

THE IAFOR HAWAII CONFERENCE SERIES 2017

# EDUCATING FOR CHANGE



**THE INTERNATIONAL ACADEMIC FORUM PRESENTS**

THE IAFOR INTERNATIONAL CONFERENCE ON EDUCATION

THE IAFOR INTERNATIONAL CONFERENCE ON TECHNOLOGY IN THE CLASSROOM

THE IAFOR INTERNATIONAL CONFERENCE ON LANGUAGE LEARNING

THE HAWAII CONVENTION CENTER, HONOLULU, HAWAII, USA

JANUARY 8–10, 2017

iafor would like to thank its global institutional partners



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# IAFOR Hawaii Conference Series 2017

Education  
Technology in the Classroom  
Language Learning

# Conference Theme: Educating for Change

## Education

Why are we in teaching and learning if not to be able to help enrich the lives of our students? Educational institutions at all levels, and of all types, should continue to strive for social change in today's world. Beyond the apparent simplicity of our conference theme, however, there is great scope for wide-ranging responses to the question of just how we go about educating for change, through examination of the inherent challenges and responsibilities faced by educators the world over.

Education, too frequently, is the victim of politics, and, worse, sometimes ideologies. Politicians and bureaucrats devise and implement policies to effect change that range from curriculum structure and goals to manipulating budgets on behalf of interest groups and their lobbyists. Questions relating to accountability, transparent governance and community relations are too frequently avoided.

Within the classroom itself, bridging the gap between policy, theory and practice, whether traditional or virtual, teachers and professors de facto become, at varying levels, agents for change. Beyond providing students with resources for study in given fields, they also support them by often being seen as acting not merely as mentors, but also as role models.

These issues are part of the global transformation affecting all human civilisation. How can we as teachers function effectively in a very uncertain environment? How do we help to equip our students with the intellectual and existential tools they require? How do we narrow the gap between theory and practice? How do we make decisions about curriculum and course context in the face of political pressure and social norms? What is the role of interdisciplinary studies in educating for change? And, at the macro level, how can we stimulate awareness of issues such as education assisting the promotion of social justice?

## Technology in the Classroom

“Technology” and “change” are two of the most commonplace words in education today. For educators, learners, policymakers and researchers the questions and concerns frequently revolve around managing constantly changing technology, claims for improvements that technology will bring to the classroom and beyond, and changes that learners and teachers must accommodate themselves to. However, “educating for change” is not about any of these concerns. “For” forces us to examine the changes we wish to create first. What are our purposes? Why do we value certain changes over others? And then, how do we apply technology for the purpose of realising those changes?

A useful lens is to return to underlying definitions of learning to help us examine some of the changes that are possible in learning.

Applying technology to education and learning can change our behavior and the behaviors of our learners. We have all established new habits of mind through our interaction with technology.

Technology can be a powerful tool to augment learners' capacities to construct and therefore change knowledge and change themselves.

Technology may free us from old frames of reference by allowing learners and teachers to communicate farther and faster, as well as with more people who have more varied personal experiences, than ever before.

However, technology will not help us achieve any of those changes unless we choose them first, keep those choices in mind, and then use the expertise of others. When technologists learn from psychologists, designers, sociologists and economists or artists we can best reach our desired goals.



# Conference Theme: Educating for Change

## Language Learning

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 conferences, 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.

– The 2017 Organising Committees

**Professor Steve Cornwell**  
Osaka Jogakuin University, Japan

**Professor Barbara Lockee**  
Virginia Tech, USA

**Dr Joseph Haldane**  
The International Academic Forum (IAFOR)

**Professor Ted O’Neill**  
Gakushuin University, Japan

**Professor Curtis Ho**  
The University of Hawai’i at Manoa, USA

**Kiyoshi Mana**  
The International Academic Forum (IAFOR)

**Professor Sue Jackson**  
Birkbeck, University of London, UK

**Dr James W. McNally**  
University of Michigan, USA

**Dr A. Robert Lee**  
Nihon University (retd.), Japan

# 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 late 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.



# Welcome from the President of IAFOR

Dear Colleagues,

Welcome to Hawaii, where, for the second consecutive year, the lively, cosmopolitan city of Honolulu is our host for The IAFOR Hawaii Conference Series.

The IAFOR International Conference on Education – Hawaii 2017 (ICEHawaii2017), The IAFOR International Conference on Technology in the Classroom – Hawaii 2017 (ICTCHawaii2017) and The IAFOR International Conference on Language Learning – Hawaii 2017 (ICLLHawaii2017) are taking place alongside each other this week as the second of IAFOR's two back-to-back interdisciplinary events.

As a prominent and ongoing feature of the story of these islands, change makes a fitting theme for our trio of conferences set here against the rich cultural and historical backdrop of the Hawaiian archipelago. For the next three days, questions of just how we go about educating for change will occupy us as we explore new ideas and establish new connections and partnerships.

I would like to thank the conference Organising Committees for their efforts in making this event happen, including Featured Panellists Professor Curtis Ho of the University of Hawai'i at Manoa, USA and Professor Ted O'Neill of Gakushuin University, Japan.

I would also like to thank our Keynote Speaker, Dr Linda Furuto of the University of Hawai'i at Manoa, USA, and Featured Speakers, including Dr Kristin Palmer, University of Virginia, USA and Professor Ken Urano, Hokkai-Gakuen University, Japan, who will present during the Plenary Session. Another important thank you goes to our institutional partners, in particular the University of Hawai'i at Manoa, for their support and contributions to making the concept of an international academic forum a reality for this conference.

And finally, my thanks to each and every one of you for attending this event. I look forward to meeting you all over the coming days, and encourage you to make the most of the opportunities for engagement and interaction you encounter here.

Warm regards,

**Joseph Haldane**

Chairman & CEO, The International Academic Forum (IAFOR)

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

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# Conference Guide

# Sunday at a Glance

January 8, 2017

08:30-09:00 Conference Registration | Room: 317B (3F)

**09:00-09:15 Announcements and Welcome Address | Room: 320 (3F)**

Kiyoshi Mana, Director of International Operations, The International Academic Forum (IAFOR)  
Joseph Haldane, Chairman & CEO, The International Academic Forum (IAFOR)

**09:15-10:00 Keynote Presentation | Room: 320 (3F)**

*Pacific Ethnomathematics: Navigating Ancient Wisdom and Modern Connections*

Linda Furuto, University of Hawai'i at Manoa, USA

**10:00-11:00 Featured Panel Presentation | Room: 320 (3F)**

*Aloha as a Way of Being: Hawaiian Perspectives on Learning*

Uncle Bruce Keaulani, Living Life Source Foundation, USA

Michael Salzman, University of Hawai'i at Manoa, USA

Aunty Kehaulani Lum, Living Life Source Foundation, USA

Xu Di, University of Hawai'i at Manoa, USA

11:00-11:30 Coffee Break

11:30-11:45 Screening of *The Greatest Gift* by IAFOR Media | Room: 320 (3F)

**11:45-12:30 Featured Panel Presentation | Room: 320 (3F)**

*Educating for Change: Challenging and Preserving Traditional Cultures*

Chair: Joseph Haldane, IAFOR

Panellists: Curtis Ho, University of Hawai'i at Manoa, USA & Ted O'Neill, Gakushuin University, Japan

12:30-13:30 Lunch Break

**13:30-14:15 Featured Presentation | Room: 320 (3F)**

*Developing and Implementing an English for Specific Purposes Syllabus for Business Majors in Japan*

Ken Urano, Hokkai-Gakuen University, Japan

**14:15-14:45 Featured Presentation | Room: 320 (3F)**

*Bringing Global Stories into the Classroom Through OER and MOOCs*

Kristin Palmer, University of Virginia, USA

15:00-16:30 Parallel Session I

16:30-17:30 Poster Session | Room: 317B (3F)

**18:00-19:30 Welcome Reception | Room 320 (3F)**

Join fellow delegates for a drink or two at the Welcome Reception. All registered presenters and audience members are very welcome to attend.



# Monday at a Glance

January 9, 2017

08:30-17:00 Conference Registration | Room 317B (3F)

09:00-10:30 Parallel Session I

11:00-11:30 Coffee Break

10:45-12:45 Parallel Session II

12:45-13:30 Lunch Break

**13:30-14:30 Featured Workshop | Room: 318A (3F)**

*Doing Interdisciplinary Research and Publishing – Some Lessons Learned*

Amanda Müller, Flinders University, Australia

14:45-15:45 Parallel Session IV

16:00-18:00 Parallel Session V

# Tuesday at a Glance

January 10, 2017

08:30-15:00 Conference Registration | Room 317B (3F)

09:00-10:30 Parallel Session I

10:30-10:45 Coffee Break

10:45-12:45 Parallel Session II

12:45-13:45 Lunch Break

13:45-15:15 Parallel Session III

15:15-15:30 Coffee Break

**15:30-16:00 Closing Session | Room: 318A (3F)**



# Introducing IAFOR's Academic Grants and 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 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](http://www.iafor.org/financial-support)



# Getting to the Conference

The Hawai'i Convention Center is centrally located in the heart of Honolulu, at the gateway to Waikiki, on the corner of Kalakaua Avenue and Kapiolani Boulevard. The venue can easily be reached by both car and bus.

## Venue Address

Hawai'i Convention Center, 1801 Kalakaua Ave, Honolulu, Hawaii, HI 96815, USA

## Driving Directions from Honolulu International Airport

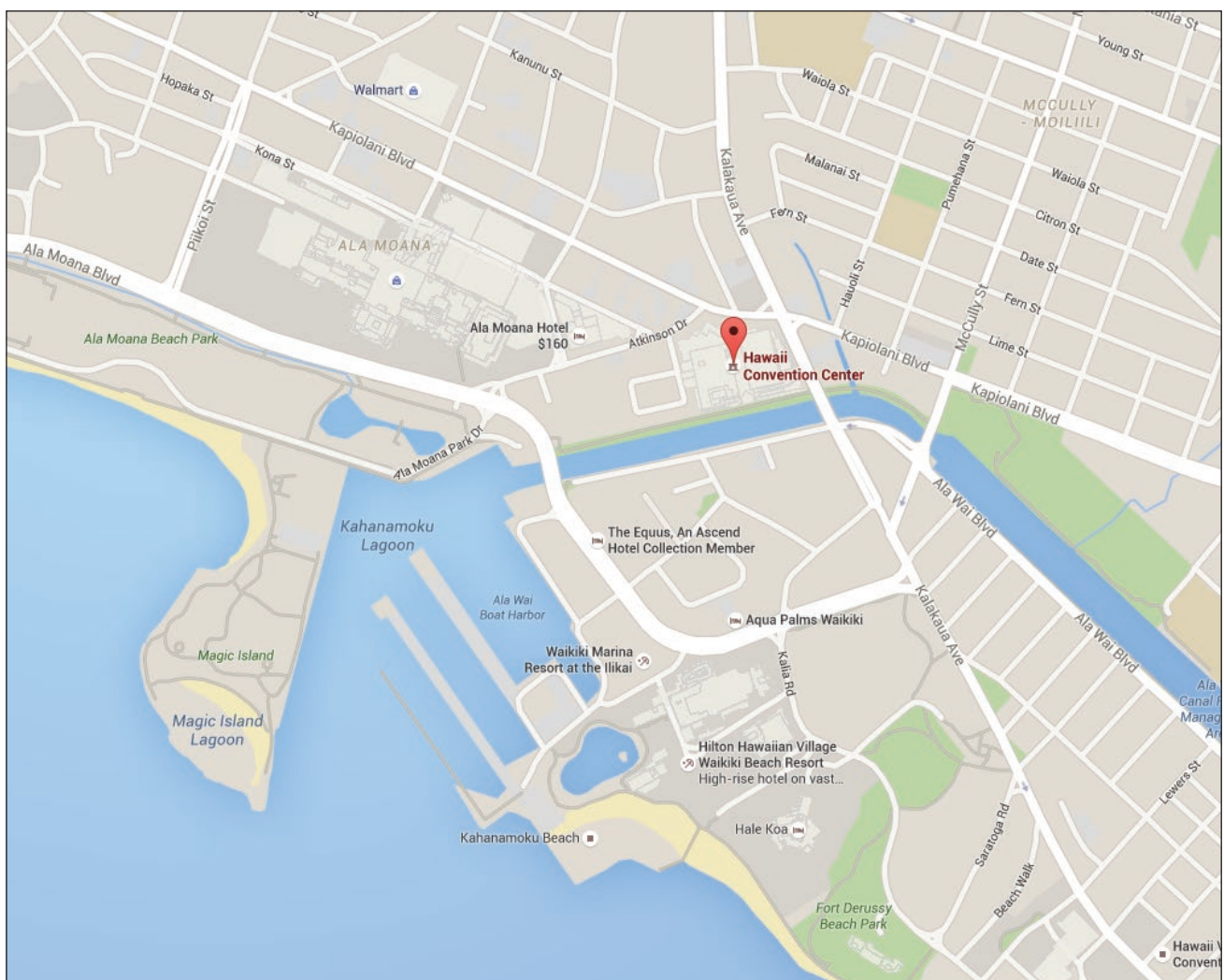
- Upon exiting the airport terminal, take the H-1 east on-ramp
- Stay in your right lane and exit onto Nimitz Highway
- Drive approximately six miles on Nimitz Highway (which later becomes Ala Moana Blvd)
- Turn left onto Atkinson Drive
- Turn right onto Kapiolani Avenue
- Turn right onto Kalakaua Avenue
- Entrance to the parking garage is on the right

## Public Bus Transportation ("TheBus")

Public transportation to the Hawai'i Convention Center from the airport and all parts of Oahu is available on "TheBus". For information on routes, times and fares, call (808) 848-5555 or visit their website at [www.thebus.org](http://www.thebus.org).

## Around the Conference Venue

Located within walking distance of Waikiki, the Hawai'i Convention Center is a large, modern events venue conveniently located 8 miles (12 km) from the Honolulu International Airport, within 1.5 miles of 28,000 hotel rooms in all price categories, and adjacent to an array of shopping, dining, and entertainment venues.



# Conference Guide

## Information and Registration

If you have already paid the registration fee, you will be able to pick up your registration pack and name card at the Conference Registration and Information Desk. The Conference Registration and Information Desk will be located at the following locations during the conference:

Sunday	08:30-17:00 – Room 317B (3F)
Monday	08:30-17:00 – Room 317B (3F)
Tuesday	08:30-15:00 – Room 317B (3F)

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

## 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.

## Smoking

Smoking is not permitted in the Hawai'i Convention Center. Please smoke outside the building in the designated smoking areas.

## Printing

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.

## 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:

Green: Presenters and General Audience  
Yellow: Keynote and Featured Speakers  
Red: Conference Exhibitors and Affiliates  
Black: IAFOR Staff & Board Members

## 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.

## Refreshment Breaks

Complimentary coffee, tea, and water will be available during the scheduled coffee breaks at the Plenary Session on Sunday morning in Room 320 (3F), and in Room 317B (3F) during the rest of the conference. Light snacks will also be provided.

## Lunch

Lunch on Sunday, Monday and Tuesday is included in the conference registration fee. Lunches will be distributed from 12:30 in Room 317B (3F). Please remember to bring your conference name badge as you will need to show this in order to claim your lunch. Lunches will be available until 14:00.

There is also an excellent choice of restaurants and cafes within walking distance of the venue.

# Conference Guide

## Conference Abstracts

All conference abstracts are available online. Please visit [papers.iafor.org](http://papers.iafor.org) for a searchable database of abstracts. Alternatively, download the IAFOR Events application, free of charge, from [appstore.com/iaforevents](http://appstore.com/iaforevents) on iPad or iPhone, or from the Google Play store for Android users.

## Oral Presentations & Workshop Presentations

Oral Presentation Sessions will run from 15:00 on Sunday and from 09:00 on Monday and Tuesday 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.

## 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.

## Poster Sessions

The Poster Session is 60 minutes in length and will be held in Room 317B (3F) on Sunday from 16:30-17:30.

## Poster Requirements

The poster display boards are 1,800 mm high x 900 mm wide and 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 ([www.iafor.org](http://www.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 before February 10, 2017 through the online system. The proceedings will be published on March 10, 2017. Authors will have PDF copies of their offprints emailed to them by April 10, 2017.

## Floor Plan | Level 1

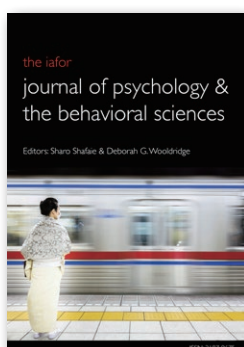
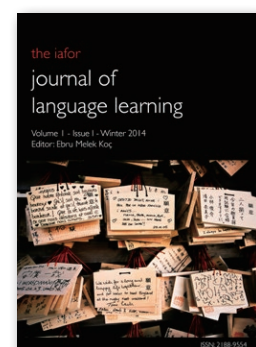
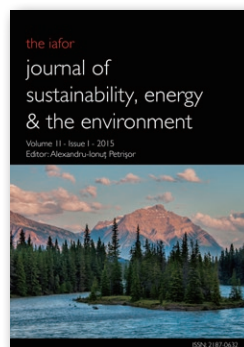
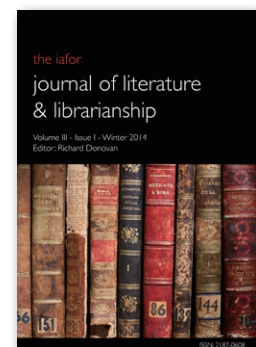
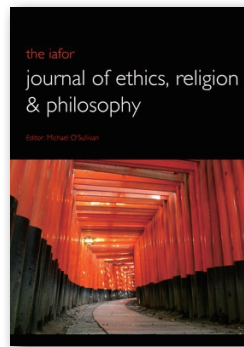
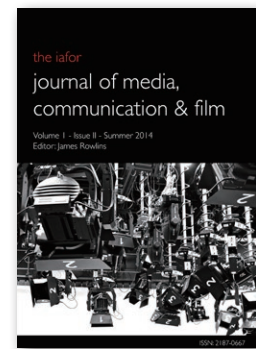
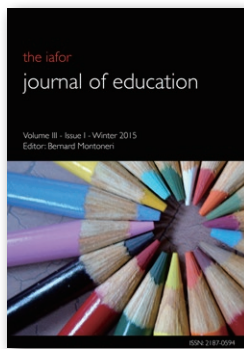




# Hawai'i Convention Center

## Floor Plan | Level 3





# IAFOR Journals

[www.iafor.org/journals](http://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 the 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

## IAFOR Journal of Business & Management

Dr Anshuman Khare (Guest Editor)  
Athabasca University, Canada

## 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  
The 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  
Tokyo Denki 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



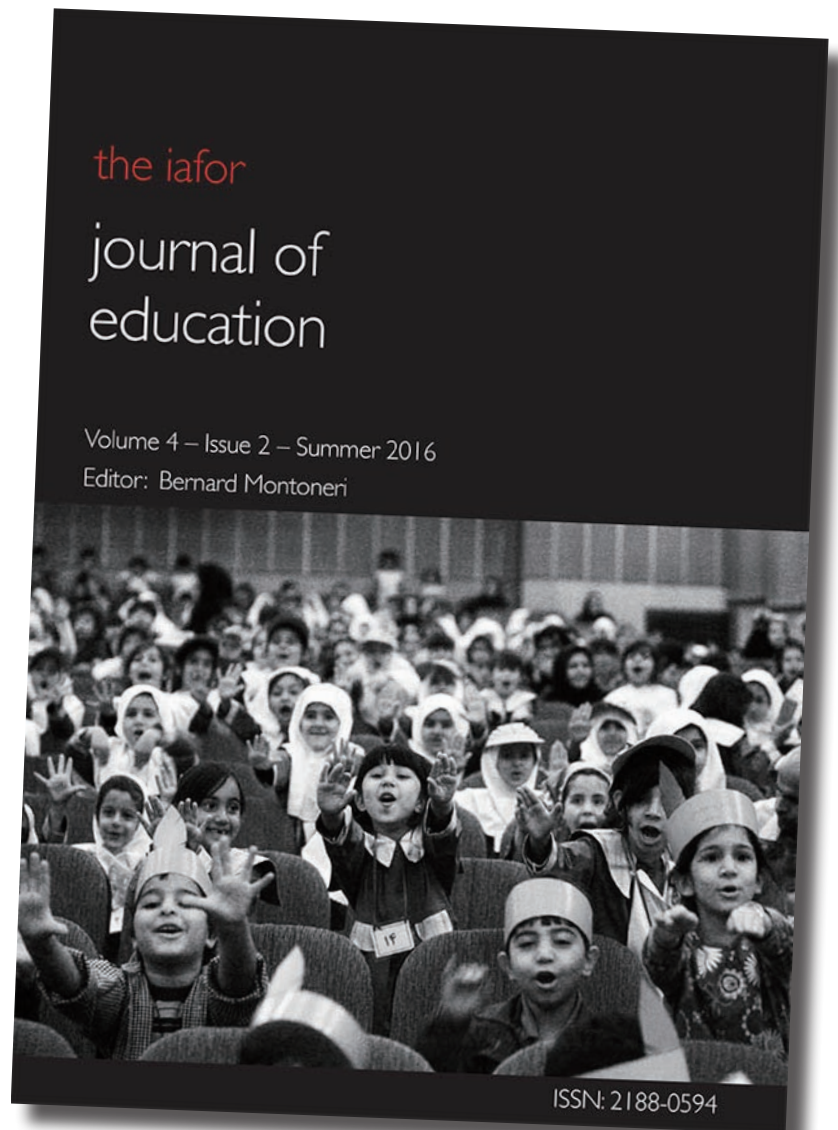
# Submit your research to the IAFOR Journal of Education

- Fair and rigorous peer review process
- No submission or publication fees
- Editorially independent
- Freely available online to a global academic audience

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

**Submission deadline:** May 1, 2017

For details of how to submit your paper, view the Author Guidelines on the journal website: [joe.iafor.org](http://joe.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.



A grayscale photograph of a man with dark hair, a mustache, and glasses. He is wearing a dark suit jacket, a light-colored shirt, and a patterned tie. He is looking slightly to the right with a thoughtful expression, his right hand raised near his chin. The background is dark and out of focus.

# Keynote & Featured Speakers





# Pacific Ethnomathematics: Navigating Ancient Wisdom and Modern Connections

Keynote Presentation: Linda Furuto

Sunday, January 8 | 09:15-10:00 | Room: 320 (3F)

In an effort to address issues of equitable and quality mathematics education, culturally-responsive strategies are explored in diverse populations through research and praxis. Defined as the intersection of historical traditions, sociocultural roots, linguistics, and mathematics, ethnomathematics encourages the investigation and adaptation of these concepts within formal and informal environments (D'Ambrosio, 2001; Greer, Mukhopadhyay, Powell, & Nelson-Barber, 2009). Ethnomathematics is a tool to foster an ongoing process of navigating and wayfinding by: (1) respecting and celebrating cultural systems and practices in experiential, place-based education, (2) strengthening student engagement pathways through multiple approaches to learning mathematics, and (3) providing a framework for sustainable campus-community networks (Boaler, 2002; Palhares & Shirley, 2012).

Promising practices include a National Science Foundation funded Mathematics Center, University of Hawai'i Ethnomathematics and STEM Institute, and local and global partnerships. The Polynesian Voyaging Society canoe Hōkūle'a, "star of gladness", is a vehicle to explore ethnomathematics applications as we strive to honor ancient wisdom and modern connections. For example, Hōkūle'a is internationally renowned for the role it has played in rekindling the Pacific Island traditions of non-instrument wayfinding, astronomy, marine science, and celestial navigation (i.e., sun, moon, stars, winds) based in mathematics principles. In the past four decades, Hōkūle'a has sailed over 150,000 nautical miles, and inspired a revival of voyaging and indigenous practices around the world (Finney, Kilsonky, Somsen, & Stroup, 1986; Furuto, 2014). Hōkūle'a is currently circumnavigating the globe from 2013-2017 on the Mālama Honua Worldwide Voyage, and the presenter is grateful to have been on the first international leg from Hawai'i to Tahiti, and subsequent voyages to American and Western Samoa, Olohega (Swain's Island), Aotearoa (New Zealand), South Africa, Washington, D.C., and New York City, sailing with leaders such as United Nations Secretary General Ban Ki-moon, His Holiness the 14th Dalai Lama, and Archbishop Desmond Mpilo Tutu. The mission of the Mālama Honua Worldwide Voyage of Hōkūle'a is to care for all people and places like they are 'ohana' (family). It is a culture of caring for our students, schools, and home that we call island earth.

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Dr Linda H. L. Furuto was born and raised in Hau'ula on the North Shore of O'ahu, Hawaii. She is an Associate Professor of Mathematics Education at the University of Hawai'i at Mānoa College of Education. Prior to joining the UHM, Dr Furuto was an Associate Professor of Mathematics, Head of Mathematics and Science, and Founder of the Mathematics Center at the University of Hawai'i – West O'ahu. Dr Furuto completed her PhD at the University of California, Los Angeles, received her Master's degree from Harvard University, and her Bachelor's degree from BYU. Her research interests include quantitative research methodology, ethnomathematics, and educational access and equity. Over the past 15 years, Dr Furuto has been a Visiting Scholar of Mathematics at the University of Tokyo, worked with students in the Boston public school system as a research-practitioner in Harvard University's "Inventing the Future" project, taught mathematics and music at the Technical College in Suva, Fiji, collaborated with the East-West Center and Ministry of Education of Vietnam on the International Forum for Education 2020 initiative, and helped to design educational programs with the Polynesian Voyaging Society. In addition, Dr Furuto has researched and consulted at the East-West Center, US Department of State, UCLA Center for International and Development Education, and Pacific Resources for Education and Learning. She received the Pacific Business News' Top Forty Under 40 Award in 2010, the University of Hawai'i Board of Regents Frances Davis Award for Excellence in Teaching in 2011, University of Hawai'i Board of Regents Medal for Excellence in Teaching in 2012, and was featured on PBS Hawai'i's Long Story Short in 2016. She is humbled to be engaged in the 2013-2017 Mālama Honua Worldwide Voyage on the Hōkūle'a voyaging canoe to collectively care for our planet through island wisdom and global connections.





# Aloha as a Way of Being: Hawaiian Perspectives on Learning

Featured Panel Presentation: Xu Di, Uncle Bruce Keaulani, Auntie Kehaulani Lum and Michael Salzman

Sunday, January 8 | 10:00-11:00 | Room: 320 (3F)

Cultures address essential human needs both psychologically, physiologically, and spiritually. As indigenous peoples have been traumatized and have suffered much as a result of contact with colonizers, there have been concerted efforts toward cultural reconstruction and recovery throughout the indigenous world. The first presenter will offer a context for understanding the cultural disruption and subsequent efforts to recover one's culture.

Sharing the Hawaiian philosophy of Aloha, the two panelists illustrate through the use of Hawaiian chant (oli), dance (hula), and healing as holistic, interactive ways of teaching and learning. These exemplify the possibilities for cultural revitalization in the 21st century. The audience will be invited to engage in an open discussion about the implications for an enriched way of understanding and being that rests upon the Hawaiian notion of Aloha, creating wellbeing for all.

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Dr Xu Di (许笛) is a professor in the Department of Education Foundations, College of Education, University of Hawai'i at Mānoa, USA. She is a member of the board of examiners for the National Council for Accreditation of Teacher Education (NCATE, now Council for Accreditation of Educator Preparation [CAEP]), which has provided national accreditation for teacher education programs in the United States since 2007.

Bruce Yoshio Keaulani was born and raised in Waikiki, one of two sons of "Ox" Keaulani, a beachboy who surfed with Duke Kahanamoku, and Janet Kaneda Keaulani, the daughter of a Buddhist priest from Niigata Prefecture. Uncle Bruce is the CEO and Kahu of Living Life Source Foundation, in Pu'ulena, Mānoa, and Professor of Kaito Gakko, a school of peace martial arts, where he carries the lineage of Doctor Kaito, Uncle David Nuuhiwa.

Aloha. I am Kehaulani Lum from Aiea, Oahu. Mahalo nui loa for the opportunity to serve the youth and families of Hawai'i Nei. My paternal family ties are to Nanakawaaokeoua, of Kawaihae, Hawaii, Kapou of Wailea, Hawaii, Waiehu of Waipio, Hawaii, Helela of Anahulu, Oahu, Kailiahi and Akana of Aiea, Oahu, Hulilani of Mokuoero, Oahu, and Lum of Kalihi, Oahu. My maternal family ties connect to Taua of Hana and Lahaina, Hubbell of Makawao and Pukalani, Keawe and Haia of Hana, and Keanu of Wailuku. I appear today as the Board Secretary of Living Life Source Foundation and a student of Uncle Bruce Keaulani.

Dr Michael B. Salzman is a professor and chair of the Department of Educational Psychology at the University of Hawai'i at Manoa, USA. He is a licensed psychologist and has published in the areas of cross-cultural psychology, cultural psychology, intercultural conflict, intercultural sensitivity training, multicultural counseling and cultural trauma and recovery among indigenous peoples and the effects of globalization on culture and anxiety.

Full biographies available at [icehawaii.iafor.org](http://icehawaii.iafor.org)





# Educating for Change: Challenging and Preserving Traditional Cultures

Featured Panel Presentation: Curtis Ho & Ted O'Neill

Chair: Joseph Haldane

Sunday, January 8 | 11:45-12:30 | Room: 320 (3F)

This interdisciplinary panel will discuss 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. The panellists will draw on their backgrounds in general education, language learning, and educational technology to discuss how policymakers and teachers deal with the often conflicting goals and inherent difficulties involved in educating for change by drawing on examples from both the local Hawaiian experience, as well as comparing and contrasting from different educational systems from around the world.

This panel will include extracts from *The Greatest Gift*, a short documentary produced by IAFOR in association with the HOPE International Development Agency, Japan and which features the Pamulaan Center for Indigenous Peoples Education in Davao, Philippines. The Pamulaan Center's mission is focused on providing indigenous youth with scholarships to university with the expectation that those recipients return to their communities and guide the next generation of IP youth thus creating a sustainable education cycle.

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Dr Curtis Ho is Professor, Department Chair and Graduate Chair of the Learning Design and Technology department at the University of Hawai'i at Manoa. He has been a UH faculty member for over 30 years, teaching graduate and undergraduate courses in educational media research, interactive multimedia, web-based instruction, distance education, video technology, and computer-based education. He has taught courses in American and Western Samoa and Saipan, and was the first to offer a course statewide over the Hawai'i Interactive Television System.

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.

Joseph Haldane is the Chairman & CEO of The International Academic Forum (IAFOR). Dr Haldane holds a PhD from the University of London in 19th-century French Studies. From 2002 to 2005 he held full-time faculty positions at the University of Paris XII (Paris-Est Créteil) and Sciences Po Paris. Dr Haldane is now a Guest Professor at Osaka University's School of International Public Policy (OSIPP), where he teaches on the postgraduate Global Governance Course.

Full biographies available at [icehawaii.iafor.org](http://icehawaii.iafor.org)



# Developing and Implementing an English for Specific Purposes Syllabus for Business Majors in Japan

Featured Presentation: Ken Urano

Sunday, January 8 | 13:30-14:15 | Room: 320 (3F)

English is a compulsory subject in secondary education in Japan, but most students, as well as teachers, do not have a clear goal for learning it because the number of people who actually need English in their lives is rather small. However, there is a certain demand for training of English for Specific Purposes (ESP) in such fields as engineering, medicine, and business, where communication in English is sometimes unavoidable. Such a demand is best accommodated at universities and colleges where the curriculum is set to help students develop skills to work in certain professions. In this talk I will first provide an overview of research and practice in ESP in Japan. I will then share my own experience as a teacher and curriculum developer at my workplace, where students learn English for business purposes.

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Ken Urano is a professor at the Faculty of Business Administration, Hokkai-Gakuen University, in Sapporo, Japan, where he mainly teaches English to business students. He is also a visiting professor on the Graduate Program in Foreign Languages, Nagoya Gakuin University, where he supervises master's students in English. His research interests include second language acquisition (SLA), especially acquisition of morphology and syntax, research methodology in SLA, task-based language teaching, English for specific purposes, and computer-assisted language learning.





# Bringing Global Stories into the Classroom Through OER and MOOCs

Featured Presentation: Kristin Palmer

Sunday, January 8 | 14:15-14:45 | Room: 320 (3F)

Does your institution believe it is important to provide global experiences to the students and faculty? This session will walk through different examples at the University of Virginia (UVa) of how global perspectives were brought into the classroom through the use of open educational resources (OER) and massive open online courses (MOOCs). Examples will illustrate how engaging with students in Sub-Saharan Africa helped one set of faculty broaden and deepen their understanding of business in emerging economies. Another example will illustrate lessons learned by students who were required to participate in a MOOC discussion forum as part of their course grade. These students had many learning moments that were not anticipated, such as what to do when you say something inaccurate to millions of people. A final example will be using online courses to provide educational experiences to UVa students studying abroad and designing these courses to imbue a sense of place connecting the students back to UVa while abroad.

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Dr Kristin Palmer is the Director of Online Learning Programs at the University of Virginia (UVa), USA. In this role, she is responsible for open educational resources, facilitating the assessment and fulfilment of pan-university e-learning needs, and conducting research. She represents UVa on the Networked Learning Collaborative of Virginia (NLCVa), she is a co-chair of the Online Education Advisory Committee, and is a member of the Accessibility Task Force and the President's Strategic Planning Steering Committee. She co-created and is on the Advisory Board for the annual Innovation in Pedagogy Summit at UVa.

Prior to UVa, Dr Palmer worked in both education and business on complex technology projects. She has worked at Hewlett-Packard, eBay, Intuit, and Disney.





# Doing Interdisciplinary Research and Publishing

Featured Workshop: Amanda Müller

Monday, January 9 | 13:30-14:30 | Room: 318A (3F)

Dr Müller will discuss practical strategies for conducting interdisciplinary research and publishing in reputable journals. She will provide examples of the lessons learned from her own journey thus far, both positive and negative. Dr Müller will give her own key principles about forming effective research teams, and then discuss how to go about choosing an appropriate outlet to disseminate research findings. Following on from the main presentation, a hands-on workshop will help members to identify their own individual strengths (such as the skill sets they can bring to a research project and team) and discover their own opportunities for future research.

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Dr Müller is a Senior Lecturer at Flinders University in Australia where she teaches English for Specific Purposes. Among her achievements are: reaching the top three finalists for a national award for innovative work in nursing; being an invited speaker on language testing and then on clinical communication; acting as a consultant for multicultural aged care support; receiving two international quality badges for her computer games; gaining a Faculty Teaching Excellence award; being the recipient of the university's Vice-Chancellor's Award for Early Career Researchers. Dr Müller is currently under consideration for a national Research Council Discovery Award and has been involved in eight successful research grants.

Dr Müller has worked in many multidisciplinary research groups and published on a diverse range of topics, including simulation-based learning, English language testing and policy, nursing English, computer assisted language learning, teaching kanji, academic English, teaching psychomotor skills in ultrasound, higher education, childbirth, English dialects, phonological awareness, and nursing registration policy. Her articles have appeared in top international journals, such as the *International Journal of Nursing Studies*, *Medical Teacher*, and *Women and Birth*, and important Australian journals, such as *Higher Education Research & Development* and the *Internal Journal of Pedagogies and Learning*. She has produced a number of book chapters and two books, *A Glasgow Voice*, on Scottish literary language, and *U2Uni: Personal tools for success* (Custom Edition), which deals with academic literacy. She also has a number of conference publications. She is constantly looking for new opportunities to conduct and disseminate research.

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# Sunday January 8



# 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.

Get involved by visiting the website, following us on Facebook and Twitter and signing up to our e-newsletter.

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### SUBMIT TO THINK

We are currently accepting submissions for publication in 2017. We welcome photographs to accompany articles, as well as topical photo-essays.

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

# Sunday Plenary Session

09:00-14:45 | Room: 320 (3F)

08:30-09:15      Conference Registration | Room: 317B (3F)

**09:00-09:15      Announcements and Welcome Address | Room: 320 (3F)**

Kiyoshi Mana, Director of International Operations, The International Academic Forum (IAFOR)

Joseph Haldane, Chairman & CEO, The International Academic Forum (IAFOR)

**09:15-10:00      Keynote Presentation | Room: 320 (3F)**

*Pacific Ethnomathematics: Navigating Ancient Wisdom and Modern Connections*

Linda Furuto, University of Hawai'i at Manoa, USA

**10:00-11:00      Featured Panel Presentation | Room: 320 (3F)**

*Aloha as a Way of Being: Hawaiian Perspectives on Learning*

Xu Di, University of Hawai'i at Manoa, USA

Uncle Bruce Keaulani, Living Life Source Foundation, USA

Auntie Kehaulani Lum, Living Life Source Foundation, USA

Michael Salzman, University of Hawai'i at Manoa, USA

11:00-11:30      Coffee Break

11:30-11:45      Screening of *The Greatest Gift* by IAFOR Media | Room: 320 (3F)

**11:45-12:30      Featured Panel Presentation | Room: 320 (3F)**

*Educating for Change: Challenging and Preserving Traditional Cultures*

Chair: Joseph Haldane, IAFOR

Panellists: Curtis Ho, University of Hawai'i at Manoa, USA & Ted O'Neill, Gakushuin University, Japan

12:30-13:30      Lunch Break

**13:30-14:15      Featured Presentation | Room: 320 (3F)**

*Developing and Implementing an English for Specific Purposes Syllabus for Business Majors in Japan*

Ken Urano, Hokkai-Gakuen University, Japan

**14:15-14:45      Featured Presentation | Room: 320 (3F)**

*Bringing Global Stories into the Classroom Through OER and MOOCs*

Kristin Palmer, University of Virginia, USA

# Sunday Session I

## 15:00-16:30 | Room: 318A (3F)

**Sunday Session I: 15:00-16:30**

**Room: 318A (3F)**

**Higher Education**

**Session Chair: E. Christina Belcher**

**34250 15:00-15:30 | Room: 318A (3F)**

*Implications for Incorporating a Truly “Liberal” Education in Japan to Educate for Change: Concepts, Policies, and Practices*

Yukiko Mishina, University of Tokyo, Japan

Steve Kirk, University of Tokyo, Japan

Globalization efforts by universities are generally considered to be a positive, forward-looking transformation for the university, researchers, its faculty, and its students. The educational value of globalization for students is exceptionally promising, as university education should provide students with more than courses for a chosen field of study. However, the decisions for globalization are usually made top-down from the government, and the results of the endeavors are often judged by university rankings and not necessarily university-wide satisfaction. In this paper, we will argue that at the curriculum level, a liberal arts education should be central to globalization efforts. A liberal arts education allows students to explore diverse disciplines and synthesize knowledge from the various subjects. For students to be globally competitive, it becomes crucial for students to be able to network and integrate their knowledge in various, and sometimes unexpected, ways and observe the world from an interdisciplinary perspective. We will discuss some ways that incorporating a liberal arts education in the university system, particularly in Japan, will lead to educating for change.

**33727 15:30-16:00 | Room: 318A (3F)**

*Implementing Principles of Global Citizenship Education into University Curricula*

Emiliano Bosio, University College London, UK

The growing global interdependence that typifies our time calls for a generation of “fully-human” leaders who can engage in effective global problem solving (Andreotti, 2006) and participate concurrently in local, national, and global civic life (Ikeda, 2005). Put simply, preparing students to be “value-creators” and pro-actively participate in today and tomorrow’s world demands that universities cultivate their global competence (Anderson Simons, 2013). In this context, there is growing interest in Global Citizenship Education (GCE), signaling a shift in the role and purpose of education to that of forging more peaceful, tolerant and inclusive societies (Arakawa, 2013). Based on a qualitative research approach, this paper will first examine the discourse of international organizations, such as UNESCO’s Education Programme (2014-17), The United Nations (2013) and Oxfam (2006), in order to better understand efforts to promote GCE and its implications for teaching and learning. Examples of curriculum approaches on global awareness-related subjects will then be introduced to identify how they address GCE, particularly the extent to which they are interdisciplinary, and encourage both a sense of global outlook and social responsibility (Appiah, 2008). A third level of analysis will comprise exploring how university teachers and students perceive and implement the particular concept.

**29689 16:00-16:30 | Room: 318A (3F)**

*Challenging Means and Ends in Higher Education: Reclaiming the Liberal Arts in Pursuit of Wisdom and Identity Formation*

E. Christina Belcher, Redeemer University College, Canada

Linda Schwartz, Ambrose University, Canada

A postsecondary liberal arts education is no longer a desired commodity for many undergraduates. Learners are encouraged to pursue practical and professional skills that advance their prospects in the marketplace, and programs are tailored increasingly to the demands of cultural and social structures that feed a knowledge economy. Rather than placing an emphasis on the formation of critical, reflective thought through the inheritance of traditional cultural and social narratives, higher learning has become a fragmented discourse that values information and immediacy over deep knowledge. Discourse and method in the liberal arts and humanities has provided the means to educate citizens and build culture in free and democratic societies. Values-based education – in the liberal democratic sense – becomes dependent on what culture and society value in order to shape a distinct kind of citizen. What are the formational consequences when immediacy and monetary gain is valued more highly than education for wisdom and service? If the essence of political correctness or a value for neutrality embraces all socio-cultural norms, what are the irrevocable effects on the culture and mandate of higher education? Consideration of tensions between the current push to knowledge production and the pursuit of wisdom in our technological age, and the rapid displacement of cultural memory suggest that a radical shift away from neutrality in higher education is warranted. If society places any value on the formation of a creative, responsible, flourishing citizenry, a strong curriculum in the liberal arts is central to the mission of higher education.



# Sunday Session I

## 15:00-16:30 | Room: 318B (3F)

**Sunday Session I: 15:00-16:30**

**Room: 318B (3F)**

**Learning Environments**

**Session Chair: Tamara Galoyan**

**33073 15:00-15:30 | Room: 318B (3F)**

*Challenges for the Online English Curriculum*

Alisa Vanijdee, Sukhothai Thammathirat Open University, Thailand

The curriculum is a control for any study; it exemplifies the teaching and learning theory including what to teach (content), how to teach (teaching pedagogy), and how to measure the results (evaluation). The online curriculum faces additional challenges both in theoretical implementation of English content and skills and by means of Information Technology. As English is important in international business, and limited places are available to study it, Sukhothai Thammathirat Open University (STOU) attempted to educate a large number of Thai students from various backgrounds in their BA English program. The purpose behind the program is to upgrade Thai students in English language performance. This paper examines (1) the present curriculum and the governing theory of language learning in Thailand; (2) the online BA degree in English; (3) the evaluation system; (4) the challenges of advanced technology and new context of learning; (5) the contributing factors in the curriculum to succeed in learning English; and (6) the effective curriculum. The author proposes that the online English curriculum should focus on basic content and language skills; multi-literacies; learner autonomy; and new technology to facilitate students' learning. Multi-literacies and modality, with care about the possibility in any context, are two keywords for the quality improvement of online curricula.

**34302 15:30-16:00 | Room: 318B (3F)**

*Learning Containers: How to Build, Create, Support and Facilitate Authentic Learning in Virtual Spaces*

Laura Galloway, Brandman University, USA

69.1% of chief academic leaders say that online learning is critical to their long-term strategy (Allen & Seaman, 2013). The issue that this trajectory presents to educators and course designers in higher education is how to ensure the online learning experience is robust, relevant, interesting, engaging and challenging. Unfortunately, and far too often, it is assumed that online course design and facilitation follows the same logic and practice as face to face pedagogy. This presentation focuses on the philosophy and the process of redesigning an online course that adjusts and adapts to the benefits of technology, builds learning communities and meets the learning needs and expectations of adult learners. This presentation will provide practical tips and applicable practices on how to re-purpose notions of traditional pedagogy to design and deliver online courses that meet the needs of students.

Allen, I. E., & Seaman, J. (2013). *Changing course: Ten years of tracking online education in the United States*. Babson Park, MA: Babson Survey Research Group.

**33049 16:00-16:30 | Room: 318B (3F)**

*Facilitating Language Use and Communication in ESL/EFL Classrooms through Game-Based Learning*

Tamara Galoyan, Drexel University, USA

Mamta Shah, Drexel University, USA

Aroutis Foster, Drexel University, USA

The objectives of this paper are (a) to argue for the benefits of immersive virtual environments to enhance language use and communication in ESL/EFL classrooms using theories of second language acquisition (SLA); namely, sociocultural SLA (Vygotsky, 1978) and psycholinguistic SLA (Long, 1985), and the theory of situated learning (Greeno, Collins & Resnick, 1996); (b) to introduce the Game Network Analysis (GaNA) (Foster, Shah, & Duvall, 2015) framework for facilitating language use and communication in ESL/EFL classrooms through game-based learning. GaNA is combination of frameworks that allow teachers to implement game-based learning for achieving specific curricular goals through a systematic approach that involves game analysis, game integration, and consideration for conditions within the teacher's context that would impact the success of facilitating learning with games. This presentation is relevant and timely. Specifically, researchers and educational advocates have already recognized the positive impact of video games on language learning (Chen, 2009; Peterson, 2010; Zheng, 2006). However, despite the potential benefits of using games for language learning, there is still limited research on the specific pedagogical approaches used to incorporate game-based learning into the regular course curriculum (Young et al., 2012). The presentation will include the application of GaNA in a sample lesson plan focusing on the incorporation of a specific video game to teach new vocabulary and improve learners' communicative skills. We will conclude with recommendations for EFL researchers and educators who are interested in using game-based learning in ESL/EFL classrooms.

# Sunday Session I

## 15:00-16:30 | Room: 319A (3F)

**Sunday Session I: 15:00-16:30**

**Room: 319A (3F)**

**Innovative Language Teaching & Learning Methodologies**

**Session Chair: Zakaria Almsherqi**

**19453 15:00-15:30 | Room: 319A (3F)**

*Vocabulary Acquisition and the Effects of Using Drama: A Case Study in the Greek Diaspora*

Myria Pieridou, The Open University, UK

Maria Kambouri-Danos, University of Reading, UK

An increasing volume of research indicates the positive effects that drama can have when learning vocabulary as it enhances children's acquisition of new vocabulary, either in their native or in an additional language (Giebert, 2014; Rubin & Merrion, 1996). The purpose of this funded small scale study was to explore pedagogy and cross-curricular approaches to language learning, through the examination and comparison of a series of eight lessons, four of which were implemented using drama techniques. The lessons were directed to a group of seven 8 years old children who were learning Greek as an additional language at a school of the Greek Diaspora in London. Research methodology included non-participant observation of the series of eight lessons and interviews with the children before and after each lesson to compare the number of new words that each child had learnt (as pre- and post-tests). Ethical issues such as confidentiality, anonymity and informed consent were addressed according to BERA (2011). Data analysis focused on students' engagement and participation during the lessons, the number of new words that each child had learnt and the ability to translate them in their native language (English). The results indicate that there is a higher probability for children to learn new vocabulary and remain engaged during the lesson when drama is incorporated often as a teaching method. The study draws attention to the benefits of drama in language teaching and the need for teachers to be familiar and comfortable with its use.

**33629 15:30-16:00 | Room: 319A (3F)**

*Teaching with Korean Movies and TV Dramas in Hybrid Online Models*

Seunghye Yu, University of Hawai'i at Manoa, USA

Mee-Jeong Park, University of Hawai'i at Manoa, USA

With the recent increase in the number of advanced level students in Korean language classrooms across America, more programs are trying to incorporate Korean movies and TV dramas into their language classes. Based on a survey of course syllabi of 12 different courses offered in colleges and private institutions throughout the world, there are mainly three types of courses using Korean movies and TV dramas: (a) incorporate some useful expressions taken from movies and TV dramas into lesson plans; (b) watch excerpts from selected movies and dramas on a given theme/topic followed by discussions and writing activities; or (c) watch a full movie or full episodes of a drama followed by discussions and writing activities. This paper proposes a hybrid model of advanced level language course, one that combines face-to-face classroom learning with online learning, using Korean movies and TV dramas as the core of the course syllabus, based on a need analysis of 100 college students taking 300 and 400-level Korean language classes. In hybrid models, online and face-to-face components of the course are designed to interact pedagogically to take advantage of the best features of each. Therefore, students watch the video and review key vocabulary and expressions before coming to class, so that instructors can get the best out of the face-to-face class time where most of the discussions will take place. The follow-up writing activities can then be done online, with the instructor's written feedback available throughout the term for repetitive practice outside classrooms.

**33202 16:00-16:30 | Room: 319A (3F)**

*Simulation-Based Learning: A New Educational Tool*

Zakaria Almsherqi, National University of Singapore, Singapore

Problem-based learning (PBL) has been well established in medical education as an efficacious learning technique. Meanwhile, developments in computer technologies and high-fidelity patient simulators have thoroughly reformed medical education including designing problem based learning and case scenarios. Combining problem-based learning with simulation has significant potential. Key to successful implementation of this pedagogy is the use of a "good problem". High-fidelity patient simulators were used at the end of the theoretical course in cardiovascular and respiratory physiology in the first year medical program in the medical school, National University of Singapore. High-fidelity simulation was used to design an intensive care unit case scenario as part of the PBL program. It was developed to involve the students to perform procedural skills and apply biomedical knowledge/concepts to clinical decision-making during simulated emergency scenario training. Our study demonstrated that simulations can effectively serve as the "problem" in a PBL designed course. Furthermore, our study provides an example of the design and use of high-fidelity patient simulators to facilitate case study teaching and PBL of cardiopulmonary physiology and intensive care concepts. The factors that need to be considered when using a simulation exercise as a PBL problem are discussed and the limitations and directions for future research are explored. Knowing the limitations of high-fidelity patient simulators, case study and PBL designers should carefully consider the extent to which they would use high-fidelity patient simulators.

# Sunday Poster Session

16:30-17:30 | Room: 317B (3F)

**Sunday Session II: 16:30-17:30**

**Room: 317B (3F)**

**Conference Poster Session**

**33496 | Room: 317B (3F)**

*LePo: An Open-Source Learning Management System with Text Annotation and Content Curation Functions*

Koichi Yoshizaki, Oita University, Japan

Hiroshi Hotta, Sonoda Women's University, Japan

Web-based Learning Management Systems (LMSs) are widely used in educational institutions mainly because there is no management cost for native client application and a low development cost to adapt the system to multiple client platforms. And the progress in web-related technology makes it possible for web system to implement the functions which were possible only by native application. Based on this situation, we have developed a new web-based LMS named "LePo". In addition to usual LMS functions like contents and assignments management, LePo has two original functions, Text Annotation (TA) and Content Curation (CC). TA is like a digital sticky. User can put text message on any page in learning materials and set its access level to private only or share with the course members. Using CC, user can collect specified part of web contents like text or image from any web pages, pack them with user's original texts and images, organize the contents in display order and share with the course members. Teachers can also put some contents into the student's contents packages for instructional scaffolding. To collect web contents, LePo offers its bookmarklet and web browser extension. This CC is intended to be used as a preliminary step before writing a report or making a presentation slide in the classroom and to clarify student's thoughts with the citations from web pages. We've developed LePo with mainly Ruby on Rails and released it as open-source software to encourage people to use it for their educational purposes and to share the experiences.

**33064 | Room: 317B (3F)**

*A Smartphone Classroom: Can Going Paperless Really Work?*

Jaime Selwood, Hiroshima University, Japan

The huge growth in ownership of smartphones amongst university students means that access to online content, especially through mobile applications (apps), has created the potential for language institutions to exploit these high ownership numbers within the classroom. In 2016 with new apps continually being developed it is becoming essential for instructors and institutions to understand how to adapt this technology effectively within a language course structure. However, an important issue is how the instructor can actually integrate smartphones and their software tools successfully within the classroom. The presentation will include details about synchronised learning programmes which focused on improving English speaking and writing skills, and aimed through the use of smartphone apps to better assimilate mobile-devices within a university course. The aim of this presentation is to show the potential benefits as well as the possible pitfalls for both learners and instructors of a completely digital and paperless English language course. The courses exploited mobile technology freely available on any smartphone operating system, which then enabled students to easily share their work with other class members via their mobile-devices. The benefits and drawbacks of these courses will also be included in the presentation which will highlight that by the end of the course 84% of the courses' participants had a favourable attitude towards a paperless, smartphone-centred course. An easy to follow step-by-step guide will also be supplied in order for delegates to try the project for themselves with their own students.

**33938 | Room: 317B (3F)**

*Junior College EFL Students Respond Better to a Formative Assessment Project Than a Paper Midterm*

Kinsella Valies, Nihon University, Japan

Replacing paper midterms with a challenging assessment project is in line with Robinson and Ross' ideas on measurement: "traditional skills-focused tests of EAP ability relate only weakly to learners' ability to act on such skills in authentic task conditions (1996)". The Be Our Guest Midterm Assessment Project aimed to confirm that classroom-based, formative assessment leads to more authentic measurement of communicative ability and an increase in student motivation. A 3-session lesson plan was designed and implemented in a Japanese junior college EFL setting. A group of 30, multi-level students prepared to interact with a visiting Japanese professional in English; assignments required students to listen to a presentation and respond, process relevant information, initiate further communication, reflect and report. The project structure not only proved helpful in assessing students' grasp of communication strategies, but surveys showed that students were generally more satisfied with their performance than they were after a paper-based test. Pre-activity, many insisted that they 'can't' because they need 'more' English. Post-task many had formed individual learning goals, wanting to use their English "better". Though students were all anxious about communicating with a stranger, their anxiety was largely mitigated by the collaborative structure, the predictability of assignments and the freedom to refer to previously studied, communicative strategies.

Robinson, P. & Ross, S. (1996). The development of task-based assessment in English for academic purposes programs. *Applied Linguistics*, 17(4), 455-476.



# Sunday Poster Session

16:30-17:30 | Room: 317B (3F)

**33554 | Room: 317B (3F)**

*Effecting Positive Change in English Language Learning with Universal Design for Learning*

Paul Dickinson, Meijo University, Japan

Universal Design for Learning (UDL) is an instructional framework developed from education and neuroscience research. Based on the knowledge that there is no such thing as an “average” learner, the central claim of UDL is that the diverse learning needs of students are best addressed through curricula and lessons that provide multiple means of Representation, Engagement, and Action and Expression. The UDL framework applies to the whole curriculum and is used to create flexible goals, methods, materials, and assessments that address learner diversity and reduce learning barriers to provide effective learning opportunities for all learners, including English language learners and students with disabilities. This presentation will introduce the background and theoretical basis of UDL and show how it can be used to effect positive change in English language learning contexts. It will demonstrate the potential of UDL to help English language educators and administrators in facing the challenges of the diverse and ever-changing English language classrooms of a globalized world. Attendees of this presentation can expect to take away not only an understanding of the theoretical basis of UDL, but also practical examples of how to use its principles and guidelines to design and implement effective learning opportunities that reduce learning barriers and improve learning outcomes for all English language learners.

**34201 | Room: 317B (3F)**

*Needs Analysis and Curriculum Development for Japanese Graduate Students in Chemistry Fields*

Mika Tamura, Kyushu University, Japan

The dominance of English as the international language of science (EILS) is well documented. Little research, however, has been done for NNEs (Non native English speakers) graduate students in Japan. The present study examines Japanese graduate students' attitudes towards studying English, needs/wants of ESP education, and perception and experiences of English as an international language through a small-scale questionnaire and focus group interview study. The study will explore their priorities for English learning, the importance of learning ESP with a Scientific English focus, and the advantages and disadvantages of the dominance of EILS. Findings from the study are discussed from the viewpoints of students. Finally, this study will draw conclusions regarding the development of an effective English curriculum for the Japanese graduate students in chemistry fields.

**33504 | Room: 317B (3F)**

*Developing Spoken Corpora of Non-Native English Teachers to Assist in English Classroom Interactions*

Noriaki Katagiri, Hokkaido University of Education, Japan

Yukiko Ohashi, Yamazaki Gakuen University, Japan

This study reports the classroom speech traits of non-native English language instructors (NNIs) observed from the bilingual spoken corpora compiled by the authors from four elementary school and two middle school English lessons in Japan. We will analyze our corpus structure using the four modes to specify the NNIs' L2 classroom discourse introduced by Walsh (2006). Our XML tagging in the corpora marks speaker turns, language use, and classroom interaction modes. We will demonstrate how to utilize these tags to extract different types of annotated transcribed data through our XSLT style sheets and Perl scripts. We examined NNIs' interactional features in the managerial mode and the materials mode by looking at their respective pedagogic goals (Walsh, 2006, p.66). Chi-square tests showed significant differences between NNIs' language use and effectiveness with respect to the pedagogic goals of (a) transmitting information and (b) eliciting responses in relation to the material. Both of these goals led to better students' understanding. Based on our data, we will also show qualitative characteristics of the classroom discourse structure, the NNI language choice depending on the discourse modes, and their interactions in which effective feedback elicited students' spontaneous utterances. Our analyses give suggestions in terms of NNIs' utterances in class. This would hopefully assist both preservice and in-service NNIs in their professional training programs that would enable them to conduct L2-led English lessons, achieving their pedagogic goals more effectively. (Walsh, S. (2006). *Investigating Classroom Discourse*. Routledge.)

**34260 | Room: 317B (3F)**

*Modification of Word2vec by Formulaic Sequences and Extraction of Useful Expressions for Language Learning from Closed Caption TV Corpus*

Hajime Mochizuki, Tokyo University of Foreign Studies, Japan

Kohji Shibano, Tokyo University of Foreign Studies, Japan

Word2vec (Mikolov et al. 2013) is a popular natural language processing (NLP) tool that can obtain word groups that have strong semantic relations among them. On the other hand, we expect the existence of sequences of words that occur frequently in the corpus, such as collocations, idioms, and greeting expressions. These sequences of words are referred as formulaic sequences (FSs) (Wray, 2002). Recently, it is generally accepted the FSs serve an important function in discourse and are widespread in language (Conklin and Schmitt, 2008). In this presentation, we describe our method that expands original word2vec to FS2vec using FSs instead of single words. By FS2vec, we can obtain FS groups that they have strong semantic relations among them. We aim to use obtained FS groups as useful expressions for language learning in our e-learning system. As a language resource, we have been continuing to build a large-scale spoken language corpus from closed caption TV (CCTV) data (Mochizuki and Shibano, 2014). The size of our corpus has reached over 168,000 TV programs and 655 million words as of February 2016. Because TV is a major medium in daily life, we expect that the CCTV corpus contains a lot of useful FSs for language education. This presentation also shows that how to extract FSs from CCTV corpus and what features are included in the FSs.

# Sunday Poster Session

16:30-17:30 | Room: 317B (3F)

## 34202 | Room: 317B (3F)

### *Teaching Generation Z at the University of Hawai'i*

Mariana Gerschenson, University of Hawai'i, USA

Jeff Stearns, University of Hawai'i, USA

Kelley Dudoit, University of Hawai'i, USA

Shirl Fujihara, University of Hawai'i, USA

Ann Kennedy, University of Hawai'i, USA

New generations of students are not the same as prior generations and they respond differently to instruction. The University of Hawai'i must change its ways of teaching to align to the values and learning styles of these new learners, specifically Generation Z (Gen Zers). Teaching methods, course content, and objectives must be relevant and engaging to this new generation of learners. Gen Zers were born in 1995-2010. They follow other generations, who also impacted society in various ways, such as the Veterans (1925-1944), Baby Boomers (1945-1964), Generation X (1965-1980), and Generation Y (1981-1995). Each of these groups is extremely distinct when considering values, goals, and ideals. These associated characteristics are based on the economic conditions, cultural norms and mores, technological advances, and world events. Gen Zers will become an important generation for the university. This report examines the learning style and thinking process of Gen Zers, the technology that Gen Zers have adopted, the ways Gen Zers approach information, and professional development models the university may employ to effectively respond to Gen Zers. Also, important to consider is that though Gen Zers bring different characteristics and traits to our university. Their learning needs reflect a changing world, especially in view of new technology. For faculty to have the knowledge and skills of up-to-date education technology, the university needs to be proactive in making this happen. This paper presents methods to achieve this goal.

## 33789 | Room: 317B (3F)

### *Analysis of Determinants for Student Drop-Out at the University Level*

Seoyong Kim, Ajou University, South Korea

Donggeun Kim, Ajou University, South Korea

There are increasing patterns in drop-out at the university level in South Korea. Those trends represent crisis not only at the individual level about also university level. The increase in the drop-out rate will threaten both students' personal career development and the university's financial side. Therefore, it is very important to analyze the cause for drop-out at the university level. Based on the aggregate data, our analysis aims to examine the cause of university student's drop-out. For this work, we set up the drop-out rate as dependent variables and, as independent variables, five factors such as the structural base, financial resource, human resource, educational program, and support for student. We believe that our analysis empirically shows the complicated structure of drop-out at the university level.

## 33606 | Room: 317B (3F)

### *Using Social Network Analysis As a Tool for Improving Teaching Effectiveness*

Dylan Dittrich-Reed, Clemson University, USA

Andrew Kardohely, Clemson University, USA

Social network analysis (SNA) is an excellent observational tool for understanding community formation in the classroom. Students engaged in the classroom community might be more likely to persist in a major or discipline. Classroom community structure, therefore, could be an indication of effective teaching practices that help retain students. However, SNA is largely untested as a tool to identify disengaged students who could benefit from instructor intervention. A pilot study of undergraduates in biological sciences laboratory classes at a public, southeastern, land-grant university demonstrated a statistically significant negative relationship between self-reported likelihood of changing disciplines and formation of ties with other students. We propose that SNA could allow instructors to identify disengaged students that are at risk of leaving their discipline and make recommendations for re-engaging such students.

## 33581 | Room: 317B (3F)

### *Does L1 Print Exposure Contribute to L2 Proficiency?*

Ayako Hasegawa, Takushoku University, Japan

Ken Ubukata, Shibaura Institute of Technology, Japan

In this study the relationship between the first language (L1) exposure and the second language (L2) proficiency was examined in Japanese college students (N= 200). In L1 literacy research, considerable evidence suggests that variability in readers of print exposure – amount of text they read – or reading volume is associated with variability in reading-related skills, such as lexical-decision latency, spelling ability, vocabulary size, verbal fluency, reading comprehension and reading rate, and general measures of achievement in reading. However, few studies have examined whether print exposure in L1 has a similar effect on the development and achievement of L2 skills. As measures of print exposure the Author Recognition Test (ART) and Title Recognition Test (TRT) were developed, and the both instruments have been validated as good indicators of individual differences in exposure to print. In this present study print exposure was measured with a self-reported reading habit questionnaire as well as a Japanese Author Recognition Test (JART) and Japanese Title Recognition Test (JTRT), which were developed as measures of print exposure for college students in Japan. An additional measure of L2 skills was provided by participants of scores on Test of English for International Communication (TOEIC), an English language test designed specifically to measure the everyday English skills of people working in an international environment. The results support that higher levels of print exposure were associated with higher TOEIC performance, therefore frequent L1 print exposure could contribute to differences in L2 proficiency and foundation for L2 achievement.

# Sunday Poster Session

16:30-17:30 | Room: 317B (3F)

## 34170 | Room: 317B (3F)

### *Factors That Influence Collaborative Teaching of English in a Japanese Women's Junior College*

Kaoru Mita, Jissen Women's Junior College, Japan

This presentation explores how seven English teachers (three native and four non-native) have implemented collaborative practice in their junior college. Native and non-native English teachers have been implementing the collaborative practice approach in a general English class, and they named it as Integrated Teaching. Teachers taught the same students in pairs on different days and in different classes. The native teachers focused on the four skills, while the Japanese, non-native teachers focused on grammar and the implementation of key structures. The classes were divided into four levels based on the results of the school's placement test conducted at the start of the semester. Pre- and post- grammar examinations, pre- and post- writing examinations and questionnaire concerning collaborative teaching were conducted to teachers and students. The results show the importance of such teaching, highlighting some of its advantages and disadvantages, yielding significant data on how team teaching is one way of teaching that may enhance and motivate students' learning of English. Prominent improvement in both grammar and writing tests has been observed in two of the four classes, which are considered to come from two main factors; Firstly, native and non-native teachers played distinctive roles by making use of each other's expertise toward the common goal; non-native teachers provided students with explicit knowledge of grammar points and writing strategies using their native language, whereas native teachers encouraged students to utilize their grammatical knowledge in authentic communication. Secondly, pair teachers shared ideas and solved problems together.

## 33562 | Room: 317B (3F)

### *Instructor Experience Affects Perception of Student Technology Use as a Sign of Engagement*

Andrew Kardohely, Clemson University, USA

Dylan Dittrich-Reed, Clemson University, USA

Devices such as cell phones, tablets, and laptops have become commonplace in the classroom. Students can use these devices to disengage and distract others or to take notes and collaborate with others. Recognizing the difference is now a critical skill for university instructors. Assessing student engagement and responding to disengaged students are learned skills that develop with experience. This case study, conducted at a large public university, supports the idea that an older, more experienced instructor is better able to assess engagement in the classroom than a younger, less experienced instructor. Interestingly, the experienced instructor used student technology use as a behavioral cue of engagement while the inexperienced instructor did not. The younger instructor was unsure whether student technology use was a sign of engagement or disengagement. However, the experienced instructor used cell phone use and the noise of student typing as signs of positive engagement. Initiating discussions between experienced and inexperienced instructors on the cues they use to measure in-class engagement could increase the rate at which instructors develop this critical skill.

## 33630 | Room: 317B (3F)

### *Development of the Assessment Tool in the Rehabilitation Program for Children with Developmental Disabilities*

Fumika Kimura, Tokyo Kasei Gakuin University, Japan

In Japan, there have recently been started programs for children with physical, mental and developmental disabilities based on the same political systems. So administrations have many difficulties with rehabilitation programs for children after school. One of the difficulties is about assessment of the children and of the effects on their rehabilitation programs. Because most administrations had been experienced in programs focused on only one kind of disability. So it is hardly to say that their rehabilitation programs have an effect on social adjustment of children. And we intend to develop and examine an assessment tool for the children with developmental disabilities. This tool could assess physical skills and social skills of the children, and it was supposed to be used in a group program. So the main purpose of this study is to examine whether this assessment tool functions. In this presentation we mainly deal with an administration case that has 48 children with developmental disabilities or mental retardation. They were from 5 years to 14 years old. And there is one physical therapist, one clinical psychologist, one teacher who is a license holder of special needs education, and a nursery teacher. These 4 staff carry out the physical skill test and social skill test in each group of 10 children. The children enjoyed these test with their each groups, and assessment could be done smoothly.

## 33420 | Room: 317B (3F)

### *The Effects of Different Behaviors in Handheld Video Games on Interpersonal Relationships: A Three-Wave Panel Study on Elementary School Students*

Kanae Suzuki, University of Tsukuba, Japan

Children behave differently according to the contents of handheld video games: defeating enemies with other players, fighting against others, competing with others in scores, going out with others, and so on. This study aims to examine the effects of the different behaviors of handheld video games on interpersonal relationships of the students in real and virtual worlds. A three-wave panel survey was conducted for students of ten elementary schools at intervals of approximately six months. The questionnaire included questions about the frequency of experiencing different behaviors in playing handheld video games during the past one month, and the interpersonal relationships, such as the number of real and virtual friends the students have. Multiple regression models were constructed for 264 students to examine causal relationships. The results indicated that there were cases where only virtual friends increased as the students experienced the higher frequencies of fighting against others, competing in scores, or going out with others while playing games. It is probable that the number of real friends didn't increase significantly because children frequently play with their real close friends.



# Sunday Poster Session

16:30-17:30 | Room: 317B (3F)

**33604 | Room: 317B (3F)**

*Online English Conversation for Intermediate-Level Japanese University Students*

Masanori Tokeshi, Meio University, Japan

It was expected that using online learning would be effective and would easily spread in the Japanese context where opportunities of speaking in English are extremely limited. This study aims to examine not only the effects and challenges as well as the motivation for communication, but also conducted activities by using Skype Online English Conversation for individual learning outside the classroom. The 50 intermediate-level participants taking an M University English major class used Online English Conversation 8 times, 25 minutes each, for one month. The data collected from the semi-structured questionnaire and logbook were analyzed. The results show the following. First, a majority of responses acknowledged positive effects (rate of 70% to 90% positive responses in 15 items out of 24 items). All the responses under 70% of positive responses were about their own abilities, therefore there were no negative responses. Second, the most effective aspect (with more than 90% of positive responses) was Online Conversation teachers' scaffolding for the students. It is suggested that the teachers assisted the students sympathetically, and understanding of conversation was reached through collaboration between teacher and student. Third, it is inconclusive that motivation for confidence in communication was gained. Lastly, there was no student who voluntarily used Online English Conversation after the project. The challenges shown by the results are the potential burden of service fees, difficulty using the program at home, as well as control of activities and necessary adjustments for individual users.



## Welcome Reception

18:00-19:30 | Room: 317B (3F)

Join fellow delegates for a drink or two at the Welcome Reception. This is a great opportunity to network and get to know other delegates. All registered presenters and audience are very welcome to attend.

Admission is included as part of your registration fee.

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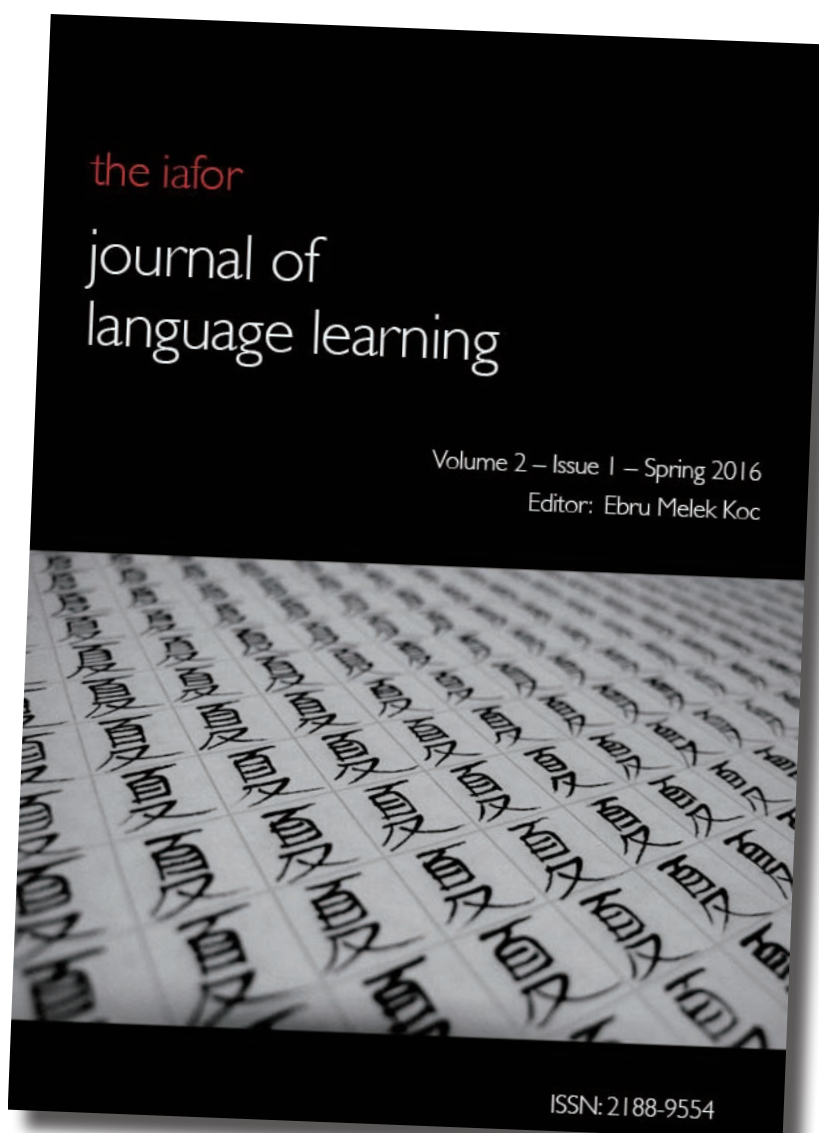
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# Monday January 9



# Monday Session I

09:00-10:30 | Room: 318A (3F)

**Monday Session I: 09:00-10:30**

**Room: 318A (3F)**

**Conflicting Perspectives in Learning & Teaching**

**Session Chair: Hilary Brown**

**34021 09:00-09:30 | Room: 318A (3F)**

*Future Primary Teachers' Beliefs, Understandings and Intentions of to Teach STEM*

Premnadh Kurup, La Trobe University, Australia

Michael Brown, La Trobe University, Australia

Greg Powell, La Trobe University, Australia

Xia Li, La Trobe University, Australia

Twenty-first-century education demands skills in STEM to deal with challenging complex situations and these need to be developed from primary school. Early interest and types of experiences can influence and foster interest in STEM. Integrated approaches to teaching and learning, and teacher preparation, are key aspects to be focused on to produce a responsible generation that is interested and skilled in STEM. This research focused on the beliefs and understandings pre-service primary teachers (PSTs) (n=119) have about teaching and to what extent are they prepared and intend to teach STEM subjects in primary schools. The PSTs in this study reported that they only had two units which covered some aspects of STEM during their studies. The questionnaire used was based on the position paper on STEM written by the Australian Chief Scientist and guided by the theory of reasoned action. The data analysed qualitatively and quantitatively, the qualitative data were coded into categories based on responses. These responses to beliefs, understanding and intentions were analysed to show inter-relationships using structural equation modelling (SEM). Overall our findings indicate that beliefs about STEM enhances understanding of the issues and the complexities associated with it. These understandings indicate whether the respondents have intentions to teach STEM in primary schools and indicated explicitly that they were not confident and competent to teach STEM without more professional development. They also strongly suggested that there should be STEM in the curriculum, teaching and learning, but they wanted to access appropriate professional development.

**33265 09:30-10:00 | Room: 318A (3F)**

*Four Walls Cage: A Critical Inquiry About Modern Education System*

Chaitanya Prakash Yogi, Osaka University, Japan

The modern education system is almost burdened by its traditional and orthodox approaches which are limiting it to its superficialities and artificialities rather than enhancing and intensifying it to the natural inspiration of learning, discovering, inventing, creating and innovating. The entire system is almost obsessed with becoming a four walls (i.e. Syllabus, Textbook, Classroom and Examination) cage out of which jumping or encroaching is normally impossible. Unfortunately this cage has become a sole way to achieve the so called goals and destinations of life. This paper intends to critically observe and inquire the whole educational system's orthodoxy and to explore the possibilities and opportunities to look and go beyond this four walls cage's indispensability. This paper is also intended to explore the new understanding of education in order to search solutions of the problems of the present world scenario through education.

**33539 10:00-10:30 | Room: 318A (3F)**

*Teaching for Change: A Duo-ethnographic Dialogue*

Hilary Brown, Brock University, Canada

Ksenija Napan, Massey University, New Zealand

Amarachi Igboegwu, Heidelberg University, Germany

Beth Rankin, Australian Catholic University, Australia

At IAFOR, Brighton, UK, 2016, four participants from four corners of the world met, connected, and made the decision to explore the theme of teaching for change. Together, we modified a traditional duo-ethnographic approach (Norris & Sawyer, 2012) by building on what we have in common, instead of focusing on difference. Cycles of action and reflection, features of cooperative inquiry (Heron, 1996), were integrated into our process. We experienced six rounds of dialogues aimed at answering the question: How do we teach for change? Each dialogue occurred in partnership with one other of the group and comprised of two Skype sessions which were transcribed, analyzed, and revisited to deepen our understanding of teaching for change. At the conclusion of each partnership, an arts-based synthesis of the experience was created. Upon the completion of the third cycle of dialogues, the summative products were shared with the entire group where we completed a cross-case analysis of our independent dialogues across our three different partnerships. Each successive duo-ethnographic dialogue allowed us to deepen our self-understanding and enabled us to crystallise how transformation happens when effective teaching is present. Our presentation will describe our hybrid research process while simultaneously sharing our findings on what educating for change looks like when four devoted educators pull their strengths together and immerse themselves in an innovative research methodology that focuses on transformation and creation of new knowledge.

# Monday Session I

09:00-10:30 | Room: 318B & 319A (3F)

**Monday Session I: 09:00-10:30**

**Room: 318B (3F)**

**Education for Sustainable Development**

**Session Chair: Balaji Gade**

**33532 09:00-09:30 | Room: 318B (3F)**

*Cognitive Behavioural Therapy Through Karate for Sustainable Development in Education*

Balaji Gade, Indo American Institutions Technical Campus, India

Venkateswar Pujari, Indo American Institutions Technical Campus, India

Karate has a long and established history as an effective means of unarmed combat, incorporating techniques for self-defence. These centuries-old techniques have in recent years been analysed scientifically and refined for maximum efficiency. Significant progress has also been made in recent years in our understanding of neurobiological basis of mental disorders and cognitive behaviour. Core beliefs are individuals' most central beliefs about themselves, their world, and others. These beliefs begin to form in childhood and become so deeply ingrained that individuals normally do not articulate them and are regarded as absolute truths. They influence the development of a person's attitudes, rules and assumption. For many parents who have a child diagnosed with a mental health disorder like incompatible behaviour, competitive behaviour or low response behaviour, choosing an appropriate treatment can be a struggle. Cognitive behaviour is individual's emotions and behaviours influenced by the child's perception of a situation which compels them to react the way they do. It was crucial for researchers and practitioners to identify what sport activities are able to improve the development both in motor and cognitive domain. Karate revealed to be the only physical activity able to stimulate memory abilities and executive functioning during training sessions. With concern to cognitive abilities, it has been observed that children executing karate appear to improve sustained attention, reduce impulsivity, hyperactivity, loss of focus, forgetfulness and showing emotions without restraint and have better cognitive abilities like working memory, attention, executive functioning.

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**Monday Session I: 09:00-10:30**

**Room: 319A (3F)**

**Language Learning Workshop Presentations**

**32655 09:00-09:45 | Room: 319A (3F)**

*Introducing the First Large-Scale English Collocational Chunk List and Innovative Methods in Which Collocational Fluency Can Be Mastered*

James Rogers, Meijo University, Japan

This presentation will discuss the findings of the speaker's PhD thesis, which identified the most common chunks of English. The resulting large-scale list is the first of its kind, and a major breakthrough in that a resource is now available that replaces the dated method of studying via word lists. Studying such chunks is not only more efficient than studying isolated vocabulary, but also enables students to learn grammar implicitly. Thus, it enables learners to master vocabulary, collocations, and grammar efficiently to develop native-like fluency. First, this presentation will discuss the background research and steps taken to create this resource. Then, a description of an innovative Leitner algorithm-based app in which students can use to study the contents of this resource will be provided. Finally, an in-class study method which has been used to train hundreds of ESL teachers will be explained that teachers can use in conjunction with the resource. This activity is essentially a Leitner style learning activity that students can do in groups which has been proven to make learning more efficient while also being highly enjoyable. By the end of this presentation, audience members will have gained knowledge in regards to vocabulary, collocation, and formulaic language acquisition. They will also have access to a large-scale chunk list that is the first of its kind. Finally, they will know how to teach such a resource in their classes with enjoyable but also highly efficient activities.

**33566 09:45-10:30 | Room: 319A (3F)**

*Playing with Words: Apps to Enhance Long-Term Vocabulary Retention*

Christopher Freeman, Gulf University for Science and Technology, Kuwait

Grant Burton-Durham, Gulf University for Science and Technology, Kuwait

As we are midway through the second decade of the twenty-first century, the use of digital technology is becoming ubiquitous throughout multiple locations and cultures. With all the technology comes a plethora of programs, apps and tools that are available, particularly in the area of vocabulary in the classroom. English Language Learners, from primary to tertiary, all exercise and use vocabulary in a variety of contexts. In this workshop, we will demonstrate, set-up, and most importantly use three technology-based apps and programs to be used by students. First is Quizlet, an all-in-one vocabulary app which allows students and teachers to take advantage of six discreet study modes to assist in memorizing essential long-term vocabulary words, including a live version that allows students to compete with one another in groups. The second program is Memrise, which is web-based, but also has a mobile app for students and teachers to use. This app has a variety of vocabulary word sets use, from SAT questions to the IELTS to Cambridge English ESL books. It uses mems, which are mnemonics, etymologies, videos, photos, or anything that helps connect the word to the brain. The final app is called The Challenge, a web-based vocabulary program that is based on the most useful words from a 1.6 billion word corpus. It challenges students to learn new words by earning points and achievements, and reviews words with which they struggle or need hints.

# Monday Session II

10:45-12:45 | Room: 318A (3F)

**Monday Session II: 10:45-12:45**

**Room: 318A (3F)**

**Educational Policy, Leadership, Management & Administration**

**Session Chair: Maria Martinez**

**33515 10:45-11:15 | Room: 318A (3F)**

*Does Attending a Charter School Change the Likelihood of Being Placed into Special Education or Being Reclassified As ELL?*

Dick Carpenter, University of Colorado, USA

Marcus Winters, Boston University, USA

Grant Clayton, University of Colorado, USA

We use student administrative data from a large urban school district to measure whether attending a charter school as compared to a traditional public school in primary grades (a) reduces the likelihood that students are newly classified as having a disability or (b) increases the likelihood of being reclassified out of receiving ELL services. We employ an observational approach that takes advantage of the district's Common Enrollment System, which allows us to observe each school to which the student listed a preference to attend. We argue that this approach accounts for unobserved student factors not controlled for in prior observational studies of charter schools. We find that attending a charter school significantly and substantially reduces the likelihood that a student is classified as having a Specific Learning Disability, which is the largest, mildest, and most subjectively diagnosed disability category. We find no evidence that attending a charter school reduces the probability of being classified as having a speech or language disability or autism, which are two more objectively diagnosed special education classifications. Finally, we find that ELL students in charter schools are more likely to be reclassified out of receiving ELL services by the third grade. Such findings are important for several policy, practice research methodology implications and are contrary to the assertions of charter critics that these public schools of choice discriminate against students with disabilities or English language learners.

**33591 11:15-11:45 | Room: 318A (3F)**

*Redirecting Islamic Humanities in Iran: A Content Analysis of High School Sociology Textbooks*

Fatemeh Givi, Waseda University, Japan

After Iran's revolution in 1979, the government tried to stabilize Islamic ideology in society in many ways. One of the efficient mediums, which were used to inject Islamic ideology in the society, was the educational system. After the revolution, the government decided to change the school textbooks, in different time phases, in order to coordinate them with Islamic beliefs. In a time phase (1980-1983) called the Cultural Revolution, not only were the textbooks revised to become Islamic; but also students, teachers and university professors who do not believe in either Islam or the Islamic Republic were expelled by the Supreme Council of Cultural Revolution. Again in 2009, Ayatollah Khamenei addressed university professors and warned them about Western humanities. Thus in 2010, high school sociology textbooks were totally changed, as one of the first steps for creating Islamic humanities. This article aims to find out how and why the textbooks have been changed. Qualitative content analysis of these sociology textbooks (grades 10-12) depicts that although the books are supposed to teach Islamic sociology, texts are more anti-Western rather than Islamic. The books put the West against Islam to illustrate how inappropriate the Western culture is and how Islamic culture can be suitable to supersede it. The books indirectly suggest that the only way of thinking and the only religion is Islam; the only Islam is Shiite and the only Shiite is one who believes in the Absolute Providence of Jurists. Hence they can be considered as ideological textbooks.

**33838 11:45-12:15 | Room: 318A (3F)**

*Organizational Learning: From the Change Management Perspective*

Yu-Lin Wang, National Cheng Kung University, Taiwan

With the emergence of globalization, the environment has become more and more uncertain and complex. As Meyer has stated, organizations are often late to respond to the surprising environment. Unlike previous studies, which view external environmental changes as jeopardous to organizations, Meyer (1982) has argued that environmental jolts are a good opportunity for organizations to learn to deal with crisis. That is, organizations learn lessons and make improvements by readjusting to the environment. Meyer's (1982) study concludes that organizational learning plays an important role in the dynamic environment. Therefore, organizational learning process is recognized as a kind of organization transformation process (Dodgson, 1993). From the change management perspective, Lewin's change model, including unfreezing, movement, and refreezing stages can be applied in the organizational learning processes. In the unfreezing stage, it involves reducing forces that try to maintain an organization's behavior at its present level rather than learning. Both cognitive perspective and behavioral perspective in learning theory emphasizes changes in cognitive maps or changes in behavior may explain the organizational learning process in this stage. In Lewin's movement stage, an organization shifts to a new level of learning through knowledge management intervention, which is the primary organizational learning literature. In the refreezing stage, organizational learning supporting system, such as learning mechanism reinforces an organization learn and keep in the new state (Cummings & Worley, 2005). As a result, the purpose of study is to explore the organizational learning processes by investigating Lewin's change model as well as the learning theory.



# Monday Session II

10:45-12:45 | Room: 318A & 318B (3F)

**32864 12:15-12:45 | Room: 318A (3F)**

*A Qualitative Study of the Leadership Practices of Repatriated US-Educated Chinese Organizational Leaders*  
Maria Martinez, California State Polytechnic University, USA

The number of students participating in international education is continuously rising. In particular, mainland China has been sending the greatest number of international students to the USA for the past six years. There is however a limited amount of research conducted on the impact of international education on the Chinese. This paper discusses the findings of a qualitative study conducted as part of the requirements of a doctoral program. To understand how the merging of the East and West through international education affects human beings and social systems across the world, a grounded theory methodology study was conducted in mainland China. This study explored the leadership practices of US-educated Chinese organizational leaders. Research participants included professionals in various sectors, such as higher education, finance, trade, and entertainment. Findings from this study included the multi-dimensional educational experiences of the Chinese students, many of whom at the time of their study abroad program had not previously been outside of China. These experiential learning outcomes were linked to certain organizational behaviors that reflect authentic cross-cultural leadership in these repatriated international students. In contrast to transaction-based cross-cultural code switching, the participants of this study exhibited unique bridging behaviors that indicated a more transformational direction.

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**Monday Session II: 10:45-12:45**

**Room: 318B (3F)**

**Testing and Evaluation**

**Session Chair: Makoto Shishido**

**34029 10:45-11:15 | Room: 318B (3F)**

*"Let's Talk Some More!" – Communicative Speaking Assessment with Electronic Speaking Portfolios*  
Kathrin Frenzel, The Ohio State University, USA

The communicative teaching method has been adopted by many institutions in the United States and gained status as a successful methodology for teaching foreign languages (L2). Based on skills that evolve around successful communication in the target language, speaking is put in the center of its focus. Yet, speaking assessments often take place in form of ad hoc, face-to-face role-play scenarios, which not only put the learner on the spot but also place the evaluator under immense time pressure. In addition, the artificial nature of testing situations often creates discomfort for the student leading to a misrepresentation of her actual speaking and communication skills. There is a need to provide learners with the opportunity to properly showcase their skills and to assist the instructor in achieving fair and efficient grading. Based on examples from a German language class (German 101), this paper will demonstrate how the implementation of electronic speaking portfolios supports change within communicative speaking assessment. Utilizing voice- and video-recording technology allows for a collection of speech samples, which can include a variety of tasks over the course of a semester. The ability to store video-recordings allows for multiple viewings by the instructor and the student, and creates opportunities for self- and peer-evaluation and -correction. Additionally, it allows learners and instructors to monitor and assess progress. Finally, the opportunity to add to the electronic speaking portfolio in subsequent language classes creates space for lifelong learning.

**33246 11:15-11:45 | Room: 318B (3F)**

*Exploring Students Mediated-Strategy Use in Collaborative Revision Interactions and Their Academic Writing Development*  
Maryam Niami, IAU – Parand Branch, Iran

Peer feedback has recently drawn a lot of attention as an alternative and change in educational contexts. Nonetheless, the strategies learners employ in their peer feedback activities while they are involved in their revision and their effects on their academic writing development have rarely been studied. This study drew on Vygotsky's sociocultural theory to explore the peer feedback mediated-strategy use adopted by ten Iranian EFL learners. The data were collected from multiple sources, including semi-structured interviews, process logs, a mediated-strategy questionnaire, and students' drafts of academic writing. The findings reveal different mediated-strategy use among the students and show that peer feedback is a socially mediated activity and the application of mediated strategies can facilitate collaborative revision process of students leading to their academic writing development. The present research will elaborate on the results and provide researchers and practitioners new insights regarding academic writing development and revision process.

**33320 11:45-12:15 | Room: 318B (3F)**

*How Can We Teach iBT TOEFL Preparation Classes More Effectively for Japanese College Students?*  
Nobuo Tsuda, Konan University, Japan

The purpose of this presentation is to demonstrate how we can teach iBT TOEFL preparation intersession classes more effectively for lower-level intermediate Japanese college students. These non-credit bearing intersessions are offered during the summer and spring breaks at Konan University. Students who sign up for these classes are mainly English intensive course freshman students. The intersession consists of three 90-minute classes every day for eight days, with the iBT TOEFL Practice Online Test administered on the ninth day to determine students' iBT TOEFL score. The author will present various techniques for teaching reading, listening, speaking, and writing to help students develop their four skills and iBT TOEFL strategies. The author will also talk about the results of the subsequent student surveys, showing how students felt about the course and what we need to do to improve our intersessions in the future.

# Monday Session II

10:45-12:45 | Room: 318B & 319A (3F)

**33342 12:15-12:45 | Room: 318B (3F)**

*Eye Tracking for Assessing Learners' Behaviors and Proficiency Levels on EFL Reading*

Makoto Shishido, Tokyo Denki University, Japan

This study was conducted to investigate whether eye tracking technology could be employed as an assessment of learners' behaviors and proficiency levels on reading. Participants are Japanese university EFL students from three different proficiency levels of CEFR: (1) advanced level of B2; (2) intermediate level of B1; (3) beginners level of A2. The sophisticated eye tracker EMR ACTUS was used along with the analyzing software EMR-dStream. Participants' eye gaze records were analyzed and compared while reading essays and answering comprehension questions for four different readability levels of reading materials. Learners' eye fixations were used as a measure of noticing. Results showed interesting relationships between different proficiencies, readability levels, and patterns of fixations. Comparing the average and standard deviations of fixations for three different proficiency levels, the advanced students indicated the smallest period of time while the beginners exhibited the largest and the intermediate students recorded in-between. The results indicate that more advanced level students tend to show shorter period of fixations with certain rhythmical patterns whereas lower level students expressed longer period of fixations with no particular patterns. As for the readability level differences, upper level students showed shorter period of fixations; however, lower level students expressed longer periods. The results indicate that the more difficult essays become, the longer the period of fixations. Results are discussed in terms of eye tracking as a potentially valuable tool for assessing learners' reading behaviors and proficiency levels. Suggestions for E-Learning materials and tools to help students improve reading proficiencies are introduced.

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**Monday Session II: 10:45-12:45**

**Room: 319A (3F)**

**Language Education I**

**Session Chair: Alan Weber**

**33500 10:45-11:15 | Room: 319A (3F)**

*Student Writers' Direct Quotation Use and Rhetorical Structures in Literature PhD Thesis Introductions*

Masumi Ono, Keio University, Japan

Bojana Petric, Birkbeck, University of London, UK

As Bourdieu and Passeron (1994) famously observed, academic language is nobody's first language; it has to be mastered by L1 and L2 speakers alike. Writing a PhD thesis requires the understanding of genre- and discipline-specific conventions in addition to advanced knowledge of subject matter. While research has identified genre conventions (i.e., move, step) specific to PhD thesis introductions, less is known about how source use, especially direct quotations, is contextualised in a given genre and how it should be taught. The use of direct quotations varies among disciplines, being much more common in the humanities than the social sciences and sciences (Hyland, 2000). This study aims at investigating L1 English writers' use of direct quotations in Literature PhD thesis introductions, focusing on the relationship between the direct quotation use and rhetorical structures. Our corpus consisted of 15 PhD thesis introductions (approximately 100,000 words) and was analysed based on Swales' revised CARS model. Among a total of 1096 steps in the corpus, 480 steps contained direct quotations. Findings showed that direct quotations occurred predominantly for the purpose of reviewing previous research, presenting fictional work and/or its author, or making topic generalisations and giving background information. These findings suggest the importance of the teaching of source use in relation to rhetorical purposes in a given genre, where both micro features (i.e., direct quotations) and larger elements of the rhetorical structures (i.e., steps) can be taught simultaneously in academic writing courses for L1 and L2 student writers in Literature and related fields.

**34035 11:15-11:45 | Room: 319A (3F)**

*Using DVDs to Introduce Multimodal Digital Literacy Practices into the Japanese EFL Classroom*

Timothy Wayne Pollock, Haboromo University of International Studies, Japan

Despite having the third largest economy in the world, Japan still lags behind countries like Malaysia and Korea in international tests of English proficiency like TOEIC. Due to a number of factors, English language education in Japanese junior high and high schools continues to focus on the older, traditional literacy practices of reading and writing. This paper will explore the historical, cultural and structural reasons for the current state of the Japanese EFL classroom, and offer a simple, easily accessible technological solution to compensate for crucial areas of English language education that are often overlooked. Using DVDs has been shown to improve listening skills, as the multiple modes of input, including aural, visual, and written (through subtitles or captions), give students opportunities to improve both bottom-up processing and top-down processing skills, unlike the simple audio recordings that are still ubiquitous in Japanese EFL classrooms. Most students already engage with multimodal digital media, like YouTube or the messaging app Line, so they are comfortable with interactive options like manipulating playback, freeze-framing and clicking on captions. Introducing DVDs into the classroom allows the instructor to train the students in how to utilize these options to decode the spoken English in TV shows. This makes it possible to study two aspects of English seldom taught in Japanese EFL classrooms: the adjustments made in connected speech; and the pragmatic aspects of English, like distancing language. And crucially, it also encourages autonomous learning outside the classroom.

# Monday Session II

10:45-12:45 | Room: 319A (3F)

**33553 11:45-12:15 | Room: 319A (3F)**

*Writing in a Foreign Language*

Midori Mashiyama, Fukuoka Women's University, Japan

For many Japanese students, writing is probably the most difficult skill in English. The Ministry of Education of Japan (MEXT) conducted research on the English proficiency of the third year (senior year) students of high school in 2014 and 2015. They reported that in writing and speaking the scores of tests were significantly lower than in reading and listening. What can reduce writing anxiety, or change learners' attitudes toward writing, and improve their writing? In this study, the changes of the learners' attitudes toward writing in English and the perception of an online writing tool are examined to understand how they feel about writing. Therefore the research question was: How can introducing an online writing tool affect the English language learners' perception of writing in English? The participants were the university students of English writing classes. The questionnaires were distributed and collected at the beginning and at the end of the semester. The survey was divided into four sections: on writing in English, on the targets in learning how to write in English, on using computers in learning English, and on the online writing tool. Before they used the online writing tool, they were motivated to improve their writing, but their images of writing in English were very vague and they did not know what they needed to improve their writing. But at the end of the semester, they showed more focused images of writing in English, and kept their motivation to write.

**33573 12:15-12:45 | Room: 319A (3F)**

*Writing Instruction in the Arabian Gulf Context: The Critical Thinking Skills Nexus*

Alan Weber, Weill Cornell Medicine-Qatar, Qatar

Little is known about the teaching of English language writing skills to Arabic speaking student populations within the context of the educational hub (satellite campus) model established within Qatar (Education City) and UAE (Dubai International Academic City) within the last decade. Drawing on the available peer-reviewed literature, Supreme Education Council reports, and the author's experience in teaching writing and the humanities within an American medical college in Qatar, this contribution provides a ten-year retrospective on pedagogical innovations designed to bridge the gap between local high school memorization-based curricula (kuttab tradition) to a critical/analytical skills-based authorship model. Challenges included: the traditional oral nature of beddu societies in the Gulf and lack of a reading culture in Arabic or English, minority opposition to "western" teaching paradigms, family preference for science-based technical programs such as engineering, medicine, and law, and L1 language interference from diglossia (expatriate Arab teacher/Gulf student dialectal differences, i.e. al-fusha or Modern Standard Arabic versus khaliiji). Some solutions developed within Education City in Qatar to enhance critical and analytical thinking skills include pre-college Foundation Programs, information literacy skills online modules, guided research papers, and adaptations of problem-based learning for humanities issues. The author and his colleagues in addition have spearheaded both institutional and public outreach programs to develop all varieties of literacy through action research, public lectures, in-school workshops, and a biannual essay contest culminating in a published volume of student work.

## Featured Workshop

13:30-14:30 | Room: 318A (3F)

**33319 13:30-14:30 | Room: 318A (3F)**

*Doing Interdisciplinary Research and Publishing – Some Lessons Learned*

Amanda Müller, Flinders University, Australia

This presentation will discuss some lessons learned in the process of conducting interdisciplinary educational research and publication. I have published in the areas of higher education, computer gaming, nursing, midwifery, English language, Japanese language, sonography/medicine, and language testing. There are a number of themes covered in this paper, including how to move across different methodological conventions, finding research partners, selecting appropriate publication outlets, forming effective teams, and working across borders. During the talk, audience questions and contributions are encouraged.



# Monday Session IV

14:45-15:45 | Room: 318A & 318B (3F)

**Monday Session IV: 14:45-15:45**

**Room: 318A (3F)**

**Primary & Secondary Education**

**Session Chair: Maria Kambouri-Danos**

**33516 14:45-15:15 | Room: 318A (3F)**

*Challenging Dominating Ideologies in the Classroom: The Construction of Educational Knowledge Through Educational Texts*

Annemari Munk Svendsen, University of Southern Denmark, Denmark

Education constitutes an arena of intense discussions, conflicts and struggles about what should be conceived as legitimate knowledge in the classroom (Bernstein, 1990). Through curricular documents politicians seek to control what should be selected and appropriated as educational knowledge (ibid.). However, textbooks as well as other educational texts also influence on the construction of educational knowledge, and they may be seen as powerful documents that embody, reinforce or reconstructs discourses (Apple & Christian-Schmidt, 1999). This means that teachers and teacher educators become central agents for making decisions about course content through their selection of educational texts (Devis-Devis et al., 2011). In that regard, this presentation will focus attention on Physical Education Teacher Education (PETE) in Denmark as a case in point in order to illustrate how a sector with sporting interests through educational texts contribute to the construction of educational knowledge and the reinforcement of dominating discourses in Danish PETE. On this basis the presentation aims to exemplify the analytical scrutiny of educational texts that should be encouraged among teacher training teachers and teachers in general in order to help them make reflective decisions about course content and thus act as agents for change and challengers of dominating ideologies.

Apple, M. W. & Christian-Schmidt, L. K. (1991) *The politics of the textbook*. New York: Routledge, 7-22.

Bernstein, B. (1990) *Class, codes and control Vol. IV: The structuring of pedagogic discourse*. London: Routledge.

Devis-Devis et al. (2011) Selection of printed curriculum materials in physical education: Recontextualizing pedagogical knowledge. *European Physical Education Review*, 17(1), 19-34.

**32659 15:15-15:45 | Room: 318A (3F)**

*Exploring Gender and Socio-Economic Differences in Children's Play-Based Science and Mathematics Learning Opportunities*

Maria Kambouri-Danos, University of Reading, UK

Natthapoj Vincent Trakulphadetkrai, University of Reading, UK

Myria Pieridou, The Open University, UK

Play is recognised as the main vehicle for learning in the early years. The aim of this study is to initially extend knowledge regarding how children acquire the foundations of scientific and mathematical understanding in the early years by observing them during play, in order to identify the opportunities offered for science and mathematics learning. A total of 6 primary schools participated in the study and the children of each reception class were observed during play time. These observation focused on the identification of the opportunities for scientific and mathematical learning during play, and were analysed to investigate children's inclusiveness in relation to gender and socio-economic backgrounds. Tentative results, suggest that there are differences in relation to children's play which may affect their later scientific and mathematical development. Subsequently, findings will be used to make recommendations for policy and practice in order to support children's mathematical and science learning in the early years.

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**Monday Session IV: 14:45-15:45**

**Room: 318B (3F)**

**TESOL Education**

**Session Chair: Thomas S. C. Farrell**

**33620 14:45-15:15 | Room: 318B (3F)**

*Increasing Preservice ESOL Teachers Sense of Self-Efficacy and Preparedness: The Significance of Authentic Learning Experiences*

Kimberly Cardimona, Bloomsburg University, USA

Kailyn Stewart, Bloomsburg University, USA

This study investigates the significance authentic learning experiences have on the self-efficacy and preparedness of pre-service teachers completing an English as a Second/Other Language (ESOL) teacher preparation course. Pre-service teachers enrolled in an ESOL field experience course were required to engage in authentic learning experiences with adult and p-12 English language learners (ELLs). Upon completion of the course, 75 pre-service teachers were surveyed to determine the effect authentic learning experiences had on their(a) level of confidence (self-efficacy) and (b) preparedness in working with English language learners. The results from the study have important implications on how ESOL teacher preparation programs can incorporate authentic learning experiences into a field experience course to better prepare teachers to work with ELLs.

# Monday Session IV

14:45-15:45 | Room: 318B & 319A (3F)

**31974 15:15-15:45 | Room: 318B (3F)**

*Reflecting on Reflective Practice in TESOL: An Appraisal*

Thomas S. C. Farrell, Brock University, Canada

What is reflective practice within teaching English to speakers of other languages (TESOL)? What research has been carried out on reflective practice in TESOL? What does the research conclude about the practices that encourage TESOL teachers to reflect? Does engaging in reflective practice improve TESOL teaching? In this paper I outline and discuss the results of a survey of 116 research articles from 58 academic journals on the practices that encourage TESOL teachers to reflect. I operationalize reflective practice according to five levels/stages of teacher reflection. This framework shifts the analytic lens of reflection according to the following: philosophy (teacher-as-person), principles (assumptions, beliefs, and conceptions of teaching and learning), theory (theories-in-use), practice (actual teaching), and beyond practice (sociocultural and political consequences). After explaining the framework, I apply it to the 116 research articles that focus on practices that encourage teacher reflection from 58 journals over a 5-year period. The results of this survey/review are overwhelmingly positive; clearly, teachers, whether reflecting on their identities, beliefs, theories, or their own teaching do recognize the developmental value and transformative potential in the activities of reflection. This review also addresses the sticky questions of whether engaging in teacher reflection leads to improved quality of teaching or greater gains in student learning and second language acquisition and I will conclude that all are possible within a clear definition of what reflective practice is. The paper also provides important implications for second language teacher education and development.

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**Monday Session IV: 14:45-15:45**

**Room: 319A (3F)**

**Language Learning: Study Abroad**

**Session Chair: Peiru Tong**

**33505 14:45-15:15 | Room: 319A (3F)**

*A Meta-Analysis for the Effectiveness of Study Abroad on L2 Proficiency of Japanese Students*

Akiyo Hirai, University of Tsukuba, Japan

Many studies have reported on the effects of study abroad on L2 proficiency. The degree of these effects may be influenced by many factors, such as study abroad duration (e.g. Iida, 2013), pre-departure L2 proficiency (e.g. Freed, 1990), location of program (e.g. Harada, 2014), and psychological factors (e.g. Wang, 2013). An extensive literature review shows that study abroad duration and pre-departure L2 proficiency are those that seem to have the most significant influence on L2 proficiency. Despite ample research, it remains unclear to what extent long-term study abroad is more effective than middle- or short-term study abroad, or whether students with low pre-departure proficiency receive the same effects as those with more advanced proficiency. This is because each study has reported on students who studied under different conditions, and their L2 improvement has been measured by different tests. In this light, the current study provides a synthesis of previous studies through meta-analysis, with the aim of clarifying the influence of these two factors on proficiency among Japanese learners of English. Meta-analysis, a qualitative statistical method that can synthesize multiple studies with a common metric, enables balanced comparison. Of the 40 relevant studies collected, 14, all of which included pre- and post-tests on students before and after studying abroad, are used for the meta-analysis. The results show that the magnitudes of effect of short-, middle-, and long-term study abroad programs are significantly different. On the other hand, students at any proficiency level show significantly improved L2 proficiency.

**33996 15:15-15:45 | Room: 319A (3F)**

*Impact of Culture Learning on Second Language Acquisition in Study Abroad in China*

Peiru Tong, The University of Sydney, Australia

Linguistic development and cultural knowing are the two main themes of study abroad (SA) research. Many empirical studies have investigated students' learning process from either linguistic or cultural scope, with a focus on the efficiency of SA. However, less literature is found combining both scopes and exploring the interplay between them, especially the impact of culture learning on students' second language acquisition (SLA). This study tries to fill the research gap by conducting a case study of an SA program in China, which participants were undergraduate students from an Australian university. Data were collected with an ethnological approach integrating class observations and student interviews. Inspired by second language socialisation theory and intercultural language learning orientation, based on the cultural knowing/experiential model, this study proposes a three-layered model illustrating the reciprocal relationship between culture learning and SLA in SA context, including the "content layer", the "discourse layer" and the "perspective layer", from the innermost to the outermost of a concentric circle. In the model, culture serves as pedagogical content at the core, and learning discourse and perspective more discursively and less tangibly in the broader context. Qualitative data demonstrate that culture experiences affect students' L2 learning in different patterns in the three layers, namely, affording interaction opportunities with local communities, facilitating pragmatic development, and re-carving language attitudes and identities. This model aims to elaborate the role of culture and its explicit/implicit influence on L2 learning, and provide implications for SA practitioners to reinforce culture-integrated curriculum.

# Monday Session V

16:00-18:00 | Room: 318A (3F)

**Monday Session V: 16:00-18:00**

**Room: 318A (3F)**

**Interdisciplinary Perspectives on Education**

**Session Chair: Mariane Gazaille**

**34270 16:00-16:30 | Room: 318A (3F)**

*The Origin of Kaibo:Ron Marine Defense Ideology in Pre-Modern Japan*

Vladimir Kudoyarov, University of Tokyo, Japan

(Analyzing the “Inquiry into Customs of Red Ezo” and “A Discussion of the Military Problems of a Maritime Country”.) The author analyses the main tendencies in the latter part of Pre-Modern Japan (1603-1867), which led to the origin of the marine defense (KAIBO:RON) ideology. Since 1639 Japan supported national seclusion policy (sakoku), limiting its trade contacts to China and the Netherlands. Being afraid of Christianity, Japan didn't hold official contacts with any Western country and didn't construct any big vessels. However, the situation changed radically from the mid-XVIII century, when Russian trade ships started to arrive to Hokkaido (1735, 1778), and a report from a Hungarian adventurer Mauritius Benyowsky (1746-1786) claiming about possible Russian naval assault against Japan, was published. These events gave an impact to KAIBO:RON ideology with the idea of protecting Japanese northern borders, which existed until 1854, when Japan opened its ports to foreign contacts and trade. The paper describes two main documents of that period – “Inquiry into Customs of Red Ezo” (1783) by Kudo: Heisuke and “A Discussion of the Military Problems of a Maritime Country” (1787) by Hayashi Shihei. Much attention is given to the analysis of the defense measures, advocated by these scholars, and their influence on Japanese government policy, which resulted in the first exploration expeditions to Hokkaido (from 1785) and the earliest attempts to define Japan in terms of its outer boundaries, which led to further colonization of Hokkaido and the construction of modern merchant vessels. As an additional historical source, “An Illustrated Description of Three Countries” (1785) by Hayashi Shihei will also be presented.

**34256 16:30-17:00 | Room: 318A (3F)**

*How Does Home-Based ECE Affect Children and Families of Nomadic Herder Households in Rural Mongolia?*

Eri Nakamura, The University of Tokyo, Japan

Many studies have shown the favorable influence of Early Childhood Education (ECE), including children's social and cognitive development, fewer students dropping out from primary school and less repetition rate in compulsory education. However, there are a number of children worldwide who do not have access to formal ECE institutions such as kindergarten and preschool. For children who do not attend these institutions, informal learning such as home-based education is almost the only opportunity to provide ECE. This study focuses on nomadic herder families in rural Mongolia, where many efforts have been done between schools and families with preschool-age children to implement home-based ECE. The purpose of this study is to analyze the impact of ECE on families and children who had experienced home-based learning. In September, 2016, in order to collect in-depth data of the impact, questionnaire survey and semi-structured interview were conducted in the two districts, Bayangol and Taragt districts, in Uvrukhangai province, Mongolia. To make a comparison, questionnaire data was collected from both groups of families whose children had attended kindergarten and had not attended it at all. According to the data analysis, there are two main findings about the impact of home-based ECE in terms of improving children's school readiness before entering elementary school, and altering parents' educational outlook about themselves as well as their children. Further research shall be needed to find more influence and impact of home-based ECE in rural areas.

**33993 17:00-17:30 | Room: 318A (3F)**

*Examining the Role of E-Learning in Promoting Health Awareness of Young Internet Users: A Case Study of Girl Students of Allameh Tabataba'i*

Ali Asghar Kia, Allameh Tabataba'i University, Iran

The extension of education, considering communities extensiveness, the need for permanent education of citizens, time limitations for them, a lack of physical space, the costs of its construction and traffic problems have doubled the importance of e-learning in today's society. The enhancement of effectiveness and efficiency of this method in education and training is another advantage of it, compared to the traditional one. A health system can develop the internet using in the healthcare field by creating a suitable context and environment. This study was conducted using a survey in 1392 with the aim of examining the role of e-learning in raising health awareness of young internet users. The population of this study was 200 female students of Allameh Tabataba'i University. In this research, based on the Cochran formula, 130 students have been selected as the sample size, and for the sample selection random sampling has been used. Inferential findings of the study show that the main hypothesis of the researcher has been accepted: The findings of the research show that according to Uses & Gratification Theory, health messages and information of medical & health websites have an important role in changing attitudes and health behavior of users; and compared to other media, a large number of their health information needs are met through them. In addition, based on a Elaboration Likelihood Model, respondents consider these messages and information as important factor for strengthening and maintaining their own optimal health and they use them for managing their own health.



# Monday Session V

16:00-18:00 | Room: 318A & 318B (3F)

**33546 17:30-18:00 | Room: 318A (3F)**

*Training for Intercultural Competence: Teaching Openness to Otherness and Diversity in Police Technology*

Mariane Gazaille, Université du Québec à Trois-Rivières, Canada

Louis Gosselin, Cégep de l'Abitibi-Témiscamingue, Canada

Teaching otherness and diversity is not only a question of acquiring knowledge about others: it is all about changing behaviors and attitudes. In Quebec (Canada), the Human Rights Commission recommends that post-secondary programs “contain anti-racism and intercultural training” (2011, p. 50). As such, Police Technology programs should train student police officers (SPO) to intervene with stigmatized and culturally varied communities (Gouvernement du Québec, 2005). Gazaille et al. (2015) suggested that to teach “openness to otherness, educational professionalizing training should comprise a set of different strategies and tasks articulated to work on students’ preconceived ideas”. Yet, methods to teach openness to otherness do not abound and are often limited to the description of people’s characteristics, beliefs, or ways of living, leaving aside the intercultural and interactional dimensions. Moreover, it is not clear how male and female future professionals react to such teaching. Contact Theory has shown the importance of contact to deconstruct prejudice (All-port, 1954) while Transformational Learning (Mezirow, 2000) postulates that new ways of thinking emerge in response to externally disorienting dilemmas. Such dilemmas can be meeting with different clientele. Since prejudice is likely to be influenced by group socialization (Poteat, Espelage, & Green, 2007), not working on SPO’s attitudes during their training may confirm these students’ prejudiced attitudes through socialization with fellow classmates who hold similar ideas. We conducted a study on the evolution of SPO’s prejudices (experimental<sup>o</sup>=<sup>o</sup>77, witness<sup>o</sup>=<sup>o</sup>205). Preliminary results support theories aforementioned; they will be discussed in terms of gender and types of prejudice endorsed.

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**Monday Session V: 16:00-18:00**

**Room: 318B (3F)**

**Digital Technologies & Communications**

**Session Chair: Luisa Castro**

**33590 16:00-16:30 | Room: 318B (3F)**

*Representation of Self and Digital Identity in Social Media*

Nastaran Khoshshabk, Monash University, Australia

Communication through online interaction facilitates the mutual understanding of societies culturally and historically and such online information exchange influences the identity formation of individuals (Hall, 2003). The notion of “cultural identity” by the sociologist Stuart Hall (1932-2014) is applied in this research to explore the educational and informative role of social media in the identity formation and cultural representation of Iranian adult Facebook users. The exploration of online interviews in this qualitative multiple case study is on the basis of participants’ personal account of identity and social media use. The ‘interactions’ and ‘presentation of self’ have been considered in the Facebook analysis phase of research for the duration of six months. The driven codes and themes were categorised considering self-censorship, place of technology and its role on representation of self. The “actual self”, as described in interviews, was hidden by individuals for different reasons such as its influence on their social status, academic achievements and future careers. It is hoped that this research by offering an increased understanding of the importance of online communities will have implications for education contexts, particularly in countries that are experiencing social media filtering.

**33850 16:30-17:00 | Room: 318B (3F)**

*If You Can't Beat 'em, Join 'em: Using Mobile Devices Effectively In and Out of the Classroom*

Leslie Scamacca, LaGuardia Community College, USA

Nicole Lytle, LaGuardia Community College, USA

Smartphones and mobile devices have enhanced our lives. These devices help to manage tasks with applications that sync with our social media with events we’ve accepted, schedule appointments, and even allow us to plan and book an entire vacation. Mobile technology is often found in the hands of our students, and can be seen as an obstacle to learning within the classroom. Rather than compete with technology, two professors at LaGuardia Community College have decided to shift the educational paradigm, both in and out of the classroom, by combining experiential learning with mobile technology. In this presentation, we will discuss classroom management, assignment creation and evaluation, and examinations through the experiential learning model, and demonstrate how incorporating mobile technology into the educational process enhances knowledge retention and excitement. In Marketing studies, students examine effective social media practices and their implications (as they relate to course concepts) to further business goals. In the Travel, Tourism, and Hospitality curriculum, students use their devices to view and study global tourism destinations virtually. We will discuss Kolb’s experiential learning model and explain how assignments using mobile technology complement this pedagogy. We will also establish a baseline for an introduction of mobile technology in the classroom, as well as some advanced practices and applications for Instructors looking to enhance their current curriculum. We will also discuss ways to overcome obstacles associated with the use of mobile devices in and out of the classroom.

# Monday Session V

16:00-18:00 | Room: 318B & 319A (3F)

**33189 17:00-17:30 | Room: 318B (3F)**

*Incorporating Young People's Perspectives Into Social Media and Cyberbullying Education in Schools*

Holly Powell-Jones, City University of London, UK

The school is as much a site for pupils' social, moral and cultural education as it is for academic learning. Schools in the UK face increasing political and parental pressure to educate young people about the Internet, social media and new technologies. In addition, schools have become a primary site for tackling social issues like "cyberbullying" and "sexting". A major challenge facing educators is a general ignorance about pupils' digital interaction, not only in terms of what apps are being used and how they work, but also in terms of potential new social norms being formed by the younger generation growing up in a digital age. Based on participant-observation of nearly 200 11-18-year-old pupils during "Social Media Law and Ethics" educational workshops in schools, this paper explores youth constructions of risk in a digital context. By asking students to articulate how 'risky' they feel certain content or conduct is, this research aims to highlight how social influences and technological affordances can affect their perspectives of criminal, legal and ethical boundaries online. Overall, this paper contributes to calls to incorporate more student-led, "bottom-up" discussions of social digital media within education. The possibilities for teachers to be educated alongside their pupils must not be overlooked if schools hope to create effective positive changes in this important area of young people's lives.

**33971 17:30-18:00 | Room: 318B (3F)**

*Social Presence in a Professional Online Conference*

Luisa Castro, University of Hawai'i at Hilo, USA

Without presenters and attendees being physically at a conference, how do presenters and attendees construct and convey a social presence to build a learning community? The current surge of research to understand online pedagogy and learning has targeted the virtual classroom while few studies have been conducted on social presence in online conferences. This multiple case study involved both qualitative and quantitative data using linguistic inquiry and word count, transcript content analysis, constant comparison analysis, a survey and interviews, grounded in the Community of Inquiry (CoI) theory for studying online learning experiences. Ultimately, the study revealed that social presence was manifested in the volume and patterns of interaction in a professional online conference and can be studied using the CoI framework's social presence category. This was evident in the data gathered using multiple methods to observe and analyze what occurred during the 2016 TCC Conference and perceived experiences after the conference. The results of this study suggest that social presence can be established in a shorter time frame than previously thought possible compared to online courses conducted over a semester or term. Presenters and attendees participating in online presentations lasting 20 to 45 minutes were able to project observable instances of social presence. Other variables, such as presenter presence, content and delivery, attendee-presenter interaction, social media and previous relationships, may have played varying roles in how social presence was established and maintained in a fully online professional conference.

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**Monday Session V: 16:00-17:30**

**Room: 319A (3F)**

**Language Education II**

**Session Chair: Jon Dujmovich**

**33565 16:00-16:30 | Room: 319A (3F)**

*The Transformation of EFL Classrooms to Communities of Practice*

Akiko Nagao, Ryukoku University, Japan

This quantitative data analysis study examines how the Community of Practice (CoP) activities demonstrated by Lave and Wenger (1991) may be transformative within EFL classrooms. CoP analysis facilitates understanding as to what people learn in these groups and demonstrates how CoP may be applicable to many communities (Wenger, 2002). However, formal education institutions have been less ready to embrace these ideas (Smith, 2009). Some features of CoP patterns include sharing and understanding similar learning goals, understanding common tools and semiotic resources, and solving problems while expanding human relationships within the community. Here I examine how CoP active patterns were developed during fifteen-week periods in order to transform the EFL classroom. Specifically, 52 learners out of 257 in two different classroom communities answered classroom queries regarding CoP features at semester's beginning, middle, and end. Data analysis indicates a single CoP feature – asking help of other class members in both classes – resulted in similar positive development patterns during the fifteen weeks. Activity patterns such as communicating with other members, sharing information, and remembering and understanding common tools and social semiotics exhibited a similar expanding pattern. Patterns between weeks 1 and 7 were similar but did not develop dramatically. However, between the middle and end of the research period, patterns dramatically increased and improved. These CoP features do not develop at the same speed nor the same time. However, in two different classrooms observed in different years, some CoP features developed remarkably similarly.

# Monday Session V

16:00-18:00 | Room: 319A (3F)

**33339 16:30-17:00 | Room: 319A (3F)**

*Intensive English Program for Engineering Students: An Action Research*

Gloria Chen, Indiana Tech, USA

Most international students take pre-college or pre-graduate school Intensive English Programs (IEP) to improve English skills in order to fulfill the language requirement of universities. While most IEPs offer courses that address skills of listening, speaking, reading, and writing for personal and academic enrichment, preparing students for their future majors also needs to be considered. The institution where the presenter teaches, a university of technology, enrolls a great number of students who are conditionally accepted to engineering programs, pending satisfactory English proficiency. With students' need of "English for Engineering" in mind, the Intensive English Program has incorporated "English for Engineering Students", with the course title "College Skills" since 2013, while offering a variety of communication skill trainings for students aiming at other majors. The curriculum of "English for Engineering Students" includes terminology in engineering, critical thinking, technical writing, researching and writing for journals, and oral presentation skill, etc. The faculty, students, as well as the administrators are delighted with its outcomes. This presentation will share the course design and objectives, the highlight of the course, the application of this course in students' engineering studies, and the prospective amendments to better serve the students.

**34857 17:00-17:30 | Room: 319A (3F)**

*What's Love Got to Do with It? Motivating Intercultural Competency and Language Learning Through Discussions of Intercultural Romantic Love Relationships*

Jon Dujmovich, Aichi University, Japan

While English is a required subject in Japanese junior and senior high schools, Japanese university students' communicative language competence is generally very poor. Many blame this on the Japanese entrance exam system, which overemphasizes grammar rather than communicative competency. To counterbalance this, many Japanese universities have started creating "Language Cafés" and "Language Lounges" where students can interact informally in a natural setting with native English speakers and speakers of other languages. As students are not required to attend these cafés and lounges, organizers need to plan interesting programs, activities, or otherwise motivate students to attend. Studies (e.g. Fisher, 2009; Hatfield & Rapson 2016) have found that romantic love is a strong motivator which increases the desire to learn a foreign language for young Japanese students (Pillar 2009). We capitalized on this at our Language Café by using romantic love as the topic of conversation. As students experienced "cultural bumps" (Archer, 1986), these would lead to intense discussions of love, cross-cultural conundrums, and issues these learners faced when dating. Utilizing principles from Emergent Design (Cavello, 2000) as a guide for facilitating group meetings has afforded the facilitator the freedom to be creative and adapt an exploratory approach to the student led discussions. These discussions, conducted in English, often delved into topics that required sensitivity and tact on part of the facilitator in order to provide and maintain an open, safe, and stimulating setting. We found noticeable improvements in students' curiosity, intercultural competency (Ting-Toomey & Chung, 2008), and intercultural sensitivity (Bennett, 1998).



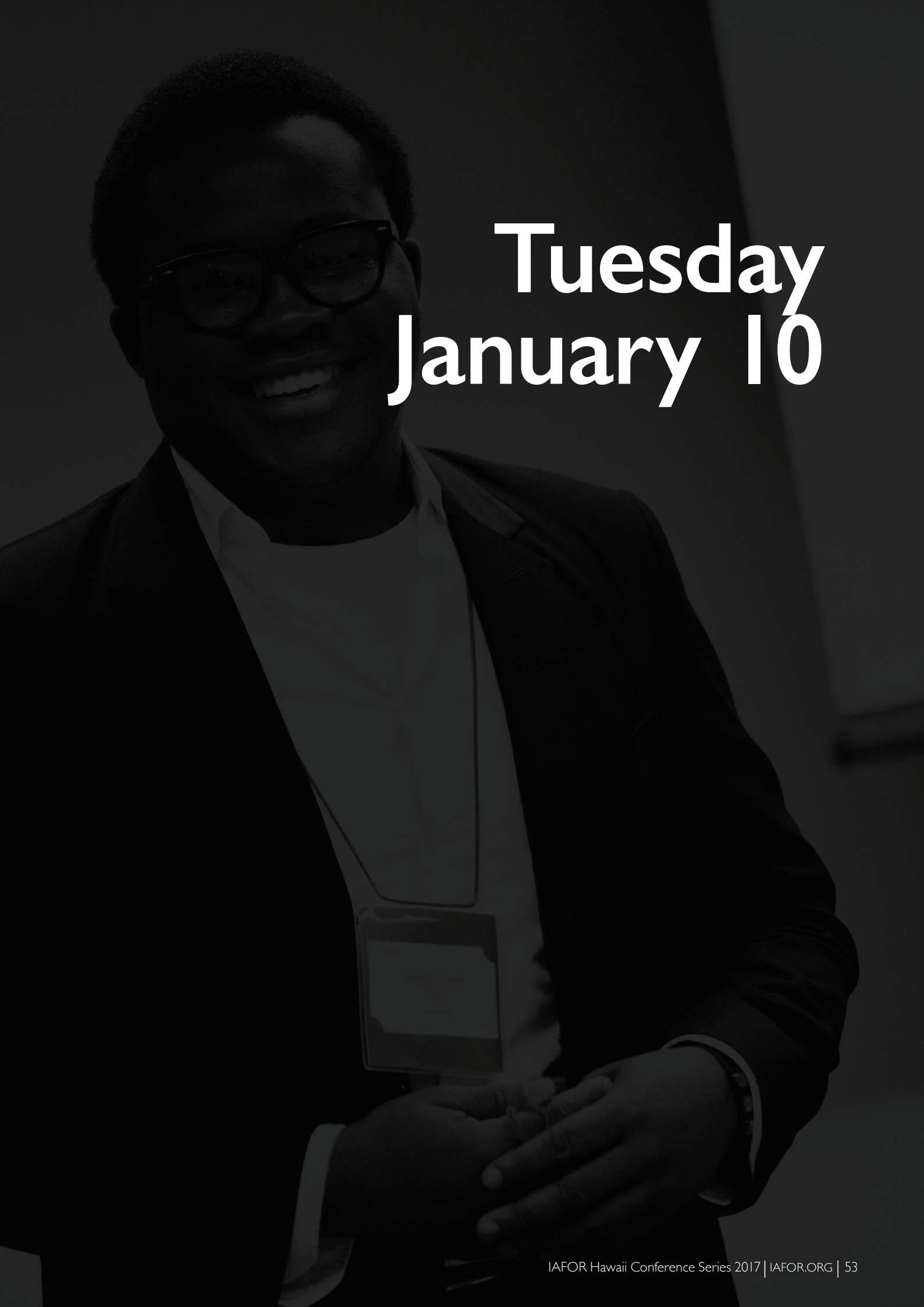


# Conference Dinner

19:00-21:00 | The Signature Prime Steak & Seafood Restaurant

The official Conference Dinner will be held in a private dining room at The Signature Prime Steak & Seafood restaurant. Located on the 36th floor of the Ala Moana Hotel, the Signature has panoramic views of Diamond Head and the Pacific Ocean. This is a great opportunity to enjoy delicious food and stunning views all while networking with fellow delegates.

This is a ticketed event (\$100). Please enquire at the registration desk for further information.

A dark, monochromatic photograph of a man with short dark hair and glasses, smiling. He is wearing a light-colored shirt under a dark blazer. A conference badge is visible on a lanyard around his neck. His hands are clasped in front of him. The background is out of focus, showing what appears to be a whiteboard or screen.

# Tuesday January 10



# Tuesday Session I

## 09:00-10:30 | Room: 318A (3F)

**Tuesday Session I: 09:00-10:30**

**Room: 318A (3F)**

**Education: Social Justice & Social Change I**

**Session Chair: Ruth Tregale**

**33083 09:00-09:30 | Room: 318A (3F)**

*African Scholarship Cohort Bringing Online Open Educational Resources (OER) to Africa, Building Local Businesses*

Kristin Palmer, University of Virginia, USA

Do you believe in education being the great equalizer? Do you believe that we can empower people through educating them and improve communities and governments? If so, then this session is for you. This session will walk through our experience working with Distance Education for Africa to create the African Scholarship Cohort (ASC) at the University of Virginia (UVa). ASC is a pilot program where over 100 people in Sub-Saharan Africa were invited to participate in a series of open educational resources (OER) created by the Darden Graduate School of Business at the UVa and hosted on the Coursera massive open online course (MOOC) platform. Members of the ASC are working with staff at UVa to complete five courses taught by Mike Lenox and Jared Harris: Foundations of Business Strategy, Advanced Business Strategy, Business Growth Strategy, Strategic Planning and Execution, and Business Strategy Capstone. The students in ASC come from a variety of backgrounds and professions and have varying degrees of business backgrounds. Being part of ASC allows them to gain business skills and potential career advancement from a top business school and connect with peers throughout the continent. The ASC students are developing skills and directly applying these skills to local businesses in Africa. The experience of implementing newly acquired skills for local businesses has shown students direct and immediate impacts of academic concepts.

**33901 09:30-10:00 | Room: 318A (3F)**

*Non-academic Factors Affecting International Medical Education: Do Local Students Have a Fair Chance?*

Lauren Orlando, St. George's University, Grenada

Emily Harms, St. George's University, Grenada

Heather Brathwaite, St. George's University, Grenada

Jill Paterson, St. George's University, Grenada

The academic success of students at the tertiary level involves both academic and nonacademic factors. Although Grenada is a postcolonial, developing country with a gross national income of approximately \$7,842 US per year, it is home to St. George's University (SGU), an international institution that is arguably the most prominent medical education program in the Caribbean. Student success at SGU is largely attributed to specialized programs offered to improve academic success; therefore, we investigated the nonacademic challenges Grenadian medical students face at SGU. Jacobs (1999) identified a number of these challenges among the same population, and we compared our results with his findings to identify how these challenges have changed in the past 17 years. We invited all 36 Grenadian medical students attending SGU to participate in an anonymous survey about their perceptions of nonacademic factors affecting their studies. Two thirds of the students (n = 24) responded to the questionnaire and identified three major issues: affordable housing, transportation, and cost of living. We conclude that the same issues still pose a challenge for Grenadian students today. In fact, housing opportunities have become more limited in the past 17 years because of the University's rapid growth. We suggest that SGU modify its policy to include guaranteed on-campus housing for Grenadian students, the cost of which would be minimal, because of the small population. We also suggest the Grenadian government include a small living stipend in the government scholarship, which could alleviate these nonacademic constraints.

**33567 10:00-10:30 | Room: 318A (3F)**

*Leap-Up: A Cohort-Specific Transition Program from High School to University for Students from Refugee Backgrounds*

Ruth Tregale, Macquarie University, Australia

Sonal Singh, Macquarie University, Australia

The LEAP-UP (University Preparedness) program builds on the successes of the LEAP-Macquarie Mentoring (Refugee Mentoring) program, in which university and year 9-10 high school students from refugee backgrounds engage in a 10-week long peer mentoring program aiming to build social and cultural capital to support the high school students in making informed decisions about their future educational pathways. After five years of the LEAP-Macquarie Mentoring program, 65 former mentees from early rounds of the program have graduated from high school and are now studying at universities across Australia. However, feedback from former mentees, as well as from other students from refugee backgrounds studying at Macquarie University, indicates that these students receive very limited support once leaving school in their transition to further education or employment. While the journey through education towards employment is challenging for every young Australian, it presents additional difficulties for students from refugee backgrounds, given that they have often experienced years of instability, trauma and disrupted schooling. This paper will discuss research findings from a Commonwealth

Government of Australia funded National Priorities Pool project to:

- improve support to students from refugee backgrounds to access, and succeed in higher education by reviewing international best practice and initiatives at Australian universities;
- conduct a detailed needs assessment with past and present students of the LEAP-Macquarie Mentoring Program; and
- develop an evidence-based tertiary enabling program – LEAP-UP (University Preparedness) – specific to the needs of this cohort.



# Tuesday Session I

## 09:00-10:30 | Room: 318B (3F)

**Tuesday Session I: 09:00-10:00**

**Room: 318B (3F)**

**Educational Change through Technologies**

**Session Chair: Mohamed Edali**

**33493 09:00-09:30 | Room: 318B (3F)**

*The Transport Phenomena: Course Teaching Strategies Using Comsol Simulation Apps for Engineers and Scientists*

Zaed Sahem, Ontario Society of Professional Engineers, Canada

Mohamed Edali, AlMergib University, Alkhoms, Libya

Faraj Ben Rajab, Memorial University, Canada

Ali Elkamel, University of Waterloo, Canada

Teaching undergraduate transport phenomena fundamentals course in universities worldwide was mainly based on the well-known most useful chemical engineering textbook ever written by Bird, Stewart and Lightfoot (BSL, 1960). Students in recent years are motivated by real-life examples, but they have limited time to investigate the physics beyond them. This research paper presents the enhanced teaching methods used to introduce undergraduates to Comsol Multiphysics Apps solving research projects. The learning goal is achieved by going through sequent teaching approaches. Normally, the students learn to solve problems in their textbooks analytically and learn to validate their solution with the available numerical techniques. Progressing into solving more complicated 2D problems is a result of building the validation confidence with computer programs that develops students to go beyond their textbooks by removing assumptions. This approach is illustrated in details using the feature of App building; where changes and optimization can be implemented to show the breadth of analysis techniques. Students gain better insight into the interaction between realistic system design geometries, and the role of various Multiphysics. From an educational perspective, students in different engineering and science disciplines can now solve complex problems in a relatively short period of time, which provides new opportunities for strengthening their technical skills. One key result is an acceleration of their development as technologists, which allows them to ultimately provide greater business impact and leadership in their chosen career.

**33490 09:30-10:00 | Room: 318B (3F)**

*The Use of Application Builder & COMSOL Multiphysics as a Tool to Build and Deploy Simulation Apps for Heat Transfer*

Mohamed Edali, Al-Mergib University, Alkhoms, Libya

Zaed Sahem, Ontario Society of Professional Engineers, Canada

Sondos Elhsaik, Al-Mergib University, Alkhoms, Libya

Hanadi Saad, Al-Mergib University, Alkhoms, Libya

Ali Elkamel, University of Waterloo, Waterloo, Canada

For teaching heat transfer, we currently apply COMSOL Multiphysics software and its new application builder features. The main goals are to maximizing the efficiency of the learning process, expanding the investigation techniques while keeping students engaged. In engineering-based courses such as Heat Transfer, simulation apps are helping to strike such a balance by introducing students to complex concepts in a simplified format. In any simulation study, there are complex theories and physics that must be considered in order to obtain accurate, realistic results. Innovative ways that university professors should utilize within the classroom are the use of simulation apps as that they are able to incorporate these elements into the underlying model while hiding such complexities behind a user-friendly interface. Within the university setting, simulation apps are evolving as a powerful tool for introducing students to challenging concepts and enhancing their modeling skills to further advance their learning. We describe the fundamentals and give examples of exercises that include several features of the modelling options. The user-friendly design of COMSOL makes the software well-suited for use in the classroom for both the above mentioned purposes. The students benefit from the easy handling of model input, which is completely performed within the graphical user interface.

# Tuesday Session II

10:45-12:15 | Room: 318A & 318B (3F)

**Tuesday Session II: 10:45-12:15**

**Room: 318A (3F)**

**Education: Social Justice & Social Change II**

**Session Chair: Dannielle Joy Davis**

**33382 10:45-11:15 | Room: 318A (3F)**

*Transformation Through Inquiry Learning*

Ksenija Napan, Massey University, New Zealand

This presentation focuses on how to expand students' minds through inquiry learning. The main qualities of a particular inquiry based approach called Academic Co-creative Inquiry will be presented alongside with a case study about its development and application in various courses and academic settings. The method will be critically analysed with a specific focus on the use of learning contracts, self and peer reflection and co-creation of curriculum with students as active agents in the process of learning and transformation.

**32157 11:15-11:45 | Room: 318A (3F)**

*Heightening Cultural Awareness Through Reflective Contemplative Practices*

Sara Olin Zimmerman, Appalachian State University, USA

Susan Musilli, Appalachian State University, USA

Instructors from two different disciplines collaborated to teach a preservice teacher education course examining the concepts of language and culture with the expectation that mindfulness-based reflective practice could enhance comprehension of course content and provide introspection for transformation. Two questions were studied: how to promote thoughtful reflection and how to effectively implement reflective journaling into a college classroom in a meaningful way. Twenty-seven student WordPress journals were analyzed through interpretive content analysis. By evaluating the journal posts, instructors were able to determine if the students understood course content and also gained valuable insight into students' cultural beliefs. The journals were effective teaching tools for understanding, and they also served as powerful assessment tools throughout the semester.

**33525 11:45-12:15 | Room: 318A (3F)**

*Black Womens and Girls Return to Joy: Addressing Trauma, Healing, and Educational Opportunity*

Dannielle Joy Davis, St. Louis University, USA

Cassandra Chaney, Louisiana State University, USA

Donna Culbreth, National Girls and Women of Color Council, USA

Denise Davis-Maye, Auburn University-Montgomery, USA

The concept of thriving amidst trauma receives minimal attention when addressing negative educational and life experiences of Black women and girls. This work examines strategies employed and recommended by Black women and girls that prompt thriving amidst traumatic circumstances. Radio broadcasts from the National Girls and Women of Color Council serve as data for the topic. Findings reveal the strength of Black women and girls in dealing with trauma, holding the potential to move beyond coping with circumstances, towards potential thriving in education and beyond.

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**Tuesday Session II: 10:45-12:45**

**Room: 318B (3F)**

**Language Education III**

**Session Chair: Ljiljana Markovic**

**32601 10:45-11:15 | Room: 318B (3F)**

*Bridging Worlds: A Holistic Approach to Teach Poetry in Iraqi Universities*

Fatimah Al-Asadi, University of Wyoming, USA

Most Iraqi college students are unable to analyze and interpret a text, articulate a text's meaning, and evaluate a text's worth. This study addresses this problem by presenting an approach of teaching poetry which not only enhances these abilities, but encourages students' intuitive responses to a poem and enables them to read a poem in the light of the contexts it has inhabited. The approach suggested is called the holistic approach. Based on this approach, this study examines the contributions of reader, text, and context to the creation of a poem's meaning. It considers the reader's ethical, intellectual, psychological, and aesthetic responses to a poem, acknowledging that these are affected by his/her experience and personality. The study further explores what in a poem affects the reader's responses, showing how a poem can be analyzed, interpreted, and evaluated. Having acknowledged the role of the reader's context in shaping his responses/her, the study demonstrates how a poem's contexts can be investigated for the purposes of appreciating the poem as a particular literary production and of further clarifying the poem's meaning.

# Tuesday Session II

10:45-12:45 | Room: 318B (3F)

**33167 11:15-11:45 | Room: 318B (3F)**

*Plurilingual Approaches for a Change in Early Language Education: Developing Children's Communicative Competence Through Plurilingualism*

Daniela Coelho, University of British Columbia, Canada

Incorporating pluralistic approaches in the schools curricula, in particular Awakening to Languages programmes, is believed to promote awareness of others, their cultures and languages, as well as to develop a plurilingual competence, respecting and welcoming all linguistic repertoires (Beacco & Byram, 2007; Candelier et al., 2012). My session presents a PhD study which analyzed the role of the Awakening to Languages approach in the development of preschool children's communicative competence. Therefore, based on a theoretical framework that presented a variety of scientific studies with children that know more than one language, a set of multilingual activities were especially conceived to develop the communicative competence of preschool children and applied in a group of five-year-olds in a kindergarten school. The preschool children worked on four languages for three months in an Awakening to Languages project. The main objective was to find out if providing preschool children with multilingual playful activities would have an effect on their communicative skills. The results seem to indicate that the Awakening to Languages activities planned for this project in specific seemed to have created more opportunities to develop language, in its many aspects, contributing to the development of the children's communicative skills in general (Coelho, 2015). It is, hence, understood that including pluralistic approaches in the preschool curricula should be taken into account in present day schools for the development of a plurilingual competence, a competence so-needed in today's pluricultural and plurilingual societies.

**33499 11:45-12:15 | Room: 318B (3F)**

*Arabic Language Teachers' Experiences of Arab Culture in the Mainstream Secondary Curriculum in England: Challenging Misperceptions*

Kelly Murphy, The University of Manchester, UK

Language education provision at secondary level in England faces an uncertain future, particularly for Arabic as a Modern Foreign Language. In 2015 the Advanced Level examination was threatened with discontinuation, although it was later confirmed to be redeveloped, and although the GCSE, for 16 year olds, has seen an increase in candidates almost year-on-year over the past ten years few schools offer it as part of the mainstream curriculum (Tinsley 2015; Pearson 2016; Tinsley and Board 2016). There is an urgent need to understand the nature of the subject from the perspective of those who teach it in order to address challenges to its growth within mainstream education. This paper centres around a key theme that emerged from my unique PhD work into Arabic language teachers' understandings and experiences of "Arab Culture" as part of their subject in mainstream secondary schools in England. In this paper, the theme of "challenging misperceptions" is explored through the lived experiences of three teachers using Interpretive Phenomenological Analysis (Smith et al. 2009) as a qualitative methodology. I also explore the subjective nature of "misperceptions" and how the teachers discuss them, in relation to literature on the purpose of cultural instruction in the language classroom (e.g. Byram 1997, Chastain 1988). I argue that in order to educate for change we need to understand and address the challenges teachers face with regard to the conceptualisation of what their subject actually is and embrace the subjectivity of its nature within the future development of the curriculum.

**32440 12:15-12:45 | Room: 318B (3F)**

*Teaching Japanese Across Borders: An Original Intercultural Approach*

Ljiljana Markovic, University of Belgrade, Serbia

Biljana Djoric Francuski, University of Belgrade, Serbia

The goal of this paper is to present to the international academic public a unique and original book for teaching Japanese, the first of its kind in Serbia. However, its significance is not limited only to the students of Japanese in Serbia, because this manual can be the source of ideas for teachers of Japanese in any other culture, as well. The main feature that makes it so outstanding is the use of mnemonic methods for learning how to read and write Japanese characters kanji, which has been done before in some Western countries, but in a different way. Namely, though the possibility of using mnemonic devices for memorising kanji by connecting them with information that can be remembered more easily has already been recognized, the Serbian authors applied extremely inventive and creative forms in order to connect the Japanese and Serbian cultures, thus rendering the process of learning more entertaining and interesting, and making it much easier for the student. Not only did authors include some kanji that are not usually explained with mnemonics, but they also found explanations which are not typical for the common ones, such as comparing number nine (九) with a cat which has nine lives, or number four (四) with two lips plus two rows of teeth. The most original mnemonic is certainly the adjective small (小) which, according to them, represents a young bird hatching from an egg.



# Tuesday Session II

10:45-12:45 | Room: 319A (3F)

**Tuesday Session II: 10:45-12:45**

**Room: 319A (3F)**

**Language Learning**

**Session Chair: Abigail McMeekin**

**33992 10:45-11:15 | Room: 319A (3F)**

*Stylistically Similar Corpora as an Alternative to Parallel Corpora: Long Words and Clippings Seen across Registers in Japanese, English, Russian*

Tatiana Kudoyarova, Independent Researcher, Japan

Many attempts to introduce parallel corpora in language learning are constantly being made. Development of a Russian-Japanese parallel corpus is still under consideration (Russian Academy of Science), due to peculiarities of language pairs followed by the necessity to introduce specific technologies. Meanwhile, is absence of parallel corpora a major problem for an attempt to introduce corpora-assisted language teaching? Can any alternative methods be suggested? Here we propose to use stylistically similar corpora for learning linguistic aspects of languages. As an example, distribution of words and their clippings with the same meaning – “mobile phone/mobile”, “keitai denwa/keitai” and “mobil’nyi telefon/mobil’nyj” – is observed in stylistically similar texts in Asahi Shimbun corpus, Bank of English Corpus and Russian National Corpus. A diachronic survey of keitai denwa-keitai (1995-2014, Asahi Shimbun corpus) proved, that the full form keitai denwa is still dominant due to its colloquialness and homonymy (“phone” vs “to carry”) in most registers. In Russian, usage of “mobil’nyj” may also be influenced by homonymy. Cross-register analysis has shown, that the full form is chosen even in texts, stylistically permitting a more colloquial clipping, like in Japanese. Cross-corpora contextual similarity in Russian and Japanese is noted: usage of a clipping when citing someone in crime reports. Possibly, usage of “mobil’nyj” is limited to particular collocations (“calling someone’s mobile”). Parallel corpora can thus be compensated by stylistically similar corpora that provide learners with a useful hint for understanding lexical variations across registers and help choose a proper translation.

**34292 11:15-11:45 | Room: 319A (3F)**

*Experiential Learning in Second Language Classroom: Blended Model*

Alena Barysevich, York University, Canada

The results of the Alleyne et al.(2010) study point out that the teacher-centered model of lecture-style teaching widely used in traditional French as a second language grammar-translation classes with monolingual speaker/reader approaches leads firstly towards the failure of students being able to fully apply their knowledge to the world-at-large. This then leads to the anxiety related to the myth of the native speaker. The student-centered second language training model we developed at Glendon campus of York University (Toronto) is aligned with the socio-constructivist theory (Vygotsky 1978), experiential dimension of education (Kohonen & al. 2001), action oriented approach (CEFRL 2001), and task-based instruction (Ellis 2003). It aims toward cooperative and collaborative work. This presentation demonstrates an experiential learning model in second language classroom based on the example of French as a second language blended course (Intermediate level). Our main challenge is to offer a quality of learning by adopting theories and innovative approaches in second language teaching and learning via the online component of the course. How effective our experiential model could be in an online setting of the blended course? First, we describe the structure of the newly developed course (in classroom and online components). Afterwards, we describe the methods helping to create learning more authentic and sustainable. Third, we share interactive tools that ensure the creation of the online community and collaborative learning. Finally, we show how learning has the potential to develop critical thinking, collaboration and continuous learning among language learners.

**34276 11:45-12:15 | Room: 319A (3F)**

*Acquiring Culture through Its Language: A Case of Teaching Cognitive Metaphors in Russian Language to Japanese Native Speakers*

Marina Shchepetunina, Osaka University, Japan

We can trace different cultural elements preserved in a language, and especially in metaphors. They reflect traditionally formatted fundamental ideas, for example like a Russian idiom “kak(like) u(at) Hrista(Christ’s) za pazuhoi(pocket)”, meaning “to be safe” and appealing to the Bible story. On the other hand such sayings as “time is money” reflect the modernity. However, they may differ from language to language, from culture to culture, and there are many cases when they are difficult to access by a non-natives even with a relatively high proficiency level. Another problem is that lots of frequently used verbs and adjectives have definite range of nouns they can be used with, and this compatibility can not be explained purely by their semantical meaning. For example, in Russian language you may say (1a) “krainyaya(extreme)(adj) bednost(poverty)(n.)”, but not (2b) “krainee(extreme) bogatstvo(wealth)”. The meaning of the adjective “krainii” – “extreme, exceptional” cannot explain the reasons that the example (a) a good but (b) does not work. Such instances are usually to be memorized or looked up in dictionaries of words compatibility. As an alternative method we suggest to apply the theory of concept metaphors. Then, the compatibility of the above example appears as framed by the upper level metaphor of “the bad has its limits and the good does not”. Such concepts may vary between the languages or have different intensity. We claim that the application of the concept metaphors would help students understand better such choices and learn cultural concepts.

# Tuesday Session II

10:45-12:45 | Room: 319A & 318A (3F)

**33557 12:15-12:45 | Room: 319A (3F)**

*NS-NNS Interaction in a Study Abroad Setting: Communication Strategies, Word Searches, and Intersubjectivity*  
Abigail McMeekin, University of Lethbridge, Canada

Analyzing approximately nine hours of video-recorded naturally-occurring conversations over eight weeks of study abroad between three NNSs of Japanese and their NS host family members, the present study uses conversation analysis to explore how the participants manage intersubjectivity using communication strategies (CSs) in word searches (WSs). Specifically the study explores the following: (a) how participants deploy, manipulate and respond to CSs as interactional resources used to co-construct meaning and progressively disambiguate the sought-after referent; (b) how CSs are used within the sequential organization of WSs to guide the trajectory of the search on a turn-by-turn basis; (c) how linguistic and non-linguistic resources such as intonation and eye gaze are used in conjunction with CSs to organize participant structure and relevant action in the unfolding talk, and (d) how a microanalytic, interactional approach can redefine our understanding of how strategic mechanisms are used and labeled in interaction. Moreover, as a CA for SLA study and one conducted in a study abroad setting, this study underscores the importance of examining authentic interaction that learners are likely to engage in during study abroad. It shows, for instance, how learners and NSs overcome problems in talk, all too frequent in a SA context, to maintain intersubjectivity and reach communicative goals. Further, the analysis of the authentic interactions in study abroad shows that findings from previous studies (across different contexts and interactional types) are supported, yet reveals several aspects of CS use that have not been noted in the literature before.

# Tuesday Session III

13:45-15:15 | Room: 318A (3F)

**Tuesday Session III: 13:45-15:15**

**Room: 318A (3F)**

**Higher Education**

**Session Chair: Jesper Tinggaard Svendsen**

**34116 13:45-14:15 | Room: 318A (3F)**

*Critical Thinking in Japanese University Mission Statements: A Critical Discourse Analysis*  
Adam Gyenes, Ryutsu Keizai University, Japan

Critical thinking has been receiving growing attention in twenty-first-century discourses around the reform and internationalization of higher education in Japan. While the implications of critical thinking education in a Japanese cultural context were debated in linguistic circles in the 1990s, the discussion has moved beyond language classrooms and into socio-political fields with critical thinking's greater prominence. This study seeks to understand the meaning and value given to critical thinking in the mission statements of undergraduate degree programs in Japanese universities. Firstly, a corpus of online materials related to critical thinking at Japanese universities was compiled, from which five undergraduate programs were selected for their focus on critical thinking. These programs all emphasize international and global themes through English medium instruction, and are at the forefront of the drive to internationalize, having received Ministry of Education (MEXT) funding as "Super Global Universities". A Critical Discourse Analysis tool was developed to analyze the social context within which critical thinking is framed in the mission statements of these programs. The analysis found intertextuality between the discourse of mission statements and MEXT education reform discourses. For students, critical thinking is conflated with both their academic success and employability as global jinzai (global human resources), although whom mission statements are written by and for is ambiguous. Through unpacking the implied meanings there is an impetus for further discussion on the role of critical thinking in higher education and what it means to be a critical thinker.

**33075 14:15-14:45 | Room: 318A (3F)**

*Internationalization of Library and Information Science Programs in Thailand: Development and Implementation*  
Chutima Sacchanand, Sukhothai Thammathirat Open University, Thailand

Internationalization is recognized as a key strategy to cope with changes in the new twenty-first-century environment by increasing the capacity and potential of institutions and programs, improving quality and building excellence in implementation of institutional missions, especially regarding teaching and learning, research and development and academic services. This research aimed at developing strategies for the internationalization of LIS schools in Thailand. Mixed methods both quantitative and qualitative research were used. The purposive sample group consisted of documents, twelve Thai and six foreign key informants in LIS internationalization, deans/heads of the programs of nine LIS schools, and thirty four LIS academicians and professionals. The research instruments comprised a documentary analysis form, interview/focus group forms and questionnaire. Findings were as follows. 1) All LIS graduate schools in Thailand implement internationalization in educational management. The universities which offer LIS PhD programs are among the leaders in terms of internationalization. 2) The internationalization strategies for LIS programs/schools in Thailand include four components: network and strategic partnership, mobility and exchange, infusion, and flexibility. At the institutional level, four specific areas (management of the programs/schools, education provision, research and academic services) have been identified, on which each LIS institution can focus according to its identity and context.

# Tuesday Session III

13:45-15:15 | Room: 318A & 318B (3F)

**33521 14:45-15:15 | Room: 318A (3F)**

*Selling Student Life or Empowering to Change? A Critical Discourse Analysis of a New Marketization Strategy on Danish University Websites*

Jesper Tinggaard Svendsen, University of Southern Denmark, Denmark

For years, policy commentators on education have noted and problematized the spread of neoliberal ideas in higher education (HE) (Molesworth, Scullon & Nixon, 2010). Several studies have emphasized how this tendency involves significant changes in the identity of the university. In this regard, the focus of this presentation is the marketization of HE as it manifests itself in the concept of Student Life on Denmark's largest university's (Copenhagen University) website. Student Life as a concept includes a variety of topics relating, for example, to students' experiences of starting at university, of studying, of preparing for exams, and furthermore of accommodation, parties and other extra-curricular activities. A critical discourse analysis of the way that Student Life is presented on these websites reveals that Student Life as a concept involves a significant commodification of elements of social life in the commodification of educational programs. The presentation will point to some central problems related to these findings. Especially it will discuss how the concept of Student Life implies that education is conceptualized as a place where students can expect to receive confirmation that what they are and what they know are sufficient unto the day, instead of being challenged and encouraged for critical thinking and empowerment to change (Molesworth et al., 2009).

Molesworth, M., Nixon, E., & Scullion, R. (2009). Having, being and higher education: the marketisation of the university and the transformation of the student into consumer. *Teaching in Higher Education*, 14(3).

Molesworth, M., Scullon, R. & Nixon, E. (Ed.). (2010). *The marketisation of higher education and the student as consumer*. Abingdon: Routledge.

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**Tuesday Session III: 13:45-15:15**

**Room: 318B (3F)**

**Student Learning, Learner Experiences and Learner Diversity**

**Session Chair: Masataka Kasai**

**33508 13:45-14:15 | Room: 318B (3F)**

*Peer Relationships as Supplemental Factor for Lack of Mastery Goal Orientation and Proactive Personality of Undergraduates*

Takt Shishido, Musashino University, Japan

Hiroshi Watanabe, Musashino University, Japan

Atsushi Tsumita, Musashino University, Japan

Hidekatsu Hojo, Musashino University, Japan

Research objectives: Present research investigated effects of undergraduates' peer relationships on academic outcomes, especially the supplemental effects for students who lack mastery goal orientation and a proactive personality. Existing research has showed the positive association between students' peer relationships and academic outcomes (Furrer et al., 2014), and researchers insisted that it played a role in this association to internalize peer students' beneficial academic-related goals and values (Martin & Dowson, 2009). Therefore, we can expect that peer relationships are more helpful for students who lack qualities for educational performance than those who already have them. This study focused on the supplemental effects of peer relationships for lack of mastery goal orientation (which is defined as a desire to acquire additional knowledge or master new skills) and proactive personality, because both are personal qualities to improve academic performance (Albert & Dahling, 2016; Geertshuis et al., 2014). Method: Data was collected from 446 undergraduates of a university in Japan by questionnaire (243 male and 203 females; 199 freshman, 156 sophomore, & 91 junior; M age = 20.04, SD age = 1.51). Results and Conclusion: Regression analyses showed significant interaction effects between mastery goal orientation and peer relationships and between proactive personality and peer relationships on academic outcome (GPA)—peer relationships had stronger positive effects on academic outcome among students with a lower level of mastery goal orientation and proactive personality. We concluded that good peer relationships have supplemental benefits for students who do not have mastery goals or a proactive personality.

**33882 14:15-14:45 | Room: 318B (3F)**

*Exploring the Impacts of Race, Culture, and Language on African Refugee Students in Ontario Secondary Schools*

Jessica Msofe, Lakehead University, Canada

Identity threat, or perceived identity threat, in school settings has been linked to decreased academic engagement and performance among minority group members. In particular, among secondary school students, discrimination based on culture, race, and/or language can contribute to dropout rates and a lack of meaningful academic engagement. This paper is part of a larger study which explored the challenges and barriers faced by young adult African refugee students in Ontario high schools. It will focus specifically on the explorations and discussions of race, culture, and language, as found as part of that larger study, looking at how discrimination affected the participants' academic engagement, achievement, and integration into their new schools. Using in-depth interviews, the findings of the study are expressed in the participants' own voices. Participants recounted that instances of both implicit and explicit discrimination and difficulty fitting in with peers created a lack of academic achievement and academic engagement, although these were barriers that all participants were able to overcome with time. They discuss the important roles of school administration and teachers in working to decrease discrimination and build more inclusive, culturally relevant curricula, classrooms, and schools.



# Tuesday Session III

13:45-15:15 | Room: 318B & 319A (3F)

**33163 14:45-15:15 | Room: 318B (3F)**

*Implementation of Problem-Solving Instruction in a Global Education Course and Visualizing Japanese Undergraduate Students Learning*  
Masataka Kasai, Kansai Gaidai College, Japan

The world has been globalized at an unprecedented speed in that everything from people to information moves across nations more quickly and intensely than ever. In order to prepare the youth to effectively and responsibly live in such a global society, global education was born in the US in the late 1960s and has developed since then. It aims at developing their global perspectives. In spite of numerous suggested conceptualizations in global perspectives, there seem to be six common ones: perspective consciousness; cross-cultural learning and communication skills; global interdependence; global history; global issues; and participation in a global society. Although a number of instructional approaches have been implemented so far, few have focused on a problem solving process by applying all the six conceptualizations. In order to fill this gap, the study aims at designing and implementing a course to help Japanese undergraduate students learn about how to understand and solve global issues; and attempting to visualize their learning. The data were collected from a course, in which the presenter instructed global education to 12 Japanese undergraduate students from April to July in 2016. The data such as teaching materials, students academic work, and their reflective notes were analyzed to visualize how they acquired and utilized the aforementioned conceptualizations in the process of their learning. This presentation will provide detailed information about the global education course as well as the study including its findings and insights.

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**Tuesday Session III: 13:45-15:15**

**Room: 319A (3F)**

**Student Engagement**

**Session Chair: Branka Visnjic**

**33478 13:45-14:15 | Room: 319A (3F)**

*From Plagiarism to Logical Thinking Education*

Wai Ling Lai, Nagoya University, Japan

Chad Nilep, Nagoya University, Japan

Recent notorious cases of plagiarism in academic writing have once again brought the problem under the spotlight. If plagiarism is the incorrect use of other writers' ideas and words, then solving the problem requires one to properly incorporate the work of others into one's own writing. Standard advice about acknowledging sources and using proper citation forms, though important, may be of limited utility. Writing is a process of communicating thoughts through texts. Therefore a writer needs to know how to integrate into his or her writing not only the texts borrowed from others but also the thoughts expressed by the texts. Students of academic writing sometimes reuse source texts without sufficient attention to the thoughts and logic they express, committing unintended plagiarism. Standard advice is insufficient for such cases. Plagiarism shows a gap between the written texts and the thoughts of the author. In order to fill the gap, one needs not only writing skills but also logical thinking skills. Through the discussion about plagiarism, we can see that there is a missing piece in higher education on academic writing. Comprehensive education should cover both language and logic.

**33610 14:15-14:45 | Room: 319A (3F)**

*Revitalizing Creativity in the EAP Classroom Through Visible Thinking Routines: Three Case Studies From Hong Kong*

Ksenia Troshina, The Hong Kong Polytechnic University, Hong Kong

Creativity is commonly described as an essential element of academic research. In English for Academic Purposes (EAP) it could be manifested through students analyzing multiple viewpoints on debatable issues, demonstrating originality in perspectives, and developing sophisticated line of argumentation in speaking and writing. Visible Thinking (VT) is a widely recognized way to foster genuine critical enquiry and create culture of thinking (Tishman, Perkins & Jay, 1995) among learners, however its application in the EAP context remains limited and relatively unexplored. Current case studies investigate the way application of VT routines (Visible Thinking, 2016) projected on the Five Dimensional Model of Creativity (Lucas, 2016) helps to enhance academic argumentation skills among undergraduate students in Hong Kong. A group of three students have been selected to take part in the research, which involved 4 sessions where participants were offered to analyze various viewpoints on a debatable issue presented in an academic article. Students have been selected based on their self-reported high level of difficulty encountered in structuring academic arguments and analyzing academic texts. All sessions were audio recorded, transcribed and analyzed to reveal patterns of transformation in argumentation strategies through the use of VT routines. Step-by-step introduction of VT routines into the sessions have proven to result in increased levels of in-depth analysis, more sophisticated argumentation, and application of an interdisciplinary approach to the topic offered for discussion. Results of the study suggest that VT routines enhance creativity in academic argumentation among participants and thus should be incorporated in EAP courses.

# Tuesday Session III

13:45-15:15 | Room: 319A (3F)

**33348 14:45-15:15 | Room: 319A (3F)**

*Curriculum Enhancement Through Learning Partnerships*

Branka Visnjic, Aston University, UK

Jincheng Wang, Tianjin Foreign Studies University, China

Geoff Parkes, Aston University, UK

The aim of this paper is to discuss an Aston University (Birmingham, UK) model for programme enhancement offered to international partners through programme diversification and student engagement in curriculum design (QAA,2012). One of the main reasons for enhancing a primarily English for Academic Purposes programme, such as the International Year Abroad Programme, has been to design a more challenging one which will assist international students with higher or lower than undergraduate entry IELTS language profiles in achieving their academic goals. This has been achieved not only through focusing on EAP in adapted undergraduate modules, but also by supporting students' access to different schools' modules. This report will critically analyse the developmental processes towards a sustainable diversified curriculum including the complex risks and constraints of working at the level of an unbalanced partnership. The report will critically reflect on the embraced opportunities arising from the issues, due to joint efforts and continuous constructive communication. The paper will also focus on student and partner universities' representation and engagement system at Aston University and its application of the UK Quality Assurance Agency-QAA, Quality Code (2012). Research funded by QAA (Kandiko and Mawer, 2013), showed that prior to quality changes, "engagement" mostly implies engagement in learning opportunities and social activities, rather than student representation and participation in local and large-scale decision-making. This report will also show how lifelong learning and collaboration among partner universities' lecturers can contribute to curriculum enhancement, and improved student representation and satisfaction.

## Closing Session

15:30-16:00 | Room: 318A (3F)

Closing remarks from members of the conference Organising Committee.



# Virtual Presentations



# Virtual Presentations

[www.vimeo.com/iafor](http://www.vimeo.com/iafor)

33503

*An Application of Team-Based Learning (TBL) with Thai as a Foreign Language Course*

Sureenate Jaratjarungkiat, Nanyang Technological University, Singapore

Team-based learning (TBL) is a structured type of cooperative learning that has growing application in many education fields. As opposed to the conventional lecture where instructor lecturing to a group of students in some didactic presentation format, the role of instructor has changed to a cognitive coach in TBL. TBL improves academic outcomes by shifting the instructional focus from knowledge transmission to knowledge application. (Parmelee & Michaelsen, 2010: 118). This presentation aims to demonstrate how to design and implement the essential elements of TBL (i.e., individual and group readiness assurance tests, forming permanent teams, application problems, team decision making, and peer-assessment) for teaching and learning of Thai as a Foreign Language course. This presentation also points out the important findings of this experiment from the student survey regarding the effectiveness of TBL in comparison with conventional teaching methods. The application of TBL in this study can also be used as a template for other foreign language studies to follow and emphasize the contribution of TBL in foreign language education.

32653

*Curricular Changes in Teacher Education: A View of Comparative Research in Three Contexts*

Graziela Giusti Pachane, Universidade Federal do Triangulo Mineiro, Brazil

This work is part of a project whose objective was to study curricular changes in teacher training programs from a comparative approach. We studied the curriculum of three universities (Harvard, University of Minho and UFTM) from 3 different countries (USA, Portugal and Brazil) in the last two decades. To achieve our goals, in addition to literature review and document analysis, we visited the universities, made observations, and interviewed teachers and students. We used content analysis and comparative education methodologies to analyze data. Results highlighted that practice-centered programs prevails in American education; that a praxis focused approach is emphasized in Portugal; and that there is a pursuit of a historical-critical guidance in Brazil (mainly revealed in teachers' discourses) with strong multicultural trend in current curricular policies. Our findings helped us to understand how those three universities make links between theory and practice in the training of their teachers, and drew attention to HTF (Harvard Teachers Fellows Program) for its school practice immersion since the very beginning of the program. Studying those experiences from a comparative point of view can help curriculum planners, higher education managers and policy makers devoted to the field of teacher education to develop courses/programs that are neither excessively pragmatic, nor idealized and detached from school routine. The project was funded by CNPq.

32679

*Teacher Will: A Framework to Transform Classroom Practices! It's Intentional*

Doris McEwen Harris, McEwen Education Consulting and Curriculum Auditing, USA

The single unit of change in what matters for student learning is an effective teacher. What makes an effective teacher? Teacher and Administrator WILL. How do you design your classroom to ensure attention to "will power?" What are the teaching practices that align with "will power?" It's intentional. Explore a framework that has been proven to increase student achievement: Social Will (belief), Cultural Will (understanding the population), Organizational Will (infrastructure), and Political Will (courage to act). Ron Edmonds (1979) said it clearly, "We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far." The question remaining is, how do we feel about the fact that there are many students in our charge who are not being successful in their schooling? What is our collective and individual responsibility to change their trajectory? The four wills framework is a distillation of complex educational concepts that can be incorporated into classroom and leadership practices. These four wills are a part of an intricately woven tapestry between administrators, teachers, students, parents, and the community. Explore practical ideas to transform classrooms into learning spaces that address every child and districts into systems for every child, using "will power" that sets systemic and systematic change.



# 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:** 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.

**Bottom left:** 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 right:** At IAFOR’s Kansai-based conferences the arts and culture of Japan are frequently showcased as part of the programme. Conference attendees at The Asian Conference on Technology in the Classroom 2016 (ACTC2016) had the opportunity to gain knowledge and practical experience in the art of the Japanese green tea ceremony, with an informative demonstration and workshop given by local artisans.







**Above left:** Addressing delegates at The Asian Conference on Education 2016 (ACE2016), Dr 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 of 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**) 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 (Global2016).

**Below 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 and the Behavioral Sciences (ECP2016). **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 (ECSS2016).

**Bottom left:** Dr Amy Azano, Keynote Speaker at The European Conference on Education (ECE2016), gives an animated presentation entitled “Leveraging Place and Moving Toward Glocalized Learning”. **Bottom right:** At The European Conference on Language Learning (ECLL2016), Professor Jean-Marc Dewaele, Keynote Speaker, argues that these non-linguistic benefits of language learning are illustrations of multicompetence.







**Above left:** 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 (LibEuro2016). **Above right:** In her role as ECAH2016 Keynote Speaker, Professor Anne Boddington of the College of Arts and Humanities, 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.

**Below 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 (EBMC2016). **Below right:** At The European Conference on Politics, Economics & Law (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.

**Bottom left:** In a Keynote Presentation on reducing fear, increasing confidence and reaching the 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 (ECLL2016). **Bottom right:** Jared Baxter, ECAH2016 Keynote Speaker and Vincent van Gogh researcher, presents on “Vincent van Gogh’s Symbolist Art” at The European Conference on Arts & Humanities (ECAH2016).







**Top left & right:** Before and after impact. Sensei Hiroshi Nishioka, 5th Degree Black Belt Master Instructor of Osaka's Nishioka Dojo, practices Tameshiwari ice breaking during the Plenary Session at The Asian Conference on Education (ACE2015) in Kobe, Japan. The Chito-Ryu Karate demonstration gave an exemplary illustration of the conference theme: "Power".

**Below 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 AGen2016 Featured Speaker & Conference Co-Chair, he delivers a Featured Presentation on the individual and societal benefits for caregivers to elderly family members.

**Below centre:** 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 (ACSEE2016).

**Below right:** As Keynote Speaker at The Asian Conference on Aging & Gerontology (AGen2016), Professor Hiroshi Ishida discusses social survey data sets and data-archiving activities in Japan and introduces the Social Science Japan Data Archive (SSJDA).







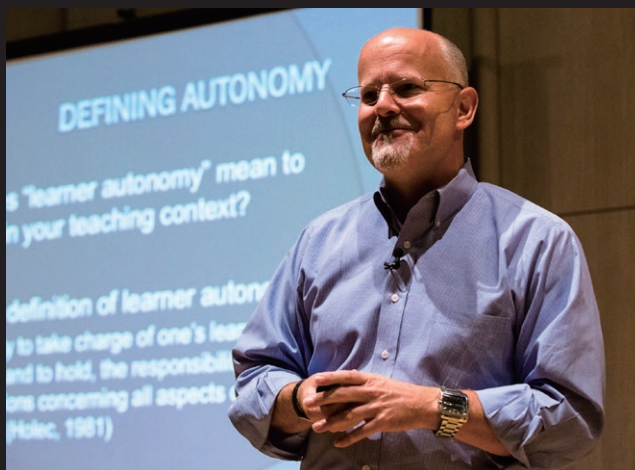
**Below left:** John Nguyet Erni, Chair Professor in Humanities and Head of the Department of Humanities & Creative Writing at Hong Kong Baptist University, poses questions about new sovereignty, human rights and humanitarian discourse in a Keynote Presentation at The Asian Conference on Asian Studies (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 centre:** At The Asian Conference on Cultural Studies (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 (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.



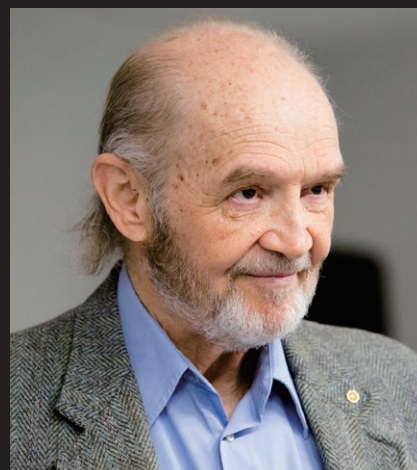
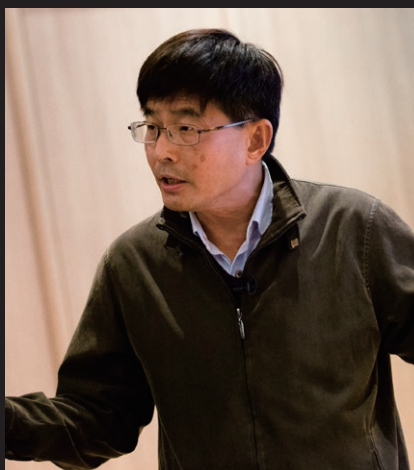




**Top left:** As a Keynote Speaker, Professor Stephen Ryan of Japan's Waseda University, lectures on "Diverging approaches and converging goals" at The Asian Conference on Language Learning (ACLL2016). **Top right:** In his Featured Presentation at the same conference, Richmond Stroupe of Soka University in Tokyo, Japan, discusses enhancing learner autonomy in Japan through teachers' professional development.

**Above left:** Professor Myles Chilton, a member of the Department of English Language and Literature at Japan's Nihon University and ACAH2016 Plenary Speaker, explores justice and literature in the classroom by investigating the claim that teaching literature means teaching social justice. **Above centre:** During the annual haiku workshop at The Asian Conference on Literature, Librarianship & Archival Science (LibrAsia2016), 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 LibrAsia2016 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, reads world-famous haiku.

**Bottom left:** Lowell Sheppard, ACEID2016 Featured Speaker and Asia Pacific Director at HOPE International Development Agency, Japan, presents on the connection between education and social justice at The Asian Conference on Education & International Development (ACEID2016). **Bottom centre:** The National University of Singapore's Tan Tarn How delivers a Featured Presentation entitled "Educational Rankings: Towards an Index of Flourishing Education" at The Asian Conference on Ethics, Religion and Philosophy (ACERP2016). **Bottom right:** Also at ACERP2016, Dr Brian A. Victoria of the Oxford Centre for Buddhist Studies explores the nature of the relationship between religion and war in today's newspapers in his role as Conference Chair and Featured Speaker.







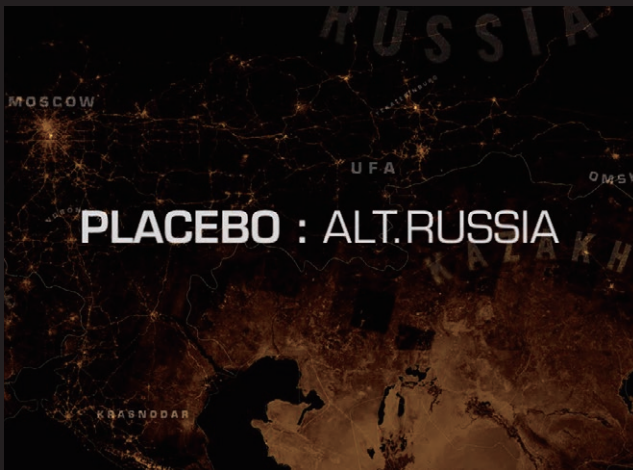
**Top left:** Professor Frank S. Ravitch, Conference Chair and Keynote Speaker at The Asian Conference on Ethics, Religion and Philosophy (ACERP2016), gives an insightful presentation entitled “Freedom’s Edge: Religious Freedom, Sexual Freedom, and the Future of Justice in America”. **Top right:** In a Keynote Presentation at the same conference, the Director of TELL Lifeline, Vickie Skorji, questions how a crisis hotline providing services in a minority language can provide support, generate funding and maintain volunteer numbers.

**Above left:** Dr Christine Coombe, Keynote Speaker at The IAFOR International Conference on Education – Dubai (IICEDubai2016), talks about professionalizing English language teaching. **Above centre:** In his talk on translation as culture, Professor Said M. Faiq of the American University of Sharjah, UAE, demonstrates the need for an interface of translation, cultural and discourse studies at The IAFOR International Conference on Language Learning – Dubai (IICLLDubai2016). **Above right:** At The IAFOR International Conference on Education – Dubai (IICEDubai2016), Professor Fadi Aloul, also of the American University of Sharjah, examines the latest cyber threats against human users in his Featured Presentation.

**Bottom left:** Speaking on the subject of emerging technology, the University of Hawai’i at Manoa’s Professor Curtis Ho, Keynote Speaker at The IAFOR International Conference on Education 2016 – Hawaii (IICEHawaii2016), explores how students use multiple tools for both formal and informal learning. **Bottom centre:** Also at IICEHawaii2016, Professor Chung-Ying Cheng, a philosopher-scholar of Chinese and comparative philosophy, argues in his Keynote Presentation that reality can be seen as creativity and thus as a source for humanity to be creative. **Bottom right:** Dr Paul Lowe of University of the Arts London, UK, gives a Keynote Presentation on creating a collaborative learning community for mid-career postgraduates at The IAFOR International Conference on Technology in the Classroom – Hawaii (IICTCHawaii2016).







**Top 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 is the former Hansen Endowed Chair in Journalism and Distinguished Journalist-in-Residence at the University of Northern Colorado. He has received more than 75 awards for broadcast excellence including three EMMYs. **Top right:** 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 (ACCS2016).

**Above left:** 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 in Kobe, Japan. **Above right:** Speaking on contemporary issues in journalism, Professor Richard Roth of Northwestern University, USA, delivers his Keynote Presentation at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016).

**Below left:** Silent film pianist Mie Yanashita prepares to perform an improvisational soundtrack to the film *What Made Her Do It?* after presenting on the same topic at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016) in Kobe, Japan. She has accompanied more than 600 silent film screenings in Japan and throughout the world, and has played in the UK, Germany, Italy, Thailand, Korea, and Malaysia.

**Below right:** The One String Suma Goto Preservation Society perform. The history of the single string version of the suma goto dates back to the 11th century. Played during the Sake Tasting Workshop at The Asian Conference on Language Learning 2016 (ACLL2016).







**Above:** IAFOR places great value on the local community and aims to ensure our delegates can experience Japan's culture through a packed and exciting programme of events. IAFOR conferences offer delegates a diverse, informative and thought-provoking range of activities and experiences, such as taiko drumming by leading Japanese group Batiholic and the award-winning Osaka-based Akutagawa Senior High School Drum Club. These traditional Japanese musical performances are a cultural highlight for the conference attendees, and the powerful and complex rhythms never fail to delight the appreciative audience.

**Below left:** 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 (EuroMedia2016) in Brighton, England. The award's theme corresponds to the theme of the conference, which in 2016 was "justice".

**Below right:** Traditional Awa Odori dance performance at ACAH/Librasia2016 in Kobe, Japan. 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.

Photography by Thaddeus Pope, IAFOR Media.





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## Technology in the Classroom

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## Language Learning

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Fatimah Al-Asadi, University of Wyoming, USA  
Maria Kambouri-Danos, University of Reading, UK  
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Nobuo Tsuda, Konan University, Japan  
Victoria Tuzlukova, Sultan Qaboos University, Oman  
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# Reviewers

## Education

Adelfa Silor, Mindanao State University-Iligan Institute of Technology, The Philippines  
Alan Weber, Weill Cornell Medicine, Qatar  
Manal Yazbak Abu Ahmad, Sakhrin College for Teacher Education, Israel  
Maria Kambouri-Danos, University of Reading, UK  
Mariana Gerschenson, John A. Burns School of Medicine, University of Hawaii at Manoa, USA  
Muyu Wang, National Taiwan Normal University, Taiwan  
Qian Zhou, Zhengzhou University, China  
Raquel Bernabe, San Miguel, The Philippines  
Takt Shishido, Musashino University, Japan  
Yu-Lin Wang, National Cheng Kung University, Taiwan

## Technology in the Classroom

Cynthia Abella, University of the East, The Philippines  
Koichi Yoshizaki, Oita University, Japan  
Luisa Castro, University of Hawaii at Hilo, USA  
Tanju Deveci, The Petroleum Institute, UAE

## Language Learning

Akiyo Hirai, University of Tsukuba, Japan  
Hajime Mochizuki, Tokyo University of Foreign Studies, Japan  
Masumi Ono, Keio University, Japan  
Midori Mashiyama, Fukuoka Women's University, Japan  
Rasha Osman Abdel Haliem, The Higher Technological Institute and AMIDEAST, Egypt



# Upcoming Events

[www.iafor.org/conferences](http://www.iafor.org/conferences)

## Dubai, UAE 2017

### **February 26-28, 2017**

The IAFOR International Conference on Education – Dubai 2017

The IAFOR International Conference on Language Learning – Dubai 2017

The IAFOR International Conference on Arts & Humanities – Dubai 2017

The IAFOR International Conference on the Social Sciences – Dubai 2017

## Kobe, Japan 2017

### **March 22-25, 2017**

The Asian Conference on Psychology & the Behavioral Sciences 2017

The Asian Conference on Ethics, Religion & Philosophy 2017

### **March 26-29, 2017**

The Asian Conference on Education & International Development 2017

### **March 30-April 2, 2017**

The Asian Conference on Arts & Humanities 2017

The Asian Conference on Literature 2017

### **June 1-4, 2017**

The Asian Conference on Cultural Studies 2017

The Asian Conference on Asian Studies 2017

The IAFOR International Conference on Japan & Japan Studies 2017

### **June 8-11, 2017**

The Asian Conference on the Social Sciences 2017

The Asian Conference Sustainability, Energy & the Environment 2017

The Asian Conference on Aging & Gerontology 2017

### **October 19-22, 2017**

The Asian Conference on Education 2017

The Asian Conference on Society, Education & Technology 2017

The Asian Undergraduate Research Symposium 2017

### **October 27-29, 2017**

The Asian Conference on Media & Mass Communication 2017

The Asian Conference on Film & Documentary 2017

# Upcoming Events

[www.iafor.org/conferences](http://www.iafor.org/conferences)

## Brighton, UK 2017

### **June 30-July 2, 2017**

The European Conference on Education 2017

The European Conference on Language Learning 2017

### **July 4-5, 2017**

The European Conference on Psychology & the Behavioral Sciences 2017

The European Conference on Ethics, Religion & Philosophy 2017

### **July 7-9, 2017**

The European Conference on the Social Sciences 2017

The European Conference on Sustainability, Energy & the Environment 2017

### **July 11-12, 2017**

The European Conference on Arts & Humanities 2017

The European Conference on Media, Communication & Film 2017

## Barcelona, Spain 2017

### **July 14-16, 2017**

The IAFOR International Conference on the City 2017

The IAFOR International Conference on Global Studies 2017

## About IAFOR Conferences

The International Academic Forum 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.

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 again at one of our future events.

[www.iafor.org](http://www.iafor.org)