new frames, the continuation of aspects of pre-established frames, and piggybacking on localized authorities. In short, this presentation aims at raising awareness of the difficulties inherent to Japan's "one community two systems" EFL contexts, while presenting strategies for overcoming students' enculturated resistance to a smooth implementation of modern EFL practices.

40125

Marketing English Education to Mature Customers: Comparative Study of the Techniques Used by English Schools in Japan and South Korea

Jeremy Chambers, ADVAN College of Languages, Japan

As the population of the world ages there is increasing need for an assessment of the marketing strategies that are used to target the elderly. The literature on marketing of foreign languages to the elderly is sparse. Although academicians are divided on the specific age at which a customer transcends to the mature market many agree that this market can begin with members 50 years and over. Neilson and Curry (1997) and Moschis (2003) have written in depth expositions on the strategies that ought to be used in respect to members of the mature audience. The Moschis Framework is one of the most relied on segmentation model in respect to the elderly as it combines gerontographic and psychographic variables in order to develop a profile of the elderly not based on age or life stage variable. A qualitative approach was used to garner the data needed using in depth interviews and archival research. Japanese marketers are more prone to appeal to the younger self referent ages of the elderly through their use of younger looking models, brighter colored pamphlets and creative settings for advertisements. Koreans are more conservative in their approach and are inclined to appeal to the nationalistic tendencies of older Koreans. However both groups use similar segmentation techniques with age being the dominant variable. Further research should incorporate other segment of the mature audience and be expanded to look at the marketing strategies that could be effective in marketing online English courses to Asian customers.

Saturday Session II: 10:45-12:45

Room: *To be Announced in Final Schedule*
Stream: Motivation
Session Chair: *To be Announced in Final Schedule*

40560
Are the Effects of L2-Motivational Change Language-Specific?
Michinobu Watanabe, Toin Gakuen High School, Japan

This longitudinal study investigates whether Japanese high school students' L2-motivational changes over the high school years predict achievement in English and overall subjects at the end of high school. A questionnaire was developed drawing on the Attitude/Motivation Test Battery (Gardner, 1985), the self-determination-theory scale (Noels, Pelletier, Clément, & Vallerand, 2000), and the willingness to communicate scale (McCroskey, 1992), and administered to 190 students 3 times at yearly intervals. Twelve constructs were identified. Achievement was measured using the school's final achievement tests given 5 months before graduation. The effects of motivational change on achievement were analyzed with latent growth curve modeling involving sequelae of change. The results showed that higher achievement in English was predicted by the growth of Motivational Intensity, Attitudes Toward Learning English, and Intrinsic Motivation and the decline of Amotivation over the high school years. Achievement in overall subjects was predicted by the changes in any of these constructs but Amotivation, and in two other constructs. The changes in none of the remaining six constructs predicted achievement in English or overall subjects. Those constructs that did not predict achievement in this study might affect achievement in the long run. In addition, the achievement tests, which were university entrance examination-oriented tests, might not have captured the students' full attainment. Despite these limitations, the results suggested that the effects of Motivational Intensity, Attitudes Toward Learning English, and Intrinsic Motivation are not language-specific and that teachers may be encouraged to focus on these constructs for tangible outcomes.

39144
Let us Listen to our Students: An Analysis of Demotivation and Its Impacts
Moriam Quadir, East West University, Bangladesh

L2 learner demotivation is a relatively less investigated individual difference (ID) compared to learner motivation. This paper reports a study attempted to identify the sources of demotivation experienced at higher secondary (grade 11 and 12) level in the context of Bangladeshi education, and the impacts of those demotivation factors on their subsequent academic performance at university level. To collect qualitative data an interview guide was developed basing on the L2 demotivation factors listed by Dörnyei (2001). The original set of items, however, was modified in order to adjust with Bangladeshi context of education. A number of 36 (15 females and 21 males) students from three different universities were interviewed to understand the underlying sources of demotivation. They completed their first year at the respective university. The participants were selected from a variety of disciplines. The qualitative data collected from the interviews were reduced and displayed by constructing matrices following the procedure suggested by Huberman and Miles (1994). From the analysis seven factors were indicated, in descending order: Teachers' instructional style, Students' past experiences , Private tutors, Attitude of group members, School facilities, Textbooks, and Students' and their family members' attitude towards English study. Among these factors, teachers' instructional style and students' past experiences were found to affect students' participation and performance in academic activities at tertiary level more strongly than other factors. Finally, some recommendations are discussed basing on the findings.

The International Academic Forum

41178

Using Nursing Models Along with Language Learning Theories to Motivate Japanese Nursing Students of English

Eric Fortin, St. Mary's College, Japan

Language education and nursing may at first appear to be unrelated. However, upon closer inspection, a number of similarities between these two disciplines can be observed. For nursing students who mainly hope to focus on their core nursing course requirements, and who consider English classes as unnecessary and time-consuming distractions, an interdisciplinary teaching approach that incorporates elements of nursing models and theories might enable these students to establish a connection between their specialty and English language education. Because nursing students learn about nursing models and theories and the relationship between the nurse and the patient, they could be led to adopt a similar relationship between the instructor and the learner. In this presentation the presenter will introduce three examples of nursing paradigms, a nursing model (Roy's Adaptation Model); a nursing theory (Leininger's Culture Care Theory of Diversity and Universality); and a middle-range theory (Mishel's Uncertainty in Illness Theory) to demonstrate how an understanding of nursing models and theories can possibly aid nursing students to better understand language learning models and theories such as behaviorism, cognitivism, constructivism, and connectivism. The presenter will then show how the introduction of general scientific theories such as complex systems theory (chaos theory), which has been incorporated in both language learning as well as nursing theories, can also serve as a bridge connecting the fields of nursing science and language education. If time permits, members of the audience will be asked how English-learning motivation among students in other disciplines could be raised.

40211

Is There a Relations Between the Individual Background and Perceived De-Motivating Factors in Learning English Among Japanese Students?

Masako Nishikawa - Van Eester, Nishogakusha University, Japan

Many Japanese high school graduates do not hesitate at all to state that they disliked their English classes and many of those who entered university remain indifferent to the offered compulsory courses of English. Most of them openly state that those courses are purely to earn credits to graduate, not to improve their actual English abilities. This phenomenon is often attributed to the teaching style/learning contexts of the students in junior and senior high school in Japan. This ongoing study investigates if there is also a personal background component to this issue. The study conducted a survey with a hundred non-English majored freshmen and sophomore at a private university in Tokyo to find out what their "de-motivating factors" in learning English in classroom were and what their individual social backgrounds are. We also obtained a score of their objective English capabilities judged based on the class-levels that the target students belong to (elementary, intermediate and advanced classes). The study investigates if and how all of these factors are correlated.

Saturday Session II: 10:45-12:45

Room: *To be Announced in Final Schedule*
Stream: Professional Development
Session Chair: *To be Announced in Final Schedule*

40182
Teacher Autonomy: Perceptions and Practices
Mehnaz Tazeen Choudhury, Central Women's University, Bangladesh

Foreign language learners cannot acquire a language successfully unless they are able to attain a certain level of autonomy in learning. Learning to learn autonomously is, therefore, a skill that all language teachers must develop in their students, because learners do not come to class with an innate knowledge of how to learn autonomously. Research has shown that teachers who are themselves autonomous are more autonomy supportive than those who feel constrained and controlled in their teaching environment. It is understood that tertiary level teachers enjoy more autonomy than teachers of other levels of education, and they are more likely to put the responsibility of learning on their students, because university education requires students to work on their own. Keeping this in mind, this study investigated tertiary level language teachers' perception of the concept of autonomy, and sought to find out whether their classroom practices were autonomy supportive. Another aim of the study was to see what kind of strategies, if any, teachers were using to foster learner autonomy. This was a qualitative research and the sample was restricted to six language teachers who teach foundation level language courses at three private universities in Dhaka. Semi-structured interviews and open- ended questionnaires were used as tools to gain insights into teacher beliefs and practices. The findings of the research have implications for teacher training programmes which focus on the importance of autonomy, both for teachers and for learners.

40220

Is Technology a Silver Bullet for Language Teaching? Pre-Service Teachers' Perceptions of Digitally-Mediated Tools
Yuhshi Lee, Wenzao Ursuline University of Languages, Taiwan

Current technological innovations have drastically modified language learning from the traditional image of teacher-mediated lectures and student choral drilling. Goria (2014) states that "There is no longer a four-walled classroom…Teaching and learning now extend beyond that." The ongoing developments in e-learning, accessibility of the internet and students' amplified digital fluency allow more opportunities for language teachers to integrate language teaching pedagogy with educational technologies and resources, allowing teachers to differentiate instruction and facilitate greater student motivation and autonomous learning. This research examines 46 Taiwanese pre-service teachers' perceptions of the effectiveness of the digitally-mediated tools that allows them to transcend English language teaching beyond the constraints of traditional teacher-lecture delivery. Quantitative results show the changes of the pre-service teachers' pedagogical beliefs towards language teaching as well as the value they ascribe to the use of technology in the classroom. Study results provide valuable insights for teacher education programs in Taiwan on how to prepare and support pre-service teachers for technology integration in their classrooms.

41141
Team Teaching - The Challenges and Benefits
Frances Shiobara, Kobe Shoin Women's University, Japan

It has been thirty years since the JET scheme was introduced in Japan and with it the widespread use of team-teaching for English classes in Junior and Senior High schools. As most teachers have received very little training in team teaching, and most teachers are accustomed to teaching alone, it can be difficult for teachers to make the relationship between native English speaker and Japanese teacher work well. With the introduction of more English classes in elementary schools, Assistant English Teachers (ALTs) and Japanese Teachers of English (JTEs) are going to elementary schools to teach English. This entails more and more team-teaming in public schools in Japan. The aim of this presentation is to offer insights for all teachers into how to make team-teaching effective. Listening to the opinions of teachers with experience of team teaching might offer insights into the ways in which team teaching can be effective and also give teachers an insight into how to conduct a team-taught lesson. The presentation will show data gathered from in-depth interviews with teachers who have had experience of team-teaching, and observations of English classes at elementary schools in Japan. The results offer hints for best practices in team-teaching, which should be of help for Japanese elementary school teachers, English teachers, teacher educators and teacher trainers. Although the research is mainly based in public schools in Japan it could be of interest to anyone who might be involved in team-teaching.

39900
UTS Insearch Action Research Mentoring Program: A Case Study of the 2017 Pilot Program
Rebecca Matteson, UTS Insearch, Australia
Chau Vuong, ACET - UTS Insearch and IDP, Vietnam

The growth of transnational pathways education has created professional development collaboration opportunities that transcend cultural and geographic borders. Beginning in 2017, UTS Insearch in Australia and its affiliated language school in Vietnam, ACET, initiated a pilot Action Research Mentoring Program. On a personal and professional level, mentorship is a mutually beneficial relationship in which both mentor and mentee learn from each other and develop professionally. Further institutional aims of UTS Insearch's mentoring program include encouraging the integration of action research into a professional development framework and strengthening the partnership between our two language schools through this professional development. This pilot mentoring program paired teachers from UTS Insearch Sydney who had completed action research projects in 2016 with teachers from ACET Ho Chi Minh who were beginning action research projects in 2017. Action research is a form of practitioner research in which teachers observe their own teaching environment and critically reflect on interventions in their own classrooms. These interventions occur through a cycle of planning, acting, observing and reflecting. In this presentation, we will discuss our action research mentoring journey from the perspective of mentor and mentee, explain the benefits of such international mentoring along with solutions to potential obstacles, and promote engagement in similar programs globally.

Saturday Session II: 10:45-12:45

Room: *To be Announced in Final Schedule*
Stream: Psychology of the Learner
Session Chair: *To be Announced in Final Schedule*

40183
From the Amateur to the Professional in Group Discussions: Exploring the Use of Metacognitive Strategies
Shravasti Chakravarty, The English and Foreign Languages University, India

Group discussion performance of learners is used for shortlisting candidates during campus recruitment across professional courses. The complexity of the task requires learners to make use of several learning strategies to enhance their group discussion performance to become good group discussants. Many professional courses incorporate an orientation programme in developing group discussion skills in their English course. While these programmes focus on the verbal aspects of language, the strategies learners inherently use are often neglected. Consequently, this paper attempts to capture the metacognitive strategies which the good group discussants employ when the discussion is underway, thereby, making them adept. The data of one female and two male first year engineering students from a video recording of a round of group discussion, a strategies use questionnaire and researcher's observation report of individual performance was qualitatively analyzed to identify the different metacognitive strategies and skills of group discussion which the participants inherently use. The findings suggest that good group discussants exhibit the use of certain metacognitive strategies such as 'visualization', 'activating background knowledge', 'self-talk', and 'self-monitoring' which the other discussants do not make use of. Since the findings of the study suggest that strategies play an important role in helping the discussant to augment performance during group discussions, the English teacher aiming to teach group discussion skills ought to focus on these as well. Therefore, this study has implications for the development of a strategies training programme to improve group discussion skills vis-a-vis metacognitive strategy use among tertiary level learners.

41045
Students' and Teachers' Perceptions of Teachers' Classroom Behaviour
Diana Chitra Hasan, Bung Hatta University, Indonesia

The study will firstly describe why teachers' classroom behavior is important in the process of learning EFL and review some related literature which show discrepancies in teachers' and students' perception about teachers' classroom behavior. The discrepancies may lead to some problems in EFL learning. Then the methodology and findings of the research will be described. A mixed method design was employed in this study. The quantitative data were obtained by utilizing questionnaires called Teacher Style Scale (TSS) to measure teachers' perception of their own teaching style and students' reported TSS to measure students' perception of teachers' classroom behavior. This scale was developed by Watt and Richardson (2012) to measure four constructs of teachers' classroom behavior namely, expectation, relatedness, structure and negativity. There were 344 students and 7 teachers participated in this research. In comparing students' and teachers' responses per classroom, one sample t-tests were used, with each individual teacher's factor score serving as the constant against which their respective students' responses were compared. The study revealed that there were significant differences between teachers' and students' perceptions of the four constructs of TSS, showing teachers to rate themselves more positively than their students in terms of expectations, relatedness and structure. The qualitative data were obtained through interview with the

students to explore more about their perception. There were also differences in how male and female students perceived their teachers' classroom behaviour.

40872

Correlation Between Learner Autonomy and English Proficiency: An Experimental Study Through Project-Based Learning

Si Thang Kiet Ho, University of Foreign Language Studies – The University of Danang, Vietnam

Learner autonomy has played an important role in language learning. However, this concept has been underdeveloped in Asian contexts where the teacher's role is still dominant. Learner autonomy has been proven to have a close correlation with English proficiency. This paper describes an experimental study which examines the correlation between learner autonomy and their English proficiency through an English-learning project over a semester. Seventy-one students of Economics at a university in Vietnam participated in this study in which one class of thirty-three students known as the experimental group participated in the English-learning project while another class of thirty-eight students known as the control group followed the normal learning schedule. Data collection includes (1) questionnaires of learner autonomy for both groups before and after the project; (2) the experimental group's reflection journal about their participation in the project; (3) both groups' final achievement scores of the English course. The findings show that there is a close correlation between the experimental group's learner autonomy which was developed during their English-learning project and their English proficiency at the end of the course. The experimental group also offers positive reflections on the development of their learner autonomy through the project which consequently enhanced their English proficiency. The study suggests that language learning programmes should promote learner autonomy through project-based learning which can greatly contribute to their language proficiency.

41109

Evaluating 'Ideal-L2-Self' With Think-Aloud Reports From College Students

Neil McClelland, University of Kitakyushu, Japan

The idea of a future 'ideal-L2-self' image as the main driver of L2 learning motivation (Dornyei, 2005) currently dominates in Applied Linguistics. This is especially the case for much quantitative research, which has seen the concept used to investigate considerations as diverse as gender issues or counselling strategies. Acceptance of this work rests principally on past confirmations of the questionnaire scales used, through correlation analysis (Ryan, 2009) or structural modeling (Taguchi et al., 2009). In a re-analysis of his data from Japan, however, Taguchi (2013) suggests that the 'ideal-L2-self' scale may in fact conflate two separate aspects of self-image related to 'personal-agreeableness' and 'perceived self-proficiency'. This raises questions about exactly what such 'ideal-L2-self' scales in fact measure. As a part of a larger study, the investigation reported here thus tested one such scale (Ryan, 2009) using a 'think-aloud' protocol with 30 Japanese college students. Scale items were read aloud, and students asked to rate their agreement or disagreement and give reasons. Responses were subsequently checked for consistency and examined for coincidence with the original intended meanings of the scale items. Initial outcomes confirmed a clear split between items relating to interpersonal attitudes and items relating to perceived self-proficiency. Subsequent thematic analysis further highlighted the importance of 'past investment' as a more pertinent explanation of L2 motivation in this context.

Saturday Session II: 10:45-12:45

Room: *To be Announced in Final Schedule*
Stream: English for Academic Purposes
Session Chair: *To be Announced in Final Schedule*

40217
Explaining Listening Comprehension Among Turkish EFL Learners: The Contribution of General Language Proficiency, Vocabulary Knowledge and Metacognitive Awareness
Fatma AYDIN, Anadolu University, Turkey

The present study investigates the impact of individual differences in language knowledge, namely general L2 proficiency and L2 vocabulary knowledge, and metacognitive awareness of strategies used in the listening process. It seeks an answer to what proportion of the variance in intermediate-level adult Turkish EFL learners' listening comprehension is explained by general L2 language proficiency, L2 vocabulary knowledge and metacognition. A total of 99 intermediate-level adult Turkish EFL learners, studying at Anadolu University School of Foreign Languages (AUSFL) participated in the present study. Data were gathered using Oxford Quick Placement test (OQPT), the New Vocabulary Levels Test (NVLT) (McLean & Kramer, 2015), a researcher designed Listening Comprehension Test (LCT) and Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh & Mareschal, 2006). Results reveal that vocabulary knowledge and some sub-components of the MALQ (Person Knowledge, Problem Solving and Directed Attention) play a significant role in L2 listening comprehension. The results are interpreted and discussed within the light of the previous research, and a number of pedagogical implications are suggested accordingly.

41131
Reshaping of EFL College Students' Writing Experience
Min Jung Kim, Macquarie University, Australia

Academic writing in English is a challenging task for EFL students despite of its increasing demand in higher education.Thus,the current study adapts the teaching/learning cycle(hereafter TLC)by Martin and Rose(2005)based on a Systemic Functional Linguistics,which consists of the Deconstruction,Joint construction,and Independent construction stages.Reflecting on the context of the present study,TLC is modified with an additional Deconstruction stage right after the Joint construction stage.This is called a second Deconstruction stage which analyzes the students' writing texts produced through the Joint construction stage.This study was conducted in a Korean university with 62 second -year novice student writers for 8 weeks.32 students were taught through the modified TLC program and 31 counterparts were taught by a conventional bottom-up writing method.Both groups were taught by the same English teacher.For mixed method research,data collection included written text data, questionnaire and reflection on a blog.A two-way ANOVA in SPSS revealed that the modified TLC was more effective than the conventional writing method to improve the students' expository essays, regardless of their previous writing competency. Furthermore, a mixed ANOVA using SPSS uncovered that the Joint constructions stage was the most effective phase to enhance the students' expository writing skill that had progressed via the four stages continually. Interestingly, however, the qualitative data supported that the students believed the second Deconstruction stage to be more useful to further develop their expository writing skill.

39985

Use of the Systemic Functional Linguistics Method in Writing for English-as-a-Foreign-Language Students

Akiko Nagao, Ryukoku University , Japan

This paper maps the systemic functional linguistics (SFL) text-based approach to writing within the context of English-as-a-foreign-language (EFL) classrooms in Japan. It analyzes the SFL approach to language learning through literature review, determining its impact on language teaching. We examined progress of EFL writers using the SFL instructional framework and communities of practice (CoPs) model. Study participants comprised nine first-year undergraduate students with upper intermediate-level English proficiency who had been exposed to SFL in an EFL and CoP classroom. Their understanding of genre and ability to engage in meaning-making decisions when writing discussion essays was studied over two semester-long courses. Their ability to convey interpersonal meaning was compared through pre- and post-tasks of argumentative genre essays. To triangulate findings, participants' genre awareness related to their discussion essays was examined, using qualitative analysis of their texts and peer assessments. To code the analysis on the self-reflection written texts, we applied criteria from Burns, Joyce, and Gollin (1996), to evaluate generic structure and lexicogrammar. To assess changes in learners' participation and in related knowledge and skills, pre- and post-instructional surveys were conducted (adopted from Deng, Yang, and Varaprasad [2014]). In the pre-writing task, participants lacked understanding of discussion essay writing components, while in post-instructional tasks, most began to apply components required to convey interpersonal meaning. This suggests that changes in learners' genre awareness and knowledge affected the lexicogrammatical features used when writing. Therefore, applying the SFL framework to writing instruction enhances EFL learners' awareness of textual meaning and understanding of writing functions.

41114

A Teaching Approach to Develop Basic Academic Writing Ability and Logical Thinking Skills for Japanese University Students

Madoka Kawano, Meiji University, Japan
Wakasa Nagakura, Teachers College, Columbia University, USA

This presentation discusses an approach for teaching basic academic writing ability and logical thinking skills to Japanese university students. Through this approach, students acquire fundamental knowledge and skills of paragraph writing by engaging in pre-writing tasks of constructing outlines and discussing their ideas with peers. They receive detailed feedback and make multiple revisions. In the previous study, the authors conducted a survey with first-year students and found that more than half of the participants lacked experience in paragraph writing during high school (Kawano and Nagakura, 2017). Given this background, a series of five-lesson instruction based on the idea of process writing, with a focus on argumentative writing as its genre (Badger and White, 2000), was developed. At first, the students write an outline after discussing the prompt, "SNS (Social Media Network) is beneficial for education", with peers and compose the first draft. Upon receiving feedback from the instructor, they revise the draft and submit the final version. This approach was implemented at a private university in Tokyo with 60 university students. Their progress was analyzed in terms of the logical flow of discussion and elaboration included in their paragraphs. The data indicate most participants improved in their holistic writing scores and enjoyed the challenging practice of logical thinking, which was revealed by the exit survey. However, there were a few students who had continual difficulty in acquiring basic skills. The paper also discusses points of improvement in the instructional module to attend a wide range of students' writing levels.

Saturday Session III: 13:45-15:15

Room: *To be Announced in Final Schedule*
Stream: Autonomy and Self-Regulation
Session Chair: *To be Announced in Final Schedule*

39533
Students' Attitudes Towards Self-Directed Learning out of Classroom: Indonesian Context
Silmy Arizatul Humaira', Universitas Pendidikan Indonesia, Indonesia

There is a stereotype viewing Asian students as passive learners and dependent on teachers' instruction. Regarding this issue, this study attempts to address the Indonesian high school students' attitudes on whether they have initiative and be responsible for their own learning out of the classroom and if so, why. Therefore, 30 high school students were asked to fill out the questionnaires and interviewed in order to figure out their attitudes towards self-directed learning in learning English beyond the classroom. The descriptive qualitative research analysis adapted Knowles's theory (1975) about Self-directed learning (SDL) to analyze the data. The findings showed that the students have a potential to possess self-directed learning through ICT but they have difficulties in doing self-assessment and conducting self-reflection. Therefore, this study supports the teacher to promote self-directed learning instruction for EFL successful learning by assisting students in dealing with those aforementioned problems. Furthermore, it is expected to be a beneficial reference which gives new insights on the self-directed learning practice in a specific context.

41182
Fostering Growth Mindset Through Goal-Setting with Multilingual Students
Robert Stevenson, Kanda University of International Studies, Japan
Philip Standlee, Kanda University of International Studies, USA

Research has shown that goal-setting plays an important role in student achievement (Oxford & Shearin, 1994; Dornyei & Csizér, 1998). Students with a strong vision of their goals have high motivation and can overcome hurdles. However, many students enter the classroom without a strong vision for their goals. Often their goal is either set externally and counter to their interests (eg. test scores vs. making friends) or are vague and lack importance (eg. to watch TV without subtitles). This lack of personal, defined goals can lead to students who are unmotivated, frustrated, and have low self-efficacy (Duckworth & Quinn, 2009; Phillips & Gully, 1999). This presentation will show how different tools and strategies build goal-setting and resilience in two classes of multilingual major students at a Japanese university. Students learned how to set stronger goals and subsequently how to develop resilience and time management skills. Finally, this presentation will review lessons learned and provide directions on how to turn growth-mindset and students' intentions into long-term goals.

40416
Guiding Students Towards Self-Directed Learning
Louise Ohashi, Meiji University, Japan

Language educators can play an integral role in equipping learners with the skills and motivation they need to take their learning into their own hands (Blidi, 2017; Lai, 2017). In recent years, some universities in Japan have begun supporting students with this by offering self-directed learning classes through required or elective credit-bearing courses and there have been a number of studies that report on this (e.g. Murray, 2009; Curry, Mynard, Noguchi & Watkins, 2017). This presentation adds to the existing body of knowledge by reporting on the learning outcomes of a required credit-bearing self-directed learning course at a private university in Tokyo. It begins with an overview of the course's structure and activities that were conducted during the course, including tasks that aimed to broaden students' knowledge on effective learning resources and study methods, as well as tasks which aimed to enhance their ability to manage their autonomous, out-of-class language learning. Learning management activities included identifying goals, creating and carrying out learning plans, reflecting on their learning experiences, then continuing the cycle with new plans. In addition to sharing key course activities, the presenter will use survey data to evaluate the effectiveness of the support provided in the course and provide recommendations based on this feedback and teacher observations. Although this research project was conducted within a self-directed learning course, the activities may be valuable to teachers in other language learning contexts so any educators who are interested in building learner autonomy are encouraged to attend.

Saturday Session III: 13:45-15:15

Room: *To be Announced in Final Schedule*
Stream: Culture and Language
Session Chair: *To be Announced in Final Schedule*

40135
Investigating the Impact of Instagram and Saudi English Used by Saudi Females at the English Language Institute: A Socio-Linguistics Study
Tariq Elyas, King Abdulaziz University, Saudi Arabia
Ebtisam Al-Tuwaijri, King Abdulziz University, Saudi Arabia

This study was conducted with the aim of investigating the impact of integrating Instagram in teaching vocabulary comprehension to Saudi ELI students enrolled in the preparatory year intensive English course at King Abdul-Aziz University, Saudi Arabia. Another aim was to find out participants` perceptions of the use of Instagram as regards the acquisition of vocabulary. A group of Saudi female intermediate level students aged between 18-20 years old participated in the study. Half of the target vocabulary was taught by using Instagram; whereas the other half of vocabulary was taught in a traditional way using only pictures. Pre-tests and post-tests were administered in order to collect data regarding the effectiveness of these two methods. The results clearly show that Instagram provided a statistically significant improvement in the students' vocabulary acquisition. The findings of the study also indicated that students have positive attitudes towards the use of Instagram in facilitating the acquisition of new vocabulary items. Another aim was to investigate if Saudi female staff at ELI use Instagram, and which socio-cultural topics were posted online by them and also which language they prefer to use. Moreover, Instagram accounts were analyzed and sentences and phrases used by the participants were collected and analyzed linguistically As a result of this, some examples of Saudi English were found and these were analyzed to identify their significant features.

40206
Helping Students Learn Core Features of Academic Writing in Diverse Written Genres
Neil Matheson, University of Auckland, New Zealand

Students can face problems transitioning into tertiary education, with potentially unfamiliar contexts and norms of communication, especially in New Zealand, where mass participation in tertiary education is a relatively recent phenomenon, and institutions are still adjusting to a more diverse student population. Home, educational background and language issues can exacerbate challenges for groups such as Pasifika students in New Zealand (Chu, Abella & Paurini, 2013). Low Pasifika student pass rates in an academic writing course prompted investigation into the ways these students can be better equipped to meet the challenges of written assessments. One challenge is learning to employ features common to much academic writing (Matheson & Basturkmen, 2015) while at the same time producing the particular written genre required for an assessment task (Nesi & Gardner, 2012). This paper describes a teaching approach developed to help students new to academic writing achieve greater success. The approach focuses on the common features of such writing, while also exploring the wide variety of written genres found across subjects. Academic Writing at Auckland (AWA), a recently developed, freely available corpus of proficient student writing, will be demonstrated to illustrate this approach.

39971

A Study of Thai Teachers' Perceptions Toward the Implementation of Communicative Language Teaching of English

Yunghwan Kwon, Busan National University of Education, South Korea

This study explores the perceptions of Thai teachers toward the implementation of Communicative Language Teaching in their English classrooms. Despite the Thai government promoting CLT in English classrooms since the 1990s, Thai teachers still struggle to bring their students to communicative competency. This study interviews 6 in-service teachers currently utilizing CLT about their experiences in order to gather insight into the difficulties that many Thai teachers are facing in utilizing this approach to teaching English. These interviews also intend to provide a better understanding of EFL teaching methodology in the Thai classroom and to emphasize the need for EFL teachers in Korea to build students' abilities to communicate in English. The findings of the study were that the subjects found it difficult to use English textbooks to promote communicative competence as the textbooks were not selected with the purpose of setting CLT objectives. Also, teachers often find it difficult to utilize communication oriented activities as they feel burdened to prepare their students, through the teaching linguistic elements of English, for the National Entrance Examination. Furthermore, teachers often feel burdened by large class sizes and do not feel adequately trained to implement Communicative Language Teaching successfully.

Saturday Session III: 13:45-15:15

Room: *To be Announced in Final Schedule*
Stream: Learning Strategies
Session Chair: *To be Announced in Final Schedule*

39508

Mathematics Teachers' Content Preparedness, Level of Use of Active Learning Practices and Students' Achievement

Emelyn V. Cudapas Emelyn, San Nicolas National High School, Taiwan
Lily Ann C. Pedro Lily Ann, Mariano Marcos State University, The Philippines

This descriptive – correlational research was conducted to determine the Grade 7 Mathematics teachers' content preparedness, level of use of active learning practices and students' achievement. It made use of two data gathering instruments, namely: Survey Questionnaires for Teachers (SQT) and the Mathematics Achievement Test for Students (MATS). The samples included 40 teachers and 1540 students from the public secondary schools in the divisions of Ilocos Norte, Laoag City and City of Batac. Data on teachers' content preparedness were analyzed using means and the corresponding qualitative description. For the level of use of active learning practices, frequency and percentage distribution were utilized. Achievement level of student – respondents was analyzed using percentage score, frequency, percentage distribution and the assigned qualitative description. Pearson's r correlation was used to determine and test the relationship between the variables. Data were processed through the IBM Statistics SPSS Version 20. In testing the significance of r, the level of significance was set at the 0.05 probability level. Results show that the teachers' overall mean level of content preparedness to teach the prescribed learning competencies in the K to 12 Mathematics Curriculum for Grade 7 is significantly correlated with the students' achievement in mathematics. Students perform mathematical tasks better when teachers are adequately prepared in content. Further, their critical thinking ability is enhanced and problem solving skills are developed when supported by teachers with better content preparedness. Findings of the study indicate that teachers who have higher level of use of active learning practices produce high achieving Grade 7 students. With a more advanced operationalization of these active learning practices, the students find opportunities to relate knowledge and skills to wider contexts so that they will be motivated to learn and will become lifelong learners. Likewise, teachers' content preparedness is a factor that influences the level of use of storytelling, cooperative learning, instruction gaming, outdoor activity, problem solving modeling, demonstration laboratory, role playing and personalized system of instruction. The more prepared the teachers on content the higher the level of use of these active learning practices.

39153

An Analysis of English Reading Comprehension and Reading Strategies Through Google Translator of Loei Rajabhat University Students

Pugpimon Kumnoed, Loei Rajabhat University, Thailand

This research aims to analyze how much the basic-proficient students can comprehend the reading passage by using Google translator and to investigate reading strategies while they use Google Translator translated from English to Thai.The subject comprised 50 Loei Rajabhat University students who were selected by using purposive sampling technique scored at the basic proficiency in English.The research instruments were the reading test before using Google Translator and the same test after using Google translator,the two parts of questionnaire—general information and strategies used according to Anderson's principles(1991). After obtaining the data,mean of the scores was compared by the T-Test.For the questionnaire of reading strategies,SPSS windows were used to compute frequency,percentage,mean,standard deviation and some

other descriptive statistic tasks.The results of this research were revealed as follows;Firstly,from the translation of Google translator,the students are able to access the lexical meaning and understand the whole passage at basic level.The level of the comprehension is increased after using Google translator at the T. value of 7.765 and the means before using is 1.52 and after using Google translator is 3.52.In addition,with the use of Google translator,the students can comprehend the passage at the level of literal comprehension according to Smith's Reading Comprehension level (1988) and at the level of translation level according to Burmeiste's (1974).Secondly,it shows that the students mainly "sometimes" use reading strategies in the step of supervision, support supervision,paraphrase, maintenance strategies of textual coherence,schema-oriented strategies and program usage strategies while using Google translator.

40996
Developing Vocabulary for Foreigners Using Mindmapping
Hoai Phuong Tran, Ha Noi National University of Education, Vietnam

The pivotal beginning for teaching a language to foreigners is improving and expanding on their vocabulary. This builds up a resource for the learners to further develop their communication skills as well as easily approach to indigenous culture. This case study explains the importance of increasing vocabulary for foreigners learning the second language; how to build up and apply a mind mapping technique to develop the vocabulary based on the associative and imaginary relationship and connect presupposed knowledge of the learners. A quantitative data analysis approach was incorporated using questionnaires and by examining sample tests of 30 students, including 15 foreign students learning Vietnamese and 15 Vietnamese students learning English in Hanoi National University of Education. Data was collected from students making a survey and tests during a 3-month-course of studying the second language. The result indicates that building vocabulary with mindmaps helps the learners enrich their vocabulary quickly and scientifically. The collection of words will become organized and systematic instead of a messy and random gathering. Thus, their capability to use their vocabulary to read, listen, speak and write will be dramatically enhanced. Increasing vocabulary for foreigners will be an initial step for developing their communication skills and understanding of local culture. The findings will contribute to teaching field and bring the learners of a second language closer to the linguistic empathy.

Saturday Session III: 13:45-15:15

Room: *To be Announced in Final Schedule*
Stream: Languages Other Than English
Session Chair: *To be Announced in Final Schedule*

39996
The Use of Japanese Language Dictionary by Students of the Japanese Literature Study Program at Brawijaya University
Eka Marthanty Indah Lestari, Universitas Brawijaya, Indonesia
Dewi Puspitasari, Universitas Brawijaya, Indonesia

Vocabulary is the most important aspect in learning a foreign language. Without adequate vocabulary, the learners will find difficulty in expressing an idea, understanding the meaning of a text and dialogue of other people, and so on. In obtaining new vocabularies, the learners use several ways, such as the dictionary. There are currently many types of dictionaries. This research aims to identify types of dictionaries used by the students as well as their reasons in choosing dictionaries, type of information searched in the dictionary, frequency in the use of dictionary in learning language skill, difficulties found when using dictionary, and explanation on advantages and disadvantages of several types of dictionaries used by students of Japanese Literature Study Program, Brawijaya University. The similar research about the use of dictionary was conducted by Al-Harbi (2012), Hamouda (2013), Koca et.al. (2014), Nesi and Haill (2015), and Al-Homoud (2017). These researches discuss behaviour of students in using dictionary and the importance of teacher's role in teaching how to use dictionary in learning English. From some researches, it is known that the teachers of foreign language must guide students, particularly in terms of dictionary as required by the students. Therefore, through this research, the writers will perform investigation related to the use of Japanese language dictionary in students of Japanese Literature Study Program, Brawijaya University. The methods to use are questionnaire and interview. Through this research, the writers suggest students to use dictionary suitable for the learners of Japanese language.

40310
A Longitudinal Study of the Development of Mandarin Chinese Learners' Oral Fluency at Different Proficiency Levels
Chian-Wen Kao, Chihlee University of Technology, Taiwan
Wo-Hsin Chu, National Taiwan Normal University, Taiwan
Alexander Soemer, University of Potsdam, Germany

We assessed the development of oral fluency of Mandarin Chinese learners from different language backgrounds enrolled in an undergraduate program of Chinese as a Second Language (CSL) between their first and third year of study. We replicated typical relationships between CSL learners' speaking proficiency and fluency indicators. Analyses of speech data collected during the yearly examinations revealed that the articulation rates (the number of syllables per 60 seconds excluding pauses), which has been considered as high level learners' speaking characteristics (Iwashita et al., 2008; Iwashita, 2010, Li, 2014) do not always serve as a significant fluency indicator to distinguish higher level learners from lower level learners. It is, therefore, suggested that Chinese has much fewer phenomenon of connected speech. High level learners after three years' Chinese learning might have experienced speed-clarity trade-offs in the oral tasks, suggesting that higher level learners might prioritize clear pronunciation over fast pronunciation.

39114
Arabic Learning: A Fast Track
Ahmed Ali, American University of Sharjah, UAE

Teaching Arabic has gained a much greater momentum in the past 2 decades owing to political and cultural reasons alike. Judging by current trends, Arabic will continue to be of interest for many decades to come. Traditional and non-traditional methods of teaching Arabic have had their ups and downs with varying degrees of success in advancing the levels of competence of Arabic learners. This research paper looks into the incorporation of one aspect of the discipline of "Sarf", namely, "Arabic word form patterns" in the teaching of Arabic as a foreign language. This particular component seems to have been neglected by almost all curricula developed in the area of Arabic teaching under various pretexts; the most major of which is the assumption by many teachers that it would be too difficult for learner of Arabic as a foreign language to comprehend or deal with. Surveying major textbooks has revealed that the authors have intentionally or unintentionally neglected this component altogether. While this research paper acknowledges the intrinsic difficulty of figuring out the patterns of certain Arabic words, be them nouns or verbs, it contends that the difficulty is only existent in a very small number of closed categories which may only be relevant to a highly advanced group of learners, but not the typical ones. The tendency in many teachers of Arabic as a Foreign Language has been that they neglect this component in their own learning and training. As a result, they are not competent in this particular area and, consequently, are unable to make use of it in their teaching. Additionally, this research paper contends that teaching Arabic can made significantly easier if use is made of information about the Arabic language that is readily available in other disciplines such as Qur'anic Tajweed as well as the Mutoun composed by Arab/ic scholars of old. These two above-mentioned areas –neglected until the present day in Arabic language teaching- have been put to the test over the period of 2 summers of teaching intensive Arabic course to non-native speakers of Arabic. In spite of the fact that the number of participants was small, the improvement in their linguistic competence was a sure sign that proper training in Arabic Sarf and the use of the linguistic achievements of certain other disciplines are the way forward; a fast track to improved competence.

Saturday Session III: 13:45-15:15

Room: *To be Announced in Final Schedule*
Stream: In-service Teacher Development
Session Chair: *To be Announced in Final Schedule*

39640
The Good Teacher and the Survival of the Fitter
Terence McLean, MacEwan University, Canada

Being a good teacher is not getting any easier despite advancements in educational technology. As learning curves steepen and students' needs widen, teachers today are facing even more pressure. Pinpointing what good teaching or a good teacher is, however, poses a bit of a conundrum. Ask different people, get different answers, especially on many university and college campuses these days. Nevertheless, we need to look for and learn from good teachers. Of course, well-constructed syllabi, solid subject material, and interesting activities can support good teaching, but what about the teacher? There's the rub. Without the good teacher, the best laid plans can go awry. Good teaching requires a little more; and this, along with the other technical side of instruction, is what educators need to develop. Indeed, survival in any profession requires effort, and good teachers are aware of this. However, we should all strive to be fitter—not necessarily the fittest. There is room for many. Good teaching, hopefully, leads to successful learning, and this should be the ultimate goal. Thus, there is a need for more scholarly research on teaching and learning (SoTL) on the good teacher, especially in the language classroom, and teachers need it to be real, useful, and practical. We can and should help one another to survive. This think piece offers the author's opinions as well as a look at literature on post-secondary educators and students' perceptions of good teaching.

39820

English Language Teachers' Perceived and Exploited Professional Space and Their Agency in Classroom at Secondary School Certificate Level in Pakistan
Shamim Ali, AIOU, Pakistan

The important point of the present study is to understand teachers' agency and nature of teachers' perceived professional space in ESL classroom. The sample was taken from ten ESL teachers teaching at SSC level in Government and Private schools of Islamabad, Pakistan has also got a centralized approach in provision of nationwide education. Nationwide practices consist of curriculum, study materials and textbooks determined by the Ministry of Education. Therefore, this study specifically aimed to discover those factors which contribute to teacher agency completely in both positive and negative sense. Ten English language teachers were asked to reveal their own perceived and exploited professional space in semi-structured interviews. The analysis of the data showed three types of trajectories in agency: contested agency, slow and steady growth of agency and failure to achieve agency. In these trajectories, it was discovered that teachers' own intrinsic motivation, adaptation of material in accordance to the student's need, teamwork at the workplace and understanding of technological equipment promote teacher's agency, whereas some factors such as pressure from administration and parents, less cooperation of colleagues, centralized exams system, workload and large classes serve as hindrances in the process of teacher's agency. Some suggestions for teacher education programs were provided such as, observing teachers in their classes, visualizing factors contributing to their agency positively or negatively at that moment, and secondly comparison of in-experienced and experienced teachers in terms of their agency can produce better results regarding the use of perceived and exploited professional space.

The International Academic Forum

40087

Teacher Training in China: From College English to English for Academic Purposes. A Practitioner's Journey

Stuart Perrin, Xi'an Jiaotong-Liverpool University, China

English Medium Instruction (EMI) is a growing global phenomenon in all phases of education and educational settings (Dearden, 2015), though the speed of growth is especially noticeable in Higher Education (Fenton-Smith, Humphries & Walkinshaw, 2017). Within China, EMI teaching is currently at the forefront of tertiary education reform, especially around the wider theme of internationalization. Part of the wider discussion has focused on the teaching of English, with a move from the exam-based College English Test, to a more applied skills-based approach that would be similar to an English for Academic Purposes (EAP) approach. The move towards a more EAP approach has meant new challenges for teachers of English within Chinese universities, as they have to rapidly adapt and adopt the required teaching skills needed for a successful transition. Training programmes for English teaching professionals within China aimed at facilitating this change are however, few and far between. Xi'an Jiaotong-Liverpool University, a Chinese tier 1 EMI collaborative university has created a unique training programme to try and help fill this gap, running its first course in the summer of 2016. The presentation will outline the experiences of delivering the programme, and using both trainer and trainee feedback, show that the training directly aimed at fostering EAP teaching skills has proved a transformative experience for both groups. It will draw conclusions on the structure of EAP training programmes, and conclude with a brief discussion of future EAP training directions, particularly in the context of HE in China.

Saturday Session III: 13:45-15:15

Room: *To be Announced in Final Schedule*
Stream: Blended learning
Session Chair: *To be Announced in Final Schedule*

40199

Sequential Blending of Online and Face-To-Face Instructions in ESL Classroom for Common Goal Achievement

Pankaj Ashok Narke, Vellore Institute of Technology - Andhra Pradesh, India

Integration of modern technology in language classrooms has become an inseparable part of language education as it boosts the process of language learning by providing incidental as well as direct language input to novice language users. Therefore, blending classroom and online instructions has led to several successful experiments. However, combining these instructions to achieve a common goal of one real-life task becomes more challenging for the teachers as there is a disparity between task conditions, demands, and modes of outputs. Consequently, in this study an attempt has been made to blend classroom and online tasks in a logical sequence to reach a common goal. The study presents theoretical justification for blended task sequencing and the data evidence for the same. Ten tertiary level Indian ESL learners were exposed to online synchronous discussion tasks (through chat) followed by face-to-face discussion tasks. The data gathered from online chat transcripts, face-to-face discussion transcriptions, reflective journals and semi-structured interviews were qualitatively and quantitatively analyzed. The results of the study show positive influence of online synchronous discussions as pre-speaking tasks on participants' speaking performance in terms of decreasing learners' anxiety to participate in face to face discussions, increasing the task familiarity and improvement in speech rate.

40221

Applying Blended Learning Method in Teaching English at the University of Danang, Vietnam

Thi Thu Huong Pham, University of Foreign Language Studies – The University of Da Nang, Vietnam

Blended learning addresses the way e-learning is combined with traditional teaching method and independent study approach to create a new, hybrid teaching methodology which has been increasingly applied in teaching foreign languages today. However, it requires a fundamental change in the way teachers and students approach the learning methods which, in turn, could bring about expecting or unexpecting results. Therefore, this paper attempts to discuss advantages and challenges that students, especially non-English major students of the University of Danang, often face when they take some blending English courses. The researcher has set up and studied three groups of students with different majors, namely economics, technology, and business English – from different universities belonging to the University of Danang, who are taking some blending English courses such as DyNed, Life, Skillful or other ones designed on Moodle platform by teachers. Because of differences in the major,the objectives of studying English, and incoming English proficiency of these three groups of students, their attitudes toward and results of studying English may be not similar, or even extremely different. However, the factors which have the biggest impact on these students' studying results are the teachers' skills on designing lesson syllabus, their teaching and assessing methods as conducting this type of courses. Besides, the paper intends to investigate some solutions that teachers may use to deal with the challenges of hybrid teaching method under the real pedagogical conditions in Vietnam.

41183

An Exploratory Study of Flipped Learning as a Tool for Maximizing the Effectiveness of Undergraduate English Reading Classes in Taiwan

Alexandra Zakharova, National Taiwan University of Science and Technology, Dayeh University, Taiwan

In Taiwan, English is a mandatory course offered for one or, depending on a university, two years, with English lectures typically delivered 2-4 hours per week in classes ranging from 25 to 60 students. This study aims to address two most prominent issues faced by the EFL instructors in Taiwan - large classes and scarcity of teaching hours. A flipped classroom approach is adopted to optimize classroom time use, maximize learning outcomes and better cater to students' needs. 115 students who participated in this study were enrolled in four English Reading classes at a private university in Taiwan. For one semester, participants were required to pre-learn unit vocabulary using Quizlet flashcards. Practice sets included six mandatory parts (flashcards, study, write, spell, test and game modes) and were supervised by the teacher. In class, students completed three rounds of Quizlet Live games followed by four vocabulary exercises to check their in-depth understanding of the material and identify the most common mistakes. During the subsequent classroom discussion, learners received a focused explanation (e.g., subtle differences in connotations, use, proper collocations) from peers or teacher. At the end of the semester, participants filled in an online self-reported questionnaire which featured a range of questions regarding learners' opinions and reflections on their experiences, Internet access, Quizlet usage patterns, and class type preferences (traditional vs. flipped), as well as students' perceptions on the usefulness of flipped learning (motivation, engagement, learning outcomes).

Saturday Poster Session: 15:15-16:15

Room: *To be Announced in Final Schedule*

39271
Reporting and Ideology: News Media Coverage of the Kashmir Conflict
Martin Teshome, University of Birmingham, UK

A single event can be represented and interpreted in different ways depending on perspectives, ideologies and agendas. I shall present a written discourse analysis of two articles reporting an event that occurred in Kashmir in April 2017. One article was published on the BBC News website, the other on the website of the News International, a major Pakistani outlet. I shall discuss various elements within the texts and identify how linguistic and visual means are used to represent the values and ideologies which shape each report. The main body of the presentation will be divided into three parts. Firstly, I shall discuss 'news values', i.e. the factors contributing to how and why the event was reported in both news outlets. Secondly, the way participants and processes were represented will be discussed. I will focus mainly on speech representation (their inclusion or omission and reporting verbs) and the nominalization of processes, i.e. how verbs expressing processes are transformed into nouns. Lastly, I shall present a critical analysis of visual illustrations that accompany both texts, discussing the ideological implications of the choices made. The presentation will conclude with a brief overall discussion of the communicational outcomes of the linguistic means in both articles and, more generally, how ideologies are reflected in news media and whether an objective representation of an event is possible.

40104
Online Feedback to Students' Writings: Teachers' Perspectives
Ebru Ergün, Anadolu University, Turkey

When the place of technology in language teaching is considered, the majority of the research tends to look into the attitudes or perspectives of the students neglecting the opinions of the teachers most of the time (Bilbatua & Haro, 2014). Hence; the aim of this study is to analyze the views of the teachers on the use of technology in giving feedback to the written products of the students. This research was carried out as a small-scale study with focus group intervention. 10 teachers working at a state university in Turkey who teach English as a Second Language took part in the study. The participants were given a questionnaire to investigate their opinions on the technology use for providing written feedback and then these same participants came together as a focus group to further explore the topic. The results were analyzed through thematic analysis, which showed differing opinions of the teachers.

40105
E-Voc Strategies: Quizlet – Liven it Up
Gülcan Göçer, Anadolu University, Turkey

The important role that vocabulary knowledge and acquisition plays in language learning has started to receive increasing emphasis and this is pushing language teachers to find innovative methods to teach vocabulary. McKeown, Beck, Omanson and Pople (1985) found that students need at least twelve encounters to learn a vocabulary item. However, presenting the new vocabulary items, getting the students to practice on paper and to produce language does not provide sufficient exposure and neither does it make vocabulary teaching and learning memorable and enjoyable. This is where teachers turn to technology and e-Voc strategies. As Dalton and Grisham (2011) have stated, an e-Voc strategy is an electronic or technology-based strategy that teachers can use to develop students' vocabulary learning and interest in

words. The focus of this poster study is the Quizlet-Live feature of Quizlet, which is a Web 2.0 tool designed for teachers and learners to create, study, play and share their study sets. This study aims to find out how this tool and its live feature can be utilized to improve vocabulary in a classroom environment. Quizlet and its live feature will be described, and how this tool can be utilized both by learners and teachers will be explained. Also the researcher's own experiences regarding the preparation of study sets, selection of available and level appropriate sets uploaded by others, the set-up of the game and the class, the effective conduction of the game and the way the feedback session can be carried out will be discussed.

40111

A Study of Infusing Multiple Strategies into Reading Instruction on the Effects of Reading Attitude and Reading Comprehension of the Elementary Second Grade Students
Li-Yen Yang, Central Taiwan University of Science and Technology, Taiwan
Mei-Huei Tsay, Central Taiwan University of Science and Technology, Taiwan

The purpose of this study was to explore the effects of students' reading attitudes and reading comprehension for 2nd grade students in elementary school after infusing multiple strategies into reading instruction. Pre-experimental design was adopted in this study. The participants were one class of 2nd grade students in a Taichung municipal elementary school. There were 26 students in the experimental group in which multiple strategies in reading instruction was conducted. The experiment lasted 7 weeks including 14 lessons in total. The instruments of "Reading Attitude Scale" and "Test of Chinese Reading Comprehension" were conducted to test the differences between students' reading attitude and reading comprehension before and after the multiple strategies were practiced. The pre-test and post-test scores were processed by descriptive statistics and paired samples t-test . The results of this study were as the followings: 1. Infusing multiple strategies into reading instruction elevates the reading attitude of 2nd grade students. 2. Infusing multiple strategies into reading instruction elevates the reading comprehension of 2nd grade students. 3. The elementary second grade students expressed positive opinions about participating in reading strategic instruction.

41136

Allocation of Attentional Resources and Time-Driven Effects on Mandarin Production
Hsiu-ling uHsu, National Penghu University of Science and Technology, Taiwan

Monolinguals' processing of lexical items has attracted a host of researchers' attention in related fields such as linguistics and psycholinguistics. However, thus far, how a monolingual allocates attentional resources to produce a lexical item in Mandarin within a given timeframe has been an under-researched area. Using error analysis and based on Eriksen and James' (1986) zoom-lens model, the current research explored how monolinguals distributed attentional resources to monitor internal speech, detect errors, and correct errors in different time-frames when producing Mandarin characters in the speech production task. In this research, we conducted one experiment with three versions of time limitations, 700 milliseconds, 1000 milliseconds, and unlimited time for which a stimulus stayed on the screen. In the experiment, each participant read Chinese characters displayed on a computer screen, one at a time, by using E-prime. Twenty Mandarin monolingual adults were recruited. As expected, subjects were more likely to repair errors they just made when they had longer time. However, subjects, unexpectedly, had higher probability of correcting errors successfully in the untimed and 700-ms versions than 1000-ms one. More interestingly, subjects performed most accurately when they have only 1000 ms to read a character aloud and least accurately when the reading time is no limited. That is, 1000-ms version received the fewest errors; the untimed version, on the other hand, incurred the most errors; and 700-ms version settles somewhere inbetween. These results revealed that more attentional resources did not improve subjects' level of performance and disclosed the importance of processing density.

41145
C.V.S. Integrating Content, Vocabulary Learning and Speaking Fluency in an EAP Reading Program
Cherie Brown, Akita International University, Japan

This poster presentation outlines an approach used in the presenter's level-one EAP reading class (within AIU's first-year "Intermediate Reading" course) that demonstrates a successful approach to integrating reading text content knowledge, vocabulary growth and speaking fluency development.
The presentation will show how any reading text may be utilized as the basis for specially designed, intensive and challenging speaking production tasks, which enable learners to review the reading text content at the same time as they practice using (and reviewing) the target vocabulary in natural spoken discourse. The aim is to provide learners with the opportunity to engage in "deep processing" of the target vocabulary via original language production tasks (pushed output), enabling learners to demonstrate their understanding of text content as they retell this to a partner. This approach has also been used successfully at higher levels in AIU classes, including the most advanced "Academic Reading across the Disciplines" course within the AIU Basic Education Program, which is a mandatory course designed to prepare learners for English medium instruction in all content areas, and the authentic academic journal articles they are required to read in those courses. The approach is also intended as a practical mechanism to ensure students attain the stated curriculum goals of the course, which includes (among others)... 1. Improved reading comprehension 2. To be able to accurately identify personal vocabulary learning needs and recognize, understand, and increasingly use the first 2,000 high frequency vocabulary items from the General Service Word List

41193
Learners' Perceptions of Blended Language Learning Programs in Thailand
Nuttakritta Chotipaktanasook, Dhurakij Pundit University, Thailand

The purpose of this study was to explore how blended learning in English as a foreign language (EFL) classrooms was perceived by language learners and how this understanding helped inform the quality of blended learning for language education, particularly at a tertiary level. This study was conducted with 215 students from six major universities in Thailand which are active in blended language learning programs. The quantitative and qualitative data obtained from a questionnaire were integrated and analysed. Overall, the study showed mixed results for language learners' perceptions. Although blended learning was positively perceived as useful for their English language development, some learners in this study were of the view that the environment was not as effective as expected. The limitations and problems of blended learning in language programs were highlighted: the need for learner training, prompt support, authentic tasks, and the teachers' competence in blended learning implementation. The study also concluded with both practical and pedagogical implications for language programs which aim to continue implementing blended language learning and improving the quality and effectiveness of this mixed environment.

Saturday Session IV: 15:45-16:45

Room: *To be Announced in Final Schedule*
Workshop Presentation

41163
Learning & Teaching English Through Climate Change
Julian Warmington, Daegu University, South Korea

Recent upswings in temperature trends and increasingly erratic weather patterns demonstrate surprising changes in global climate. Is it a surprise? Not for scientists who have been predicting these changes for several decades. This interactive multi-media presentation offers and facilitates a sharing of resources and experiences in teaching about climate change/ AGW (anthropogenic global warming) within the wider challenge of learning about it within the second language of English. The presentation starts by addressing why this particular topic is more than important: it is also ideal subject material for English learners of all ages and levels, presenting the ultimate in "realia." A variety of different resources are shared covering the widest range of ages and English ability levels, including books, multi-media, and guest speakers, and participants are invited to contribute input within their own areas of expertise, and feedback on teaching these or similar topics. All resources are included on a publicly available website to which participants are invited to contribute - all attributions included - whether material, lesson plans, or their own contact details, as part of a developing network of speakers available in person or online. Benefits and challenges of covering this material will also be discussed in the open discussion session.

Saturday Session IV: 15:45-16:45

Room: *To be Announced in Final Schedule*
Workshop Presentation

40197
Interactive Classrooms: Utilising Free Online Tools for Language Teaching and Learning
Keith Chau, The University of Hong Kong, Hong Kong
Ellie Law, The University of Hong Kong, Hong Kong
Carly Ng, The University of Hong Kong, Hong Kong
Patrick Leung, The University of Hong Kong, Hong Kong

Description: Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) are receiving growing attention in the field of English Language Education in the recent decade. Although previous research has shown that using computer/mobile technology in the classroom may be fraught with problems (Hsu, 2013), the benefits it brings to language teaching and learning may outweigh the drawbacks (Thomas, Reinders, & Warschauer, 2013). Also, It is suggested that online tools may enhance learners' language learning experiences (Chun, Kern & Smith, 2016). By understanding how some of these tools can be applied in English classrooms, teachers can become more flexible in strategizing their teaching. Workshop Purpose: The aim of this workshop is to promote CALL and MALL through demonstrating the use of some online tools and providing participants with hands-on experience. It will also discuss different strategies for incorporating these online tools into English classrooms. Some online tools that will be demonstrated and discussed include Peardeck, Polleverywhere, Mentimetre and Kahoot. Workshop Tasks: There are three main parts in the workshop. The presenters will demonstrate the use of some online tools; participants will then explore possibilities in applying those tools in their teaching. Finally, they will have a chance to share their thoughts and own experience about using online tools in their classroom. Bring a mobile device with you. This workshop will be a highly interactive and communicative one.

Sunday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Cross-Cultural Communication
Session Chair: *To be Announced in Final Schedule*

40267
Assessing Intercultural Competence in the Language Classroom: Observation of the Practice in Shantou University and Reflections on the Assessment Models
Cui Zheng, Shantou University, China

Intercultural competence (ICC) refers to a person's ability to effectively communicate with different people from different culture backgrounds. Developing student's intercultural competence has been widely discussed and addressed in the institutions of higher education in recent years. The general practice is to incorporate intercultural communication concepts and knowledge in their English language classroom. It brings out the issue of the effectiveness of the course in developing student's ICC. Research on ICC has generated a wide range of assessment models to measure the ability. However, different standards and definitions of ICC results in various assessment models. No general method seems to satisfy the specific needs of every teaching/learning. This paper reviews briefly about the assessment models that are commonly used and argues that they are not perfect methods for teachers to assess students' ICC in their teaching. The author studied and observed the practice of Level 3 English Course in Shantou University in which students are more advanced in their language proficiency and focuses more on culture and communication studies. By interviewing the teachers who teach the course and making critical analysis of the course documents, the author figures out the expectation of the teachers towards students' development in intercultural competence and discuss the assessment models that fits the needs in this case. The paper also gives suggestions on some assessment tools to be used in the classroom settings.

40143
Engaging Language in Academic Textbooks
Melody Geddert, Kwantlen Polytechnic University, Canada

Teachers of one language to students of other languages often agree that the acquisition of humor in the target language is often difficult. In academic reading, any attempt at humorous tone or simply engaging language is often missed by non-native speakers, thereby lowering their enjoyment of the educational experience. This presentation is based on two major studies at Kwantlen Polytechnic University on first year students from fourteen different linguistics groups, including English. Students were asked to read engaging passages from actual textbooks that had been previously evaluated by a sizable group of faculty for any evidence of less than serious language or attempts to keep the reader engaged by way of humor. These passages came from a range of academic subject areas, but all were from well-known first year university textbooks in use in Canada and other countries. Each passage was analyzed in terms of its rhetorical device and then the results according to linguistic group. The theoretical framework offered for some of the deficiencies lies in lack of formulaic language. Overall, schema theory applies an umbrella explanation. The relevant pragmatic application is for reading teachers when dealing with purpose and tone. By extension, textbook authors may find some of the results insightful in terms of what devices or techniques may actually be effective or which may need to be avoided with respect to audience.

38456

Becoming Teachers of English-Language Learners in Two Multicultural Countries: Narratives From Pre-Service Teachers in the United States and Malaysia

Khairul Aini Mohamed Jiri, Ministry of Education Malaysia, Malaysia

This study explores the experience of becoming English teachers in two multicultural countries through narratives from pre-service teachers in the United States and Malaysia. In general, the United States and Malaysia share similarities in the demographic landscapes whereby both are the multicultural countries whose populations consisted of people from diverse linguistic and cultural backgrounds. With regards to English language, it possesses a crucial role in both countries. In the United States, it is the medium of instructions in schools. In Malaysia, it holds a status of the nation second language; compulsory to be learnt in schools from K-12. This study investigates the experiences of becoming teachers of the English-Language Learners in the United States and Malaysia where a growing number of student populations come from the diverse linguistic and cultural background while the majority of teacher population is from the mainstreams backgrounds. A narrative inquiry approach guided this study using narratives written by a total of nine pre-service teachers including four from the United States and five from Malaysia. Data analysis revealed four major themes: (1) Personal development (2) Developing Relationship (3) Professional Development and (4) Pedagogical Practices. The findings indicate that there are differences in the sense of preparedness between the pre-service teachers in the two countries as well as the nature of curricular experiences.

Sunday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Learning strategies
Session Chair: *To be Announced in Final Schedule*

39195
Uncovering Teachers' Questions in Promoting Thinking Skills: A Qualitative Study of EFL Secondary School Teachers in Yogyakarta
Rahma Fitriana, University of Sydney, Indonesia

This research aims to analyze the teachers' questions in promoting thinking skills. In more specific terms, it is aimed at identifying the types of teachers' questions performed in classroom practices, types of cognitive domains embedded, and describing teacher questioning strategies. The focal participants were two English teachers at a junior high school in Yogyakarta. Although this study employed descriptive qualitative research, it used both qualitative and quantitative data, in which numerical records were used to support explanation of data analysis. The data were collected from the questions performed by two teachers of 8th grade at SMP N 8 Yogyakarta in 22 meetings. In this study, investigator triangulation was done to examine the findings of the research. This study uncovers that (1) the teacher performed four types of questions, which include factual questions, empirical questions, evaluative questions, and productive questions, (2) the teachers' questions were determined comprising a negotiation of meaning as their questioning strategies. In reference to types of questions performed, factual questions which include remembering and understanding domains occured dominantly over other categories, entailing empirical questions, which include applying and analyzing; evaluating; and creating. It implies that teachers' questions promote more lower-order thinking skills (LOTS) instead of higher-order thinking skills (HOTS). This finding, further, signifies that classroom practices are mainly form-focused teaching and it is the nature of how learning goes within teacher-centered instruction.

39137
The Interactive Method for Training Guangxi Medical University Professors Teaching Medicine by Using English as Medium of Instruction
Diana Po Lan Sham, Hong Kong Chinese Institute of Engineers Ltd., Hong Kong

Besides general ESL teaching in primary and secondary schools, universities, and adult education, training professionals for specific purposes is another alternative for thriving English language education in the rapidly changing era. However, very little research has been conducted for investigation of training medical professionals the effective EMI teaching of medicine. This paper reports the design and evaluation of the 2-week intensive course, which focused on enhancement of using English as medium of instruction (EMI) to teach medicine in different faculties, for 10 experienced professors, associate professors and lecturers from Guangxi Medical University located in South-western region of China in CUHK, SCS. The professionals came from Faculties of Anatomy, Biochemistry, Physiology, Microbiology, Pharmacy, Pathology, Epidemiology, Medical Statistics, ENT and Basic Medicine. As a pedagogical approach, basic methods for teaching medicine were taught and the professionals were required to implement two to three in their teaching practice, and then new methods such as Time-efficient ambulatory care teaching, Evidence-based medicine (EBM), Problem-based learning, Case-based reasoning (CBS), and New computer-based instructional programmes were introduced. Interactive method was employed as the participants had to finish some tasks through interaction, group discussion and brainstorming each lesson. While each of them presented 30-minute teaching medicine, the others played their roles as students. Whether this course is efficient -- all trainees participated in answering the questionnaire containing some questions in a 5-point

scale, whereas some are open-ended for course assessment at the end. Hopefully, the findings benefit designing training courses to improve skills of professionals in other areas.

40527

Metacognitive Awareness and Strategy use in Academic Reading Among ESL Undergraduates
Aini Akmar Mohd Kasim, Universiti Teknologi MARA, Malaysia
Norizul Azida Darus, Universiti Teknologi MARA, Malaysia

Reading is an essential skill in tertiary learning hence the ability to comprehend academic materials is crucial among undergraduates. Empirical evidence suggests a positive relationship between success in academic reading and learners' strategy use and metacognition (Li & Chun, 2012; Ahmadi, Hairul & Pourhossein, 2012). However, not many English as a Second Language (ESL) learners are able to apply reading strategies effectively and possess metacognitive knowledge. The present study investigates the metacognitive awareness and strategy use of ESL undergraduates in reading academic materials. Metacognitive awareness of reading strategies inventory (MARSI) questionnaire was used to assess learner's metacognitive awareness on the strategies used. A correlation analysis was carried out to determine the relationship between the learners' metacognitive awareness and reading test scores. Findings of the study indicate the types of strategies used and the correlation level between the students' metacognitive awareness and their low and high-order reading skills. Results of the study can shed light on the role of metacognitive knowledge in academic reading and offer suggestions for strategy use enhancement among ESL learners.

Sunday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Learning Environments
Session Chair: *To be Announced in Final Schedule*

39275
Eyes to the World: Generating Meaningful Conversations Through Critical Thinking
Yun Fang Sun, Wenzao Ursuline University of Languages, Taiwan

Along with the rapid development of the information technology, changes in any parts of the world could affect life around us. In order to prepare for the challenging in the upcoming era, the Ministry of Education in Taiwan has proposed "International Education White Paper for primary and secondary schools" in 2011. The international education in primary and secondary school has four aims: 1. Nation Identity. Knowing your own culture 2. International Literacy. Through learning the language, culture and global issues, students will be able to respect and appreciate different cultures and learn the skill and knowledge of cross-cultural communication. 3. Global competence. Provide oversea learning experiences. 4. Global responsibilities. Embrace and respect cultures of others. With these four aims in mind, the researcher of the present study cooperated with a middle school in Southern Taiwan to design a five-day English Summer Camp in July 2017 for seventh graders who were going to Korea for a one-week academic exchange program. A questionnaire was administered to 60 targeted participants regarding their perceptions and basic concepts toward environmental protection, caring for others, Taiwanese performance arts, technology and gender issues in February 2017. Lessons were designed based on students' response. In order to raise students' awareness to the topics selected and to provide students more opportunities to use English to express their ideas, lessons were designed to use a lot of leading questions, discussions to provoke students' critical thinking ability and create more meaningful conversations throughout the process.

40214
Effects of English Graduation Plays on EFL Learners' Language Learning Anxiety Change
Hsin-fei Wu, Shu Zen Junior College of Medicine and Management, Taiwan

The aim of this study was to examine EFL students' change on foreign language learning anxiety before and after their graduation plays, used as vehicles to promote their language learning. Qualitative data was solely collected, gathered from written responses of 26 EFL participants from a junior college in southern Taiwan to questionnaires. The design of this study enabled the researcher to address how participants themselves valued their affective elements. The result of this study sheds some light on EFL language learners' anxiety change from their own voices and perspectives on how graduation plays as alternative and potential pedagogy while learning and applying a target foreign language.

41047
Extraversion and Introversion in Young Adult ESL Learners
Ronald H. Jones, Khalifa University of Science & Technology, UAE
Albert Michael Riskus, Xi'an Jiaotong-Liverpool University, China

Despite the best efforts of academic advising and mentoring, the retention of L2 students at English medium universities both in Asia and the rest of the world remains a challenge for various reasons, one of which is a student's acculturalization with the codes, conventions and expectations of academia. Research over the past 50 years has highlighted that one key predictor behind the success of this immersion into academic life is a student's personality type -- most notably a preference for extraversion (E) or introversion (I). Consequently, the purpose of this study was to identify the extraversion-introversion preferences in a cohort of young-adult male Emirati students on a university foundation year program while tracking their progress on the course for up to two years. Consistent with previous studies on the E-I dichotomy, it was discovered that a majority of extravert students failed to meet the expectations of the program while a majority of introvert students met with the success required to progress into first-year studies. Why is this so? And what can be done to help address this global over-representation of extravert students dropping out of university? This presentation provides possible reasons and solutions to help address this widespread extravert attrition and concludes by suggesting some useful resources teachers can use to help raise awareness of the E-I dichotomy so that extravert students learn to cultivate the traits compatible with world of academia.

Sunday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*
Stream: Literature and Language Learning
Session Chair: *To be Announced in Final Schedule*

40822
Wednesday Night Book Club: Observations & Implications of a Parent and Child Book Club
Juana Nolasco Cedillo, Cairo American College, Egypt

The role of parent participation has been underscored in education research and teachers are actively encouraged to make connections with parents. This study examines the implications of active parent participation in an extracurricular book club for pre-teen Korean male ELL students enrolled at an international school in the Middle East. Parents attended a weekly book club and participated in book club discussions along with their child. Through findings recorded in observation records, surveys and interviews the motivational impact of parent participation was affirmed supporting the positive results of parent participation. The broader finding in the study is the need for the teacher to understand and prepare for the collaborative relationship opportunity that results when parents are active participants.

40375
Critical Thinking Skills in a College Reading Class
Kayo Ozawa, Kyoritsu Women's College, Japan

This presentation will focus on how a group of students in a private high school in Western Tokyo, including returnees and those of double nationalities, have studied a course on the history of literature in a senior year elective course. The works range from the oldest traces of literature, the Tale of Gilgamesh, to Mary Shelley's Frankenstein in the Romantic period. At the end of the course, the students each submit a timeline and do a 6 to 8 minute presentation on the topic, "Monsters or Outcasts?" , by combining the methods of storytelling lecture, performance, or dramatic dialogue. Students selected some of the protagonists and antagonists in the works of literature covered throughout the course, and discussed whether they were monsters or outcasts in the context of the literary period. Specifically, this presentation will discuss how Enkidu in "The Tales of Gilgamesh", Medusa in Greek Mythology, Gregor Samsa in "The Metamorphosis", Grendel in "Beowulf, Caliban in "The Tempest" and Frankenstein in Shelley's work are all examples of monsters superficially, but in reality outcasts due to loss and dehumanization. The students often included anecdotes of bullying or being different in Japanese culture, and claimed that from reading past texts, they learned that one should always look at two sides of a story before concluding something. Such critical thinking skills, or shift in perspectives is crucial in the rather nebulous times we are living in.

40542
Literature as a Catalyst for Critical Thinking in the Foreign Language Classroom
Michael Hofmeyr, Osaka University, Japan

Good literature not only holds the power to engage and to inspire, but also to invite readers to see the world from new and unfamiliar perspectives. Literature can thus challenge conventional ideas and received wisdom and as such may become a potent tool for stimulating critical thinking in the hands of the foreign language teacher. While there is little consensus among scholars as to what exactly should be understood by the term critical thinking (D'Angelo 1971, Fisher and Scriven 1997, Long 2003, Paul and Elder 2006, Seigel 1988), a common thread present in most definitions points to a habit of rigorous thinking that relies on rational argumentation and evidence, rather than on submission to authority. As the world today is rapidly

changing in ways that are often difficult to predict, it is more important than ever for students to acquire the ability to judge and act independently. The foreign language classroom, especially at the university level, presents an excellent, if often underutilised, opportunity for the development of critical thinking skills. In this presentation, I will discuss the case study of my own experiment in developing an English speaking skills course based on George Orwell's novella Animal Farm. The course was designed for undergraduate English majors at Osaka University, a national university in Japan. I will identify five aspects of critical thinking that I think are especially relevant for a literature-based EFL course and discuss examples of how my students showed development of critical thinking skills through engagement with the text.

Sunday Session II: 10:45-12:15

Room: *To be Announced in Final Schedule*
Stream: Cross-cultural communication
Session Chair: *To be Announced in Final Schedule*

40309
Young Ambassadors: Preparing Junior High School Students for Tokyo 2020
Brett Davies, Meiji University, Japan

As the Tokyo Olympics and Paralympics approach, the government has been attempting to make Japan more accessible to foreign visitors, and the number of incoming tourists per year has quadrupled since 2011. However, despite MEXT's promise of "nurturing English communication skills," the curriculum at secondary school level has adapted very little to meet the needs of a more globalized Japan. This is of particular concern as, based on evidence from previous events, young people are likely to make up the majority of the volunteers and support staff at the Tokyo Olympics. This presentation will demonstrate aspects of a short English course for junior high school students in central Tokyo, which was designed to increase communicative ability and confidence among learners who will be at the very centre of events in the summer of 2020. I will begin by explaining the rationale behind the course, then the research and methodology used in designing the activities. I will then demonstrate some of these activities, before presenting some of the feedback from participating students. The findings of this study suggest that many young people are initially nervous about the prospect of using English with overseas visitors. However, by participating in these activities, targeted specifically towards welcoming foreign visitors to Japan, students are able to increase their confidence, interest level, and ability in using English for authentic communication.

40145
A Study of Expression for Politeness, Indifference and Contempt in Japanese and English and its Implication for the Japanese Learner
Debjani Ghosh, Symbiosis International University, India

This paper presents an account of politeness, indifference and contempt in Japanese language. A comparison is being made between English and Japanese language with reference to the problems faced by the learners in using these expressions. In the previous researches, politeness has been the focal point but the areas of indifference and contempt have been ignored. For this study, the subjects were hundred native speakers of Japanese, males and females and children of different age groups. They were asked to complete a questionnaire where they were given five situations involving each of the three expressions of politeness, indifference and contempt and their responses were recorded and transcribed. The results was analyzed to show the differences in the use of polite, impolite and contempt expressions in Japanese which was compared with English. The study will help to bring out the implications for the Japanese Learner of English.

39968
Cultural and Language Learning in Tourism: An Ethnographic Study About Interactions Between Tourists and Local Hosts in a Rural Heritage
Desideria Murti, Curtin University, Australia

Heritage tourist villages are constructed to romanticise local and/or indigenous everyday life, to bring educational purposes for language and cultural learning, and to open possibilities for grassroots bilateral interactions. This paper aims to discuss the practice of cross-cultural communication within the interactions

of Australian tourists and Indonesian local people in the space of a heritage village. The goals are to investigate (1) to what extent tourists and local people engage in cultural and language learning through tourism activities and (2) what kind of challenges and opportunities performed in an educational heritage tourism. As a part of a larger project, this paper presents an ethnographic approach in a heritage village site called Nglanggeran, which become one of the top villages projected as the role model for national scale project to develop other heritage tourist villages across Indonesia. The research project involved in-depth interviews with both local people and Australian tourists, participant observations by living and joining activities with both host families and tourists, and textual analysis of online media. As a result, this paper demonstrates that conflicting conversations, language barriers, unequal power relations, and disconnection in different language contexts emerge as challenges for the purpose of educational tourism. However, cultural reflectivity, resilience, and hybrid identity as hosts or tourists and as learners can be the potential assets for cross-cultural understanding to achieve the purposes of heritage performances.

Sunday Session II: 10:45-12:15

Room: *To be Announced in Final Schedule*
Stream: New Classrooms
Session Chair: *To be Announced in Final Schedule*

41026
Surviving in the Hegemonic Spread of English: English Language Teaching (ELT) In Rural China
Yujuan Wu, Simon Fraser University, Canada

Mainland China (hereafter "China") is an important player in the global spread of English as English is increasingly emphasized as a priority foreign language and a compulsory subject at all levels of education. The national zeal for learning English does not exclude rural China. In contrast with cities where English might be used as a contact language, in rural areas English does not serve as a communication tool. This paper is therefore intended for examining what make(s) China strive for a universal provision of English language education. More specifically, I attempt to explore in what ways English has been legitimized as a required school course in rural China and why it is more likely to perpetuate the urban-rural educational inequalities. I use the concept of "hegemonic spread of English" as a blend on the one hand of the global spread of English as suggested above, and the current hegemony of English on the other hand. I begin this paper by describing a pervasive belief in the global spread of English, trying to link it with how English has been taken up in China. I then describe the myth that English language acquisition equals upward social mobility, discussing how rural students tend to have access only to "low-mobility form of English" which makes their reliance on school success for social transformation becomes difficult. I conclude by arguing critical pedagogical approaches that takes the hegemonic spread of English into account should be introduced and practiced in English language classrooms in rural China.

39915
An Analysis of English Communicative Competence: A Case Study of L1 Thai Public Transport Drivers' Communication with Foreign Tourists
Fuanglada Chomchuen, Rajamangala University of Technology, Suvarnabhumi, Thailand
Sonthaya Rattanasak, Rajamangala University of Technology, Suvarnabhumi, Thailand

This paper was aimed at examining the English communicative competence and the needs for English communication among local L1 Thai public transport drivers. This study was part of research in support of community engagement and sustainable development. Seventy public transport drivers who gave regular service to foreign visitors in a tourist destination city in Thailand were randomly selected to participate in this study. The data were elicited through two main research instruments: a questionnaire surveying the needs for English communication and an oral communicative test attempting to reveal their current English communicative competence. Percentage and mean scores were reported in the needs analysis, and their English communicative competence were analyzed descriptively. The overall findings revealed that the participants' opinion towards the needs of English communication used at work was at a high level. As regards their English communicative competence, a large area for improvement to help them communicate better was indicated. Furthermore, the participants' difficulties in English for communication were identified and reported. It was suggested that the participants be offered training in English for occupational purposes tailored to meet their communication requirements in such an international setting.

41180

I-City, or a New Classroom for EFL in Times of Change: Its Theory and Practice

Shin Kurata, Nagasaki University, Japan
Norio Nakamura, Nagasaki University, Japan
Akiyoshi Suzuki, Nagasaki University, Japan
Kōichi Matsumoto, Nagasaki University, Japan

The purpose of this presentation is to present an idea to address education inequality stemming from economy and geography, especially in English education as a foreign language, a report of a lesson practice, and issues to challenge. Schools in small islands in Japan serve very small numbers of students. While they have advantages in English education because of the small teacher-to-student ratio, they have disadvantages given the limited interaction they have with people of various cultures and with various English. Therefore, a joint class in a cyber-metropolitan school (school in i-City) created by connecting schools in small islands and in several countries could be beneficial, especially by utilizing Information and Communications Technology (ICT). Such a scheme could help address the problem of educational inequality. We practiced the class between two schools in Japan with Skype and big displays as a pilot case, observed it, and got results that students were satisfied with interaction with people of different cultures and that they got to use various English and improved the ability of listening. Also, the class increased the students' motivation to learn English. Still, in the process of preparation of the project, we found several issues to address, such as exclusivity and politics.

Sunday Session II: 10:45-12:15

Room: *To be Announced in Final Schedule*
Stream: Approaches
Session Chair: *To be Announced in Final Schedule*

40175
The use of Communicative Language Teaching (CLT) in Improving Secondary Students' Communicative Competence in Indonesia
Septia Ningrum, Monash University, Australia

This paper focuses on the benefits of communicative language teaching (CLT) to improve secondary students' communicative competence in Indonesia. It is organized to answer three questions: 1. what are the benefits of CLT for secondary students in learning English, 2. how can CLT improve Indonesian secondary students' communicative competence, 3. why should Indonesian English teachers not neglect the use of CLT in classroom. As the background of the study, secondary students in Indonesia are more exposed to English language structures rather than to language use which makes them having low communicative competence. This investigation is significant to contribute to teachers' better understanding toward students' need on communicative competence, recommend CLT implementation, and suggest policy makers in Indonesia to support the implementation of CLT in ELT. There are two core concepts that are used to analyse this issue, from Brown (2000; 2007) and Canale and Swain (1979). The main argument is that CLT can improve secondary students' communicative competence in Indonesia. Some supporting arguments include helping students to practically use English, creating meaningful real-life simulation activities, and emphasising integrated skills. The result of this investigation brings some implications for Indonesian English teachers, schools, and policy makers to further thoughtfully support and facilitate the implementation of CLT to improve students' communicative competence which is beneficial for future academic and professional life in such competitive world. Notwithstanding some practical problems in classroom implementation, CLT advocates already propose solutions toward the problems.

41152
Critical Pedagogy vs Mainstream Approaches to ELT: Students' Perception
Anes Mohamed, Kansai Gaidai University, Japan
Mahtab Mohammadi, Azad Islamic University, Iran

This quantitative study looked into the ways in which EFL students view mainstream approaches (CLT) versus critical approaches (Critical Pedagogy) to English Language Teaching. Of special focus was the students' perception of the content of the textbooks used in the class, class activities, linguistic improvement, exercise of their agency, and overall satisfaction with the two approaches. The mainstream textbook used in this study was Interchange while the textbook used, as representative of critical pedagogy, was Alternative View (Abdelrahim, 2012), which the researcher has taught for three years. The participants of the study comprised 100 students divided into two equal groups: 50 students in the critical cohort and 50 in the mainstream cohort. The data was collected using an 18-item questionnaire designed to measure the main constructs of the study. Data analysis was done through the use of SPSS. The main findings indicate that students were satisfied with critical pedagogy but the same was not true for mainstream pedagogy.

40020

Intentional Teaching Gestures (ITG): A 'Silent Scaffold' for Oral Language Production

Naomi Wilks-Smith, RMIT University, Australia

Increasing students' second language output is of paramount importance to teachers of languages. Far too often, students participate in language programs with very little ability to produce the language verbally themselves. Methods to support students' oral language production need to be investigated. Gesture-based approaches to teaching a second language have been gaining widespread attention, so the impact of 'Intentional Teaching Gestures' (ITG) in a second language learning context was investigated. 170 primary school students who were learning Japanese as a second language in an Independent school in Australia participated in the study. Students' oral language output when viewing ITG during Story Re-tell was analysed. Research findings will be shared that demonstrate how ITG provided a 'silent scaffold' to increase the quantity and quality of students' oral language. The potential of ITG as a scaffolding tool for teachers of languages will be discussed.

Sunday Session II: 10:45-12:15

Room: *To be Announced in Final Schedule*
Stream: Linguistic Landscapes
Session Chair: *To be Announced in Final Schedule*

40285
Who are "Japanese" in Metro Vancouver?: A Visual Ethnographic Study of Linguistic Landscapes Representing Multilingual/Multicultural Identities
Akiko Ohta, Simon Fraser University, Canada
Brent Amburgey, Simon Fraser University, Canada

How does the linguistic landscape (LL) (Landry & Bourhis, 1997) studied through visual ethnography (Pink, 2007; Rose, 2012; Blommaert, 2013) reflect the identities of multilingual subjects living in the multicultural Metro Vancouver? This presentation presents an ethnographic account of the local LL that reveals the heterogeneity of "Japanese" identity in Vancouver, a development which is related to transnational migration (Baxter, 2016; Ben-Rafael et al., 2006; Wei & Hua, 2013). Through bottom-up and top-down signs found in both Japanese and English (Ben-Rafael et al., 2006), hybrid aspects of social identities permeate the visual linguistic objects in these terrains. The presenter, a former resident of Tokyo and current PhD student at Simon Fraser University, will offer his perspective on the complex identities of Japanese as community members of Metro Vancouver. In this oral presentation, the presenter will offer observations and analyses of the local LL. He will share the perspective of his experiences attempting to stay connected with Japanese culture and language in the Vancouver context. The presentation will also feature the contributions of Akiko Ohta, a fellow Simon Fraser PhD Student, who recently immigrated to Canada and has experienced both connection and disconnection with the community. Ohta will shed light on the dynamic negotiation of identities and social relationships within the Japanese community in Metro Vancouver, from the perspective of a new immigrant.

41173
Teacher Talk and Local Language Use in an Awarded EFL Review Lesson
Xunying Guo, University of Sydney, Australia

This paper conducts a case study on a Chinese teacher's talk in an awarded English review lesson for Year 1 students in Shenzhen, China. It aims to explore the discourse patterns and the use of local language (LL) (i.e. Mandarin) from the point of view of Systemic Functional Linguistic (SFL) and Bernstein's pedagogy theory. Through an analysis using Rose's (2014) semantic discourse analytic framework, this study uncovers the patterns of teacher talk in relations to: 1)the pedagogic activities including how each task is initiated and followed up; 2)the pedagogic relations including how inclusive students participate and the teacher and students' negotiating roles; 3) the pedagogic modalities including spoken, written, visual and manual sources. Findings show both effectiveness and challenges the teacher faces in controlling the resources of these three dimensions: delayed scaffolded patterns of learning cycles (typically sequenced as Focus ^ Task ^ Reject ^ Prepare ^ Task ^ Affirm); dynamic models of teacher-students interactive roles (e.g. dK1^K2^K1, ch^rch); frequent deployment of spoken and manual sources. LL is mainly applied for regulative purposes rather than instructional ones. Pedagogically, findings indicate the importance of raising the awareness of planning teacher talk to support more students towards learning success. Theoretically, they show the adaptability of SFL tool in interpreting classroom discourse data. Considering these, the author suggests maintaining and expanding the meaning-making potential of LL in the classroom teaching/learning, and implementing more visible principled-based approaches such as genre-pedagogy within teaching-learning cycle. Further practitioner research is recommended to examine such pedagogic practice.

38627

Palalambiton: Revitalization and Preservation of Hiligaynon Language

John Gerald Arbias Pilar, Carlos Hilado Memorial State College, The Philippines

This study has examined the corpus of the ambahanon (song), binalaybay (poem), komposo (original composition), daigon (Christmas song), and epiko (epic) in Hiligaynon which tackled at the micro levels of analysis. Specifically, the linguistics signals emerged in the corpus serve as a basis for categorization, description, and interpretation which the researcher is very eager to preserve the indigenous Hiligaynon words. Henceforth, the researcher has conducted the analysis of Hiligaynon language. It showed that the lexical items labeled as Particles emerged 394 times in the corpus of data and the lexical particle, 'agud' is a lexical feature observed by this study which syntactically functions as intra-sentence relators, conjunction joining convergent condition. While the lexical items labeled as Descriptives emerged 107 times in the corpus of data and the lexical descriptive, 'ka' which either could be syntactically functioned as a pronoun and as phrase ligature. There are 111 in the final list, out of 116 initially selected indigenous Hiligaynon words. This study suggests to put up a data bank of Hiligaynon corpus to be used in research, teaching Philippine Literature in a regionalized approach and MTBMLE instructional materials.

Sunday Session III: 13:15-14:45

Room: *To be Announced in Final Schedule*
Stream: Culture and Language
Session Chair: *To be Announced in Final Schedule*

39905
Cultural Representation in Primary English Language Textbooks: A Comparison of Textbooks Used in Mainland China and Hong Kong
Xinghong Li, The Education University of Hong Kong, Hong Kong
Jackie F. K. Lee, The Education University of Hong Kong, Hong Kong

Language textbooks are written to help students develop language proficiency as well as have a better understanding of the culture of the target group. English instructional materials are usually arranged in the form of linguistic structures and communicative functions, with culture being presented through how native people eat, play, work, dress and live. According to Pfister and Borzilleri (1977), five major cultural themes can be distinguished in foreign language textbooks: the social sphere, family unit and the personal sphere, religion and the arts, political systems and institutions, and the environment sphere. On the other hand, Cortazzi and Jin (1999) suggested another three categories to evaluate English language textbooks: the source culture (the learner's native culture), the target culture (British or American culture), and the international target culture (other English and non-English speaking cultures). In the present study, a series of popular English language textbooks for primary students, recommended by the Education Bureau in Hong Kong, was compared with the authorized English language textbooks used in mainland China. The aim is to examine how culture is presented in the two regions so as to heighten students' awareness of being Chinese citizens in a global community and foster international understanding. The research findings could also raise the consciousness of textbook writers and publishers on the need to remove biases in textbooks, and to promote a multicultural environment in the classroom.

39881
The Chaos of the Term: The Concept of the Political Theatre in the Arab World
Abdulaziz Alabdullah, Kuwait University, Kuwait

At a time when the world theater transcended the definition of the political term in the theater, this problem still persists in Arab world. These problems are associated with the concept of "politics" in Arab world, which leads to ambiguity and chaos over the term, the classification as well as the theatrical practice. Therefore, we may ask questions such as: what is the political theater? Can we classify social criticism as part of political theater? Does resorting to old Arab heritage to criticize current political practices can be seen as politics? This paper will attempt to answer these and more questions related to the political theater in the Arab World.

38952

Negotiating Language Development and Growth Through Social Interactions: The Case of Setswana

Paul Nepapleh Nkamta, North-West University – Mafikeng Campus, South Africa

In most modern African societies, identity through language is extremely a rare phenomenon. This is because most communities are multilingual and there is usually more than one language spoken. The presence of more than one language and other social factors affect the development and growth of the mother tongue in any given community. These social factors include, among others, intermarriages, migration and the introduction or use of modern technology. Taking the Mmabatho, Mafikeng situation as an example, this paper highlights some of the problems and challenges that language planners and researchers encounter in their effort to develop and grow standard Setswana as one of the official languages in the province. It focuses specifically on how these phenomena have affected the 'purity' of the language. This study is mainly qualitative and examines the current state of affairs regarding the use of standard Setswana in Mafikeng, South Africa. Contributions from students, observations and focus group discussions were used to collect data. The significance of the study is that it exposes how social factors and technology could lead to the decline in the use of African languages in a given community. This situation needs to be checked in order to preserve, protect and promote the standard form of Setswana in Mmabatho, Mafikeng.

Sunday Session III: 13:15-14:45

Room: *To be Announced in Final Schedule*
Stream: English for Academic Purposes
Session Chair: *To be Announced in Final Schedule*

41014
Getting Started with Critical Thinking - A Method for Introducing Argumentation
Kim Willcocks, University of Nottingham – Ningbo China, China

One of the key components of an academic degree in English is mastering the ability to present an argument, most commonly a written argument. As Wingate (2012) argues,"The 'argumentative essay' is the most common genre that undergraduate students have to write (Wu, 2006: 330), particularly in the arts, humanities and social sciences (Hewings, 2010). Although the nature of the essay varies considerably across and even within disciplines, the development of an argument is regarded as a key feature of successful writing by academics across disciplines (Lea & Street, 1998)." This being the case, an important first step is to introduce and contextualize the concept of academic argument in a way that will stimulate students and raise awareness of the nature of contrastive rhetoric. My presentation will explain and illustrate the approach I used of "pedagogical dichotomies"and go on to show how I used the discourse analysis of patterns of text to introduce the concept of critical thinking. The material was delivered at the University of Nottingham – Ningbo China in a series of two-hour lectures, using PPT and video. The student response (600 students) was collected in SEMs, the Student Evaluation of Modules, and the data suggests that many students felt that the materials had helped effect an improvement in their awareness of the role of argumentation in academic writing.

39904
Promises and Challenges of Future EAP Literacy Courses: Implications From a Large-Scale Survey
Ju Chuan (Cindy) Huang, National Taiwan Ocean University, Taiwan

In order to help graduate students overcome English academic reading and writing difficulties, universities in non-English-speaking contexts such as Taiwan have started implementing English for Academic Purposes (EAP) courses at graduate level. Despite a wide variety of EAP literacy courses, little research has reviewed what current EAP courses have offered and how effective these courses have been in meeting students' needs. A comprehensive evaluation would be necessary in order to shed light on EAP teaching and learning in the new era. Therefore, this study investigated the perceptions of faculties and graduate students on the effectiveness of current EAP literacy courses with a large-scale survey. A total of 1,831 participants (1,155 graduate students and 676 faculties) from 10 public universities in Taiwan filled in an on-line questionnaire. Several themes emerged in their questionnaire responses. First, although both universities and institutes offered EAP literacy courses, some faculties and students were still unaware of such courses and only one-third of the students took the courses. Second, both professors and students felt that the courses helped students with sentence grammar, cohesion, and coherence; however, their general evaluation of the courses was not high. While their reasons for course evaluation varied, the reasons mostly revolved around the course content and qualification of instructors. Based on the findings, this study offered ways to improve current EAP literacy courses and potential directions of EAP literacy teaching.

The International Academic Forum

39812
English for Academic Purposes: Enhancing Critical Digital Literacy Outcomes
Russell Hazard, Aidi International School/Mount Kenya University, China

Recognizing the socio-cultural elements of language decoding and production, many modern EAL programs utilize a content-based approach. In the case of school-based EAL programs, this content often includes investigations such as understanding local values, citizenship theory, sustainability, media awareness, and digital literacy. This choice of content is partially due to a recognition that the socio-cultural components of language are crucial for accurate comprehension and production. It is also because these programs are designed to help integrate students from diverse backgrounds and give them the tools to participate fully in society using the English language (Ontario Ministry of Education, 2014). However, Jenkins (2006) argues that schools have been slow to adapt to the increasing need for critical digital literacy skills and that these skills are necessary to function effectively in participatory culture. Digital literacy skills, envisioned in this way, go beyond career-based training (although employability remains an objective) and into the realm of effective citizenship education. Jenkins (2006) argues from this basis that it is important for all young people to know how to use, interpret, and produce digital and traditional media, to understand how their perceptions are shaped by it, and become socialized into the ethical norms of participation in digital media cultures as part of their basic education. This presentation will orient participants to the theme, provide a summary analysis of digital literacy coverage in EAP syllabi from two nations, and give recommendations for policy, curriculum developers and classroom teachers. Opportunities for future research collaboration will be raised.

Sunday Session III: 13:15-14:45

Room: *To be Announced in Final Schedule*
Stream: Approaches
Session Chair: *To be Announced in Final Schedule*

40616
Improving English Language Learners' General English Proficiency Through Extensive Reading in English as a Foreign Language Context
Muhammad Rifqi Syamsuddin, Indonesia Endowment for Education (LPDP), Indonesia

Extensive reading (ER) is a method that emphasises reading for pleasure in English language teaching (ELT). In this paper, the writer will attempt to suggest Extensive Reading (ER) as an alternative method to teach English in English as a foreign language (EFL) context. One of the main problem in ELT in EFL classrooms such as in Indonesia is the lack of exposure towards English. Indonesian students lack exposure towards English since they start learning English in Junior High School (secondary school). Furthermore, English is only taught as a subject in schools which is taught once or twice a week. One way to increase English exposure to students is through ER. ER enables language learners to interact with English not only inside their classrooms but also outside their classrooms. They can read novels, magazines or newspapers that they are interested in outside their classrooms. Teachers' role in ER method is to facilitate students in classrooms such as giving pre-reading activity, during and post-reading activity in classrooms. In addition, the teachers should motivate their students to read more English reading materials outside the classrooms.
In terms of empirical evidence, there have been a plethora of research that suggests that ER can help students improve their English skills such as reading, writing, speaking, listening and vocabularies. In other words, it can improve students' general English proficiency. Therefore, the writer recommends applying ER in ELT classrooms as an alternative method to teach English in EFL context.

40643
Applying Translanguaging Techniques in Japanese EFL Settings
Kevin Alan Bartlett, Kwansei Gakuin University – Kobe-Sanda Campus, Japan

This presentation will explore the incorporation of Translanguaging Techniques in the EFL classroom in Japan. A survey conducted of students about their learning preferences in the English Language classroom showed that a majority of students preferred to have the opportunity to use, and be taught in a style that allowed for L1 (Japanese) usage to be present in the L2 (English) classroom. As a means to fulfill this preference to Language learning, Translanguaging techniques were incorporated in two English classes, and were compared to two English Medium classes to see if incorporating trans-languageing technique had an impact on test results, presentation scores and student motivation in the classroom. In this presentation, a summary of the survey results and an outline of the translanguaging project will be presented.

41225
Empowering Students Through X-Word Grammar
Steve Cornwell, Osaka Jogakuin University, Japan

Students' English proficiency and ability to use grammar accurately continues to be a concern. At one university in western Japan in spite of having a well-respected English program that attracts students interested in English, we still find students at all levels have trouble applying grammar. Some students seem to have forgotten what they studied in junior and senior high school, while others cannot apply it consistently to written or spoken assignments. To address these problems, we have piloted a system of teaching grammar called x-Word grammar. X-Word grammar teaches the "simplicity and predictability of English as seen through Sector Analysis", a structural grammatical system developed by Robert Allen (1972). Though new to the Japan context, x-Word grammar is being used with success among deaf and second language English learners in the US. X-Word grammar empowers students by showing them how to practically and autonomously apply what they are taught. Specifically, in the introductory lessons, x-word grammar allows students to remember the x-Words (auxiliary verbs), identify the subject of a sentence, and change affirmative statements into yes/no questions and negative sentences with an extremely high level of accuracy, often approaching 100%. And that is just in the beginning weeks. This presentation will briefly present the basics of x-Word grammar and provide resources for teachers to learn more before reporting on the results of a pilot study conducted with 100 1st year students. At the risk of sounding overly enthusiastic, this approach to grammar teaching could be a game changer.

Sunday Session III: 13:15-14:45

Room: *To be Announced in Final Schedule*
Stream: Content and Language Integrated Learning (CLIL)
Session Chair: *To be Announced in Final Schedule*

39938
Exploring Students' Perceptions on Explicit Academic Vocabulary Teaching Through Online Discussion: A Case Study in an EMI Course
I-Chia Chou, Wenzau Ursuline University of Languages, Taiwan

Vocabulary knowledge is considered important in second and foreign language learning because learners' insufficient vocabulary has been consistently reported as a significant problem in their achievement of L2 learning. Despite of numerous vocabulary studies, few of them implemented a learner-centered and interactive approach. The current study attempted to implement an interactive explicit vocabulary instruction in an English-medium course in Taiwan. Students' attitudes and perceptions on the implementation were explored. Data were collected using both quantitative and qualitative methods. The results showed that students had positive attitudes toward this approach. In addition, students' interview feedback demonstrated the most and least appreciated aspects of this approach. Educational and pedagogical suggestions for EFL teachers were given.

40216
Content and Language Integrated Learning: Students' Perspectives
Chia-Yin Chen, Wenzao Ursuline University of Languages, Taiwan

The contribution of socio-economic globalization in Asia has led to the acceleration of educational programs in which there is a dual focus on both English language and content learning. Especially prevalent in Asian countries where English is learned as a foreign language, content and language integrated learning (CLIL) is viewed as a feasible means of not only increasing students' English proficiency, but also facilitating content learning as well as developing students' multiple intelligences (Change, 2010; Prasongporn, 2009). CLIL is still considered to be a relatively new educational approach in Taiwan, and investigations to date have primarily focused on discussing the implementations from a tertiary higher education perspective. The present study is conducted as an attempt to examine EFL learners' perspective of a content and language integrated learning (CLIL) program in the secondary education context. The research context is a short-term winter learning program based in a junior high school in Taiwan with the aim of teaching both scientific content knowledge as well as the English language. The study involved 58 students at Kaohsiung Zuoyin Junior High School. The study findings showed that CLIL helped students develop positive attitudes towards the learning of English.

40228
Reviews in Translation' Project: Pedagogy and Student Engagement
Catherine Xiang, London School of Economics and Political Science, UK

In recent decades the grammar-translation method has been seen as an outdated pedagogy and given little attention in MFL teaching, however, we would like to argue that translation can be a useful and accessible tool for MFL learning and teaching. The project named 'Reviews in Translations' proposes a new assessment task for students learning Mandarin and German at degree level and Japanese at certificate level through collaboration between the Language Centre and LSE Review of Books, an online book review blog housed in the Communications Division. Students will translate book reviews drawn from existing Review of Books published content – three reviews relating to different academic disciplines will be available for review each term in Mandarin and German; three reviews will be available across both terms for Japanese. In this presentation, we will share 1) the process of and reflections on a translation project conducted by LSE students who selected and translated an English book-review into their target languages (Chinese, German, and Japanese). 2) The advantages and challenges of using translation tasks in the teaching of higher level language learners will be assessed and evaluated. And 3) how the project contributes school level collaboration and student engagement.

Virtual Presentations

39288

Japanese Language Development in Indonesia Perspective of Library Science: Expansion of Japanese Notation on DDC (Dewey Decimal Classification)
Arda Putri Winata, Universitas Muhammadiyah Yogyakarta, Indonesia
Azizia Freda Savana, Universitas Muhammadiyah Yogyakarta, Indonesia

This paper discusses the new classification development in DDC (Dewey Decimal Classification) system for Japanese language book collection. It is based on most of library in Indonesia uses DDC system for classify all book collections, while notation of Japanese language books classification is not specified. Only one notation classification in Japanese language books (495.6), whereas Japanese language studies or topics is varied. This is different in Japan which uses NDC (Nippon Decimal Classification) with many notation (code) classification for each language category. Because of the library system not effective using 2 system, DDC system and NDC system can't be use simultaneously. The purpose of this research is to expand Japanese language books notation in DDC system according to Taylor, Barwick, Sayers, and Hamakonda based on the criteria of good classification system. This research is expected to facilitate the library of universitas muhammadiyah and library in Indonesia to classify the Japanese language book. This research use descriptive method with qualitative approaches since analyzed descriptively with qualitative method. The method of analysis used evaluating DDC system as a library collection classification system, reviewing various topics or subject in Japanese language (linguistics), reviewing and to study the NDC (Nippon Decimal Classification) system related notation Japanese language books classification.

40804

Social Media Content Marketing of English Language Institutes in Thailand
Pataraporn Sangkapreecha, Bangkok University, Thailand

The content marketing is the active participation of consumer in social media space that can distribute valuable content and drive the profitable target audience action. This research study aims to examine the presentation model and the type of content affecting consumer engagement in social media of English Language Institutes in Thailand. The content analysis technique was used to conduct a thematic analysis of the contents posted on Leading English Language Institutes Facebook fan pages. The findings showed the evidence of consumer engagement among variety of presentation models and the types of marketing contents. In particular, the results show that the most influential presentation model for the consumer engagement have to be interesting and present in various designs. Findings also indicate that the content about activities which entertain, provide useful knowledge, and information to the consumers are the most engaging content.

40806

Existential Funds of Identity: How Negative Experiences can Enrich the Funds of Identity Concept?
Adam Poole, University of Nottingham – Ningbo China, China

Both Funds of Knowledge (Gonzalez et al., 2005; Moll et al., 1992) and Funds of Identity (Esteban-Guitart, 2016; Esteban-Guitart & Moll, 2012) have been developed as effective approaches that can help teachers to affirm marginalised learners' personal, family and cultural identities in the mainstream classroom. However, the role that negative experiences and emotions might play in affirming learner identities remains under-researched. Based on the concept of perezhivanie (Vygotsky, 1934) and its contemporary remediation by Blunden (2014), existential funds of identity has been offered as a development of the Funds of Identity concept which might facilitate the whole spectrum of human experience and emotion (Poole, 2017a, 2017b, in press). However, the concept of existential funds of identity has only been superficially defined. For example, it isn't clear whether this approach should be understood as an additional category of funds of identity to go with the five developed by Esteban-Guitart (2012) or whether it suffuses the existing five categories as a kind of underlying modality. Moreover, the issue of whether drawing upon negative experience might lead to the retrenchment of deficit thinking and the role that existential funds of identity might play in valorizing language learners' identities also require more explication. This conceptual paper thus attempts to address these issues by offering a more theoretical articulation of existential funds of identity and its relationship with Funds of Identity.

41056

The Intersection of Critical and Creative Second Language Writing and Youth Community Engagement in Qatar
Sadia Mir, Virginia Commonwealth University in Qatar, Qatar

The presentation will outline the mission, objectives and outcomes of the Young Writers Program, a regionally significant program which aims to foster a critical and creative writing community in English in Qatar. This multi-streamed program consists of creative writing workshops for select K-12 students, meetings between local teachers to support the community of practitioners delivering creative writing instruction, an annual writing competition, and an annual print anthology, which celebrates the creative writing from K-12 learners. In 2016, 80% of Qatari K-12 schools nationwide participated in this one of a kind, regional program. In a country where there is limited use of English for creative purposes, the program has become a means to encourage young learners to build and be part of a community of writers. This presentation will demonstrate how this program has engaged community through the integration of language teaching, creative writing, and social responsibility. The presentation will also address challenges foreign language teachers face in second language writing engagement in Qatar, such as the reluctance of students to use the second language for anything beyond communicative purposes.

41091

Assessment in Groupwork Project-Based Learning in Business English Classrooms
Thu Hang Nguyen, Danang University of Foreign Languages, Vietnam
Mai Yen Tran Vu, Danang University of Foreign Languages, Vietnam

In the context of global economic integration in which English language competence along with essential soft skills have increasingly been of great significance, it is the responsibilities of teachers of English in general and Business English in particular to facilitate project-based learning. However, assessment of project-based learning has always been the matter of concern every teacher at educational institutions wrestles with. The purpose of this paper is to deal with issues related to assessment in project-based learning in the teaching of Business English at a university of foreign languages. The research is based on theoretical foundations of project-based learning assessment in English language teaching. The reality of assessing project-based learning in Business English teaching at a university are investigated and issues encountered in the assessment are under detailed discussion.The research puts forward thoughtful

pedagogical implications along with assessment criteria and assessment rubics for gaining further reliability and validity for the assessment. The article aims at equipping teachers with effective tools for implementing project-based learning assessment in Business English contexts.