

THE 2021

ASIAN CONFERENCE ON LANGUAGE



MARCH 25 – MARCH 26

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

PROGRAMME & ABSTRACT BOOK

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

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



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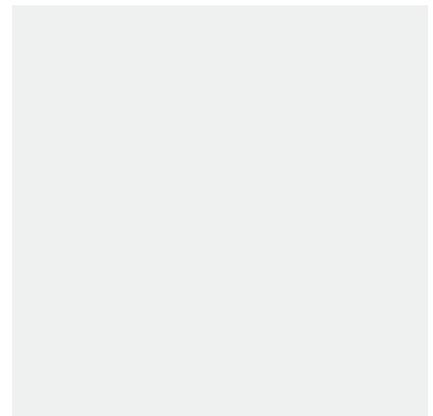
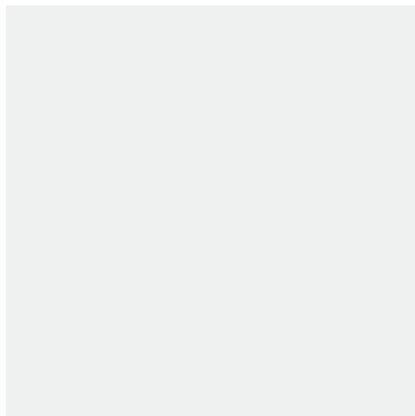
Diane Hawley Nagatomo

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Letter of Welcome



Dear Colleagues,

It has been a long and challenging winter for many of us who continue to be distanced from one another due to the ongoing pandemic. However, through a combination of science, innovation and education, there is a lot to give grounds for optimism. We must ensure that the lessons we are learning now encourage us to come back stronger, in a way that is more responsible, responsive, and that allows for international cooperation and collaboration to be strengthened.

These IAFOR spring conferences were held online at the same time last year, just a couple of weeks after travel advisories and restrictions were put into place across the world, with just a few days to decide how to go ahead, having never organised an online conference before. In this way, our inexperience met that of a large number of teachers and academics across the world, who were also grappling with new technologies as they engaged in emergency response teaching. Ours were emergency response conferences. A year on, and after some very steep learning curves, we are thrilled to be able to bring you our international, intercultural and interdisciplinary events.

Just last week we held our first hybrid event, the first that we were able to hold onsite since the onset of the pandemic, although the audience was limited to those in Japan as the country's borders are still closed. However, this event allowed us to operate the hybrid model that we have innovated in preparation for the eventual resumption of events.

We are hopeful that by the autumn we will once again be able to leave our homes and travel freely, meet our friends, family and colleagues face to face, and breathe new life into our International Academic Forum.

I look forward to seeing you all online!

Dr Joseph Haldane

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

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

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

Member, Expert Network, World Economic Forum

Submit your research to the IAFOR Journal of Education

The *IAFOR Journal of Education* is a Scopus indexed, internationally reviewed and editorially independent interdisciplinary journal associated with IAFOR's international conferences on Education.

Editor: Dr Yvonne Masters

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Aims & Scope

The *IAFOR Journal of Education* is an Open Access, peer-reviewed, international and intercultural journal. The journal encourages interdisciplinary research, with the primary focus being on addressing critical issues and current trends and research in education. This would include exploring significant themes, exceptional programs and promising practice in the field of education, and educational policy. The anticipated audience is preservice and inservice teachers and administrators, university faculty and students, education policy makers, and others interested in educational research. Papers submitted by academic researchers, theorists, practising teachers, policy-makers and educational administrators are welcomed. Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. Please note that papers already submitted to or published in IAFOR Conference Proceedings are not accepted for publication in any of IAFOR's journals.

Indexed in: Scopus (from 2019), DOAJ, ERIC, EBSCO Discovery Service, Education Source, MIAR, TROVE, SHERPA/RoMEO, WorldCat and Google Scholar. DOIs are assigned to each published issue and article via Crossref.

IAFOR Commitment

IAFOR believes in "Open Access" publishing, and since 2009, has been committed to maintaining an online searchable research archive that offers free access to anyone, anywhere, where there is Internet access, regardless of institutional affiliation or scholarly rank. IAFOR publications are accessible on the website (Open Access) to researchers all over the world, completely free of charge and without delay or embargo. Authors and contributors are not required to pay charges of any sort towards the publication of IAFOR journals.

For more information please visit:

www.iafor.org/journal/iafor-journal-of-education

The *IAFOR Journal of Education* is indexed in Scopus.

Scopus[®]

Conference Guide

Conference at a Glance

Conference Proceedings

IAFOR Membership

IAFOR Publications

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



March 25, 2021 | All times are Japan Standard Time (UTC+9) Thursday at a Glance

- 10:00-10:10** **Announcements, Recognition of IAFOR Scholarship Winners & Welcome Address**
Joseph Haldane, IAFOR, Japan
- 10:10-10:55** **Keynote Presentation**
The New Peace Linguistics – Because Nice is Not Enough
Andy Curtis, University of Anaheim, United States
- 10:55-11:05 Break
- 11:05-12:05** **Panel Presentation**
A Language for Humanity
Dexter Da Silva, Keisen University, Japan
Andy Curtis, University of Anaheim, United States
Stuart Rees, University of Sydney & Sydney Peace Foundation, Australia
- 12:05-12:15 Break
- 12:15-13:30** **Live-Stream Session 1: Language Learning and Teaching**
- 13:30-13:40 Break
- 13:40-14:55** **Live-Stream Session 2: Language Technology/ Linguistics**
- 14:55-15:05 Break
- 15:05-15:55** **Live-Stream Session 3: Language Learning and Teaching**
- 15:55-16:05 Break
- 16:05-17:05** **Discussion and Networking**



March 26, 2021 | All times are Japan Standard Time (UTC+9)
Friday at a Glance

11:00-12:15	Live-Stream Session 1: Language Acquisition
12:15-12:25	Break
12:25-14:05	Live-Stream Session 2: Language and Culture
14:05-14:15	Break
14:15-15:05	Live-Stream Session 3: Language and Communication
15:05-15:15	Break
15:15-16:05	Live-Stream Session 4: Language Acquisition
16:05-16:15	Break
16:15-17:15	Panel Presentation <i>Life and Language</i> Gloria Montero Novelist, Playwright & Poet, Spain Svetlana Ter-Minasova, Lomonosov Moscow State University, Russia
17:15-17:25	Conference Closing Address Joseph Haldane, IAFOR, Japan



Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings.

Full text submission is due by April 24, 2021, through the online system. The proceedings will be published on May 25, 2021.

Conference Catch-up

All live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference.

Pre-Recorded Virtual Presentations

A full list of pre-recorded virtual video presentations will be on the conference website during and after the conference. We encourage you to watch these presentations and provide feedback through the video comments.



Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

Introduction

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

Conference Proceedings

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

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities

IAFOR Journal of Cultural Studies

IAFOR Journal of Education

IAFOR Journal of Literature & Librarianship

IAFOR Journal of Media, Communication & Film

IAFOR Journal of Psychology & the Behavioral Sciences

THINK

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

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

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



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

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

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

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

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

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

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



Thursday March 25

Plenary Session

All times are Japan Standard Time (UTC+9)

Keynote Presentation: Andy Curtis

The New Peace Linguistics – Because Nice Is Not Enough

Thursday, March 25 | 10:10-10:55 | All times are Japan Standard Time (UTC+9)

As the IAFOR Asian Conference on Language 2021 webpage says, clearly, concisely and poignantly: "In its written and spoken forms language dominates and shapes our lives ... Language brings us our first and dying words, and accompanies our journeys, helping us to formulate concepts, sentences, and lives, and helps us negotiate meanings, ideas, and each other." Knowledge is Power, Language is Powerful, and Politics is Power. Therefore, Language is Political, and as such, like all (hu)man-made tools, language can be used by those in power for constructive or destructive purposes. That is the focus of the New Peace Linguistics.

The concept of Peace Linguistics has been around for decades. However, for much of its history, its proponents focused on giving advice – often to English language students and teachers, who already have more-than-enough on their plate. That advice was about using language consciously and carefully, in ways that avoid causing any offence, and instead using language that is respectful, honouring and dignifying – what might be called 'talking good' or "talking nice". Although that still is sound and solid advice, unfortunately, nice is not enough. It should be, but it's not. Therefore, since 2017, the focus has shifted to a New Peace Linguistics, which is based on systematic, in-depth analyses of the texts (written and spoken) of some of the most powerful people in the world – as it is they, much more so than any of us, who have the power to start wars or to make peace, depending on the language they choose to use.



Andy Curtis

After some years of working in UK hospitals, as a clinical, medical biochemist, Dr Andy Curtis finally found his true passions: teaching and learning; languages and cultures. Having no background of any kind in language studies or linguistics, in his 20s, he started over, from the beginning. First, with mail-in distance learning education courses, then a science teaching degree, then a Master's in Applied Linguistics and Language Education, and eventually a PhD in International Education. That journey has enabled him to take an interdisciplinary approach to language education, that breaks down barriers and builds bridges between hitherto disconnected

domains of knowledge. His recent work, at the forefront of the field of the New Peace Linguistics, is an example of that scholarly and academic interdisciplinary bridge-building.

Dr Curtis was the Director of the English Language Teaching Unit at the Chinese University of Hong Kong, and the Executive Director of the School of English at Queen's University, Canada. In 2015, Andy Curtis was elected to serve as the 50th President of the world's largest professional body of language educators, the TESOL International Association, representing 11,000 language teaching professionals in 150 countries. He has published more than 150 articles, book chapters and books, and presented to more than 50,000 language educators in nearly 100 countries. He is currently a professor in the Graduate School of Education at the University of Anaheim, and he is based in Ontario, Canada, from where he works with language teaching and learning organizations all over the world.

Panel Presentation: Dexter Da Silva, Andy Curtis & Stuart Rees A Language for Humanity

Thursday, March 25 | 11:05-12:05 | All times are Japan Standard Time (UTC+9)

Without a language to consider ways to build socially just post Covid societies, there would be few ways to communicate across countries and cultures. This indispensable language speaks of non violence, an end to cruelties to people, animals and planet earth. It emphasises respect for universal human rights and for humane governance. Such governance requires a redefinition of politics in every context, the home, work place, communities as well as national policy making and international relations. This 'politics' stresses non destructive, life enhancing ways to conduct personal relations, and to craft policies to achieve equalities, locally, nationally and around the globe. Paying attention to the plight of powerless peoples such as refugees and brutalised women and children is a priority. To speak this language, to contribute to socially just futures requires citizens from all walks of life to seek inspiration from any source, such as from music, poetry, art, sport, friendship, hospitality and diverse other experiences or share and value.



Dexter Da Silva

Dr Dexter Da Silva is currently Professor of Educational Psychology at Keisen University in Tokyo. He has taught EFL at junior high school, language schools, and universities in Sydney, Australia, and for more than two decades has been living, and teaching at the tertiary level, in Japan. Professor Da Silva was educated at the University of Sydney (BA, Dip. Ed., MA), and the University of Western Sydney (PhD). He has presented and co-presented at conferences in Asia, Australia, Europe and the United States, co-edited two books on Motivation in Foreign Language Learning, and written or co-written articles and book chapters on education-related topics, such as trust, student motivation, autonomy, and content-based language teaching. He is a past editor of *On CUE Journal*, past president of the Asian Psychological Association, regular reviewer for conferences, proceedings, journal articles and book chapters, and regularly co-chairs and participates in the Organising Committee of conferences on Motivation, Language Learning and Teaching, and Psychology and the Behavioral Sciences.

Professor Dexter Da Silva is a member of IAFOR's Academic Governing Board. He is Chair of the Psychology & the Behavioral Sciences section of the International Academic Advisory Board.

[Biographies continue on the following page.]



Andy Curtis

After some years of working in UK hospitals, as a clinical, medical biochemist, Dr Andy Curtis finally found his true passions: teaching and learning; languages and cultures. Having no background of any kind in language studies or linguistics, in his 20s, he started over, from the beginning. First, with mail-in distance learning education courses, then a science teaching degree, then a Master's in Applied Linguistics and Language Education, and eventually a PhD in International Education. That journey has enabled him to take an interdisciplinary approach to language education, that

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Stuart Rees

Stuart Rees is Professor Emeritus, University of Sydney, founder of the Sydney Peace Foundation and a human rights activist in several countries, in particular in Palestine. He has taught at major universities in the US and the UK and was Professor of Social Work at the University of Sydney. He is the author of books on social justice, on evaluations of economic policies, on health care, on empowerment in social policy and social welfare and on links between the arts, poetry, music, personal biography and courage in public life. He holds the Order of Australia for service to international relations and an honorary

doctorate from Soka University, Japan. His most recent book, *Cruelty or Humanity, Challenges, Opportunities, Responsibilities* Bristol:Policy Press, addresses ways to promote social justice in post COVID-19 societies.

12:15-13:30 | Japan Standard Time (UTC+9)

Thursday Live Stream Session 1

Language Learning and Teaching

Session Chair: Jo Mynard

59853 12:15-12:40

Reevaluating the Administration of Extensive Reading Programmes Due to Technological Disruptions

Gregg McNabb, Shizuoka Institute of Science and Technology, Japan

Technology has now altered how some students can read. As a result, teachers and administrators of extensive reading (ER) programmes may need to determine the extent to which new technology is playing a role in their students' ER habits and may need to reevaluate the overall efficacy of their ER programme. Based on experiences at our university, I will present how and why cohorts of beginning to low-intermediate young adult readers who engage in ER for credit are not all reading as we expect, such as when using Mreader (online quizzes for many graded readers). There is a plethora of translation apps available online for downloading, which students are now utilizing in ever-increasing numbers. It was discovered that a significant number of students are using these apps to not read and inadvertently thwart the goals of ER. I will demonstrate how students use some apps to "get through" ER as expediently and painlessly as possible and sometimes for full credit. Further, I will suggest what may be able to be done to assist weak readers and what might be possible instead of online testing.

59667 12:40-13:05

A Study Toward Improving Japanese College Students' English Writing Skills and Confidence: An Analysis of Students' Pre and Post Writing

Kaoru Mita, Jissen Women's Junior College, Japan

This study is a part of the project to improve Japanese college students' L2 writing ability and confidence. We have developed a curriculum of the required general English course at a junior college in Japan for the last 6 years. All first-year students are divided into seven classes by English proficiency level. Each class is taught by native and non-native English teachers both in the spring and fall term. For the spring semester, Japanese teachers focus on preparatory writing activities of English, whereas for the fall semester, they focus on having students write essays for posting on projects of iEARN (International Education and Resource Network). In the spring semester of 2020, writings of 195 students who took pre/post writing tests were analyzed in terms of the number of words, organization, grammar and topic development. The results showed that there was a statistically significant improvement in many items in all proficiency groups. Instructions on error correction for specific grammatical items, instructions on discourse markers for organization and logic, and having students repeatedly write short sentences may have contributed to the improvement in writing. However, we found that some grammatical errors persisted among a certain number of students. In addition, we realized that instructions on how to develop topics would be necessary for refining students' writing. In the presentation, the pre and post writing test results, questionnaire results, and students' essays will be shown.

59505 13:05-13:30

English Teacher Preparedness for Accommodating Learners with Special Needs in Japan

Christopher Hale, Akita International University, Japan

Satoko Ono, North Asia University, Japan

With the current emphasis on communicative language teaching (CLT) in second and foreign language teaching contexts, much of the discussion has been on curricular design and reform of traditional-learning delivery systems. This is particularly true in Japan, with the Ministry of Education, Sports and Technology (MEXT) placing heavy emphasis on students' communicative abilities over test-taking prowess. Overlooked in this environment of reform has been how students with special needs, such as those with learning disabilities like Dyslexia or ADHD, can be accommodated for within a system that emphasizes social interaction and willingness to communicate (WtC). In Japan, it is still relatively uncommon to separate students with special needs from other students, meaning that they are left to cope with language (as well as other) learning which is delivered at a pace that is often beyond their cognitive capabilities to maintain. As vocabulary acquisition is important in comprehending and using a second language (Nation, 2010 or something), a student who is not able to learn vocabulary and subsequently automatize its usage due to a learning disability, would likely fall behind other students who are better able to cognitively cope with their learning. Likewise, a student with ADHD may have difficulty focusing on the content of the lesson, and fall behind the other students who are naturally able to move at a faster pace. This poster presentation represents ongoing research into how Japanese teachers of English (JTEs) perceive their readiness in addressing the needs of such students.

13:40-14:55 | Japan Standard Time (UTC+9)

Thursday Live Stream Session 2

Language and Technology / Linguistics

Session Chair: Diane Nagatomo

59506 13:40-14:05

How the Acoustic Correlates of English Obstruents Appear in Multivariate Analysis

Yixin Zhang, Kyushu University, Japan

Yoshitaka Nakajima, Sound Corporation, Japan

Kazuo Ueda, Kyushu University, Japan

Gerard B. Remijn, Kyushu University, Japan

It will be argued that multivariate analysis of acoustic natures of speech can provide insight into English phonology. Our recent analyses of spectral changes of speech demonstrated that one extracted factor, the "mid-low factor", with high factor loadings around 1100 Hz, was strongly associated with vowels, and to a lesser degree with sonorant consonants. The "high factor", with high factor loadings above ~3300 Hz, seemed associated with obstruents, and the "low & mid-high factor", with high factor loadings around 300 Hz and 2300 Hz, also showed some association with obstruents. To identify the acoustic correlates of obstruents in more detail, we performed origin-shifted factor analysis, suitable for later re-synthesis, of critical-band-filtered British English speech. We focused on two general categories of English obstruents: fricatives/affricates and plosives. The results showed that five fricatives/affricates (/θ/, /ð/, /f/, /v/, /h/) and all six plosives (/p/, /t/, /k/, /b/, /d/, /g/) occupied the positive direction on both the "high factor" and the "low & mid-high factor", and that six fricatives/affricates (/s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/) occupied the positive direction only on the "high factor". Fricatives/affricates were distributed higher than plosives on the "mid-low factor". If we assume that the "mid-low factor" is correlated with what is called sonority in phonology, our factor analysis agrees with the widely accepted idea that obstruents delimit syllables rather than constitute syllable nuclei. This would correspond to the sonority hierarchy on which obstruents have the lowest position, and plosives are the lowest on obstruents.

59823 14:05-14:30

Elimination Mechanism of Glue Variables for Solving SAT Problems in Linguistics

Ziwei Zhang, Beijing University of Posts and Telecommunications, China

Yang Zhang, Beijing University of Posts and Telecommunications, China

We propose GVE(Glue Variables Elimination), an algorithm that organically combines neural networks with a deterministic solver to solve SAT(Boolean satisfiability problem) in the field of linguistics. It gives full play to their respective advantages by following steps: (a) applying a graph learning algorithm to learn the structure of the CNF formula; (b) finding the glue variables of the problem; (c) determining their values; (d) simplifying the original formula; (e) using a deterministic solver to solve the simplified problem. We use SATCOMP 2003-2019 benchmarks as the test data sets, and compare our model with the SAT solver CADICAL that has performed well in SATCOMP 2019 as well as the neural network model PDP proposed in recent years. GVE model shows good performance. As the complexity of the problem increases, the solution time can be about 20%-95% quicker than the deterministic solver, while at the same time around 72% more accurate than PDP model.

59855 14:30-14:55

If You Know What I Mean: Rendering the Causative From Japanese Into Croatian

Petra Jaklin, University of Tsukuba, Japan

One of the things expressions "make" and "let" have in common is that they can be used to express causative meaning in a sentence. Some languages show causative markedness more clearly than the others – for example, the Japanese causative marker -sase undeniably signals the causative nature of a sentence. Other languages, such as for example Croatian, do not. This research focuses on the expression of various meanings and nuances a Japanese causative sentence may be used to carry, and how these meanings are expressed in Croatian, and vice versa. The research centers on the survey (in progress) being conducted amongst Croatian speakers of Japanese (i.e. students/learners, and former students/learners of Japanese). The working hypothesis is that causative meanings not falling into the category of "basic meanings" (i.e. coercion and permission) may present a challenge in understanding and expressing the meaning of a Japanese sentence in Croatian, which does not employ a fixed causative suffix such as -sase in expressing causation. The most common phrases used by the participants of the survey in order to render the Japanese -saseru and -temorau sentence meanings into (and from) Croatian will be analysed, touching upon the nuances carried in the expressions. Through this research the author aims to illuminate the ways Japanese causative meaning is expressed in Croatian, and to highlight the sentence meanings that present a difficulty in the transfer of meaning according to the answers given by the survey participants.

15:05-15:55 | Japan Standard Time (UTC+9)

Thursday Live Stream Session 3

Language Learning and Teaching

Session Chair: David McLoughlin

59866 15:05-15:30

Use and Abuse of Minority Language Education in Kazakhstan

Kuanysh Tastanbekova, University of Tsukuba, Japan

Kazakhstan is the largest multiethnic, multilingual Central Asian country located in the heart of Eurasia. It has inherited its multilingual school education system from the Soviet Union, which dissolved in 1991. Particularly, school education in minority languages such as Uzbek, Uighur, and Tajik was developed in Soviet time both in legislative and practical ways. After independence, Kazakhstan's government has been promoting education in two dominant languages, Kazakh and Russian, wherein 2007 English was added to foster the competitiveness of young Kazakhstanis in an age of globalization. In contrast, education in minority languages has been paid little attention. However, despite the significant increase in the number of minority students studying in dominant languages and decreasing minority language schools, these schools still exist. Existing literature on Kazakhstan's language education policy mostly covers strengthening the Kazakh language as a nation-building process and developing trilingual education in Kazakh, Russian and English, its positive and negative effects. In this presentation, I fill the gap, by discussing Kazakhstan's language education policy towards minority languages and argue that there are use and abuse of these languages in terms of promoting multilingualism and preserving minorities' linguistic rights only de-jure. I will analyze policy papers, educational statistics, and public discourse that prevails in social media.

59366 15:30-15:55

Language Learning and VET Challenges and Prospects

Mario Pace, University of Malta, Malta

Up to some decades ago, the concepts of VET and Language Learning were considered irreconcilable and incompatible. Until the 19th Century, VET was regarded to be in opposition to a classical curriculum. Notwithstanding the growth of industrialization in the 19th Century and although several European countries introduced vocational education in elementary and secondary schools, it still remained an on-the-job phenomenon and thought of in a very narrow way. Today, such a vision has changed drastically. In today's labour world, mastery in foreign languages is considered not just an excellent tool to bridge gaps but above all an instrument that enables workers to considerably improve their career prospects with several studies showing a very close connection between proficiency in languages and employability. Yet, a lot still needs to be done in terms of implementation and methods of language teaching and learning which are more learner-focused, more practically oriented and, above all, more applied to professional contexts. One possible solution is the introduction of language courses for VET students which are a combination between Language Proficiency & Languages for Specific Purposes courses, providing a method of learning, teaching and assessing basic skills or abilities in the language, according to the particular needs of the students and the specific requirements of the vocational domain. This obviously presents a number of challenges which need to be discussed and analysed from both the educators' and the students' point of view.

Friday, March 26

Parallel Sessions

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

11:00-12:15 | Japan Standard Time (UTC+9)

Friday Live Stream Session 1

Language Acquisition

Session Chair: James Briganti

59395 11:00-11:25

L1 Vietnamese L2 English Speakers' Cues to the Perception of Stress

Giang Le, University of Illinois at Urbana Champaign, United States

This study investigates the extent to which L1 Vietnamese speakers, who are used to contrastive tones, rely on F0 as a primary cue to perceive stress in American English (AmE). This study has interesting implications for the teaching of prosody. While the acoustic correlates of stress in AmE and tone in Vietnamese overlap in F0, English lexical stress prediction cannot be predicated on F0 alone. In a rising tonal contour context such as that of a yes/no question (L*H-H%), AmE stressed syllable actually receives a low pitch accent (Pierrehumbert, 1980). It was predicted that L1 Vietnamese L2 AmE speakers would have difficulty identifying the stress location in words spoken with a yes/no intonation, if they associate and use high F0 as a cue for stress. A mixed repeated-measures ANOVA with a between-subject factor was run on the participants' performance in forced-choice stress perception tasks, where the stimuli were nonce words and randomized in a Latin square design. A statistically significant difference in stress matching accuracy was found between the control and the experimental group. Both sentence types and stress location have main effects on the stress matching accuracy, and the L1 factor and sentence type/stress location interacted. t-tests show that the source of the interaction is in the question condition and the word-initial stress condition across the two groups. This is fully in agreement with the prediction that we would see a difference in the stress matching accuracy between the two groups in word-initial stress condition with a rising intonation.

59586 11:25-11:50

Linguistic Coding Differences in University, First-year, English as a Foreign Language Learner

Brett Collins, Josai International University, Japan

Miyuki Hatori, Josai International University, Japan

The purpose of this research was to explore ways to diminish learning disabilities in second language learners at the university level. The Linguistic Coding Differences Hypothesis (LCDH) is the idea that one's capacity to learn an L2 is closely related to the individual's first language (L1) learning skills, and second language (L2) learning difficulties stem in part from native language difficulties. Affective differences between learners with lower and higher levels of L2 skills (e.g., differences in anxiety) are a consequence of their differing levels of self-perceptions about their L2 learning skills. This study is in-line with current research into learning disabilities being done in Japan (e.g., Ogawa, Shibasaki, Isomura, & Masataka, 2016) and overseas (e.g., Sparks, Granschow, 2009). Our research focused on three aspects for the learners' L1, namely two discrete grammar points (e.g., particle markers such as 'が'), vocabulary (e.g., grammatical terms such as 副詞 [fukushi]), and reading comprehension. We looked for links between how successfully the participants were in the L1 portion of the experiment, then compared their L1 success with their L2 success in their first semester and year within the university. Our interest was in the performance of learners moving from a high school setting into completing their first year of university English classes. We wanted to track their progress from their L1 (Japanese) proficiency baseline to find correlation with their L2 (English) ability on graded assessments.

59774 11:50-12:15

Improved Fluency through the Timed-Pair-Practice Framework

Jason Pipe, Tokyo Keizai University, Japan

Teruaki Tsushima, Tokyo Keizai University, Japan

Determining proficiency of students by speed measures alone is insufficient. By using a triad of composite measures, two cohorts of low-intermediate Japanese students (N=12) were continuously analysed over one year in which a noticeable improvement in fluency occurred as a result of the inclusion of the Timed-Pair-Practice framework into the classroom. Furthermore, it was observed that certain patterns emerged in relation to speech production and the proficiency of the speaker. First, it became apparent that less proficient learners generally paused more repeatedly and had longer periods of silence (de Jong, 2016) while speakers who progressed in their fluency, increased the number of filled pauses to maintain their utterances and relied less on repeating phrases (Tavakoli et al., 2020). Second, less proficient speakers paused more frequently within-clause boundaries as they formulated their sentences (Tavakoli, 2011) while speakers who improved their speech production, naturally altered the pause location to between-clause boundaries to reflect a more native-like speech production. This would suggest an improvement in the quality as well the quantity of speech output as the students progressed. However, when compared to native speakers (N=13), there were two noticeable differences in regards to pause location. At the between-clause boundary, non-native speakers clearly paused before pronouns while native speakers paused before conjunctions. At the within-clause boundary, non-natives paused predominantly before noun phrases while native speakers paused more on adverbial phrases. To further improve fluency, this paper recommends teaching that incorporates parallel processing (Levelt, 1989) to reduce the grammatical challenges faced by the L2 speakers.

12:25-14:05 | Japan Standard Time (UTC+9) Friday Live Stream Session 2

Language and Culture

Session Chair: Cynthia Northington-Purdie

59461 12:25-12:50

How is Culture Represented in the English Language Textbooks Used in Hong Kong and Shanghai?

Jackie Fung King Lee, The Education University of Hong Kong, Hong Kong

With the increasing demand for communicatively competent citizens with global perspectives, culture learning has become an important component in the English language curricula in Hong Kong and mainland China in recent years. This paper will examine how culture is represented in two series of textbooks for junior secondary students in Hong Kong and Shanghai, both published by the same popular publisher. The study adopted Moran's framework (persons, products, practices, perspectives and communities) and Kachru's three concentric circles (inner circle, outer circle and expanding circle) to investigate how the authors managed the breadth and depth of cultural presentation. Unlike many previous studies which merely relied on manual analysis, this study combined both manual analysis and corpus linguistic tools to conduct a more comprehensive and objective study. The results show that the Hong Kong series outperformed the Shanghai series in terms of the breadth of the local and foreign cultures represented, as well as in terms of Moran's cultural dimensions. Nevertheless, both series showed an imbalance in terms of Moran's cultural aspects, with products (e.g., food, sightseeing places) being the most frequently depicted cultural element, and perspectives the least. This reveals a 'tourist's perspective' and a lack of depth in cultural materials, which may not favour learners' intercultural communicative competence development.

56952 12:50-13:15

Visual Media: Supporting Content Learning and Critical Thinking in the CLIL Classroom

Caroline Hutchinson, Nihon University, Japan

As English-medium content courses become more widespread in Japanese higher education, there is growing interest in multi-modal approaches which can assist student comprehension and discussion of complex issues. This presentation will consider the benefits of using visual media in the CLIL history and social sciences classroom, considering visuals both as a source of content input and as a basis for developing critical thinking skills. Visual sources such as art, photography, cartoons, advertising and film can bring background and context to learning, tap into learners' existing cultural knowledge, and provide an emotional resonance which may be deliberately absent from textbook materials. The surface content of images can be used to supplement written sources, or to provide a contrast. Using multiple sources which overlap and disagree simulates the work of the historian, and helps students to understand the possibility of multiple conflicting interpretations of the same event. At the same time, however unposed or apolitical images may seem, they are texts constructed by an author and for an audience. Visual sources thus provide an accessible way to consider issues such as composition, symbolism, authorial intention, audience, bias, emotive depictions and factual distortions. I will introduce a number of activities in which I use visual sources to deepen student understanding of the topic or era being studied, and the kind of frameworks that can be used to stimulate critical thinking. I will also consider the use of visual organizers as a way to help students extract and discuss key content from texts.

59331 13:15-13:40

The Impact of Singapore's Language Education Policy on the Identity of Chinese Singaporeans

Yuki Yokohama, Kanto Gakuin University, Japan

This study examines the influences of the government's language education policy on the Chinese Singaporean focusing on their society based on various literature and research for young Chinese Singapore university students. Since before and after the founding of the country in 1965, the Singapore government has focused on bilingual education with English as the main language. Since its founding, under the strong leadership of Prime Minister Lee Kuan Yew, the government has promoted bilingual education with Malay as the national language, English as the first language and Chinese, Malay, and Tamil as the second language. The promotion of English-language education has had an influence on the Chinese community and almost all Chinese Singaporean students were attending English-language schools by 1985. And when China began its reform and opening-up policy in 1979, in response to that policy, the Singaporean government promoted the Speak Mandarin campaign to ensure that the Singaporean Chinese speak a standard Chinese language. While the government's promotion of bilingual education is considered necessary for the development of the country, the following negative effects have been pointed out to society from this research. 1) Strong academic competition. 2) The need to support young people who cannot keep up in a competitive society. 3) The issue of the younger generation's devotion to Western culture and the decline of Chinese culture and dialects. 4) The issue of establishing an identity as a Singaporean. I would like to pay attention to how the Singapore government will respond to these issues in the future.

59771 13:40-14:05

Designing Online Language Courses: Lessons Learned From Teaching Vietnamese Language and Culture for Japanese Learners

Hoang Nam Tran, Tokushima University, Japan

This presentation shows the lessons learned after several courses on "Basic Vietnamese language and culture" targeting Japanese university students and adult learners, which have been conducted in 2020. Influenced by the Covid-19 pandemic, the materials and methods prepared for conventional classroom have been adapted and modified in order to suit the online platform. Although intended for beginners, these courses have applied and integrated approach for teaching a language and its corresponding culture in line with principles of adult learning, active learning and problem-based learning. The lessons were designed using a wide range of techniques such as videos, pictures, funny stories, crosswords, open-ended question, quizzes using multiple choice answers followed by an analysis of each choice, online test. For each lesson, the learners were introduced to new vocabulary and basic expressions related to a socio-cultural theme such as history, national character, medical system, sightseeing, business etc. Looking from the perspective of both learners and teachers by evaluations and reflections, these courses have shown some positive experiences and suggested points for improvement of online language classroom in the future.

14:15-15:05 | Japan Standard Time (UTC+9)

Friday Live Stream Session 3

Language and Communication

Session Chair: Amanda Muller

59513 14:15-14:40

Business English as a 'Lingua Franca' (BELF): Focusing on Cross-Cultural E-mail Communication

Masako Nishikawa-Van Eester, Nishogakusha University, Japan

Business English as a 'Lingua Franca' – BELF – has been getting more and more international attention recently in the field of TESOL because global business has become common and normal by now. The presentation will focus on English business e-mail as it is the cornerstone of international business communication. It is often assumed that writing English e-mail messages is in the first place a question of vocabulary and grammar, but experience is pointing to a much more important aspect that Japanese students and teachers tend to overlook: paragraph writing. The presentation will offer insights into the reasons why paragraph writing is so important for Japanese students. Among others it will be pointed out that the different styles of logical thinking that are pervasive in various cultures ("cultural thought patterns") influence how arguments are built up in each language. In order to be able to write an understandable English business e-mail message, Japanese students need to realize this and learn how to apply English logic. The presentation will draw on examples of e-mail messages to illustrate the problem and on excerpts of textbooks to point to effective and non-effective ways of introducing this topic to Japanese students. The presentation will further introduce experience related to the levels of skills that are needed to write understandable English business e-mail messages and on the focus that is needed to motivate students.

59859 14:40-15:05

The Influence of Comma- and Period-pause Duration on the Listener's Impression of Speeches Made in Mandarin Chinese

Mingji Lin, Kyushu University, Japan

Yoshitaka Nakajima, Kyushu University, Japan

Shimeng Liu, Kyushu University, Japan

Kazuo Ueda, Kyushu University, Japan

Gerard Bastiaan Remijn, Kyushu University, Japan

The influence of pause duration at commas and periods on listeners' impressions of speeches made in Mandarin Chinese was investigated. Spoken excerpts of speeches from textbooks were presented to native Chinese listeners (n=20). In the first experiment, the pause durations of both commas and periods in the speeches were manipulated together, in 8 steps from 0 - 4.8 s. The listeners were asked to rate the speeches on 23 categories on a rating scale, including categories regarding the tempo, quality, and continuity of the speeches. Factor analysis (based on principal component analysis) over the rating data showed that out of four extracted factors, two factors prominently appeared. These two factors were interpreted as reflecting speech naturalness and speech rate. The speech rate impressions increased as the comma- and period-pause durations decreased. The speech naturalness was the highest when the pause duration was 0.6 s. In a following experiment, comma- and period-pause durations were manipulated separately, varying from 0.15 - 2.4 s (original speech and speech without pauses were included as control conditions). Factor analysis over the rating data (n=20) again showed speech naturalness and speech rate as the main two factors. Both experiments convincingly indicated that speeches with a comma-pause duration of 0.6 s, along with a period-pause duration of 0.6 s or 1.2 s, are heard as having the highest speech naturalness, i.e., close to that of the original speech. Thus, controlling and limiting pause durations when delivering a speech should be important, and possibly can be practiced.

15:15-16:05 | Japan Standard Time (UTC+9)

Friday Live Stream Session 4

Language Acquisition

Session Chair: Dexter Da Silva

59811 15:15-15:40

Impact of Affective Filter on the Learners' Ability to Acquire English as a Second Language

Kiddinapillai Sanmuganathan, University of Jaffna, Sri Lanka

English language is the medium of instruction in tertiary education in many countries. As a result, learning English plays an important role in enhancing the knowledge of the learners. There are many factors which have an impact on learning a second language effectively. In addition to these factors, it is said that affective filter acts as a barrier in acquiring a second language. The researcher in this paper tries to explore the impact caused by the affective filter in the learning ability of the learners in the process of Second Language Acquisition. In this study, a mixed-method was adopted for qualitative and quantitative data collection involving Zoom and Whats up due to covid 19. 150 first-year Technology undergraduates were selected as samples for the survey randomly from the total population of fifteen groups. After analyzing the data collected from the samples under study, the findings of the study reveal that there is a connection between the student's affective factors and the ability to acquire a second language. Considering the opinion of the students, affective factors - low motivation, low self-esteem and anxiety are found to be the affective filter and cause a mental block that prevents comprehensible input used for acquisition. The learners with low affective filter easily adapt to the second language learning and develop self-confident which enhance their learning ability. The ignorance of the relationship between the learners' affective factors and their learning ability will have a negative impact on the process of SLA.

59606 15:40-16:05

Opening Minds for Multilingual Education: Benefits for the Acquisition of French (L3)

Marina Ruthmann, University of Wuppertal, Germany

The topics of multilingualism and heritage language education are currently considered crucial in German educational language policies. It is the aim of this presentation to reveal some significant results of the undertaken empirical quantitative study concerning the positive effects of Greek and Italian heritage language education on the acquisition of French (L3) for Greek-German and Italian-German bilingual students. A total number of 185 Greek-German bilingual, Italian-German bilingual and German monolingual students between the ages of 12 and 19 took part in this study. The participants filled in a test consisting of a comprehension and a production part with different French object pronoun constructions. The findings indicate a significantly positive influence of the heritage language lessons for the acquisition of French object pronouns. Departing from the results of this research, it will be outlined how to develop beneficial teaching materials that consider the different language requirements of bilingual students for the acquisition of French pronouns.

Panel Presentation: Gloria Montero & Svetlana Ter-Minasova

Life and Language

Friday, March 26 | 16:15-17:15 | All times are Japan Standard Time (UTC+9)

In this conversation, writer and filmmaker Gloria Montero, speaks to linguist and writer Svetlana Ter-Minasova, around the role of language and languages in their lives.

They will discuss how the highs and lows of their lives in language have been shaped through language, and through its study and manipulation. For them both, language has been their sword and shield, and something which has represented power in both positive and negative forms, both enriching and endangering lives.

In this conversation, they will exchange anecdotes and compare notes on their own respective journeys with language.



Gloria Montero

Novelist, playwright and poet Gloria Montero grew up in a family of Spanish immigrants in Australia's North Queensland. After studies in theatre and music, she began to work in radio and theatre, and then moved to Canada where she continued her career as an actress, singer, writer, broadcaster, scriptwriter and TV interviewer.

Co-founder of the Centre for Spanish-Speaking Peoples in Toronto (1972), she served as its Director until 1976. Following the success of her oral history *The Immigrants* (1973) she was invited to act as Consultant on Immigrant Women to the Multicultural Department of the Secretary of State, Government of Canada.

She organised the international conferences "Amnistia" (1970) and "Solidaridad" (1974) in Toronto to support and make known the democratic Spain that was developing in the last years of the Franco dictatorship, and in 1976 at Bethune College, York University, "Spain 1936-76: The Social and Cultural Aftermath of the Spanish Civil War".

With her husband, filmmaker David Fulton, she set up Montero-Fulton Productions to produce documentary films on social, cultural and ecological themes. Their film, *Crisis in the Rain*, on the effects of acid rain, won the Gold Camera Award American Film Festival 1982. Montero was consultant-interviewer on *Dreams and Nightmares* (A-O Productions, California) about Spain under Franco, a film that won international awards in Florence, Moscow, Leipzig and at the American Film Festival 1975.

Among her many radio documentaries for the Canadian Broadcasting Corporation are: *The Music of Spain* – a series of 18 hours which presented Spanish music within a social and historical framework; *Segovia: the man and his music* – a 2-hour special (Signature); *Women and the Law* (Ideas); *Foreign Aid: Hand-out or Rip-Off* (Ideas).

Since 1978 Montero has been living in Barcelona, where she has continued to write and publish novels such as *The Villa Marini*, *All Those Wars* and *Punto de Fuga*. Her poem *Les Cambres* was printed with a portfolio of prints by artist Kouji Ochiai (Contratalla 1983). A cycle of prose poems, *Letters to Janez Somewhere in Ex-Yugoslavia*, provided the basis for collaboration with painter Pere Salinas in a highly successful exhibition at Barcelona's Galería Eude (1995).

She won the 2003 NH Premio de Relato for *Ménage à Trois*, the first time the Prize was awarded for a short story in English.

Well known among her theatre work is the award-winning *Frida K.*, which has toured Canada, played New York and Mexico and has been mounted in productions in Spain, Cuba, the Czech Republic, Poland, Sweden and Latvia.



Svetlana Ter-Minasova

Professor Svetlana Ter-Minasova is President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University, Russia, and Professor Emeritus in the University. She holds a Doctorate of Philology from the University, and has published more than 200 books and papers on Foreign Language Teaching, Linguistics and Cultural Studies, and has lectured widely throughout the world.

She is Chair of the Russian Ministry of Education's Foreign Language Research and Methodology Council, President and founder of both the National Association of Teachers of English in Russia, and the National Association of Applied Linguistics. She holds the Lomonosov Award, Fulbright's 50th Anniversary Award, and was named Doctor Honoris Causa by the University of Birmingham in the UK, the State University of New York in the USA, and the Russian-Armenian University in Armenia.

Virtual Presentations (Pre-Recorded)

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ACL2021 Virtual Presentations (Pre-Recorded)

Language Acquisition

59455

Trilingual Preschool Children's Cognitive Understanding of Mouth Action Verbs: Examples From Malaysian Children's Production in Chinese, English and Malay

Hui Jie Yap, Nanyang Technological University, Singapore

Helena Hong Gao, Nanyang Technological University, Singapore

This paper explores how Malaysian Chinese children acquire word concepts in the Chinese language with the "interference" from the English and Malay languages. We selected eight commonly used Chinese eating and drinking verbs (吃 "eat", 喝 "drink", 咬 "bite", 吸 "suck", 嚼 "chew", 吞 "swallow", 啃 "nibble", 舔 "lick") for this study and tested 80 preschool children aged between 5;0.4 and 6;10.4 (Mean: 5.92) for their cognitive understanding of word meaning, word use and the characteristics of their acquisition as well as their perception and functional use of the word counterparts in English and Malay. Visual stimuli of action verbs were used for the testing. The results in general show that children's eating and drinking verb use and other related word production reflected their life experience. In other words, children acquire language and their cognitive skills through experience in life. This accords with Gao's (2001, 2015) view that children's perception and cognition for the understanding of human physical actions in relation to linguistic expressions are achieved and conceptualized through imitation and experience. We also found that children's cognitive skills and trilingual proficiencies are closely related to their family background and social environment. The scope of this study was not big enough to cover all situations of 5-to-6-year-old trilingual children in Malaysia, but the results could be viewed as a reflection of the general trend of trilingual development in children and may serve as a reference for educators and parents in their teaching and parenting trilingual children.

59496

The Features of Japanese EFL Learners' Peer Feedback in Writing compositions

Hiromi Martin, Komazawa University, Japan

Yoko Shirasu, Yokohama College of Commerce, Japan

This study investigated how the corrective peer feedback between the peers is related to Japanese university learners' noticing in their foreign language acquisition. In this research, 12 students written composition data was collected from the following three stages: (1) essay writing, (2) corrective feedback with peers and (3) self-revision. In the process of the peer feedback, the learners paid attention to the lexical, syntax and the organization of their essay writing. The results indicated how the learners revised their errors in two forms: error corrections and reformulation, and how they improved their essay writing after receiving peer comments. In addition, the findings showed the tendency of the Japanese EFL learners' linguistic views with EFL writing instructions where and which points the learners noticed and revised their English compositions as an output process. The effects of the peer feedback caused the learners to recognize and uptake in their revised writing. On the other hand, the data pointed out that common grammatical, lexical and discourse errors remained including the influence of Japanese EFL writing classes conducted in Japan. These results raise potential suggestions for further research of the corrective feedback with SLA instructions and writing activities in EFL classes.

Language and Communication

59257

Teacher-Student Communication in Taiwan Senior Education Contexts: A Focus on Older Learners' Views

Chin-Hui Chen, National Pingtung University of Science and Technology, Taiwan

Senior education has received increasing attention in Taiwan as an active response to the dramatically ageing population but existing literature hardly draws the importance of teacher-student communication as a means to improve the teaching and learning processes involving older learners. This present research focuses on older learners' views on teacher-student communication in senior education. A total of 231 older learners participated in this survey study and expressed the extents to which they agree with the various communication strategies as employed by teachers of senior education, including the rationales justifying their choices of the strategies. The findings reveal some interesting differences in teachers' and older learners' views on appropriate teacher-student communication. Older learners' demographic features also have impacts on how they prefer to be communicated in class by teachers. Teachers of senior education can use the findings to know how to correctly accommodate to older learners of homogeneous backgrounds.

59268

The Rhetoric of the Freedom Party of Austria in the 2019 National Council Elections – Lexicon, Pragmatics, Discourse

Simona Fraštková, University of Ss. Cyril and Methodius in Trnava, Slovakia

Jan Demcisak, University of Ss. Cyril and Methodius in Trnava, Slovakia

Our study deals with the language of the Freedom Party of Austria in the early elections to the National Council in 2019. It analyzes the party's rhetoric after the corruption scandal that led to early elections. The linguistic analysis takes place in three stages. First, the lexical level of the language is examined - in particular the choice of topics and the associated flag words and stigma words. Then the pragmatic aspect should be discussed - the intentionality and the effect of language, especially the rational and emotional appeals in comparison, are analyzed. Finally, the party's rhetoric is viewed in the context of general political discourse, which is about claims to power and manipulation. The analyzes and discussions should help to better understand the mechanisms of right-wing populist rhetoric.

ACL2021 Virtual Presentations (Pre-Recorded)

Language and Culture

59259

Discourses and Counter-discourses in the Times of the Coronavirus Crisis

Jan Demcisak, University of Ss. Cyril and Methodius in Trnava, Slovakia

Simona Frastikova, University of Ss. Cyril and Methodius in Trnava, Slovakia

The situation of the global coronavirus crisis affects different areas of human life and also influences the use of language. A new kind of discourse is emerging, in which politics, health care, the media and many other actors participate. In our article, we deal with the "coronavirus discourse" from the point of view of right-wing populist parties and other critics who create a special narrative that is often directed as a counter-discourse against the rhetoric of official political decision-makers or the mass media. This constellation of speech and counter-speech can be examined methodologically from the position of critical discourse analysis in the sense of Michael Foucault. In addition, the performative aspect of linguistic utterances in the tradition of John Austin can also be considered in this context. In a combination of the two methodological approaches, our study examines which effects, with which linguistic means and with which intentions are constructed by language in this pandemic situation.

Language and Technology

59824

Role of Learners' Subjective Difficulty Rating Toward a System for Practicing English-Speaking

Harumi Kashiwagi, Kobe University, Japan

Min Kang, Kobe University, Japan

Kazuhiro Ohtsuki, Kobe University, Japan

As a preliminary study for developing a system for practicing English speaking, this study explores the role of a subjective difficulty rating through a questionnaire by using a level-based vocabulary list. By picking up 75 English verbs (15 verbs in each level) from five levels (from "Level 1" as the easiest to "Level 5" as the most difficult) of the list, 72 Japanese university students rated the difficulty of verbally answering questions in English on a five-point Likert scale. The results suggest that words in Level 4 and higher should be targeted for the participating students. All the selected words in Level 3 offered some response variance in the difficulty rating with standard deviation scores of 1.0 or higher. The results suggest that the words in Level 3 should be selected depending on the individual student. Considering the detailed results, more than 80% of the students evaluated 18 words (one word in Level 3, seven words in Level 4, and ten words in Level 5) as being difficult or relatively difficult. These results were also consistent with the results found in the individual levels. From these suggestions, the subjective difficulty rating's average scores could show a rough indication for determining the learner's target level of words. The standard deviation scores of the rating could help select the words depending on the individual student. Although future studies are needed, the subjective difficulty rating could illuminate information for observing an individual learner's specific English learning situation.

Language Learning and Teaching

59408

Contribution of General and Academic Vocabulary Size to Chinese L2 Learners Academic Speaking Ability

Yixin Wang-Taylor, Nankai University, China

An emerging number of empirical studies have found vocabulary size is closely related to L2 learner's general speaking ability. However, few studies are conducted to investigate the extent to which vocabulary size can explain L2 learners' speaking ability in academic/formal contexts. This study, therefore, is aiming to examine the relationship between L2 learners' receptive vocabulary size (general and academic) and their academic speaking ability reflected from lexical proficiency and fluency of the spoken discourse. Forty-two intermediate L2 learners' spontaneous speech were collected via a monologue-type task in a formal class setting. X_Lex was used to measure general vocabulary size and AVST to measure academic vocabulary size. The results revealed: firstly, the academic vocabulary size can predict 20% ($r = .450$) of the speech length and 15% to 19% of the lexical proficiency in academic speech production; secondly, academic vocabulary size heavily loaded with K2 and K3 words works better in predicting L2 learners' academic speaking ability than general vocabulary size resembling words from general corpora; finally, no meaningful association is found between vocabulary size and influence L2 learners' speaking speed, but knowing more academic words help learners to produce longer spontaneous speech.

ACL2021 Virtual Presentations (Pre-Recorded)

Language Learning and Teaching

59499

Using Prosodic Notations to Help Adult ESL Learners Read Fluently

Gavin Lee, Singapore Institute of Management, Singapore

Prosody is essential for developing reading fluency (Grabe, 2010; Rasinski, 2012). The goal of this study is to examine whether pausing patterns in reading can be taught to adult ESL learners. Two sections of high-intermediate level college students from East Asia served as experimental and control groups. Pre and post-tests consisted of oral reading, listening and reading comprehension tasks. During the three-week treatment, the experimental group was exposed to 12 short passages with prosodic notations marked on the text to indicate where to pause. They practiced repeated reading for 10 to 15 minutes during every class. The control group read the same passages but without the prosodic notations. A customized Python computer-assisted application tool was used to analyze the student recordings for temporal variables and pausing patterns (Park, 2016). The pre and post-test results show a significant improvement on listening and reading comprehension for the experimental group. For oral reading, although control group's mean syllables per run was higher, participants in the experimental group were more deliberate with their pauses while reading.

59644

Mediating Language Learning in Virtual Exchanges: The Role of the Teacher in Institutional Integrated Teletandem

Solange Aranha, UNESP (São Paulo State University), Brazil

Suzi Cavalari, UNESP (São Paulo State University), Brazil

Virtual exchange is an approach to teaching and learning in which groups of learners from different countries work virtually and collaboratively with the support of a teacher over an extended period of time (O'Dowd, 2008). This paper aims at discussing the professor's dual role in a bilingual model of virtual exchange, the institutional integrated teletandem (iiTTD) model (Aranha, Cavalari, 2014), which is integrated into the foreign language syllabus. In this hybrid approach, the professor both teaches a foreign language in regular face-to-face lessons and mediates virtual autonomous and collaborative learning in teletandem. The concept of mediation (Telles, 2015) refers to the pedagogical support that teachers offer to teletandem participants. This support can be offered in varied ways. In the context we focus on, mediation is carried out both in the face-to-face lessons and through learning diaries that participants write on a weekly basis, after the teletandem oral session. The main purpose of writing diaries is to offer participants opportunities to reflect upon their learning experience in teletandem. We examine how a Brazilian teacher uses learners' diaries to mediate language learning in iiTTD. We analyse data produced by English as a foreign language (EFL) participants, collected during eight weeks of an institutional integrated teletandem cohort between a Brazilian and a British university. Data analysis reveals that the professor's mediation through diaries seems to contribute to language learning in the classroom and, by the same token, EFL lessons can aid in autonomous telecollaborative learning.

59806

Teaching Burmese as a Foreign Language: A Case Study

Lwin Ni Ni Khine, Yangon University of Foreign Languages, Myanmar

The development of Myanmar as a country has led to an increased interest from foreign NGOs, businesses, labourers and professionals alike. One significant barrier that has arisen is their ability to learn the Myanmar language. The Myanmar language is comprised of a speaking format and a writing format. The current study explored the writing ability of overseas Myanmar language learners (n = 30) in a Myanmar university from various countries including Australia, China, India, Japan, Korea and Thailand. 30 passages of written text were collected and typed in word document for archive. Textual analysis of the 30 essays revealed 23 types of grammatical mistakes, which were categorised into 3 main groups (1) syntax misuse, (2) word misplacement and (3) inappropriateness usage. The inappropriateness usage can be further classified into semantics inappropriateness and pragmatic inappropriateness. Taken together, the mistakes highlight a potential learning need or development area, which may be emphasised at the beginning of the learning process. Teachers may benefit from having a greater awareness of the differences of the grammatical features between the learners' mother-tongue and the Myanmar language. Such awareness would ease the writing process and might diminish the written mistakes for learners in the future. The context of the writing should be discussed prior to the writing process and the cultural differences should be highlighted beforehand. Then, the appropriateness of word usage will be maintained.

59858

Evaluating Year One University English Course Material in Taiwan

Toshiyuki Hasumi, Ming Chuan University, Taiwan

Lanasari Tan, Ming Chuan University, Taiwan

Language textbooks play a major role in language teaching and learning, providing a structured approach to teaching and learning (Tomlinson, 2012). In particular, the vocabulary employed in textbooks provides the foundation for successful communication and serve as the core of language proficiency (Nation, 2001). The purpose of this study is to evaluate an in-house developed first-year English course material at a private university in Taiwan. This study examines (1) whether the corpus of the course material corresponds to the levels based on the Common European Framework of Reference (Council of Europe, 2001); (2) how it compares to year one English language coursebooks from China, Korea, Indonesia, and Thailand; and (3) whether it reflects common everyday language. Analysis using English Vocabulary Profiler shows the current course material conform to A1 to B2 CEFR levels. As compared with other Asian countries, the course material CEFR corpus is more similar to that of Indonesia and China. Finally, the current course material highly reflects everyday common language after comparison between the course material and words on the New General Service List (Brezina & Gablasova, 2013) is conducted.

ACL2021 Virtual Presentations (Pre-Recorded)

Language Learning and Teaching

59877

Gammified Tools in the Development of Communicative Production in Remote EFL Learning

Lucila Quezada, Universidad Indoamérica, Ecuador

Daniel Ripalda, Universidad Indoamérica, Ecuador

One of the most critical challenges of Foreign Language teaching is developing students' oral communicative competences, enhancing productive skills, and expressing thoughts in another language. This teaching process requires using different resources to acquire cognitive experiences that promote meaningful learning. However, during the COVID-19 pandemic, teachers emphasized virtual learning environments (VLE) and other digital resources to achieve the expected learning outcomes. In this context, quasi-experimental research was developed over six months, which analyzed the effectiveness of learning oral communicative skills of English as a Foreign Language (EFL) through regular formative tests, according to international standards, prioritizing fluency, use of language, interaction, and pronunciation areas. This work involved specialist teachers in assessment development and teaching resources production; this study registered the progress of 107 first level students of the Language Centre at the Indoamerica University of Ecuador, the first one non-randomly group used external gamified resources, and the second one used the default activities of the LMS, during the teaching-learning process in the remote modality. This work results show a correlation between the use of gamified resources and the assimilation of some oral language skills; therefore, from this experience, it is recommended for teachers to incorporate these kinds of resources to improve this productive oral skill within the communicative standards of the Common European Framework for Teaching English.

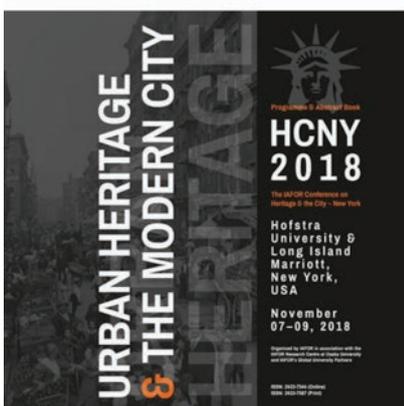
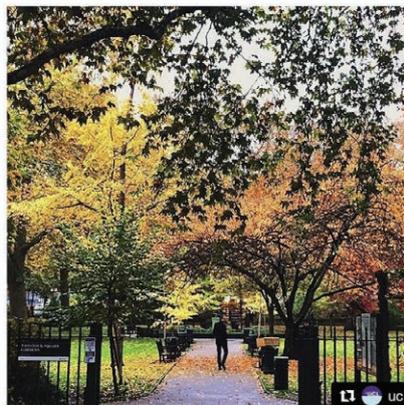
Linguistics

59825

Adaptation of COVID-19-related Loanwords into Japanese

Jeongsoo Lim, University of Tsukuba, Japan

In recent years, the quantity of loanwords that have been adapted from foreign languages has increased as globalization advanced. Among this process, assimilation and extinction of the words are natural phenomena that have been observed in the past and in the present. The changes produced by these process sometimes cause communication gaps among people due to the lack of understanding. This study aims to shed light on how loanwords related to the COVID-19 pandemic have been adapted and used in connection with synonymous expressions in contemporary Japanese. Firstly, COVID-19-related articles were collected from the Mainichi newspaper during the first wave of the pandemic. Secondly, loanwords were extracted by using morphological analysis. Lastly, we examined the frequency of use of the selected loanwords; we also analyzed each loanword's changing tendency by comparing the loanwords with its synonyms in native Japanese. The findings show that COVID-19-related loanwords present distinct features in each word, and they can be divided into three groups: (1) loanwords that have consistent trend and frequent usage, (2) loanwords that are replaced by native lexicon with time, and (3) loanwords that have similar usage with native lexicons. These results contribute to understanding the process of loanwords adaptation in Japanese.



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A woman in a dark blazer is shown from the chest up, gesturing with her right hand as if presenting. She is looking slightly to the left. The image is dark and serves as a background for the title.

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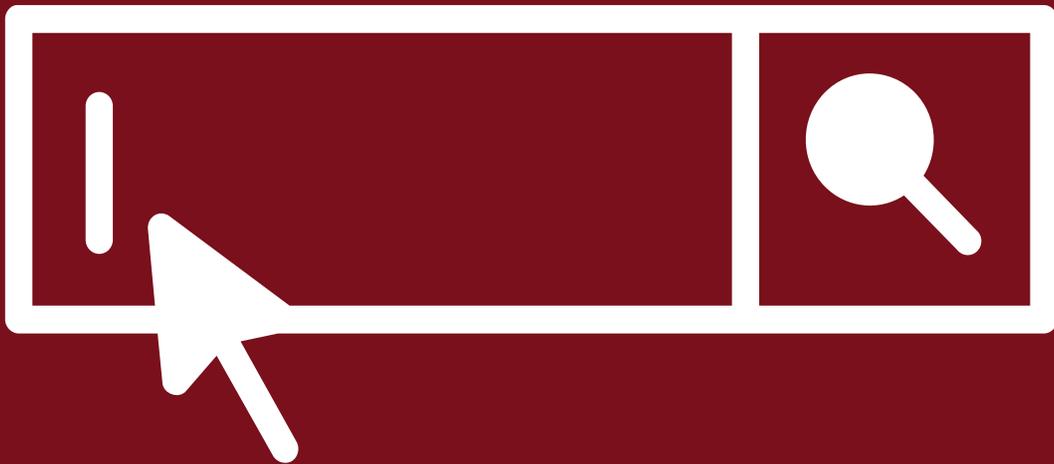
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