

ACLL2017

ACTC2017



THE ASIAN CONFERENCE
ON LANGUAGE LEARNING

THE ASIAN CONFERENCE ON
TECHNOLOGY IN THE CLASSROOM

ART CENTER KOBE, KOBE, JAPAN
MAY 11-14, 2017

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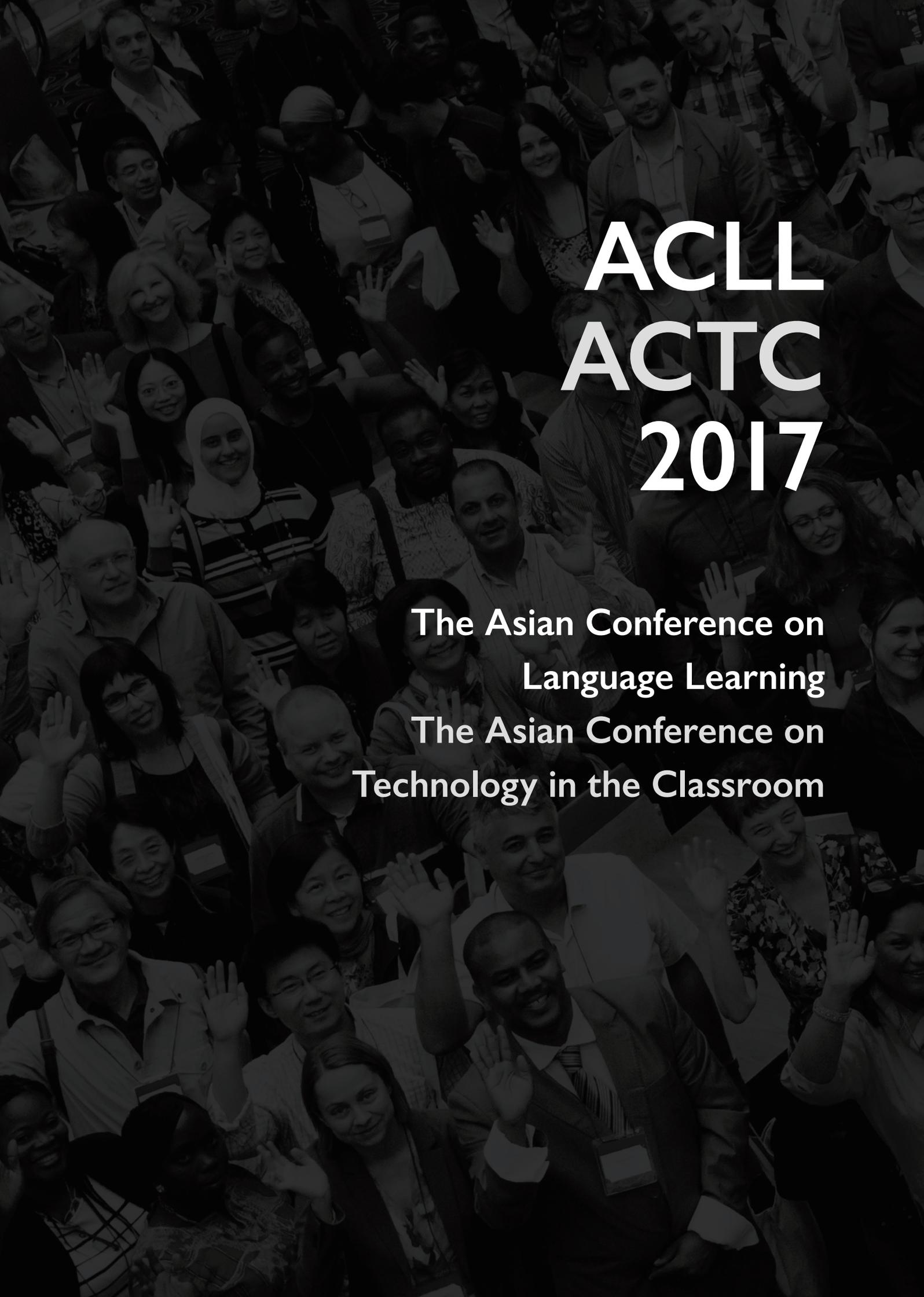


Centre
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ACLL ACTC 2017

The Asian Conference on
Language Learning
The Asian Conference on
Technology in the Classroom

Organising Committee Members



Professor Steve Cornwell
The International Academic Forum (IAFOR)
Osaka Jogakuin University, Japan



Dr Joseph Haldane
The International Academic Forum (IAFOR)
OSIPP, Osaka University, Japan



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Professor Sean O'Connell
Nanzan University, Japan



Professor Ted O'Neill
The International Academic Forum (IAFOR)
Gakushuin University, Japan



Welcome to ACLL2017 & ACTC2017

Dear Colleagues,

It is our pleasure to welcome you to The Asian Conference on Language Learning 2017 and The Asian Conference on Technology in the Classroom 2017, as these twin conferences return to the beautiful port city of Kobe, maritime gateway to the Kansai region of Japan.

Kobe's history, from the reopening of its port to international trade in the mid-nineteenth century, to the city's settlement by European traders and subsequent rapid industrial development, to its spirited recovery after the Great Hanshin Earthquake of 1995, spans periods of change and upheaval that have shaped the city's present-day incarnation as an economic, cultural and culinary centre with a lively, international atmosphere. To this city, which has experienced great development and change, we welcome more than 160 delegates from 30 different countries to explore the theme of change in an educational context.

Within Japan, the Asia-Pacific and throughout the world, many worrying trends can be witnessed, giving rise to the prospect of fearful futures in relation to human security, including increased persecutions, forced migrations and a rise in refugee numbers, as well as nationalist and religious extremism. We come together to discuss this perennially important theme of "Educating for Change" in a time of particular uncertainty. It has never been more important to consider, from our various disciplinary, national and cultural backgrounds, how to exert a positive influence as educators, scholars, administrators and policymakers. We expect our work together to be engaging, thought-provoking and challenging.

We would like to extend our thanks to the Keynote and Featured Speakers and the many people who acted as reviewers for the conference, as well as to Waseda University and the Japan Association for Language Teaching, our Global Partners here in Japan.

We are pleased to welcome IAFOR–JALT Scholarship recipient Robert Anthony Olexa, and IAFOR Scholarship recipients Lisa Silverman and Munwai Wong, who we are recognising for the quality of their academic achievement and their contribution to interdisciplinarity. Newly launched for 2017, IAFOR's grants and scholarships programme provides financial support for PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. We would like to congratulate all the recipients on their awards.

Many thanks, too, to each and every one of you for your active participation in this interdisciplinary event. Over the next few days we look forward to hearing diverse perspectives, experiences and knowledge from your many academic, personal and geographical contexts, as part of a programme that promises stimulating and challenging discussion.

Warm regards on behalf of the conference Organising Committee,

Steve Cornwell, President, IAFOR
Joseph Haldane, Chairman & CEO, IAFOR
Ted O'Neill, Vice-President, IAFOR

Conference Theme

Educating for Change

Whether we are looking at why we must change, how education has changed or even how education will change, change affects all of us involved in language education in many ways. Administrators, teacher trainers, teachers, students: we all wear many hats and we all come face-to-face with change, sometimes on a daily basis. Positive change is about improvement: improving proficiency, improving lives, helping learners achieve their goals and dreams and, ultimately, broadening horizons.

In our work as educators we are often asked to effect change – that we are change-makers can be seen in the new curriculums, new material, and even new techniques or methods that we develop. For those of us who conduct research, our research is often focused on finding “better” or more effective ways of teaching, often measured in outcomes such as “students entered with an average of X and improved to an average of Y”. In such a case, improvement = change. But change is also an area of research, as can be seen by looking at journals such as the *Journal of Educational Change*, *Changes in Higher Education*, *Culture and Change*, and *Educational Research for Social Change*, to mention four. It is a serious area of study, and one worth our attention.

The focus of the last journal mentioned above is worth looking at. Change is not only about test scores or proficiency going up. It is also about lasting change in one’s life, life choices, and looking beyond us as individuals to the society we live in. Social change and a focus on improving the societies we live in is another outcome of education. In recent years, there has been a focus on language and identity, as well as an embrace of sociocultural theory and language development.

At the same time change for the sake of change is not a good reason for change. There is often a tension between the status quo (which is not always bad) and the desire to change. As invested members of our field, we need to be able to examine change, identifying and applying that which is appropriate and will further our goals while also having the wisdom and gumption to reject change that does not make sense. As Dewey said, “Reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile.”

And so we welcome you to this year’s conference, where we can examine change in ways that are important to each of us. What are its challenges, its complexities and its constraints? It is electrifying to think about the wide-ranging conversations we will have as we consider how we can go about educating for change the world over.



Conference Guide

Friday at a Glance

May 12, 2017

08:30-09:30 Conference Registration (Open Studio)

09:30-09:45 Announcements & Welcome Address (Prokofiev Hall)

09:45-10:30 Keynote Presentation (Prokofiev Hall)

Change in Japanese Tertiary Education: Implementing Content and Language Integrated Learning (CLIL) in Japan

Ted O'Neill, Gakushuin University, Japan

10:30-11:00 Coffee Break

11:00-11:45 Keynote Presentation (Prokofiev Hall)

Beyond Web 2.0: Designing Authentic Mobile Learning for Everyday Contexts in Asia

Mark Pegrum, The University of Western Australia, Australia

11:50-12:20 Featured Presentation (Prokofiev Hall)

Instructional Designers as Agents of Change: Facilitating the Next Generation of Technology-Enhanced Learning

Barbara Lockee, Virginia Tech, USA

12:20-12:45 IAFOR Documentary Photography Award followed by Conference Photograph

12:45-14:00 Lunch Break

14:00-15:30 Featured Presentation (Room 504)

How to Use Wikipedia as an Educational Tool in the Classroom

Nichole Saad, Wikimedia Foundation, USA

15:30-15:45 Coffee Break

15:45-16:15 Featured Presentation (Room 504)

Assessment Basics for the Language Classroom: A Crash Course in Testing

Brandon Kramer, Osaka Jogakuin University, Japan

16:30-17:30 Conference Poster Session (Room 504)

17:30-19:00 Conference Welcome Reception (Grand Salon)

19:30-21:30 Conference Dinner (Optional Ticketed Event)

Meeting time & location: 18:45 at Art Center Kobe (2F lobby)

Group leaves for restaurant at 19:00.

Saturday at a Glance

May 13, 2017

09:00-11:00 Parallel Sessions

11:00-11:15 Coffee Break

11:15-12:45 Parallel Sessions

12:45-13:30 Lunch Break

13:30-15:00 Parallel Sessions

15:00-15:15 Coffee Break

15:15-16:45 Parallel Sessions

16:45-17:00 Coffee Break

17:00-17:30 Featured Speaker Session (Room 504)

Balancing Principles and Practicalities When Designing and Implementing a Vocabulary Program

Stuart McLean, Osaka Jogakuin University, Japan

17:30-18:30 Workshop Session (Room 504)

Sunday at a Glance

May 14, 2017

09:00-10:30 Parallel Sessions

10:30-10:45 Break

10:45-12:45 Parallel Sessions

12:45-13:30 Lunch Break

13:30-15:30 Parallel Sessions

15:30-15:45 Break

15:45-16:30 Conference Closing Address (Room 504)

Information & Access

Information & Registration

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated in the following locations during the conference:

Friday, May 12	08:30-13:00	Open Studio (2F)
	13:30-17:30	Room 504 (5F)
Saturday, May 13	08:30-16:45	Room 504 (5F)
Sunday, May 14	08:30-16:00	Room 504 (5F)

If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

Name Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference. There are four colours of badges indicating the type of conference participant:

Red: Presenters and Audience

Yellow: Keynote and Featured Speakers

Blue: Conference Exhibitors and Affiliates

Black: IAFOR Staff

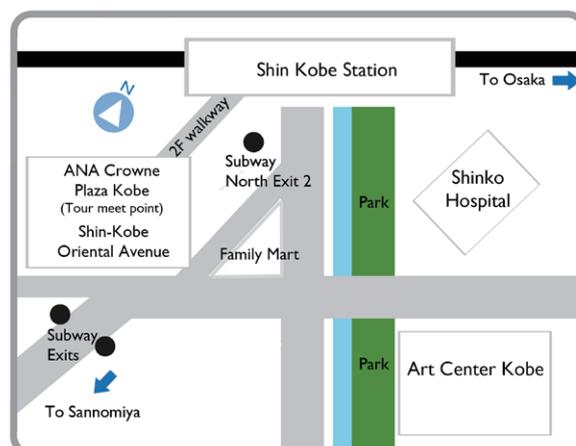
Getting to the Conference Venue

From Kansai International Airport: Board the Kobe-bound Airport Limousine Bus from bus stop number 6 on the first floor of Kansai International Airport. Get off at Sannomiya Station (see below).

By Bullet Train (Shinkansen): The Art Center Kobe is a five-minute walk from the first-floor exit of Shin-Kobe Station. There are regular bullet train (Shinkansen) services from Osaka (15 minutes), Kyoto (30 minutes) Tokyo (2 hours 48 minutes) and Hiroshima (1 hour 13 minutes).

From Sannomiya Station (Kobe Downtown Area): The bustling downtown center of Sannomiya, with a huge range of restaurants, bars, cafes and shops, is a 15-minute walk or a short direct subway ride away. The express train from Osaka Station to Sannomiya takes 21 minutes. There are three options:

- Take the subway to Shin-Kobe Station (Seishin-Yamate Line)
- Take a taxi to the Art Center Kobe (about five minutes and approximately 800 JPY)
- Walk to the Art Center Kobe (about 15 minutes)



Lunch & Dinner

Lunch

Lunch on Friday, Saturday and Sunday is included in the conference registration fee. Your IAFOR lunch voucher can be exchanged for lunch at Mame no Hatake located in the ANA Crowne Plaza, a five-minute walk away from the conference venue. Please collect your lunch voucher from the IAFOR staff member situated outside the restaurants at the ANA Crowne Plaza during the lunch period (lunch times below). Please remember to bring your conference name badge as you will need to show this in order to claim your voucher. Please show your voucher to restaurant staff as you enter. Please see the map below for directions.

Restaurant name: Mame no Hatake (豆乃畑)

Restaurant address: Shin-Kobe Oriental Avenue 2F (ANA Crowne Plaza)
1-1 Kitanochō Chūō-Ku, Kobe 〒650-0002

This Japanese buffet-style restaurant has great variety of Japanese dishes available, including vegetarian and vegan options. The restaurant specialises in tofu-based and traditional Japanese vegetable dishes. Lunch service includes an unlimited drinks bar, coffee station and dessert table.

Lunch Times

Friday, May 12	12:30-14:00
Saturday, May 13	12:15-13:45
Sunday, May 14	12:15-13:45



Official Conference Dinner

The official Conference Dinner is a ticketed optional event (5,000 JPY). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet in the Art Center Kobe 2F Lobby at 18:45 on Friday, May 12, 2017. The group leaves for the restaurant at 19:00. It takes approximately 15 minutes to walk to the restaurant.

Restaurant name: Ganko

Restaurant address: Kitanagasaki 3-1-17, Chūō-ku, Kobe

Japanese name: がんこ トアロード店

Japanese address: 〒650-0012 兵庫県神戸市中央区北長狭通3-1-17 がんこ トアロード店

Presentation Guide

Conference Abstracts

All conference abstracts are available online. Please visit papers.iafor.org for a searchable database of abstracts.

Oral Presentations & Workshop Presentations

Oral Presentation Sessions will run from 09:00 on Saturday and Sunday morning. They are generally organised into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 90 minutes in total. In sessions with two Oral Presentations, the session will last 60 minutes, and in the case of four Oral Presentations, an extended session lasting 120 minutes will be scheduled.

Presentation Length

The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

Presentations & Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are encouraged to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. **Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.**

The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

Presentation Certificates

Poster Presenters can pick up a certificate of presentation from the Registration Desk. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Poster Sessions

The Poster Session is 60 minutes in length and takes place in Room 504 (5F).

Poster Requirements

The poster display boards are 1800 mm high x 900 mm wide. Pins and tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters.

Conference Proceedings

The Conference Proceedings are published on the IAFOR website (papers.iafor.org), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings. Full text submission is due by June 14, 2017 through the online system. The proceedings will be published on July 14, 2017. Authors will have PDF copies of their offprints emailed to them by August 14, 2017.

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun. Please refrain from discussion until after presentations have ended and ensure that mobile phones are switched off or set to silent mode during presentations.

General Information

Internet Access

There is free Wi-Fi internet connection on the fifth floor of Art Center Kobe. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation. **There is no Wi-Fi connection on the second floor of Art Center Kobe.**

Wi-Fi Connection Name: kobe-art

Wi-Fi Password: art12345

What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned. Tour attendees are encouraged to wear comfortable shoes and bring an umbrella or waterproof in case of rain.

Smoking

Smoking is not permitted in the Art Center Kobe. Please smoke outside of the building in designated smoking areas.

Printing

For your convenience, there will be an iMac computer (with Microsoft Office installed) and a printer at the conference Registration Desk. We are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times.

Business Centre

The Crowne Plaza operates a business centre for copying, printing and scanning. This business centre is staffed and open between 09:00 and 17:00 daily.

Photo/Recording Waiver

There may be photography, audio and video recording at the conference. By entering the event premises you give consent to the use of your photograph, likeness or video or audio recording in whole or in part without restriction or limitation for any educational, promotional, or other purpose for distribution.

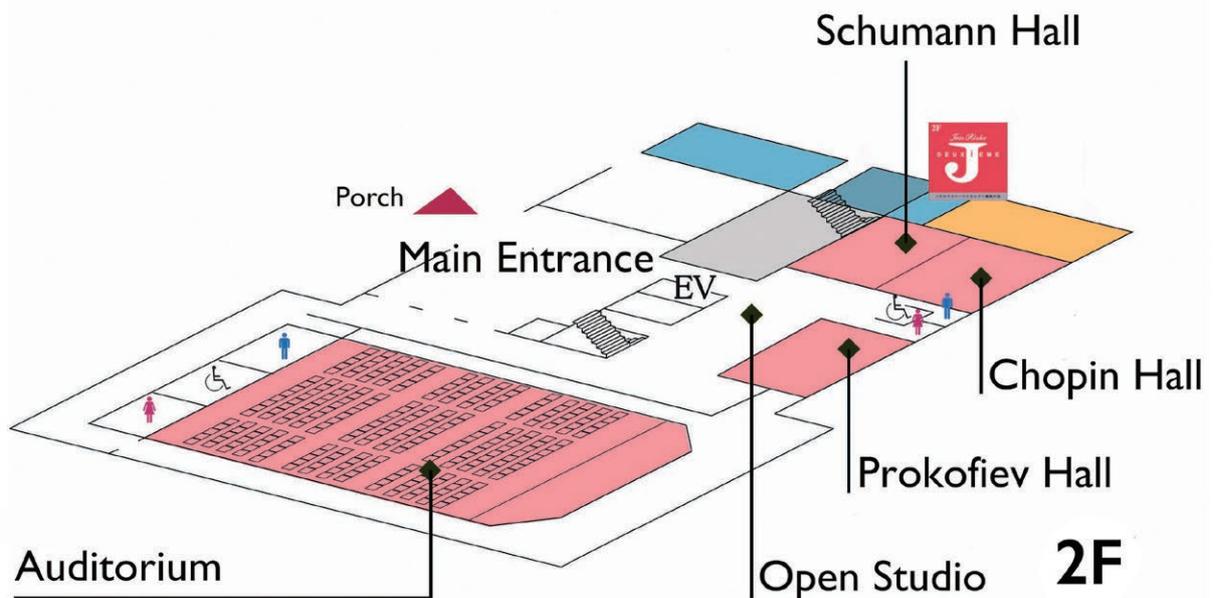
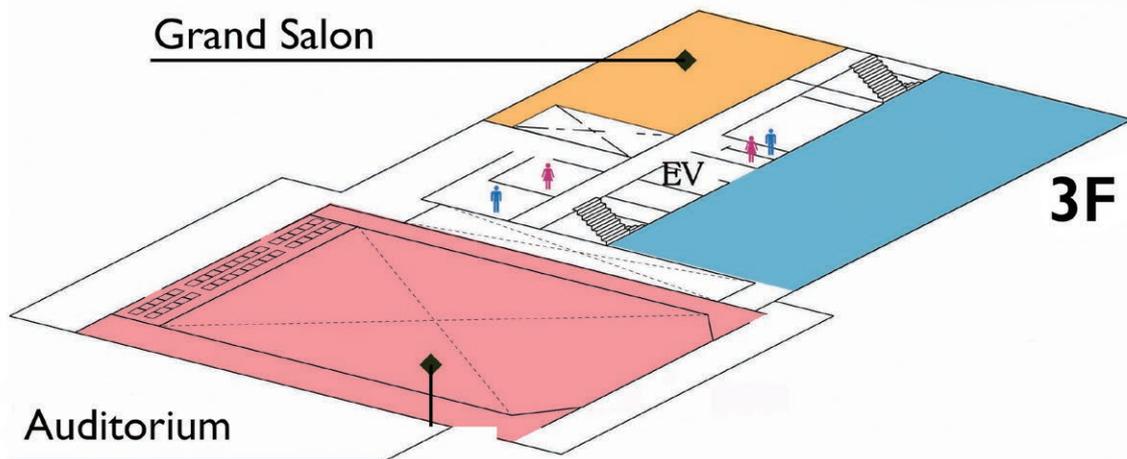
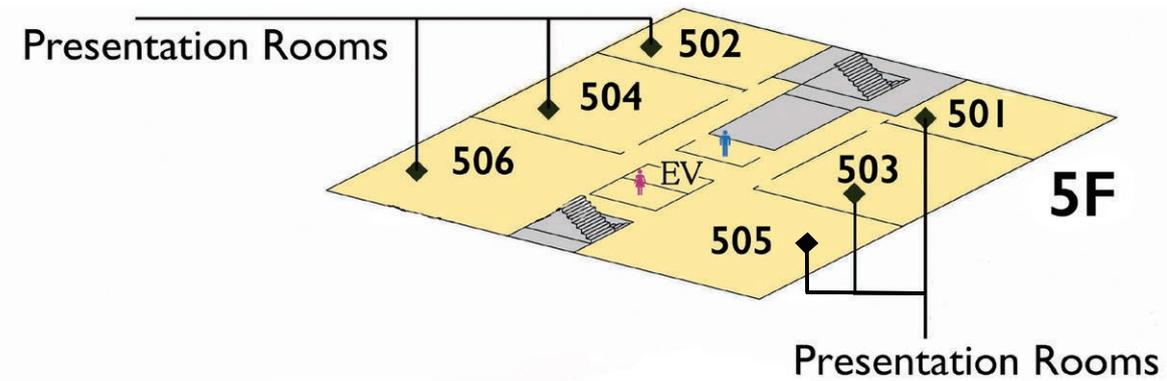
Eating & Drinking

Food and drink (excluding water) are not allowed in the presentation rooms. Also, please refrain from consuming food and drink in and around the 2F entrance area.

Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks at the Plenary Session on Friday morning on the second floor and in Room 504 (5F) during the rest of the conference. Light snacks will also be provided.

The Art Center Kobe





A C E
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The Asian Conference on Education
OCTOBER 19–22, 2017 | KOBE, JAPAN

Conference Theme: Educating for Change

Initial Abstract Submission Deadline: June 7, 2017

Early Bird Registration Deadline: July 6, 2017

Why Attend ACE2017?

Since 2009, The Asian Conference on Education has attracted more than:

2400
delegates

from

60+
countries

Join IAFOR at ACE2017 to:

- Present to a global audience
- Have your work published in the Conference Proceedings and considered for peer-reviewed, Open Access journals
- Benefit from IAFOR's interdisciplinary focus by hearing about the latest research in education
- Participate in a truly international, interdisciplinary and intercultural event
- Take part in interactive audience sessions
- Network with international colleagues

Find out more: ace.iafor.org



IAFORJAPAN



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Announcing IAFOR Grant & Scholarship Recipients

We are delighted to announce the recipients of financial support as part of the IAFOR grants and scholarships programme, newly launched for 2017.

Our warmest congratulations go to Robert Anthony Olexa, recipient of the IAFOR–JALT Scholarship, and Munwai Wong and Lisa Silverman, recipients of IAFOR Scholarships, who have been selected by the conference Organising Committee to receive financial support to present their research at The Asian Conference on Language Learning 2017 and The Asian Conference on Technology in the Classroom 2017.

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

The Organising Committee of the relevant IAFOR conference awards scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at the conference.

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

IAFOR-JALT Scholarship Recipient

Robert Anthony Olexa, Temple University, Japan

Robert “Tony” Olexa is currently an instructor at International Pacific University in Okayama, Japan. He has previously worked as an instructor training Japanese high school English teachers in over 50 schools across Japan. He has also been a teacher of young learners in South Korea. Currently he is finishing his MEd Tesol at Temple University Japan Campus.

34840 Friday 16:30-17:30 | Room 504 (5F)

Emergent English: Creating Language Norms for Young English Learners

Robert Anthony Olexa, Temple University, Japan

There are many unfounded expectations presented to young learners. Advances in developmental science have overturned traditional notions of age and stage. Yet teachers often cling to static ideas of development when developing pedagogical approaches. There is a lack of information regarding the actual production of preschool students in ESL environments. This study investigated the output of Japanese preschool-aged English learners in an immersion environment. Data was collected through transcription and analyzed by counting t-units. Comparing the data with L1 language milestone data and anecdotal observations reveals the need for understanding L2 norms for young learners.

IAFOR

Scholarship Recipients

Munwai Wong, Swinburne University of Technology, Australia

Munwai Wong is currently a doctoral student, majoring in graphic design at Swinburne University of Technology, Melbourne, Australia. His research specialises in the area of online community critique activities and graphic design learning. His previous industrial and academic backgrounds have enabled him to take on a research germane to the ubiquity of contemporary learning mediated by web-based platforms such as design forums and social networking sites. He is currently conducting crowd critique activities and interviews with graphic design students as part of his ongoing research.

36683 Sunday 13:30-14:00 | Room 506 (5F)

Crowd Critique: A Transformative Learning Opportunity in Graphic Design Pedagogy

Munwai Wong, Swinburne University of Technology, Australia

Kurt Seemann, Swinburne University of Technology, Australia

Simone Taff, Swinburne University of Technology, Australia

Designers are increasingly harnessing the collective effort of virtual communities (known as the crowd) to seek feedback on their preliminary visual ideas. In this research, crowd critique is contextualised as a heuristic approach in graphic design learning to gather visual design feedback from virtual designer communities and social networking friends. Salient crowd critique literature extensively reports crowd feedback as a timely, effective and inexpensive initiative. Related studies predominantly focus on crowd-oriented applications to facilitate non-designer crowd to provide productive design feedback to designers. However, limited investigation has been conducted from a user's perspective, specifically on how crowd critique as a pedagogical initiative fits in contemporary graphic design learning. The author aimed to examine and describe the qualitatively different experiences of Honours-year graphic design students in an Australian metropolitan university. Ten graphic design students voluntarily posted their designs in virtual design critique and social networking platforms to seek feedback. Through phenomenographic inquiry, students expressed that they feel empowered as a pre-professional designer through their debutante experience. To them, crowd critique was a practical real-world learning process despite their experience was "brutally honest and harsh". Investigating the students' qualitatively different crowd critique experience is an impetus to pioneer an instructional learning model that leverages authentic user opinions in graphic design pedagogy. Empowering design students to independently engage in informal crowd critiques by seeking and building on others' opinions, besides expressing and justifying their design rationale, is an incumbent graduate-ready skill.

Lisa Silverman, Kyushu University, Japan

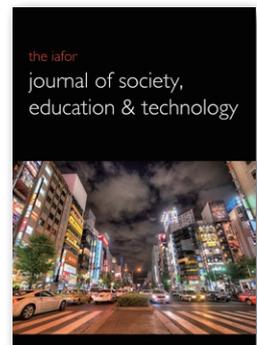
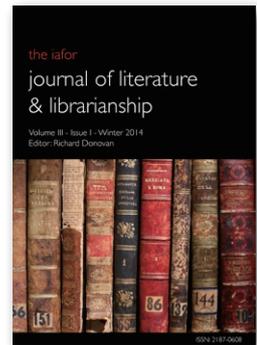
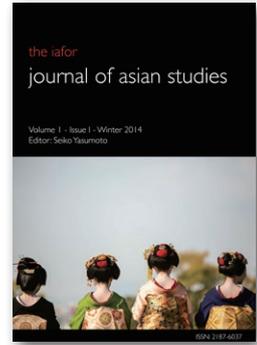
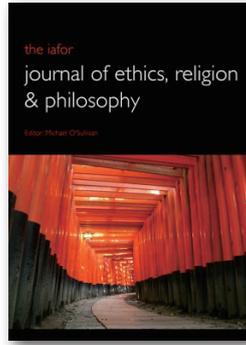
Lisa Kaoru Silverman was raised half her life in the United States and the other half in Japan, and therefore has always been interested in the English and Japanese languages, bilingualism, second language acquisition, pronunciation, and bicultural/biethnic studies. She wishes to incorporate her seven years of ESL teaching experience, her unique life situation of moving to Japan from junior high school, and her bilingual lifestyle into her future research.

35093 Sunday 14:00-14:30 | Room 503 (5F)

Raised a Japanese-English Bilingual in Japan: How Identity is Perceived and Expressed by Self

Lisa Silverman, Kyushu University, Japan

The mere idea of someone being able to speak another language in addition to Japanese is astonishing to more than a few people in Japan, a nation considered to be monolingual. In Japanese society, bilinguals are often seen as fundamentally different from monolinguals, which can be confusing or ostracizing to bilinguals, and bilingual children in particular. Moreover, Japan is typically seen as a homogenous society where the nail that sticks out gets hammered down. These factors can cause bilinguals, and younger bilinguals, who are still in the process of creating their identities, in particular, to become self-conscious about their language abilities and how they are defined socially based on these abilities, which ultimately affects how they perceive themselves and their position in Japanese society, essentially influencing identity development as it is associated with the "self" that speaks the foreign tongue. This paper will examine how Japanese-English bilinguals identify and express themselves in Japan. I will focus on how bilinguals are able to blend or manage the two sides to themselves that accompany their two languages. My research methodology involves undertaking in-depth interviews with bilinguals living in Japan, gathering and analyzing the resulting qualitative data about how they identify themselves and whether they have or have had positive or negative feelings about their identity due to being bilingual in a mostly monolingual environment.



IAFOR Journals

www.iafor.org/journals

The International Academic Forum's journals conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

How are journal editors appointed?

Journal editors are appointed by The International Academic Forum's leadership, under the guidance of the International Advisory Board. The term of appointment is for one issue, to be renewed by mutual consent.

How do we ensure academic integrity?

Once appointed, the journal editor is free to appoint his or her own editorial team and advisory members. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work. Authors will never be asked to contribute to publication costs.

How are papers selected?

Journal editors may accept papers through an open call, and proposed articles may be sent directly to the respective editors. A small number of papers from the associated Conference Proceedings may also be selected by the journal editor(s) for reworking and revising, subject to normal processes of review. It is expected that between five and ten percent of papers included in any given Conference Proceedings will be selected for consideration and potential publication in the associated conference journal.

How are IAFOR journals related to IAFOR conferences?

IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. Papers included in the associated Conference Proceedings may be considered for reworking by the editor(s), and are then subjected to the same processes of peer review as papers submitted by other means.

Journal Editors

IAFOR Journal of Arts & Humanities

Dr Alfonso Garcia Osuna
Hofstra University, USA

IAFOR Journal of Literature & Librarianship

Dr Richard Donovan
Kansai University, Japan

IAFOR Journal of Education

Dr Bernard Montoneri
Tamkang University, Taiwan

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IAFOR Journal of the Social Sciences

Dr Tingting Ying
University of Nottingham, China

IAFOR Journal of Ethics, Religion & Philosophy

Professor Lystra Hagley-Dickinson
University of St Mark & St John, UK

IAFOR Journal of Sustainability, Energy & the Environment

Dr Alexandru-Ionut Petrisor
University of Architecture and Urban Planning, Romania
URBAN-INCERC, Romania

IAFOR Journal of Media, Communication & Film

Dr James Rowllins
Singapore University of Design and Technology, Singapore

IAFOR Journal of Asian Studies

Dr Seiko Yasumoto
University of Sydney, Australia

IAFOR Journal of Language Learning

Dr Ebru Melek Koç
Izmir Institute of Technology, Turkey

IAFOR Journal of Politics, Economics & Law

Dr Craig Mark
Kyoritsu Women's University, Japan

IAFOR Journal of Cultural Studies

Professor Holger Briel
Xi'an Jiaotong-Liverpool University, China

IAFOR Journal of Psychology & the Behavioral Sciences

Dr Shahrokh (Sharo) Shafaie
Southeast Missouri State University, USA
Dr Deborah G. Wooldridge
Bowling Green State University, USA



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

It is with sadness that we inform our friends of IAFOR that the Chairman of the organisation, the Reverend Professor Stuart D. B. Picken, passed away on Friday, August 5, 2016.

Stuart Picken was born in Glasgow in 1942 and enjoyed an international reputation in philosophy, comparative religious and cultural studies, but it is as a scholar of Japan and Japanese thought for which he will be best remembered, and as one of the world's foremost experts on Shinto.

Picken entered University of Glasgow, Scotland, aged 16 to study divinity and philosophy, and his studies culminated with a doctorate that looked at Christianity and the work of Kant. In 1966 he was ordained in the Church of Scotland, and began his career as a minister in Orkney.

However, his curiosity led him from isolated rural Scotland to the world's largest city, and following a visit to Tokyo on a Rotary scholarship, Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

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

As Japan emerged as an economic superpower in the 1970s and 1980s, and given his growing prominence as an academic, Picken was much in demand as part of a period in which Japanese wanted to learn more about themselves as seen through the eyes of the West, and where Western businesses were eager to learn from the all-conquering Japanese model. By then fluent in Japanese, he served as a business consultant to such corporations and also served as a consultant to various businesses, including Jun Ashida Ltd., Mitsui Mining & Smelting Corp., Kobe Steel and Japan Airlines. During this period he was active in the St Andrew Society, and founded the Tokyo Highland Games, which is still an annual event.

The author of a dozen books and over 130 articles and papers, Picken was to stay at ICU for 25 years, where he was a popular lecturer and mentor to both Japanese and visiting scholars, serving tenures as Chairman of the Division of Humanities from 1981 to 1983, and as Director of Japanese Studies from 1995 to 1997, as well as concurrently founding Director of the Centre for Japanese Studies at the University of Stirling, Scotland from 1985 to 1988. A keen amateur footballer, whose devotion to Japan was rivalled only by that he felt for Glasgow Rangers, he continued to play into his fifties at ICU, encouraging many students to take up the sport.

He left ICU in 1997, and from then until 2004 served as the founding Dean of the Faculty of Foreign Languages and Asian Studies at Nagoya University of Commerce and Business, and the founding Dean of the Graduate School Division of Global Business Communication from 2002 to 2004.

Upon his retirement from his academic posts, he returned to Scotland to re-enter the ministry as minister of the linked charge of Ardoch with Blackford in 2005, yet he continued his academic and Japanese interests as the Chairman of the Japan Society of Scotland.

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

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR) where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding. In the years immediately preceding his illness, he continued to lecture throughout the world, in Europe, North America, Asia and the Middle East.

He is survived by his wife, Hong Wen, and children, Fiona, Jeannette, William and Lynn.

Image Caption | The Reverend Professor Stuart D. B. Picken (IAFOR), Professor Arthur Stockwin, OBE (The University of Oxford) and Professor Jun Arima (University of Tokyo) discuss Japanese security at The European Conference on Economics, Politics and Law 2014.

A grayscale photograph of a man with glasses and a goatee, wearing a dark suit, white shirt, and patterned tie. He is seated at a table with papers, looking slightly to the left with a thoughtful expression. His right hand is raised near his chin. The background is dark and out of focus.

Keynote & Featured Speakers



Ted O'Neill

Gakushuin University, Japan



Mark Pegrum

The University of Western Australia, Australia



Barbara Locke

Virginia Tech, USA



Nichole Saad

Wikimedia Foundation, USA



Brandon Kramer

Osaka Jogakuin University, Japan



Stuart McLean

Osaka Jogakuin University, Japan



Change in Japanese Tertiary Education: Implementing Content and Language Integrated Learning (CLIL) in Japan

Keynote Presentation: Ted O'Neill

Friday, May 12 | 09:45-10:30 | Prokofiev Hall (2F)

Higher education in Japan is going through a period of profound change. As universities attempt to respond to the needs of students and society, some are looking abroad for new approaches. One example is a recent surge in interest in Content and Language Integrated Learning (CLIL) in tertiary education. This is closely related to government initiatives for globalisation in education, competition amongst universities for both local and international students, and growth of English Medium of Instruction (EMI) at the undergraduate level. These pressures will also be familiar to university educators around Asia and elsewhere. CLIL offers an approach to preparing students to study specific academic content while also improving language skills. However, much of the early work in developing CLIL took place in European primary and secondary education, so how does CLIL fit in this new environment? The understanding and application of this approach necessarily changes as it travels to other contexts, but its implementation promises deep effects on the identities of learners and institutions.

Professor Ted O'Neill is a professor at Gakushuin University, Tokyo. He recently held the position of Associate Professor of English in the College of Liberal Arts and Sciences at Tokyo Medical and Dental University. Previously, he taught in the English Language Program at J. F. Oberlin University, where he also served as Coordinator for the Foundation English Program. Ted was co-editor of *The Language Teacher* for the Japan Association for Language Teaching (JALT) and currently serves on the JALT National Board of Directors as Director of Public Relations. He received an MA in ESL and Bilingual Education from the University of Massachusetts/Boston, USA. Ted joined the Apple Distinguished Educator Program in 2011 and completed a postgraduate Certificate of Educational Technology and Information Literacy through the Graduate School of Education at the State University of New York in 2014.

Professor Ted O'Neill is a Vice-President (at large) of IAFOR. He is a member of the Educational Technology section of the International Academic Advisory Board.



Beyond Web 2.0: Designing Authentic Mobile Learning for Everyday Contexts in Asia

Keynote Presentation: Mark Pegrum

Friday, May 12 | 11:00-11:45 | Prokofiev Hall (2F)

When the second generation of the web, or web 2.0, emerged around 2000, it opened up the possibility of promoting personalised but collaborative learning. A new generation of mobile context-aware technologies has now emerged, which builds on web 2.0 but goes beyond it, opening up the possibility of foregrounding authentic learning in everyday contexts. To capitalise on this new potential for educational change, it is essential to develop appropriate mobile learning designs. Drawing on Pegrum's (2014) 3-Level Mobile Learning Framework, Burden & Kearney's (2017) Mobile Pedagogical Framework, and Clandfield & Hadfield's (2017) Weak & Strong Interaction Model, this paper suggests that today's optimal mobile learning designs should involve activities where the devices, the learners, and the learning experiences are all mobile; where the three dimensions of personalisation, collaboration, and authenticity are foregrounded; and where both weak and strong interaction are present. The paper will illustrate the potential of mobile augmented reality (AR) language and literacy learning projects, most of which also incorporate elements of community building and cultural exploration. The main focus will be on recent gamified learning trails in Asia, such as the Singaporean AR Heritage Trails and the Hong Kong AR TIEs (Trails of Integrity and Ethics), where students learn collaboratively in real-world settings, while practising language, developing digital literacies and twenty-first-century skills, building community, and exploring culture. We will consider how these gamified trails are structured to enable students to draw the greatest learning benefits from digitally supported, authentic, real-world interactions.

Professor Mark Pegrum is an associate professor in the Graduate School of Education at The University of Western Australia, where he specialises in mobile learning and, more broadly, e-learning. His current research focuses on mobile technologies and digital literacies. His recent books include: *Brave New Classrooms: Democratic Education and the Internet* (co-edited with Joe Lockard; Peter Lang, 2007); *From Blogs to Bombs: The Future of Digital Technologies in Education* (UWA Publishing, 2009); *Digital Literacies* (co-authored with Gavin Dudeney and Nicky Hockly; Pearson/Routledge, 2013); and *Mobile Learning: Languages, Literacies and Cultures* (Palgrave Macmillan, 2014). He is an associate editor of the *International Journal of Virtual and Personal Learning Environments*, a member of the Editorial Boards of *Language Learning & Technology* and *System*, and a member of the Review Panel of the *International Journal of Pedagogies and Learning*. He teaches in Perth, Hong Kong and Singapore.



Instructional Designers as Agents of Change: Facilitating the Next Generation of Technology-Enhanced Learning

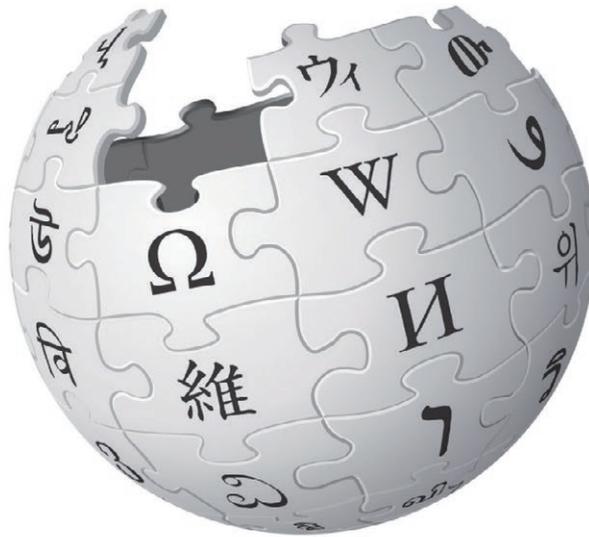
Featured Presentation: Barbara Lockee

Friday, May 12 | 11:50-12:20 | Prokofiev Hall (2F)

The demand for instructional designers in educational settings is stronger than ever, as institutions seek to leverage the use of technology across learning contexts – in classrooms, online, and everywhere in between. But are schools and colleges ready for innovation in learning? Where are we as designers headed as a profession and how do those who employ us see our role in advancing their organisations? How will our skill sets and responsibilities need to change in light of these perspectives? This session will explore the changing landscape for instructional design professionals in educational contexts and our potential to serve as change agents in the adoption of learning innovations.

Dr Barbara Lockee is Professor of Instructional Design and Technology at Virginia Tech, USA, where she is also Associate Director of the School of Education and Associate Director of Educational Research and Outreach. She teaches courses in instructional design, message design and distance education. Her research interests focus on instructional design issues related to technology-mediated learning. She has published more than 80 papers in academic journals, conferences and books, and has presented her scholarly work at over 90 national and international conferences.

Dr Lockee is Immediate Past President of the Association for Educational Communications and Technology, an international professional organisation for educational technology researchers and practitioners. She earned her PhD in 1996 from Virginia Tech in Curriculum and Instruction (Instructional Technology), MA in 1991 from Appalachian State University in Curriculum and Instruction (Educational Media), and BA in 1986 from Appalachian State University in Communication Arts.



How to Use Wikipedia as an Educational Tool in the Classroom

Featured Presentation: Nichole Saad

Friday, May 12 | 14:00-15:30 | Room 504 (5F)

Imagine a classroom in which all students are engaged, learning subject content, improving their digital literacy, and gaining valuable twenty-first-century skills while contributing to a global volunteer based movement. The Wikipedia Education Program is a win-win-win. Educators achieve learning targets, students gain valuable skills and Wikipedia gains content. This workshop will introduce the Wikipedia Education Program and demonstrate to educators how to begin using Wikipedia in the classroom. Instead of students writing a research paper for their teacher's eyes only, students write for the world.

Attendees are encouraged to bring their own laptops.

Nichole Saad is currently the Education Program Manager at the Wikimedia Foundation, and previously worked for the UNESCO Office in Amman and the Ministry of Education in Malaysia. She earned an MA from the George Washington University, USA, in International Education, focusing on Teacher Professional Development, Education Technology, International Development, and Education in Emergencies. Her current work at the Wikimedia Foundation allows her to pursue all of these academic interests while working towards a world where the sum of all human knowledge is free and accessible to everyone.



Assessment Basics for the Language Classroom: A Crash Course in Testing

Featured Presentation: Brandon Kramer

Friday, May 12 | 15:45-16:15 | Room 504 (5F)

Everyone remembers the stress of taking tests when they were students. Whether for placement purposes, measuring classroom learning, diagnosing content weaknesses or measuring overall proficiency, tests are an embedded and unavoidable part of teaching. Maximizing their potential should be a goal of every teacher and administrator.

This presentation will outline how tests can be used to check how much students have learned throughout a semester, as well as how they can help encourage the students to reach new levels. Different kinds of tests as well as recommended test-making strategies will be introduced, in addition to a discussion of the concepts of validity, washback and fairness. Focus will be given to considering the purposes of testing, the kinds of questions used, and basic results analysis. It is hoped that participants will gain an understanding of how tests can be used as a tool to promote learning in the classroom.

Brandon Kramer is a full-time lecturer of English and Interdisciplinary Studies at Osaka Jogakuin University in Western Japan, and also teaches at Kansai University. He has been teaching English in Japan since 2006, after studying mathematics for his undergraduate degree. After receiving an MS in TESOL from Temple University, Japan, he has published and presented on topics in vocabulary acquisition, language testing and corpus linguistics. He is currently focusing his PhD studies on the intersection of these three disciplines, seeking ways to bring the most up-to-date research into the classroom.



Balancing Principles and Practicalities When Designing and Implementing a Vocabulary Program

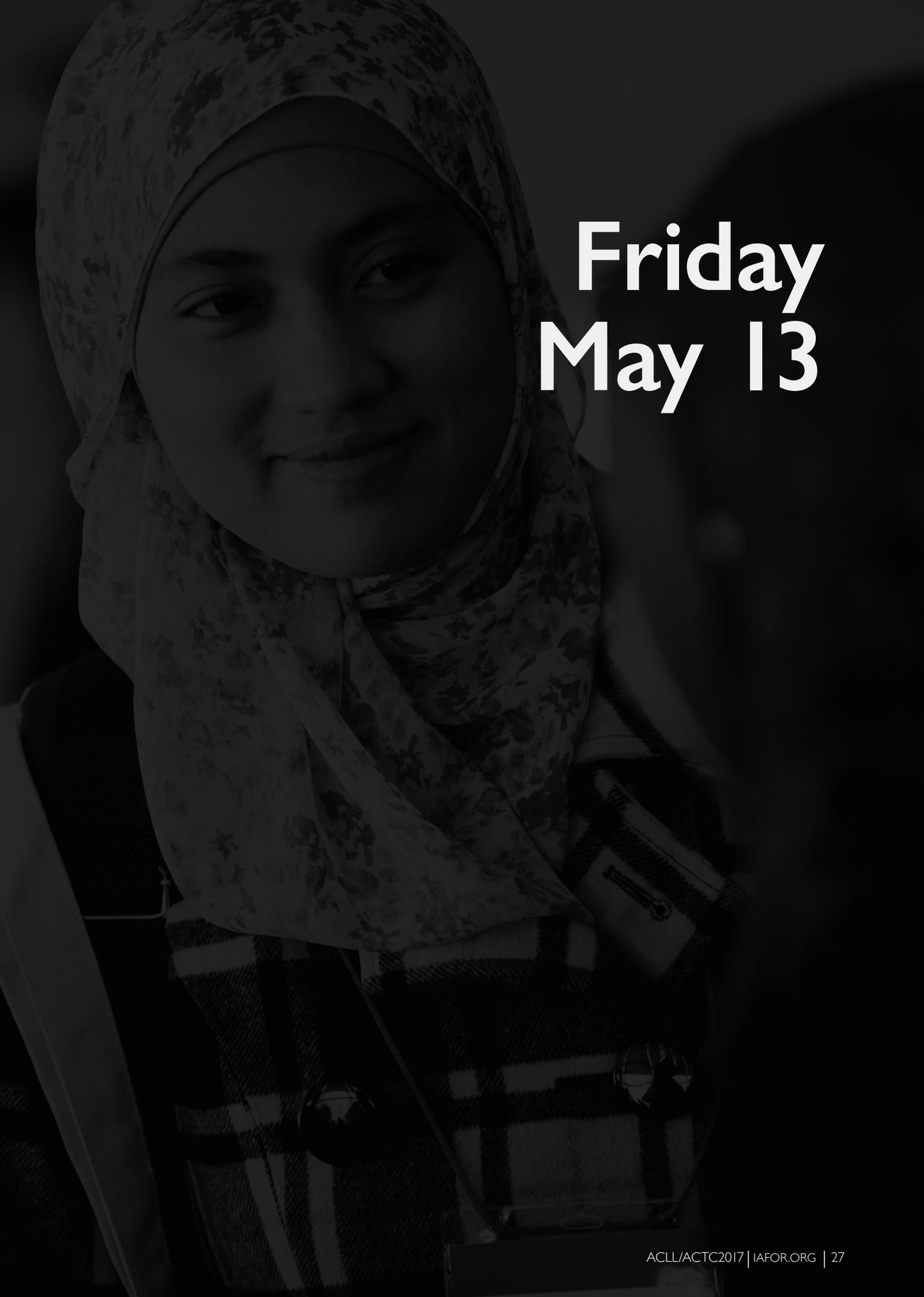
Featured Presentation: Stuart McLean

Saturday, May 13 | 17:00-17:30 | Room 504 (5F)

The presenter will explain characteristics that make up an effective and efficient vocabulary program. These include spaced rehearsal, adaptive learning, increasing retrieval difficulty, the use of an appropriate counting unit, the presentation of both audio and orographic forms, and the use of context and the learner's L1. However, while designing a vocabulary program that meets all of these criteria is simple, the operationalization of a vocabulary program designed in line with research literature is problematic.

The later half of the presentation describes the challenges faced when trying to implement the planned vocabulary program first across a new program, and then across of most of the institution. The presentation concludes by describing the achievements and limitations of the vocabulary program, and by making recommendations for others who hope to create a similar program.

Stuart McLean is an instructor at Osaka Jogakuin University, Japan. He holds an MScEd (TESOL) and a PGCE, and is a doctoral student in Applied Linguistics at Kansai University. He has published in the journals *Reading in a Foreign Language*, *Vocabulary Learning and Instruction*, *Language Teaching Research*, *TESOL Quarterly*, *Language Assessment Quarterly* and *Applied Linguistics*.



**Friday
May 13**

Submit your research to the IAFOR Journal of Education

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The *IAFOR Journal of Education* is calling for submissions for a special issue on “Technology in the Classroom”.

Submission deadline: June 1, 2017

For details of how to submit your paper, view the Author Guidelines on the journal website: ije.iafor.org

The *IAFOR Journal of Education* is an internationally reviewed and editorially independent interdisciplinary journal associated with IAFOR’s international conferences on Education and Technology in the Classroom. Like all IAFOR publications, it is freely available to read online, and is free of publication fees for authors. The first issue was published in July 2012, and the journal continues to publish annually.

All papers are reviewed equally according to standard peer review processes, regardless of whether or not the authors have attended a related IAFOR conference.



Friday Plenary Session

09:30-16:30 | Prokofiev Hall (2F) & Room 504 (5F)

09:30-09:45 Announcements & Welcome Address

09:45-10:30 Keynote Presentation | Prokofiev Hall (2F)

Change in Japanese Tertiary Education: Implementing Content and Language Integrated Learning (CLIL) in Japan
Ted O'Neill, Gakushuin University, Japan

10:30-11:00 Coffee Break

11:00-11:45 Keynote Presentation | Prokofiev Hall (2F)

Beyond Web 2.0: Designing Authentic Mobile Learning for Everyday Contexts in Asia
Mark Pegrum, The University of Western Australia, Australia

11:50-12:20 Featured Presentation | Prokofiev Hall (2F)

Instructional Designers as Agents of Change: Facilitating the Next Generation of Technology-Enhanced Learning
Barbara Lockee, Virginia Tech, USA

12:20-12:45 IAFOR Documentary Photography Award followed by Conference Photograph

12:45-14:00 Lunch Break

14:00-15:30 Featured Presentation | Room 504 (5F)

How to Use Wikipedia as an Educational Tool in the Classroom
Nichole Saad, Wikimedia Foundation, USA

15:30-15:45 Coffee Break

15:45-16:15 Featured Presentation | Room 504 (5F)

Assessment Basics for the Language Classroom: A Crash Course in Testing
Brandon Kramer, Osaka Jogakuin University, Japan

The Plenary Session will be followed by the Conference Poster Session in Room 504 (5F). The Conference Poster Session will be followed by the Welcome Reception and Conference Dinner. Please see page 6 for further details.

Friday Poster Session

16:30-17:30 | Room 504 (5F)

Friday Poster Session: 16:30-17:30

Room 504 (5F)

Conference Poster Session

35236 | Room 504 (5F) | ACTC2017 Organising Committee Presentation

Mavr (Mixed Augmented Virtual Realities): The Future or a Fad?

Parisa Mehran, Osaka University, Japan

Mehrasa Alizadeh, Osaka University, Japan

Eric Hawkinson, The University of Fukuchiyama, Japan

Erin Noxon, Sagano Gakuen, Japan

In this interactive poster presentation, Mixed, Augmented, and Virtual Realities (MAVR) are first defined, and their differences are pointed out based on the reality-virtuality continuum. The significance of MAVR, its merits and challenges, and the contribution it can make to education are then discussed. Following that, the integration of MAVR in language teaching and learning is drawn upon. Some Augmented Reality (AR) and Virtual Reality (VR) applications, such as Aurasma, Blippar, Google Expeditions, are demonstrated, and a number of resources on the integration of MAVR in English language education are introduced; for example, Paul Driver's learner-generated AR realia. Finally, MAVR future trends and directions are forecasted.

34358 | Room 504 (5F)

Anxiety as a Barrier in Writing and Speaking in English: A Case Study of College Administrative Staff

Sachin Ghadage, Yashavantrao Chavan Institute of Science, India

Manisha Patil, Yashavantrao Chavan Institute of Science, India

Globalization and privatization has turned the world into a global village and English has become the language of this village. English is considered as the language of survival. In this scenario it is not only necessary to learn English but to master the language. Second/foreign language learning is a demanding task for every aspect of higher educational institutions. One of the factors that hinder the process of language learning is the anxiety. The present paper attempts to study how anxiety affects the writing and speaking ability of the college administrative staff. The majority of the administrative staff hold undergraduate and postgraduate degrees, but are unable to speak or write in English. Anxiety about language is one reason among other reasons, such as poor quality of language teaching, lack of practice or culture of English. This study aims to find out the factors responsible for language anxiety and its impact on writing and speaking ability of the administrative staff from different colleges. It also makes an attempt to compare the data collected from the administrative staff of Arts, Science and Commerce College. The data will be collected from the administrative staff of colleges from Satara, through questionnaire and structured interviews. The collected data will be analyzed by using descriptive statistical methods and different tests. The study will focus on writing and speaking anxiety. The results of the present study will help to assist administrative staff to overcome this anxiety.

34752 | Room 504 (5F)

Preservice Teachers' Attitudes Towards Collaborative Assignments in Online Classrooms

Michiko Kobayashi, Southern Utah University, USA

The purpose of this case study is to investigate university students' attitudes towards collaborative group assignments in online courses. Although many researchers agree that collaboration promotes student interaction and develops a sense of community, few online instructors integrate collaborative tasks in their courses. Research also shows that some online students are reluctant to participate in collaborative activities because of their negative perceptions about group collaboration. Group members' social loafing, apathy, and procrastination interfere with successful online collaboration and develop students' negative attitudes. While past research has described students' collaborative behaviors and attitudes in online courses, most studies focused on graduate level online courses. In this study, 25 undergraduate students at a mid-size US university will engage in several collaborative assignments in their online courses. The researcher will collect data using both quantitative and qualitative approaches in Fall 2016 and Spring 2017. In order to assess students' attitudes towards online collaboration, a survey will be distributed at the end of each semester. The survey consists of 15 items in a five-point Likert format and several open-ended questions. To examine the impact of students' attitudes on collaborative behaviors, their chat logs will be also analyzed. This case study is still ongoing and data collection will end in April 2017. The researcher intends to present the results and discuss the implications of the study at the conference.

34840 | Room 504 (5F) | IAFOR-JALT Scholarship Recipient

Emergent English: Creating Language Norms for Young English Learners

Robert Anthony Olexa, Temple University, Japan

There are many unfounded expectations presented to young learners. Advances in developmental science have overturned traditional notions of age and stage. Yet teachers often cling to static ideas of development when developing pedagogical approaches. There is a lack of information regarding the actual production of preschool students in ESL environments. This study investigated the output of Japanese preschool-aged English learners in an immersion environment. Data was collected through transcription and analyzed by counting t-units. Comparing the data with L1 language milestone data and anecdotal observations reveals the need for understanding L2 norms for young learners.

34970 | Room 504 (5F)

Being Dialogic: How a Participatory Action Research Project Can Promote Second Language Acquisition and Conscientização with Refugee Youth

Daniel Gilhooly, University of Central Missouri, USA

The case under investigation explores how a participatory action research (PAR) project between three Karen (refugees from Burma) adolescent brothers and their American tutors/co-researchers can effectively promote second language acquisition by (Wong, 2006): 1) creating dialogic teacher-student relationships; 2) building second language confidence; and 3) providing a problem posing learning atmosphere that promotes participants' academic literacies and personal transformations through *conscientização* (Freire, 1993). The findings from this study suggest that learning within what Shelly Wong (2006) calls dialogic approach to second language acquisition, as well as critical consciousness, is key in contributing to immigrant adaptation to the host society. Furthermore, this study demonstrates how educators can begin to involve learners in ways that make education personal, relevant, and meaningful to students who are often marginalized in school and communities.

Friday Poster Session

16:30-17:30 | Room 504 (5F)

35110 | Room 504 (5F)

Team Teaching Mode of Taiwan's Indigenous Immersion Ethnic Language Teaching in Kindergartens and Its Effectiveness of Implementation
Hsuan Chen Chou, Kun Shan University, Taiwan

This paper explores the effectiveness of the implementation of ethnic languages from the perspective of team teaching mode. The team teaching mode of "immersion ethnic language" refers to the coordination between team teachers for immersion ethnic language teaching. The effectiveness of the implementation of the ethnic language is evaluated with the improvement of young children's ethnic language acquisition. The purpose of this study is to explore the relationship between team teaching mode and the effectiveness of implementing the ethnic language. This study applies quantitative and qualitative methods. The researcher observes and interviews teachers of 17 classes for their team teaching situations and analyze their team teaching mode. Then the researcher analyzes the score of young children's ethnic language acquisition tests taken from August 2015 to July 2016. Summarizing the research results, the best effective team teaching mode is the one of an ethnic language speaking teacher with the assistance of a Chinese speaking teacher. Two ethnic language speaking teachers, however, may not be able to have the best effect if they do not have rapport and consensus. Based on the findings, the researcher encourages kindergartens to increase using ethnic languages in classes, no matter which kind of collaboration mode. The collaboration between teachers must also be strengthened so that young children's learning effectiveness can be enhanced.

36682 | Room 504 (5F)

A Polytomously-Scoring Learning Diagnostic Program: PWBstar

Tsai-Wei Huang, National Chiayi University, Taiwan
Chih-Ming Lu, National Chiayi University, Taiwan

More and more tests and assessments are not only rated by either correct or wrong answers, but also by partial knowledge. This study extended the dichotomous BW indices to the polytomous ones to develop a learning polytomously diagnostic program, PWBstar, for measuring both facets of students' performances and item responses. The BW aberrant indices expanded the Caution Index to four types of indices in both person facet (carelessness, guess, mastery and misconception) and item facet (hint, disturbance, power, and defenselessness). We replaced the dichotomous scores by a polytomous score x_{ij} and made details of corrections in the definitions of original BW aberrant indices. The polytomously-scoring program PWBstar was exhibited through the Visual Basic 6.0 program language. The PWBstar software can analyze item difficulty, item discrimination, and test reliability based on the classical test theory, and the degrees of hint, disturbance, power, and defenselessness based on the item-facet BW indices. For person feedbacks, the software can provide the measures of carelessness, guess, mastery, and misconception and display the probabilities of items, concepts or learning objectives mastered for individual students. Furthermore, the PWBstar program can significantly classify item response types (hint, disturbance, power and defenselessness) and person performance types (carelessness, guess, mastery, and misconception), respectively. It can also be used in the pure polytomously-scoring, pure dichotomously-scoring, or in mixed forms of item situations; for instance, multiple-choice items, false-true items, matching items, or essays. Especially, it can also be used in the situation of affective scenarios to realize students' motivative reflections.

36858 | Room 504 (5F)

A Tree-Based Chart for Visualizing Programming for Problem Solving

Po-Yao Chao, Yuan Ze University, Taiwan
Yu-Ju Chen, Yuan Ze University, Taiwan

Programming for solving problems has been an important skill in computer programming education. However, most of the assessment for this skill tends to emphasize the product of programming rather than the process of programming. Considering that students' process of programming may lead to insight into the understanding of students' difficulties and their performance, this study incorporates problem solving and visual programming activities to develop a programming learning environment where students interact with the learning environment to solve computational problems. By examining students' behaviors and strategies of problem solving exhibited in the environment, the process and product of students' programming activities can be visualized with a tree-based chart. The features and patterns of the tree-based chart may indicate different combination of programming strategies and their effects on performance of problem solving. A case study was conducted to explore the patterns of the tree-based chart. The findings show that the patterns of the tree-based chart were categorized into three different types: accuracy, trial-in-error, and revision. The follow-up interviews were conducted to explore the relationships between the patterns, personal factors, and performance of problem solving.

37318 | Room 504 (5F)

The Effectiveness of MOOCs to Japanese University Students: A Case Study of EFL Learning Through Focus on Self-Directed Learning
Yasuko Sato, Niigata University of International and Information Studies, Japan

This session presents the effects of MOOCs (Massive Open Online Courses) as a way to enhance a student's motivation and to acquire his/her basic skills to study at foreign universities. The presenter introduces into a required course of English language for freshmen, two MOOCs of "A Beginner's Guide to Writing in English for University Study" at the University of Reading and "Preparing for University" at the University of East Anglia (UEA), which one out of six MOOCs platforms, FutureLearn, offered. This presentation examines the pros and cons of MOOCs in one of the required English courses. One of the MOOCs, which the presenter selects especially for freshmen, is assigned to them to complete a five-week course as their self-study. The aim of this MOOC is to improve basic writing skills for ESL/EFL students who are going to enter or transfer to universities in English-speaking countries and to brush up ESL/EFL learners' writing skills for their jobs. Niigata University of International & Information Studies (NUIIS) can offer sophomores the chance to study abroad in a country of their language choice and half of them are to study abroad every year. Regardless of any language choice, therefore, all of their MOOC experiences, which include instruction by three native speakers of English at University of Reading and peers' feedback from all over the world, are of their service and avail. Finally, the presenter demonstrates the positive outcomes from students' feedback after their completion of the MOOC.



**Saturday
May 13**

Saturday Session I

09:00-11:00 | Room 501 (5F)

Saturday Session I: 09:00-11:00

Room 501 (5F)

Education in a Virtual World

Session Chair: Hanqin Qiu

37170 09:00-09:30 | Room 501 (5F)

The Development of a Model to Promote Predict, Observe, Explain Strategies for Teaching about Electrical Circuits

Parinda Phanphech, King Mongkut's University of Technology Thonburi, Thailand

Tanes Tanitteerapan, King Mongkut's University of Technology Thonburi, Thailand

The purpose of this presentation is to present a model to promote predict, observe, explain strategies for teaching about electrical circuits. Vocational educational students preparing to be electrical technicians often have misconceptions about electrical circuits. Yet, knowledge of such circuits is basic to the training of electrical technicians. This presentation will outline a model developed that relies on predict, observe, explain (POE) strategies. POE strategies involve students predicting results, observing the results and subsequently explaining any difference between what they predicted versus what they observed. Such models exist for high-school and university students but not for vocational learners. The high-school models typically emphasize theory. Vocational-based models tend to emphasize activity without theory. Furthermore, these models exist for science in general but not for teaching about electrical circuits. This presentation will demonstrate a POE model developed specifically for vocational students. The presentation will also include some implications for practice and for research.

37198 09:30-10:00 | Room 501 (5F)

The Competency Development in Practical Skills by Hand-On Activities for Industrial Education Students (Electrical Engineering Learners)

Tanapon Tamrongkunan, King Mongkut's University of Technology Thonburi, Thailand

Tanes Tanitteerapan, King Mongkut's University of Technology Thonburi, Thailand

This study was aimed to develop learning competency in practical sessions by using hands-on activities. The tools used to collect data were a questionnaire, assessment test and the Delphi technique. The purposive sampling of this study were 80 senior students in Electrical Engineering Education from King Mongkut's University of Technology Thonburi. The Delphi technique sampling groups were selected from 10 experts as the mainstream vocational education. The research findings were the student samples had insufficient knowledge, skills and attitudes for competency's need of vocational education. The results of Delphi technique found that the basic competency can be divided into 3 domains: cognitive, affective and psychomotor. The factors of these consist of basic electronic (design circuits by computer, testing circuits and electronic instrument skills). Hands-on activities modules were designed as lesson plan by job analysis and contain knowledge and skills in the basics of electronics including PCB electronic board, soldering and coil wiring transformer.

36145 10:00-10:30 | Room 501 (5F)

Teacher Self-Efficacy of the Technological Pedagogical Content Knowledge Held by the Taiwanese Middle School Teachers

Ying-Feng Wang, National Taichung University of Education, Taiwan

Ming-Feng Lin, Da-Hwa Middle School, Taiwan

The purposes of the study were to investigate the self-efficacies of middle school science teachers of technological pedagogical content knowledge (TPACK) through the network integration of science instruction in Taiwan. Both quantitative and qualitative methods were applied in the study. Data of the questionnaires were collected from five middle schools in the metropolitan city. Fifty middle school science teachers were invited to fill out the questionnaires; forty-eight of the questionnaires were valid and 96% of effective samples were attained. Descriptive statistics and correlation analyses were applied to analyze the data. Twelve teachers were interviewed about their self-efficacies of the TPACK. The findings indicated that it was between "somewhat confident" and "confident" for science teachers' reflections about their self-efficacies of the TPACK and network integrating with science instruction. Teachers usually searched for teaching resources on the Internet and played videos to interpret difficult science concepts. They adopted web-learning in science instruction at least once a week. The uses of network integration were under influences including: students' reflections, teaching equipment, the convenience of preparation, website information, learning climate, and personal computer skills. Meanwhile, student motivation and understanding about the concepts of reaction rate and chemical equilibrium were increased through learning from the internet. Teacher demonstration of science experiments using websites reduced the danger and pollution caused by operating chemicals. Therefore, the integration of technology in science instruction is strongly recommended for teachers to engage student understanding of science.

37213 10:30-11:00 | Room 501 (5F)

Using MOOCs to Facilitate Industry Liaison and Industry Training: An Example from The Hong Kong PolyU MicroMasters

Hanqin Qiu, The Hong Kong Polytechnic University, Hong Kong

The School of Hotel and Tourism Management (SHTM) of The Hong Kong Polytechnic University (PolyU) has launched a MicroMasters programme in International Hospitality Management (IHM) to bridge the knowledge gap between higher education and the workplace. Signalling the latest innovation in higher education, the MicroMasters is a first-of-its-kind credential designed for learners looking for opportunities to advance their careers or follow a path to an accelerated on-campus programme. Led by Professor Hanqin Qiu and designed to develop learners' ability to manage high quality businesses around the globe, the MicroMasters in IHM is the world's first online hospitality and tourism MicroMasters, offered in the form of MOOC (Massive Open Online Courses) via the edX platform. The program has attracted more than 16,000 enrolments from more than 168 countries. The MicroMasters has a number of distinctive features. The School's professors are supplemented by top professors contracted from global leading institutions. Second, the course materials including film, videos, and written materials are accompanied by a Chinese translation. Third, the course has a credit-based option for those wanting to receive certification of their performance and also may be used to apply for the campus-based degree. Fourth, there has been extensive support from industry companies including airlines, top quality hotel and spa companies, and also some SMEs. A more recent development has been liaison with industry companies to provide both online and offline training for their staff. In this presentation, the case of the Dragon Hotel in Hangzhou, China, will be presented as an example of the great potential of MOOCs platforms to transfer higher education specialist knowledge to meet industry needs.

Saturday Session I

09:00-11:00 | Room 503 (5F)

Saturday Session I: 09:00-11:00

Room 503 (5F)

Innovative Language Teaching & Learning Methodologies

Session Chair: Wen-Yan Chen

34939 09:00-09:30 | Room 503 (5F)

Blended Learning for In-service Teachers' Professional Development: Lessons from the Experience of a Singaporean Chinese Language Teacher Educator

Yan-Ni Tan, Singapore Centre for Chinese Language, Singapore

Yuh-Huann Tan, Singapore Centre for Chinese Language, Singapore

Fong-Yee Chow, National Institute of Education, Singapore

Traditional face-to-face workshop is a common avenue for the professional development (PD) of in-service teachers. Chinese Language (CL) teachers in Singapore also attend such workshops frequently. Research has however shown that such workshops often fail to establish sustained learning and produce little impact on teachers' practice, as well as students' achievement. To address this efficacy issue, a blended learning workshop for CL teachers was designed and conducted. Specifically, this study examined the experience of designing and implementing blended learning as seen through the eyes of a Singaporean teacher educator. This teacher educator had gone from being a participant to becoming an instructor of blended learning workshop. The role switching of the individual in different settings allowed acquisition of deeper insights into blended learning workshop as a PD approach. The considerations of the instructor, and the challenges she faced during design and implementation were described. The significance of this research lies in the lessons from the findings that could be useful for consideration when blended learning teachers' professional development workshops for better outcomes are to be designed.

34964 09:30-10:00 | Room 503 (5F)

Special Filipino Curriculum (SFC): A Technology Oriented Curriculum for Foreign Language Students

Rosalie Tangonan, Philippine Normal University, The Philippines

Nina Christina Lazaro-Zamora, Philippine Normal University, The Philippines

Voltaire Villanueva, Philippine Normal University, The Philippines

The technology-oriented curriculum aims to develop a program for foreign language speaking students of Filipino. Its objectives are: to look into their needs; enumerate the competencies that shall be developed by the curriculum; and evaluate the effectiveness of the curriculum of Special Filipino Class (SFC) to the students. Teachers and students of SFC in Saint Pedro Poveda College were used in the Focused Group Discussion (FGD) in order to identify topics to be developed in the curriculum while three experts in the field of curriculum and language evaluated the created course. Results of the evaluation revealed that the foreign students who are studying the Filipino language place much importance on sharing their ideas and understanding with people around them, thus making them more practical in choosing the lessons and activities to do. On the other hand, the second language teachers focus on the teaching of Filipino values and culture embedded in their lessons. With these results, the infusion of technology was made to the strategies in teaching Filipino language to create meaningful activities for the students that will cultivate not just their knowledge and skills about the topics they need to learn but also the underlying cultural values in using the language. The study further recommends that there shall be a tracer study for the students who underwent the program to know the impact of what they have learned in the course on the field they chose after high school.

35174 10:00-10:30 | Room 503 (5F)

Communicating Common Instructional Rationales Across Different Courses: A Blended Learning Approach

Heidy Wong, The University of Hong Kong, Hong Kong

Understanding instructional rationales is the first key to students' acquisition of language skills in English for Academic Purpose (EAP) courses. Yet, course rationales are not always successfully delivered to university students, since i) courses are often taught by multiple teachers, not only by course designers, and ii) oftentimes course teachers cannot afford limited face-to-face class time to explain these instructional rationales in detail. This presentation will showcase an attempt to explore a blended learning strategy to address these two challenges. A demonstration of an interactive learning package will be shown to illustrate how an e-learning package is integrated into the learning management system to manage students' out-of-class learning activities. By adopting a flipped classroom approach, the delivery of learning rationales will be standardized, and students and teachers will be allowed to engage in more substantial discussion of these rationales and to move more quickly to learning activities.

36757 10:30-11:00 | Room 503 (5F)

The Influence of Teacher Leaders' Professional Identity on Their Leadership Practice

Wen-Yan Chen, National Chi Nan University, Taiwan

Nowadays, teachers are expected to exert their influence beyond classrooms, no matter whether in formal or informal ways. However, teachers' conceptions of teacher leadership vary and may affect their willingness and practice of leading. An analysis of teacher leaders' professional identity and its influence on their leadership practice may provide new thoughts. The study aimed to explore the influence of teacher leaders' professional identities on their leadership practice. Ten teacher leaders were invited to participate in the study and qualitative in-depth interviews were used to collect the data. The research findings were: 1) These teacher leaders all highly recognized their roles as teachers, and teacher leaders with formal administrative positions had clearer perceptions of their leadership roles. 2) These teachers' leadership practice could be divided into three types: sharing, inviting, and initiating. 3) Teacher leaders' identity as leaders was influenced by their conceptions of what a teacher should be. As teacher leadership may have critical effects on teacher professional learning and class teaching, including technology use in classrooms, the findings may bring new perspectives on how to provide support from teacher leaders. Based on the study, teacher leaders' conceptions of technology use in classroom and how they facilitate the implementation of other teachers are important questions for future research.

Saturday Session I

09:00-11:00 | Room 505 (5F)

Saturday Session I: 09:00-11:00
Room 505 (5F)
Technology-Enhanced Learning
Session Chair: Cecilia Ikeguchi

35194 09:00-09:30 | Room 505 (5F)

Massive Open Online Challenges in Education: Using Various Analytics to Evaluate the Success of a MOOC

Jihan Rabah, Concordia University, Canada
Anik De St. Hilaire, KnowledgeOne Inc., Canada

The world today is witnessing an increasing interest in Massive Open Online Courses (MOOCs). This new form of Technology-Enhanced Learning (TEL) is in the spotlight, particularly when it comes to the topic of the evolving nature of higher education learning. Advocates of MOOCs propose that open courses are being celebrated because they reach an unlimited number of people and require no fees hence making education accessible by all. Opponents of MOOCs suggest there is no empirical verification that the promised advancement to twenty-first-century pedagogy is being materialised by TEL courses. They suggest that the scale of pedagogical improvements offered and provided by MOOCs has been modest and that there has been mixed results with regards to their success in meeting the needs of the diverse and changing forms of learning. In this paper, the authors evaluate the overall design, user experience and satisfaction of an MOOC course offered by the United Nations Environment Programme and delivered by Concordia University. Creating a well-designed MOOC is an interdisciplinary effort emanating from several specialities and input from various disciplines. Evaluating an MOOC also requires utilising various analytics such as descriptive, diagnostic, predictive and prescriptive analytics to inspect the plethora of information arising from learners' interactions with each other, with the system, with the content, to improve user experience, satisfaction and course effectiveness. This paper will benefit faculty members, consultants, analysts, as well as, e-learning service providers who utilise assess and deliver TEL courses.

35150 09:30-10:00 | Room 505 (5F)

Teaching and Learning with Instructional Technology in a Tertiary ESL Classroom: Its Implementation and Impacts

Dorothy Chow, The Hong Kong Polytechnic University, Hong Kong

This paper describes a case study on the use of an online student response system in a tertiary language classroom in Hong Kong. Description of an online student response system implemented and its benefits and limitations are discussed. A questionnaire survey and interview were used for data collection. Results show that the use of educational technology in class brings positive impacts on student engagement and active learning in a language classroom. As more of the pedagogical techniques are employed, improvement on instructor evaluation scores and increase in positive student comments can be observed.

35076 10:00-10:30 | Room 505 (5F)

The Challenges of Teacher-Mediated vs Computer-Mediated ESL Instruction

Cecilia Ikeguchi, Tsukuba Gakuin University, Japan

Technology is changing at an unprecedented rate, and without the proper machinery in place, one risks being left behind. The term "computer-assisted language learning" has been replaced with familiar terms such as e-learning and the learning management system (LMS). To what extent do ESL teachers need to be involved in technology to accomplish our classroom goals? How can we design a program with instructional materials and activities that make learning goals achievable by individuals with a wide range of speaking abilities? This paper presents the benefits and challenges that face both teacher-assisted language learning (TALL) and technology-assisted language learning (tall). It will demonstrate the effectiveness of teacher-assisted instruction through the use of mind mapping. Mind mapping requires direct conversation patterns for active and meaningful student participation. The role of the teacher is to promote active student engagement – to make class fun, enjoyable and meaningful. E-learning, on the other hand, involves the use of network technologies to create, foster, deliver and facilitate learning anytime and anywhere. Several virtual learning environments have been created to deliver partial or full online instruction. The presenter will demonstrate an e-learning technique that has been found to accomplish this goal. Are TALL and tall separate and distinct entities? How do they facilitate exchanges between student–teacher and student–student? How can these modes of instruction be combined to facilitate active and meaningful student participation? Can we meaningfully integrate both modes of instruction to design a truly effective and challenging program for communicative competence?

35235 10:30-11:00 | Room 505 (5F) | Organising Committee Member

Augmented Reality Design Principles for Informal Learning

Eric Hawkinson, The University of Fukuchiyama, Japan

Parisa Mehran, Osaka University, Japan

Mehrasa Alizadeh, Osaka University, Japan

Erin Noxon, Sagano Gakuen, Japan

Using augmented reality as a learning medium has some great benefits such as real world connections to content and learner customization. To discuss the challenges of design and implementation of creating AR learning environments, a variety of cases uses of AR in informal learning environments are introduced, discussed, and compared. The case uses are analyzed from the context of visual and learning design principles taken from other forms of learning media such as video, print, and web design. Concepts from mixed media learning design where low and high tech media are used together in learning, are projected on mixed reality learning, where a mixture of real world and digital contents are utilized in a learning environment for deeper analysis. The cases uses are drawn from a variety of different contexts. There will be examples of AR use in education, tourism, event organizing, and others. This is mainly geared to people creating learning environments in any industry a foundation to start implementation AR. The featured case use will be how AR was used at TEDxKyoto to engage participants. There will also be several student projects that use AR presented and available for demo. The conclusions include a list of design elements and implementation strategies for creating AR enhanced learning environments.

Saturday Session I

09:00-11:00 | Room 506 (5F)

Saturday Session I: 09:00-11:00

Room 506 (5F)

Language Teaching

Session Chair: Makoto Shishido

36179 09:00-09:30 | Room 506 (5F)

Toward the Cognitive Analysis of Non-Native Speakers' Handwriting in Japanese with iPad and LMS

Makoto Shishido, Tokyo Denki University, Japan

Rie Kudo, Tokyo Denki University, Japan

Nari Matsushima, Tokyo Denki University, Japan

Tablet computers have gathered attention in classrooms in Japanese universities. Apple's iPad is the most popular among several varieties. BeeDance is a learning management system (LMS) for iPads created by a Japanese company to facilitate active participation of learners. In this study, cognitive analyses of non-native speakers' Japanese handwriting are examined through the uses of BeeDance in classrooms. First of all, the technological features of BeeDance system are introduced and the theoretical backgrounds from the perspective of technologically-enhanced learning are discussed. Secondly, the innovative classroom materials, activities, quizzes and questionnaires created for BeeDance are presented using its five basic functions: response, image board, text board, recording and file sharing. Through the system, teachers can send files and exercise questions from the teacher's iPad to learners' iPads. Teachers can also monitor learners' iPad screens in real time and show them to class through a projector at the same time. Then, the studies are conducted to analyze non-native speakers' handwriting through the image board function of BeeDance. The orders of handwriting strokes can be monitored and recorded in order to analyze learners' cognitive understanding of Japanese characters such as hiragana, katakana, and kanji. Even though we need further studies and experimental lessons to be more aware of cognitive understanding of Japanese learners, this is a new way of monitoring students' learning behaviors in the classroom. By maintaining the attention of the learners and gaining their confidence and satisfaction, BeeDance helps learners to maintain a desire to learn and succeed.

35181 09:30-10:00 | Room 506 (5F)

Groundbreaking Mobile Technology to Enhance Chinese and Japanese Language Learning

Jack Halpern, The CJK Dictionary Institute, Inc., Japan

Smart mobile devices make it possible to significantly enhance the language learning experience. This paper describes a groundbreaking platform (dubbed Libera) that leverages the educational potential of the smart tablet. Libera is a parallel text reader that enables learners of Chinese and Japanese (and several other languages) to read texts without a dictionary and without a knowledge of Chinese characters, providing a more enjoyable and effective learning experience than ever before. Libera employs an Interactive Parallel Text engine, a new form of technology developed specifically for this platform. Up to four texts are displayed side by side in a multi-panel interface for easy viewing. These panels display the original Japanese or Chinese text, an idiomatic translation into English, and a Japanese/Chinese-to-English dictionary. For Chinese, the user can choose pinyin or zhuyin transcriptions and traditional or simplified characters. For Japanese, the panels can display romaji, kana, furigana and kanji. The texts are precisely linked at the segment level: tapping a segment in one panel simultaneously highlights the corresponding segment in all other panels and generates additional information such as vocabulary glosses, grammar notes, and native pronunciation. Libera includes a dynamically linked context-sensitive dictionary. Tapping on a bitext link not only retrieves the canonical form from any inflected form, but also automatically selects and highlights the specific dictionary sense relevant to the context, even for highly polysemous words. The innovative mobile platform described here promises to transform the face of learning foreign languages, especially Chinese and Japanese.

35217 10:00-10:30 | Room 506 (5F)

The Dilemma of Chinese Characters (Hanzi) Writing for Prospective Teacher

Oi Ping Kwong, The Education University of Hong Kong, Hong Kong

The Chinese Language, unlike the Latin alphabetic family, is an ideographic writing system, which makes learning to write in Chinese a real challenge even for native speakers. In Hong Kong, most children start learning to write Chinese Characters (Hanzi) form in kindergarten and acquire about 4,000 commonly used forms in primary school. The teachers usually adopt the only two official traditional Chinese Characters references promulgated by governments, including *Lexical Lists for Chinese Learning in Hong Kong* by Hong Kong Education Bureau and *Teacher's Handbook of Standard Form of Chinese Characters* by Taiwan Ministry of Education. However, some frequently used Hanzi are found to be in different forms under these two standards. The usage of simplified Chinese characters from mainland China further complicates the issue. Furthermore, even though some high-frequency word forms are aligned under these two standards, prospective teachers may still make mistakes due to the complexity of Hanzi Characters form and their calligraphic variations. Writing in different form or wrong way of Hanzi form may also affect Hanzi stroke count and order. As prospective teacher is the role model of students in handwriting, it is important to find out the common mistakes made by the prospective teacher. In this study, we will investigate the potential problems to the Hanzi form handwriting of Hong Kong prospective teachers and the rationale behind the intrigues.

35215 10:30-11:00 | Room 506 (5F)

Chinese Language Education in Recent Hong Kong: A Brief Study on Wrongly Written Chinese Characters of Local University Students

Chun Yip Tse, The Education University of Hong Kong, Hong Kong

This study analyses the results of an investigation of wrongly written Chinese characters of Hong Kong university students. In recent years, many local university students display poor Chinese language proficiency while writing. A study was conducted in a Chinese writing course for year one undergraduate students of The Education University of Hong Kong. The data about wrongly written characters were collected from the students' assignments and test scripts. To explore the reasons behind university students writing the wrong Chinese character frequently, the "errors analysis" by James (1998) was employed to determine the reasons and impact of making such mistakes. The result shows that many students wrote wrong Chinese characters, because they are mainly affected by the characters' structures, pronunciations and meanings. Moreover, some students insisted that they are just careless or lack concentration in general. Besides the common reasons above, some students suggest a new reason for writing wrong Chinese characters: in past decades, Japanese culture has come to have an influence on many young people around the world. In Hong Kong, many youngsters are influenced by Japanese culture deeply, so in the end they will sometimes mix up and misuse the Chinese characters (especially the simplified Chinese characters which are used in mainland China) and Japanese characters. Thus, they will wrongly use the Japanese characters in their Chinese writing (especially handwriting). At the end of the study, it suggests some solutions to enhance students' Chinese language proficiency in this aspect and prevent them from writing incorrect characters again.

Saturday Session I

09:00-11:00 | Prokofiev Hall (2F)

Saturday Session I: 09:00-11:00

Prokofiev Hall

Multimedia

Session Chair: Yan-An Jou

35097 09:00-09:30 | Prokofiev Hall (2F)

Bringing Persuasive Design Into the Development of Mobile Interactive Media for Road Safety Education in Young Children

Manasawee Kaenampornpan, Mahasarakham University, Thailand

Pornpan Kaenampornpan, Khon Kaen University, Thailand

Nicholas John Gorman, Khon Kaen University, Thailand

Parents play an important part in providing knowledge of road safety to their children due to time with teachers being limited to the academic year. Apart from its attractiveness, animation is a powerful tool for demonstrating a graphical scene for the children to understand the impact of their behaviour. Moreover, mobile interactive media have great potential to be a useful tool for joint engagement between parents and children in learning. Therefore, in this research we propose mobile interactive media as a tool for parents in teaching their young children about road safety anywhere and at any time. In order to develop an educational and pleasurable media, the persuasive design is an important concept that we adopted during our design process. Based on two chosen categories of the persuasive system principles and our analysis of the characteristics of young children and parents in the context of teaching road safety topic, we design an application to support the user's primary tasks of tailoring and simulation principles. In the dialog support category, we choose praise and liking principles in our design as they are simple for the children to understand and related to. According to our design decision based on the persuasive system principles and our analysis of the characteristics of our context of use, paper prototypes were used to get the feedback from the users at the early stage. As a result, we received clarification about our design before doing the long and expensive process of programming. We have tested our final product with the nursery school students. From our pretest and posttest, we found that students have a better understanding about road safety. Moreover, they are eager to use the application and find it very attractive.

37009 09:30-10:00 | Prokofiev Hall (2F)

Interactive Multimedia with Pedagogical Agent (IMPA) Design for Enhancing Students' Creative Thinking Skill in Science Learning

Markus Simeon K. Maubuthy, Indonesia University of Education, Indonesia

Any Fitriany, Indonesia University of Education, Indonesia

Wawan Setiawan, Indonesia University of Education, Indonesia

Since it has a positive impact on providing a good learning experience, instructional multimedia has been integrated into teaching. In the last few decades, it was realized that the use of multimedia is necessary not only to improve cognitive abilities, but also to enhance the thinking skills of students. One of them is creative thinking skills, which has become one of the areas of skills needed in the era of knowledge. This paper suggests a design of interactive multimedia for teaching student creative thinking skills in learning science. As an example topic, it took human vision. Considering that the effectiveness of multimedia for creative thinking skills depends on how the media is used and how the learning environment was built in the multimedia, an instructional multimedia must be designed to support the more constructivist aims of helping students explore topics and generate their own knowledge rather than just only providing information. Hence it is proposed to equip an interactive multimedia with a pedagogical agent. The presentation design is based on the learning steps proposed by Torrance that use the listening/talking to cat technique, and emphasizes the following activities: 1) building on the learners' existing knowledge; 2) stimulating curiosity and the desire to know; 3) looking at the information from different viewpoints; 4) predicting from limited information; 5) formulating hypotheses.

37045 10:00-10:30 | Prokofiev Hall (2F)

The Use of Sibelius Software in Learning Counterpoint at the Music Department of Indonesia Institute of the Arts Yogyakarta

Oriana Tio Parahita Nainggolan, Indonesia Institute of The Arts Yogyakarta, Indonesia

As a subject for music students, counterpoint contributes to the ability to create a melody. Students must pay attention to the rules applied in counterpoint when they make a melody. It considers the flow of the melody in vertical and horizontal line (interval) and the musical texture of the melody. In making counterpoint melodies, students spend a lot of time following the rules of the interval, and they particularly do not pay attention to the musical texture of the melody, so it makes the melody lose its musical senses. This study will examine the use of Sibelius software in learning counterpoint at the Music Department, Institut Seni Indonesia Yogyakarta. An observation and interview were used to collect the data. The result of this study is that by using the Sibelius software, the work of making counterpoint melodies could be said to be more efficient, and it also gives an opportunity to the students to consider a musical texture of counterpoint melodies after working with the rules of counterpoint. The conclusion can also be drawn that by using the Sibelius software, students still have a lot of time to practice making counterpoint melodies so that they become more skillful in making counterpoint melodies.

36563 10:30-11:00 | Prokofiev Hall (2F)

Use of Multimedia Visuals in the English Classroom: A Case Study at Rural EFL Primary Schools

Yan-An Jou, National Quemoy University, Taiwan

Chin Min Lin, National Taichung University of Science and Technology, Taiwan

Chita Wu, Overseas Chinese University, Taiwan

Along with the development of computer and information technology, the wide application of multimedia technology has opened up a brand new field for English teaching. Research was conducted to examine 22 rural primary EFL classrooms to identify what authentic pedagogical implementations have taken place in a multimedia integrated classroom practice with younger learners on present text, graphics, video, animation, and sound in quantitatively analysis. In addition, the qualitatively collected data generated from teachers' semi-structured interview records on how multimedia is utilized in the classroom, and students' perception of multimedia visuals for their English learning. The findings of classroom observation and interviews aimed to clarify how frequently EFL teachers used multimedia visuals in the real classroom, and they agreed that the use of multimedia visuals benefits the classroom dynamics, gaining students' attention and increasing their motivation. The results of the interviews, illustrated by students, clearly indicate their positive attitude towards the utilized multimedia visuals in the English classroom. The research concludes that multimedia visuals could enhance English teaching instruction, and their benefits would improve English learning processes.

Saturday Session I

09:00-10:30 | Chopin Hall (2F)

Saturday Session I: 09:00-10:30

Chopin Hall (2F)

Language Education

Session Chair: Wen-Hsien Hsu

35154 09:00-09:30 | Chopin Hall (2F)

Features of Teaching Modern Japanese on Socio-Political and Economic Issues at Saint Petersburg State University: Tradition and Innovation

Anna Lelenkova, Saint Petersburg State University, Russia

Anastasia Borisova, Saint Petersburg State University, Russia

The problem of the methodology of teaching a foreign language in the constantly changing realities of the modern global world is of current interest. Constant changes in the political, economic, scientific and technical situation have a significant impact on the lexical-phraseological language base of texts on similar subjects, i.e. print media and research on modern history. Traditionally, Japanese language teaching at Saint Petersburg State University includes such aspects as “The Japanese Media” and “Modern Historical Texts”. The aim is to for students to acquire interpretation and translation skills, as well as work with the official documents. While learning these aspects it is hard to use a certain textbook, as they lose their topicality rather quickly. In this regard, lecturers should teach students to work correctly with the texts of media and original historical research, while using auxiliary sources, including online resources, for information analysis and work with the lexical and phraseological material. It is important to make a lexical-semantic and grammatical analysis of the text, on the basis of which one should understand the contextual links between lexical units. Not only classical teaching methods, such as reading and translation, are used. To develop listening and comprehensive skills one can use the news reports where video materials are duplicated with text or subtitles, documentaries etc. Interactive working, such as discussions, making up thematic glossaries, comparing articles on the same theme in Japanese and Russian etc., help students to understand the language more fully.

34812 09:30-10:00 | Chopin Hall (2F)

A Model for Feedback Sessions: Anadolu University Case Study

Gamze Caliskan, Anadolu University, Turkey

Dilek Karakoc, Anadolu University, Turkey

Gamze Eren, Anadolu University, Turkey

Sevgi Cayir, Anadolu University, Turkey

It is a well-known fact that no textbook is perfect in educational settings. Thus, teachers commonly develop or compile teaching materials to supplement the textbooks they use. In the specific context of Anadolu University School of Foreign Languages (AUSFL) teachers and students are provided with supplementary materials aligned with the curriculum to enhance teaching and learning. No matter how good intentions are in the planning and compiling process of these supplementary materials, things may not work out as planned, and more importantly there is always room for improvement. This present study aims to share the model developed to implement the feedback sessions about supplementary materials in AUSFL in the 2015–2016 Academic Year Fall Term, which is particularly challenging with the high number of teachers (N=150). The feedback on the content of supplementary materials was collected in small groups (between 5 and 7 teachers) through pre-prepared feedback forms, which are based on the number and quality of activities, the answer keys to the activities and the participants’ further suggestions. Besides, in accordance with the collected feedback consisting of specific responses to open-ended questions, the supplementary materials were updated, revised and edited for the next term. It is believed that the model proposed in this study will give insights into the effective collection of feedback about educational practices in various contexts.

36985 10:00-10:30 | Chopin Hall (2F)

Constructing and Implementing a Theme-Based Integrated-Skills Pedagogy in a Tertiary EFL Class

Wen-Hsien Hsu, National Taiwan University, Taiwan

One current trend in the field of English language teaching is the teaching of integrated and multiple skills with a focus on the development of learners’ communicative competence (Brown & Lee, 2015; Hinkel, 2006). However, limited research has examined the effects of integrated-skills instruction on the development of communicative competence among college-level EFL learners. In this action research study, the teacher-researcher constructed and implemented a theme-based, integrated-skills pedagogy in one Freshman English class. It aimed to examine the pedagogy’s effectiveness in promoting tertiary EFL students’ English communication abilities. Thirty-four Taiwanese university freshmen participated in this study for one academic year. Data from questionnaires, interviews, video recordings, teaching logs, and English proficiency measures were gathered and tracked across two stages of course implementation: the first and the second action research cycle. Initial findings from the first action research cycle formed a basis for identifying and diagnosing problems, and for planning remediation in the following stage of course implementation. By incorporating flexibility into course implementation and adding variety to class content and activities, the revised course carried out in the second action research cycle yielded improved instructional effects. Results showed that the theme-based, integrated-skills pedagogy achieved wide acceptance among students. The students also highly endorsed the revised course’s learning outcomes. Furthermore, pre-post comparisons of students’ test performances showed significant gains in English listening and speaking proficiency. The presentation concludes with implications for classroom practice and future research.

Saturday Session II

11:15-12:45 | Room 501 (5F)

Saturday Session II: 11:15-12:45

Room 501 (5F)

Innovative Language Teaching & Learning Methodologies

Session Chair: Eric Hirata

35082 11:15-11:45 | Room 501 (5F)

Changing Writing Classrooms Through Group Dynamics

Eric Hirata, Nagoya University of Foreign Studies, Japan

Literature Circles in an EFL writing classroom is an under-explored area where learners, through collaborative learning, are able to enhance the skills necessary for writing academic essays. By redesigning the traditional roles of Literature Circles to accommodate different aspects of academic writing, this approach, through interaction and collaborative dialog, develops the skills of EFL writers. The skills of summarizing, learning APA formatting, researching, and developing vocabulary are all enriched by using the Literature Circle roles of Summarizer, Passage Person, Connector, and Leader/Vocabulary Enricher. Though students gain an understanding of the skills just by completing the assignments for their roles, the greater benefits of Literature Circles are creating a peer discussion and negotiation of ideas (Kasten, 1995) in which students can learn from each other. Though the use of Literature Circles in a writing classroom serves the primary purpose of developing summarizing, researching, and referencing skills, they simultaneously create an environment in which students learn to collaborate in order to become more effective writers. Literature Circles are based on a community of learners where students take responsibility for their learning through collaboration (Tompkins, 2003). Vygotsky's Zone of Proximal Development (ZPD) is a key element to this approach, involving the belief that what a person can accomplish with the assistance of others can bridge the gap between what someone is able and not able to achieve (Vygotsky, 1978). Collaborative dialogue allows learners to work together to solve a variety of linguistic problems and co-construct their knowledge (Swain, 2000).

36997 11:45-12:15 | Room 501 (5F)

Learner Perspectives on Teacher Written Feedback on L2 Writing

Visanna P. L. Lee, The Polytechnic University of Hong Kong, Hong Kong

Teacher feedback in L2 writing is generally believed to be essential for language learning and improvement. To investigate the relationship between teacher feedback and learner improvement in writing, a substantial amount of research on written feedback has been conducted which presents inconsistent findings and interpretations on its effectiveness. The debate over the effectiveness of feedback on writing has aroused interest in discovering other factors that may play a role in providing and receiving feedback. In this regard, individual differences have been illustrated to be a factor in determining the impact of feedback on the enhancement of writing. This study aims to investigate how L2 learners perceive and react to three types of teacher written feedback on their writing, namely circling or underlining, giving codes and commenting in the margin. It also attempts to discover factors that teachers should be more aware of as they provide written feedback for learners.

36996 12:15-12:45 | Room 501 (5F)

Promoting Writing As Process in an English Academic Writing Course for Postgraduates

Issa Danjun Ying, The Hong Kong Polytechnic University, Hong Kong

Academic writing in English is one of the major challenges for many postgraduates who are not English native speakers in their journey of pursuing a PhD degree. This exploratory study examines an English academic writing course for postgraduates and aims to explore how to actively involve students in the process of writing. Various strategies have been adopted to design course activities and relevant materials to promote writing as process for postgraduates, including Visible Thinking routines developed by Project Zero in Harvard University. Postgraduates who attended the course were invited to participate in this study. Most of them are first-year students from different departments in a university in Hong Kong. They are originally from various countries and regions and their language proficiency levels vary. Observation and interviews were mainly used for data collection. Data analysis revealed most students were more motivated to revise their writing in the process and benefited from this writing process. While struggling with vocabulary and grammar, students may encounter other difficulties such as coherence, cohesion, and academic writing styles. The adoption of visible thinking could help the teacher make the writing process more explicit and effective to address students' academic writing needs. In addition, the redesigned activities provided various opportunities for peer learning and reflection in and outside class. The study also shed light on developing effective language activities for postgraduates.

Saturday Session II

11:15-12:45 | Room 503 (5F)

Saturday Session II: 11:15-12:45

Room 503 (5F)

Teacher Training

Session Chair: Min-Hsun Chiang

36401 11:15-11:45 | Room 503 (5F)

Teachers' Attitude Toward Journal Writing

Asdar Muhammad Nur, Universitas Pendidikan Indonesia, Indonesia

Teachers have many tasks that they should do. So, they must be professional in teaching. One of the ways to be professional is to know how to think critically toward their teaching. They should know how to reflect their teaching to help them to know about their strength and weakness in teaching. Based on the observation, some teachers think that journal writing helps them to reflect about their teaching in the classroom. But, the others feel that it is too difficult to conduct. This study tried to explain the complete result of his observation toward the real situation of teachers in their teaching and learning process as well as their attitude toward journal writing and gave some solutions for increasing their ability to think critically toward journal writing. The research design was mixed method where the study collected data by using questionnaire and open-ended questions. The data were about the teachers' attitude toward journal writing, what the teachers can get from journal writing and about whether journal writing influences teachers' professional development or not. The respondents were English teachers in Indonesia, aged 22–38 years old. They were selected purposely by assumption that they were rich of information (Creswell, 2009) about journal writing that they have already conducted. Finally, this study found that journal writing as guideline can be one of ways that teachers do to improve their professionalism. However, it is not easy to be professional because it needs sacrifice.

37472 11:45-12:15 | Room 503 (5F)

Analyses of Non-Native Preservice English Teacher Verbal Interactions on COLT Part B Scheme

Noriaki Katagiri, Hokkaido University of Education, Japan

Yukiko Ohashi, Yamazaki Gakuen University, Japan

This exploratory communication-conscious as well as in-service teachers. In this respect, the English “teacher empowerment” (MEXT, 2014) must also be applied to preservice teachers. Fourteen non-native preservice teachers contributed their teaching practice lesson video recordings to this study over three years for classroom verbal interaction analyses. Six of them taught Year 7 students in junior high schools in Japan for their teaching practice, and the rest taught Year 8 when they had teaching practice. We examined their classroom interactions based on the categories in the communicative orientation of language teaching observation scheme (COLT) Part B proposed by Spada and Fröhlich (1995). Chi-squared tests on the Year 7 group and the Year 8 group showed significant differences in giving unpredictable information ($p = .0408$), sustained speech ($p = .0320$), and repetition in incorporation of student utterances ($p = .000$). However, the test on the other categories such as requesting genuine information, asking for clarification, and making comments did not. These results might indicate preservice teachers improve classroom speech as they teach higher grades, while they need to develop interactional skills for teaching English more communicatively.

36676 12:15-12:45 | Room 503 (5F)

Tele-Collaborative Communities of Inquiry among Pre-Service Foreign Language Teachers

Min-Hsun Chiang, Tunghai University, Taiwan

This study aims to shed light on the potential effects of telecollaboration on fostering the sense of community as the student teachers exchange opinions, bounce off ideas, and reconstruct their initial thoughts. These processes will ultimately lead to the co-construction of teacher knowledge and provide opportunities for the participants to develop their intercultural competence as they negotiate meaning with each other in the online community. This project paired up Chinese-speaking pre-service teachers with English-speaking pre-service teachers in a telecollaborative project where English was used as a lingua franca. Both quantitative and qualitative data were collected from online discussion forums, the Intercultural Competence Questionnaires and open-ended surveys. As the prospective language teachers interacted with their international partners via asynchronous communications, their presences (social, cognitive, teaching and learning) in the discussion forums were coded and analyzed to tap into the unfolding of knowledge construction. The findings indicate that in the process of knowledge construction, social presences outnumbered the other presences. Among the major events of social presence, exploration prevails the occurrences of social presence. It was speculated that without the explicit presence of the teachers, the participants were trapped with exploration and unable to move along with integration and synthesis. Despite the statistically insignificant difference from the paired-samples, t-test of ICQ, most participants considered the telecollaboration beneficial in enhancing their intercultural communication competence and consolidating their professional knowledge. Future research is called up to further investigate the impact of teacher presence and validate the various presences in the community of inquiry.

Saturday Session II

11:15-12:15 | Room 505 (5F)

Saturday Session II: 11:15-12:15

Room 505 (5F)

Cross-Cultural Communication

Workshop Presentation

34938 11:15-12:15 | Room 505 (5F)

Expanding Self-Awareness and Cultural Awareness Through Intercultural Communication Activities

Daniel Velasco, Rikkyo University, Japan

This workshop will provide an overview of pertinent research and major theories related to communicating with people of different cultural backgrounds, as well as engaging techniques and strategies to use when counseling individuals, couples, and families; teaching in international or multinational classrooms; and working in or consulting for international or multinational educational institutions, companies, and organizations. The presentation will conclude with training in several intercultural communication exercises, including a new approach to one of the most common intercultural communication exercises, the E.A.D. (Evaluate, Analyze, Describe).

Saturday Session II

11:15-12:45 | Room 506 (5F)

Saturday Session II: 11:15-12:45

Room 506 (5F)

Instructional Technology

Session Chair: Sung-Po Lin

36438 11:15-11:45 | Room 506 (5F)

Multiple Assessment Methodologies of Capstone Courses: An Interdisciplinary Collaboration Approach

Pei-Fen Chang, National Central University, Taiwan

The research methodologies and implementation procedures for this research are based on the “Conception, Design, Implementation, Operation” (CDIO) approach as well as the general substantive and methodological framework. The purpose of this study is to develop the instructional design and assessment framework by implementing the CDIO approach. Camera observation, interviews and questionnaire are employed to investigate problem-solving strategies and learning obstacles that students encounter during the design process. This research aims to provide course designs and assessment methods for capstone courses. Therefore, the following assessment results will be discussed based on the CDIO approach: 1) the strengths and weaknesses of students’ various learning outcomes during the capstone design processes; and 2) the learning obstacles faced by computer science students within the hands-on environment. Implications and future research directions are also provided at the end of the paper.

37003 11:45-12:15 | Room 506 (5F)

Instructional Technology: Flipped Classroom, Clickers, MOOC Implementation in Large University Class

Chor Pan (Indie) Chung, The Hong Kong Polytechnic University, Hong Kong

Wing Sze (Josephine) Lau, The Hong Kong Polytechnic University, Hong Kong

Ian Brown, The Hong Kong Polytechnic University, Hong Kong

Ka Fai (Alan) Ko, The Hong Kong Polytechnic University, Hong Kong

Wai Man (John) Yuen, The Hong Kong Polytechnic University, Hong Kong

Instructional technology plays a crucial role in the changing landscape of higher education. More and more teachers are trying to adopt technology-enhanced active learning approaches. At the Hong Kong Polytechnic University, educators are using flipped classroom and interactive Student Response System (SRS, also known as “Clickers”) together targeted to actively involve their students. The teaching team also developed a Massive Open Online Course (MOOC), and use the materials to apply in the class on campus. The effectiveness of these newly combined practices and students’ perception of these implementation is investigated recently. This study provides knowledge for classroom practice enhancement of flipped classroom, Clickers and MOOC implementation in class by the following sources of data: 1) course documentation and related instructional technology information; 2) in-class observations; 3) interviews with students; 4) interviews with teachers; 5) Learning Management System (LMS) and instructional technology tools data. More specifically, the study investigates the acceptance and dynamics towards instructional technology of a learning community in an authentic educational setting. The context of the study is a Human Anatomy course where teachers are establishing a combination of instructional approach for the large class of over 600 students. These includes pre-class videos, post-video quiz, MOOC, flipped classroom and the use of Clickers. The study findings show: How did the teacher design the combined instructional technologies strategy in class? How do the teachers communicate and conduct the implementation? To what extent students understand and benefit from the combined instructional technologies?

36646 12:15-12:45 | Room 506 (5F)

The Institutional Research of Applying Educational Data Mining to Educate Resilient Students

Sung-Po Lin, National Chi Nan University, Taiwan

Wan-Chi Lin, National Chi Nan University, Taiwan

Under the changes of the current social environment, higher education needs to face a huge transformation, and learning quality is noticed. Disadvantaged students’ learning quality has been an important issue in education. Assisting disadvantaged students is one important task for higher education. Economically disadvantaged students who perform successfully are called “resilient students”. They are good examples to encourage students to study hard and achieve learning success. This study collected the economically disadvantaged data from a database of institution research (IR), integrated different databases based on Big Data thinking, and used educational data mining (EDM) methods. The purposes of this study includes: 1) to explore the learning behavior model of resilient students; 2) to compare the learning behavior model between resilient and unresilient students; and 3) to develop the instructional strategies of disadvantaged students. This study used EDM process following four steps: 1) problem definition, 2) data selection, 3) modeling and evaluation, and 4) model integration and interpretation. This study used an IR database comprising 13,914 students, and 1,118 economically disadvantaged students. 194 students identified as resilient students. In this study, chi-squared automatic interaction detection (CHAID) and classification and regression tree (CART) were adopted as decision tree-growing methods. The model exhibited a correct classification rate of 69.00%. The major variables for identifying resilient students were sex, entrance, and aboriginal. Finally, QlikView was used to visualize the results in order to provide suggestion for school decision maker or teacher. These study methods and results can serve as references for providing instructional strategies for economically disadvantaged students.

Saturday Session II

11:15-12:45 | Prokofiev Hall (2F)

Saturday Session II: 11:15-12:45

Prokofiev Hall (2F)

Innovative Teaching & Learning Methodologies

Session Chair: Sylvia Taube

36272 11:15-11:45 | Prokofiev Hall (2F)

Flipping the Classroom: Voices of Teachers

Anna Ma, The Chinese University of Hong Kong, Hong Kong

The development of media and the Internet has changed the way students access knowledge. Language teachers have been using various ground-breaking pedagogical methodologies to engage and motivate students in classrooms. Flipping the classroom, the reversal of traditional lecture and homework components, is a relatively innovative pedagogical model introduced in Hong Kong, attracting many teachers to adopt this model in their teaching. This study investigates teachers' (of different subjects including English, Mathematics and Information Technology) pedagogical reasons for flipping the classroom, thus identifying the misconceptions they have in flipping the classroom. Through interviews with teachers and school administrators, this research identifies the five misconceptions and some of the challenges teachers face in flipping the classroom. The implications of this study impact research on teaching methodologies, e-Learning and teaching and technology.

34086 11:45-12:15 | Prokofiev Hall (2F)

The Flipped Classroom: Teaching the Basic Science Process Skills to High-Performing 2nd Grade Students of Miriam College Lower School

Mark Kenneth Camiling, Miriam College, The Philippines

"Recent advances in technology and ideology have unlocked entirely new directions for education research" (Bishop & Verleger, 2013). An emerging teaching strategy that highlights technology tools and programs is Flipped Learning. "In the Flipped Learning model, teachers shift direct learning out of the large group learning space and move into the individual learning space, with the help of one of several technologies" (Hamdan et al., 2013). This research hypothesizes that there is a significant difference between the basic science process skills test score means of high-performing 2nd grade students in the flipped classroom and in the traditional classroom. The researcher employed an experimental design which divided the 24 students into two groups: experimental and control, who underwent pre- and post-tests. These students were part of an after-school enrichment program that caters to high-performing students in the field of Science, Technology, Engineering, and Mathematics (STEM). An instructional design is crafted to simultaneously teach both control and experimental groups within a one (1) hour schedule. The experimental group was asked to watch at home researcher-made videos that teach the basic science process skills. In class, these participants deepened their understanding of the skills through varied activities. The control group was taught using the traditional method operationalized as 5E Inquiry-Based Model. A Mann Whitney U test was conducted to evaluate the difference between the basic process skills test mean scores. It is concluded that there is a statistically significant difference (at $\hat{I}\pm=0.05$, $r = 0.42$) with a large effect size between the two variables.

36000 12:15-12:45 | Prokofiev Hall (2F)

Digital Storytelling as Assessment for Learning in Mathematics Education

Sylvia Taube, Sam Houston State University, USA

The National Council of Teachers of Mathematics (NCTM) supports the use of formative assessments in mathematics teaching. Teachers must learn and implement various ways to "informally" assess and monitor student understanding; not only creating and administering "graded" tests. Assessments for learning help improve both teacher practice and student learning. Due to emerging sophisticated technology, students can create and meet content standards by using multimedia to complete course requirements in authentic ways. Access to multimedia and "high" technology should improve methods of assessment and at the same time meet the standards for integrating instructional technology. Digital storytelling combines the primitive art of oral storytelling and current technology to include digital images, graphics, music, sound, etc. (Wang & Zhan, 2010). I will share examples of digital stories my future elementary teachers in a mathematics methods course have developed as part of my course requirements. In these digital stories, pre-service teachers recall and describe their previous experiences as learners of mathematics, and analyze how past events and circumstances can shape or influence their future practice as mathematics teachers. I intend to generate discussion and questions regarding the use of digital stories as assessments for learning and self-reflection. This paper is aligned with the conference goal since it is about exploring ways that technology can be utilized effectively in the classroom to engage all learners (kinder-college). The digital natives in our classrooms love using technology. We must nurture this passion through creative assessments. Digital stories are about "learning by making"!

Saturday Session II

11:15-12:45 | Chopin Hall (2F)

Saturday Session II: 11:15-12:45

Chopin Hall (2F)

Language Education

Session Chair: Sevgi Cayir

34811 11:15-11:45 | Chopin Hall (2F)

The Perceptions of EFL Learners in an Intensive Language Program on the In-Class and Out-of-Class Use of Supplementary Materials

Gamze Eren, Anadolu University, Turkey

Dilek Karakoc, Anadolu University, Turkey

Gamze Caliskan, Anadolu University, Turkey

Sevgi Cayir, Anadolu University, Turkey

The present study aims to investigate the perceptions of EFL learners in an intensive language program on the in-class and out-of-class use of supplementary materials. With this aim, 300 students in total studying at different levels at Anadolu University School of Foreign Languages in Eskisehir in Turkey in the 2015–2016 academic year spring term participated in the study. The data were collected through a semi-structured survey consisting of four open-ended questions related to the students' use of supplementary materials compiled according to their level. Therefore, the participants were asked to express their thoughts, by giving reasons, on 1) which parts in the supplementary material they find the most useful, 2) which parts in the supplementary material they think need improving, 3) how much time they allocate to study the supplementary material out-of-class, and 4) the effectiveness of the use of supplementary materials in the classroom. Finally, the collected data were categorized and analyzed to see the perceived effectiveness of the supplementary materials on the participants' foreign language education process. With this study, we hope to demonstrate the importance of the use of the supplementary materials designed for a specific context in an EFL environment.

34810 11:45-12:15 | Chopin Hall (2F)

The Process of Compiling Supplementary Materials for EFL Learners at an Intensive Language Program

Dilek Karakoc, Anadolu University, Turkey

Gamze Caliskan, Anadolu University, Turkey

Sevgi Cayir, Anadolu University, Turkey

Gamze Eren, Anadolu University, Turkey

In foreign language education, the use of instructional materials is one of the core requirements in addition to teachers, learners, and contextual variables. Publishers consider the target teachers, learners and context in planning a new coursebook (Richards, 2005). However, a single coursebook may not work in all situations; therefore, it generally requires the inclusion of home-made materials to supplement the perceived deficiencies of the commercial product (Sheldon, 1987). Considering all these, this study aims to investigate the process of compiling supplementary materials for a group of English foreign language (EFL) learners and teachers. Firstly, it explains the specific context of Anadolu University School of Foreign Languages in Eskisehir, in Turkey in the 2015–2016 academic year. Then, it gives the possible restrictions of the coursebooks used in this specific context; identification of the gaps of the coursebooks in achieving certain outcomes; and preparation of the supplementary materials to fulfill these perceived gaps. In this process, four supplementary packs according to four language levels with two different versions for the fall term and spring term were brought into use. However, it is an unfinished task because the supplementary packs have been continuously updated, revised and edited in accordance with the feedback collected both from teachers and students. With the detailed display of the process of compiling supplementary packs for a specific context, we hope to shed light on the importance of the use of supplementary materials specific to the context and its effectiveness in foreign language learning and teaching process.

34814 12:15-12:45 | Chopin Hall (2F)

EFL Teachers' Perceptions on the In-Class Use of Supplementary Materials

Sevgi Cayir, Anadolu University, Turkey

Gamze Eren, Anadolu University, Turkey

Dilek Karakoc, Anadolu University, Turkey

Gamze Caliskan, Anadolu University, Turkey

In English language teaching, coursebooks are considered a fundamental medium to fulfill language learners' needs. Whilst a great number of teachers and institutions aiming to teach English as a second language prefer to use them, the effective and ineffective roles of such course books in the process of teaching English have been debated for years. As Tomlinson (2012) points out, it was stated at different conferences that 92% of teachers often used a coursebook; however, 78% of them found the coursebooks that were available to them inefficient to reach their targets (Tomlinson, 2010b). Having similar thoughts, some home-made teaching materials with parallel to the coursebooks in use were prepared for different levels at Anadolu University School of Foreign Languages (AUSFL) in Eskisehir, Turkey, in the 2015–2016 academic year. The current study aims to investigate how the EFL teachers at AUSFL perceive the in-class use of the supplementary materials. Therefore, 44 teachers at different levels participated in the survey. Through a semi-structured survey, they expressed their reasons why or why not the coursebook should be supported by supplementary materials, thoughts on how they find the supplementary materials useful for students, and ideas about how the supplementary materials could contribute to their teaching process. Finally, the collected data were categorized and analyzed to see the perceived effectiveness of the supplementary materials on the participants' foreign language teaching process. With this study, we hope to demonstrate the importance of the use of supplementary materials designed for a specific context in an EFL environment.

Saturday Session III

13:30-15:00 | Room 501 (5F)

Saturday Session III: 13:30-15:00

Room 501 (5F)

Interactional Competence

Session Chair: Akiko Nagao

36805 13:30-14:00 | Room 501 (5F)

Developing a Shared Repertoire of Resources in the English as a Foreign Language Classroom as a Community of Practice

Akiko Nagao, Ryukoku University, Japan

Based on the framework of the communities of practice (CoP), this study investigates the changes in one EFL classroom community's CoP aspects – mutual engagement, shared repertoire, and joint enterprise – when 15 learners participated in genre-based writing class over a two semester-long course. Identifying CoP features explains how participants connect with one another and clarifies the schematization of people's behaviors in the community. However, such clarification is difficult, as few studies have considered the process of creation and development or the activity patterns of CoPs, especially in EFL classrooms. This study considered 15 undergraduate students at upper-intermediate levels of English proficiency. The CoP regarding learners' developmental changes was analyzed using questions, with 14 features from the list by Wenger (1998), applied at the beginning, middle, and end of each semester. Results show that the areas of "shared repertoire: asking for help from peers" and "shared repertoire: sharing information" improved throughout the study period. Furthermore, the learners' understanding and awareness regarding identity building increased, as did their shared repertoire through asking for help when they had problems, even though the CoP was only created at the beginning of the first semester. This understanding was maintained until the course concluded. Information sharing through "shared repertoire" started at the learners' mid-to-low level of understanding at the beginning of the semester, and gradually increased. This indicates that the CoP activities impacted development patterns in the EFL classroom. Thus, understanding features of CoP helps explain how EFL learners change and how teachers can support them in classroom contexts.

36742 14:00-14:30 | Room 501 (5F)

Are We Nurturing Cooperative English Learning Partners or Competitors?

Sammy SM Ming, The University of Hong Kong, Hong Kong

In Hong Kong, the heritage of Confucius and her public examination system have shaped an examination-driven culture. Secondary school leavers compete vigorously to gain their university entrance ticket. In 2014, nearly half of the public examination candidates had met the minimum entrance requirements but had no university offers. Self-financing Associate Degree (AD) programmes in local community colleges provide another avenue to university entrance. However, this school setting is still considered highly competitive. Therefore, whether the ESP classrooms are conducive to the nurturing of cooperative English learning partners or competitors is definitely disputable. Taking sociocultural contexts into account, this study is premised on current theories of Cooperative Learning (CL), which is a proven effective ELT approach. It investigated the learning experience and reflections of an ESP classroom in a community college. 25 science participants completed a questionnaire and 4 one-to-one semi-structured interviews were conducted. The analysis reflected students' paradoxical attitudes towards CL. Although they generally welcomed their teachers' adoption of CL, most of them did not find it an effective way of English learning or a strategy of examination preparation. The findings were interpreted with reference to contextual conditions in which keen competition prevails. The study sheds light on the implementation of CL as an ESL pedagogy in ESP classrooms.

35129 14:30-15:00 | Room 501 (5F)

English as the World's Lingua Franca and Task-Based Strategic Competence

Ernest Michael Seely, Assumption University, Thailand

A common theme in English as a Lingua Franca (ELF) research is to focus on pragmatics and accommodation with regards to turn-taking, the status of the interlocutors, and contextual usage. There is less research available that is oriented towards the usage of ELF regarding spoken directives for task-specific purposes. As opposed to conversational English, such task-based communication requires that the participants be able to facilitate understanding to achieve the specific goals of the task. This presentation will discuss a research plan that proposes the implementation of a pedagogy for communication strategies where international university students are the target recipients. The plan posits the relevance of strategic competence within ELF while exploring its necessity in university classrooms. The pedagogy focuses on achievement strategies that are direct and interactional. Through direct strategies such as circumlocution, approximation and retrieval, students will learn some methods to comprehend and deal with their performance related deficits. They will also learn interactional strategies such as comprehension checks and expressing misunderstanding which will help to further mutual communication. Through a task-based assessment based on Yule's theory of Referential Communication, the researcher will discover which of the prescribed communication strategies enhance performance while performing closed tasks. The referential and closed nature of the assessment will essentially provide the speakers of ELF with the opportunities to negotiate meaning. The presentation will conclude by highlighting the relevance of developing the strategic competence of university students in an increasingly competitive global market while offering recommendations for further integration into foreign language classrooms.

Saturday Session III

13:30-15:00 | Room 503 (5F)

Saturday Session III: 13:30-15:00

Room 503 (5F)

Language Education

Session Chair: Yun-Fang Sun

37011 13:30-14:00 | Room 503 (5F)

Understanding Silence in a Group Discussion in a Japanese EFL Classroom

Arum Mulyono, University of Manchester, UK

This paper is a reflection on action paper evaluating teaching English as a Foreign Language at Center for Education of Global Communication (CEGLOG) of University of Tsukuba, Japan. The class instruction was focused to improve the students' participation and practice of using English in discussion activities. Teacher designed the teaching materials in a flipped classroom model and classroom activities to encourage the students to participate more in the classroom. Jigsaw discussion technique was also applied to make sure that each student had fair opportunity to participate in the learning activities. However, in the implementation, silence still happened during the discussion stage. Thus, through a reflection-on action of the teaching-learning activities conducted for a half semester from October 2015 to December 2015, this paper aims to evaluate the causes of silence in the classroom seeing from the students', teacher and tasks' characteristics. Then I zoomed the solution by focusing on the task adjustment. Thus, in the last part of the paper, I propose possible adjustment of tasks and activities in the classroom to provide better learners' opportunities to learn and practice the target language.

34055 14:00-14:30 | Room 503 (5F)

The Impact of Activities on Language Learning: Fun in Summer Trip English Camp Case Study

Yun-Fang Sun, Wenzao Ursuline University of Languages, Taiwan

Nowadays, more and more teachers use activities as part of their teaching to allow students to participate rigorously and bring about efficient learning experiences. It is believed that activities can provide varied experiences to students to facilitate the acquisition of knowledge, experience, skills and values. Activities can also build students' self-confidence and develop understanding through work in his/her group. The present study aimed to explore the effect of activities on students' language learning. Sixty questionnaires were distributed to the target students in a local middle school to find out their learning preferences and the topics they were mostly interested in before the camp. The lessons in the camp were then designed based on the result of the questionnaires. Pre and post tests were given on the first day of the camp to see how much students had learned. The result showed that students have learned content through activities during the camp. In addition, interviews were conducted with all the camp participants at the end of summer to find out whether the content taught was useful for their summer trip in Indonesia and which part of the lessons they enjoyed the most. All the participants claimed that the lessons were very helpful and through activities they could learn more quickly and were more motivated during the lesson.

35920 14:30-15:00 | Room 503 (5F)

Language Learning Attitudes of Tertiary Students in a Trilingual City

Wai Ha Leung, The Education University of Hong Kong, Hong Kong

This study aims to investigate tertiary students' attitudes in learning the three languages they are studying in Hong Kong, a trilingual city. Hong Kong has a complex political and socio-cultural context that shapes the trilingual environment. Since the sovereignty of Hong Kong was returned to China in 1997, all students have to learn three languages in school, namely Chinese, English and Putonghua. Many studies have indicated that motivation is critical in language learning success, so it is important to find out the students' perceived values of these languages and their attitudes to language learning. Results of questionnaire surveys and interviews will be presented. Subjects of this study were students enrolled in full-time Bachelor programmes at the Education University of Hong Kong. Under the University's language policy, all students enrolled in full-time Bachelor degree programmes were required to take compulsory language enhancement courses in Chinese, English and Putonghua. Students' views on the three languages and language learning experience will be presented to highlight their attitudes in language learning. The findings will provide information for language programme development.

Saturday Session III

13:30-14:30 | Room 505 (5F)

Saturday Session III: 13:30-14:30

Room 505 (5F)

Teacher Training

Workshop Presentation

34459 13:30-14:30 | Room 505 (5F)

The American Male Social Deficit Model: Its Effects on International Male Students

Elaine Corum, University of Central Arkansas, USA

Flora Salyers, University of Central Arkansas (retired), USA

Current researchers engage in a discourse regarding the existence of loneliness in international male students studying in the United States. Even the fact that some international male students take their own lives will not surprise those familiar with the canon of literature devoted to this topic. However, the difficulties experienced by male international students in making male-to-male friendships with Americans is less frequently discussed. Unfortunately, international students sometimes blame themselves for the difficulty in making friends with American males. The American Male Social Deficit Model is a theory that states American males forsake the friendship of other males in order to gain advantages in their profession, sports or romantic interests. American males tend to have acquaintances with whom they may have a similar interest (like a favorite sports team), play a sport or share a hobby. Informing the international male of this situation can increase self-worth, decrease disappointment in the new culture, and establish realistic expectations. The good news is that some behaviors and social techniques can enhance success in forming more rewarding relationships with US males. This workshop presents ways to help male students and gives educators the opportunity to improve counseling skills.

Saturday Session III

13:30-15:00 | Room 506 (5F)

Saturday Session III: 13:30-15:00

Room 506 (5F)

Computer Assisted Language Learning (CALL)

Session Chair: Regina Maria Ambrose

35185 13:30-14:00 | Room 506 (5F)

Investigating the Effectiveness of Computer-Assisted Language Learning (CALL) Using Google Document in Enhancing Writing: A Study on Senior 1 Students

Regina Maria Ambrose, Hin Hua High School Klang, Malaysia

Shanthini Palpanathan, Hin Hua High School Klang, Malaysia

Computer-assisted language learning (CALL) has evolved through various stages in both technology and the pedagogical use of technology (Warschauer & Healey, 1998). These include enabling students to produce higher quality essays due to less-threatening and student-centered nature of computer classroom (Braine, 1997). This study investigated the effectiveness of computer-based writing and in-class writing among 114 Senior One students in a writing class at a Chinese Independent High School in Malaysia. The 114 participants individually engaged in the in-class writing task (pen and paper) and one computer-based writing task using Google Docs in the computer lab. Both writing tasks were on similar descriptive writings. A pre-writing questionnaire was given to look at how students perceive using Google Docs in writing lessons and a post-writing questionnaire to check if Google Docs inspires them to write more. For further justification, student interviews were conducted. The findings revealed that the majority of the students have a positive attitude towards the use of Google Docs in learning writing. They find the tools in Google Docs to be very reliable. The analysis of writing samples showed that 74 students out of 109 have shown improvement in their writing with the use of Google Docs. The findings revealed that students are aware of the importance of computers as one of the key tools in twenty-first-century education. Nevertheless, some students felt they should be used in moderation as too much technology can sometimes make the teaching and learning process mundane.

37054 14:00-14:30 | Room 506 (5F)

Teaching English Academic Writing Skills through the Flipped Classroom Model and Team-Based Learning

Wan-Lun Lee, Fu Jen Catholic University, Taiwan

In recent years, there has been increased interest in flipping the classroom, a student-centered instructional model that makes classwork done at home via lecture videos and homework done in class. The ultimate goal of the flipped classroom is to enable students to spend more face-to-face class time working with the teacher or peers on creative, interactive and higher-order learning activities. On the other hand, team-based learning, also a student-centered pedagogical approach that has received considerable attention, shares the same goal of making the best use of class time by asking students to read preparatory materials outside the classroom. This paper describes a project that combined these two approaches in the teaching of an English Composition course to help students develop their academic writing skills. Feedback from students collected through anonymous questionnaire surveys and their reflective writing suggests that most of them thought positively about this new format of learning and found the lecture videos made by Evercam, the in-class Q&A session using QuizMaker, and the individual quiz via Zuvio, very useful in helping them become familiar with different academic writing modes and skills. However, since they still had to spend time writing their own academic essays, some of them felt that flipping the class made the whole learning process even more time-consuming. It is hoped that the practice and outcome of this project will provide EFL teachers with a feasible framework or effective pedagogical model to integrate the flipped classroom and team-based learning in academic writing instruction.

34893 14:30-15:00 | Room 506 (5F)

An Investigation of the Integration of Synchronous Online Tools Into Task-Based Language Teaching: The Example of SpeakApps

Nouf Aljohani, The University of Queensland, Australia

The research project described in this presentation focuses on designing and evaluating oral tasks related to students' needs and levels to foster communication and negotiation of meaning for a group of female Saudi university students. In addition, it investigates how to optimize learning outcomes, expand evaluation for online learning tasks and engage students' experience in evaluating synchronous interactive tools and tasks. The researcher used SpeakApps, a synchronous technology that allows the students to practice oral interaction outside the classroom. Such a course of action was considered necessary due to low levels of English proficiency among Saudi students. According to the author's knowledge, the main factor that causes poor speaking skills is that students do not have sufficient time to communicate outside English language classes. Further, speaking and listening course contents are not well designed to match the Saudi learning context. The methodology included: designing speaking tasks to match the educational setting; a CALL framework for designing and evaluating tasks; participant involvement in evaluating these tasks in each online session; and an investigation of the factors that led to the successful implementation of Task-Based Language Teaching (TBLT) and using SpeakApps. The analysis and data were drawn from a group interview, and participants' weekly reflections.

Saturday Session III

13:30-14:30 | Prokofiev Hall (2F)

Saturday Session III: 13:30-14:30

Prokofiev Hall (2F)

Linguistics

Session Chair: Lim Ha Chan

37135 13:30-14:00 | Prokofiev Hall (2F)

A Comparative Corpus Study on the Use of Academic Hedges and Boosters in Applied Linguistics

Hui-Ya Chen, National Taiwan Normal University, Taiwan

Hedges and boosters are two types of linguistically important strategies employed in academic writing. While hedges and boosters have been widely explored, previous studies focus on targeting the use of hedges and boosters in journal articles and conference papers in linguistics, computer engineering, second or foreign language teaching and learning. The investigation of Taiwanese students' academic use of hedges and boosters in Master's theses in applied linguistics has not been fully researched. The purpose of this paper aims to compare how the use of hedges and boosters in Taiwanese graduate students' theses are different from those in native writers' thesis writing. Two corpora were established. The English Native Speaker (NS) corpus was composed of 46 theses written by native graduates in the United States. The English as a Second Language Learner (L2) corpus was built with a collection of Taiwanese graduate students' 46 theses from 10 different universities. The theoretical framework developed by Hyland (1998a) and Varttala (1998) was adopted. A list of 164 commonly-used hedges and boosters was compiled based on Varttala's (1998) classification of hedges and Hyland's (1998a; 2005) examples of hedges and boosters. The compiled list could be entered into AntConc (Windows 2014), and the major grammatical categories of hedges and boosters employed by L2 writers and native writers in applied linguistics could be derived. The findings are summarized as follows. First, L2 writers use lesser hedges and more boosters than native writers. Second, L2 writers tend to rely heavily on using certain hedges and boosters.

33778 14:00-14:30 | Prokofiev Hall (2F)

Facilitating Taiwan Elementary Students' Production of Sentence Stress on English Reading Aloud Tasks

Lim Ha Chan, Wenzao Ursuline University of Languages, Taiwan

Elementary students in Taiwan tend to chant monotonously when asked to read aloud. The pronunciation of words was much more emphasized than the production of sentence stress in their English language classroom. Nevertheless, research found that teaching suprasegmentals (such as intonation, phrasing, stress, timing, rhythm) might enhance communication competence (e.g. Anderson-Hsieh & Koehler, 1998; Anderson-Hsieh, Johnson, & Koehler, 1992; Derwing, Munro, & Wiebe, 1998; Derwing & Rossiter, 2003; Fraser, 2001; Hahn, 2004; Tanner & Landon, 2009). Therefore, facilitating Taiwan elementary students' production of English sentence stress might be worth doing. The aim of this study is to explore the effect of Taiwan elementary students' use of visual aids for reading aloud (VARA) on accuracy of sentence stress in Reader's Theater. The participants were second to sixth graders participating in a four-day English summer camp. They were asked to read aloud a Reader's Theater story script as a pretest after their vocabulary and storytelling lessons. Then, they were explicitly taught to use the VARA system to practice reading the script aloud. After the practice time, they were asked to read aloud the same story script in which the VARA system was used as a post-test. At the end, a survey was given to the participants to find out whether the VARA system gave them more confidence in the reading aloud tasks. The results showed a significant improvement on the production of sentence stress.

Saturday Session III

13:30-15:00 | Chopin Hall (2F)

Saturday Session III: 13:30-15:00

Chopin Hall (2F)

Language & Culture

Session Chair: Hsuan-Yau (Tony) Lai

37027 13:30-14:00 | Chopin Hall (2F)

Expressing Jamaican Culture in the Foreign Language Classroom

Tazuko Iijima-Kelly, The University of The West Indies at Mona, Jamaica

We will present lessons learned and techniques developed over a period of 12 years teaching Japanese to West Indian university students at the Mona campus of the University of the West Indies in Jamaica. Over this period the Japanese programme has developed from a set of introductory courses to a full minor programme, and has incorporated many aspects of local culture. The programme encourages students to be aware of their own culture and to express it through the medium of written and spoken Japanese language. Connections are made with Jamaican patois, and local culture such as traditional folklore and superstitions, such as the Anansi Tales. In this way students are able to recast their own cultural experiences through the lens of Japanese language. This is both culturally and linguistically beneficial.

35201 14:00-14:30 | Chopin Hall (2F)

Filipina Domestic Helpers in Hong Kong: Language Use and Impact on the Hong Kong Speech Community

Cecilia Suet Sam Li, Chu Hai College of Higher Education, Hong Kong

The 2011 Population Census conducted by the Government of the Hong Kong Special Administrative Region showed that there were a total of 7.071 million people in Hong Kong (Census and Statistics Department, Hong Kong, 2012). Among this population were a total of 254,284 foreign domestic helpers, of which 46.2% were from the Philippines, 50.9% from Indonesia, and 1% from Thailand. Given that there were 2,368,796 domestic households in Hong Kong, on average every ninth household employed one domestic helper. While foreign domestic helpers from Indonesia speak basic Cantonese as they receive training before they come to Hong Kong, those from the Philippines communicate with Chinese people solely in English. Members of this latter group of foreign domestic helpers stay at the residence of the employer, and live in close proximity to the family. While there were few studies that investigated the social and economic implications of integrating Filipina domestic helpers into the Hong Kong society, there has been even less research to date on the linguistic dynamics of this significant number of people in the Hong Kong speech community. This project looks at the changing language learning environment in Hong Kong over the last 40 years brought about by Filipina domestic helpers, with a special focus on their language and their impact on language learning at home. It is hoped that this research heightens the awareness of the presence of this significant linguistic group and how they bring about changes in learning in Hong Kong.

35155 14:30-15:00 | Chopin Hall (2F)

What Do Teachers Think About English Today? A Comparison Between Taiwan and Japan

Hsuan-Yau (Tony) Lai, National Taipei University of Business, Taiwan

The concept of English as an International Language (EIL) has been discussed extensively in the ELT field for many years. Theoretically, the concept promotes the idea that English does not belong to any particular English-speaking country and that there are many different varieties of Englishes; however, in reality, what are teachers' perceptions of EIL, especially teachers who teach in an EFL context? Since teachers play an important role in students' English learning process, their perceptions may influence student thinking in many ways. Using a focus group interview and an open-ended questionnaire, this project explores perceptions of EIL among five Taiwanese university English teachers and seven university English teachers (including two native English speakers and five Japanese teachers) in Japan. Two issues, the ownership of English and acquiring target language cultural knowledge, are discussed in the interview and the questionnaire. The findings indicate that the teachers from both groups (Taiwan and Japan) have different thoughts on the issues and face a dilemma as to whether they should follow theory or reality when teaching English in an EFL classroom. Some teachers agree that English is an international language and it is important not to limit the view on the ownership of English. Some insist that there should be a "standard" or "prestigious" model for students to follow in the English classroom. The findings provide some implications for English language teachers, especially in an EFL context, and their classroom practice.

Saturday Session IV

15:15-16:45 | Room 501 (5F)

Saturday Session IV: 15:15-16:45

Room 501 (5F)

Online Learning

Session Chair: Jennifer Jastia-Lim

36426 15:15-15:45 | Room 501 (5F)

Edmoodle – Student Experience of Two Online Learning Platforms

John Wheeler, IPM Bell Centre Macau, Macau

In an Asian context it is fair to say that most, if not all, students have access to the internet through a wider range of devices. This paper will examine the rationale behind using an online learning platform with adult general English students within an Asian context. Based on semi-structured interviews with students who have used both Moodle and Edmodo, the paper will explore students' experiences of these two platforms. Examples will be given of possible uses of Edmodo and examples of real students' work will be presented anonymously. Data based on student usage will also be provided. Attendees will be encouraged to share their own experiences of using these and other platforms, both positive and negative, with a view to making informed decisions about which (if any) platform to use with their own students and context. It will be argued that these tools are valuable in providing a rich independent learning opportunity for our students as well as providing valuable opportunities to implement blended learning within a variety of learning contexts.

35787 15:45-16:15 | Room 501 (5F)

A Correlational Study of How Office Workers' Different Personal Backgrounds Affect Their Personal Learning Network Formation on Facebook

Yu-Chieh Lu, National Taiwan University of Science and Technology, Taiwan

Cathy Weng, National Taiwan University of Science and Technology, Taiwan

Apollo Weng, China University of Technology, Taiwan

Pei-Fen Wu, National Taiwan University of Science and Technology, Taiwan

The purpose of this study was to explore how different backgrounds of full-time employees influence the construction of their personal learning networks on Facebook. The subjects of this research were a group of adult Facebook users with full-time jobs. Quantitative research method was used, and the data was collected by both web and paper questionnaires. A total of 417 copies were returned, while only 399 valid questionnaires were used for analysis. The personal background investigated in this study included gender, age, education level, the amount of time since first joining Facebook, daily amount of Facebook usage, numbers of joined fanpages, and numbers of joined Facebook groups. Several discoveries were found in the results. First, males are better at managing personal learning networks on Facebook than females. Second, the younger the age, the better at constructing personal learning networks on Facebook. Third, education level is not significantly correlated with personal learning formation on Facebook. Finally, the amount of time since first joining Facebook, daily amount of Facebook usage, numbers of joined fanpages and Facebook groups are significantly and positively correlated with their personal learning network formation on Facebook. Possible explanations for these findings and implications were further discussed. Also, relevant suggestions for researchers, educational institutions, and business training agencies were also provided.

37056 16:15-16:45 | Room 501 (5F)

Correlations Between the Building Blocks of Facebook and Communication Patterns of LPU Student-Users with Management Perspectives

Jennifer Jastia-Lim, Lyceum of the Philippines University Manila, The Philippines

Robert Soriano, Lyceum of the Philippines University Manila, The Philippines

Social media websites like Facebook (FB) utilize certain platforms like content sharing sites and social networking, which can create, modify, share, and discuss FB contents and messages. This social media phenomenon can ominously influence an organization's reputation and efficacy. However, many organizations eschew this form of media because they don't understand its form, its functions and its ways of engagement and learning. This study conducts a quantitative analysis on the correlates of social media building blocks with the FB users' demographic characteristics, and their behavioral styles and communication patterns during social interaction. This research is anchored on the honeycomb theory of social media which consists of the seven building blocks as follows: 1) identity, 2) relationships, 3) presence, 4) sharing, 5) conversations, 6) reputation, and 7) group. These building blocks will then be correlated with the behavioral styles (dominance, influence, steadiness and conscientiousness) and communication patterns (chain, circle, wheel and Y). Organizations interested in getting serious about social media, particularly in Facebook engagement, can use the honeycomb framework to monitor and understand how social media activities vary in terms of function and impact, as well as to develop a congruent social media strategy based on the appropriate balance of building blocks for their community.

Saturday Session IV

15:15-16:45 | Room 503 (5F)

Saturday Session IV: 15:15-16:45

Room 503 (5F)

Alternative Assessment & Development

Session Chair: Dwi Poedjiastutie

35412 15:15-15:45 | Room 503 (5F)

Seaqil's Product for Enhancing Teaching Quality of Language Teachers

Susi Fauziah Johan, SEAMEO QITEP in Language, Indonesia

Reski Alam Gasalba, SEAMEO QITEP in Language, Indonesia

Southeast Asia Ministers of Education Organization (SEAMEO) Regional Centre for Quality Improvement of Teachers and Education Personnel (QITEP) in Language, known as SEAQIL, is a part of SEAMEO and administratively under the Ministry of Education and Culture of Republic of Indonesia. Aiming to improve the quality of language teachers and education personnel in Southeast Asia region, SEAQIL has one of the flagship programs, namely the Workshop on SEAQIL Goes to Schools held in four cities in Indonesia in 2014 and 2015, aiming to compile good practices of language teachers (Arabic, English, French, German, Indonesian, Japanese and Mandarin) teaching at secondary level and lecturers teaching Indonesian Language for Foreign Learners (ILFL) in universities and colleges. From the workshop, the Centre managed to collect 164 good practices to then be reviewed and selected by language education experts. Only those that passed the selection were included in a book entitled *Language Teaching Techniques: Good Practices from Indonesia*. This book is distinctive because, unlike any other teaching books, it is written in many languages – seven to be exact. The teaching strategies are all presented in the target language. It was expected that the book could inspire the readers, who would mostly be foreign language teachers in the region, to implement at least one of the good teaching techniques contained in the book. Then, they could find their own teaching techniques so that their teaching quality would improve.

35019 15:45-16:15 | Room 503 (5F)

Teachers' Views on the Use of Portfolio Assessment in Secondary Schools In Indonesia

Rizaldy Hanifa, Universitas Pendidikan Indonesia, Indonesia

Having undergone several changes within a decade, the concept of students' evaluation system in Indonesia has been significantly transformed. In this regard, portfolio assessment has been taken into account as an alternative way to measure students' development based on the process and results of learning. However, lack of familiarity with this kind of assessment, followed by the strong influence of traditional and standardized testing, may prevent teachers from having the best insight about portfolio assessment. Therefore, this current study was carried out to investigate teachers' understanding in implementing the portfolio and the contents of the portfolio compiled. The framework of qualitative research was employed in this study. The data were collected from four respondents by means of documents and interviews. The result of the study obviously indicated that the contents of students' portfolio were comprised of wide ranges of topics in different genres. Furthermore, teachers' understanding of the implementation of the portfolio as a means of evaluating students' learning was very good. In spite of that, it was highlighted that students' involvement in determining the topic and the allocated time for product revision were absent. Therefore, a professional development program needs to be carried out to enhance teachers' capabilities in implementing effective portfolio-based assessment and overcoming the present problems.

34861 16:15-16:45 | Room 503 (5F)

An Interpretive Study of the English Language Needs of Different Stakeholders at Universitas Muhammadiyah Malang, Indonesia

Dwi Poedjiastutie, University of Muhammadiyah Malang, Indonesia

The research objective of this study is to examine the extent to which the English Department Universitas Muhammadiyah Malang (ED UMM) curriculum matches its stakeholders' needs. These stakeholders include learners, teachers, and employers. It compares the results from classroom observations, faculty interviews, student interviews and survey, thereby exploring needs from various perspectives in order to gain an overall understanding. The findings of the present study confirm previous research about the multiple roles of English use in Indonesia. The three cohorts of stakeholders at UMM see English as fulfilling several goals that need to be addressed in the curriculum, namely English for employment opportunities, international collaboration, reading English publication, understanding English culture, improving learning outcomes, and for post university life. The findings of the present study suggest that at university, faculty and classroom level some problems exist and challenges continue to emerge. These current obstacles potentially inhibit the development of English programs at UMM and possibly make it difficult to achieve the English learning goals set within the university. This study provides information that may guide future policy development and, by taking into account the voices of the stakeholders, providing valuable information for planning and redesigning the curriculum to ensure the relevance of its content and appropriateness of its pedagogy.

Saturday Session IV

15:15-16:15 | Room 505 (5F)

Saturday Session IV: 15:15-16:15

Room 505 (5F)

Language Education

Workshop Presentation

34109 15:15-16:15 | Room 505 (5F)

Developing Critical Thinking Skills in the EFL Classroom: Constraints and Possibilities

Yazan Brahim, Sultan Qaboos University, Oman

This will be an interactive workshop in which I will report on the procedures and satisfactory results of an action research that I did in 2015 with intermediate EFL foundation programme students at Sultan Qaboos University, Oman, using a mixed method approach. The scope of the study was to investigate teachers' and learners' beliefs and practices to account for the constraints to teaching critical thinking (CT) skills in this context (quite similar to other non-Western contexts, e.g. Asian cultures) and ultimately pilot a flexible middle-way approach which enables teachers to work around these constraints to foster CT skills in their students, without detracting from course content or sacrificing test scores. After briefly making a case with reference to the literature for the necessity for the ELT curriculum to cater for important twenty-first-century skills, especially CT, the audience will be given the opportunity to discuss in groups (preferably multi-cultural) and to report on their own experiences in their different contexts, namely whether or not and how frequently they teach CT, what difficulties they faced, how they went about overcoming these and what they think would or would not work well in their specific contexts. I will then share the findings of the study: the constraints (learners, teachers, educational institutions, material developers), the content and methodology of the trialed approach and an effectiveness evaluation through my own observation and students' feedback. Finally, I will present some practical classroom recommendations on materials development and activities adaptation, as well as on methodology. A Q&A will follow.

Saturday Session IV

15:15-16:45 | Room 506 (5F)

Saturday Session IV: 15:15-16:45

Room 506 (5F)

Web-Based Learning

Session Chair: Louise Ohashi

35173 15:15-15:45 | Room 506 (5F)

A Case Study of Using Edmodo to Enhance Language Learning for Japanese and British Students at Tertiary Level

Shinji Okumura, Mukogawa Women's University, Japan

Miho Inaba, Cardiff University, UK

It is often difficult for language learners in the classroom to connect with native speakers of the target language. Thus, opportunities for authentic communication in the target language should be carefully placed so as to develop learners' motivation and skills for language learning. Web 2.0 technologies, including social networking sites such as Facebook and Twitter, have recently enabled people all over the world to connect with each other online much more easily than in years past. In order to provide opportunities for authentic communication in foreign languages at tertiary level, an English language instructor at a private university in Japan and a Japanese language instructor at a national university in the United Kingdom cooperated and established an online learning project, using an educational oriented social networking platform, namely Edmodo. A total of 29 Japanese students from an advanced English class and 27 British university students who took a beginner-level Japanese course joined in the project. In the one-semester project, the students interacted with each other four times, during which time they reversed their roles as contributors and commenters. The purpose of this study is to explore how Edmodo is effective for language learning beyond classrooms. In this presentation, we will especially focus on both the successful aspects and the issues of the activities, based upon feedback from both the students and the instructors. This study will deliver valuable insights for the use of Edmodo amongst the global community.

36149 15:45-16:15 | Room 506 (5F)

Shifting the Paradigm in Higher Education: Students' Progression Towards ICT-Supported Learning in a Resource-Constrained Environment in Nepal

Peshal Khanal, Central Department of Education, Tribhuvan University, Nepal

Prem Narayan Aryal, Central Department of Education, Tribhuvan University, Nepal

Ellen Carm, Oslo and Akershus University College HiOA, Norway

In the context of the nascent stage of ICT-supported learning at the majority of universities in the developing world, this paper reports on the results of a study that looks into how the students studying MEd at Tribhuvan University Nepal experience using ICT in their daily learning. Specifically, this study assesses the extent of students' use of Internet-based resources for enhancing their learning in a face-to-face classroom setting and the extent to which the ICT-supported learning contributes to the transformation of students to be independent and responsible learners. As a longitudinal mixed-method study, four groups of MEd students were followed from their first to fourth semesters using the baseline-endline survey along with interviews and observational studies between the semesters. This study has noted that beginning from the early stage of IT learning students made significant progress in using Internet resources for their learning, and as suggested by Rogers' model of diffusion of innovation, a number of factors affect the students' progression to technology-supported learning – access to IT devices and resources, socioeconomic status, role of change agents and communication channels. While the students' engagement in IT-supported learning management system is found to be minimal, the widely accessible android phone connected to the campus Wi-Fi, social media like Facebook and paid IT services provided by the cyber cafes and computer institutions located around the campus are found to be instrumental in helping students move towards IT-based learning and thereby help them to become independent learners.

35161 16:15-16:45 | Room 506 (5F)

Digital Games for English Language Learners: Students' Experiences, Attitudes and Recommendations

Louise Ohashi, JALT, Japan

This presentation focuses on the role of digital games in English language education, exploring it from students' perspectives. The term "digital games" is defined very broadly to encompass both "real games", which are not designed for language learners but teach language incidentally, and "game-like" tools, which are built around language learning tasks that have been "gamified" (i.e. had features like badges and score systems added to motivate players). The presentation draws on survey data to show how 102 university students in Japan used digital games in English on computers, tablets, smartphones and game consoles over a 12-month period. This is explored within their formal education (classroom-based tasks and homework) and through informal learning. The presentation also shares information about students' attitudes towards digital games, explores the role they feel games play in motivating them to study, and provides insight into how they view the teachers' role in facilitating game-play. Finally, the presentation will introduce a number of digital games that can be used by English language learners to develop their English skills in and out of class, with a focused discussion of each game's pedagogical benefits. Attendees will have the opportunity to try some of the games, so bringing a web-capable device (smartphone, tablet or laptop) is recommended.

Saturday Session IV

15:15-16:45 | Prokofiev Hall (2F)

Saturday Session IV: 15:15-16:45

Prokofiev Hall (2F)

Student Learning & Learner Experiences

Session Chair: Matthew Kwok-Kin Fung

36936 15:15-15:45 | Prokofiev Hall (2F)

Across Disciplines, Cultures and Technologies: An Item Response Theory Approach to Assessment of Learning

Jenny Mei Yiu Huen, The University of Hong Kong, Hong Kong

Yue Zhao, The University of Hong Kong, Hong Kong

Paul Siu Fai Yip, The University of Hong Kong, Hong Kong

In the process of educating for change, we must strategically design assessment to examine how well our students are learning. This subject is important but easily neglected by educators or misrepresented in the education field. This research applied Item Response Theory (IRT), a contemporary measurement theory that models the relationship between the probability of an item response and the underlying proficiency being measured, to examine the psychometric properties of binary (true-or-false) question items designed to check how much students have learned in a web-based learning program based on a sample of Hong Kong Chinese students. The IRT analysis procedure would be illustrated, from checking model assumptions, calibrating items to assessing goodness-of-fit. Principal results of this research would offer information for estimating item discrimination and item difficulty for each question item, producing estimates on the proficiency level for each student, and providing item information to indicate how well an individual item contributes to the assessment of learning along a continuum ranging from low to high proficiency levels. In this direction, the IRT approach offers useful information for design, diagnosis and revision of question items. For example, items with high information value are particularly useful and should be retained, whereas items with low information value are not particularly useful and could be considered for removal. In conclusion, this research puts forward an IRT approach that can be widely applied to design and modify assessment items such that assessment of learning can be better suited to the discipline, culture and technology in context.

35108 15:45-16:15 | Prokofiev Hall (2F)

World Englishes-Based Lessons: Their Effects on Anxiety and Language Achievement of Thai Tertiary Students

Jaruda Rajani Na Ayuthaya, Kasetsart University, Thailand

Pragasit Sitthitikul, Thammasat University, Thailand

Foreign language classroom anxiety (FLCA) is prevalent among Thai learners, affecting language learning achievement. This problem has been rooted in ineffective pedagogical practice informed by native speaker (NS) ideology of English language teaching (ELT) policy in Thailand. This has made learners struggle to reach an unrealistic goal of NS norms as the only way to be proficient English users, leading to low self-esteem and fear of speaking English. This study aims to investigate a paradigm shift in ELT as a means to reduce students' FLCA. By incorporating World Englishes (WE) into English as a Foreign Language (EFL) classroom, it is believed that students will develop a more realistic goal of being efficient English users rather than struggling, and failing, to become like NS. As a result, they will develop self-esteem in using their own English, considered a crucial anxiety-buffering factor. Quasi-experimental research with 92 first-year students at one government university in Bangkok was employed over 17 weeks in one of their required English courses. FLCA questionnaires and English achievement tests were used as a pretest and posttest to find out anxiety and achievement levels, while a focus group interview yielded supplementary data. Means, SD, T-test results and content analysis were used for data analysis, showing a significant reduction in anxiety resulting from the WE-based instruction and an increase in achievement from the FLCA reduction. Therefore, this study concludes that global ELT curriculum should incorporate more WE in classroom practice as an alternative means to reduce FLCA and indirectly increase language achievement.

35216 16:15-16:45 | Prokofiev Hall (2F)

Evaluating Pedagogical Application of Corpus in Raising Genre Awareness in an Undergraduate EAP Course

Matthew Kwok-Kin Fung, The Chinese University of Hong Kong, Hong Kong

Following in the footsteps of many notable studies of pedagogical application of corpus in the tertiary English language teaching context, this study responds to the relatively little research on the evaluation of pedagogical application of corpus (Flowerdew, 2009) by investigating how effectively genre awareness can be enhanced with the use of a series of corpus-informed data-driven learning tasks, with a particular focus on the Hong Kong university EAP setting. The genre in focus is academic expository essay. The researcher compiled his own learner and reference corpora, used them to design a series of small scale in-class and out-of-class data-driven learning tasks, and implemented them in an undergraduate academic English course in a Hong Kong university. Feedback from students was gathered to evaluate the effectiveness of the data-driven learning tasks in achieving their purposes of enhancing genre awareness. Students' perceptions of such tasks were also studied.

Saturday Session IV

15:15-16:45 | Chopin Hall (2F)

Saturday Session IV: 15:15-16:45

Chopin Hall (2F)

Innovative Language Teaching & Learning Methodologies

Session Chair: James Joseph Briganti

36271 15:15-15:45 | Chopin Hall (2F)

Integrating Brain-Based Learning (BBL) into English Lessons

Anna Ma, The Chinese University of Hong Kong, Hong Kong

Brain-based Learning (BBL) is a theory of teaching and learning strategies based scientifically on the latest neurological research on human brain development and functioning, and how they are related and affected by different external environments. Teachers develop and deploy various brain-based strategies to enhance students' engagement and learning effectiveness in English lessons. While students' state of mind is regularly monitored, the content of which students are expected to learn are also taken into account. This presentation will draw upon experiences from English teachers who have been using BBL in their teaching for over a decade and reflect on the opportunities and challenges faced.

35080 15:45-16:15 | Chopin Hall (2F)

Changing EFL Content Courses Through Presentation Instruction

Eric Hirata, Nagoya University of Foreign Studies, Japan

Jeremiah Hall, Meijo University, Japan

Increasing globalization has made oral presentation skills more important for students to acquire than ever before. To meet the demands of their future academic and professional roles, students must acquire presentation skills (Živković, 2014). When adapting course design and materials to include both content and presentation skills, instructors have much to consider. Effective course structure and appropriate scaffolding of assignments are imperative to course success (Wilson & Brooks, 2014) and instructors must adapt assignments and activities to the differing abilities of their students to keep them from losing motivation and performing poorly (Wilkinson, 2012). In addition to research, the presenters will draw on their combined experience of teaching and creating materials for courses at the undergraduate and graduate levels. They will share strategies for adapting course materials to include presentation skills, increase communication time, and improve student motivation and confidence. Participants will learn how to apply best practices to integrate presentation skills into content courses and meet course goals while adapting to the differing communicative goals of their students. Participants will also receive access to sample course materials that have been adapted to integrate presentation skills.

36974 16:15-16:45 | Chopin Hall (2F)

The Significance of Phrenology in the Teaching of Modern Medicine

James Joseph Briganti, Nagasaki University School of Medicine, Japan

The working theory physicists use, the so-called Standard Model, is known to be incorrect. The Standard Model is not a correct description of what our universe is, but it is an extremely effective framework for predicting the outcomes of certain experiments. Physicists use the model to calculate experimental outcomes, ignoring the flaws in the theory, while they simultaneously probe the limits of the system, searching for signs of a theory that could augment or replace the Standard Model. In the field of medicine, there is not a single standard model, but there are several incomplete approaches to treating disease. I will take any standard treatment for a life threatening disease as a "standard model". The "error" in the model is measured by the mortality rate. Constant skepticism and model probing are critical to the advancement of any particular treatment with less than a 100% survival rate. I explore topics used in a medical English class that are intended to promote critical responses. Erroneous "science" such as phrenology, which was once commonly used in Western medicine to justify racial and ethnic prejudices, is one such topic. It is the intention of this approach to both support the development of critical thinking skills of learners and to instill the idea that everything can be questioned regarding what they presume to "know". Finally, I will give specific examples of how successful this approach has been, what some learners discovered about their scientific approach, and what obstacles to developing critical thinking were encountered.

Saturday Featured Session

17:00-18:30 | Room 504 (5F)

Saturday Featured Session: 17:00-17:30

Room 504 (5F)

Balancing Principles and Practicalities When Designing and Implementing a Vocabulary Program

Stuart McLean, Osaka Jogakuin University, Japan

The presenter will explain characteristics that make up an effective and efficient vocabulary program. These include spaced rehearsal, adaptive learning, increasing retrieval difficulty, the use of an appropriate counting unit, the presentation of both audio and orographic forms, and the use of context and the learner's L1. However, while designing a vocabulary program that meets all of these criteria is simple, the operationalization of a vocabulary program designed in line with research literature is problematic. The later half of the presentation describes the challenges faced when trying to implement the planned vocabulary program first across a new program, and then across of most of the institution. The presentation concludes by describing the achievements and limitations of the vocabulary program, and by making recommendations for others who hope to create a similar program.

Workshop Presentation | Organising Committee Member

35237 17:30-18:30 | Room 504 (5F)

Mixed Reality Gaming Session

Eric Hawkinson, The University of Fukuchiyama, Japan

Erin Noxon, Sagano Gakuen, Japan

Parisa Mehran, Osaka University, Japan

Mehrasa Alizadeh, Osaka University, Japan

Immerse yourself in an augmented reality enhanced learning environment by working in a group to solve a series of puzzles and adventures using virtual and augmented reality technologies as learning technologist, Eric Hawkinson from TEDxKyoto Interactive guides you through the possibilities of mixed reality technologies for learning, engagement and more.

This course will lead students will focus on how technology can be used as a tool to strengthen communication skills. Though the learning and analysis of communication tools, students will take part in activities that talk about the way the use of technology is changing the way we communicate, from the invention of the printing press to mobile social gaming like the new wildly popular Pokemon GO. Students with interest in technology are encouraged to join this course.



**Sunday
May 14**

Sunday Session I

09:00-10:30 | Room 501 (5F)

Sunday Session I: 09:00-10:30

Room 501 (5F)

Anxiety & Motivation

Session Chair: Irma Soraya

36849 09:00-09:30 | Room 501 (5F)

The Implementation of Teacher's Motivational Strategy in EFL Classrooms

Irma Soraya, Islamic State University of Sunan Ampel Surabaya, Indonesia

This study aims to describe how EFL (model) teachers in Junior High school, Senior High School, and Vocational High School under FISS educational program, generate students' initial motivation in learning EFL, identifying the strategies used by those model teachers to maintain students' motivation in learning EFL, and revealing how those model teachers encourage positive retrospective self-evaluation of the students' motivation in learning EFL. The need to foster students' communicative skill in English derives teachers to be able to support their students' development. To put this into practice, teachers need to have the capability to motivate their students, by implementing certain motivational strategies, so that the students can be successful English learners. There is still little research on motivational strategy as well as the implementation in the Indonesian context. Therefore, this study is conducted in the Indonesian context with its cultural attributes, which is unique and specific compared to other research on the same topic in a different context and paradigm. Descriptive qualitative, with case study as the approach, is used as the design of this study regarding to the type of data and the way to analyze the data as well as the way to present the result. There are three secondary schools located in Surabaya involved in this study representing each level of secondary education. The research is done through interviews with the teachers as well as students and observation during the natural teaching and learning process in the classroom to reach the three research objectives.

35122 09:30-10:00 | Room 501 (5F)

I Am Afraid of Learning English: The Interplay between Anxiety and Learning Experience on Indonesian Senior High School Students Academic Performances

Winda Ari Anggraini, University of Birmingham, UK

The purpose of this study was to investigate the influence of learning experience and anxiety on senior high school students' academic performance in Indonesia. Small-scale quantitative research was done using convenience sampling. The two kinds of data collection administered were questionnaires and students' academic record. Forty items of Likert scale questionnaires were distributed to measure students' learning experience and level of anxiety, while students' two-year progress reports were studied and tabulated to analyze students' performance in learning English. By using descriptive analysis and correlation, the study's findings were as follows. 1) Students who have a positive learning experience develop a low level of anxiety but a high academic performance. 2) The correlation between language experience and academic performance is significantly positive. It can be seen from sig. 0,000 < 0,01 and the correlation is high with coefficient 0,747. 3) On the other side, the correlation between language anxiety and academic performance was negative, by looking at sig. 0,000 < 0,01 with a high coefficient, 0.748.

35309 10:00-10:30 | Room 501 (5F)

Do Adult English Language Learners and Their Teachers Have Similar Approaches to Success?

Ayşe Taşkıran, Anadolu University, Turkey

Belgin Aydın, Anadolu University, Turkey

This study explores the similarities and differences between adult language learners' and their teachers' attributions of perceived success and failure in learning English as a foreign language in an intensive program. It examines attributions along with three dimensions: locus of causality, stability and controllability. 319 students and 81 teachers responded to a self-administered questionnaire and reported more attributions for failure than for success. The most frequent attributions both groups stated were: effort, teacher, motivation and participation. Causal dimensionality patterns of success- and failure-oriented students did not show much differences both having significantly more controllable and unstable attributions. Teachers' dimensionality patterns did not differ from those of the students except for locus of control dimension. Causal dimensionality of both teachers and students seemed to be healthy attributional styles according to Weiner's attributional model of achievement motivation.

Sunday Session I

09:00-10:30 | Room 503 (5F)

Sunday Session I: 09:00-10:30

Room 503 (5F)

E-Learning & Collaborative Learning

Session Chair: Krich Rajprasit

37042 09:00-09:30 | Room 503 (5F)

Applying Learning Management System (LMS) For Cooperative Learning from a Multidisciplinary Perspective: A Hong Kong University Case Study

Sammy SM Ming, The University of Hong Kong, Hong Kong

To facilitate students' learning in a competitive setting, lecturers make use of Learning Management System (LMS). This is a tool for the enhancement of cooperative learning (CL). With LMS, lecturers can make administer, document and monitor the delivery of the lessons both inside and outside the classrooms electronically. CL is a process when students are encouraged to achieve common learning goals by working together. It is claimed that CL is an effective teaching practice across multiple disciplines. This presentation analyses the application of LMS to facilitate cooperative learning (CL). The research site is a self-financing community college in Hong Kong. It provides two-year sub-degree programmes in five major areas: Applied Science, Social Sciences, Arts and Languages, Business and Communication. Every piece of assessment counts for a chance of obtaining a university entrance ticket to relevant undergraduate studies. In this investigation, 209 students in all the above five programmes had to carry out a group assessment. They all worked on an LMS to assist and provide feedback to the entire group. After that, students had to respond to a questionnaire on the performance of each team member and on their perceptions of this group assessment. Also, 15 lessons were visited and 20 semi-structured interviews with the students and teachers were conducted. Findings from this study and its subsequent benefits and challenges will be reported. The intended significance is to contribute to the theory and practice of CL in the setting of higher education in an Asian context.

33725 09:30-10:00 | Room 503 (5F)

Searching for an E-Way to Develop Critical Thinker with Intercultural Awareness: Any Possibility for Employing Online Discussion in Thai ELT?

Krich Rajprasit, Srinakharinwirot University, Thailand

This preliminary study aims to develop "online discussion" learning activity to enhance critical thinking skills and intercultural awareness in the Thai EFL context. Twelve online "inquiry-based" tasks were designed according to Baker's six strands (2008, 2011) as part of the classroom-based instruction, and ATutor, a web course, was primarily employed to post all the tasks. To evaluate the effectiveness of, and receive opinions on such learning activity, a group of the first year students who enrolled in a foundation English course at the Thai public university was purposely selected as participants. The key findings at this stage would benefit English language instructors who attempt to use technology as a powerful tool for developing critical thinkers who are aware of and sensitive to cultural differences.

34873 10:00-10:30 | Room 503 (5F)

Blended Learning and Total Engagement – Posters That Teach

Adina Stan, New South Global, University of New South Wales, Australia

Mahnaz Armat, New South Global, University of New South Wales, Australia

Elysebeth Leigh, University of Technology, Australia

Elizabeth Rosser, New South Global, University of New South Wales, Australia

Nikki Hayes, New South Global, University of New South Wales, Australia

Electronically-mediated technologies are prohibited from being used in a major assessment component of a blended learning subject. This subject employs a multidisciplinary problem-based approach to explore international issues and perspectives using a rich blend of face-to-face, electronically-mediated, individual and team-based activities. The assessment is a roleplay simulation which occurs during the second half of a year-long pathway to university program. Belief in the importance of helping students integrate knowledge with an understanding of learning strategies informs the design of this particular assessment task. To complete the task, small teams develop and display a hand-drawn poster summarising their understanding of a real life "wicked problem" explored in depth during the semester. Composing and preparing their poster ensures that students create visual evidence of their learning about the context of a complex contemporary international issue which varies from year to year. It also introduces students to higher order thinking and develops critical and creative thinking skills. By exploring the features of one such poster, the paper applies an "artefact plus exegesis" approach to introduce and describe the principles informing the design of the assessment strategy. The task compels students to question information, seeking deeper engagement with data and generating first-hand engagement with the issue. The learning design also facilitates students' crucial skills of knowledge generation and learning management, and helps them apply this knowledge to other aspects of their future learning. This task bridges the gap between the technical and non-technical skills essential for success in the twenty-first century.

Sunday Session I

09:00-10:00 | Room 505 (5F)

Sunday Session I: 09:00-10:00

Room 505 (5F)

Mobile Learning

Workshop Presentation

36762 09:00-10:00 | Room 505 (5F)

Transformation and Change: A Post-Genre Approach to L2 Writing Pedagogy

Orna Ferenz, Bar Ilan University, Israel

Academic writing for publication purposes is a daunting task. The task becomes even greater for novice researchers (Moodley, 2015) and for those whose native language is not English. The challenge is a result of the complexity involved in writing; the same complexity that makes writing pedagogy challenging for even experienced teachers (Racelis & Matsuda, 2013). In order to overcome the pedagogical and practical difficulties of advanced academic writing, a two-prong approach is suggested: developing a shared understanding of effective teaching to ensure quality tertiary L2 writing pedagogy and learning (Devlin & Samarawickrema, 2010), and creating lessons that will lead to purposefully directed knowledge and its ensuing transformation and change (Burman, 2016) in the L2 novice writer. Adopting a post-genre approach, whereby post-genre means the dominance of genre in writing pedagogy should not come at the expense of other writing techniques and approaches, this proposed workshop will offer a brief theoretical review of current L2 writing research, followed by a presentation of a model lesson, incorporating post-genre elements, for writing the introduction to a research article. The main part of the workshop will be devoted to participants working in pairs or small groups, developing lessons plans following the guiding principles established in the workshop. In the final 20 to 30 minutes of the workshop, participants will present the rationale for their developed lesson plans. For successful participation, workshop attendees will need laptops or tablets with Wi-Fi access.

Sunday Session I

09:00-10:30 | Room 506 (5F)

Sunday Session I: 09:00-10:30

Room 506 (5F)

Learning Strategies

Session Chair: Madoka Kawano

35143 09:00-09:30 | Room 506 (5F)

Literacy in the Discipline: Online Writing Support for Undergraduates in Science and Social Science

Man Chan, The Hong Kong Polytechnic University, Hong Kong

Lucy Chan, The Hong Kong Polytechnic University, Hong Kong

In the current four-year curriculum in Hong Kong, writing support in the discipline as a pedagogy is being implemented in various ways and to varying degrees in tertiary institutions. Both students and academics are aware that writing at university requires a complex set of cognitive processes that includes an ability not only to understand concepts but also to communicate these in writing for their own discipline. With the support of the UGC (University Grants Commissions) fund, an inter-institutional literacy project, “Literacy In the Disciplines”, has been undertaken to investigate literacy practices in the disciplines of Social Science, Science and Engineering across three universities, namely The Hong Kong Polytechnic University, City University of Hong Kong, and Hong Kong Baptist University, and develop online materials to support students and teachers to enhance students’ ability to communicate effectively in English in their own discipline through the development of relevant literacy skills. The session presenters, who are involved in the “Literacy in the Disciplines” project, will share their experience on developing online English learning materials catering the writing needs of Hong Kong undergraduates in the disciplines of Science and Applied Social Science respectively. Participants of the session will be introduced the Project’s online literacy platform, which hosts a set of various tools, including discipline and genre-specific assignment guidelines, checklists, and protocols. It is hoped that this session would foster inter-institutional discussion on genre-based pedagogy and sharing of e-learning project work experiences.

36793 09:30-10:00 | Room 506 (5F)

Teaching Writing Through Clustering Technique

Surya Asra, Universitas Indonesia, Indonesia

Teaching writing is considered as the most difficult skill. However, one of the objectives of teaching English in secondary school in Indonesia, especially for writing skills is that students are expected to be able to write descriptive text well and accurately. Therefore, an EFL teacher needs appropriate strategies in teaching writing to achieve this objective. One of excellent strategies which can be used is the clustering technique. The clustering technique can help students solve their problems in writing text, especially for generating and organizing ideas at the planning stage. This study aims at capturing secondary students’ achievement in writing descriptive text by using clustering technique as a way in generating their ideas before writing. Experimental research method with pretest-posttest design is applied in a class of 25 secondary students. The sample was taken by using purposive sampling technique. The result reveals that the mean score of the pretest is 5.7 and the score of the post test is 7.1 and the result of t-score is 4.9. The t-Value at the level significant 0.05 is 2.064 and at the level of significant 0.01 is 2.797 with the degree of freedom 24. Since, the result of t-test is higher than t-Value, the alternate hypothesis is accepted. In other words, there is a significant difference between pretest and posttest score. It proves that the use of clustering technique is effective to improve students’ achievement in writing a descriptive text.

36875 10:00-10:30 | Room 506 (5F)

Teaching How to Think and How to Write: Realities and Suggestions on Writing Instruction in English Education in Japan

Madoka Kawano, Meiji University, Japan

Wakasa Nagakura, Teachers College, Columbia University, USA

The current Course of Study of Japan manifests that an objective of “English Expression” is to evaluate facts and opinions from multiple perspectives and to communicate with others through good reasoning (MEXT, 2009). In reality, a survey revealed that 43.6% of national and public high school seniors were at the bottom of A1 level of writing in the CEFR framework (MEXT, 2015). Another study (MEXT, 2014) showed that only 35.7% had experience writing based on what they had read. These data show that writing has been the least focused on skill of English. In the previous study, which analyzed “English Expression I” textbooks, we found that they do not offer activities which involve high-level thinking skills (Nagakura & Kawano, 2016). In this paper, we examined the writing tasks of high school textbooks from perspectives such as length, topics, and connection with reading in an attempt to probe the realities of English writing instruction in Japan. Furthermore, through a survey with university first-year students, we found that few participants had learned paragraph writing at their high schools, and half of them had difficulty in articulating an appropriate claim for an opinion. This leads to the necessity of teaching basic writing processes: organizing ideas, locating resources to advocate opinions, and making a strong conclusion. After two-hour instruction in a pilot study, students’ writing improved in quality and quantity. At the end, a writing curriculum that fits first-year university students is proposed, and an evaluation study design will be discussed.

Sunday Session I

09:00-10:00 | Prokofiev Hall (2F)

Sunday Session I: 09:00-10:00

Prokofiev Hall (2F)

Writing Instruction

Session Chair: Yu-Shan Fan

35035 09:00-09:30 | Prokofiev Hall (2F)

The Image Construction of Islamic Defender Front (FPI) In the Jakarta Post Online News

Siti Nurul Hidayah, State University of Jakarta, Indonesia

This study is intended to observe the image construction of the Islamic Defender Front (FPI) taken from six articles of *The Jakarta Post* Online News, which deals with their protest toward three issues: Ahmadiyah, the arrival of Lady Gaga in Indonesia and Ahok as the substitute governor of Jakarta. This study used Systemic Functional Linguistic (SFL by M. A. K. Halliday), which provides the types of process in a clause. This study is also analyzed the thematic structure of the clause to support the analysis of type of process. The research of this study is descriptive analytical interpretative method. The sum of the clauses is approximately 208 clauses from the six news articles. This study shows that the dominant process of these three issues is material process. The material process used in the issue of Ahmadiyah is 51%, while in the issue of the arrival of Lady Gaga is 41% and in the issue of Ahok as Jakarta's substitute governor is 70%. This material process shows that FPI is constructed negatively by *The Jakarta Post* Online News through the action of this organization while doing the protest. In the issue of Ahmadiyah FPI is constructed as the criminal, while in the issue of Ahok as Jakarta's substitute governor FPI is constructed as the anarchist and in the issue of the arrival of Lady Gaga FPI is constructed as the protestor. The analysis of thematic structures shows FPI as the dominant topical theme which indicates FPI as the main topic of the articles. (SNH)

34980 09:30-10:00 | Prokofiev Hall (2F)

Syntactic Variety and Writing Quality: An Investigation on EFL Students' Argumentative Writing

Yu-Shan Fan, Taipei Medical University, Taiwan

The variety of syntactic structure of sentences has regarded as an important indicator of sentence fluency and writing proficiency. However, previous research on the relationship between syntactic variety and text quality has failed to reveal consistent patterns. Therefore, this study aims to examine the relationship of a single measure of syntactic variety with the quality of argumentative writing. It is hypothesized that sentence variety will be strongly correlated to essay scores. The primary data included 60 timed-essays written by EFL undergraduates in a medical university in Taiwan. The data represented for three groups of proficiency levels rated as 2, 3 and 4. Syntactic variety was analyzed based on the twenty-three sentence patterns. Rater reliability is established to recognize confidence levels by two raters. The results indicate moderately strong correlations between essay scores and frequency counts of sentence patterns. Essays with lower scores reveal more homogenous descriptive statistics on sentence varieties. It is found that test takers with low proficiency produced limited types of sentence patterns whereas those with relatively higher proficiency produced more different types of sentence patterns. However, the ability to produce a variety of sentences is a necessity but is probably not sufficient condition for writing high-quality texts. Some of the lower rated essays were identified a variety of sentence patterns, which were composed of incorrect syntactic structures. Finally, this study offers pedagogical implication on the effectiveness of sentence construction and sentence level practices tailored for ESL learners according to different proficiency levels.

Sunday Session I

09:00-10:30 | Chopin Hall (2F)

Sunday Session I: 09:00-10:30
Chopin Hall (2F)
Learner & Teacher Autonomy
Session Chair: Anes Mohamed

35120 09:00-09:30 | Chopin Hall (2F)

Students' Perceptions of Learner Autonomy in EAP Classrooms in Hong Kong Through Illustrations

Joyce Lok Hin Lee, Hang Seng Management College, Hong Kong

There has long been debate as to the most effective way to provide feedback on college students' writing, particularly in the English for Academic Purposes (EAP) classroom. In Hong Kong, due to the drastic differences in learning and assessment styles between secondary and tertiary education, college students are often required to develop greater awareness of learner autonomy and a better understanding of their own learning preferences. The paper aims to explore first-year undergraduate students' views on peer assessment in a private tertiary college in Hong Kong through the technique of drawing pictures and interviews before and after an EAP course. The main findings suggest that giving and receiving peer feedback may evoke both positive and negative feelings among students. The article highlights that a heightened awareness of learner autonomy may enable students to develop stronger evaluative and reflective skills conducive to L2 writing, providing pedagogical implications for language teaching and learning in EAP contexts.

36630 09:30-10:00 | Chopin Hall (2F)

Teacher Autonomy and Educational Reforms in Singapore

Sazali Sahri, Independent Academic Researcher, Singapore

Education is the most powerful weapon we can use to change the world (Nelson Mandela, 2003). The scope of this dissertation has, while focusing on teacher autonomy, inevitably been enlarged to include several reforms and initiatives by the Ministry of Education, Singapore. Although school-based curriculum development was a recent initiative to enhance Teach Less Learn More (TLLM) initiative in Singapore, this initial research on the topic warrants the inclusion of Malay Language and Literature education and the Malay Literature Support Group (MLSG) to support this initiative. However, a larger scope meant that the focus, particularly in the literature review and the analysis, had to be shared between teacher autonomy and cultural identity. Both notions are extremely complex in their own respect, particularly as bilingual policy is the main pillar, and thus would have benefitted from a more in-depth discussion should they been studied separately. The self-determination theory (SDT) postulates that there are three basic psychological needs that are central to the successful functioning in any environment: competence, autonomy and relatedness. It is argued that when students have teachers who are autonomy-supportive or when they perceive teachers to be autonomy-supportive, these students perform better, and display more intrinsic motivation, perceived competence and high self-esteem. In relation to the above point, autonomy is closely linked to the concept of self-determination. This requires teachers to be free in order to be a critic, judge, initiator and regulator, and to have an improved school academic engagement. Ultimately, I would recommend that central agency/government play a greater role in rendering support through giving teachers the autonomy, and fully support the Malay Literature curriculum and the MLSG. With this full support, students will recognise the importance of cultural identity and the importance of learning Malay Language and Literature in order for them to feel autonomous as part of a self-determining society in Singapore. Given this dissertation's main points and areas for expansion, one could also discuss recommendations for future research on teacher autonomy and identity in Singapore.

36726 10:00-10:30 | Chopin Hall (2F)

Rethinking Student-Centeredness: Students' Perception

Anes Mohamed, Kansai Gaidai University, Japan

Dunstan Henderson, Kansai Gaidai University, Japan

The present study looks into the notion of student-centered learning from the standpoint of the students. This is a global study in the sense that the data was collected from four different countries: Japan, Sudan, Iran and Malaysia. Data collection was in the form of a questionnaire which was administered to 1200 participants from the four countries cited above. SPSS was used to analyze the data. The main finding of the study indicates that an approach cannot be called student-centered unless it allows students to meaningfully be involved in not only what they learn but also how they learn it. Central to any authentic student-centered learning is the notion of agency: students must be given a space to exercise their agency.

Sunday Session II

10:45-12:45 | Room 501 (5F)

Sunday Session II: 10:45-12:45

Room 501 (5F)

Language Education

Session Chair: Yukari Rutson-Griffiths

35369 10:45-11:15 | Room 501 (5F)

Mapping a Paperless English Preparatory Program Curriculum on Common European Framework of Reference for Languages

Sarp Erkir, American University of the Middle East, Kuwait

Learning is a lifelong process; so is curriculum design. Curricular development has to be an ongoing process. The change is necessitated by many factors. One apparent reason why curricula need to be constantly updated is the changes in teaching methodologies. Change is also stipulated by the changes in the needs of the societies, and more specifically the expectations of employers. Technological developments also play a catalyst role in the need for curricular change. Today, many educational institutions acknowledge the fact that a smartphone or a tablet with a wireless connection to the world of the Internet can be an invaluable resource and it is a pity not to capitalize on the myriad of learning opportunities presented by these mini computers. Schools are considering blended approaches, flipped classrooms, bring-your-own-device approach and even going paperless to name only a few technological possibilities. This paper aims at explaining the practical steps to be followed in developing a paperless curriculum that envisages the use of tablets in order to achieve paperless foreign language instruction in the classroom. In developing a new curriculum, the major consideration should be to align your institution with international standards. That is only possible with a framework against which the institution could calibrate its levels of instruction. Therefore, this presentation also describes the practical steps of mapping a new paperless curriculum onto the Common European Framework of Reference for Languages for any English language program that prepares students for the challenges of academic life at university level.

35065 11:15-11:45 | Room 501 (5F)

Catering to Low Level Students Using CEFR-J as a Framework

Yukari Rutson-Griffiths, Hiroshima Bunkyo Women's University, Japan

Recent years have seen much attention paid to self-access centers and their roles in fostering learner autonomy and catering to students with various types of language needs. As the language levels of students in classrooms often differ, offering adequate support to each student is challenging but crucial. To this end, those self-access centers are often established to supplement language classes and support learners with various English proficiencies, including both higher and lower level students. Although many documents and teaching materials prove that the CEFR has contributed to determining the goals and content of courses and learning materials, the framework currently has A1 as the lowest level on its scale and does not cover so-called "Remedial English", which is increasingly called for at the university level in Japan. This presentation will talk about pre-A1 level materials created using the CEFR-J, a framework developed for Japanese learners of English, at a self-access learning center in a private university in Japan, and suggest steps that can be taken to develop materials for low level learners. Drawing on the pedagogical background and the actual usage of the materials, it will discuss students' outcomes and reflective comments. It will then share some ideas for making low-level materials, which can possibly be applied at other institutions.

34835 11:45-12:15 | Room 501 (5F)

Factors Impacting on Teacher Cognition and Teachers' Approaches to Language Teaching in Japanese High Schools

Thomas Stringer, Konan University, Japan

An investigation of cognitive factors that impact implementation of Communicative Approaches to Language Teaching, CALT, by public high school teachers in Osaka, Japan. Furthermore, it examines factors that would enable implementation of CALT. The experiences, beliefs and knowledge of 46 teachers were investigated using a questionnaire. Of those, 4 were invited to participate in semi-structured interviews, as were 3 student teachers. This mixed-methods approach triangulates qualitative and quantitative data. The results showed that early experiences as learners affect the development of values and beliefs about approaches to language teaching. English teachers in Osaka are increasingly likely to have experienced CALT themselves as learners, and to be somewhat knowledgeable about CALT. Accordingly, teachers hold increasingly positive attitudes towards implementing appropriate amounts of CALT in class. However, teachers in Osaka Prefecture apply CALT cautiously, due to a range of concerns about proximate and systemic issues that they face. Teachers' responses to these concerns were affected by beliefs they hold, resulting from their experiences as learners, about language teaching. The results suggested two enhancements for CALT implementation. The first is university exam reform, to assess communicative language use. The second is for learners and teachers to have more opportunities for skills practice, to promote greater meta-cognitive awareness and encourage developments in language or teaching skills. Finally, the results shine a light upon demographic trends in education policy in Osaka Prefecture that will affect implementation of Communicative Approaches to Language Teaching, which could have implications outside this context and provide avenues for future research.

37059 12:15-12:45 | Room 501 (5F)

The Collaboration Between Nests and Lets in Taiwanese Contexts: A Case Study of a Junior High School

Tzu-Bin Lin, National Taiwan Normal University, Taiwan

This paper presents a case study of how NESTs (Native English Speaking Teachers) and LETs (Local English Teachers) collaborate with each other in Taiwanese context. In East Asia, there are various countries having the policy to recruit NESTs to teach English in schools. Taiwan is one of them. It is argued that NESTs can improve the professional development of LETs as well as the English proficiency among students. However, this assumption has not been supported by relevant research evidence in Taiwan. In this paper, a case study of how NESTs collaborate with LETs in New Taipei City, the second big city in Taiwan, is going to be discussed. Data are from interviews with NESTs and LETs, classroom observations. Some preliminary findings are proposed.

Sunday Session II

10:45-12:45 | Room 503 (5F)

Sunday Session II: 10:45-12:45

Room 503 (5F)

Teacher Training

Session Chair: Jill Bruellman

34738 10:45-11:15 | Room 503 (5F)

How Do Teachers of English in Hong Kong View Hong Kong English?

Ka Long Roy Chan, The Chinese University of Hong Kong, Hong Kong

Hong Kong English (HKE) has been put under the spotlight in academia for the last two decades. Previous studies of HKE have focused on the phonetics and phonology (e.g. Hansen Edwards, 2016a; Hung, 2000; Sung, 2015) and general language attitudes towards English (e.g. Lai, 2005) or recently, attitudes towards HKE (e.g. Hansen Edwards, 2015, 2016b). However, little attention has been given to investigating how teachers of English in Hong Kong (HKTEs), including both Native English Teachers (NETs) and Local English Teachers (LETs), view this new variety of English. Since teachers are the ones who execute education policies, it would be useful to investigate their attitudes towards a certain localized variety of English to see whether it has any influence on their teaching practices. In the present mixed method study, both questionnaires and semi-structured interviews were employed to elicit data. 90 and 24 HKTEs from different institutes (primary, secondary and tertiary institutes) were recruited to participate in the questionnaires and interviews respectively. Preliminary findings show that, in general, the attitudes towards HKE varies differently across HKTEs from different levels of institutes and between NETs and LETs. LETs are discovered to adhere strictly to the exonormative norms of English whereas NETs are more liberal towards this new variety of English. Further studies have to be done on the how the teaching practices of HKTEs would be affected by their attitudes towards HKE as well as the possibility of implementing HKE in the curriculum.

35200 11:15-11:45 | Room 503 (5F)

Indigenous Language Teacher Training in Taiwan

Lillian Huang, Shih Chien University, Taiwan

Due to inadequate language policies, many of the indigenous languages in Taiwan have disappeared or have been in danger of extinction. In 1996 the Council of Indigenous Peoples (CIP) was founded, and since then various strategies have been actively utilized in order to preserve and to promote these languages. This paper will investigate one of the important governmental strategies; namely, training of indigenous language teachers. Various training programs held over the past 20 years will be examined, including those for indigenous language teachers teaching at elementary and/or junior high schools, and those for teachers at indigenous language immersion programs/kindergartens. The investigation will focus on the courses offered (e.g. linguistic structures or language teaching), training institutions (e.g. by one or different universities in different areas), training patterns (e.g. intensive courses in one week or held over three weekends), and trainers' competency (e.g. linguists and language teaching professors, or natives themselves). The advantages and disadvantages relating to the above-mentioned aspects are discussed as well. In addition, an in-depth interview with 12 indigenous natives who attended such training programs and 3 who were responsible for organizing such programs will be discussed to demonstrate their standpoints toward such teacher training programs. It is hoped the present paper will help demonstrate the characteristics and qualities of these training programs. Some suggestions concerning the above-named training programs and future four-year formal indigenous language teacher education will also be provided for sponsoring government institutions in Taiwan and around the world.

36907 11:45-12:15 | Room 503 (5F)

A University-Community English for Empowerment Pilot Program: Learning to Teach & Teaching to Learn

Ellen Preston Motohashi, Dokkyo University, Japan

Chitose Asaoka, Dokkyo University, Japan

This paper presents qualitative data from an after-school English for empowerment pilot program at a Japanese university, targeting language-minority children. The English language is regarded as the global language for political, economic and socio-cultural exchange and the number of English speakers around the world is estimated at 2 billion (Crystal, 2008). English is a gatekeeping language in Japan, providing proficient speakers access to quality schools, higher education and higher incomes. Therefore, many Japanese children attend cram schools to pass entrance exams for high school and university, while immigrant children from low-income families cannot afford cram schools, leaving them to rely on public school English language classes. Considering the prestige accorded to English and the difficulties these students experience in the Japanese school system, particularly those not proficient in Japanese, access to quality English education helps them to enter better quality high schools and universities. An additional objective of the program was to create a welcoming and diverse community of learners and teachers, where they can actively participate as learners and openly express themselves. With this objective in mind, an English for empowerment program was created on our university campus to provide free English lessons to local language-minority children while providing opportunities for university students to use their English to benefit others. This paper provides the background on the local language-minority community, the English program and results from the curriculum workshop as well as the surveys and interviews with the students and the university student-teachers in the program.

35187 12:15-12:45 | Room 503 (5F)

Colleges as Drivers of Educational Development and Change

Jill Bruellman, College of Lake County, USA

The presenter will demonstrate how colleges and universities need to be the vehicles of educational development and change in the current political climate and in the twenty-first century. Specifically, she will show various efforts made by the faculty, staff and administration of one community college in the Chicago area, the College of Lake County, to drive this change at the local and national level. First, she will highlight the college's grant-funded professional development opportunities for K-12 teachers in Math, ESL, and English. She will show funding opportunities, outreach and advertising, programming and feedback received from participants. In addition, she will demonstrate advocacy efforts by the college in policy and funding for nontraditional students. Finally, the presenter will highlight an Open Educational Resource Initiative by the English Language Instruction faculty to develop and train English as Foreign Language teachers. Focusing on current EFL methods and theory, this virtual training aims to bridge the gap formed when teachers lack access to educational development in their home countries.

Sunday Session II

10:45-12:15 | Room 505 (5F)

Sunday Session II: 10:45-12:15

Room 505 (5F)

Innovative Language Teaching & Learning Methodologies

Session Chair: Neil McClelland

37231 10:45-11:15 | Room 505 (5F)

Micro-genetic Approach to Exploring Scaffolding Strategies and Social Relationships in Trained Peer Review

Amy Kong, Hang Seng Management College, Hong Kong

Peer review has been advocated as an effective writing technique in both first and second languages. With the support of peer review, it is believed that students can better their writing drafts in terms of content and accuracy. However, studies in past decades have mainly focused on the impact of peer review on students' subsequent revised drafts; only a handful of them have adopted the micro-genetic approach to examine what has occurred and what has changed in terms of learners' development across different sessions. Adopting the Vygotskian theoretical framework of sociocultural theory (SCT) and the zone of proximal development (ZPD), the present study aims to examine what scaffolding strategies were employed and what social relationships were established by two pairs of trained students. Results show that students tended to employ advising and requesting clarification. Moreover, they demonstrated self-regulated/other-regulated asymmetrical relationship in an authoritative manner. However, students also demonstrated a change in which a more collaborative manner was demonstrated towards the end of the writing course, which may be due to the gradual emergence of the strategy eliciting taught in the training session.

37013 11:15-11:45 | Room 505 (5F)

Scaffolding L2 Readers: How Can We Grow Them into Autonomous Lifelong Learners?

Etsuo Taguchi, Daito Bunka University, Japan

A critical component of L2 reading ability is reading fluency. One natural approach to L2 fluency development is to approximate the process of L1 acquisition (through exposure to large amounts of comprehensible input), by means of extensive reading (ER), whereby readers are provided with a wide selection of materials in different genres and topics graded in grammar structure and vocabulary. L2 readers are allowed to choose what they read based on their interest and reading proficiency level. Given sufficient comprehensible input, learners will automatize their word recognition skills, and foster their comprehension and ability to use a repertoire of strategies, consequently promoting their L2 acquisition. Many L2 readers, however, still struggle to obtain a sufficient level of input during a typical school language course, and moreover, lack motivation to continue L2 reading and learning after their courses end. One factor is a lack of support in helping readers develop understanding of the process and therefore develop autonomy. A poor L2 reader in extensive reading often does not know why reading speed is important, what level of books they should read, or how to deal with unknown words in text, causing them often to stop reading and use a dictionary rather than attempting to guess meaning from context. Accordingly, this presentation proposes some scaffolding to help struggling L2 readers enjoy their reading, and hopefully to become lifelong readers in L2. It includes using an auditory model, repetition in reading, and teaching learners to be responsible for their own learning.

36060 11:45-12:15 | Room 505 (5F) | Organising Committee Member

Teaching Academic Writing Through Blended Learning for Undergraduate EFL Learners

Neil McClelland, University of Kitakyushu, Japan

Teaching effective academic writing skills in undergraduate students presents an ongoing challenge for English teachers faced with limited contact hours. This paper presents an attempt to meet this challenge using out-of-class assignments supported by the Moodle Online Learning Management System (LMS). By providing clearly written explanations, detailed marking rubrics, and personalized feedback, it was possible to see substantive improvements in three important aspects of students' written submissions: 1) Summary and paraphrasing; 2) Critical analysis; and 3) Organization and presentation. In addition to building related IT skills in the students, the online LMS was also beneficial in reducing the gap between in-class and out-of-class learning activities. By making the course available on both personal computers and mobile devices the LMS was found to provide a powerful resource that was easily accessible 24/7 to both the students and the teacher. In what is intended to be a highly practical demonstration, the presenter will outline and explain the various online materials provided to the students in the form of written explanations, marking rubrics, and standalone video-tutorials that constitute the academic writing component of a two-semester critical thinking course delivered in English to undergraduate students at one university in Japan.

Sunday Session II

10:45-12:15 | Room 506 (5F)

Sunday Session II: 10:45-12:15

Room 506 (5F)

Learning Environments

Session Chair: Manisha Patil

34770 10:45-11:15 | Room 506 (5F)

Impact of Socioeconomic Status on English Language Learning: A Case Study of Computer Science Students from Maharashtra

Manisha Patil, Yashwantrao Chavan Institute of Science, Satara, India

Dhairiyashil Jagadale, Hyper-ions Research Labs, Pune, Maharashtra, India

Sachin Ghadage, Yashwantrao Chavan Institute of Science, Satara, India

The world has become a global village and English its lingua franca in the era of information and communication technology. In this scenario English has not only become the language of knowledge but the language of “survival”. Hence, it is necessary for students to master the English language. Language learning is affected by many micro- as well as macro-level factors such as gender, motivation, anxiety, socio-economic factors etc. Studies on anxiety as a learning barrier have revealed the fact that there is a relation between socioeconomic factors and the language learning achievement. In the Indian context these socioeconomic factors include caste, financial status, locality, cultural background, etc. Religion also plays a crucial role in language learning achievement. The present paper aims to study the impact of the socioeconomic status of the students on language learning. Socioeconomic factors include education, occupation and income. These factors can affect language learning aspects such as semantics, syntax, phonology, morphology etc. The present study will limit its scope to the language learning achievement in terms of score in English language examination and language proficiency in terms of speaking, reading and writing ability. The participants will be selected at random from B.C.A. students from Satara District, Maharashtra. The data will be collected through questionnaires and semi-structured interviews. The collected data will be analyzed and compared using various statistical tests such as SPSS, T-Test etc., to find out the relationship between socioeconomic factors and English language learning.

37193 11:15-11:45 | Room 506 (5F)

The Impact of Establishing a Village Library for Students in Wolobetho Village, District of Ende, East Nusa Tenggara, Indonesia

Robinson Sinurat, Columbia University, USA

This study investigated the impact of establishing a library on students’ study motivation in Wolobetho Village, District of Ende, East Nusa Tenggara, Indonesia. The targeted students consisted of all students from three different schools in Wolobetho Village: Primary School Feoria (29 students), Primary School Fungapanda (74 students), and Vocational High School 6 (39 students). To identify the effects of the intervention, modified 10-question pre-and post-intervention student surveys were used, as well as semi-structured interviews with all students in those three schools. The six-month intervention of the new library consisted of three projects with cooperative learning activities, purposeful tasks, and learners’ self-determination. Although this study was limited in duration and scope, the results had positive effects of the library on learner motivation. The study revealed that access to the library impacted high school students’ positive attitude toward learning writing and primary school students’ positive attitude toward learning reading. Both primary and high school students increased in motivational intensity as well as their desire to learn English. However, it was found that the students need more guidance and supervision from the teachers. The students did not have a close relationship with their teacher as a motivating factor. It also showed obstacles in implementing some after school programs for the students. Based on these findings, some pedagogical recommendations for better results are discussed and some suggestions are included for future research.

36442 11:45-12:15 | Room 506 (5F)

Learning Growth and Attitude of Students Exposed to Prolonged Non-Contractual English Intervention Program

Anabel Wellms, Mindanao State University, The Philippines

Benecito Maratas, Mindanao State University, The Philippines

This study is quasi-experimental in nature. It utilized an intervention program sponsored by the US Embassy through the English Access Microscholarship Program to help develop the language skills of the students. Fifty (50) students ranging from 13 to 20 years old who have economically disadvantaged backgrounds and show low performance in English skills (speaking, reading and writing) were encouraged to learn English and develop their linguistic skills through after-school instruction and enhancement activities. This study aimed to measure the effect and its magnitude on the English language skills of students after being exposed to a prolonged non-contractual English intervention program. This study also assessed whether or not the program has significantly changed their attitude and perception toward other cultures. Using the pretest and posttest, the results show that there was a significant change in the linguistic performance of the students exposed to the prolonged non-contractual English intervention program. As far as English language learning is concerned, it is concluded that the students may improve their linguistic skills if they are exposed to an intensive intervention program without any pressure to pass the course. It is further concluded that the Access Program has opened the minds of the students to other cultures.

Sunday Session II

10:45-12:45 | Prokofiev Hall (2F)

Sunday Session II: 10:45-12:45
Prokofiev Hall (2F)
Mobile Learning
Session Chair: Andrey Koptelov

35996 10:45-11:15 | Prokofiev Hall (2F)

Interdisciplinary Curriculum for Future Mobile Learning: An Evaluation of the Design of Shakespeare Educational Apps in the Flipped Classroom

Yilin Chen, Providence University, Taiwan

Since MOOCs was launched in 2013, there has been a revolutionary change in pedagogies. With the prevalence of wireless networks, the mobile generation (often called the M-generation) can obtain knowledge from smartphones and digital devices ubiquitously. Digital literacy is required to meet emerging challenges today, and in order to overcome these challenges, interdisciplinary studies become popular among higher education institutions to offer the student a broad learning experience. In the future, students will learn across disciplines freely, and humanities majors should also learn how to write computer programming languages. With this vision in mind, the author of this article designed an integrated humanities and science program for English majors to learn how to create a Shakespeare educational app for EFL students in middle school. None of the current Shakespeare-related apps was designed for EFL high school students with clear learning objectives. The author used her MOOC Global/Local Shakespeare as learning materials in a flipped classroom, where students could work as a team to create their Shakespeare educational apps. With instructions from graphic designers, game designers and mobile app designers, students obtained the essential competencies of digital and media literacy. Student learning outcomes were assessed by their game designs, through which the researcher could determine to what extent the EFL high-school students would learn about Shakespeare's *Romeo and Juliet*. Besides, pre- and post-tests were conducted to evaluate whether students improved their knowledge about this play and a survey was collected to analyze students' experiences of learning Shakespeare.

35111 11:15-11:45 | Prokofiev Hall (2F)

Maximizing the Tablet-Learning Experience: A Study of McHs Mathematics 7 Teacher-Awareness and Readiness in Using Tablet-Based Pedagogy

Lyle Espinosa, Miriam College, The Philippines

Mon Ritche Bacero, Miriam College, The Philippines

Lady Angela Rocena, University of the Philippines Integrated School, The Philippines

In the present generation, schools are facing the challenge of meeting the demands of the digital information society as students are getting more familiar with different online environments using their mobile devices. This is why blended learning has become a promising alternative to traditional instruction and the tablet has become a popular tool for this cause. Miriam College High School (MCHS) is one of the schools which utilizes such an opportunity. The main goal of this research is to determine the level of MCHS Mathematics 7 teachers' awareness and readiness in tablet-based pedagogy. To achieve the stated objective, a survey was conducted with MCHS Mathematics teachers, after which a Focused Group Discussion was conducted. The data from the survey were then collated and interpreted, and the responses of the Focused Group Discussion were conferred. It was found that the teachers generally use the tablet in the classroom as an e-book reader for textbook and workbook. In terms of lesson planning and preparation, the tablet is used for searching online sources and application software that would supplement their lesson. The teachers are familiar with some e-learning tools and have significantly positive opinions and attitudes toward tablet-based learning. The factors that limit the teachers in maximizing e-learning tools in the classroom include hardware problems and confidence in student honesty.

35028 11:45-12:15 | Prokofiev Hall (2F)

The Implementation of Mobile-Assisted Self-Reflection System for Mathematics and English Learning

Xiao Wang, University of Auckland, New Zealand

Self-regulated learning and mobile learning are widely investigated by researchers as they are positively related to learners' academic achievement. This study was aimed to examine the effectiveness of mobile-assisted self-reflection, a self-regulated learning process. This research used quasi-experimental design. A total of 598 Grade 11 junior secondary school students (female=243 (40.6%); male=355 (59.4%)) participated in this study. All participants were randomly divided into an experimental group (n=278) and a control group (n=320). Students from both groups finished online English and mathematics exercises every week. Only those from the experimental group received mobile-assisted evaluation and reflection on their exercises, including detailed explanations on each question and exercise-related knowledge. Moreover, the mobile learning reflection-assistant system recommended further exercises for students according to their previous exercise performance. All the incorrectly answered questions were collected in an e-notebook and could be reviewed and re-practiced by learners at any time. The intervention lasted for one academic semester, from September 2015 to February 2016. A three-way mixed ANOVA was employed for data analysis. The two between-subjects factors were type of programme (experimental and control) and gender (male and female), and the one within-subjects factor was academic achievement changed over time (pretest and posttest). Results indicated statistically significant differences between control and experimental groups, and between pre- and post-tests in both mathematics and English. A significant difference was found between genders for mathematics, but not for English. No significant interactions were found between gender, group and time.

Sunday Session II

10:45-12:45 | Prokofiev Hall (2F)

35224 12:15-12:45 | Prokofiev Hall (2F)

Using and Developing Educational Applications for Mobile Devices as a Tool for Learning

Andrey Koptelov, Sam Houston State University, USA

James Hynes, Sam Houston State University, USA

Mobile devices such as smartphones and tablets continue to be sought after by both students and educators. Getting students to learn concepts that are difficult for them, or that they have limited interest in learning, by motivating them through working with educational applications using smartphones and other handheld devices seems to be a solution for pupils and instructors. While some would argue that learning must be all work, we suggest that properly developed educational instructional applications using mobile devices not only engage the students but help motivate them to succeed because they enjoy the learning process. This study investigates the work undergraduate students have done to develop educational projects, applications and tools for assessment using mobile devices. We found that students can successfully create projects and activities applications for smartphones and other mobile devices. We chose to use App Inventor as an example of an Integrated Development Environment (IDE), a software application that provides all the tools needed to design and implement a computer program – in our case an educational mobile that they can use in the classroom. A key concept of this study is to demonstrate how pre-service teachers can learn the main concepts of designing and developing educational Android application. App Inventor is implemented as a cloud service, which means that the application runs on the Internet and is accessed through a web browser. Our findings will detail our application development along with the outcomes from several students' projects for mobile devices.

Sunday Session II

10:45-11:45 | Chopin Hall (2F)

Sunday Session II: 10:45-11:45

Chopin Hall (2F)

Innovative Language Teaching & Learning Methodologies

Workshop Presentation

35145 10:45-11:45 | Chopin Hall (2F)

Awakening to New Languages: Engaging and Inspiring Your Students Through Pluralistic Approaches

Saeri Yamamoto, Yamaguchi University, Japan

Mayo Oyama, Ritsumeikan University, Japan

The aim of this workshop is twofold: First, we will introduce to attendees new teaching methodologies called “Awakening to Languages” and “Integrated Didactic Approach to Different Languages Studied”, both involving several varieties of languages at the same time. Second, we will share a reflection on those approaches in our context and invite attendees to think about the possibility of the approaches in their own teaching context. Born and developed in Europe, these new approaches are expected to promote multilingual and multicultural competences, as referred to in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe, 2001). We firmly believe that multilingual and multicultural competence is the key to developing inclusive citizenship in the Asian context, where linguistic contact is taking place more often than ever. The workshop will consist of the following three sessions: Firstly, attendees will be invited to take part in a teaching program of “Awakening to Languages” with the teaching materials we have developed and used in Japanese elementary schools, university classes and lifelong educational courses. Secondly, after briefly introducing conceptual tools for those approaches developed in Europe (The Framework of Reference for Pluralistic Approaches to Languages and Cultures: FREPA), we will share our experiences in implementing these approaches in the Japanese context. Lastly, attendees will be invited to discuss in small groups the possibility of implementing those approaches in their own teaching/learning contexts.

Sunday Session III

13:30-15:30 | Room 501 (5F)

Sunday Session III: 13:30-15:30

Room 501 (5F)

Symposium Presentation

Session Chair: Lori Zenuk-Nishide, Kobe University of Foreign Studies, Japan

35195 13:30-15:30 | Room 501 (5F)

Developing Global Leadership Skills with Model United Nations (MUN)

Neil McClelland, University of Kitakyushu, Japan

Sonoko Saito, University of Kitakyushu, Japan

Lori Zenuk-Nishide, Kobe University of Foreign Studies, Japan

Donna Tatsuki, Kobe City University of Foreign Studies, Japan

Model United Nations is becoming more popular around the world. In November of 2016, the National Model United Nations (NMUN) came to Japan for the first time ever. More than 380 student delegates from universities in eleven countries met in Kobe to discuss current international concerns in English. Individual contributions: 1) Sonoko Saito: Global Jinzai and the Value of Participating in MUN for Japanese Universities. The speaker focuses on the benefits and challenges of MUN in the context of “Global Jinzai Education” for Japanese universities. Many of the skills that can be developed in MUN match the factors promoted by MEXT’s “Council on Promotion of Human Resource for Globalization Development” in the “Global Jinzai” Project instituted in 2012. 2) Neil McClelland: Preparing Delegates for NMUN 2016 – A First-Time Experience. The speaker will talk about his experiences of supporting student-delegates as they moved through the various stages of preparing for the NMUN Conference in November 2016. By highlighting web-based resources that proved useful, the presentation covers the process of researching and writing an effective Position Paper in advance of the Conference. 3) Lori Zenuk-Nishide: MUN Benefits and Opportunities in Japan. The speaker has used MUN in an EMI curriculum with Japanese students for more than 15 years and was adopted as a Conference Organizer for NMUN Japan in 2016. An outline of MUN and related opportunities in Japan will be provided along with research into the positive effects of participation on learner self-efficacy. 4) Donna Tatsuki: Flipped Classroom, CLIL and Model UN Simulations: NMUN as a Case Study. Simulations specifically use English to develop global citizenship. Preparing students to participate in a model United Nations Simulation is best accomplished in a flipped classroom CLIL framework. This case study will provide a step-by-step overview of how a cohort of 28 students (Japanese and non-Japanese L1s) from a consortium of Japan-based universities were prepared for the National Model United Nations during five intensive workshops held over a four-month period.

Presentation #1

Global Jinzai and the Value of Participating in MUN for Japanese Universities

Sonoko Saito, University of Kitakyushu, Japan

Presentation #2 | Organising Committee Member

Preparing Delegates for NMUN 2016 – A First-Time Experience

Neil McClelland, University of Kitakyushu, Japan

Presentation #3

MUN Benefits and Opportunities in Japan

Lori Zenuk-Nishide, Kobe University of Foreign Studies, Japan

Presentation #4

Flipped Classroom, CLIL and Model UN Simulations: NMUN as a Case Study

Donna Tatsuki, Kobe City University of Foreign Studies, Japan

Sunday Session III

13:30-15:00 | Room 503 (5F)

Sunday Session III: 13:30-15:00

Room 503 (5F)

Language Acquisition

Session Chair: Hanako Hosaka

36966 13:30-14:00 | Room 503 (5F)

Teaching Approaches and English Language and Literacy Skills: A Case of Hong Kong

Susanna Siu-Sze Yeung, The Education University of Hong Kong, Hong Kong

Mei Lee Ng, The Education University of Hong Kong, Hong Kong

English learning is pervasive in Hong Kong kindergartens. Hong Kong children start to learn English as a school subject as early as three years old. However, the practices are diverse and there is a lack of understanding in current practices of English language teaching and its impacts on early literacy outcomes. The present paper will report the development of an observational system for English teaching in the Hong Kong classroom. The system developed by the researchers focused on evaluating the amount of code-based and meaning-based instruction provided to Hong Kong Chinese ESL children and the pedagogical strategies teachers employ in the classroom. Around 30 English lessons from 13 kindergartens located in various geographical districts in Hong Kong were coded using the observation system. The coding results provide information regarding the current practices adopted by Hong Kong kindergartens. School characteristics (e.g. SES, teachers' qualification, teachers' nationality) and the pedagogy and teaching content of English language teaching will be discussed. Preliminary findings of the impacts of teaching content on language and literacy skills of around 300 children from the 13 kindergartens will be presented.

35093 14:00-14:30 | Room 503 (5F) | IAFOR Scholarship Recipient

Raised a Japanese-English Bilingual in Japan: How Identity is Perceived and Expressed by Self

Lisa Silverman, Kyushu University, Japan

The mere idea of someone being able to speak another language in addition to Japanese is astonishing to more than a few people in Japan, a nation considered to be monolingual. In Japanese society, bilinguals are often seen as fundamentally different from monolinguals, which can be confusing or ostracizing to bilinguals, and bilingual children in particular. Moreover, Japan is typically seen as a homogenous society where the nail that sticks out gets hammered down. These factors can cause bilinguals, and younger bilinguals, who are still in the process of creating their identities, in particular, to become self-conscious about their language abilities and how they are defined socially based on these abilities, which ultimately affects how they perceive themselves and their position in Japanese society, essentially influencing identity development as it is associated with the "self" that speaks the foreign tongue. This paper will examine how Japanese-English bilinguals identify and express themselves in Japan. I will focus on how bilinguals are able to blend or manage the two sides to themselves that accompany their two languages. My research methodology involves undertaking in-depth interviews with bilinguals living in Japan, gathering and analyzing the resulting qualitative data about how they identify themselves and whether they have or have had positive or negative feelings about their identity due to being bilingual in a mostly monolingual environment.

37146 14:30-15:00 | Room 503 (5F)

Childhood Constructing L1 Bilingual System in Relation to Environment

Hanako Hosaka, Tokai University, Japan

The progress from four to five years of age is longitudinally studied as Part 3 of a bilingual-to-be's near "simultaneous" language acquisition (Paradis et al., 2011). The child has been raised in Japan, mostly in English at home, and in Japanese at nursery since 0;4. The environment has strong continuous influence on constructing the child's L1 system. Both "English" and "Japanese" seem to have been established in her language system as mother tongue, and she has become able to associate and use both languages almost interchangeably. Also she is aware of which language(s) a person would use, seemingly according to where she is and/or where the person comes from. Her language use has become more bilingual: English has still been primary in both production and perception, while Japanese has become noticeably stronger than before the age of four, yet her pronunciation is stronger in English. Her Japanese usage has been fast developed to communicate practically. A major change is more frequent questions about language, which indicates that she distinguishes "English" and "Japanese" as independently different "languages" among world languages, and is establishing the two language systems in relation to the person and/or the environment she directly relates with in daily life. Growing up with two languages, her "language" appears like a medium of "two languages blended yet distinguished" reflecting the environment, i.e. where she is and where she hopes to fit in. This period spanning the ages of four and five shows a more prominent will and curiosity to linguistically blend in to her surroundings.

Sunday Session III

13:30-15:30 | Room 505 (5F)

Sunday Session III: 13:30-15:30

Room 505 (5F)

Anxiety & Motivation

Session Chair: Timothy Ellsworth

35846 13:30-14:00 | Room 505 (5F)

Motivational Changes and Their Effects on Achievement: Japanese High School English Learners

Michinobu Watanabe, Toin Gakuen High School, Japan

This longitudinal study investigates a) changes in Japanese high school English learners' motivation over the three years of high school, and b) whether their motivational changes over the high school years predict achievement at the end of high school. A questionnaire was developed drawing on the Attitude/Motivation Test Battery (Gardner, 1985) and the self-determination-theory scale (Noels, Pelletier, Clément, & Vallerand, 2000), and administered to 190 students three times at yearly intervals. Ten constructs were identified. Concerning a), in general, Desire to Learn English declined in the early years of high school, whereas Motivational Intensity and Attitudes Toward Learning English increased in the later years of high school. Concerning b), higher achievement 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. The results suggested which constructs intervention should be focused on.

35205 14:00-14:30 | Room 505 (5F)

Investigating "Interest" Development of Indonesian Students in an MA TEFL Programme in Learning English as an L2

Ratna Yunita, University of Birmingham, UK

This study contributes to the understanding of interest development in second language learning. It describes the conditions which trigger students' situational interest in learning English as a second language, and how temporary situational interest contributes to the development of more stable individual interest. The data are gathered from Indonesian students on an MA Teaching English as a Foreign Language (TEFL) programme at a UK university, through the use of introspective, semi-structured interviews. The findings are then discussed, with emerging themes utilised to answer the research questions. The study ends by outlining pedagogical implications and recommendations for future research.

35104 14:30-15:00 | Room 505 (5F)

Study Abroad: Opening Up a New World of Opportunities

Nicholas Shackelford, Kansai Gaidai University, Japan

Kiyomi Fujii, Kanazawa Institute of Technology, Japan

Organizers of short-term study abroad language programs set out to facilitate improvements in the linguistic proficiency of their participating students. In addition to the formal, class-based language program that students attend overseas, students can also benefit from interactions with students from other linguistic and cultural backgrounds and through living and speaking with native speakers in their homestay families, and in the cities where they are staying. This presentation draws on data from questionnaires, focus groups and interviews gathered before and after a four-week study abroad program arranged by a Japanese engineering university with a tertiary institution in New Zealand. On return to Japan, the students shared a realization that improved English language proficiency could open up a world of new possibilities for their future studies and careers. They reflected on their own learning styles and strategies and on their new-found motivation to improve their learning of English despite the limited exposure to language learning that they receive as students majoring in engineering studies. The presentation concludes with a discussion about how students can be prepared prior to departure to take advantage of these wider learning opportunities, and how their motivation to use their new language skills can be maintained after their return to their regular studies.

36956 15:00-15:30 | Room 505 (5F)

Promoting Cross-Cultural Communication and Student Reflection Through Speaking Logs

Timothy Ellsworth, Kansai Gaidai University, Japan

Many Japanese students enter university having had little to no interaction with native or foreign speakers of English outside of their classroom. In a university with international students there lies an opportunity for students to come into contact with people around their age from all over the world, creating the chance for intercultural exchange. However, outside of sharing a class together, it can be difficult for these two groups to interact. One way of changing this is through a weekly assignment called the Speaking Log. This assignment has students interacting with their international counterparts on a weekly basis in a loosely structured environment, discussing topics covered in class or of their own interest, and documenting and reflecting on the experience. This presentation will explain the assignment and discuss difficulties in implementation (as well as how to overcome them), but will mainly show, through log entries of first-year students, how students change and grow by gaining broader perspectives on topics both academic and personal, developing background knowledge and cultural awareness, and learning current slang and colloquial expressions-many of which are not taught in class, all through an authentic means of communication. Also, it will show that by reflecting on the experience, students become more confident and aware of their speaking and listening skills, more motivated to study abroad, and more encouraged to interact with international/foreign students.

Sunday Session III

13:30-15:30 | Room 506 (5F)

Sunday Session III: 13:30-15:30

Room 506 (5F)

New Technologies

Session Chair: Paul Wallace

36683 13:30-14:00 | Room 506 (5F) | IAFOR Scholarship Recipient*

Crowd Critique: A Transformative Learning Opportunity in Graphic Design Pedagogy

Munwai Wong, Swinburne University of Technology, Australia*

Kurt Seemann, Swinburne University of Technology, Australia

Simone Taff, Swinburne University of Technology, Australia

Designers are increasingly harnessing the collective effort of virtual communities (known as the crowd) to seek feedback on their preliminary visual ideas. In this research, crowd critique is contextualised as a heuristic approach in graphic design learning to gather visual design feedback from virtual designer communities and social networking friends. Salient crowd critique literature extensively reports crowd feedback as a timely, effective and inexpensive initiative. Related studies predominantly focus on crowd-oriented applications to facilitate non-designer crowd to provide productive design feedback to designers. However, limited investigation has been conducted from a user's perspective, specifically on how crowd critique as a pedagogical initiative fits in contemporary graphic design learning. The author aimed to examine and describe the qualitatively different experiences of Honours-year graphic design students in an Australian metropolitan university. Ten graphic design students voluntarily posted their designs in virtual design critique and social networking platforms to seek feedback. Through phenomenographic inquiry, students expressed that they feel empowered as a pre-professional designer through their debutante experience. To them, crowd critique was a practical real-world learning process despite their experience was "brutally honest and harsh". Investigating the students' qualitatively different crowd critique experience is an impetus to pioneer an instructional learning model that leverages authentic user opinions in graphic design pedagogy. Empowering design students to independently engage in informal crowd critiques by seeking and building on others' opinions, besides expressing and justifying their design rationale, is an incumbent graduate-ready skill.

36431 14:00-14:30 | Room 506 (5F)

Education for Sustainability – Challenges of the New Learning Environment in Teaching Property Development Process

Za Manaf, Western Sydney University, Australia

The establishment of IPSQ is an exciting opportunity to critically assess the role of sustainable facilities for education in the teaching of Property Development Process at the school of Business, Western Sydney University, in Australia. To date, education facilities in CBD locations are an unexplored but increasingly important area, as universities seek to expand their delivery locations beyond their traditional campuses. This paper will explore students' experiences enrolled in the Property Development Process unit in the technology-rich learning studios within the 5-star rated Green Building in the heart of Parramatta City. It is anticipated that there will be challenges but it would also present exciting opportunities from this experience, which will be shared with those who have already started this form of learning and those who would embark towards this form of teaching and learning. We hope to learn from these challenges and strive to make our students' learning experiences even more exciting. Importantly, this research would position the School of Business at the forefront internationally as the key provider of property education in a new environment of the class of the future.

36323 14:30-15:00 | Room 506 (5F)

Crafting Digital Strategies: Empathy, Technology and Design Education

Daniel Echeverri, Zayed University – College of Arts and Creative Enterprises, UAE

In the 2009 research "Designer of 2015" presented by the AIGA, a series of competencies were outlined for future designers and its impact on design education. Among these, the research mentions experiences, systems, and services as new trends in design education, going beyond the creation of single design artifacts but the generation of multilevel strategies. Others, like the International Council of Design and the UK Design Council, have reinforced the value of these trends. On the other hand, empathy is a tool that has gained importance in design education, as a process that develops the understanding of people (users), not only based on their specific needs, but also in their contexts, constraints and general understanding of the world. This paper will focus on the work created by students from several design courses. In these courses, empathetic design was used to develop strategies that rely on the creation and use of technology with outcomes such as mobile applications, digital visualizations, or even gadgets. Their projects will be classified under 3 categories: empathy through digital games (gamification), empathy through business models (monetization) and empathy through digital companions (facilitation). The categories were defined based on patterns found in student work submitted between 2014 and 2016. The work presented here shows that project-based learning and empathetic design allow students to conceptualize complex strategies that solve specific user needs. These outcomes will be discussed in this paper as well as the implications of students as generators and creators of new technology instead of becoming only consumers.

35024 15:00-15:30 | Room 506 (5F)

Social Robots as Peer Tutors for Pre-Travel Study Abroad Preparation

Paul Wallace, Appalachian State University, USA

In order to provide opportunities for students to practice common expressions, self-introductions, and nonverbal behavior, we have programmed a SoftBank NAO V5 Evolution robot to act as a peer tutor for students in an upcoming study abroad program to Japan. NAO is the leading social robot being used in research and education worldwide. Through the programming interface, the humanoid robot can be programmed to speak, listen, react, and move in a variety of ways. Currently we are developing a robot application to include scenarios which future study abroad students can review, prior to travel to Japan. In these scenarios, the robot will roleplay with each student to practice polite and informal speech, daily expressions, and self-introductions, as well as nonverbal gestures. While not intended as a replacement for a human teacher or tutor, the humanoid robot provides several benefits to tutoring, such as availability and access, as the robot could be employed at institutions where a tutor of a particular language is not available, and could work with students 24 hours a day, 7 days a week. There is the ability to program and install scenarios on the robot, allowing students to choose particular situations to practice, or to challenge themselves with different levels. The robot's speech synthesis includes multiple levels of threshold in listening, and adjustments for speaking speed, to customize listening and speaking for beginners and more advanced students. This presentation will provide an overview of the project, and a demonstration of the robot's capabilities.

Sunday Session III

13:30-15:30 | Prokofiev Hall (2F)

Sunday Session III: 13:30-15:30
Prokofiev Hall (2F)
Cross-Cultural Communication
Session Chair: Shamim Ali

36906 13:30-14:00 | Prokofiev Hall (2F)

Educating Students for Deeper Global Interactions Changing Awareness of the Importance of Third Language Study and Beyond
Eric Fortin, St. Mary's College, Japan

The Japanese Ministry of Education, Culture, Sports, Science and Technology has recently issued a policy statement encouraging the development of global human resources who “have excellent language and communication skills as well as a deep understanding of foreign cultures”. As a result, many universities that have interpreted “language skills” to mean English language skills have been accelerating the development of English communication, English medium instruction, and other English-centered programs at the expense of other languages. However, in order to truly develop a “deep understanding of other cultures”, people such as Nelson Mandela have been encouraging the study of third and fourth languages by arguing that “talking to a man in a language he understands goes to his head, but talking to him in his language goes to his heart”. In this presentation, the presenter, who teaches both English and French, will first outline the language policy changes that have occurred at his institution. He will then demonstrate how, through a form of French medium instruction, students are able to create a solid foundation of a third language to enable them to carry out simple dialogues in just a few classes by emphasizing the immediate utility of what they have learned and allowing them to play with the language and try to deduce grammar rules. In addition, outside of class, through international exchanges with students from their sister colleges in South Korea and Thailand, students are encouraged to see the benefits of going beyond their third language study.

35245 14:00-14:30 | Prokofiev Hall (2F)

Expressing Locality in Learning English: A Study of English Textbooks for Junior High School Year VII-IX in Indonesia Context
Agnes Siwi Purwaning Tyas, Universitas Gadjah Mada, Indonesia

This paper intends to investigate the transfer of English language to Indonesian students of junior high school in a multicultural setting. As a locus of discussion, the investigation problematizes the English textbooks “Real Time: An Interactive English Course for Junior High School Students Year VII-IX”, which signify the imbalance accounts of cultural elements as highlighted by both the target language and the local attributes. This project would then analyze, referring to how the cultural elements of the target language are presented in the textbooks, and gradually reduce the degree of the oppressive ideology. Ideally, English teachers teach the language in accordance with the nature of language learning in which they are trained and expected to teach the language within the culture of the target language. This provides a penetrative space of a foreign ideology for its language to be taught. Teachers demand more English textbooks for junior high school students which can facilitate cultural dissemination of both local and global values. As language learning is a habit formation and constructive process, it has an oppressive power to construct the learners. Despite the unequal distribution of both cultures, but the presence of the locality has emerged to challenge the penetration. By having the cultural components, the textbook should promote learners’ cultural sensitivity of both cultures to avoid misunderstanding and confusion as well as support language learning as a bidirectional process instead of instrument of oppression.

34525 14:30-15:00 | Prokofiev Hall (2F)

Cross-Cultural Representation in Pakistani's EFL Textbooks
Shamim Ali, AIOU, Pakistan

The spread of the English language as an international language has increased the numbers of its non-native speakers more than its native speakers all over the world, and the issue of the possession of this language has arisen. This study aims to describe and explore the type of cultural content found in English language textbooks in Pakistan. It will consider the learner’s various language needs. Nowadays it has become gradually more important that English as a Foreign Language be taught with other accompanying communication skills as well, such as intercultural knowledge, critical thinking awareness and developing a sharp sense of cultural awareness. Therefore it was felt that EFL textbooks should include Pakistan’s culture as students can understand the locally contextualized discourse more easily and effectively. Culture is based on social, political and religious values and norms of a society. The reflection of culture in the textbooks has impact on the cognitive abilities of students as it has more affinity with their life. The model of Risager’s Analytical Categories (1990) will be applied to expose cross-cultural representation. The study investigates how the target culture and Pakistan’s culture are portrayed in grade 10 level textbooks, and how texts have an impact on the personalities of the students. The present study highlights the depiction of both cultures in these textbooks and at the same time it investigated how texts are exploited for introducing the culture and values of the society and how they entail invisible ideologies.

34820 15:00-15:30 | Prokofiev Hall (2F)

Intercultural Communicative Competence of Turkish ELT Teachers
Derin Atay, Bahcesehir University, Turkey
Enisa Mede, Bahcesehir University, Turkey

Accelerating globalization and increasing interaction between people from diverse linguistic and cultural backgrounds require a change in the content of foreign language education. The aim can no longer be achieving communicative competence; it should be fostering interculturality in young people and helping them to acquire the knowledge and skills necessary to act as intercultural citizens in today’s complex society. Turkey is becoming a more and more multicultural country and English is being taught as the major foreign language and great importance is given to English instruction. Although intercultural communicative competence (ICC) is among the aims of foreign language curriculum in Turkey, studies show that Turkish ELT teachers lack knowledge about what ICC entails. Thus, the present study aims to promote the knowledge of Turkish pre-service teachers (PTs) and in-service teachers (ITs) of English on ICC through a collaborative research project. 12 PTs enrolled at the Department of English Language Teaching of a private university in Turkey, and 6 ITs working at two different primary schools participated in the study. During the 6-week study, the Critical Instructional Model for Teachers was followed; PTs and ITs prepared lesson plans together, and tried to integrate intercultural issues collaboratively. Data were collected by means of the ICC scale and semi-structured interviews conducted with the PTs and ITs. The study will have valuable implications for the English language teacher education programs as well as for a potential cross curriculum of EFL and social science classes.



Virtual Presentations

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34995

Web 2.0 Tools in Teacher Training Programs in a Multilingual Setting: Searching, Selecting and Using Information

Yolanda Capdevila Tomas, University of Lleida, Spain

Montserrat Casanovas Català, University of Lleida, Spain

Olivia Nechita, University of Lleida, Spain

The aim of this submission is to present the findings of research conducted in Catalonia, a multilingual region in the north of Spain, which aimed to gather data on the use of web 2.0 tools in academic writing among future primary and pre-primary teachers. The research focuses on two main issues: a) the criteria on which their choices are based and b) the proofreading tools and dictionaries used in the process of writing academic tasks in Spanish, Catalan (L1 and L2) and English (Foreign Language). For this purpose an online questionnaire of Likert scale questions was designed and later administered to students enrolled in teacher training programs at the University of Lleida (Spain) during the 2015–2016 course. A total of 543 undergraduate students answered the questionnaire and the data were analysed with the Statistical Package for the Social Science (SPSS) software. The results show that the majority prefer digital sources and use a generic search engine when searching for information. Criteria such as authorship and up-to-date are less relevant, while accessibility is more valued. Google Translate is considered a dictionary as well as a translator. Regarding the use of proofreading tools and dictionaries, online dictionaries are the main tools used to correct an academic text. Our data suggest that although the students may be identified as “digital natives” in their social life, their academic competences in both managing information and text editing are limited. Thus, specific actions should be included in their curricula, to enable the acquisition of digital academic literacy skills.

35176

Japan Away from Japan: The Tebran Supplementary Japanese School

Kaya Munakata, Kanda University of International Studies, Japan

Shinji Munakata, a Kawasaki City elementary school, Japan

How can my multi-racial children maintain and even improve their competency in their heritage languages? This is a common struggle in any multi-racial families as in most cases their daily life outside the home is carried out in one of their languages. Particularly, in the case of the biracial families of Japanese and Iranian heritages in Tehran, Iran, this struggle seemed quite serious. During the three years from 2013 to 2016, the authors observed Iranian/Japanese biracial children and families at the Tehran supplementary Japanese school where the children learned writing and reading in Japanese once a week. And the authors found that the key to successfully maintaining and improving their Japanese level greatly depended on their learning environment especially at home and an appropriate cultural context where they could get exposed to Japanese culture as they used the language.

35209

Dealing with Unexpected Experiences: Transformative Learning of Japanese Pre-Service Teachers During the Teaching Practicum

Mitsuyo Toya, University of the Ryukyus, Japan

Hideki Goya, University of the Ryukyus, Japan

In the current Teaching Licensing program accredited by the Japanese Ministry of Education, Culture and Sports, students who plan to become English teachers are required to have two to three weeks of in-service training at junior or senior high schools. This teaching practicum is central to the curriculum and provides extremely rich experiences that lead to the participants' transformative learning. However, little has been investigated as to what the in-service students actually learn; what they experienced, how they felt, and what effects their experiences and emotions brought after they complete the practicum. We, as teacher trainers, would like to fill in this gap and present our analyses of reflective questionnaire results. The data were submitted by 14 students in the final requisite course of a university teaching licensing program in response to the open questions regarding their 1) most memorable experiences, 2) negative experiences, 3) challenging experiences, 4) questions toward the school/teacher/student encounters, and 5) imaginary modification of behaviors as in-service teachers. Based on the text analyses using the KH Coder, we extracted three key concepts: perceived teacher aptitude, interaction with students, and teaching of English. The findings will further be connected to a survey result of self-evaluation change in teaching aptitudes and of future career choice. Two directions of enhancing the Teaching Practicum learning are suggested: 1) incorporate a service training at an earlier stage of the program and 2) provide information and tasks that develop alternative views among the participants to foster re-evaluation of their transformative learning.

37057

Saudi Learners' Usage of Relative Pronouns in English

Thamir Al Barrag, Taif University, Saudi Arabia

Choosing the appropriate relative pronoun in a given situation can be difficult for Saudi learners of English. The aim of this study is to explore Saudi learners' choices and usage of relative pronouns in English, to identify possible patterns and to compare the usage with that of native speakers. A quantitative analysis of a gap sentence test answered by 60 EFL learners in their second year at Taif University revealed several patterns. For non-native speakers the choice between several possible relative pronouns in certain relative clauses can cause uncertainty regarding which one to use; thus, this can make relative clause difficult constructions to accurately produce. The results of this study show that learners find it more difficult to choose the appropriate relative pronoun in non-restrictive clauses than in restrictive ones. They also show that using the relative pronoun “that” is preferable to the other relative pronouns and that the zero construction is rarely in use. In addition, the results support the Noun Phrase Accessibility Hierarchy (Keenan and Comrie, 1977). Learners were able to choose the correct relative pronoun in the Subject position or the Object position much more often than those in the Object of Preposition or Genitive position.

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36072

EFL College Students' Phonological Problems: A Case of Error Analysis

Yousreya Alhamshary, Damanhour University, Egypt

Oral communication problems can be major challenges to effective foreign language use and communication in all its types. Significantly, errors are worth studying. Recently, language errors predict the difficulties involved in acquiring a foreign language a lot of studies have tended to focus on learner's errors. This paper identifies, classifies, and explains, the negative effects of bad practices of mother tongue mispronounced sounds in the second language pronunciation through the contrastive analysis of mother language mispronounced sounds and how they work to formulate a source of errors in EFL pronunciation. The current paper focuses on pronunciation errors made by 100 fourth-year Egyptian English language department students, faculty of education, Damanhour University during the 2012–2013 academic year. The paper proved that errors transferred through mother tongue are more detrimental and basically affect second language speaking acquisition, especially individuals' social communication during class time.



Introducing IAFOR's Academic Grants & Scholarships

IAFOR is dedicated to helping young scholars achieve their research and academic goals, while also encouraging them to apply the principles of interdisciplinary study to their work. From spring 2017 IAFOR is offering travel and accommodation grants and full or partial scholarships covering conference registration fees to PhD students and early career academics who might not otherwise have the financial resources to be able to attend our academic conferences.

Who can receive an IAFOR grant or scholarship?

Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships will be awarded based on availability of funds from IAFOR and will vary with each conference.

How are recipients of an IAFOR grant or scholarship selected?

The Organising Committee of the relevant IAFOR conference will award scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at one of our conferences.

How can I apply for an IAFOR grant or scholarship?

If you are eligible for an IAFOR grant or scholarship and would like to be considered, please submit your abstract to the conference you would like to attend and select the checkbox for the relevant award during the submission process.

For more information please visit
www.iafor.org/financial-support



Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, award-winning journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, documentary makers, movie directors, members of the armed forces, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...



Above left: During the annual haiku workshop at The Asian Conference on Literature 2017 (LibrAsia2017), Hana Fujimoto of the Haiku International Association, Japan, gives a background and history to haiku and invites participants to write their own poems. **Above right:** Also at the LibrAsia2017 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, reads world-famous haiku.

Below left: Celebrated international pianist and former Fulbright scholar Marusya Nainggolan of the University of Indonesia, Indonesia, performs at The Asian Conference on Arts & Humanities 2017 (ACAH2017). Marusya Nainggolan performs music nationally and internationally, as well as teaching European Studies at the University of Indonesia and serving as a music counsellor for studies on music and health in the Indonesian National Health Department. **Below right:** At The Asian Conference on Arts & Humanities 2017 (ACAH2017) Dr Yutaka Mino, Director of Hyogo Prefectural Museum of Art, Japan, speaks on “Art and Narrative in the Public Sphere”, examining art as a medium for telling stories and creating narrative, and how curation can be used to contextualise and situate works of art.

Bottom left: Professor Georges Depeyrot is a monetary historian at the French National Center for Scientific Research (CNRS) in Paris. As part of a Featured Panel Presentation on “Constructing History” at The Asian Conference on Literature 2017 (LibrAsia2017), he discusses the importance of the construction of national history in the creation of personal and national identity.

Bottom right: In the same Featured Panel Presentation at The Asian Conference on Literature 2017 (LibrAsia2017), Professor Myles Chilton a member of the Department of English Language and Literature at Japan’s Nihon University, explores how history shapes our political decisions today, and how we go about building, revising and deconstructing history.





Above left: In a Featured Panel Presentation on the right to education at The Asian Conference on Education & International Development (ACEID2017), Osaka University's Professor Haruko Satoh, Chair of the Politics, Law & International Relations section of IAFOR's International Academic Advisory Board, examines the conference theme, "Educating for Change", in the context of the conference screening of *Among the Believers*, and the friction between preserving culture and challenging culture in areas of the world where education is highly politicised. **Above right:** At the same conference, Professor Adrian Ziderman of Bar-Ilan University, Israel, gives an interactive Spotlight Workshop on publication ethics as part of his role as Research Chair and Trustee at the Committee on Publication Ethics (COPE).

Below left: Also at ACEID2017 Featured Speaker Jessica Loh gives an engaging presentation entitled "Values for Global Citizenship: Fostering Innovation and Access with the Higher Education Context". Jessica Loh is Director of Outreach at the Institute of International Education, Thailand. **Below middle:** Professor Hiroshi Nittono, Full Professor of Experimental Psychology at the Graduate School of Human Sciences, Osaka University, Japan, gives a Keynote Presentation on the psychology of Japanese "kawaii" culture at The Asian Conference on Psychology & the Behavioral Sciences 2017 (ACP2017). **Below right:** ACP2017 Featured Speaker Professor Ronald Mellado Miller of Brigham Young University – Hawaii, USA, presents on "A Poverty of Hope: Towards a Psychology of Humanitarian Success".

Bottom left: In a Featured Panel Presentation at The Asian Conference on Ethics, Religion & Philosophy 2017 (ACERP2017), Professor Koji Higashikawa of Kanazawa University, Japan, engages the audience on the subject of free speech and hate speech in the context of the conference theme, "History, Story, Narrative". **Bottom middle:** In the same ACERP2017 Featured Panel Presentation, Shiki Tomimasu discusses the important ethical issues surrounding Japan's recent Hate Speech legislation, drawing on his experience at Kanagawa Law Office, Japan. **Bottom right:** In a Featured Panel Presentation entitled "Perspectives on Natural Religion" Professor Thomas Brian Mooney of Charles Darwin University, Australia, discusses key commonalities in the theory and practice of Natural Religion at ACERP2017.





The IAFOR Dubai Conference Series was held in February 2017 at the The InterContinental Festival City Event Centre in Dubai, UAE. This interdisciplinary event considered the joint themes of “Educating for Change” and “East Meets West: Innovation and Discovery”.

Top left: Professor Donald E. Hall, Dean of the College of Arts and Sciences at Lehigh University, USA, and gives a compelling Keynote Presentation at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017) on “Interdisciplinary Education for Innovation and Change”. Professor Hall is Vice-President of IAFOR. **Top right:** IICEDubai2017 Keynote Speaker Professor Christina Gitsaki of Zayed University, UAE, addresses delegates on the topic of “Education: A Supertanker in an Ocean of Change and Innovation”, discussing change in education from a number of different perspectives, at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017).

Below left: In a Featured Presentation at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017), Dr Fadi Aloul speaks on bringing education to schools and universities to help create future innovators. Dr Aloul is Professor and Department Head of Computer Science and Engineering, as well as Director of the HP Institute at the American University of Sharjah, UAE. **Below right:** As a Featured Speaker at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017), Dr Sufian Abu-Rmailh of UAE University, UAE, presents on “Leadership Skills & Styles for Successful Administrators”. Dr Abu-Rmailh is President of TA Toastmasters and former President of TESOL Arabia.

Bottom left: In a lively Featured Presentation at The IAFOR International Conference on the Social Sciences – Dubai 2017 (IICSSDubai2017), Dr Virginia Bodolica, American University of Sharjah, UAE, discusses “Managing for Innovation and Sustainability: Lessons from the Gulf Region”, illustrating the recent accomplishments of several Gulf-based nations in espousing the principles of the knowledge-based economy and delineating strategic priorities for attaining sustainable development goals. **Bottom right:** Dr Christine Coombe of Dubai Men’s College, UAE, gives a Featured Presentation as part of The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017) on educators’ productivity, sharing the results of a research project investigating how the most productive TESOLers “fit it all in” and attain the ever-elusive work-life balance.





In January 2017, The IAFOR Hawaii Conference Series 2017 was held at The Hawai'i Convention Center, Honolulu, Hawaii, USA, as two consecutive events on the themes of "East Meets West: Innovation and Discovery" and "Educating for Change".

Top left: Professor William G. Staples of the University of Kansas, USA, speaks on "Everyday Surveillance: A Case Study of Student Information Systems" at The IAFOR International Conference on the Social Sciences – Hawaii 2017 (IICSSHawaii2017). Professor Staples is well known internationally for his work in the areas of social control and surveillance. **Top right:** In her Keynote Presentation at The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2017 (IICSEEHawaii2017), Dr Jaimey Hamilton Faris of the University of Hawaii at Manoa, USA, introduces the audience to the concept of "liquid archives". Her academic writing focuses on issues of global trade networks and systems, environmentalism and sustainability in contemporary art, especially in the Asia-Pacific context.

Below left: Featured Presenter Donna McIntire-Byrd discusses eco-diplomacy and water conservation at The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2017 (IICSEEHawaii2017). Donna McIntire-Byrd serves as Chief of the Energy & Sustainable Design Unit for the US Department of State Bureau of Overseas Buildings Operations. **Below right:** In a Keynote Presentation, Dr Linda Furuto of the University of Hawaii at Manoa, USA, addresses the audience at The IAFOR International Conference on Education – Hawaii 2017 (ICEHawaii2017) on the topic of "Pacific Ethnomathematics: Navigating Ancient Wisdom and Modern Connections".

Bottom left: Professor Curtis Ho of the University of Hawaii at Manoa, USA, sits on a Featured Panel that explored how we educate for positive change, striking a balance between the need to challenge while also respect and preserve local and indigenous cultures and their languages, at The IAFOR International Conference on Education – Hawaii 2017 (ICEHawaii2017). **Bottom right:** In a Featured Presentation at The IAFOR International Conference on Technology in the Classroom – Hawaii 2017 (ICTCHawaii2017), Dr Kristin Palmer discusses the use of open educational resources (OER) and massive open online courses (MOOCs). Dr Kristin Palmer is the Director of Online Learning Programs at the University of Virginia, USA.





Above: Aunty Kehaulani Lum and Uncle Bruce Keaulani of the Living Life Source Foundation, Hawai'i, demonstrate a traditional Hawaiian greeting at IICEHawaii2017.

Below left: Distinguished psychologist Professor Michael B. Salzman of the University of Hawai'i at Manoa speaks as part of a Featured Panel on "Aloha as a Way of Being: Hawaiian Perspectives on Learning" at The IAFOR International Conference on Education – Hawai'i 2017 (IICEHawaii2017). **Below right:** Dr Xu Di, also of the University of Hawai'i at Manoa, addresses the audience as part of the same IICEHawaii2017 Featured Panel. Dr Di's recent publications focus on bridging Eastern and Western philosophy for educational practices.

Bottom left: Professor Ken Urano, Featured Speaker at The IAFOR International Conference on Language Learning – Hawai'i 2017 (IICLLHawaii2017), presents on the topic of "Developing and Implementing an English for Specific Purposes Syllabus for Business Majors in Japan". Professor Urano is a member of the Faculty of Business Administration, Hokkai-Gakuen University, in Sapporo, Japan, where he mainly teaches English to business students. **Bottom right:** In a Featured Presentation on statistics in the cognitive/risk era, award-winning research scientist and innovator Dr Nathaniel Newlands of the University of Victoria, Canada, discusses the increasingly critical role statistics plays in unravelling the complexity of our world at The IAFOR International Conference on the Social Sciences – Hawai'i 2017 (IICSSHawaii2017).





Above left: Ambassador Yukio Satoh gives his Keynote Presentation entitled “Shifting Strategic Balance and Asian Security” at The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016). Former Permanent Representative of Japan to the United Nations and former ambassador of Japan to Australia and the Netherlands, Yukio Satoh is now based at the Japan Institute of International Affairs, Japan. **Above right:** Current President of the Asian Political and International Studies Association (APISA) Professor Brendan Howe welcomes delegates to the The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016), held jointly with APISA’s tenth annual congress in Osaka, Japan.

Below left: In a Keynote Presentation at The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016), Professor Jun Arima, based at the Graduate School of Public Policy, University of Tokyo, Japan, speaks on Asia’s energy outlook. Professor Arima was Director General of the Japan External Trade Organization (JETRO), London, UK, and Special Advisor on Global Environmental Affairs for the Ministry of Economy, Trade and Industry (METI) in Japan from 2011 to 2015. **Below right:** Keynote Speaker Xingzui Wang, Executive Vice-President of the China Foundation for Poverty Alleviation, addresses delegates at the Plenary Session of The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016) on fighting poverty in China.





Above left: Did news coverage create the man or did the man create the news coverage? Professor Gary Swanson discusses the rise of Donald Trump at at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016). Professor Swanson has received more than 75 awards for broadcast excellence including three EMMYs. **Above middle:** Grand Prize Winner of the IAFOR Documentary Film Award 2016, *PLACEBO: ALT. RUSSIA* – a documentary which explores the alternative cultures that are present within Russia’s major cities, directed by Charlie Targett-Adams and announced at The Asian Conference on Film & Documentary 2016 (FilmAsia2016) in Kobe, Japan. **Above right:** Speaking on contemporary issues in journalism, Professor Richard Roth of Northwestern University, USA, delivers his Keynote Presentation at MediAsia2016.

Below: The International Academic Forum is proud to be based in Japan, and we organise a number of events throughout the year that showcase the best of Japanese culture, ranging from the raw power of the taiko drums to the understated beauty of the tea ceremony, from martial arts demonstrations by world class masters to hands-on calligraphy workshops by university clubs and haiku workshops by leading poets.





Above left: Addressing delegates at The Asian Conference on Education 2016 (ACE2016), Dr Peter McCagg gives a Keynote Presentation entitled “International Liberal Arts: Meeting Japan’s Higher Education Needs in the Global and Digital Era”. In his talk he identified dimensions of the university experience in Japan that can and need to be strengthened in order to create coherence and integrity in students’ intellectual experiences. Dr McCagg is the Vice President for Academic Affairs at Akita International University, Japan. **Above right:** In her Keynote Presentation, Professor Insung Jung of the International Christian University, Japan, examines the ways MOOCs are being used by individual learners and university systems, and their impact on access, quality and cost in higher education, at The Asian Conference on Society, Education and Technology 2016 (ACSET2016).

Below: Professor Grant Black (**below top left**), Vice-President of The International Academic Forum (IAFOR), chairs a Featured Symposium entitled “The Globalisation Process for University Education in Japan” at The Asian Conference on Education 2016 (ACE2016) in Kobe, Japan. The symposium aimed to integrate education theory and research with the context of long-term social processes in order to address policy reform and structural change in Japanese universities, and contributors included Dr Fumiko Kurihara of Chuo University (**below top middle**), Dr Maria Gabriela Schmidt of the University of Tsukuba (**below top right**), Dr Yasuo Nakatani of Hosei University (**below bottom left**), Dr Yukiko Mishina of the University of Tokyo, Japan (**below center middle**) and Dr Reiko Yamada of Doshisha University (**below bottom right**), all based in Japan.





Above left: At The IAFOR International Conference on the City 2016 (City2016), renowned critic and theorist Professor Bill Ashcroft of the University of New South Wales, Australia, gives a Keynote Presentation on the concept of the Transnation. **Above centre:** Alonso Carnicer, a news reporter at TV3, the Catalan Television channel, and Keynote Speaker at City2016, discusses his Catalan Television documentary, *Shanty Towns, the Forgotten City*, which tells the story of impoverished settlements in Barcelona. **Above right:** Novelist, playwright and poet Gloria Montero, Global2016 Featured Speaker, delivers a talk entitled “Filling in the Lonely, Empty Places” at The IAFOR International Conference on Global Studies 2016 (Global2016).

Below: An image from the series *Life After Injury* by Ukrainian photojournalist Alexey Furman, Grand Prize Winner of the 2016 IAFOR Documentary Photography Award. “With this project I would like to raise awareness on a growing number of war veterans in Ukraine.” Winners were announced at The European Conference on Media, Communication & Film 2016 (EuroMedia2016) in Brighton, England. The award’s theme corresponds to the theme of the conference, which in 2016 was “Justice”.





Above left: In her role as Keynote Speaker at The European Conference on Arts & Humanities 2016 (ECAH2016), Professor Anne Boddington of the University of Brighton, UK, explores the idea of the “stained glass ceiling”, by examining the challenge of achieving effective intersectionality through gender and ethnic inequalities. **Above right:** Professor Sanja Bahun of the University of Essex, UK, addresses the part played by the arts, and literary art in particular, in transitional societies, in a Keynote Presentation at The European Conference on Literature & Librarianship 2016 (LibEuro2016).

Below left: Jared Baxter, ECAH2016 Keynote Speaker and Vincent van Gogh researcher, presents on “Vincent van Gogh’s Symbolist Art”. **Below right:** Dr Eddie Bruce-Jones of Birkbeck College School of Law, University of London, UK, explores the tensions and possibilities inherent in interdisciplinary work at the junction of the legal, the social-scientific and the literary, in his Keynote Presentation at The European Conference on the Social Sciences 2016 (ECSS2016). **Bottom left:** Toshihiko Sakaguchi, EBMC2016 Keynote Speaker and Director-General of JETRO London, gives a talk entitled “Japanese Economy and Business Opportunities” during the Plenary Session of The European Business & Management Conference 2016 (EBMC2016). **Bottom right:** At The European Conference on Politics, Economics & Law 2016 (ECPEL2016), Professor Michael Clarke, Keynote Speaker and Former Director General of the Royal United Services Institute, discusses the way in which the essential rules of international politics were formed and those states and societies that shaped them.





Above left: Speaking on the dialectics of communication, Professor Svetlana Ter-Minasova of Lomonosov Moscow State University, Russia, presents during the Plenary Session at The European Conference on Psychology & the Behavioral Sciences 2016 (ECP2016). **Above right:** Dr Amy Azano, Keynote Speaker at The European Conference on Education 2016 (ECE2016), gives an animated presentation entitled “Leveraging Place and Moving Toward Globalized Learning”.

Below left: In a Keynote Presentation on reducing fear, increasing confidence and reaching students who think that learning is an ordeal, Ken Wilson, a teacher trainer, and published author of a large amount of ELT materials, outlines how some simple group and game activities can serve as confidence builders for students at The European Conference on Language Learning 2016 (ECLL2016). **Below right:** At The European Conference on Language Learning 2016 (ECLL2016), Professor Jean-Marc Dewaele, Keynote Speaker, argues that these non-linguistic benefits of language learning are illustrations of multicompetence.

Bottom left & right: IAFOR’s European Conference Series is held in Brighton, UK, and features an optional tour of Bateman’s, the Jacobean home of The Jungle Book author Rudyard Kipling, and the spectacular Hever Castle and gardens, once home to Anne Boleyn, Henry VIII’s second wife.





Above left: Dr James McNally of the University of Michigan, USA, is Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging lifecourse. As Featured Speaker & Conference Co-Chair for The Asian Conference on Aging & Gerontology 2016 (AGen2016), he delivers a Featured Presentation on the individual and societal benefits for caregivers to elderly family members. Professor McNally is Vice-President of The International Academic Forum (IAFOR). **Above right:** Professor Jun Arima, of the Graduate School of Public Policies, University of Tokyo, Japan, gives a Keynote Presentation on the significance of the Paris Agreement in the history of climate negotiation, its major points and Japan's action, at The Asian Conference on Sustainability, Energy and the Environment 2016 (ACSEE2016).

Below left: As Keynote Speaker at AGen2016, Professor Hiroshi Ishida discusses social survey data sets and data-archiving activities in Japan and introduces the Social Science Japan Data Archive (SSJDA). **Below right:** Michael Alfant, President Emeritus of the American Chamber of Commerce in Japan and Group President and CEO of Fusions Systems Group, headquartered in Tokyo, listens attentively during the Plenary Session of the The Asian Business & Management Conference 2016 (ABMC2016) in Kobe, Japan.

Bottom left: Traditional Awa Odori dance performance at The Asian Conference on the Social Sciences 2016 (ACSS2016). **Bottom right:** The Conference Welcome Reception provides an excellent opportunity for delegates to network and get to know each other.





Above: Internationally recognised specialist in human rights, sexuality and culture Professor Baden Offord chairs a Featured Panel on Social Movements and Critical Pedagogy at The Asian Conference on Cultural Studies 2016 (ACCS2016).

Below left: John Nguyet Erni, Chair Professor in Humanities and Head of the Department of Humanities & Creative Writing at Hong Kong Baptist University, poses questions about new sovereignty, human rights and humanitarian discourse in a Keynote Presentation at The Asian Conference on Asian Studies 2016 (ACAS2016) entitled “Negotiating ‘Refuge’: Humanitarianism for the ‘Included-outs’”. Professor Erni has published widely on international and Asia-based cultural studies, human rights legal criticism, Chinese consumption of transnational culture, gender and sexuality in media culture, youth popular consumption in Hong Kong and Asia, and critical public health. **Below middle:** At The Asian Conference on Cultural Studies 2016 (ACCS2016), Professor Koichi Iwabuchi chairs a Keynote Panel on social movements and critical pedagogy. Koichi Iwabuchi is Professor of Media and Cultural Studies and Director of the Monash Asia Institute in Monash University, Australia, and his main research interests are media and cultural globalisation, multicultural questions, mixed race and cultural citizenship in East Asian contexts. **Below right:** Dr Amy Szarkowski delivers an interesting Featured Panel Presentation on disability and disability issues in Japan at The Asian Conference on Asian Studies 2016 (ACAS2016). Dr Szarkowski is a psychologist in the Deaf and Hard of Hearing Program at Boston Children’s Hospital and an Instructor in the Department of Psychiatry at Harvard Medical School, USA.





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JALT2017

43rd Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

November 17 – 20, 2017

*Tsukuba International Congress Center (Epochal Tsukuba),
Tsukuba, Ibaraki, JAPAN*

[<http://jalt.org/conference>](http://jalt.org/conference)

Language Teaching in a Global Age: Shaping the Classroom, Shaping the World

This year's conference theme addresses the vital need for foreign language skills in our multicultural world and the special mission of classroom instructors to prepare students to survive and thrive in a global age. The theme highlights the increased contact that our learners have with foreign tourists, residents and co-workers from around the globe, the new communication technologies that enhance borderless language learning, and the need for language instructors to "think globally, teach locally."

The wide range of conference sessions will touch on topics such as:

- ✓ *content-based approaches to bringing international themes into the classroom,*
- ✓ *the value of study abroad programs in sending language students overseas,*
- ✓ *the roles of web-based technology in enhancing language learning,*
- ✓ *global standards of language testing and assessment,*
- ✓ *English as a global language and the teaching of World Englishes.*

JALT2017 will bring together language researchers, curriculum developers, materials writers and classroom teachers to discuss the latest innovations in our field. The conference will provide a unique chance to hear talks by world experts, explore the latest teaching materials and connect with JALT's 27 Special Interest Groups. Given this year's global theme, it's appropriate that our conference will be held in Tsukuba, a dynamic international hub of academic research and the site of the ground-breaking "Expo 1985" Tsukuba World's Fair.

Start planning now to attend this special event. See you in Tsukuba in November!

Kip A. Cates
JALT2017 Conference Chair

グローバル時代の言語教育:教室の形成、世界の形成

本年度の年次国際大会のテーマは、この多文化世界における外国語能力の必要性和、グローバル時代に困難を乗り越えて活躍するための準備を学生にさせるという、教員に課せられた使命を取り上げています。このテーマは、我々の学生が世界中から来る外国人観光客、隣人、そして同僚と接触する機会の増加、言語学習を高める新しいコミュニケーション・テクノロジーの出現、そして教員が「グローバルに考え、ローカルで教える」ことの必要性を謳っています。



- ✓ 本大会での発表内容は次のように広範囲にわたります。
- ✓ 国際的なテーマを教室に導入する内容重視の教授法
- ✓ 海外留学プログラムの重要性
- ✓ 言語教育におけるインターネット・テクノロジーの役割
- ✓ 言語テスト及び評価の世界基準
- ✓ 世界言語としての英語とその教育のあり方

JALT2017は、言語研究者、カリキュラム開発者、教材作成者、そして教員がともに言語教育分野における新機軸について語り合うことができる貴重な場となるでしょう。また、世界的に著名な専門家の話を聞き、最新の教材に触れ、JALTの27にも及ぶ分科会と交流するまたとない機会ともなるでしょう。本年度のグローバルなテーマを鑑みれば、本大会が、学術研究の中心地であり、かつ画期的な「Expo 1985つくば万博」が開催されたつくば市で開催されることは至極もつともなことであると考えます。

さあ、今からJALT2017へ参加する準備を始めてください。

それでは、11月につくば市でお会いしましょう。

キップ A. ケイツ
JALT2017年次国際大会実行委員会 企画委員長

Koen-Meigi Endorsements • 後援

JALT2017 has received these Koen-Meigi endorsements. JALT2017は、次の機関より後援をいただいております。

- ★ Ministry of Education, Culture, Sports, Science and Technology • 文部科学省
- ★ The Japan Foundation • 国際交流基金
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THINK.IAFOR.ORG

THE ACADEMIC PLATFORM

THINK.IAFOR.ORG is IAFOR's online magazine, launched in early 2016. *THINK* is an ambitious project conceived by academics, for academics, with the following objectives:

To provide an international, far-reaching platform for the best research presented at IAFOR conferences;

To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership;

To facilitate the opportunity for academics to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global academic audience.

Content published on *THINK* spans a wide variety of disciplines and the format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography, artwork and more. Current contributing authors include leading academics such as Professor Svetlana Ter-Minasova, Professor A. Robert Lee, Professor Bill Ashcroft and Professor J. A. A. Stockwin.

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Submissions should be between 500 and 2,500 words and sent to publications@iafor.org. Please include "THINK submission" in the subject line.

Upcoming Events

www.iafor.org/conferences

Kobe, Japan, 2017

June 1–4, 2017

The Asian Conference on Cultural Studies 2017

(accs.iafor.org)

The Asian Conference on Asian Studies 2017

(acas.iafor.org)

The IAFOR International Conference on Japan & Japan Studies 2017

(iicj.iafor.org)

June 8–11, 2017

The Asian Conference on the Social Sciences 2017

(acss.iafor.org)

The Asian Conference Sustainability, Energy & the Environment 2017

(acsee.iafor.org)

The Asian Conference on Aging & Gerontology 2017

(agen.iafor.org)

October 19–22, 2017

The Asian Conference on Education 2017

– includes The Asian Undergraduate Research Symposium 2017

(ace.iafor.org)

October 27–29, 2017

The Asian Conference on Media & Mass Communication 2017

(mediasia.iafor.org)

Brighton, UK, 2017

June 30 – July 2, 2017

The European Conference on Education 2017

(ece.iafor.org)

The European Conference on Language Learning 2017

(ecll.iafor.org)

July 4–5, 2017

The European Conference on Psychology & the Behavioral Sciences 2017

(ecp.iafor.org)

The European Conference on Ethics, Religion & Philosophy 2017

(ecerp.iafor.org)

July 7–9, 2017

The European Conference on the Social Sciences 2017

(ecss.iafor.org)

The European Conference on Sustainability, Energy & the Environment 2017

(ecsee.iafor.org)

Upcoming Events

www.iafor.org/conferences

Brighton, UK, 2017 (cont.)

July 11–12, 2017

The European Conference on Arts & Humanities 2017

(ecah.iafor.org)

The European Conference on Media, Communication & Film 2017

(euromedia.iafor.org)

Barcelona, Spain, 2017

July 14–16, 2017

The IAFOR International Conference on the City 2017

(city.iafor.org)

The IAFOR International Conference on Global Studies 2017

(global.iafor.org)

Hawaii, USA, 2018

January 4–6, 2018

The IAFOR International Conference on Education – Hawaii 2018

(iicshawaii.iafor.org)

The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2018

(iicseehawaii.iafor.org)

Dubai, UAE, 2018

February 16-18, 2018

The IAFOR International Conference on Education – Dubai 2018

(iicedubai.iafor.org)

The IAFOR International Conference on Language Learning – Dubai 2018

(iiclldubai.iafor.org)

The International Academic Forum (IAFOR) welcomes academics from all over the world to our interdisciplinary conferences held in Asia, Europe, North America and the Middle East. Our events provide a unique international, intercultural and interdisciplinary environment in which to hear the latest world-class research and network with leading academics, professionals and practitioners.

Our conferences are meticulously planned under the direction of prominent academics to ensure that they offer programmes of the highest level, and are supported by some of the world's leading academic institutions, including the University of London (UK), Virginia Tech (USA), Barcelona University (Spain), Waseda University (Japan), Monash University (Australia), University of Sussex (UK), Medill School of Journalism (USA), Moscow State University (Russia) and The University of Tokyo, (Japan).

By facilitating dialogue between the world's academics and thought leaders, IAFOR has become a pioneer in providing the research avenues and visionary development solutions that are necessary in our rapidly emerging globalised world. We welcome you to engage in this expanding global academic community of individuals and network of institutions, and look forward to seeing you at one of our future events.



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