

# THE 2022

# ASIAN CONFERENCE ON LANGUAGE



MARCH 25 – MARCH 26

[WWW.ACL.IAFOR.ORG](http://WWW.ACL.IAFOR.ORG)

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

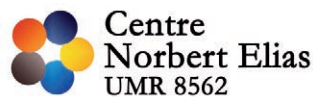


## PROGRAMME & ABSTRACT BOOK

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

# IAFOR Global Partners



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research. The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



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# Letter of Welcome



Dear Friends and Colleagues,

Welcome to the IAFOR spring conference series, held online from Japan. I can hardly believe that this is the third consecutive spring that we have been uniquely online from Japan, and due to the coronavirus. In response to the pandemic, Japan closed its borders in March 2020, and is only now beginning to open them. Unfortunately this will be too late for the conference this year, but we look forward to 2023 being fully hybrid, onsite and online, and to welcoming delegates back in person to Japan.

As we hope the worst of the coronavirus pandemic is behind us, it is clear that there are no shortage of major and ongoing global and existential challenges that will need our collective and collaborative energies to address.

IAFOR is committed to nurturing global collaborations for the global public good, by encouraging interdisciplinary discussion, facilitating intercultural awareness and promoting international exchange. These exchanges can easily be dismissed as frivolous in times of immediate crises (pandemics, war), and ongoing and longer term crises (climate change), but our communicative and facilitative work is of crucial importance, as it emphasizes that which unites us, encouraging us to attack complex problems and their causes, rather than each other.

It is this openness to other ideas and opinions that is at the heart of the rigorous discussions which lead to new knowledge. We are stronger together, even and especially as we disagree. IAFOR is committed to providing the spaces to engage in meaningful and respectful debate, and in joining these conferences, your active participation is required to bring the International Academic Forum alive.

I look forward to seeing you all online, and one day in person.

**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

**ISSN:** 2187-0594

**Contact:** [publications@iafor.org](mailto:publications@iafor.org)

## 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, SCIMAGO, DOAJ, ERIC, EBSCO Discovery Service, MIAR, TROVE, Scilit, SHERPA/RoMEO, WorldCat, Google Scholar, Mir@bel, LENS.ORG, ScienceGate, Dimensions, scite, and Ulrich's™. 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](http://www.iafor.org/journal/iafor-journal-of-education)**

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

**Scopus®**





# Conference Guide

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## March 25 | All times are Japan Standard Time (UTC+9) Friday at a Glance

- |             |                                                                                                                                                                                                                                                                                                                                    |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09:00-09:15 | <b>Announcements, Recognition of IAFOR Scholarship Winners &amp; Welcome Address</b><br>Joseph Haldane, IAFOR, Japan                                                                                                                                                                                                               |
| 09:15-10:15 | <b>Panel Presentation</b><br><i>Reflection and Metacognition in Language Learning: Are We Doing Enough to Support Our Students?</i><br>Luke Carson, Hiroshima City University, Japan<br>Åsta Haukås, University of Bergen, Norway<br>Li-Shih Huang, University of Victoria, Canada<br>Yoshiyuki Nakata, Doshisha University, Japan |
| 10:15-10:25 | Break                                                                                                                                                                                                                                                                                                                              |
| 10:25-11:30 | <b>Panel Presentation</b><br><i>Hate Speech, Love Speech, Free Speech?</i><br>Ben Fenton-Smith, Griffith University, Australia<br>Neil Thin, University of Edinburgh, United Kingdom<br>Haruko Satoh, Osaka University, Japan (Moderator)                                                                                          |
| 11:30-11:40 | Break                                                                                                                                                                                                                                                                                                                              |
| 11:40-12:40 | <b>Critical Discussion Session</b><br><i>Is the Pen Really Mightier than the Sword?</i><br>Dexter Da Silva, Keisen University, Japan<br>Joseph Haldane, IAFOR, Japan                                                                                                                                                               |



## March 26 | All times are Japan Standard Time (UTC+9) Saturday at a Glance

- |                    |                                                                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>10:30-11:20</b> | <b>Live-Stream Presentation Session 1</b><br>Room A: Language & Psychology<br>Room B: Language Learning and Teaching                                              |
| <b>11:20-11:30</b> | Break                                                                                                                                                             |
| <b>11:30-12:45</b> | <b>Live-Stream Presentation Session 2</b><br>Room A: Language & Culture<br>Room B: Language Learning and Teaching                                                 |
| <b>12:45-12:55</b> | Break                                                                                                                                                             |
| <b>12:55-14:10</b> | <b>Live-Stream Presentation Session 3</b><br>Room A: Language & Linguistics<br>Room B: Language Learning and Teaching                                             |
| <b>14:10-14:20</b> | Break                                                                                                                                                             |
| <b>14:20-15:35</b> | <b>Live-Stream Presentation Session 4</b><br>Room A: Language Learning<br>Room B: Language and Communication                                                      |
| <b>15:35-15:45</b> | Break                                                                                                                                                             |
| <b>15:45-17:00</b> | <b>Film Screening</b><br><i>Dreaming of Words</i><br>Nandan, Independent Film Director & Producer, India<br>Dexter Da Silva, Keisen University, Japan (Moderator) |
| <b>17:00-17:15</b> | <b>Conference Closing Address</b><br>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](http://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 28, 2022, through the online system.** The proceedings will be published on May 30, 2022.

## 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 & Virtual Poster Presentations

A full list of pre-recorded virtual video presentations and virtual poster 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](http://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 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](http://www.think.iafor.org)

**If you would like more information about any of IAFOR's publications, please contact [publications@iafor.org](mailto:publications@iafor.org)**



# Academic Grant & Scholarship Recipients

Our warmest congratulations go to Jiahao Liu and Yiting Peng, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at ACL2022.

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

Find out more about IAFOR grants and scholarships: [www.iafor.org/financial-support](http://www.iafor.org/financial-support)

## Jiahao Liu | IAFOR Scholarship Recipient

Andy Jiahao LIU is a postgraduate majoring in English Studies at the University of Macau. His research interests include second language writing and literacy development in general, and assessment literacy and language assessment fairness issue in particular.

## Yiting Peng | IAFOR Scholarship Recipient

Riley Yiting PENG is a postgraduate majoring in English Studies at the University of Macau. Her research interests include second language acquisition concerning EFL learners in mainland China, and pragmatics, especially discourse and conversation analysis.

### 61320 (ACL2022)

*Repair Practices in Phone Conversations: A Case Study of L2 English Speakers*

Jiahao Liu, University of Macau, China

Yiting Peng, University of Macau, China

Repair, one key concept in conversation analysis, usually refers to the ways of dealing with troubles of speaking, understanding, and hearing in the talk (Schegloff et al., 1977). This paper focuses on the latter two trouble sources, i.e., troubles of hearing and understating. The study here, of a dataset of interactions concerning information inquiries between two Chinese learners of English and eight service employees in hotels or airlines, investigates how the repair is initiated and completed via phone through the perspective of conversation analysis. It mainly explores (a) how trouble sources are identified by the recipient over the phone; (b) how the repair is initiated in phone conversations; and (c) how repair strategies and repair avoidance are used based on the recipients' identification of the trouble source type and the importance of the mistake or misunderstanding, in the service industry. The results showcase that L2 English speakers encounter troubles of understanding and hearing in phone conversations frequently. A selection of initiators and strategies are identified, such as repair preface (e.g., 'I mean') and pre-framing. The analysis also illustrates that the service personnel involved tend to either accept the customer's candidate understanding to avoid the repair or continuously make repairs on their own turns to clarify. Such empirical evidence further supports and validates Kitinger's (2013) idea that a) specific repair forms and practices are constrained by a range of local factors, and b) people adopt diversified methods and strategies to 'fix' troubles of hearing and understanding.



# Friday, March 25

## Plenary Session

All times are in Japan Standard Time (UTC+9)

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



**Panel Presentation: Luke Carson, Åsta Haukås, Li-Shih Huang  
& Yoshiyuki Nakata**

# **Reflection and Metacognition in Language Learning: Are We Doing Enough to Support Our Students?**

**Friday, March 25 | 09:15-10:15 | Japan Standard Time (UTC+9)**

Language educators would generally agree that it is important to engage learners in reflection and help them to develop the awareness and strategies needed for self-regulation. Indeed, we know from the research that reflection leads to the development of metacognition and enhances both the experience and outcomes of language learning (Huang, 2021; Richards & Lockhard, 1996; Schön, 1984). However, in practice, teachers may not necessarily be well equipped to promote reflection on learning for a host of reasons. Some examples include lacking awareness of the field and terminology associated with reflection (Silver, 2013); lacking training in how to adequately promote reflection on learning; and lacking time or opportunities to dedicate to reflection in class due to curriculum constraints. Although some learners are naturally reflective, most students need support in developing an awareness of reflective processes as an integral part of the language curriculum. In addition, learners need support and opportunities to think deeply about their learning beyond the classroom.

This panel has two main aims. Firstly, we approach the subject of reflection from the point of view of language learners. We explore what we mean by reflection and why it is important for language learning. We discuss how we can engage students in reflection on their learning as part of the language acquisition process. Secondly, we approach the subject of reflection from the perspective of language educators. How can we best prepare and support teachers to be able to promote reflection in their learners? What evidence can be gathered to facilitate reflective noticing? What support can be offered in teacher training programs, teacher development programs and at program and institutional levels? Although we have chosen these two perspectives, the influences of the learners and the educators are bidirectional (Hattie & Clark, 2019; Murphey 2021) and both can benefit from feedback and shared dialogue about the learning that is taking place.



## **Luke Carson**

Dr Luke Carson is an Associate Professor in the Faculty of International Studies at Hiroshima City University. His research interests centre around learning but extend across the disciplines of education, psychology, language and culture. Within learning, he has researched learner autonomy, metacognition, emotion and more, presenting on this work globally. He teaches across all these areas, and has begun to turn his teaching and research focus to the learning needs of the future (he currently teaches Futures Studies). He recently authored the book *Metacognition and its Interactions with*

*Cognition, Affect, Physicality and Off-task Thought*, which was published by Routledge in March 2021 as part of their Research in Educational Psychology Series.





## Åsta Haukås

Åsta Haukås is Professor of Applied Linguistics and Language Teacher Education in the Department of Foreign Languages at the University of Bergen, Norway. Her research interests include multilingualism, metacognition in language learning and teaching, language teacher psychology, and language teachers' professional development.



## Li-Shih Huang

Dr Li-Shih Huang is an Associate Professor of Applied Linguistics at the University of Victoria, Canada. Her scholarly interests include areas such as needs and outcomes assessment, reflective learning, corpus-based instruction, and strategic behaviours in language learning and language testing. She has received numerous research grants from the Social Sciences and Humanities Research Council of Canada (SSHRC), the Educational Testing Service (ETS®), and the International English Language Testing System (IELTS™) for her work in those areas. Li-Shih has also been the recipient of the University of Victoria's Humanities Teaching Excellence

Award, TESOL's Mary Finocchiaro Award for Excellence in Unpublished Pedagogical Materials, and TESOL's Award for an Outstanding Paper on NNEST Issues.



## Yoshiyuki Nakata

Yoshiyuki Nakata is a Professor of English Language Education in the Faculty of Global Communications at Doshisha University, Kyoto, Japan. He has been involved mainly in language teacher education in Japan for more than 20 years. His research interests include self-regulated language learning, language learning motivation, learner/teacher autonomy in the school context and language teacher education. Relevant publications have appeared in journals such as *Teaching and Teacher Education*, *International Journal of Educational Research*, *International Journal of Applied Linguistics*, *Innovation in Language Learning and Teaching*, and the *Asia-Pacific Journal*

*of Teacher Education*. He is the co-editor of *Mapping the Terrain of Learner Autonomy*.

# Panel Presentation: Ben Fenton-Smith, Neil Thin & Haruko Satoh

## Hate Speech, Love Speech, Free Speech?

Friday, March 25 | 10:25-11:30 | Japan Standard Time (UTC+9)

In 2021 the Nobel Peace Prize was awarded to two journalists, Maria Ressa and Dmitry Muratov “for their efforts to safeguard freedom of expression, which is a precondition for democracy and lasting peace.” In a context of rising global authoritarianism and autocracy, the award was a reminder of the long and difficult history of journalists holding power to account.

It is little wonder that the ways in which we communicate, whether through the spoken or the written word, are the subject of constant discussion or controversy. Our communication is guided and regulated by myriad de facto and de jure rules and laws, and these change by context and country. What is acceptable or appropriate in one context may not be in another. The same words that make you celebrated, may also make you reviled, and the same words that can make you a reputation, a living and a life, can also take these away.

In this panel, a group of linguists and academics will discuss speech in the global academy to look at the rights and responsibilities associated with expression through language, to include the following: Who has a voice? Who gets the right to say what? Who has agency? Who has representation? Who should shut up and in what circumstances should they? Who has the right to speak for whom? Who gets to set the agenda? What of “culture” wars and “cancel” culture? What of state censorship and self-censorship?



### Ben Fenton-Smith

Ben Fenton-Smith is a lecturer in the School of Humanities, Languages and Social Science at Griffith University in Brisbane, Australia. He is also the International Director of the university's Arts, Education and Law faculty. He completed a doctorate on political discourse at Macquarie University and published on the topic in journals such as *Discourse and Society* and the *Journal of Language and Politics*. Hate speech, love speech and free speech are themes that run through two courses he convenes at Griffith: 'Discourse, Text and Power' and 'Public Policy for Change'.



## Neil Thin

Neil Thin is a senior lecturer in Social and Political Science at the University of Edinburgh. He researches and lectures on happiness, social quality, sustainable development, and appreciative and aspirational social planning. He has authored four books and several institutional policy guides on these themes. He promoted the wellbeing lens in social planning through a Parliamentary Fellowship in the Scottish Parliament, and through service on the UN/Government of Bhutan panel of experts on happiness and development. He also has over 20 years of practical and policy experience working towards the reduction of poverty and

promotion of justice and wellbeing in poorer countries, working at all levels from grassroots to governmental and international official agencies. He has frequently served as a social development adviser and trainer for international development agencies such as the UK Department for International Development, UN Agencies, the World Bank, and international NGOs.



## Haruko Satoh

Haruko Satoh is Specially Appointed Professor at the Osaka School of International Public Policy (OSIPP), where she teaches Japan's relations with Asia and identity in international relations. She is also co-director of the OSIPP-IAFOR Research Centre and she was previously part of the MEXT Reinventing Japan project on "Peace and Human Security in Asia (PAHSA)" with six Southeast Asian and four Japanese universities.

In the past she has worked at the Japan Institute of International Affairs (JIIA), Chatham House, and Gaiko Forum. Her interests are primarily in state theory, Japanese nationalism and identity politics. Recent publications include: "China in Japan's Nation-state Identity" in James DJ Brown & Jeff Kingston (eds) *Japan's Foreign Relations in Asia* (Routledge, 2018); "Japan's 'Postmodern' Possibility with China: A View from Kansai" in Lam Peng Er (ed), *China-Japan Relations in the 21st Century* (Palgrave Macmillan, 2017); "Rethinking Security in Japan: In Search of a Post-'Postwar' Narrative" in Jain & Lam (Eds.), *Japan's Strategic Challenges in a Changing Regional Environment* (World Scientific, 2012); "Through the Looking-glass: China's Rise as Seen from Japan", (co-authored with Toshiya Hoshino), *Journal of Asian Public Policy*, 5(2), 181–198, (July 2012); "Post- 3.11 Japan: A Matter of Restoring Trust?", *ISPI Analysis No. 83* (December 2011); "Legitimacy Deficit in Japan: The Road to True Popular Sovereignty" in Kane, Loy & Patapan (Eds.), *Political Legitimacy in Asia: New Leadership Challenges* (Palgrave Macmillan, 2011), "Japan: Re-engaging with China Meaningfully" in Tang, Li & Acharya (eds), *Living with China: Regional States and China through Crises and Turning Points* (Palgrave Macmillan, 2009).

Professor Satoh is a member of IAFOR's Academic Governing Board. She is Chair of the Politics, Law & International Relations section of the International Academic Advisory Board.



# Critical Discussion Session: Dexter Da Silva & Joseph Haldane

## Is the Pen Really Mightier than the Sword?

Friday, March 25 | 11:40-12:40 | Japan Standard Time (UTC+9)

As inter-disciplinary language researchers and educators, of course we would like to answer affirmatively and immediately. But often it's difficult to do so confidently. Especially during times like the current one, with propaganda, fake news, misinformation, and conspiracy theories reigning supreme. Social media exacerbates the problem with language – especially the written word – taken up by uncritical readers in dangerously negative ways. What is needed for 'the pen', the written word, to really be mightier than violence directed against others?

This critical discussion will start with a brief introduction about the power of human language, and what needs to happen in order for humanity to positively face the challenges of the 'new normal', post-pandemic, anthropocene future.



### 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.



## Joseph Haldane

Joseph Haldane is the Founder, Chairman and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's business and academic operations, including research, publications and events.

Dr Haldane holds a PhD from the University of London in 19th-century French Studies, and has had full-time faculty positions at the University of Paris XII Paris-Est Créteil (France), Sciences Po Paris (France), and Nagoya University of Commerce and Business (Japan), as well as visiting positions at the French Press Institute in the University of Paris II Panthéon-Assas (France), The School of Journalism at Sciences Po Paris (France), and the School of Journalism at Moscow State University (Russia).

Dr Haldane's research and teaching is on history, politics, international affairs and international education, as well as governance and decision making. Since 2015 he has been a Guest Professor at The Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and is Co-Director of the OSIPP-IAFOR Research Centre, an interdisciplinary think tank situated within Osaka University.

A Member of the World Economic Forum's Expert Network for Global Governance, Dr Haldane is also a Visiting Professor in the Faculty of Philology at the University of Belgrade (Serbia), a Visiting Professor at the School of Business at Doshisha University (Japan), where he teaches Ethics and Governance on the MBA programme, and a Member of the International Advisory Council of the Department of Educational Foundations at the University of Hawai'i at Mānoa's College of Education (United States), collaborating on the development of the Global PhD programme.

Dr Haldane has given invited lectures and presentations to universities and conferences around the world, including at the United Nations Headquarters in New York, and advised universities, NGOs and governments on issues relating to international education policy, public-private partnerships, and multi-stakeholder forums. He was the project lead on the 2019 Kansai Resilience Forum, held by the Japanese Government through the Prime Minister's Office and the Cabinet Office in collaboration with IAFOR.

From 2012 to 2014, Dr Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu Region) and he is currently a Trustee of the HOPE International Development Agency (Japan). He was elected a Fellow of the Royal Asiatic Society in 2012, and a Fellow of the Royal Society of Arts in 2015.



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# Saturday, March 26

## Parallel Sessions

**All times are in Japan Standard Time (UTC+9)**

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



10:30-11:20 | Room A

# Saturday Live-Stream Presentation Session 1

Language & Psychology

Session Chair: Michael Burke

62188 10:30-10:55

## *The Effect of Imagery Training on Possible Language Selves Among Beginner English Users*

Simon Cooke, Tohoku Institute of Technology, Japan

In this presentation, I will discuss the findings of a longitudinal study investigating the role of imagery training on students' possible language selves among beginner-level freshman students at a Japanese university. While other studies have demonstrated the positive association between possible L2 selves and imagery training (Kim & Kim, 2014; Chan, 2014; Magid, 2014), these studies have tended to focus on students with higher proficiency. In addition, those studies have tended to use more traditional forms of data collection, analysis and presentation. Following Irie and Ryan (2015), my study employed Q methodology in a pre/post analysis design to offer unique insights into these developments relating to the students' L2 selves.

Pre-intervention analysis of data from the control and the experimental group, both consisting of 23 students, revealed both groups of students held positive but vague notions of their possible L2 selves. Post-intervention analysis revealed that while control group students who did not take part in imagery activities did not develop or maintain this notion, participants in the experimental group who did, displayed both maintenance and promotion of their future L2 self concept. The study thus demonstrated how imagery training, student English level notwithstanding, can be effective in promoting the possible L2 self. In addition to a discussion of the data, the presentation will feature some pedagogical implications of the research.

62898 10:55-11:20

## *Emancipation in the English Language Classroom: From What, Into What?*

Michael Burke, Kanda University of International Studies, Japan

Many foreign language educators view praxis as a central goal for language education (Crawford & Filback, 2022, xxi-xxviii). Their notion of praxis is rooted in the theory of Paulo Friere (1970), sometimes incorporating post-colonial theory and intersectionality (Kwang-Johnson, 2022), often assuming that the function of the liberal order is oppression, "White supremacy is the unnamed political political system that has made the modern world what it is today" as Charles Mills (1997, 101) argued. The object of this praxis is emancipation, to liberate people from the kind of oppression described by Mills, above (Horkheimer, 2002, 188-243).

This presentation directs the spirit of critical theory inward, it entertains the possibility that implementing emancipation might lead to unforeseen consequences, which have the potential to impact negatively on the lives of students. As Foucault (1983, 231), once observed, "My point is not that everything is bad, but that everything is dangerous, which is not exactly the same as bad. If everything is dangerous, then we always have something to do".

This presentation uses the example of Japanese students. In Japan, it is generally important to show one has persevered and suffered for the wider needs of the group (Heine, Lehman, Markus, & Kitayama, 1999). If this is not well understood, educators might easily mislabel the above cultural pattern as weak obedience (Kitayama & Uchida, 2004) to oppression and try to emancipate them from their own culture as a consequence. For such students, emancipation could result in alienation, particularly after moving on from university.

10:30-11:20 | Room B

# Saturday Live-Stream Presentation Session 1

Language Learning and Teaching

Session Chair: Pei-Yu Lin

62670 10:30-10:55

*Effects of Different Early Literacy Programs on Chinese Word Recognition Among Taiwanese Kindergarteners*

Pei-Yu Lin, National Taichung University of Education, Taiwan

This study investigated the effects of the play-based program balanced with morphological intervention on Chinese word recognition. Excluded of young children with special needs and without parental consent forms, 69 participants, 30 boys and 39 girls, with a mean age of 65.86 months (SD=3.31), mainly from middle and low SES families, were randomly assigned into three programs, one balanced with morphological intervention (BM), another balanced with phonological intervention (BF), and the other as a control group with traditional curriculum (TC). Balanced with half an hour of intervention on morphological awareness in BM group, or phonological awareness in BF group, play-based curriculum was implemented in a plan-do-review routine within 6 play centers. Traditional curriculum was mainly scheduled by Mandarin phonetics reading and writing lessons, and free play sessions in 6 play centers were available individually for the ones who finished workbooks. Before the intervention, no differences were found among three groups in Expressive and Receptive Vocabulary Test, Mandarin Phonetics Test (MPT), and Chinese Word Recognition Test (CWRT). After 14 weeks of the intervention, results from the post-tests indicated that BM group performed worst in MPT, but excelled in CWRT among three groups. BM group performed significantly better in Morphological Awareness Test (MAT) as well as in CWRT than TC group, which performed best in MPT but worst in MAT and CWRT among three groups. Conventionally in Taiwan, kindergarteners followed the pathway of mastering Mandarin phonetics to gain Chinese word recognition. However, the results suggested a different pathway for kindergarteners to learn Chinese word reading via acquiring morphological awareness in Chinese.

62385 10:55-11:20

*Effectiveness of Modules in Enhancing Writing Skills: An Enrichment Activities for Secondary Learners*

Gilmore Gorembalem, The National Teachers College, Philippines

Writing is one of the macro skills in language and the most difficult skill to be taught or to be developed among the learners. This research aims to evaluate the effectiveness of the Project EASE modules in enhancing the writing skills towards development of proposed enrichment activities. Series of modules were used in one of the classes in grade seven using quasi-experimental design. Pretest and post-test were administered to examine the improvement on learnings. T-test for correlated samples was used to examine the data. It was revealed that the modules were effective in enhancing the writing abilities. A positive correlation was established between the students' usage time of the modules and the scores they have accumulated in each series of test. The results paved way for the proposed activities for a heightened knowledge. It is suggested the use of such module in collaboration with other teaching methods for the benefits.



11:30-12:45 | Room A

# Saturday Live-Stream Presentation Session 2

Language & Culture

Session Chair: Tingjia Wang

62067 11:30-11:55

## *Appraisal Analysis of Hiroshima A-Bomb Survivors' Testimonies: Linguistic Insights on the Building of Hiroshima Peace Culture*

Tingjia Wang, Hiroshima University, Japan

The Chugoku Shimbun news publisher in Hiroshima, Japan, has been publishing Hiroshima A-Bomb survivors' testimonies in English on its affiliated website The Chugoku Shimbun Hiroshima Peace Media Center since June 2011. These testimonies were first collected through interviews with survivors in Japanese, and then written as biographies in English by journalist writers. The website has archived 154 survivors' testimonies in English, shaping a significant piece of Hiroshima peace culture to English readers worldwide. Using these data, this research aims to explore how historical writers' linguistic choices contribute to the building of peace culture in a designed direction. Analytical tool applied is the Systemic Functional Linguistic Appraisal framework, a linguistic lens for analysis of different attitudes (affect, judgement, appreciation) based on different lexical evidence. Findings show that the peace culture built through survivors' testimonies features a non-judgmental, future-oriented tendency. The non-judgmental tendency has been observed mainly through the choice of targets for negative evaluations, which are typically thing targets rather than human targets. Thing targets "war" and "nuclear arms" have been primary targets of negative evaluations in terms of their values to the civil society; human targets like U.S. or the military as well as morality topics remain out of the evaluative scope. Survivors' positive desires for future testimonies tend to be foregrounded in their biographies, yet their negative emotions arising from tragic recounts remain under-expressed. This research will provide critical implications for understanding the building of peace culture and demonstrate the significant role that language has been playing in historiography.

62255 11:55-12:20

## *Gender Bias in Learning Materials: A Comparative Study Between Mauritanian and Japanese English Textbooks*

Malainine Ebnou, Kanazawa University, Japan

Many studies in recent years have been concerned with gender bias in schools and learning materials, and the influence they might have on students' gender perceptions. The present study investigates gender bias in textbooks approved by the governments of Japan and Mauritania for use nationwide in both countries. It uses a quantitative, textual analysis of two criteria related to women visibility in textbooks: the number of presence of women in pictorial representations and the type as well as the number of activities they perform. The study tries to find out if there is bias in the representation of women in Mauritanian and Japanese textbook series, and then compare them to see which series represents women better in accordance with the goals for gender equality set by the respective governments of both countries. The findings of the study have revealed that there is male dominance in the textbook series of both countries. The gap is, however, greater in Mauritanian textbooks than in Japanese ones in which the gap is significantly smaller. The overall representation of women in Japanese textbooks has seen a substantial improvement in recent years, especially if compared to earlier studies such as that of Ishikawa (2012). The findings suggest that the Japanese government's objective is on its correct course to while for Mauritania it falls short, and that there is a need for both countries to promote more equal portrayal in learning materials.

62863 12:20-12:45

## *Partnering Up for Tertiary-Level Online Intercultural Programs: Building a Framework Towards Implementation*

Mikio Brooks, Asia University, Japan

The COVID-19 pandemic has drastically impacted short-term and long-term study abroad opportunities for students enrolled at the tertiary level worldwide. In some cases, students may have been prematurely forced to return to their home countries, while for other students, they may have had to put all of their study aspirations entirely on hold due to immigration restrictions. With waves of variants of concern being periodically detected, forecasting when in-person study abroad programs can be reestablished safely and reliably is nearly impossible. One option for higher educational institutions is to partner with external universities to offer online intercultural learning programs for their students within the domestic arena. Based on the author's ongoing experience with entering a partnership with a Malaysian university and establishing an intercultural program for a Japanese university from the bottom-up, this paper will explore, identify, and outline the array of factors involved in planning and implementing such a program. These challenges include curricular design and finding the right balance between language instruction and content learning. Other aspects that must be addressed include correspondence, coordination, and negotiating between the two parties and internally within institutions, logistical issues such as financial feasibility, promoting and recruiting students for the program, and drafting a legal framework for the partnership. Hopefully, these online intercultural programs can be implemented to generate much-needed intercultural and linguistic learning opportunities for students and enhance further international collaboration between universities in the near and distant future.

11:30-12:20 | Room B

# Saturday Live-Stream Presentation Session 2

Language Learning and Teaching

Session Chair: Dominique Vola Ambinintsoa Razafindratsimba

62277 11:30-11:55

## *A Reflection Intervention: Investigating Effectiveness and Students' Perceptions*

Dominique Vola Ambinintsoa Razafindratsimba, Kanda University of International Studies, Japan

Ewen MacDonald, Kanda University of International Studies, Japan

Acknowledging the importance of reflection in language learning (e.g. Boud, 2001; Kato & Mynard, 2016; Moon, 2013; Silver, 2013), we (a learning advisor and a teacher) used what we refer to as a "reflection intervention" (RI) with a class of first-year students at a private university in Japan specialising in language education. The RI aimed to raise the students' awareness on the importance of reflection on their English learning, and to give them support and guidance for reflection to develop their ability to take charge of their own learning. The RI consisted of workshops, reflection questionnaires, discussions with peers after completing each questionnaire, and written reflections on what was learned from the discussions. With the aim to examine the effectiveness of the RI, we compared the depth of students' reflections using Fleck and Fitzpatrick's (2010) levels of reflection. We also investigated the students' perceptions of reflection on their language learning using surveys before and after the RI, not only to compare how their views on reflection might have been influenced by the RI but also to gather their opinions and perspectives on each of the RI components. In this presentation, we will discuss the findings from the analyses of students' reflection levels, and their perceptions of reflection and the RI. We will then give some implications from the findings on our continued use of the RI and on better promotion of reflection in the classroom in tertiary education.

62111 11:55-12:20

## *Collaborative Leadership in the Language Classroom: Engaging Learners in Leaderful Classroom Practices and Strategies*

Soyhan Egitim, Toyo University, Japan

The perception of the teacher as the authority in the classroom is deep-rooted in education yet this notion seems to contradict the fundamental values of democratic education. Especially, schools grant teachers an abundance of authority and decision-making power. The pedagogical implications of how teachers use this power in the classroom are not well-understood. Especially in the Japanese context, a majority of English language classes in pre-tertiary institutions are still taught through teacher-centered instruction with an emphasis on the grammar-translation method despite its impeditive effects on learners' communicative language development. Then, the question that warrants further discussion is why language teachers insist on teacher-centered instruction knowing that it is not conducive to developing students' communicative language competence. This study argues that teachers' leadership identity is an influential factor in their pedagogical and class management decisions and thus, this phenomenon warrants further investigation to address students' struggle with active participation and communicative language competence in the Japanese EFL educational settings. The study employed Interpretative Phenomenological Analysis (IPA) to reflect the participants' lived experiences and how they made sense of those experiences. The findings indicated that the pedagogical and class management strategies fostered through the participants' collaborative leadership identity proved to be effective in creating an open, democratic, and participatory classroom environment and helped nurture new learning habits in students which appeared to be effective in developing their communicative language competence.

12:55-14:10 | Room A

# Saturday Live-Stream Presentation Session 3

Language & Linguistics

Session Chair: Dylane Yue Ting Ho

61876 12:55-13:20

*The Interpreter – Servant to Meaning or Master of Words?*

Liang Joo Leow, University of New England, Australia

Interpreting (spoken), alongside translation (written) is essential for communication when there is no common language. Conventionally, interpreters work from one source language (SL) into another target language (TL). Interpreter training reflects this as students learn techniques to convey messages from one SL to one TL, after a speaker has paused or finished speaking (consecutive interpreting/CI), or concurrently while the speaker is talking (simultaneous interpreting/SI). New awareness of hybrid interpreting models challenge rigid delineation between CI/SI. In addition, rigidity in defining source languages makes no allowance for people who combine different languages when they speak. This phenomenon of translanguaging, has not been widely studied in the context of interpreting and interpreter training. It appears that while interpreters are necessarily multilingual, interpreting is not well-placed to manage the potential richness of a multilingual speaker's language repertoire. Traditionally, interpreting relates to transfer of spoken words in one language into those of another at a particular time. However, the concept of a message, and more broadly of communication, encompasses far more beyond spoken words. This includes accents, non-verbal communication or body language, and inherent culture. Inherent culture represents the cultural basis by which any utterance is made and by which it is then heard and understood. Communicating this effectively and accurately relies on listeners having a degree of common cultural knowledge with speakers. Interpreters must bridge a cultural gap in the absence of such common knowledge. This presentation explores approaches to these challenges both in the practice of interpreting and interpreter training.

62275 13:20-13:45

*The Phonological Variation of Tones: An Acoustic Study of Attitudinal Function in Bangla Clauses*

Anannya Mondal, The English and Foreign Languages University, India

The study aims to explore the variety of tones used by the speakers of Bangla (Standard Colloquial Bangla) in different contexts using different attitudes. The framework chosen for this study is Systemic Functional theory described by Halliday (1967, 1970) and Halliday & Greaves (2008). Three clauses - Declarative, Interrogative: polar and Imperative (one sentence for each clause) were included to investigate the tones of the speech function. Two different tasks, the constructed contextualization for voice recording and a listening test, were provided to two different set of participants. Apart from 'neutral' context, 'anger', 'confused', 'determined' etc. attitudes have been explored. The recordings were analyzed using PRAAT software. The acoustic features, such as, F0, pitch range, duration, intensity etc. contributed to determine the attitudes in different contexts. Thus, the study is based upon two hypotheses: a. various attitudes can be construed by a same clause, not just by variations in the neutral tone but with different tones altogether; b. the listeners can identify the tones and attitudes used in different contexts. The findings of the research revealed that there is a variation of tones in Falling, Rising and Falling-Rising tone. The listeners are also able to identify the tones in different contexts. The implication of the study provides that the realization of tones facilitate the accurate interpretation to construe the meaning in the contexts.

55334 13:45-14:10

*A Register Analysis of Written Messages from the Papacy and the Universal House of Justice*

Dylane Yue Ting Ho, SEGi University, Malaysia

This study investigates selected features of the Catholic and Bahá'í registers through an analysis of written messages from the Papacy and the Universal House of Justice (UHJ) using a corpus-based approach. The research questions of this study pertain to the situational characteristics and language patterns associated with these registers, and the functional relationships that connect the situational context to the linguistic features. Since previous studies on the interface between language and religion have predominantly focussed on liturgical language in Christian texts, this research addresses a gap in the literature, primarily the description of religious registers of other faiths. Based on Biber and Conrad's (2019) framework of register analysis, a three-step process was applied to two corpora, each approximately 50,000 words in size. The results show that nearly all of the top 20 noun keywords in the Papal register belong to the animate and abstract/process categories, whereas the top 20 noun keywords in the UHJ register are almost evenly distributed across the animate, group/institution, and abstract/process categories. These findings illustrate how the Papacy and UHJ adopt distinctive registers to fulfil their social roles. As an ecclesiastical leader, the Pope guides the Catholic community with messages containing traditional Christian teachings, adapted to suit modern contexts. The UHJ, however, is the supreme administrative body of the Bahá'í community, and its messages outline systematic plans of action for the betterment of society. This study provides impetus for renewed interest in theolinguistics, presenting new opportunities for research on linguistic variation within the domain of religion.



12:55-14:10 | Room B

# Saturday Live-Stream Presentation Session 3

Language Learning and Teaching

Session Chair: Kie Yamamoto

62213 12:55-13:20

## *Interactive Reflection in Language Learning: Exploring the Potential of Advising Tools in the Classroom*

Malgorzata Polczynska, Kanda University of International Studies, Japan

Jeffrey Goncalves, Kanda University of International Studies, Japan

Eduardo Castro, Kanda University of International Studies, Japan

Reflection is one of the key components of successful language learning. It can be fostered through dialogue with teachers, advisors and learners (Kato & Mynard, 2016), mediated through the use of tools (Yamashita & Kato, 2012), and help regulate affective, cognitive, motivational and social factors associated with language learning (Oxford, 2017). In this presentation, the authors explore how visual advising tools can be used to engage language learners in classroom-based interactive reflection. Specifically, the authors describe the use of the motivation graph, an adapted version of the wheel of language learning and an activity monitoring tool, and report on a pilot study carried out with six groups of freshman students at a Japanese university within their compulsory English classes. Based on classroom observations and analysis of questionnaires aiming to explore students' perceptions of the activities, results indicate that the visual nature of the tools seemed to work well for mixed ability classes and provided students with a clear structure for their reflections as they benefited from a variety of opinions and perspectives. The interactive nature of the reflection helped students gain clarity of their own thoughts, deepen their understanding of their own language learning process, as well as increased their motivation in the classroom. Suggestions and implications for pedagogical practices are discussed.

62904 13:20-13:45

## *Virtual Conversation in EFL Classroom: A Manga-based Approach During the Pandemic*

Takako Yasuta, Fukushima Medical University, Japan

This study introduces the characteristics of English used in virtual conversations in Manga, or Japanese comics, in an English communication course. The author will show how EFL students learned sociolinguistic appropriateness in conversations through analyzing and making Manga during the pandemic where no real-time interaction was allowed. Although the activity did not include a "real" conversation, students learned sociolinguistic appropriateness for different registers. The author will analyze the conversations students created in Manga and examine the sociolinguistic and linguistic characteristics students used in their Manga.

The participants were 18 second and third-year college students who major in humanities in Japan. In order to teach spoken English in a one-way on-demand online course, a Manga-based approach was introduced. Although a real conversation was not possible, students could "speak" English virtually by making conversation in Manga. Students were also instructed to use "role language", the language that reflects sociolinguistic factors and Manga character's personality. Students learned the idea of role language, listed speech features frequently used by a particular character type, and created a Manga using appropriate role language.

The students commonly associated expressions that show politeness, liveliness, and kindness with female characters. On the other hand, male characters were generally associated with casualness, slang expressions, and abbreviated forms. A pitfall of this approach was that some students intentionally used ungrammatical expressions for infant Manga characters to show their limited language skills. More careful instruction is necessary for the classroom where limited assistance is possible from the instructor.

62276 13:45-14:10

## *Facilitating Reflection and Reflective Dialogue: Activities in an Introductory Self-Directed Learning Module and Course*

Isra Wongsarnpigoon, Kanda University of International Studies, Japan

The importance of reflection in the development of autonomous learners has been acknowledged (e.g., Kato & Mynard, 2016; Kojima, et al. 2010); both internal reflection and reflection through dialogue are valuable. In this practice-based presentation, the presenters, learning advisors in a self-access center at a Japanese university, will describe how they facilitated both types of reflection in an independent module and a classroom-based course. The module and course both serve as a one-semester, elective introduction to self-directed learning and foster students' growth as autonomous learners. Integral to both is the support that learning advisors provide for learners' continuous reflection throughout the semester. This support occurs through spoken and written dialogue and is aided by the use of various reflective tools and activities. We will introduce some of these reflective activities used in the module and course. These activities allow advisors to raise learners' awareness of and encourage reflection on actions taken and choices made in their learning. We discuss the rationale behind the activities and how they are implemented. We also present examples of learners' reflective thinking that emerges from the activities and the learner-advisor dialogue that results from our interactions; in doing so, we address the differences between the classroom course and the independent module. Finally, we share our own impressions as advisors and instructors on the students' development in reflective thinking. This presentation will benefit educators hoping to promote reflection in learners who may still be unaccustomed to the reflective process.

14:20-15:35 | Room A

# Saturday Live-Stream Presentation Session 4

Language Learning

Session Chair: Jiahao Liu

62273 14:20-14:45

*Pragmalinguistic Errors on a Cause-and-Effect Relationship in Japanese EFL Learners' Writing: A Case of the Use of 'So'*

Yaoko Matsuoka, International Christian University, Japan

This study explores the consistency of a cause-and-effect relationship in Japanese EFL undergraduates' paragraph writings, focusing on the use of conjunctions/conjunctive adverbs. Fifty-three English argumentative paragraphs written by sophomores with beginning-intermediate to intermediate English proficiency were examined. Conjunctions/conjunctive adverbs logically connect sentences, clauses, and phrases and play significant roles in describing cause-and-effect relationships writers intend to show. Analysis included both quantitative and qualitative processes: thorough manual examination of all the papers/sentences in terms of the use of conjunctions; classification and calculation of the conjunctions/conjunctive adverbs; extracting pragmatically erroneous usage of conjunctions and identification of the error features. It appeared that students used 'so' with a cause-and-effect function nearly five times more often than other conjunctive expressions such as 'therefore' and 'as a result.' There was reversal of the cause-and-effect relationship and ambiguity in the cause-and-effect relationship due to the duplicate use of 'so' and other conjunctive expressions. Such usage conveyed pragmatically wrong meanings and led to impairment of cause-and-effect relationships in arguments. The results were also compared with the Michigan Corpus of Upper-Level Student Papers (MICUSP) data of native English speakers' (NSs') use of conjunctions. Although NS undergraduates used 'so' frequently, only about 7% of them were used for cause-and-effect relationship. The study also discusses the possible causes of Japanese undergraduates' pragmalinguistic errors of 'so': i.e., little instruction of 'so' in class, different usage and meanings of 'so,' the substitutive use of colloquial words, and phonological similarities between 'so' and a Japanese counterpart expression.

62038 14:45-15:10

*Early Constructions of the English Dative Alternation: A Corpus-based Study*

Nobuyo Fukaya, Niigata Agro-Food University, Japan

This study investigates the dative alternation produced by four young English-speaking children and explores how it is developed. The dative alternation refers to the one between the double object construction (DOC) and the prepositional dative construction (PDC), as in below:

DOC: Give me my thing. (Adam, 4 years and 10 months)

PDC: Give my thing to me.

In this study, utterances with a prototypical verb of the dative alternation, 'give', were extracted from the CHILDES database, by means of a command KWAL in the Browsable Database. Then, the data were divided into four groups: DOC, PDC, verb-indirect object (V-IO), and verb-direct object (V-DO). The data show that children produced V-IO and V-DO before DOC and PDC. For example, the first occurrence of DOC produced by Aran was at 2 years and 6 months (he give me a nana), and that of V-IO was at 2 years and 3 months (give that lady). The first appearance of PDC produced by Adam was at 2 years and 11 months (give that to me), while that of V-DO was at 2 years and 3 months (I may give some). The dative alternation (DOC and PDC) is complex, since both involve three arguments: the agent, the theme, and the recipient. The fact that the dative alternation emerges later than V-IO and V-DO illustrates that the development of the dative alternation would be attributed to the establishment of Tomasello's joint attentional frames.

61320 15:10-15:35

*Repair Practices in Phone Conversations: A Case Study of L2 English Speakers*

Jiahao Liu, University of Macau, China

Yiting Peng, University of Macau, China

Repair, one key concept in conversation analysis, usually refers to the ways of dealing with troubles of speaking, understanding, and hearing in the talk (Schegloff et al., 1977). This paper focuses on the latter two trouble sources, i.e., troubles of hearing and understanding. The study here, of a dataset of interactions concerning information inquiries between two Chinese learners of English and eight service employees in hotels or airlines, investigates how the repair is initiated and completed via phone through the perspective of conversation analysis. It mainly explores (a) how trouble sources are identified by the recipient over the phone; (b) how the repair is initiated in phone conversations; and (c) how repair strategies and repair avoidance are used based on the recipients' identification of the trouble source type and the importance of the mistake or misunderstanding, in the service industry. The results showcase that L2 English speakers encounter troubles of understanding and hearing in phone conversations frequently. A selection of initiators and strategies are identified, such as repair preface (e.g., 'I mean') and pre-framing. The analysis also illustrates that the service personnel involved tend to either accept the customer's candidate understanding to avoid the repair or continuously make repairs on their own turns to clarify. Such empirical evidence further supports and validates Kitzinger's (2013) idea that a) specific repair forms and practices are constrained by a range of local factors, and b) people adopt diversified methods and strategies to 'fix' troubles of hearing and understanding.

14:20-15:35 | Room B

# Saturday Live-Stream Presentation Session 4

Language and Communication

Session Chair: Surendra Pokhrel

61112 14:20-14:45

## *Linguistic Analysis of Discourse in International Speeches*

Surendra Pokhrel, Daito Bunka University, Japan

This paper elucidates how first-person pronouns help leaders to speak persuasively on international platforms. Based on ten different speeches delivered by leaders from secular democratic Western nations (such as the U.S.A) to authoritarian Arab states (such as Qatar), this paper explores the use of the first-person pronoun uttered in singular and plural forms along with the objective of use.

This paper found that all leaders used pronoun devices as a part of their persuasion and rhetoric. Leaders mainly were inclined towards the collective "we" pronoun rather than the singular "I" pronoun. Middle Eastern leaders, due to their culture, seem to use fewer "I" pronouns. The differences between "we" collective as attendees and "we" as a country of the speaker are found to be used by leaders in varying degrees. President Putin (Russia) used most "we" to indicate Russia, while President Temer (Brazil) used an extensive amount of "we" to represent the leaders and stakeholders present at the summit.

"I" is mostly found to be used at the beginning of the speeches to extend gratitude for the organizers though this is often deployed to increase the speaker's self-dedication throughout the address. Similarly, "we" is also deployed throughout the speech to establish a sense of communal rapport between the hearer and the speaker (leaders). Gender differences did not significantly affect the use of pronouns, which can be seen from Chancellor Merkel and Prime Minister Hasina's speech.

62720 14:45-15:10

## *A Case Study of a Queer Learner's Japanese Language Learning and Gender Identity Construction*

Motoki Long-Nozawa, The University of British Columbia, Canada

Scholars and educators with intellectual backgrounds in sociolinguistics and poststructuralism in the field of second language studies have fruitfully produced knowledge about language learning and identity (e.g., Higgins, 2015; Noron, 2000 & 2013). As a Japanese language educator and gay individual, my research focuses on Japanese language education and queer identities. In comparison to the field of Teaching English as an Additional Language (TEAL), Teaching Japanese as an Additional Language (TJAL) has not engaged in the subject of gender and sexuality in depth yet (e.g. Moore, 2020 and Nelson, 2009 for TEAL; Moore, 2019 and O'Mochain, 2016 for TJAL). My presentation explores the discursiveness of language learning and gender identity construction of a Canadian university student learning Japanese who identifies as a cis and feminine/androgynous male. Two questions that guide my exploration are 1) what pedagogical practices opened up opportunities for gender identity construction and advance Japanese language learning and 2) how the space where those practices emerged can be conceptualized pedagogically. The interview and writing data are examined through the lenses of the poststructuralist views on identity and agency and the concept of translanguaging. My analysis demonstrates how a "playful space" created by the student and his interlocutors helped him construct his gender identity and advance his language learning. I conclude with the pedagogical implications by arguing a critical need for creating a learning space where language users have opportunities to explore gender/sexual identity repertoires.

62078 15:10-15:35

## *"Sorry for the Long Message": A Discursive Approach to Analysing Japanese Apologies in Online Settings*

Eugenia Diegoli, University of Bologna, Italy

This paper investigates the use of the Japanese apologetic devices gomen 'sorry', su(m)imasen '(I'm) sorry', mōshiwake arimasen 'I apologise' and shitsurei shimasu 'excuse me' in a corpus collected from the Q&A website Yahoo! Chiebukuro. I focus on standard situations where such expressions are conventionalised (ritual) relative to the minimal context of the utterance (Terkourafi, 2012), as opposed to apologies closer to strategic politeness (Brown & Levinson, 1987). Though there is no clear-cut distinction between ritual apologies that simply meet interactants' expectations and marked expressions strategically manipulated by individuals, I will consider an expression to be conventionalised to achieve a particular illocutionary goal if it is used frequently enough in that context. Their identification is thus frequency-based: the more frequent expressions are (as observed within their surrounding co-text), the more conventionalised they are taken to be. Yahoo! Chiebukuro was chosen as data source because it provides a cluster of standard situations with explicit norms of behaviour users are expected to follow and where interactions are often predetermined. For example, I see how the set chōbun 'long message' + apology, which occurred 176 times in a set of 2160 examples (8.1%), was used almost exclusively at the beginning or at the end of the message, often preceding a direct request as in chōbun ni narimasu. Mōshiwake arimasen ga, yorosiku onegai itashimasu 'it is a long message. I apologise, but please treat me favourably'. In this context, the apology expression is used in a ritual standard situation to indicate awareness of normative behaviour.



# Film Screening: Nandan & Dexter Da Silva

## Dreaming of Words

Saturday, March 26 | 15:45-17:00 | Japan Standard Time (UTC+9)

Njattiyela Sreedharan, a fourth-standard drop-out, compiles a dictionary connecting four Indian languages. Travelling across four states and doing extensive research, he spent twenty five years making the multilingual dictionary. This unique dictionary offers a comparative study of Malayalam, Kannada, Tamil and Telugu. *Dreaming of Words* traces Sreedharan's life, work, love for languages and the struggles to get the dictionary published. The film also explores the linguistic and cultural diversity in India.



### Nandan

Nandan is a writer and filmmaker from India. He was born in Kerala into a family prominent in the field of arts and literature. It was during his college days that he watched Akira Kurosawa's *Rashomon* and decided to be a filmmaker. He completed his BTech in Civil Engineering and worked in Bengaluru though his interest was always in the fine arts. Then he moved to Mumbai to follow his passion in filmmaking. There he started his career by working in advertising films. Since then he has worked as an assistant director in several major feature films and many advertising films for various reputed brands. He is known for

directing *Breath* and *Dreaming of Words*.



### 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.



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# ACL2022 Virtual Poster Presentations

62200

## *Qualifying Proficient and Cross-cultural Competent English Teachers in the 21st Century*

Ruwaida Abu Rass, Beit Berl Academic College, Israel

Qualifying teachers in the 21st century is based on four principles: Learning to know, learning to be, learning to live together and learning to use advanced technology. To achieve that, teachers should demonstrate a high level of knowledge in the subject matters they teach and to master pedagogical ways, techniques and strategies. In addition, they should be cross-culturally competent and sensitive to social repressions, who are willing to be agents for change. Following these four principles, a course called Multiculturalism in Literature was developed to expose the participants to the lives of immigrants and Native people in English speaking countries, mainly the United States and Canada. The aim was to acquaint the participants with the multicultural reality and the lives of different ethnic groups in these countries, aiming to raise their awareness of cultural diversity, conflicts, adjustment and social justice. To examine the extent of achieving this goal, a qualitative research was conducted to investigate the effect of this course on the 52 participants of this course for three years in a row. The students were required to read short stories and poems written by minority writers, immigrants as well as Natives, watch relevant movies, participate in discussion groups and deliver presentations. The content of the students' reflections was analyzed. Three broad categories emerged: empathy and understanding, living in between and improving language proficiency, where each category included several sub-categories. Data analysis showed the empathy and understanding of the course participants to the struggles and needs of Native people, immigrants and their children. In addition, they improved their English language proficiency by learning many new vocabulary in context. These results emphasize the need for including literature of immigrants, minorities and marginalized underrepresented groups in English speaking countries for teaching English as a Foreign Language (EFL) worldwide, mainly in teacher training colleges. The aim is to qualify competent English teachers not only linguistically, but also cross-culturally and morally who will be aware of social injustices, which would extend their roles as language teachers to become agents for change.

62993

## *Teaching Aviation English in a Japanese College: Utilizing Google Classroom*

Mikako Nobuhara, Tokyo Metropolitan College of Industrial Technology, Japan

This study delineates the importance of learning aviation English for Japanese Kosen college students, where those who aspire to become engineers in airline companies tend to encounter less of such opportunities. However, scholars propose that these students should improve their English skills in aviation if they intend to work in aviation-related companies in the future. In addition, the study intends to promote learning autonomy among students through homework and to facilitate efficient strategies for providing students with English classes despite the COVID-19 situation. The students learned English through textbooks and various online materials, such as YouTube and the official website of Boeing for English for Specific Purposes. Teaching was partially conducted face-to-face, whereas the rest of the classes occurred through Google Classroom, an online teaching platform. After the classes, the students completed a questionnaire. The results implied positive learning attitudes. Moreover, the results clearly demonstrated that the students became more motivated to learn English.



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## Language Acquisition

62195

### *How Do Multilingual Children Feel About Family Language Policy at Home?*

Eri Takakuwa, University of British Columbia, Canada

Parents of multilingual families often wish their children to acquire a heritage language (e.g., Guardado, 2002). However, would parental language practices and family language policy solely based on their wish be effective in terms of their children's heritage language maintenance and wellbeing? Through literature review, this presentation will discuss the need for further research on the perspectives of multilingual children on language policy at home for more resilient practices of heritage language maintenance and wellbeing. A number of studies have examined the perspectives of parents raising their children multilingually (e.g., Kim, 2011). Although multilingual children are likely to speak a majority language as they grow up (Soehl, 2016), parents hold positive attitudes toward transmitting heritage languages to their children (e.g., Park & Sarkar, 2007) and try to maintain children's heritage language in various ways (e.g., Kwon, 2017). However, children also play a key role in family language practices (Fogle & King, 2013). In addition, parental language use following a strict language policy for heritage language maintenance has a negative emotional impact on children (Wilson, 2020). In spite of the significant role of children at home and an emotional impact on them, little has been done to investigate the perspectives of multilingual children, compared to those of parents. In particular, multilingual families in Asian contexts have not been explored in detail. Future research on the perspectives of multilingual children on heritage language maintenance and family language policy at home would shed light on a discrepancy between parents' expectations and children's feelings.

62698

### *State-of-the-art of CLIL Research Using Bibliometric Approach: 2005-2021*

Toshiyuki Hasumi, Ming Chuan University, Taiwan

The increasing globalization and internationalization has had major impact in elevating the importance of English language education. Notably, amongst the numerous approaches, content and language integrated learning (CLIL), which focuses on concurrent teaching and learning of both foreign languages and subject matters, has garnered much research interest and developed into a field of research. However, despite the wealth of reviews devoted to specific CLIL topics, there has not been any attempt in presenting a comprehensive overview on the subject using bibliometric approaches. The current study aims to fill this gap by providing a state-of-the-art overview on the most relevant authors, journals, and articles, the core research themes and topics, and the collaboration patterns in the field of CLIL. The data comprise of 451 articles indexed on the Web of Science database published between 2005 and 2021. Performance analysis of CLIL using R Bibliometrix revealed the top productive authors, journals, and countries and most locally cited authors, journals, and articles in CLIL research. Bibliographic coupling using VOSviewer identified eight core clusters of research interest including (1) Translanguaging, (2) Outcome, (3) English as medium of instruction (EMI), (4) Issues, (5) CLIL in the European context, (6) Policy, (7) Language vs content, and (8) Definition and introduction to CLIL. Co-authorship analysis revealed nine clusters comprising diverse countries collaborating in CLIL research. This state-of-the-art bibliometric analysis of CLIL research provides a starting and reference point for scholars in generating and expanding future studies in the field.

62900

### *Professional Peer Review and Value in Academic Writing: Implications for EAP Course Design*

Richard Arber, Kwansei Gakuin University, Japan

For academics and professional researchers, peer review is an accepted element of their working practice. Regular submission to journals (predominantly English-language journals) is an expectation driven by intrinsic and extrinsic factors to create knowledge and value. Those who submit papers face a great deal of evaluative procedures and criteria that must be met which are additionally determined by the role of the reviewing committee or single reviewer. Submissions are not only assessed for their research and argumentation but also for the quality of their language. Importantly, what is generated from this co-drafting exchange is some insight into the language cultures of academic life. In recent years, discourse analysts have paid more attention to the language, procedures and content of this peer review interaction. While it has been acknowledged that these epistemological and discursive practices can be enormously useful to people entering any respective research community, focus is lacking on how this insight might support the wider spectrum of academic communication and learning. What may be underappreciated is how these practices may shape and cultivate the learner experience for students entering higher educational settings in English. From a pragmatic view, this presentation looks at how these values might be understood, utilised, and subsequently, filter down into other forms of EAP course curriculums, activities and assessments to create more authentic, value-driven course design.

62910

### *Lexical and Non-lexical Processing Among Arabic-English Speaking Children*

Abeer Asli-Badarnah, The Arab Academic College of Education-Haifa, Israel

Ibrahim Asadi, The Arab Academic College of Education, Israel

This study investigated the strength of lexical and non-lexical processing among Arabic-English speaking children, in two writing systems that vary in their transparency. 532 Arabic-speaking children participated in this study. Children were assessed using word reading, phonological, vocabulary and orthographic measures. Findings showed that the contribution of lexical-phonological variables to reading, gradually changed based on the orthographic depth. The contribution of lexical route was similar in vowelized and unvowelized orthographies with a slight advantage for the unvowelized orthography. Findings corroborate the view that the lexical-phonological route involvement varies between languages, depending on their depth. Findings demonstrate the necessity of reconsidering vowelization as the sole criterion for determining the orthographic transparency/depth continuum of Arabic. Findings highlights enriching children in standard Arabic.

## Language and Communication

62249

### *Dementia Care Users' Resistance to Long-term Home Care Service: Taiwanese Care Workers' Advised Communication Strategies*

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

Pei-yu Chen, National Pingtung University of Science and Technology, Taiwan

Population of older people living with dementia is expected to rise in Taiwan due to the dramatically ageing trend. Long-term home care service becomes increasingly needed to help family with older people diagnosed with dementia cope. However, due to the health condition, older people with dementia can be difficult to reason given the changes in cognitive competence and personalities. It is also possible to encounter their resistance to long-term home care service which is mainly practiced by strangers, that is, care workers. Dementia care communication comes into the picture to help professional care workers to deal with such scenarios. Thirty-five Taiwanese long-term home care workers with at least one year of dementia care experiences were interviewed. A number of communication strategies were identified for dealing with dementia care users' resistance to care service. They can be divided into two main groups, leading to two different communication outcomes: first, to postpone instruction without forcing dementia care users (with strategies used to show empathy and to avoid enhanced resistance) and second, immediate compliance to instruction (strategies used to help care users to accept service/instruction with light-hearted mood and to relate to what is concerned by them). The implication and potentially problematic nature of the advised communication strategies are also discussed in the conclusion.

## Language and Culture

61718

### *Stereotyping Language and Generalizing Language Toward Foreigners Living in Shanghai, An Analysis of the Language Used*

Amerigo Quatrini, Shanghai University, China

Multicultural communities are becoming more and more common in China, creating a new environment for cultural exchange and sociolinguistic phenomena. The present study aims to analyze how in the cultural environment of Shanghai foreigners are subjected to unconscious generalization and stereotyping by locals. A sample of 20 foreigners living in Shanghai, either students, or expats, or immigrants, of different nationality and cultures have been given a survey on their experience with such language. The data will be analyzed to determine whether a racial correlation was experienced by the participants. Status, power and disadvantage will be also taken into consideration in the present analysis. The present study proves there is a correlation between appearance and the language used by locals toward foreigners, as well as proving that there are a set of specific language locals might use towards foreigners.

61797

### *A Corpus-based Approach to the Imagery and Symbolism in Chinese-English Translation of Children's Literature*

Chenchen Zhang, Shanghai International Studies University, China

The past two decades have witnessed a surge of children's literature translation studies worldwide (Alla, 2015). In contrast, such studies in Chinese context are underrepresented although there are excellent publications of Chinese children's literature already rising to fame from China to the world. Among these, *Bronze and Sunflower* by Cao Wenxuan, has been translated into English and achieved remarkable success overseas, echoing with the 'Going Out' Policy in China. Using a corpus-based approach, this study focuses on the Chinese-English translation of imagery and symbolism in *Bronze and Sunflower*, in an attempt to gather empirical data. The research reveals that most images represented by the nouns with Top 100 occurrences have been transplanted into English through literal translation strategy. And by looking into two prominent types of imagery ('reed' and 'eye'), it is uncovered that both are retained in target texts, while their collocation, co-occurring concrete nouns, and metaphorical languages are mostly transferred into English faithfully. Liberal translation and omission are rarely detected compared to literal translation. While some of them seem to enhance the readability for target readers, others may undermine the theme conveyed in the original work due to the inadequate translation. Based on the findings, this study sheds light on the issues of translating imagery and symbolism in children's literature. Preferably, source-oriented approach is recommended as it shows faithfulness and respect to original writer while preserving the foreign flavor for target readers.



## Language and Culture

62176

### *The Hidden Language Classroom: A Case Study of a Chinese Immigrant Mother's Using Everyday Objects for Heritage Language Maintenance*

Long Li, Manukau Institute of Technology, New Zealand

Language input and language environment are key factors for immigrant children, who strive to acquire two languages both as their first languages. My previous research confirmed that many immigrant Chinese families see it a priority to maintain their heritage language in their Family Language Policy and home education, based on their perception that the social spaces are lacking of language input for their children's learning Chinese. In this presentation, a case study is conducted with one specific Chinese mother, who created a language environment at home, rich in heritage culture and language. A considerable number of everyday-objects in her home present rich cultural symbols to facilitate the children's learning of Chinese language and culture. The case study aims to explore how this mother supports her children's learning in Chinese language and culture by creating a complex and sophisticated language environment in home with culture-related everyday-objects. Data was collected through two semi-structured interviews. The mother was invited to share photos of her everyday-objects as well. Then themes related to the research question were identified and analyzed. Findings suggest that this immigrant Chinese mother uses all her capitals to create a habitus rich in Chinese culture and language in home settings, and Chinese language was used as a subtle culture tool in shaping the habitus. The purpose of developing the habitus is to strengthen the children's cultural identity as Chinese. My future research will explore the children's interpretation between the habitus at home and the social settings out of home.

62515

### *Semantic Variations of Arabic Loanwords in Maguindanaon*

Almira Menson, Mindanao State University, Philippines

The study is synchronic, i.e. examined the integration of Arabic loanwords in Maguindanaon at present. Data collection started with the list of loanwords which were repeatedly updated and sifted. It used qualitative, descriptive, and structural methods in identifying loanwords through semantic integration within the domain of contrastive analysis. This study shows that the meaning of most of the Arabic loanwords in the Maguindanaon language is not different from their meaning in Arabic sources, although, there have been some semantic adaptations. Furthermore, the relationship between the bilingual spontaneous insertions and the monolingual use of established loanwords, in terms of motivations and distribution across semantic domains can contribute to the mechanisms and directions of language change in Maguindanaon. Loanwords act as a face-saving strategy when it comes to speech acts like apology and request. Avoiding directness when expressing empathy, feelings, euphemism, disagreement, apology, etc., is manifested through resorting to Arabic words. The data also show formulaic usages of greetings, farewells, and wishes, which have become the norm, whether in the Arabic script or in the Romanized Arabic script, replacing the Maguindanaon words gradually. Insertions denoting institutional procedures have also turned out to be the norm to an enormous extent. On the other hand, semantic integration of loanwords in Maguindanaon is a clue of diachronic change, in which semantic narrowing and widening are the most prominent changes.

62874

### *Change in Attitudes Toward English by Japanese Learners of English: Through ELF Interactions in a Distance Learning Course With a Taiwanese University*

Akiko Watanabe, Ritsumeikan University, Japan

The purpose of this study is to examine how effectively Japanese learners of English (JLEs), as ELF users, engaged in a joint online course via Zoom with Taiwanese learners of English (TLEs) by using interview data from the former. This joint EMI course lasting for 15 weeks in the latter half of the academic year 2020 aimed to foster mutual cultural understanding in terms of food and business. In this course, 10 JLEs and 50 TLEs participated. In order to find out how the JLEs interacted with the TLEs, semi-structured interviews were conducted via Zoom in Japanese with all the JLEs, using their weekly reflection papers on each class. Each interview lasting about 30 minutes or more contained the following three main questions: 1) "How did you feel about the course?", 2) "How did you feel about using English with the Asian students?", and 3) "How do you want to continue studying English based on your experience with this course?" All the interviews were recorded, transcribed, and coded for this analysis. The results indicated that although the JLEs were categorized into those who had studied abroad for about one year in English-speaking countries, those who did a short homestay in English-speaking countries, and those who had had no overseas experience, most of them seemed to gain some understanding of what it is like to communicate among ELF users and showed a willingness to continue studying English as ELF users.

## Language and Culture

62899

### *Sociocultural Differences in Email-Mediated Communication: An Analysis of Metadiscourse in Chinese and English Request Emails*

Chia-Ling Hsieh, National Taiwan Normal University, Taiwan

Kankanit Potikit, National Taiwan Normal University, Taiwan

Daniel Marvin Rodabaugh, National Taiwan Normal University, Taiwan

This study examines how metadiscourse is manipulated to build rhetorical structures and emphasize interpersonal connections in emails written by native speakers of Chinese and English. Participants were asked to compose request emails addressed to recipients of either higher or equal social status. Results reveal that emails in both languages employ a greater number and broader range of interpersonal metadiscourse markers compared to textual ones, reflecting the highly task-oriented and interactive nature of computer-mediated communication. Social factors also play a role, with relatively higher volumes and varieties of metadiscourse markers observed in emails to recipients of higher social status. Nevertheless, metadiscourse analyzed reveal significant differences in terms of socio-cultural tendencies. Emails written in English exhibit an overall higher frequency of metadiscourse markers compared to those in Chinese. This is especially true for markers signaling transitions (e.g. but), hedges (e.g. maybe), and self-mentions (e.g. my). Emails written in Chinese, on the other hand, more frequently adopt attitude markers (e.g. hopefully), as well as stress the addresser-addressee relationship through explicit in-text references to the recipient, but not to the sender themselves, a preference even more salient in emails to recipients of higher social status. Conversely, such engagement (e.g. you) and self-mention markers (e.g. I) are found in equal distribution in emails composed in English, regardless of differences in social power. This study concludes with a discussion on the underlying factors affecting metadiscourse usage, with the goal of providing insight as to the unique linguistic and cultural features of discourse in the email genre.

## Language and Psychology

62104

### *Language as the Foundation of Dasein*

Filip Swierczyński, University of Warsaw, Poland

The purpose of this lecture is to examine the interrelationships between language and the self-awareness of being in relation to its existence—the Heideggerian Dasein—using conceptual instruments developed by modern linguistics, neurobiology, evolutionary psychology, anthropology, and philosophy. The starting point for proper consideration is a brief presentation of the current state of research on the evolutionary development of human self-awareness and language as a phenomenon. The author examines the types of hypothetical para-consciousness in selected animal species. The proper course of consideration is based on demonstrating a close relationship between the potential or ability to use language as an advanced system of signs and the evolutionary development of self-awareness, understood as recognizing one's own existence "in" and "in relation to" the world—Dasein. The ultimate goal of the lecture is to draw attention to the ability to understand advanced language systems and use them as a prerequisite for going beyond the sphere of para-consciousness, which should find its application, inter alia, in the development of artificial general intelligence.

## Language and Technology

62205

### *Storytelling with Multi-media Technologies*

Takako Aikawa, Massachusetts Institute of Technology, United States

Storytelling is considered one of the most effective ways for teaching a foreign language, and it enables learners to build greater confidence in their target language fluency through improving their presentational skills. Furthermore, storytelling sparks learners' curiosity about the target culture while stimulating learners' creative thinking and active learning processes. This paper investigates how the technique of storytelling can be further enriched by using multi-media technologies. To this end, I examine a use case scenario in which a multi-media platform called "Thinglink" (<https://www.thinglink.com/>) is utilized to support learners' storytelling activities. I demonstrate how this platform helps learners organize their stories with creativity and self-directness. I contend that storytelling with multi-media technologies has particular benefits— not only does it enhance learners' linguistic skills but also it develops their digital literacy in the target language. The organization of the paper is as follows: first, I present how the platform, Thinglink, enables us to create learning materials with multi-media. Second, I explain the storytelling assignment that I used for my Japanese classes, focusing on its intended outcomes and its assessment method. Third, I showcase sample storytelling products created by my students, and point out differences between traditional storytelling and the one with multi-media. I argue that multi-media technologies make storytelling much more engaging visually and auditorily. Overall, this paper makes the case that storytelling with multi-media technologies has great potential to advance students' digital literacy and language teachers should investigate options for including such technologies in their pedagogy.

## Language Learning and Teaching

61121

### *Preparing Future Educators to Support the Language Needs of All Students*

Jill Tussey, Buena Vista University, United States

Leslie Haas, Xavier University of Louisiana, United States

Due to the increasing number of English as a Second Language (ESL) in United States classrooms, educators in higher education must provide experiences to prepare students to support all learners. Educators can support learners to naturally build in opportunities to speak in their native language. Gonzalez (2014) shares "allowing students some use of their first language in second-language classrooms is gaining acceptance. When a student is still very new to a language, it's okay to pair him with other students who speak his native language (para. 10). Additional focuses for future educators include academic vocabulary, oral and written language development, and language differences/delays. Language Experience Approach, which combines speaking and listening, reading, and writing by allowing students to draw upon their own experiences, is beneficial in classrooms. Victoria State Government (2021) outlines "through scaffolded talk, the teacher supports students to document experiences and ideas, using familiar and expanded vocabulary, modeling ways in which their thoughts and words can be written down and later read" (para. 1). These individual experiences provide opportunities to increase family involvement. Participants will learn about the importance of supporting ESL, classroom activities, and ways to involve parents. Literacy resources will also be shared during the presentation. Presenters will also share experiences teaching a Language Methods and Strategies course.

62037

### *Lessons Learned From Teaching Japanese for Medical Purposes to International Students*

HoangNam Tran, Tokushima University, Japan

Satoshi Hashimoto, Tokushima University, Japan

This work shows the lessons learned from the online course on "Basic Medical Japanese" for international students conducted between May and July 2020 at Tokushima University. The participants were five graduate students from China, Bangladesh, Thailand, including one male and four females. This course was designed for the learners to master basic medical terms and phrases in Japanese, as well as to be able to make basic conversation in health care context. The course materials were prepared bilingually, consisted of 12 lessons covering practical topics such as "parts of human body", "basic symptoms", "medicines and drug store", "respiratory system". For each lesson, the learners were introduced to new vocabulary and basic expressions by doing role play, translating sentences, solving quiz, and watching clips. The results of class assessments and end-course assessment had shown improvements of vocabulary capacity and context-based conversation skills for most of the topics. However, the learners showed difficulties in learning topics with more complicated terminology such as "psychiatry". The learners reported that besides improving their medical Japanese language skills, they had gained more confidence in using Japanese for medical purposes, as well as gained motivation for mastering medical Japanese. They found visual aids and English instruction were helpful to absorb the content. These results imply that teaching Japanese for medical purpose may contribute to improving practical Japanese skill and confidence in daily life for international students in Japan.

62193

### *Encouraging Reflection on Speaking Performance in Class: Findings and Suggestions*

Ross Sampson, Kanda University of International Studies, Japan

This presentation will provide a recount from the beginning stages of a research project which began in September 2018 until its official conclusion in February 2020 at a mid-sized university in central Japan. The purpose of the project was to encourage students to become more reflective about their speaking performance in class. Effective learning will not be achieved without a degree of reflection (Boud, Keogh, & Walker, 1985; Kato & Mynard, 2016). Self-evaluating and reflecting on speaking abilities in terms of comfort (i.e., feeling relaxed, at ease, not worried about mistakes, feeling safe) and competence (i.e., a feeling of having the ability or tool to do a job) may lead students to become more effective learners. Students were encouraged to think back on their thought processes when speaking English, to understand how those thoughts could have led to the outcomes of their speaking performance (Schön, 1983). The project ran for three semesters and involved three low-level first-year classes of students, whose major language was not English but nonetheless were taking required English courses. The study found that many learners found the process of reflecting beneficial for themselves as language learners. However as many students were not able to reflect to a deep enough level (Fleck & Fitzpatrick, 2010), the author suggests explicit training on reflecting effectively is needed.



## Language Learning and Teaching

62241

### *L2 WTC and Relatedness in Social Online Classrooms: Findings from a Longitudinal Action Research Project in a Japanese University Classroom*

Amelia Yarwood, Kanda University of International Studies, Japan

Phillip Bennett, Kanda University of International Studies, Japan

Synchronous, video-mediated online classrooms offer a range of challenges that do not exist in traditional, face-to-face classrooms in terms of enacting L2 willingness to communicate (WTC). Social proximity, which facilitates group cohesion and relatedness, is often reduced in online spaces resulting in significant implications for L2 learners' desire to communicate. As the second iteration of a longitudinal action research project, this presentation presents findings on factors which encouraged and limited WTC and relatedness in an online classroom. Originally an awareness-raising intervention designed to make learners more aware of their language learning needs, modifications were made to give salience to students' perceived needs in the social online space following the move to synchronous online lessons in early 2020. Data were collected from 19 first-year students in ongoing- and end-of-semester cycles using qualitative methods. Thematic analysis revealed familiarity and trust were important relatedness factors which supported learners in enacting their WTC. Individual responsibility regarding camera use, language study and interaction in the online classroom benefitted WTC with factors limiting WTC and relatedness being ameliorated through individual efforts. Group cohesion through a collective awareness of communicative needs appeared to bolster the overall social climate of the online classroom. Implications for language educators include, structuring discussions for learners to share their communicative and relatedness needs in small peer groups, encouraging collaborative problem-solving within these discussions and providing unstructured casual opportunities for learners to engage in small talk.

62245

### *Shaping Self-awareness, Introspection and Resilience: Why Language Learners Need Training in Reflective Writing*

Huw Davies, Kanda University of International Studies, Japan

Amelia Yarwood, Kanda University of International Studies, Japan

Committing to language learning is an emotional endeavour (Dewaele, 2015) that requires individuals to make a staggering number of decisions about how, what and why they learn. In particular, self-directed learning requires individuals to critically assess and subsequently modify contextual and situational conditions (Gao, 2013) to allow for the optimal pursuit of their language goals. The reflexivity and reflection necessary for the assessment and modification of conditions is not an innate skill and university-level language learners need training in order to become self-aware, emotionally-resilient autonomous learners. In this presentation, we demonstrate learners enrolled in a supplementary, self-directed learning module benefit from explicit training to hone their reflective skills and articulate their feelings. During the piloting stage, a sample of reflections were analysed using Fleck and Fitzpatrick's Levels of Reflection (2010). The results were shared with our team during a professional development workshop and feedback was thematically analysed for its relevance to the further development of the reflective training activities. Reflections from modified training activities were analysed in the same manner as the pilot. Implications for language educators include the need for reflection training to be ongoing, to facilitate cycles of introspective questioning and to encourage learners to identify, understand and embrace the emotions involved in reflective writing. Instructional supports that explicitly outline the textual structure, content and linguistic features of reflections are advocated for due to their supportive role in developing learners' reflective skills.

62278

### *Self-directed Language Learning: Which Tasks and Tools Are Most Effective for Promoting Reflection on Learning?*

Christine Pemberton, Kanda University of International Studies, Japan

Jo Mynard, Kanda University of International Studies, Japan

This presentation explores how learners majoring in English language at a university in Japan planned, managed, and reflected on their self-directed language learning over one semester. Self-directed learning is a system of personalised study in which learners are responsible for setting goals, choosing resources and strategies, implementing a plan, and reflecting on both the process and the outcomes (Hiemstra, 2013). During compulsory classroom activities, two classes of students set meaningful language-related goals for the semester and decided strategies and resources that they would use to work toward these goals. The students kept reflective journals, participated in discussions with classmates, and received written feedback from the teacher and learning advisor assigned to the class (the researchers/presenters). The reflective journals were analysed along with additional data collected from interviews and questionnaires. Qualitative data were analysed using Nvivo and quantitative data were analysed using IBM SPSS. The results suggested that the self-directed learning activities were beneficial and meaningful to the participants. The activities promoted reflective processes which in turn helped learners to develop their self-directed learning skills, particularly in the areas of goal setting, noticing progress in learning, and maintaining motivation. The research also showed that visual tools were particularly effective at helping learners to reflect deeply on their learning, see their progress, gain self-awareness, and understand how to become more reflective learners. The presenters will provide details of the visual tools, tasks, and written advising strategies (Kato & Mynard, 2016) used in the study and share some illuminative extracts from their data.

## Language Learning and Teaching

62592

### *Developing Students' Academic Writing Identity through Alternative Genres*

Alexandra Jovic, University of Toronto, Canada

Brenton Buchanan, University of Toronto, Canada

Leora Freedman, University of Toronto, Canada

Two recent assignments in East Asian Studies courses at a large public university suggest the benefits of introducing students to academic writing through alternative genres rather than essays. Particular to Western education, the essay form is often intimidating, and many multilingual students in this department find it difficult to develop critical ideas, use evidence effectively, and achieve an appropriate academic register. Experienced in collaborating with an ELL specialist and informed by principles of antiracist pedagogy (Matsuda, 2020; McKamey, 2020; Fernandez, 2018), two instructors created innovative assignments that encouraged students to experiment with a creative and personal relationship to the course material. In place of a traditional essay, students in one course composed a short story and an accompanying critical report that elucidated their intended goals and the themes of their work. Since the course examined fiction as a viable tool of analysis, the same tools were made available to students for their critical exploration. In another course, students were asked at term's outset to reflect on their relationship to the course's subject. For the final project, they were given the option of a critical self-reflection, utilizing their initial thoughts from this opening question to consider how their answers changed. The self-reflection was open to non-traditional and artistic approaches. Assignment outcomes suggested that students more effectively developed their authentic voices and academic writing identity through the innovative use of alternative genres, as described by Yoo (2017). Further, students demonstrated more effective engagement with course materials and stronger development of critical ideas.

62619

### *English as a Second Language (L2) Functions, Purposes and Didactic Implications: A Grounded Theory on Code-switching Linguistic Phenomenon*

Michael Estremera, Sorsogon State University, Philippines

Sherill Asis-Gilbas, Sorsogon State University, Philippines

This article fittingly considered the descriptive-correlational method of research to delineate written and oral code-switching prevalence in discourse of 80% purposively selected participants considering ESL context. The main instrument employed by the researchers was the transcribed/recorded oral recitation of the respondents and the written essays. The data gathering commenced October 8 to 12, 2018 two weeks prior to second quarter examinations. The quantitative and textual analyses redound to the formation philosophical data on constructive aspects associated to codeswitching occurrence in ESL classroom despite its adverse impression in the context of pedagogy. This paper predominantly explores code-switching from L1 to L2 in a multifaceted milieu as it has hidden purposes and functions along the channels of communication. For instance, codeswitching for description and clarification (For me, ang mga hayop ay "mahalaga" sa environment uhhm,... because they give food to eat [ see Extract 1]). After careful scrutiny, the study emphasizes that the accentuated linguistic prevalence should uncover its positive aspects for communicative competence sake. The paramount goal must always be the understanding of text and glitches along the channels of communication must have been deemed secondary. This practice has functions and purposes in the context of interlocutors of the language itself. They do such for clarity, emphasis, emotion expression, and equivalence for the most part. The role of the L2 teachers counts a lot to bring the students to a high level of communicative competence by exploiting L1 as a bridge to tread the ladder of L2 fluency progressively.

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### *Reflection in Language Learning: An Institutional Integration Project*

Phoebe Lyon, Kanda University of International Studies, Japan

Neil Curry, Kanda University of International Studies, Japan

Reflection on language learning is when language learners become more aware of their abilities, strategy use, and task performance by thinking deeply about their linguistic knowledge and self-regulatory skills (Huang, 2021). The process is a necessary initial step in developing metacognitive awareness which is "the foundation for learning and success" (Fleming, 2014). After giving a brief rationale for the ongoing integration of reflection into a language curriculum and describing the context, the presenters will give an overview of a project designed to explore how reflection might be promoted systematically. The project began in 2018 as a joint effort between two academic departments as a means to collaboratively address two issues. Firstly, how to help students meet the English Language Institute (ELI) course outcome of "Reflection of Self", which has been a challenging one for both instructors and learners to teach and learn respectively. Secondly, while the Self-Access Learning Center (SALC) teaches courses on self-directed learning, with a goal of helping students to develop the skills of how to meaningfully reflect on their learning processes, these courses are optional and do not reach the entire student body. Preliminary studies have concentrated on the design and trial of a variety of activities to help students reflect on and link what they learn in individual classes to their learning as a whole, and to gain an understanding of their own character as a learner, whilst also enabling teachers to learn how to best introduce meaningful reflective activities into classes.

## Linguistics

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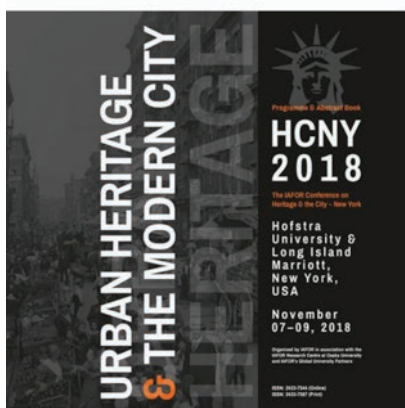
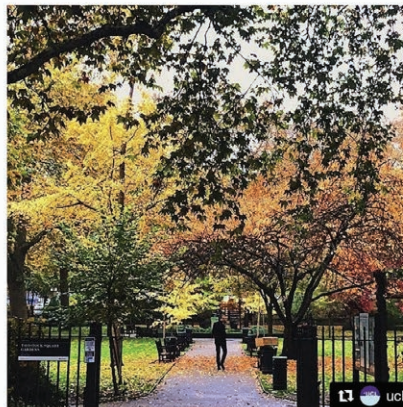
### *Morphological Assimilation of Arabic Loanwords in Maguindanaon*

Almira Menson, Mindanao State University, Philippines

The study is synchronic, i.e. examined the integration of Arabic loanwords in Maguindanaon at present. It used qualitative, descriptive, and structural methods in identifying loanwords through morphological structure within the domain of contrastive analysis.

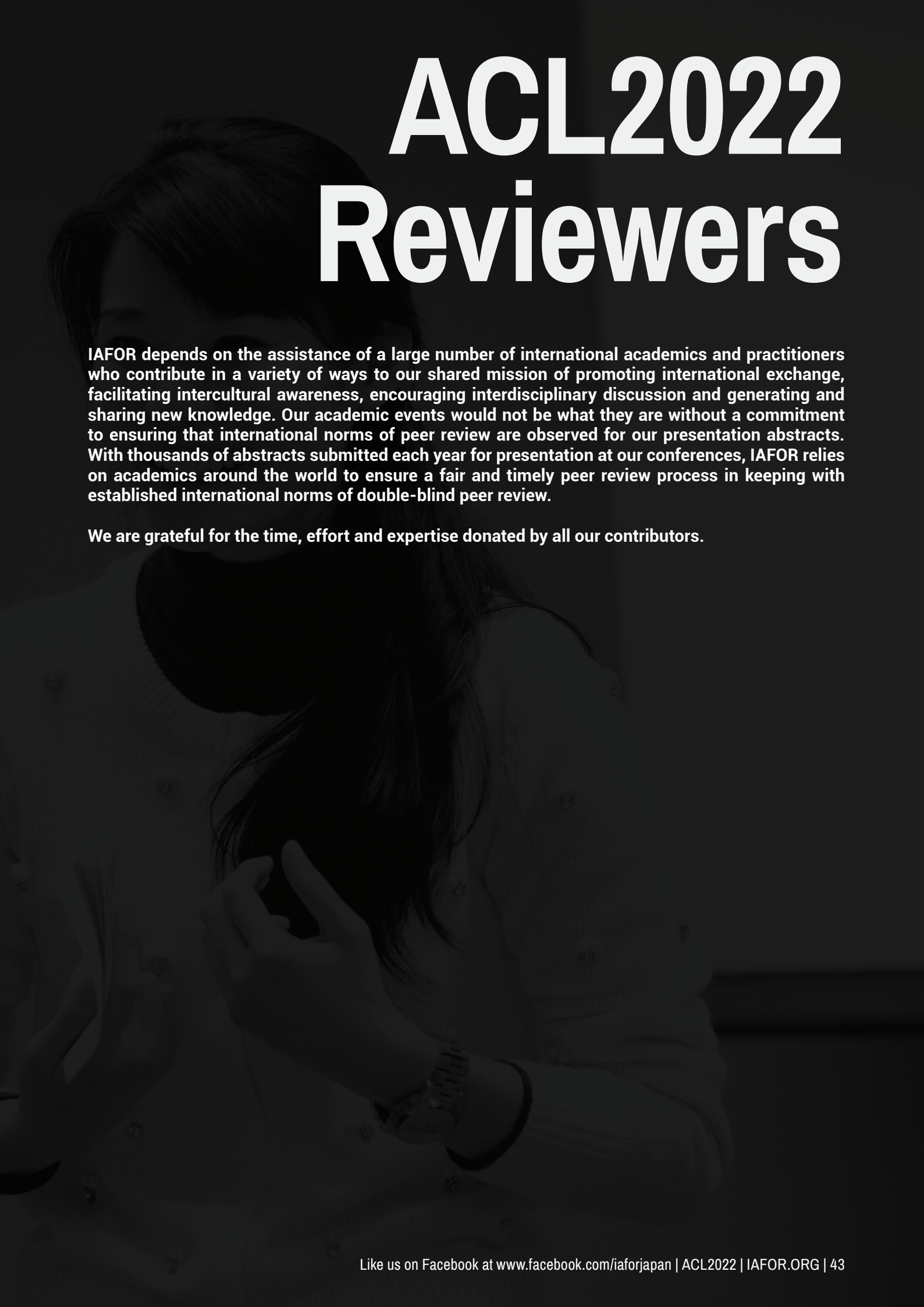
Morphological integration seems to be more difficult when the languages in contact possess two distant morphological paradigms. Factors influencing the degree of integration into Maguindanaon of Arabic loanwords is the linguistic nature of the loanword itself. Whether it conforms to the morphological patterns of the recipient language could have a bearing on which inflections to take and on the generative capacity of the word. Another is whether such integration would lead to homonymy with other existing words, thus leading to ambiguity. The effect of morphology was apparent in many cases of Arabic loanwords in Maguindanaon such as the adaptation of words where all Arabic loanwords that were realized in Maguindanaon followed Maguindanaon morphological templates. Likewise, the surface form of some nouns was affected by morphological factors such as clipping, affixation, and the word-formation processes. It also employed its inflectional rules for gender, number, and possessive assignment. The gender of the Maguindanaon equivalent is the most influential determinant of the gender of the loanword. Likewise, loanwords inflect to show plurality in Maguindanaon by the addition of markers (suffixes). Other morphological processes such as the nominal suffixation of loanwords and clipping of compounds generally apply to established loanwords, except in preservative circumstances, i.e., the bilingual use of affixes in playful contexts, and the clipping of technical (institutional) terms.





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# Tokyo, 2022 (cont'd)

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