

The Asian Conference on Language Learning 2018

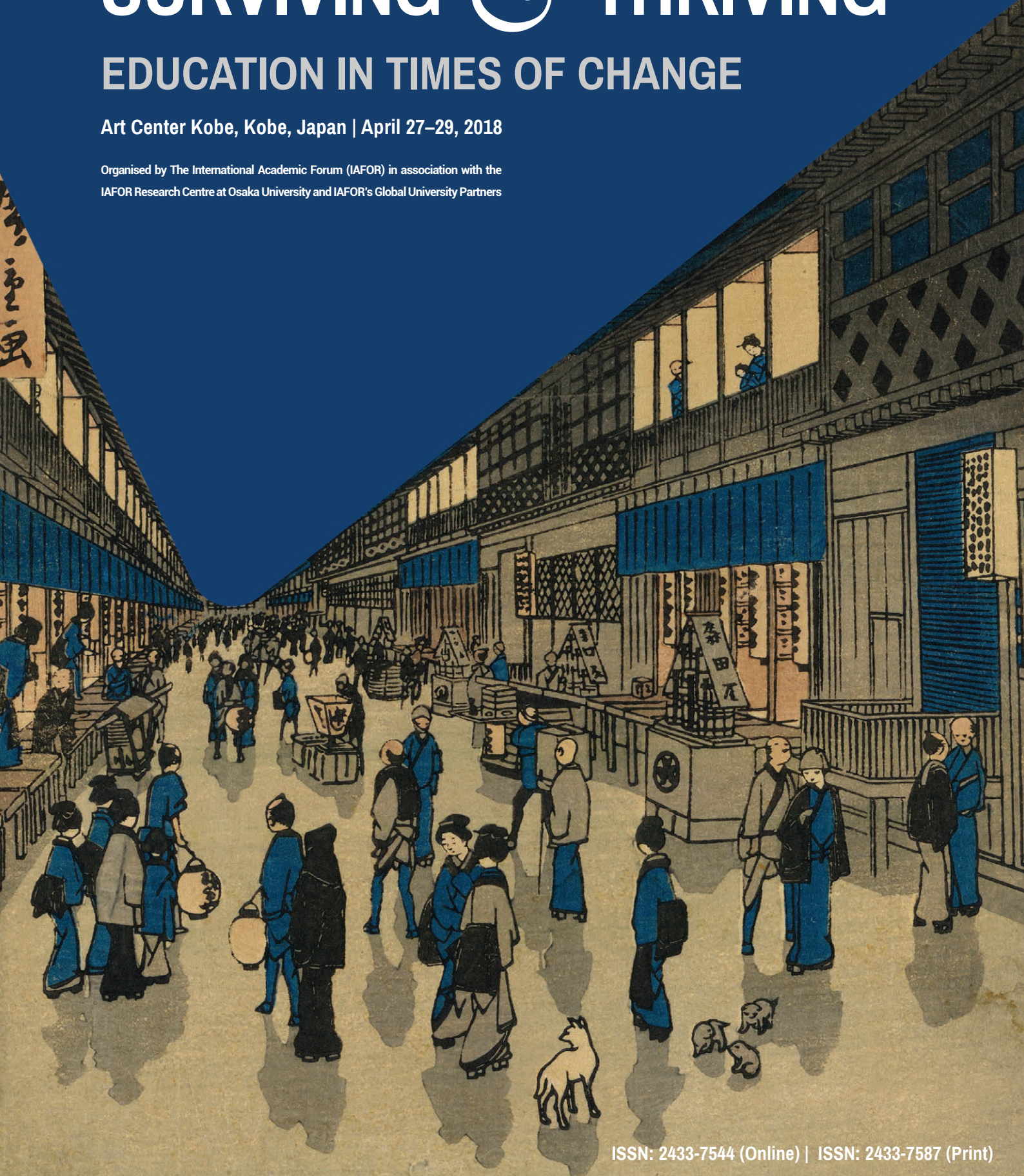
ACLL2018 Programme & Abstract Book

SURVIVING & THRIVING

EDUCATION IN TIMES OF CHANGE

Art Center Kobe, Kobe, Japan | April 27–29, 2018

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



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IAFOR Global Partners

www.iafor.org/about/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.



www.acll.iafor.org

The IAFOR Conference for Higher Education Research – Hong Kong 2018

Organised by The International Academic Forum (IAFOR), Lingnan University (Hong Kong) and the Asia Pacific Higher Education Research Partnership (APHERP)

CHER-HONGKONG

www.cher-hongkong.iafor.org

ACLL2018 conference delegates receive a 10% registration discount

CHER-HongKong2018 Conference Theme:

"Innovation, Entrepreneurship and Value"

Venue: Lingnan University, Hong Kong

Dates: October 19–21, 2018

Early Bird Abstract Submission Deadline: June 8, 2018

Final Abstract Submission Deadline: August 10, 2018

Early Bird Registration Deadline: July 10, 2018

Advance Registration Deadline: August 10, 2018

Final Registration Deadline: September 7, 2018

In recent years, governments in East Asia have called for a university-industry-business collaboration to support innovation and entrepreneurship. With the growing importance of technology advancement and its potential impact on social and economic changes, different strategies have been adopted to promote a smart city, innovation and entrepreneurship across different countries. The IAFOR Conference for Higher Education Research – Hong Kong 2018 sets out against the wider political economy context to examine how governments, universities, industries and businesses, and the community at large in Asia, work together to nurture innovation and entrepreneurship not only for reasons of economic growth, but also for social development and cultural enhancement.

In recent years, the HKSAR Government has realised that innovation, information and technology, and entrepreneurship are important drivers for new economic growth. Thus, the HKSAR has proactively supported innovation and creativity for economic development and knowledge transfer activities. In order to capture the development opportunities given by the Big Bay Area in South China and the strategic development directions under the "Belt and Road Initiatives" rolled out by the Chinese Government, the HKSAR Government has actively called the university sector to engage with the industries and businesses, as well as the local, regional and international community to work together to promote innovation-centric entrepreneurship. The Conference organised in Hong Kong against the regional development context outlined above will provide stimulating conversations and dialogues for conference participants.

This conference offers the international platform for higher education researchers, senior university administrators, government officials, policy analysts, and professionals working across industries and education to explore new strategies/measures in support of innovation-centric entrepreneurship. Meanwhile, this conference also engages presenters and participants to examine policy, management and governance, ethical and value issues when promoting innovation, entrepreneurship and value.

For more information and to submit an abstract visit: [**www.cher-hongkong.iafor.org**](http://www.cher-hongkong.iafor.org)

ACLL2018 Organising Committee



Steve Cornwell

IAFOR & Osaka Jogakuin University, Japan



Joseph Haldane

The International Academic Forum (IAFOR)



Barbara Lockee

Virginia Tech., USA



Jo Mynard

Kanda University of
International Studies, Japan



Ted O'Neill

Gakushuin University, Japan

The Organising Committee of The Asian Conference on Language Learning (ACLL) is composed of distinguished academics who are experts in their fields. Organising Committee members may also be members of IAFOR's International Academic Advisory Board. The Organising Committee is responsible for nominating and vetting Keynote and Featured Speakers; developing the conference programme, including special workshops, panels, targeted sessions, and so forth; event outreach and promotion; recommending and attracting future Organising Committee members; working with IAFOR to select PhD students and early career academics for IAFOR-funded grants and scholarships; and oversee the reviewing of abstracts submitted to the conference.

Welcome to ACLL2018

Dear Colleagues,

Welcome to The Asian Conference on Language Learning 2018 (ACLL2018), and to the wonderful city of Kobe. From the reopening of Kobe's port to international trade in the mid-nineteenth century after Japan's centuries of self-imposed isolation, to the city's settlement by European traders and subsequent rapid industrial development, to its more recent devastation and then spirited recovery after the Great Hanshin Earthquake of 1995, Kobe's story spans periods of change and upheaval that have shaped the city's present-day identity, transforming it into an economic, cultural and culinary centre with a lively, international atmosphere.

It is in this city that we welcome 140 delegates from around the world to consider our conference theme of "Surviving and Thriving: Education in Times of Change", and the open call for papers has inspired interesting explorations of the theme from a variety of different disciplinary backgrounds and contexts.

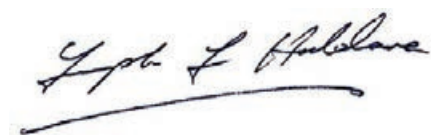
The program for this conference is rich and packed, and I would like to thank the members of the conference Organising Committees for giving their valuable time and expertise in preparation for this event. I would also like to extend our thanks to the plenary speakers, as well as to our institutional partner universities for their support.

We are pleased to welcome Liang Cao and Kie Yamamoto and Martin Teshome, who have been selected by the conference Organising Committee to receive grants and scholarships in recognition of the quality of their academic achievements and their contribution to interdisciplinarity. Launched last year, IAFOR's grants and scholarships programme has provided financial support to 48 PhD students and early career academics in 2017/2018, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. We would like to congratulate all our recipients on their award.

Finally, I would like to thank each and every delegate for making the journey to Kobe to attend this IAFOR event. I hope you enjoy your time here.

I look forward to meeting you all, and encourage your very active participation in the stimulating exchange of knowledge and ideas that will take place over the coming days.

Warm regards,



Dr Joseph Haldane
Chairman & CEO, IAFOR



Conference Theme

Surviving and Thriving: Education in Times of Change

In 2017, IAFOR education conferences in Asia, Europe, the Middle East and North America brought together delegates from around the world to consider the theme of "Educating for Change" from a variety of different perspectives and approaches, taking full advantage of the international make-up of the attendees and the huge diversity of experiences. A recurring theme throughout the conferences was the reference to the future, be it immediate or longer term, as being uncertain; the natural resilience and optimism was counterbalanced by both apprehension; with hope also came fear.

In this period of great global political and economic instability, rising inequality and social unrest, the role of education within society has never been more important, but never more vulnerable. This brings us to our conference theme for 2018, which references these inherent vulnerabilities in both educational systems and the individual students and teachers, as well as the necessary resilience needed to not only survive, but also thrive.

How do we teachers, administrators and policymakers adopt and adapt to change outside our control? How do we nurture and encourage positive change, through the excitement of the imagination, innovation and creativity? How can technologies be better used to help us teach, and to help students learn? How do we sustain and manage change? How can we react positively to negative change? How can we, our institutions and our students survive and thrive in these times of change?



Conference Guide

Conference at a Glance

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Lunch & Dinner

IAFOR Academic Grant & Scholarship Recipients

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

IAFOR Journals



Friday at a Glance

April 27, 2018 | Art Center Kobe

- 09:15-10:00 Conference Registration & Morning Coffee | Open Studio (2F)
- 10:00-10:30** **Announcements, Welcome Addresses & Recognition of IAFOR Scholarship Winners | Prokofiev Hall (2F)**
Kiyoshi Mana, IAFOR, Japan
Joseph Haldane, IAFOR, Japan
Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan
- 10:30-11:15** **Keynote Presentation | Prokofiev Hall (2F)**
Surviving and Thriving in the Gendered Waters of Japan: Ten Women's Stories
Diane Hawley Nagatomo, Ochanomizu University, Japan
- 11:15-12:00** **Virtual Keynote Presentation | Prokofiev Hall (2F)**
Identity and Language Learning in an Unequal Digital World
Bonny Norton, University of British Columbia, Canada
- 12:05-12:20** **IAFOR Documentary Photography Award | Prokofiev Hall (2F)**
- 12:20-12:30 Conference Photograph | Atrium (2F)
- 12:30-13:30 Lunch Break | Mame no Hatake
- 13:30-14:15** **Featured Presentation | Prokofiev Hall (2F)**
Task-Based Language Teaching in an English for Business Purposes Program
Ken Urano, Hokkai-Gakuen University, Japan



Friday at a Glance

April 27, 2018 | Art Center Kobe

- | | |
|-------------|--|
| 14:15-15:00 | Featured Presentation Prokofiev Hall (2F)
<i>A New Paradigm for English Language Teaching in Asian Contexts</i>
Judy Noguchi, Kobe Gakuin University, Japan |
| 15:00-15:15 | Coffee Break Open Studio (2F) |
| 15:15-16:45 | Heritage in Language Plenary Panel Prokofiev Hall (2F) |
| 15:15-15:45 | Keynote Presentation Prokofiev Hall (2F)
<i>Heritage in Language?</i>
Umberto Ansaldi, The University of Hong Kong, Hong Kong |
| 15:45-16:15 | Keynote Presentation Prokofiev Hall (2F)
<i>Heritage in Language: Nurturing Collective, Socially Relevant and Transformative Research in Education</i>
Lisa Lim, The University of Hong Kong, Hong Kong |
| 16:15-16:45 | Heritage in Language Q&A and Discussion Prokofiev Hall (2F) |
| 17:00-18:30 | Conference Welcome Reception & Sake Tasting Grand Salon (3F) |



Saturday at a Glance

April 28, 2018 | Art Center Kobe

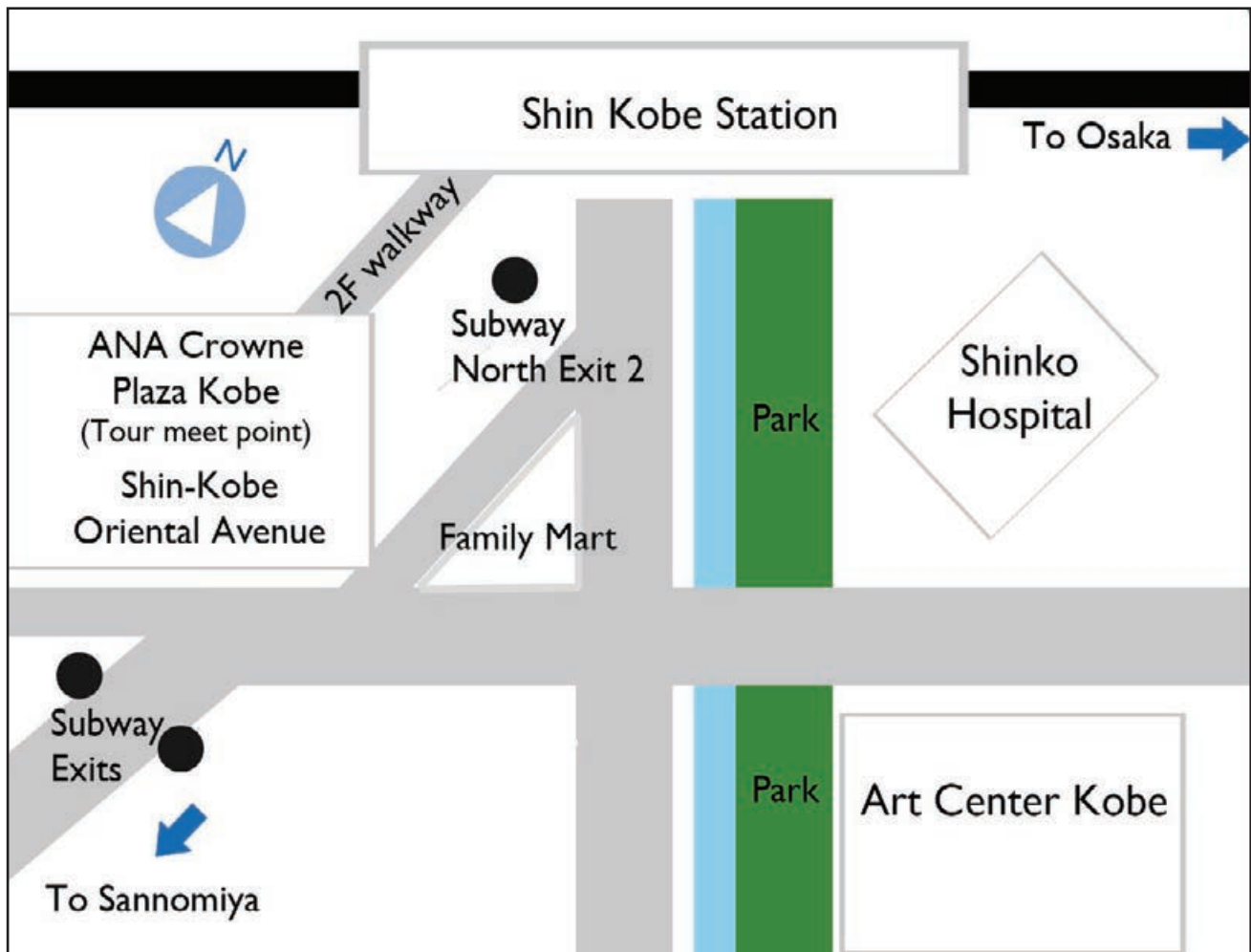
08:30-09:00	Coffee, Tea and Pastries Room 504 (5F)
09:00-10:30	Parallel Session I
10:30-10:45	Coffee Break Room 504 (5F)
10:45-12:45	Parallel Session II
12:45-13:45	Lunch Break Mame no Hatake
13:45-15:15	Parallel Session III
15:15-16:15	Coffee Break & Conference Poster Session Room 504 (5F)
15:45-16:45	Parallel Workshop Session
17:00-17:45	Featured Panel Presentation Room 504 (5F) <i>Language Learning in a Time of Complexity and Change</i> Jo Mynard, Kanda University of International Studies (KUIS), Japan Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan Ted O'Neill, Gakushuin University, Japan
18:30-21:00	Official Conference Dinner (optional extra)



Sunday at a Glance

April 29, 2018 | Art Center Kobe

08:30-09:00	Coffee, Tea and Pastries Room 504 (5F)
09:00-10:30	Parallel Session I
10:30-10:45	Coffee Break Room 504 (5F)
10:45-12:15	Parallel Session II
12:15-13:30	Lunch Break Mame no Hatake
12:45-13:30	Calligraphy (<i>shuji</i>) workshop organised by Group Wa Room 504 (5F)
13:30-15:00	Parallel Session III
15:00-15:15	Closing Remarks Room 504 (5F)



Directions & Access

Art Center Kobe

From Kansai International Airport

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

By Bullet Train (Shinkansen)

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

From Sannomiya Station (Kobe Downtown Area)

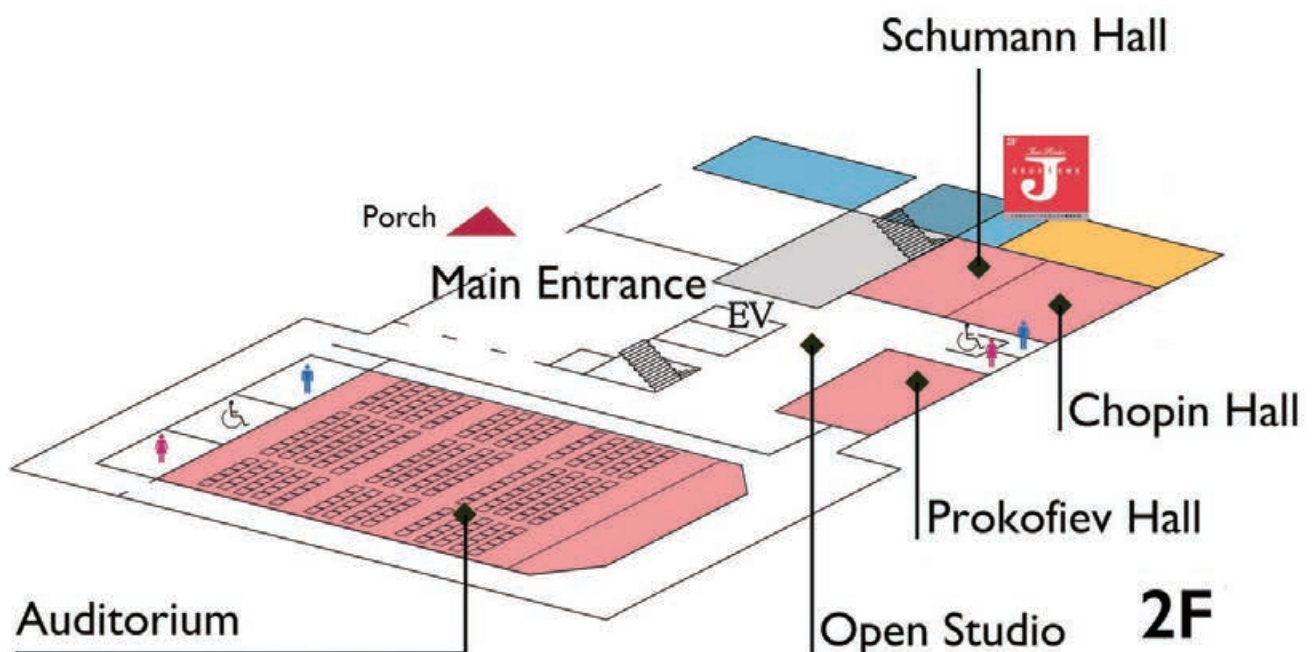
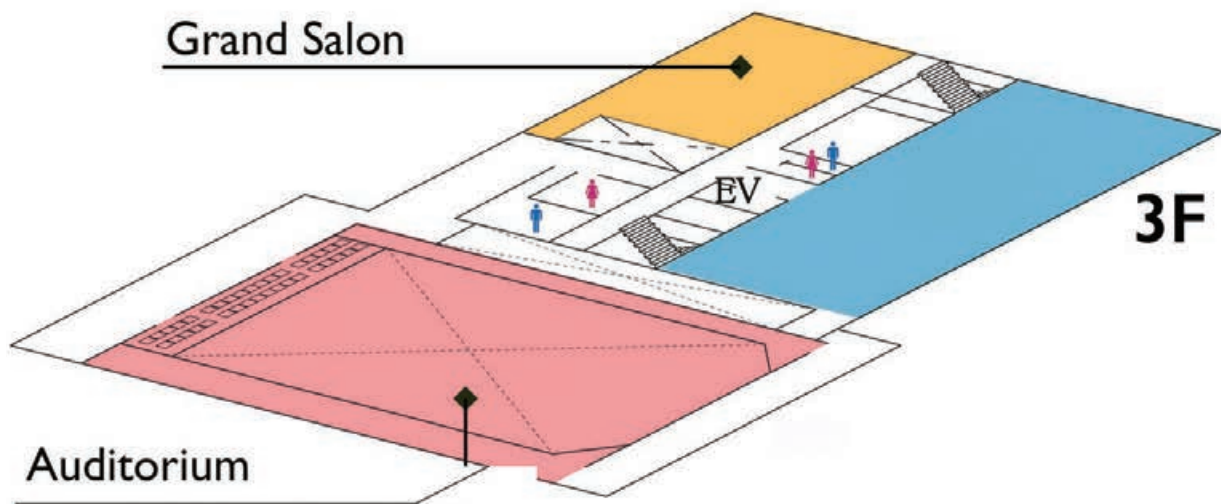
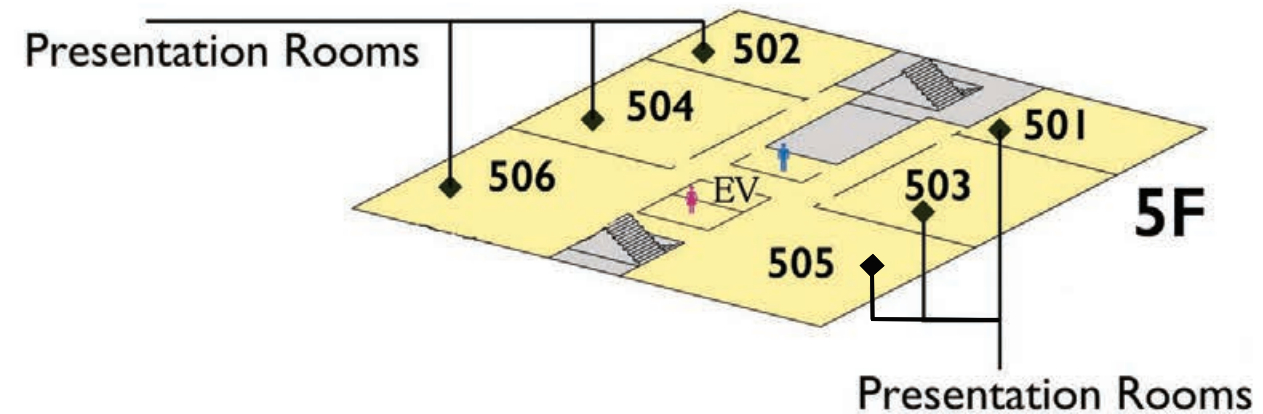
The bustling downtown centre of Sannomiya, with a huge range of restaurants, bars, cafes and shops, is a 15-minute walk or a short direct subway ride away. The limited express train from Osaka Station to Sannomiya takes around 30 minutes.

There are three options:

- Take the subway to Shin-Kobe Station on the Seishin-Yamate Line (about two minutes)
- Take a taxi to the Art Center Kobe (about five minutes)
- Walk to the Art Center Kobe (about 15 minutes)

Floor Guide

Art Center Kobe





General Information

Registration

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

Friday	09:15-16:30	Open Studio (2F)
Saturday	08:30-17:00	Room 504 (5F)
Sunday	08:30-15:00	Room 504 (5F)

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

Name Badges

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

Red: Presenters and Audience

Yellow: Keynote and Featured Speakers

Blue: Conference Exhibitors and Affiliates

Black: IAFOR Staff

Internet Access

There is free Wi-Fi internet connection on the fifth floor of Art Center Kobe*. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.

Wi-Fi Connection Name: kobe-art

Wi-Fi Password: art12345

***There is no Wi-Fi connection on the second floor of Art Center Kobe.**



General Information

Refreshment Breaks

Complimentary coffee, tea and water will be available during scheduled coffee breaks in the Open Studio (2F) on Friday, and Room 504 (5F) on Saturday and Sunday. Pastries and fresh fruit will be provided in the morning and light snacks in the afternoon.

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

Printing

For your convenience, there will be an iMac computer (with Microsoft Office installed) and a printer at the conference Registration Desk. We are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times. The Crowne Plaza operates a business centre for copying, printing and scanning. This business centre is staffed and open between 09:00 and 17:00 daily.

Smoking

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

What to Wear & Bring

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

Photo/Recording Waiver

During the course of a conference, attendees may have their voice, likeness and/or actions captured in photograph, video and/or audio recordings. By attending a conference, attendees agree to irrevocably grant IAFOR, its assigns, licensees and successors the right to video, photograph, publish, record, broadcast, exhibit, digitize, display, copyright, license, transfer, reproduce, translate, modify, edit or otherwise use perpetually throughout the world, in all media now and hereafter known or devised, in whole or in part, images, likeness, voice, name and actions in audio and video recordings, photographs and materials prepared by and/or disseminated by IAFOR.



Presentation Guide

Conference Abstracts

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

Oral & Workshop Presentations

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

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

Equipment

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

Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.



Presentation Guide

Conference Poster Session

The Conference Poster Session is 60 minutes in length and takes place on Saturday in Room 504 (5F) in the Art Center Kobe from 15:15 to 16:15. The poster display boards are 1800 mm high x 900 mm wide. Tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters.

Presentation Certificates

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

Conference Proceedings

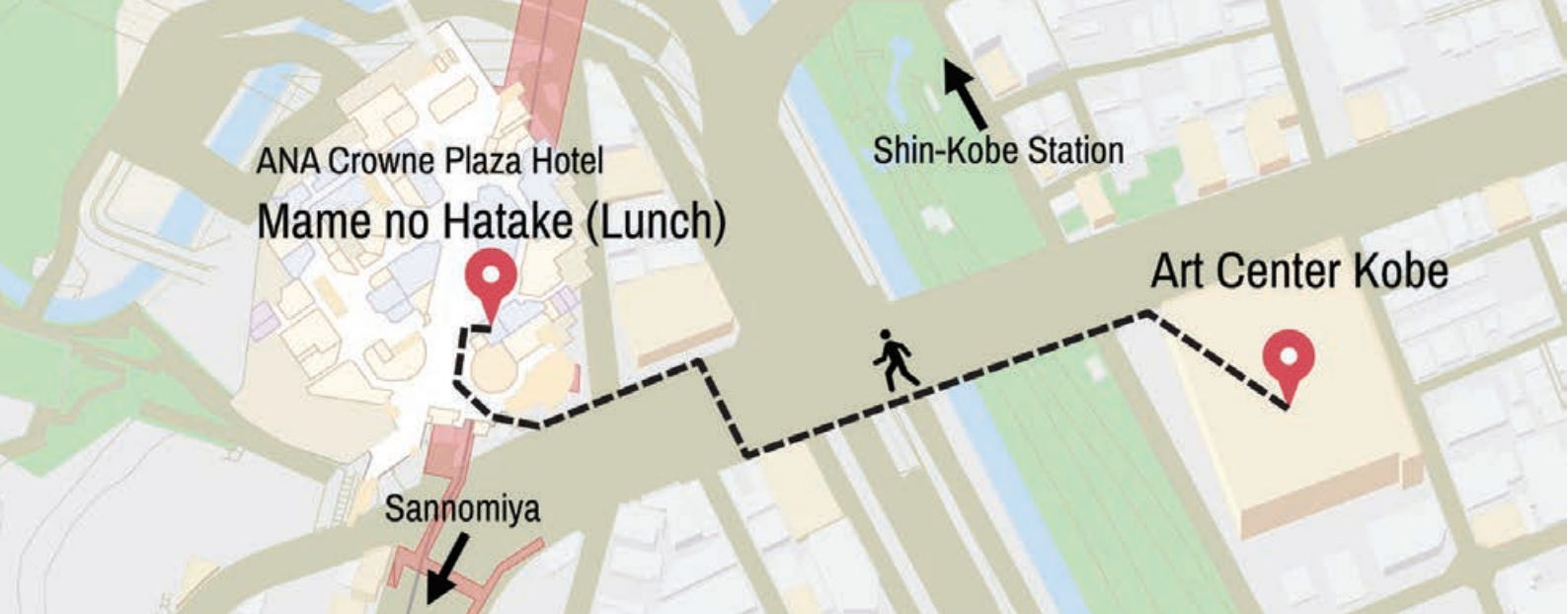
The Conference Proceedings are published on the IAFOR website (papers.iafor.org), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings.

Full text submission is due by May 29, 2018 through the online system. The proceedings will be published on June 29, 2018. Authors will have PDF copies of their offprints emailed to them by July 29, 2018.

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun.

Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.



Lunch & Dinner

Lunch Vouchers & Location

Lunch on Friday, Saturday and Sunday is included in the conference registration fee. Your IAFOR lunch voucher can be exchanged for lunch at Mame no Hatake.

Located in the ANA Crowne Plaza, Mame no Hatake is a five-minute walk from the Art Center Kobe. This Japanese buffet-style restaurant has a great variety of Japanese dishes available, including vegetarian and vegan options. The restaurant specialises in tofu-based and traditional Japanese vegetable dishes. Lunch service includes an unlimited drinks bar, coffee station and dessert table.

If you have pre-ordered your meal, please collect your IAFOR lunch voucher from an IAFOR staff member on the Conference Registration Desk. Otherwise please collect your lunch voucher from the IAFOR staff member situated outside the restaurants at the ANA Crowne Plaza during the lunch period. Please remember to bring your conference name badge as you will need to show this in order to claim your voucher. Please show your voucher to restaurant staff as you enter the restaurant. See the map above for directions to Mame no Hatake.

Restaurant name: Mame no Hatake (豆乃畑)

Restaurant address: Shin-Kobe Oriental Avenue 2F (ANA Crowne Plaza), 1-1 Kitanochō Chuo-Ku, Kobe

Lunch Times

Lunch is available between the following times:

Friday	12:30-14:00	Mame no Hatake
Saturday	12:30-14:00	Mame no Hatake
Sunday	12:00-13:30	Mame no Hatake

Conference Dinner

The official Conference Dinner is a ticketed optional event (5,000 JPY). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet in the Art Center Kobe Lobby (2F) at 18:00 on Saturday, April 28, 2018. The group leaves for the restaurant at 18:15. It takes approximately 25 minutes to walk to the restaurant.

Restaurant name: Ganko (がんこ トアロード店)

Restaurant address: Kitanagasadori 3-1-17, Chuo-ku, Kobe

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

IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Liang Cao, Kie Yamamoto and Martin Teshome, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at The Asian Conference on Language Learning 2018 (ACLL2018).

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: iafor.org/financial-support

IAFOR Scholarship Recipient

Liang Cao, Simon Fraser University, Canada

Liang Cao is currently a doctoral student at Simon Fraser University in British Columbia, Canada. He holds a MEd in TESOL from Western University in Canada. His research interest centers on language and queer identities.

Breaking the Taboo: Adding Queer Topics Into ESL Curricula

Liang Cao, Simon Fraser University, Canada

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

[IAFOR Academic Grant & Scholarship Recipients cont'd on the following page.]

IAFOR Academic Grant & Scholarship Recipients

IAFOR Scholarship Recipient

Kie Yamamoto, Kanda University of International Studies, Japan & University of Bath, UK

Kie Yamamoto is a learning advisor at Kanda University of International Studies in Japan. She holds an MEd from Temple University, Japan, and is currently pursuing an EdD at the University of Bath in the UK. Her research interests are language learner identity, second language socialisation, advising discourse, and narrative analysis.

"As a Young Woman": Language Learner Identity Construction in Narratives of Study Abroad

Kie Yamamoto, Kanda University of International Studies, Japan & University of Bath, UK

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

JALT-IAFOR Scholarship Recipient

Martin Teshome, Berlitz, Japan

Martin Teshome is an MA student majoring in Applied Linguistics at the University of Birmingham. He works as an English teacher as well as an interpreter.

Reporting and Ideology: News Media Coverage of the Kashmir Conflict

Martin Teshome, Berlitz, Japan

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



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

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

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

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

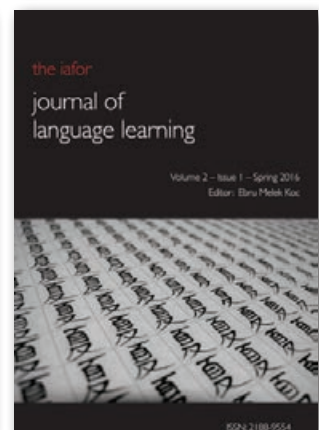
Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country of Japan and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the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

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

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

IAFOR Journals

www.iafor.org/journals



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

How are journal editors appointed?

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

How do we ensure academic integrity?

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

How are papers selected?

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

How are IAFOR journals related to IAFOR conferences?

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

Journal Editors

IAFOR Journal of Arts & Humanities

Alfonso J. García Osuna, Hofstra University, USA

IAFOR Journal of Asian Studies

Dr Seiko Yasumoto, University of Sydney, Australia

IAFOR Journal of Business & Management

Dr Anshuman Khare, Athabasca University, Canada

IAFOR Journal of Cultural Studies

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

IAFOR Journal of Education

Dr Yvonne Masters, University of New England, Australia

IAFOR Journal of Ethics, Religion & Philosophy

Professor Lystra Hagley-Dickinson, Plymouth Marjon University, UK

IAFOR Journal of Language Learning

New Journal Editor will be announced shortly

IAFOR Journal of Literature & Librarianship

Dr Richard Donovan, Kansai University, Japan

IAFOR Journal of Media, Communication & Film

Dr Celia Lam, University of Nottingham Ningbo, China

IAFOR Journal of Politics, Economics & Law

Dr Craig Mark, Kyoritsu Women's University, Japan

IAFOR Journal of Psychology & the Behavioral Sciences

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

IAFOR Journal of the Social Sciences

Dr Tingting Ying, Ningbo University of Technology, China



Conference Welcome Reception & Sake Tasting

Friday, April 27 | 17:00-18:30 | Grand Salon (3F)

Join fellow delegates for a drink or two at the Conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. All registered presenters and audience members are welcome to attend. Admission is included in the conference registration fee.



Friday April 27

Plenary Session

Speakers will provide a variety of perspectives from different academic and professional backgrounds on the ACLL2018 conference theme "Surviving and Thriving: Education in Times of Change". These presentations will be recorded so please ensure that mobile phones are switched off or set to silent mode.

Friday Plenary Session

09:30-17:00 | Art Center Kobe

- 09:15-10:00 Conference Registration & Morning Coffee | Open Studio (2F)
- 10:00-10:30 **Announcements, Welcome Addresses & Recognition of IAFOR Scholarship Winners | Prokofiev Hall (2F)**
Kiyoshi Mana, IAFOR, Japan
Joseph Haldane, IAFOR, Japan
Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan
- 10:30-11:15 **Keynote Presentation | Prokofiev Hall (2F)**
Surviving and Thriving in the Gendered Waters of Japan: Ten Women's Stories
Diane Hawley Nagatomo, Ochanomizu University, Japan
- 11:15-12:00 **Virtual Keynote Presentation | Prokofiev Hall (2F)**
Identity and Language Learning in an Unequal Digital World
Bonny Norton, University of British Columbia, Canada
- 12:05-12:20 **IAFOR Documentary Photography Award | Prokofiev Hall (2F)**
- 12:20-12:30 Conference Photograph | Atrium (2F)
- 12:30-13:30 Lunch Break | Mame no Hatake
- 13:30-14:15 **Featured Presentation | Prokofiev Hall (2F)**
Task-Based Language Teaching in an English for Business Purposes Program
Ken Urano, Hokkai-Gakuen University, Japan
- 14:15-15:00 **Featured Presentation | Prokofiev Hall (2F)**
A New Paradigm for English Language Teaching in Asian Contexts
Judy Noguchi, Kobe Gakuin University, Japan
- 15:00-15:15 Coffee Break | Open Studio (2F)
- 15:15-16:45 **Heritage in Language Plenary Panel | Prokofiev Hall (2F)**
- 15:15-15:45 **Keynote Presentation | Prokofiev Hall (2F)**
Heritage in Language?
Umberto Ansaldi, The University of Hong Kong, Hong Kong
- 15:45-16:15 **Keynote Presentation | Prokofiev Hall (2F)**
Heritage in Language: Nurturing Collective, Socially Relevant and Transformative Research in Education
Lisa Lim, The University of Hong Kong, Hong Kong
- 16:15-16:45 **Heritage in Language Q&A and Discussion | Prokofiev Hall (2F)**
- 17:00-18:30 **Conference Welcome Reception & Sake Tasting | Grand Salon (3F)**



Keynote Presentation: Diane Hawley Nagatomo

Friday, April 27 | 10:30-11:15 | Prokofiev Hall (2F)

Surviving and Thriving in the Gendered Waters of Japan: Ten Women's Stories

Many native-English speakers seek employment abroad as language teachers because of an interest in foreign cultures and/or a desire to see the world, but few remain in the field. For some, teaching abroad was merely an interlude before returning home and getting on with their lives. Others may exit the field because of its instability and choose to enter an entirely different profession. But what about those who decide to settle in one country permanently and to make English language teaching their career? In this talk, I will show how personal and professional identity has developed among ten Western female EFL teachers as they navigate their careers in the gendered waters of Japan. These women, ranging in age from their mid-twenties to mid-sixties, have survived and thrived by having a great amount of creativity and an extraordinary amount of resilience. They have moved fluidly from one teaching context to another, often climbing the EFL hierarchy. They started out as assistant language teachers in public schools or conversation teachers in language schools. But now they are university professors, secondary school teachers in charge of their own classes, and language school owners. Using Gee's (2000) theoretical framework for viewing identity, we shall see how these women's personal and professional identity has developed over time and how they became the teachers they are today. This presentation will help attendees consider the development of their own personal and professional identities.

Biography



Dr Diane Hawley Nagatomo is a Professor in the Graduate School of Humanities and Science at Ochanomizu University, Japan. She has taught graduate and undergraduate courses in Japanese universities for more than thirty years. She is the author of 21 EFL textbooks for the Japanese audience, numerous academic articles, and has presented at numerous conferences. Among her books are *Exploring Japanese University English Teachers' Professional Identity* (2012) and *Gender, Identity and Teaching English in Japan* (2016). Her research interests include teachers' and students' beliefs, professional identity, gender issues, and materials development.



Virtual Keynote Presentation: Bonny Norton

Friday, April 27 | 11:15-12:00| Prokofiev Hall (2F)

Identity and Language Learning in an Unequal Digital World

The world has changed since Bonny Norton published her early work on identity, investment, and language learning. Because of advancements in digital technology, there are new relations of power at micro and macro levels, and digital literacy has become essential in "claiming the right to speak." As language learners navigate these changing times, they need to negotiate new identities, investments, and imagined futures. Working with Ron Darvin, Norton has responded to new linguistic landscapes by developing an expanded model of investment that integrates identity, ideology, and linguistic capital in a comprehensive framework. Norton argues that while there are structures that may limit a learner's investment, the model seeks to illustrate the ways in which learners may both reproduce but also resist practices that limit possibility. Drawing on recent research with language learners in both wealthy and poorly resourced global communities, Norton will discuss the ways in which the model can help inform theory, research, and practice in language learning internationally.

Biography



Dr Bonny Norton, FRSC, is Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada. Her primary research interests are identity and language learning, critical literacy and international development. Recent publications include a 2017 special issue on language teacher identity (*MLJ*), a 2014 special issue on multilingual literacy in African communities (*JMMD*), and a 2013 second edition of *Identity and Language Learning* (Multilingual Matters). A Fellow of the Royal Society of Canada and the American Educational Research Association, she was the 2010 inaugural recipient of an AERA Senior Research Leadership Award, and in 2015 a co-recipient of the TESOL Distinguished Research Award.



Featured Presentation: Ken Urano

Friday, April 27 | 13:30-14:15 | Prokofiev Hall (2F)

Task-Based Language Teaching in an English for Business Purposes Program

Task-based language teaching (TBLT) is not a new notion in Asia, with relevant books published and researchers and practitioners sharing ideas and experiences at various meetings and conferences. To the contrary, discussions about the actual implementation of TBLT seem to be still limited, and especially in Japan, attempts to adopt a task-based curriculum are mostly, if not all, made by individual teachers, rather than language programs or schools. At the same time, there are people in Japan who need to use English in their professional lives, and an increasing number of universities are offering English for Specific Purposes (ESP) courses to accommodate the future needs of their students. TBLT is a goal-oriented approach to language teaching, and is therefore compatible with ESP, which is by definition goal-oriented. In this talk, I will share my experience in developing and implementing task-based courses in English for business purposes at a private university in Sapporo, Japan. In TBLT, target tasks (i.e., the tasks that learners need to carry out in their life) are first identified through needs analysis, and then a series of pedagogic tasks are derived by adjusting the complexity of the target tasks and sequencing them from the simplest to the most complex. I will first introduce theoretical and empirical bases for developing and sequencing pedagogic tasks, and show the actual process of syllabus and material design for the two of the business English courses I am in charge of, one for business email writing and the other for business presentation.

Biography



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

Language

Featured Presentation: Judy Noguchi

Friday, April 27 | 14:15-15:00 | Prokofiev Hall (2F)

A New Paradigm for English Language Teaching in Asian Contexts

The ability to use English in professional contexts is a must in academia, business and political situations. However, the use of English does not and should not signify the exclusion or rejection of non-Western ideas and concepts of education. In the 20th century, many language teaching approaches included the concepts of forming an identity in the second language to promote its acquisition, of interactive learning requiring active student participation or of acquiring critical thinking skills as part of a suite of academic literacy skills. As we progress into the 21st century, we are becoming increasingly aware of how diverse societal structures can be and how these differences can impact our notions about education. If we consider that language and content are intricately bound to each other, then the question arises of how professional English language ability can be acquired without the loss or rejection of the individual's native language and culture. One way that this can be accomplished is by examining how discourse communities maintain their communications by focusing specifically on the genres (communication events) that they use. This English for Specific Purposes (ESP) approach allows the extraction of the specific features of the genres needed for successful communication and their adaptation to the needs of the language learner. Examples of how the ESP approach can be used in the classroom will be presented.

Biography



Dr Judy Noguchi is Professor Emerita of Kobe Gakuin University, where she served as the first Dean of the Faculty of Global Communication. She served as Vice-President of JACET (The Japan Association of College English Teachers) from 2015 to 2017 and as President of JACET Kansai Chapter from 2010 to 2015. She has been involved in ESP since the start of her career, teaching students in science, engineering, medicine and other disciplines. She has worked on the development of teaching methods and materials for ESP as well as the building of specialised corpora for science and engineering: PERC (Professional English Research Consortium), JECPRESE (The Japanese-English Corpus of Presentations in Science and Engineering), OnCAL (The Online Corpus of Academic Lectures). Her academic degrees are BS/BA (Highest Honors, Chemistry, University of Hawaii); MEd (TESOL, Temple University); PhD (Applied Linguistics, University of Birmingham).

Plenary Panel: Umberto Ansaldo & Lisa Lim

Friday, April 27 | 15:15-16:45 | Prokofiev Hall (2F)

Heritage in Language

An increased interest in intangible cultural heritage has led to a heightened awareness of the role of heritage languages in contemporary society. Within the field of linguistics, endangered languages have now for decades been documented as part of a cultural heritage that is deemed worth preserving. This panel explores issues about the role of heritage languages in contemporary society and education, both from theoretical perspectives as well as practical solutions.

This panel will include two keynote presentations, and then invite response from the audience in a chaired Q and A and discussion.

Biographies



Umberto Ansaldo started his academic path as a student of Chinese language and literature at the University of Venice, Italy, and went on to earn a PhD in linguistics from the University of Stockholm, Sweden. Since then he has been conducting research on languages of East, South, and Southeast Asia with a focus on socio-historical and typological processes. He has also published and edited a number of volumes and articles on Pidgin and Creole languages, their evolution and their historiography. Between 2005 and 2010 Professor Ansaldo led a project that resulted in a comprehensive description and documentation of an endangered contact language known as Sri Lanka Malay. In 2017 he launched the journal *Language Ecology* with John Benjamins.

In the past two decades Professor Ansaldo has taught at the National University of Singapore, the University of Amsterdam, and the University of Hong Kong, where he now heads the School of Humanities. Besides linguistics he has taught courses on modern Asia, conflict studies, and self-defence, and his most recent interest is in higher education management and academic leadership. In July 2018 he will take up a new post as Head of the School of Literature, Arts and Media (SLAM) at the University of Sydney to focus primarily on these aspects of academia.

Outside of work, Umberto is a keen practitioner of martial arts, which he has studied for over 2 decades. He also travels as frequently as possible, occasionally trying to learn a new language, most recently Japanese.



Lisa Lim is Associate Professor and Head of the School of English at The University of Hong Kong, having worked previously at the National University of Singapore and the University of Amsterdam. Her current research interests centre around New Englishes, especially postcolonial Asian varieties in multilingual ecologies, such as Singapore and Hong Kong; issues of language shift, endangerment, revitalisation, and post-vernacular linguistic and cultural vitality in minority and endangered language communities, such as the Peranakans in Singapore and the Malays of Sri Lanka; and the sociolinguistics of globalisation, with interests in mobility, urban multiculturalism, computer-mediated communication, and their impact on language contact. Recent publications include *Languages in Contact* (Cambridge University Press, 2016, co-

authored with Umberto Ansaldo), and *The Multilingual Citizen* (Multilingual Matters, 2018, co-edited). She is founding co-editor (with Umberto Ansaldo) of the journal *Language Ecology*, and serves on several editorial boards, including *Language, Culture and Curriculum*, and the Mouton book series *Dialects of English*. Passionately committed to knowledge transfer, she developed the online resource LinguisticMinorities.hk, for which she won the HKU Faculty of Arts' Knowledge Exchange Award 2014, and she is the "Language Matters" columnist for Hong Kong's *South China Morning Post's Sunday Post Magazine* (see www.scmp.com/author/lisa-lim). While in her younger days she engaged in dance and yoga and never in martial arts, she is putting into practice her belief in lifelong learning and new challenges, and has recently become addicted to Muay Thai. In January 2019, she will be Associate Professor in the Department of Linguistics at the University of Sydney.



Keynote Presentation: Umberto Ansaldo

Friday, April 27 | 15:15-15:45 | Prokofiev Hall (2F)

Heritage in Language?

This talk will raise a number of critical views on the concept of language as heritage, with an aim to better understand what we mean when we talk about heritage languages. First of all the presentation will look at what, exactly, can be said to be heritage in any given language. Is it the language per se, in terms of its sound system and grammar, is it the cultural values it embodies, or just its symbolic use? Based on this, we can then consider to what extent heritage languages require attention. Do we need to preserve them, simply conserve them, or should we not worry about them at all? Finally, the question is raised of whether all (linguistic) heritage is actually valuable, or whether aspects of it might better be left behind.

Biography on page 31.



Keynote Presentation: Lisa Lim

Friday, April 27 | 15:45-16:15 | Prokofiev Hall (2F)

Heritage in Language: Nurturing Collective, Socially Relevant and Transformative Research in Education

That cultural and linguistic diversity is diminishing worldwide has been recognised for some years now, and research on heritage/ minority/ endangered languages has burgeoned in the past two decades. Recent work also encompasses the diversity found in large urban centres, to which increasing numbers of peoples, many of them speakers of such languages, migrate. Using research on Hong Kong's linguistic diversity and heritage languages as a case in point, I distil three elements that I consider crucial in research and teaching and learning practice if our hope is to nurture students with the integrity and competences for the appreciating and sustaining of heritage in the complex and changing ecologies of the 21st century knowledge economy. First, teaching practice that involves as a major component the conducting of research in the field – in particular in local contexts and communities that are at the same time familiar and unfamiliar – affords students experiential learning, and sharpens their acuity towards issues in their own society. Second, the platform for delivery needs to be authentic and current: having projects contribute to a website underscores to students the value of their research output beyond course and institution, and is a means of motivating original and socially relevant research. Finally, leading students to a critical reflection helps crystallise their learning experience. Together these can bring about a transformation in students – and a contribution to the surviving and thriving of our young generations and our heritage language communities, in the concerted efforts towards building an inclusive, sustainable, and resilient future.

Biography on page 31.

Submit your research to the IAFOR Journal of Education

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

Editor: Dr Yvonne Masters, University of New England, Australia

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Aims & Scope

The *IAFOR Journal of Education* is an Open Access, peer-reviewed, international and intercultural journal. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. 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. We also accept reworked versions of previously published, related IAFOR Conference Proceedings if the version submitted to the journal is revised and differs from the previously published article by at least 30 percent. These articles are submitted through the submission portal and must conform to the journal submission guidelines and undergo the usual standard double blind peer review processes.

The journal at times publishes special issues on a single topic. A call for papers is made for these special issues which can be found on the journal home page when applicable.

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 about the *IAFOR Journal of Education* please visit:

www.ije.iafor.org

Saturday April 28

08:30-09:00	Coffee, Tea and Pastries Room 504 (5F)
09:00-10:30	Parallel Session I
10:30-10:45	Coffee Break Room 504 (5F)
10:45-12:45	Parallel Session II
12:45-13:45	Lunch Break Mame no Hatake
13:45-15:15	Parallel Session III
15:15-16:15	Coffee Break & Conference Poster Session Room 504 (5F)
15:45-16:45	Parallel Workshop Session
17:00-17:45	Featured Panel Presentation Room 504 (5F) <i>Language Learning in a Time of Complexity and Change</i> Jo Mynard, Kanda University of International Studies (KUIS), Japan Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan Ted O'Neill, Gakushuin University, Japan
18:30-21:00	Official Conference Dinner (optional extra)

Saturday Session I

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

Applied Linguistics Research

Session Chair: Nattama Pongpairoj

41029 09:00-09:30 | Room 501 (5F)

Words to Explain Words: How Teachers Explain Second Language Vocabulary

Mizuki Moriyasu, Independent Scholar, Japan

Ernesto Macaro, University of Oxford, UK

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

38768 09:30-10:00 | Room 501 (5F)

A Case Study: Promoting Vietnamese Staff's English Language Ability and Their Change of Conceptions of English Language Learning

Lim Ha Chan, Wenzao Ursuline University of Languages, Taiwan

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

41144 10:00-10:30 | Room 501 (5F)

A Study of the English Inversion Structures by L1 Thai Learners

Nattama Pongpairoj, Chulalongkorn University, Thailand

Supakit Thiamtawan, Chulalongkorn University, Thailand

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

Saturday Session I

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

Literature & Language Learning

Session Chair: Naomi Wilks-Smith

40115 09:00-09:30 | Room 503 (5F)

A Cognitive Study of Expressions Based on Hearing in English and Vietnamese

Thi Thuy Oanh Tran, University of Foreign Language Studies – The University of Danang, Vietnam

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

41092 09:30-10:00 | Room 503 (5F)

Foreign Language Adoption of Young Learners (3–6 years old) through an AI Robot

Wanwei Zheng, Yew Chung Community College, Hong Kong

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

40021 10:00-10:30 | Room 503 (5F)

From Storytelling to the Voice Story App: A Research Translation Project

Naomi Wilks-Smith, RMIT University, Australia

Many existing language tasks are suitable for a specific language level or contain language that is specific to a particular topic or a particular language or culture, so do not suit all students' levels or account for the language that students know. "Storytelling" however, is an open-ended task that involves the oral telling of stories constructed with pictures. Students create stories using the language that they know and tell stories about anything that they are interested in. It can be used with all languages at all language levels and provides a platform for students to showcase their language skills. Although very successful in eliciting language from students, it relies on a heavy workload for teachers in preparing large numbers of pictures. The idea to remove the heavy resource development load from teachers, and make the Storytelling elicitation task scalable with a "Voice Story" app then evolved. A successful pitch for university Research Translation funding enabled the translation of the physical language elicitation task into an app. The Voice Story app contains categories of pictures and enables photo taking. Students select the pictures and photos that they want by dragging them to the screen and then voice record their story. The ability to save and share the stories makes this app particularly relevant for oral language assessment data in second language teaching and learning contexts. This session explains the process from Storytelling to the creation of the Voice Story app and shares examples of each.

Saturday Session I

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

Content & Language Integrated Learning (CLIL)

Session Chair: Jane Robbins

40188 09:00-09:30 | Room 505 (5F)

Breaking the Taboo: Adding Queer Topics Into ESL Curricula

Liang Cao, Simon Fraser University, Canada

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

40139 09:30-10:00 | Room 505 (5F)

Promoting Intercultural Understanding for ESP Students Through CLIL: Teachers' Beliefs and Challenges

Tran Uyen Nhi Nguyen, University of Foreign Language Studies – The University of Danang, Vietnam

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

40093 10:00-10:30 | Room 505 (5F)

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

Jane Robbins, Hong Kong Polytechnic University, Hong Kong

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

Saturday Session I

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

Interdisciplinary Topics on Language Learning

Session Chair: Xavier Lin

40490 09:00-09:30 | Room 506 (5F)

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

Norizul Azida Darus, MARA University of Technology (UiTM) Malaysia, Malaysia

Aini Akmar Mohd Kasim, MARA University of Technology (UiTM) Malaysia, Malaysia

Norhajawati Abd. Halim, MARA University of Technology (UiTM) Malaysia, Malaysia

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

40807 09:30-10:00 | Room 506 (5F)

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

Girle Ann Herrera, Interac Co. Ltd., Japan

Forteza Canlas, Angeles Foundation University, The Philippines

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

39947 10:00-10:30 | Room 506 (5F)

Intersemiotic Translation and Translation Curricula: Impact, Reaction and Pedagogy

Xavier Lin, National Chi Nan University, Taiwan

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

Saturday Session I

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

Professional Development

Session Chair: Kathy Egea

40947 09:00-09:30 | Prokofiev Hall (2F)

Written Corrective Feedback

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

Feedback provided by teachers is of utmost importance to students as the feedback provides a platform for students to reflect, learn and improve. The extent to which students benefit from written corrective feedback has long been controversial since Truscott (1996) suggested grammar correction in L2 writing classes should be abolished. Twenty-years later, the debate continues. The study investigates the efficacy of written corrective feedback to two small classes of ESL learners through focused and unfocused feedback. Participants were 16 primary five students (8 students per group) in the academic year 2016–2017. The two classes were divided into two groups with one receiving unfocused feedback (providing feedback on all errors) and one receiving focused feedback (only a few types of errors at a time). The study found that the group who received unfocused feedback felt discouraged and demotivated and showed no big improvement in the other writing assignments. The group receiving focused feedback, however, made drastic improvement in the other writing assignments.

38487 09:30-10:00 | Prokofiev Hall (2F)

Multilingual Learners in Monolingual Classrooms: What Does This Mean for Teachers?

Peta Mathieu, Charles Sturt University, Australia

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

40196 10:00-10:30 | Prokofiev Hall (2F)

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

Kathy Egea, University of Technology Sydney, Australia

Neela Griffiths, University of Technology Sydney, Australia

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

Saturday Session I

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

Learner Identities

Session Chair: Kazuhiro Yonemoto

39993 09:00-09:30 | Schumann Hall (2F)

"As a Young Woman": Language Learner Identity Construction in Narratives of Study Abroad

Kie Yamamoto, Kanda University of International Studies, Japan & University of Bath, UK

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

40229 09:30-10:00 | Schumann Hall (2F)

The Imagined English-Language Discourse Communities of Pre-Professional Students in Japan

Dawn Lucovich, The University of Nagano, Japan

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

40102 10:00-10:30 | Schumann Hall (2F)

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

Kazuhiro Yonemoto, Tokyo Medical and Dental University, Japan

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

Saturday Session II

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

Educational Technologies

Session Chair: Mai Zaki

41170 10:45-11:15 | Room 501 (5F)

Community of Practice and Autonomy in a Mobile-Technology-Assisted English Learning Environment

Chuan Gao, University of Sydney, Australia

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

40195 11:15-11:45 | Room 501 (5F)

Teaching the Language of Science Using a Blended Learning Approach

Neela Griffiths, University of Technology Sydney, Australia

Yvonne Davila, University of Technology Sydney, Australia

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

39945 11:45-12:15 | Room 501 (5F)

Developing an Online Beginning Japanese Course in the Canvas Learning Management System

Elizabeth Ratliff, University of Hawaii at Windward, USA

Akiko Swan, University of Hawaii at Windward, USA

Alex Parisky, University of Hawaii at Windward, USA

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

38975 12:15-12:45 | Room 501 (5F)

Coping with Change: Technology and Corpora in Language Learning

Mai Zaki, American University of Sharjah, UAE

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

Saturday Session II

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

Learning Environments

Session Chair: Jeremy Chambers

40820 10:45-11:15 | Room 503 (5F)

How to Help EFL Students Gain Confidence in Intercultural Communication: A Case Study in Vietnam

Ha Thi Chau Nguyen, University of Foreign Language Studies – The University of Danang, Vietnam

The article reports on action research on promoting English major students' confidence in intercultural communication through the social interaction project at a university in Vietnam. The aims of the research are to examine Vietnamese students' problems in intercultural communication, including the difficulties they encounter and the reasons they ascribe for these communication problems; to describe their face-to-face cross-cultural interaction experience and their expectations to intercultural integration in language learning. 34 Vietnamese college students were engaged in an investigation and the data were collected from questionnaires and semi structured interviews with the participants. The findings revealed that through the "Social Interaction Project" Vietnamese English major students were provided more opportunities to communicate with foreigners face-to-face, then gained a significant amount of cross-cultural communication experience and acquired more communication strategies, which all promoted their confidence in intercultural communication. They seemed to be aware of the importance of intercultural competence in actual interactions as well as they had a strong desire to be developed intercultural communicative competence in their EFL classes. The findings also yield some significant implications including the need to create an intercultural curriculum, textbooks and teacher training programs to enhance intercultural awareness in order to help EFL students gain confidence in intercultural communication in English learning and teaching process.

40040 11:15-11:45 | Room 503 (5F)

Does Class Size Really Matter in University Preparatory ESL Classrooms?

Kay Gallagher, Zayed University, UAE

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

41046 11:45-12:15 | Room 503 (5F)

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

Evan Regis Cacali, Kwansei Gakuin University, Japan

Renato Germinario, Asia University, Japan

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

40125 12:15-12:45 | Room 503 (5F)

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

Jeremy Chambers, ADVAN College of Languages, Japan

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

Saturday Session II

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

Motivation

Session Chair: Masako Nishikawa-Van Eester

40560 10:45-11:15 | Room 505 (5F)

Are the Effects of L2-Motivational Change Language-Specific?

Michinobu Watanabe, Toin Gakuen High School, Japan

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

39144 11:15-11:45 | Room 505 (5F)

Let us Listen to our Students: An Analysis of Demotivation and Its Impacts

Moriam Quadir, East West University, Bangladesh

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

41178 11:45-12:15 | Room 505 (5F)

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

Eric Fortin, St. Mary's College, Japan

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

40211 12:15-12:45 | Room 505 (5F)

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

Masako Nishikawa-Van Eester, Nishogakusha University, Japan

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

Saturday Session II

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

Professional Development

Session Chair: Frances Shiobara

40182 10:45-11:15 | Room 506 (5F)

Teacher Autonomy: Perceptions and Practices

Mehnaz Tazeen Choudhury, Central Women's University, Bangladesh

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

40220 11:15-11:45 | Room 506 (5F)

Is Technology a Silver Bullet for Language Teaching? Pre-Service Teachers' Perceptions of Digitally-Mediated Tools

Yuhshi Lee, Wenzao Ursuline University of Languages, Taiwan

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

41141 11:45-12:15 | Room 506 (5F)

Team Teaching – The Challenges and Benefits

Frances Shiobara, Kobe Shoin Women's University, Japan

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

39900 12:15-12:45 | Room 506 (5F)

UTS Insearch Action Research Mentoring Program: A Case Study of the 2017 Pilot Program

Rebecca Matteson, UTS Insearch, Australia

Chau Vuong, ACET - UTS Insearch and IDP, Vietnam

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

Saturday Session II

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

Psychology of the Learner

Session Chair: Neil McClelland

40183 10:45-11:15 | Prokofiev Hall (2F)

From the Amateur to the Professional in Group Discussions: Exploring the Use of Metacognitive Strategies

Shravasti Chakravarty, The English and Foreign Languages University, India

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

41045 11:15-11:45 | Prokofiev Hall (2F)

Students' and Teachers' Perceptions of Teachers' Classroom Behaviour

Diana Chitra Hasan, Bung Hatta University, Indonesia

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

40872 11:45-12:15 | Prokofiev Hall (2F)

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

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

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

41109 12:15-12:45 | Prokofiev Hall (2F)

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

Neil McClelland, University of Kitakyushu, Japan

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

Saturday Session II

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

English for Academic Purposes
Session Chair: Madoka Kawano

40217 10:45-11:15 | Schumann Hall (2F)

Explaining Listening Comprehension Among Turkish EFL Learners: The Contribution of General Language Proficiency, Vocabulary Knowledge and Metacognitive Awareness

Fatma AYDIN, Anadolu University, Turkey

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

41131 11:15-11:45 | Schumann Hall (2F)

Reshaping of EFL College Students' Writing Experience

Min Jung Kim, Macquarie University, Australia

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

39985 11:45-12:15 | Schumann Hall (2F)

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

Akiko Nagao, Ryukoku University, Japan

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

41114 12:15-12:45 | Schumann Hall (2F)

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

Madoka Kawano, Meiji University, Japan

Wakasa Nagakura, Teachers College, Columbia University, USA

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

Saturday Session III

13:45-15:15 | Room 501 (5F)

Autonomy & Self-Regulation

Session Chair: Louise Ohashi

39533 13:45-14:15 | Room 501 (5F)

Students' Attitudes Towards Self-Directed Learning out of Classroom: Indonesian Context

Silmy Arizatul Humaira', Universitas Pendidikan Indonesia, Indonesia

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

41182 14:15-14:45 | Room 501 (5F)

Fostering Growth Mindset Through Goal-Setting with Multilingual Students

Robert Stevenson, Kanda University of International Studies, Japan

Philip Standlee, Kanda University of International Studies, USA

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

40416 14:45-15:15 | Room 501 (5F)

Guiding Students Towards Self-Directed Learning

Louise Ohashi, Meiji University, Japan

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

Saturday Session III

13:45-15:15 | Room 503 (5F)

Culture & Language

Session Chair: Yunghwan Kwon

40135 13:45-14:15 | Room 503 (5F)

Investigating the Impact of Instagram and Saudi English Used by Saudi Females at the English Language Institute: A Socio-Linguistics Study

Tariq Elyas, King Abdulaziz University, Saudi Arabia

Ebtisam Al-Tuwaijri, King Abdulziz University, Saudi Arabia

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

40206 14:15-14:45 | Room 503 (5F)

Helping Students Learn Core Features of Academic Writing in Diverse Written Genres

Neil Matheson, University of Auckland, New Zealand

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

39971 14:45-15:15 | Room 503 (5F)

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

Yunghwan Kwon, Busan National University of Education, South Korea

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

Saturday Session III

13:45-15:15 | Room 505 (5F)

Learning Strategies

Session Chair: Hoai Phuong Tran

39508 13:45-14:15 | Room 505 (5F)

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

Emelyn V. Cudapas Emelyn, San Nicolas National High School, The Philippines

Lily Ann C. Pedro Lily Ann, Mariano Marcos State University, The Philippines

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

39153 14:15-14:45 | Room 505 (5F)

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

Pugpimon Kumnoed, Loei Rajabhat University, Thailand

This research aims to analyze how much the basic-proficient students can comprehend reading passages by using Google Translator and to investigate reading strategies while they translated from English to Thai. The subjects comprised of 50 Loei Rajabhat University students who were selected by using purposive sampling technique who were scored at the basic proficiency in English. The research instruments were a reading test before using Google Translator and the same test afterwards, the two parts of the questionnaire – general information and strategies – were used according to Anderson's principles (1991). After obtaining data, the mean of the scores was compared by the T-Test. With the questionnaire of reading strategies, SPSS was used to compute frequency, percentage, mean, standard deviation and some other descriptive statistic tasks. The results of this research were revealed as follows; Firstly, from the translation of Google Translator, the students are able to access the lexical meaning and understand the whole passage at basic level. The level of the comprehension is increased after using Google Translator at the T. value of 7.765 and the means before using is 1.52 and after using Google Translator is 3.52. In addition, with the use of Google Translator, the students can comprehend the passage at the level of literal comprehension according to Smith's Reading Comprehension level (1988) and at the level of translation level according to Burmeiste's (1974). Secondly, it shows that the students mainly "sometimes" use reading strategies in the step of supervision, support supervision, paraphrase, maintenance strategies of textual coherence, schema-oriented strategies and program usage strategies while using Google Translator.

40996 14:45-15:15 | Room 505 (5F)

Developing Vocabulary for Foreigners Using Mindmapping

Hoai Phuong Tran, Ha Noi National University of Education, Vietnam

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

Saturday Session III

13:45-15:15 | Room 506 (5F)

Languages Other Than English

Session Chair: Ahmed Ali

39996 13:45-14:15 | Room 506 (5F)

The Use of Japanese Language Dictionary by Students of the Japanese Literature Study Program at Brawijaya University

Eka Marthanty Indah Lestari, Universitas Brawijaya, Indonesia

Dewi Puspitasari, Universitas Brawijaya, Indonesia

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

40310 14:15-14:45 | Room 506 (5F)

A Longitudinal Study of the Development of Mandarin Chinese Learners' Oral Fluency at Different Proficiency Levels

Chian-Wen Kao, Chihlee University of Technology, Taiwan

Wo-Hsin Chu, National Taiwan Normal University, Taiwan

Alexander Soemer, University of Potsdam, Germany

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

39114 14:45-15:15 | Room 506 (5F)

Arabic Learning: A Fast Track

Ahmed Ali, American University of Sharjah, UAE

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

Saturday Session III

13:45-15:15 | Prokofiev Hall (2F)

In-service Teacher Development

Session Chair: Stuart Perrin

39640 13:45-14:15 | Prokofiev Hall (2F)

The Good Teacher and the Survival of the Fitter

Terence McLean, MacEwan University, Canada

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

39820 14:15-14:45 | Prokofiev Hall (2F)

English Language Teachers Perceived and Exploited Professional Space and Their Agency in Pakistani Context

Shamim Ali, AIOU, Pakistan

The important point of the present study is to understand teachers' agency and nature of teachers' perceived professional space in ESL classroom. The sample was taken from ten ESL teachers teaching at SSC level in Government and Private schools of Islamabad, Pakistan. Pakistan has also got a unified approach in provision of nationwide education. Nationwide practices consist of curriculum, textbooks, and examination determined by the Ministry of Education. Therefore this study specifically aimed to discover those factors which contribute to teacher agency in all capacities. Therefore ten English language teachers were interviewed. The analysis of the data showed different types of curves in agency; questioned agency, gradual growth of agency and inability to achieve agency. In these curves, it was discovered that teachers' own intrinsic motivation, such as the alteration of material in accordance to the student's need and cultural background, the use of authentic material, teamwork and solidarity at the workplace and the understanding of technological equipment such as handling audio visual aids, computers, multimedia and online software, all promote teacher's agency. On the other hand, other factors, such as pressure from senior colleagues who are not trained in accordance with modern needs, red-tapism, less cooperation from parents, illiterate parents, a unified exams system (such as centralized question paper making), the marking and evaluation system, and a heavy workload and large classes in a multicultural setting, all serve as hindrances in the process of teacher's agency. Some suggestions for teacher education programs were provided such as online training, workshops, observing teachers in their classes, visualizing factors contributing to their agency positively or negatively at that moment, and lastly comparison of inexperienced and experienced teachers in terms of their agency, can produce better results regarding the use of perceived and exploited professional space.

40087 14:45-15:15 | Prokofiev Hall (2F)

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

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

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

Saturday Session III

13:45-15:15 | Schumann Hall (2F)

Blended Learning

Session Chair: Alexandra Zakharova

40199 13:45-14:15 | Schumann Hall (2F)

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

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

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

40221 14:15-14:45 | Schumann Hall (2F)

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

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

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

41183 14:45-15:15 | Schumann Hall (2F)

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

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

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

Saturday Poster Session

15:15-16:15 | Room 504 (5F)

39271 15:15-16:15 | Room 504 (5F)

Reporting and Ideology: News Media Coverage of the Kashmir Conflict

Martin Teshome, University of Birmingham, UK

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

40104 15:15-16:15 | Room 504 (5F)

Online Feedback to Students' Writings: Teachers' Perspectives

Ebru Ergün, Anadolu University, Turkey

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

40105 15:15-16:15 | Room 504 (5F)

E-Voc Strategies: Quizlet – Liven it Up

Gülcan Göçer, Anadolu University, Turkey

The important role that vocabulary knowledge and acquisition plays in language learning has started to receive increasing emphasis and this is pushing language teachers to find innovative methods to teach vocabulary. McKeown, Beck, Omanson and Pople (1985) found that students need at least twelve encounters to learn a vocabulary item. However, presenting the new vocabulary items, getting the students to practice on paper and to produce language does not provide sufficient exposure and neither does it make vocabulary teaching and learning memorable and enjoyable. This is where teachers turn to technology and e-Voc strategies. As Dalton and Grisham (2011) have stated, an e-Voc strategy is an electronic or technology-based strategy that teachers can use to develop students' vocabulary learning and interest in words. The focus of this poster study is the Quizlet-Live feature of Quizlet, which is a Web 2.0 tool designed for teachers and learners to create, study, play and share their study sets. This study aims to find out how this tool and its live feature can be utilized to improve vocabulary in a classroom environment. Quizlet and its live feature will be described, and how this tool can be utilized both by learners and teachers will be explained. Also the researcher's own experiences regarding the preparation of study sets, selection of available and level appropriate sets uploaded by others, the set-up of the game and the class, the effective conduction of the game and the way the feedback session can be carried out will be discussed.

40111 15:15-16:15 | Room 504 (5F)

A Study of Infusing Multiple Strategies into Reading Instruction on the Effects of Reading Attitude and Reading Comprehension of the Elementary Second Grade Students

Li-Yen Yang, Central Taiwan University of Science and Technology, Taiwan

Mei-Huei Tsay, Central Taiwan University of Science and Technology, Taiwan

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

Saturday Poster Session

15:15-16:15 | Room 504 (5F)

41136 15:15-16:15 | Room 504 (5F)

Allocation of Attentional Resources and Time-Driven Effects on Mandarin Production

Hsiu-ling uHsu, National Penghu University of Science and Technology, Taiwan

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

41145 15:15-16:15 | Room 504 (5F)

C.V.S. Integrating Content, Vocabulary Learning and Speaking Fluency in an EAP Reading Program

Cherie Brown, Akita International University, Japan

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

41193 15:15-16:15 | Room 504 (5F)

Learners' Perceptions of Blended Language Learning Programs in Thailand

Nuttakritta Chotipaktanasook, Dhurakij Pundit University, Thailand

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

Saturday Parallel Workshop Session

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

Workshop Presentation

41163 15:45-16:45 | Room 501 (5F)

Learning & Teaching English Through Climate Change

Julian Warmington, Daegu University, South Korea

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

Saturday Parallel Workshop Session

15:45-16:45 | Room 505 (5F)

Workshop Presentation

40197 15:45-16:45 | Room 505 (5F)

Interactive Classrooms: Utilising Free Online Tools for Language Teaching and Learning

Keith Chau, The University of Hong Kong, Hong Kong

Ellie Law, The University of Hong Kong, Hong Kong

Carly Ng, The University of Hong Kong, Hong Kong

Patrick Leung, The University of Hong Kong, Hong Kong

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



Featured Panel Presentation: Jo Mynard, Steve Cornwell & Ted O'Neill

Saturday, April 28 | 17:00-17:45 | Room 504 (5F)

Language Learning in a Time of Complexity and Change

"Much of the 20th century was devoted to the pursuit of progress." Now in the early 21st century we find ourselves living in a period of pervasive and accelerated change. This would come as no surprise to George Bernard Shaw who quipped, "Progress is impossible without change, and those who cannot change their minds cannot change anything." In order to survive and thrive in these unsettling times, language educators need to be guided by theories that challenge accepted ways of thinking and encourage them to embrace change."

Garold Murray

This panel is comprised of ACLL2018 Organising Committee members who will address the conference theme of "Surviving and Thriving: Education in Times of Change" by reflecting and drawing on their own experiences as senior academics engaged in language learning education. The panel will also invite comparative and contrastive comment and feedback from delegates representing different national backgrounds and contexts.

Biographies



Dr Jo Mynard is a Professor and Director of the Self-Access Learning Center (SALC) at Kanda University of International Studies (KUIS) in Japan. At KUIS, she advises language learners, and oversees academic support, research and the general direction of the SALC. She also teaches an undergraduate course on Effective Language Learning at KUIS and a graduate course on Learner Autonomy as part of the MA TESOL programme at the KUIS graduate school. She is a part-time faculty member on the Doctor of Education programme in TESOL at the University of Anaheim (USA), an occasional supervisor at the university of Birmingham (UK) on the MA TESOL programme, and an advisor to doctoral candidates at the Education and ICT programme at the Open University of Catalunya (Spain). She has co-

edited four books. Two on learner autonomy (2011; 2014), and two on advising in language learning (2012). She recently co-authored a book (with Satoko Kato) on reflective dialogue / advising which was published by Routledge (New York) in August 2015. She has been the editor of *SiSAL* (Studies in Self-Access Learning) *Journal* – a peer review, open access publication – since 2010.



Professor Steve Cornwell is the President of IAFOR, and President of the Academic Governing Board. He coordinates and oversees the International Academic Advisory Board, and also serves on the organisation's Board of Directors. He is Chair of the Language Learning section of the International Academic Advisory Board.

Dr Cornwell is Vice President of Osaka Jogakuin University, Japan, where he is also a Professor of English and Interdisciplinary Studies. He helped write and design several of the courses at the New School in New York, and currently teaches on the online portion of the MA TESOL Programme, having been involved with the programme since its inception.

He has also been involved with the Japan Association for Language Teaching (JALT) serving on its National Board of Directors as Director of Programme from 2012 to 2016; where his duties involved working with a volunteer team of over 50 people to organise JALT's annual, international conference each autumn.

Since 2012 he has been the Committee Chair of Osaka Jogakuin University's Lifelong Learning Committee and is responsible for their evening extension programme geared towards alumni and community members. He is also the Vice-Chair of Osaka Jogakuin University's English Education Committee, which is responsible for suggesting policy regarding English education and for developing material for the integrated curriculum.



Ted O'Neill is a Professor at Gakushuin University, Tokyo, in the Faculty of International Social Sciences. He previously taught at the College of Liberal Arts and Sciences at Tokyo Medical and Dental University and J. F. Oberlin University. Ted was co-editor of *The Language Teacher* for the Japan Association for Language Teaching (JALT) and later served on the JALT National Board of Directors as Director of Public Relations from 2012 to 2016. He received an MA in ESL and Bilingual Education from the University of Massachusetts/Boston, USA in 1996 and completed a postgraduate Certificate of Educational Technology and Information Literacy through the Graduate School of Education at the State University of New York in 2014. He is a part of a

research group studying implementation of content-based language education and content and language integrated learning in East and Southeast Asia with the generous support of The Research Institute for Oriental Cultures at Gakushuin University.

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



***Shuji* Workshop (Japanese Calligraphy)**

Sunday, April 28 | 12:45-13:30 | Room 504 (5F)

A continuing feature of IAFOR's Kobe-based conferences is the showcasing of the arts and culture of Japan. As part of a workshop provided by the Japanese calligraphy group *Wa*, conference attendees have the opportunity to gain knowledge and practical experience of the Japanese art of calligraphy through an informative demonstration. After the demonstration, delegates will have the opportunity to try their hand at calligraphy, and write their own names in Japanese.



Sunday April 29

08:30-09:00

Coffee, Tea and Pastries | Room 504 (5F)

09:00-10:30

Parallel Session I

10:30-10:45

Coffee Break | Room 504 (5F)

10:45-12:15

Parallel Session II

12:15-13:30

Lunch Break | Mame no Hatake

12:45-13:30

Calligraphy (*shuji*) workshop with Group Wa | Room 504 (5F)

13:30-15:00

Parallel Session III

15:00-15:15

Closing Remarks | Room 504 (5F)

Sunday Session I

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

Cross-Cultural Communication

Session Chair: Khairul Aini Mohamed Jiri

40267 09:00-09:30 | Room 501 (5F)

Assessing Intercultural Competence in the Language Classroom: Observation of the Practice in Shantou University and Reflections on the Assessment Models

Cui Zheng, Shantou University, China

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

40143 09:30-10:00 | Room 501 (5F)

Engaging Language in Academic Textbooks

Melody Geddert, Kwantlen Polytechnic University, Canada

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

38456 10:00-10:30 | Room 501 (5F)

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

Khairul Aini Mohamed Jiri, Ministry of Education Malaysia, Malaysia

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

Sunday Session I

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

Learning Strategies

Session Chair: Aini Akmar Mohd Kasim

39195 09:00-09:30 | Room 503 (5F)

Uncovering Teachers' Questions in Promoting Thinking Skills: A Qualitative Study of EFL Secondary School Teachers in Yogyakarta

Rahma Fitriana, University of Sydney, Australia

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

39137 09:30-10:00 | Room 503 (5F)

The Interactive Method for Training Guangxi Medical University Professors Teaching Medicine by Using English as Medium of Instruction

Diana Po Lan Sham, Hong Kong Chinese Institute of Engineers Ltd., Hong Kong

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

40527 10:00-10:30 | Room 503 (5F)

Metacognitive Awareness and Strategy use in Academic Reading Among ESL Undergraduates

Aini Akmar Mohd Kasim, Universiti Teknologi MARA, Malaysia

Norizul Azida Darus, Universiti Teknologi MARA, Malaysia

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

Sunday Session I

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

Learning Environments

Session Chair: Hsin-fei Wu

39275 09:00-09:30 | Room 505 (5F)

Eyes to the World: Generating Meaningful Conversations Through Critical Thinking

Yun Fang Sun, Wenzao Ursuline University of Languages, Taiwan

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

40214 09:30-10:00 | Room 505 (5F)

Effects of English Graduation Plays on EFL Learners' Language Learning Anxiety Change

Hsin-fei Wu, Shu Zen Junior College of Medicine and Management, Taiwan

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

41047 10:00-10:30 | Room 505 (5F)

Extraversion and Introversion in Young Adult ESL Learners

Ronald H. Jones, Khalifa University of Science & Technology, UAE

Albert Michael Riskus, Xi'an Jiaotong-Liverpool University, China

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

Sunday Session I

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

Literature & Language Learning

Session Chair: Michael Hofmeyr

40822 09:00-09:30 | Room 506 (5F)

Wednesday Night Book Club: Observations & Implications of a Parent and Child Book Club

Juana Nolasco Cedillo, Cairo American College, Egypt

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

40375 09:30-10:00 | Room 506 (5F)

Critical Thinking Skills in a College Reading Class

Kayo Ozawa, Kyoritsu Women's College, Japan

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

40542 10:00-10:30 | Room 506 (5F)

Literature as a Catalyst for Critical Thinking in the Foreign Language Classroom

Michael Hofmeyr, Osaka University, Japan

Good literature not only holds the power to engage and to inspire, but also to invite readers to see the world from new and unfamiliar perspectives. Literature can thus challenge conventional ideas and received wisdom and as such may become a potent tool for stimulating critical thinking in the hands of the foreign language teacher. While there is little consensus among scholars as to what exactly should be understood by the term critical thinking (D'Angelo 1971, Fisher and Scriven 1997, Long 2003, Paul and Elder 2006, Seigel 1988), a common thread present in most definitions points to a habit of rigorous thinking that relies on rational argumentation and evidence, rather than on submission to authority. As the world today is rapidly changing in ways that are often difficult to predict, it is more important than ever for students to acquire the ability to judge and act independently. The foreign language classroom, especially at the university level, presents an excellent, if often underutilised, opportunity for the development of critical thinking skills. In this presentation, I will discuss the case study of my own experiment in developing an English speaking skills course based on George Orwell's novella *Animal Farm*. The course was designed for undergraduate English majors at Osaka University, a national university in Japan. I will identify five aspects of critical thinking that I think are especially relevant for a literature-based EFL course and discuss examples of how my students showed development of critical thinking skills through engagement with the text.

Sunday Session II

10:45-12:15 | Room 501 (5F)

Cross-cultural Communication

Session Chair: Desideria Murti

40309 10:45-11:15 | Room 501 (5F)

Young Ambassadors: Preparing Junior High School Students for Tokyo 2020

Brett Davies, Meiji University, Japan

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

40145 11:15-11:45 | Room 501 (5F)

A Study of Expression for Politeness, Indifference and Contempt in Japanese and English and its Implication for the Japanese Learner

Debjani Ghosh, Symbiosis International University, India

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

39968 11:45-12:15 | Room 501 (5F)

Cultural and Language Learning in Tourism: An Ethnographic Study About Interactions Between Tourists and Local Hosts in a Rural Heritage

Desideria Murti, Curtin University, Australia

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

Sunday Session II

10:45-12:15 | Room 503 (5F)

New Classrooms

Session Chair: Akiyoshi Suzuki

41026 10:45-11:15 | Room 503 (5F)

Surviving in the Hegemonic Spread of English: English Language Teaching (ELT) In Rural China

Yujuan Wu, Simon Fraser University, Canada

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

39915 11:15-11:45 | Room 503 (5F)

An Analysis of English Communicative Competence: A Case Study of L1 Thai Public Transport Drivers' Communication with Foreign Tourists

Fuenglada Chomchuen, Rajamangala University of Technology, Suvarnabhumi, Thailand

Sonthaya Rattanasak, Rajamangala University of Technology, Suvarnabhumi, Thailand

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

41180 11:45-12:15 | Room 503 (5F)

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

Shin Kurata, Nagasaki University, Japan

Norio Nakamura, Nagasaki University, Japan

Akiyoshi Suzuki, Nagasaki University, Japan

Kōichi Matsumoto, Nagasaki University, Japan

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

Sunday Session II

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

Approaches

Session Chair: Naomi Wilks-Smith

40175 10:45-11:15 | Room 505 (5F)

The use of Communicative Language Teaching (CLT) in Improving Secondary Students' Communicative Competence in Indonesia

Septia Ningrum, Monash University, Australia

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

41152 11:15-11:45 | Room 505 (5F)

Critical Pedagogy vs Mainstream Approaches to ELT: Students' Perception

Anes Mohamed, Kansai Gaidai University, Japan

Mahtab Mohammadi, Azad Islamic University, Iran

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

40020 11:45-12:15 | Room 505 (5F)

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

Naomi Wilks-Smith, RMIT University, Australia

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

Sunday Session II

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

Linguistic Landscapes

Session Chair: John Gerald Arbias Pilar

40285 10:45-11:15 | Room 506 (5F)

Who are "Japanese" in Metro Vancouver?: A Visual Ethnographic Study of Linguistic Landscapes Representing Multilingual/Multicultural Identities

Akiko Ohta, Simon Fraser University, Canada

Brent Amburgey, Simon Fraser University, Canada

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

41173 11:15-11:45 | Room 506 (5F)

Teacher Talk and Local Language Use in an Awarded EFL Review Lesson

Xunying Guo, University of Sydney, Australia

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

38627 11:45-12:15 | Room 506 (5F)

Palalambiton: Revitalization and Preservation of Hiligaynon Language

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

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

Sunday Session III

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

Culture & Language

Session Chair: Paul Nepapleh Nkamta

39905 13:30-14:00 | Room 501 (5F)

Cultural Representation in Primary English Language Textbooks: A Comparison of Textbooks Used in Mainland China and Hong Kong

Xinghong Li, The Education University of Hong Kong, Hong Kong

Jackie F. K. Lee, The Education University of Hong Kong, Hong Kong

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

39881 14:00-14:30 | Room 501 (5F)

The Chaos of the Term: The Concept of the Political Theatre in the Arab World

Abdulaziz Alabdullah, Kuwait University, Kuwait

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

38952 14:30-15:00 | Room 501 (5F)

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

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

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

Sunday Session III

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

English for Academic Purposes

Session Chair: Russell Hazard

41014 13:30-14:00 | Room 503 (5F)

Getting Started with Critical Thinking – A Method for Introducing Argumentation

Kim Willcocks, University of Nottingham – Ningbo China, China

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

39812 14:00-14:30 | Room 503 (5F)

English for Academic Purposes: Enhancing Critical Digital Literacy Outcomes

Russell Hazard, Aidi International School/Mount Kenya University, China

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

40223 14:30-15:00 | Room 503 (5F)

The Effects of Blogging for Developing Collaborative Writing Skills in Pre-Service Teacher Education Programme in Nepal

Laxmi Prasad Ojha, Tribhuvan University, Nepal

Bal Mukunda Bhandari, Tribhuvan University, Nepal

There have been numerous changes in the pedagogical approaches used in higher education in recent times due to advancement in the ICT tools. One of the most significant changes has been the use of blogs as they are convenient and user friendly. Writing being one of the key components of university education, engaging the students in blogging has a tremendous academic value. Blogs allow blending physical and virtual environment and develop the habit of independent work and make the students autonomous (Bhattacharya & Chauhan, 2010). Besides, blogs help the students understand the value of collaboration and develop skills to work in teams, negotiate ideas, and discussion (Vurdien, 2012). They also allow the students to develop their ICT competencies (Goktas and Demirel, 2012) that are necessary to succeed in their professional lives later. In this presentation, we will discuss the impact of blog writing for the development of writing skills in students in higher education institutions. Drawing the findings of a blog writing project conducted among the students in pre-service teacher education program in Nepal, we will report how collaborative writing positively influences development of writing skills among the students and develops a sense of teamwork and collegiality thereby making the learners feel more confident about their writing. We will discuss the impact of blogging as a platform for engaging students in the process of planning, drafting, per-reviewing, editing and publishing. The challenges and potentials of use of blogs in higher education will be discussed at the end.

Sunday Session III

13:30-15:00 | Room 505 (5F)

Approaches

Session Chair: Steve Cornwell

40616 13:30-14:00 | Room 505 (5F)

Improving English Language Learners' General English Proficiency Through Extensive Reading in English as a Foreign Language Context

Muhammad Rifqi Syamsuddin, Universitas Islam Negeri (UIN) Alauddin, Indonesia

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

40643 14:00-14:30 | Room 505 (5F)

Applying Translanguaging Techniques in Japanese EFL Settings

Kevin Alan Bartlett, Kwansei Gakuin University – Kobe-Sanda Campus, Japan

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

41225 14:30-15:00 | Room 505 (5F)

Empowering Students Through X-Word Grammar

Steve Cornwell, Osaka Jogakuin University, Japan

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

Sunday Session III

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

Content & Language Integrated Learning (CLIL)

Session Chair: Catherine Xiang

39938 13:30-14:00 | Room 506 (5F)

Exploring Students' Perceptions on Explicit Academic Vocabulary Teaching Through Online Discussion: A Case Study in an EMI Course

I-Chia Chou, Wenzao Ursuline University of Languages, Taiwan

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

40216 14:00-14:30 | Room 506 (5F)

Content and Language Integrated Learning: Students' Perspectives

Chia-Yin Chen, Wenzao Ursuline University of Languages, Taiwan

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

40228 14:30-15:00 | Room 506 (5F)

Reviews in Translation' Project: Pedagogy and Student Engagement

Catherine Xiang, London School of Economics and Political Science, UK

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Virtual Presentations

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39288

Japanese Language Development in Indonesia Perspective of Library Science: Expansion of Japanese Notation on DDC (Dewey Decimal Classification)

Arda Putri Winata, Universitas Muhammadiyah Yogyakarta, Indonesia

Azizia Freda Savana, Universitas Muhammadiyah Yogyakarta, Indonesia

This paper discusses the new classification development in DDC (Dewey Decimal Classification) system for Japanese language book collections. Most libraries in Indonesia uses the DDC system to classify all book collections, while notation of Japanese language books classification is not specified. There is only one notation classification for Japanese language books (495.6), whereas Japanese language studies or topics are varied. This is different in Japan which uses NDC (Nippon Decimal Classification) with many notation (code) classifications for each language category. With library systems not being effective using two systems, the DDC system and NDC system cannot be used simultaneously. The purpose of this research is to expand Japanese language books notation in the DDC system according to Taylor, Barwick, Sayers, and Hamakonda based on the criteria of a good classification system. This research is expected to facilitate the library of Universitas Muhammadiyah and libraries in Indonesia to classify Japanese language books. This research uses a descriptive method with qualitative approaches. The method of analysis used evaluated the DDC system as a library collection classification system, reviewed various topics or subject in Japanese language (linguistics), and reviewed the NDC (Nippon Decimal Classification) system related notation Japanese language books classification.

40804

Social Media Content Marketing of English Language Institutes in Thailand

Pataraporn Sangkapreecha, Bangkok University, Thailand

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

40806

How Existential Funds of Identity can Enrich the Funds of Identity Concept

Adam Poole, University of Nottingham – Ningbo China, China

Both Funds of Knowledge and Funds of Identity have been developed as effective approaches that can help teachers to affirm marginalised learners' personal, familial and cultural identities in the mainstream classroom. However, the role that negative experiences and emotions might play in affirming learner identities remains under-researched. Existential funds of identity has been offered as a development of the Funds of Identity concept which facilitates the whole spectrum of human experience and emotion (Poole, 2017a, 2017b; Poole & Huang, 2018). However, existential funds of identity has only been superficially defined. For example, it isn't clear whether this concept should be understood as an additional category of funds of identity to go with the five developed by Esteban-Guitart (2012) or whether it relates to all of the existing five categories as a modality of experience that brings into focus the positive and the negative. Moreover, the issue of whether drawing upon negative experience might lead to the perpetuation of deficit thinking also requires more explication. This conceptual paper addresses these issues by offering a more theoretical articulation of existential funds of identity and its relationship with the Funds of Identity concept.

41056

The Intersection of Critical and Creative Second Language Writing and Youth Community Engagement in Qatar

Sadia Mir, Virginia Commonwealth University in Qatar, Qatar

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

Virtual Presentations

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41091

Assessment in Groupwork Project-Based Learning in Business English Classrooms

Thu Hang Nguyen, Danang University of Foreign Languages, Vietnam

Mai Yen Tran Vu, Danang University of Foreign Languages, Vietnam

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

40178

Implementing 'Video Project' as one Form of Alternative Assessment in a Task-Based Language Learning Program

Thi-Thanh-Huong Nguyen, Danang University of Foreign Language Studies, Vietnam

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

39904

Promises and Challenges of Future EAP Literacy Courses: Implications From a Large-Scale Survey

Ju Chuan (Cindy) Huang, National Taiwan Ocean University, Taiwan

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



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Conference Highlights: The Past 12 Months

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

Here are some highlights from the past twelve months, from our events in six cities, in five countries, and over three continents.



Above left: Professor Eun Kyung Min of Seoul National University, South Korea delivers a Keynote Presentation entitled "The Prospect ... towards the East": Reorienting Eighteenth-Century British Literature". Her research interests include Enlightenment ethics and aesthetics, the history of literary canon formation, and early modern cultural history; she is also interested in Asian literature in English, Asian American Literature, and Asian cultural production in general. Her keynote was delivered as a part of The Asian Conference of Arts and Humanities (ACAH2018), where the conference theme was "Recentring: Asian Spaces, Cultures and Ideas in the 21st Century". **Above middle:** Professor Li Ou of the Chinese University of Hong Kong, Hong Kong responds to a question following her Keynote Presentation entitled "British Romanticism in China: Received, Revised, and Resurrected". Li Ou is Associate Professor at Department of English, the Chinese University of Hong Kong. Professor Ou's research interests include Romantic poetry and cultural/literary relations between China and Britain. **Above right:** Professor Georges Depeyrot of the Ecole Normale Supérieure, Paris, and Director of the IAFOR Silk Road Initiative, introduces the scope of the programme to delegates at ACAH2018. Professor Depeyrot is a monetary historian and Board Member of the French National Center for Scientific Research (CNRS), France. He is the author or co-author of more than one hundred volumes, and is the founding director of the Moneta publishing house, the most important collection of books on the topic of money. Professor Depeyrot is a member of the board of trustees of the Centre National de Recherche Scientifique.

Below left: Dr Yutaka Mino of the Hyogo Prefectural Museum of Art, Japan delivers a Keynote Presentation on The Ceramic Road as part of the IAFOR Silk Road Initiative at ACAH2018. Dr Mino is the Director of the Hyogo Prefectural Museum of Art, where the conference plenary session was held, and one of Japan's leading museum curators, as well as a Chinese ceramic and art historian of international renown. **Below right:** Dr Shoso Shimbo is a leading exponent of Ikebana, the Japanese art of flower arrangement. Dr Shimbo was selected by *Belle* magazine as one of six "Australia's top floral designers" and has won multiple awards including the Gold Award at the Melbourne International Flower & Garden Show. He is a director of the International Society of Ikebana Studies and he teaches "Japanese Aesthetics: From Ikebana to Contemporary Art" at RMIT. Here he is seen with his beautiful creation, following a demonstration at the ACAH Welcome Reception.





Above: The 2018 ACAH Conference in Kobe hosted a series of IAFOR Silk Road Initiative associated presentations on the conference theme of "Recentering: Asian Spaces, Cultures and Ideas in the 21st Century", using this as the lense through which researchers associated with the Initiative discussed a range of topics, covering art and culture, as well as history, politics, and international relations, and a special symposium was organised with the cooperation of Kobe University and the Nara National Museum, both of which organisations IAFOR will work on a planned Silk Road Conference in 2019. Pictured here after the presentations (from left to right) are Dr Sakae Naito, Chief Curator of the Nara National Museum and expert on Buddhist art; Kiyomitsu Yui, Professor of Sociology and Executive Director of the Centre for EU Academic Collaboration at Kobe University; Professor Hiroko Masumoto, Dean of the Graduate School of Humanities of Kobe University; Professor Noriyuki Inoue, Vice-President of Kobe University, and Professor Georges Depeyrot, Director of the IAFOR Silk Road Initiative. For more information about the IAFOR Silk Road Initiative, please visit www.silkroad.iafor.org.

Below left: Professor Ka-ho Joshua Mok listens to a response to his Keynote Presentation on "The Quest for World-class University Status: The Role of Liberal Arts University Nurturing Leaders for Uncertain Futures". Professor Mok is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, Hong Kong, and one of the world's leading scholars in international higher education research. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia. He is also the founding Editor-in-Chief of the *Journal of Asian Public Policy* (London: Routledge) and *Asian Education and Development Studies* (Emerald) as well as a Book Series Editor for Routledge and Springer. **Below middle:** Dr Xu Di of the University of Hawai'i at Manoa, USA discusses issues of education and ethics as part of a plenary panel entitled "The Challenge to Survive and Thrive in the 21st Global Learning Space/Community: Technology and Ethics". Xu Di is an educational philosopher and professor in the department of Education Foundations, at the College of Education in the University of Hawai'i-Mānoa whose research focuses on bridging Eastern and Western philosophy for educational practices. **Below right:** Professor Curtis Ho delivers a presentation as part of the same panel. Professor Ho is Department Chair and Graduate Chair of the Learning Design and Technology department at the University of Hawai'i at Manoa, who is a noted expert in educational media research, interactive multimedia, web-based instruction, distance education, video technology, and computer-based education.





Above left: Professor Dexter Da Silva, Professor of Educational Psychology at Keisen University in Tokyo, delivers a presentation as part of the Featured Panel entitled “Psychological Literacy: The Most Important Literacy for the 21st Century”, at the jointly held Asian Conference on Psychology & the Behavioral Sciences, and the Asian Conference on Ethics, Religion & Philosophy in Kobe. Dr Da Silva 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. **Above right:** Professor Ronald Mellado Miller of Brigham Young University, Hawaii, fields questions during the same panel. An academic psychologist, Dr Miller’s main interests are in the areas of applied statistical analysis and predictive modelling. He has led research in Tonga, Fiji, and Samoa, working with governments and NGOs to improve educational and other social outcomes.

Below left: Dr James W. McNally of the University of Michigan, USA and the NACDA Program on Aging, in a lighter moment during his Featured Presentation on a serious topic; “Patterns of Depression Among Elderly Asian Immigrants to the United States Over the Past Decade”. Dr McNally is the Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging lifecourse. He has worked extensively on issues related to international aging and changing perspectives on the role of family support in the later stages of the aging lifecourse. A Vice-President of IAFOR, he is the Chair of the Social Sciences & Sustainability division of the International Academic Advisory Board. **Below right:** Professor Frank S. Ravitch of Michigan State University College of Law, USA, is a constitutional lawyer with an international reputation who works across the fields of ethics, religion and law. He has authored several books, including *Freedom’s Edge: Religious Freedom, Sexual Freedom, and the Future of America* (Cambridge University Press, 2016); *Marketing Creation: The Law and Intelligent Design* (Cambridge University Press 2012), and *Masters of Illusion: The Supreme Court and the Religion Clauses* (NYU Press 2007), as well as amicus briefs to the U.S. Supreme Court. Here he delivers a wide-ranging, timely and powerful Keynote Presentation entitled “Law, Religion and Authoritarianism: From State Shinto to Religio-Trumpism”, in which he draws some uncomfortable parallels between the present political situation in the USA with darker moments in Japan’s past. *The Supreme Court and the Religion Clauses* (NYU Press 2007), as well as amicus briefs to the U.S. Supreme Court. Here he delivers a wide-ranging, timely and powerful Keynote Presentation entitled “Law, Religion and Authoritarianism: From State Shinto to Religio-Trumpism”, political situation in the USA with darker moments in Japan’s past.





Dubai's Festival City again hosted The IAFOR International Conferences on Education and Language Learning (IICEDubai and IICLLDubai), and attracted delegates from across the region as well as further afield as research and presentations focussed on the conference theme of Surviving and Thriving: Education in Times of Change. Both research focussed and more practical presentations and workshops were organised over the three days of the conference, and included presentations by representatives of the UAE Ministry of Education.

Above left: Dr Christine Coombe of Dubai Men's College, UAE, responds to questions following her Keynote Address entitled Classroom Management: Empirical and Practical Perspectives. Dr Coombe is a widely published academic, a past president of TESOL International and sits on the IAFOR International Academic Advisory Board. **Above right:** Dr Deena Boraie delivers a Keynote Address, "Exploring English Language Education in the MENA Region Now and in the Future", in which she drew on her experiences in Egypt. Dr Boraie is dean and professor of practice at the School of Continuing Education at The American University in Cairo.

Below left: Dr Martin Spraggon of the Mohammed Bin Rashid School of Government expands on the local context, giving an overview of educational policy, in his Featured Presentation on "Key Trends, Challenges and Opportunities in the Field of Higher Education in the UAE". **Below right:** Dr Sufian Abu-Rmaleh of the UAE University listens to delegates giving feedback after his engaging presentation entitled "Using Critical Thinking Techniques in the Classroom". Dr Abu-Rmaleh is a past president of TESOL Arabia.

Bottom left: Professor Mustafa Hashim Taha of the American University of Sharjah, UAE, examined entertainment education with an emphasis on the role of theatre in promoting political reconciliation in post-apartheid South Africa in his thought-provoking and wide ranging Keynote Presentation. **Bottom right:** Dr Virginia Bodolica of the American University of Sharjah, UAE delivers a Featured Presentation that addressed the wider conference theme of Surviving and Thriving in Times of Change with her featured address on "In the Era of Disruptive Transformations: Embracing the Imperative of Dynamic Adaptation to the Evolving World of Work".





Some 250 scholars and educators from more than 40 countries came together for the IAFOR International Conferences on Education (IICEHawaii2018), and Sustainability, Energy and the Environment (IICSEEHawaii2018) at the Hawaii International Convention Center in Honolulu, Hawaii for an event held in partnership with the University of Hawaii at Manoa, and with the support of the East West Center, Brigham Young University, and the World Bank.

Above left: Dr Joseph Haldane, Chairman and CEO of IAFOR chaired a plenary panel entitled "Educational Policy: Does the Democratisation of Education in Educational Systems Fuel Economic and Social Inequality?". **Above right:** Professor Xu Di and David P. Ericson, both renowned educational philosophers based at the University of Hawai'i at Manoa, delivered addresses first, giving both the local context and then drawing on examples from other countries, before Dr Haldane then opened the floor to questions and then a more general discussion of the topic.

Below left: Dr Xiaoyan Liang is a Lead Education Specialist in the World Bank, with a focus on educational development in Africa and East Asia. Her wide ranging keynote, "Education in a Changing World: New Partnership and Changing Paradigm for Education Development", was sponsored by the World Bank. **Below right:** Dr Andy Curtis of Anaheim University, USA, a language educator with an international reputation, and past president of TESOL International, delivered a funny but stinging keynote entitled "'Ignorance is Bliss': The New Anti-Education Movement", that looked at educators navigating a world in which political leaders often boast of their ignorance, rather than education.





Above left: Dr Failautusi 'Tusi' Avegalio is the director of the Pacific Business Center Program and the executive director of the Honolulu Minority Business Enterprise Center at the University of Hawai'i at Mānoa's Shidler College of Business. Descended from a long line of Samoan chiefs, Dr Tusi was raised in the coastal village of Leone in American Samoa before receiving university education in the United States, and becoming a professor. Here he delivers a keynote address that looks at the importance of respecting indigenous knowledge and wisdom in the context of modern educational systems. **Above centre:** Dr Sela V. Panapasa of the University of Michigan, USA, addresses the "Surviving and Thriving in Times of Change" theme of the conference in her excellent keynote address entitled, "Anticipating Educational Needs That Ensure a Diverse, Equitable, and Inclusive Workforce for a Changing U.S. Population". Dr Panapasa is a sociologist who was born in Fiji, and who has worked extensively throughout the Pacific Islands. **Above right:** Dr Sheri-Ann Daniels is the executive director of Papa Ola Lōkahi, the Native Hawaiian health board, and chair of Nā Limahana o Lonopūhā, the Native Hawaiian Health Consortium. Here she delivers a keynote presentation entitled "Native Hawaiian Health: Opportunities to Develop A Healthy Leadership and Workforce".

Below left: Dr Richard R. Vuylsteke is President of the East-West Center, a renowned and unique institution that promotes better relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue. His wide ranging keynote address introduced some particular East-West Center approaches to education, including "place utility," "cross-cubed" programs, and social media umbrellas, and he asked delegates of the ways in which they might be able to implement such approaches in their home institutions. **Below right:** Dr Hiagi M. Wesley, responds to questions following his keynote entitled "Pacific Indigenous Perspectives vs Global Ways of Learning", which dovetailed perfectly with Dr Avegalio's address, and looked at the value of indigenous ways of learning. A Rotuman by birth, Dr Wesley is Director of the Center for Hawaiian and Pacific Island Studies and Associate Dean in the College of Arts and Humanities at Brigham Young University, Hawaii.





The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held in Kobe, Japan, with the conference theme of "History, Story and Narrative".

Above left: Multi-Emy Award winning filmmaker, and former NBC television producer, Gary Swanson, opens the MediAsia 2017 conference with a hard-hitting keynote on "Fake News and the Attack on America's Freedom of the Press", in which he outlined the hostility of Donald Trump and his administration toward the press, arguing that "the press is the enemy; nothing it says should be believed; and there is no role or need for the press in American democracy". **Above right:** Professor Virgil Hawkins of Osaka University's School of International Public Policy (OSIPP) describes the Global News View (GNV) research centre, dedicated to working towards the realisation of an information environment in which people can comprehensively and objectively view the world and the issues it faces, in the context of little or no information about certain issues or geographic areas of the world, leading to a lack of care and attention about events in these places.

Below left: Professor Yoneo Ota of Osaka University of Arts, and founding director of Kyoto's Toy Film Museum talks about the project to collect and restore privately held toy films to reconstitute a historical record and archive, and reappraisal of their value in documenting Japanese society. **Below right:** William Lyndesay OBE is a renowned geographer, author and film-maker, celebrate inside and outside China for his long and steady commitment to the study and preservation of the Great Wall(s) of China, despite his earliest efforts falling repeatedly foul of the Chinese authorities. His keynote showed how diverse, personal, unconventional and "foreign" approaches have made significant contributions to the surprisingly narrow, Sino-centric and limited corpus of Great Wall knowledge, as well as popular understanding.





Above left: Professor Richard Roth of Northwestern's Medill School of Journalism delivered a very personal keynote address on the year of his retirement, looking at how he has tried throughout his career as a journalist and educator to mentor and nurture young talent in an industry where it is said that there is no apprenticeship. His presentation talked about his own experience as a rookie reporter coming of age in a foreboding American prison called Attica, one part of an American system that holds more than 2 million people captive, more than in any other nation. Roth was one of two newspaper reporters inside the prison yard at Attica during the September 9-13 riots in 1971, serving on the Select Observers Committee, and his subsequent writing about Attica earned him a 1972 nomination for the Pulitzer Prize. **Above right:** Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art (the conference venue), is one of Japan's most sought after museum directors, and among the country's most prominent supporters of the public and educational role of art. In this keynote address he describes how an art museum can strategically write (or paint) itself into the history, story and narrative of a city, or else consign itself to irrelevance.

Below: The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held at the Hyogo Prefectural Museum of Art and attracted 125 delegates from 25 countries. Here delegates pose outside the Tadao Ando designed building, and in front of Kenji Yanobe's *Sun Sister*.

For more information about The Asian Conference on Media, Communication and Film (MediAsia) please visit www.mediasia.iafor.org.

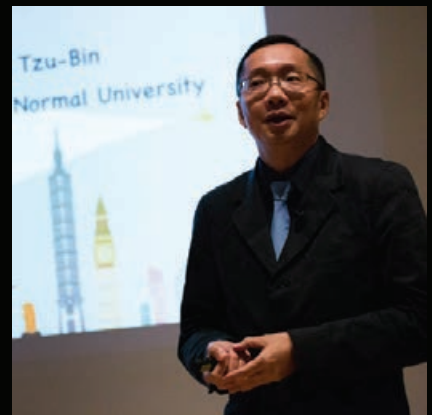




The Asian Conference on Education 2017 (ACE2017) saw more than 250 scholars from 38 countries come together in Kobe, Japan to look at the theme of "Educating for Change" from a variety of interdisciplinary perspectives, cultural backgrounds, and national contexts.

Above left: Dr Charles Allen Brown of Hokkaido University, Japan, in a lighter moment following his featured presentation at ACE2017, which looked at, and questioned the hitherto unassailable position of the native speaker in language learning. **Above right:** Dr Paul Lai of Nagoya University's academic writing center delivers a featured address on how his pioneering center has helped research students and faculty develop clear and convincing ideas in their research writing, thus improving publication chances and impact.

Below left: Dr Connie Guberman of the The University of Toronto, listens to questions following her featured address on an initiative using oral history as a means of educating for change by challenging traditional institutional structures of knowledge creation. **Below middle:** Dr Jack Frawley of the University of Sydney's National Centre for Cultural Competence delivers a plenary address on leadership and intercultural studies. **Below right:** Dr Tzu-Bin Lin of the National Taiwan Normal University explains how professional development and leadership programs are developing on Taiwan to raise standards in secondary schools.





Opposite Bottom: After an amazing taiko drum performance and interactive music workshop, delegates from around the world mix with local students from AIE International High School's drum club.

Above left: Dr Joseph McClanahan of Creighton University (USA), and co-convenor of the Asian Undergraduate Research Symposium (AURS) delivered a wide ranging featured address on how mentoring undergraduate students provides tools for student success after graduation, and concentrating on the importance that educators continue to adapt and develop new approaches that create equal opportunities for productive educational experiences for all students. **Above right:** Dr Yvonne Masters of Newcastle University, Australia, and AURS co-convenor, asks the conference to consider two simple but fundamental questions when we talk about change in Education, "By Whom?" and "For Whom?".

Below: A group shot of delegates, taken in the Kobe Art Center venue, reflecting the diversity of attendees at The Asian Conference on Education. The next ACE event will be held in Tokyo, Japan, from Saturday, October 13, 2018 to Monday, October 15, 2018. For more information please visit www.ace.iafor.org.

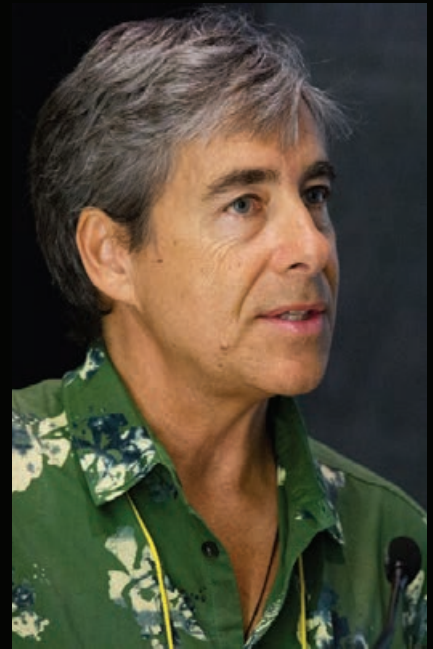




Above left: Dr Simon Sleight, Senior Lecturer in Australian History at King's College London delivers a Keynote Speech at The IAFOR International Conference on the City 2017 (City2017) in Barcelona, addressing delegates on the topic of memory and the modern city. Dr Sleight's work explores the history of urban place-making, the evolution of youth cultures and the Australian presence in Britain. **Above right:** Internationally renowned constitutional lawyer and jurist Professor Adrien Katherine Wing gives a Keynote Presentation at The IAFOR International Conference on Global Studies 2017 (Global2017) on the legal status of women of colour around the world under national and international law. Professor Wing is the Associate Dean of International & Comparative Law Programs at the University of Iowa College of Law, USA, and was involved in the drafting of the South Africa and Kosovo constitutions.

Below left: Multiple Academy Award winning documentary filmmaker, Mark Jonathan Harris, director of *Breaking Point: The War for Democracy in Ukraine*, an Official Selection of the IAFOR Documentary Film Award 2016, responds to questions following his Featured Presentation entitled "Breaking Point – Ukraine in the Era of Trump" at Global2017. Professor Harris is Distinguished Professor in the School of Cinematic Arts at the University of Southern California, USA, where he heads the documentary program. **Below right:** Mark Jonathan Harris's award-winning documentary, *Breaking Point: The War for Democracy in Ukraine*, was screened at City/Global2017 and was followed by a Q&A with the Director.





Above left: In a City2017 Featured Presentation, Gloria Montero, celebrated Spanish novelist, playwright and poet, offers her own insights into the city of Barcelona, where she has made her home and where City2017 was held. **Above center:** Professor Georges Depeyrot, monetary historian at the ENS (Paris) and Member of the Board of Trustees of the French National Center for Scientific Research (CNRS), France, introduces the IAFOR Silk Road Initiative in an information session at Global2017. **Above right:** In a Keynote Presentation entitled "Refuge: Refugee: Moonlight and Precarious Love" at Global2017, Professor Baden Offord of the Centre for Human Rights Education, Curtin University, Australia, discusses the human condition in relation to people's suffering around their sexuality with reference to the Academy Award winning film, *Moonlight*.

Below: An image from the series *Single Mothers of Afghanistan* by Canadian/Iranian photojournalist Kiana Hayeri, Grand Prize Winner of the 2017 IAFOR Documentary Photography Award. Winners were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter. For more information about the award, please visit: www.iaforphotoaward.org.





Above left: Dr Paul Lowe, Founding Judge of the IAFOR Documentary Photography Award, gives a Keynote Presentation on "Testimonies of light: Photography, Witnessing and History" at The European Conference on Media, Communication & Film 2017 (EuroMedia2017). Dr Lowe is an award-winning photojournalist who has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny. **Above right:** In a Featured Panel Presentation at The European Conference on Arts & Humanities 2017 (ECAH2017) Professor Donald Hall, Dr Linda Schwarz and Professor Amanda Bright discuss the challenges of doing research and creative activity in the arts and humanities today. Donald E. Hall is a Vice-President of IAFOR and Dean of the College of Arts and Sciences at Lehigh University; USA. Linda Schwarz is Dean of the Faculty of Arts & Science and Professor of Interdisciplinary Studies at Ambrose University, Canada, and. Amanda Bright has been Head of the School of Art at the University of Brighton, UK.

Below left: At EuroMedia2017, Dr Rodney Hill of the Lawrence Herbert School of Communication at Hofstra University, USA, and Francis Ford Coppola Archivist presents on the topic of "Mythologizing One's Own History Through Narrative" by referencing Coppola's *Tetro*. **Below right:** Dr Alfonso García Osuna, Editor of the *IAFOR Journal of Arts & Humanities*, delivered a Spotlight Presentation entitled "Re-Creating the Past: Fascist Comics and the Rehabilitation of History", at ECAH2017. Dr Osuna has taught at Hofstra University in New York, USA, for over thirty years.

Bottom: The Conference Welcome Reception provides a great opportunity for delegates to network and get to know each other.





Above left: Keynote Speaker at The European Conference on the Social Sciences 2017 (ECSS2017) Dr Anke Schwittay discusses inclusive innovation in international development. Dr Schwittay is Head of International Development at the University of Sussex in the UK, and Senior Lecturer in Anthropology and International Development at the School of Global Studies. **Above right:** Dr Georgios Tsakos, Reader in the Department of Epidemiology and Public Health at University College London, UK, gives a Keynote Presentation on the topic of "Links Between Oral and General Health: Putting the Mouth Back in the Body" at ECSS2017.

Below: In a Plenary Panel Presentation on sustaining the city at The European Conference on Sustainability, Energy & the Environment 2017 (ECSEE2017), Professor Anne Boddington, Duncan Baker-Brown and Cat Fletcher examine the rationale behind The Brighton Waste House – Europe's first permanent public building made almost entirely from material thrown away or not wanted (shown bottom left). Anne Boddington is Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, Duncan Baker-Brown is an expert in contemporary methods of ecology-friendly building design, an architect and an academic, and Cat Fletcher is Founding Member, Elected National Representative and Head of Media for Freegle UK.

Bottom right: ECSS2017 Featured Speaker Professor Grant Black of the Faculty of Humanities and Social Sciences, University of Tsukuba, Japan, addresses conference delegates on the subject of "East Meets West: Innovation and Discovery in Education Reform at an Elite Japanese University". Professor Black is Vice-President (at large) of IAFOR.





Above left: At The European Conference on Psychology & the Behavioral Sciences 2017 (ECP2017), Professor Geoff Beattie of Edge Hill University, UK, delivers a Keynote Presentation entitled "Hidden Thoughts: Do Your Hand Gestures Reveal More About You Than You Think?" Professor Beattie is a world renowned expert on non-verbal communication and a noted author, broadcaster and public intellectual, who was the resident on-screen psychologist for *Big Brother* for eleven series on Channel 4. **Above right:** Dr Katie Woodward discusses public attitudes towards counter-terrorism in a Featured Presentation at ECP2017. Dr Woodward is currently a Principal Psychologist working in the Human and Social Sciences Group at the Defence Science and Technology Laboratory in Hampshire, UK.

Below left: Dr Stephen E. Gregg, Senior Lecturer in Religious Studies at the University of Wolverhampton and Keynote Speaker at The European Conference on Ethics, Religion & Philosophy 2017 (ECERP2017), enjoying a lighter moment, after a wide-ranging address examining the topic of complicating religious identity in the twenty-first century. **Below right:** Professor Thomas Brian Mooney gives a Featured Presentation entitled "The Virtue of Politeness As a Part of the Virtue of Justice" at ECERP2017. Thomas Brian Mooney is a philosopher with an international reputation and Head of the School of Creative Arts and Humanities, Charles Darwin University, Australia.

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





Above left: At The European Conference on Education 2017 (ECE2017), Professor Kwame Akyeampong of the Centre for International Education (CIE), University of Sussex, UK, gives a Keynote Presentation on transforming the educational experience of African children through emancipatory research. Professor Akyeampong has been a senior policy analyst at UNESCO, and also consulted for the Ghanaian Ministry of Education. **Above right:** ECE2017 Keynote Speaker Matthew Taylor, Chief Executive of the Royal Society for the Encouragement of Arts, Manufactures and Commerce, UK, delivers an address entitled "Think Like a System, Act Like an Entrepreneur" as part of the conference Plenary Panel. Prior to becoming Chief Executive of the RSA, Matthew Taylor was Chief Adviser to Prime Minister Tony Blair, as head of the Number 10 Policy Unit, and is the author of the 2017 Taylor Review of Modern Working Practices, commissioned by the incumbent UK government.

Below left: Professor Svetlana Ter-Minasova engages the audience at The European Conference on Language Learning 2017 (ECLL2017) with a Keynote Presentation on how to shatter the linguistic, cultural and psychological barriers to international communication. Professor Ter-Minasova is founding President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University, Russia and a public intellectual in Russia. **Below right:** Professor Anne Boddington, Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, moderates the Plenary Panel "Think Like a System, Act Like an Entrepreneur" at ECE2017.

Bottom left: ECE2017 Featured Speaker Professor David Hicks of Virginia Tech, USA, addresses delegates on the topic of "Teaching Difficult Histories Through Film: Examples and Perspectives from the Field", highlighting the pedagogical challenges that emerge when film is used to teach about the complex business of the representations of "the other". **Bottom right:** Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, UK, moderates a Plenary Panel entitled "Education for Change: Addressing the Challenges of UN Sustainable Development Goal 4" at ECE2017.





The Asian Conference on Social Sciences 2017 (ACSS2017), The Asian Conference on Sustainability, Energy & the Environment 2017 (ACSEE2017) and The Asian Conference on Aging & Gerontology (AGen2017), were held in Kobe, Japan, June 8–11, 2017. **Above left:** His Excellency Dr Toshiya Hoshino gives an incisive Keynote Presentation as part of an ACSS2017 Plenary Panel entitled “East Meets West”, giving a historical overview of recent trends in International Relations. Dr Hoshino is now Japanese Ambassador to the United Nations in New York, having been seconded from Osaka University, where he is Professor at the Osaka School of International Public Policy (OSIPP). A former Vice-President of the university, he is also a member of IAFOR’s Board of Directors. **Above center:** Professor Haruko Satoh of Osaka School of International Public Policy (OSIPP), Osaka University, Japan, addresses delegates as part of the same ACSS2017 Plenary Panel. Professor Haruko Satoh is a member of IAFOR’s Academic Governing Board. **Above right:** Political Philosopher, Professor Michael Anthony C. Vasco, Dean of the Faculty of Arts and Letters at the University of Santo Tomas in the Philippines, sits on the same Plenary Panel at ACSS2017.

Below left: Director of the NACDA Program on Aging and Vice-President of IAFOR Dr James W. McNally gives a Featured Presentation on methodologies for the collection of comparative community-level public health data at AGen2017. **Below right:** Dr Hiroshi Ishida, Professor of Sociology at the Institute of Social Sciences, University of Tokyo, Japan, sits on an AGen2017 Plenary Panel entitled “East Meets West – Healthy, Active and Beautiful Aging in Asia”.

Bottom left: ACSS2017 Featured Speaker Dr Philip Sugai of Doshisha Business School, Japan, examines the concept of value in marketing. **Bottom right:** ACSEE2017 Spotlight Speaker Dr Maxime Jaffré, Assistant Professor in Sociology of Culture at the Ecole des Hautes Etudes en Sciences Sociales and a member of IAFOR’s International Academic Advisory Board, questions whether data science can do without the field survey.

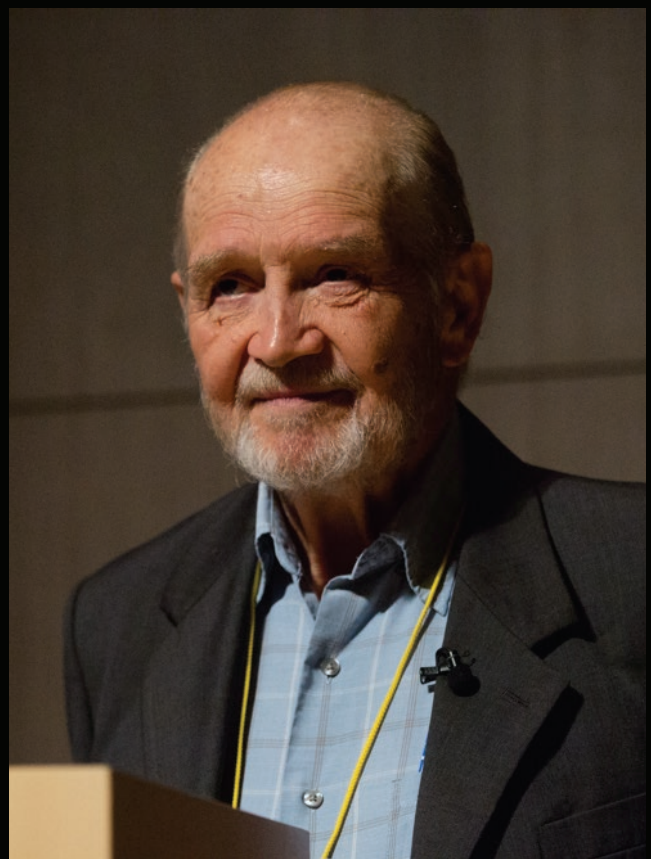




The Asian Conference on Cultural Studies 2017 (ACCS2017), The Asian Conference on Asian Studies 2017 (ACAS2017) and The International Conference on Japan & Japan Studies (IICJ2017), held June 1–4, 2017, brought together delegates from all over the world to explore the theme of "Global Realities: Precarious Survival and Belonging".

Above left: Professor Gaurav Desai of the University of Michigan, Ann Arbor, USA, examines the figure of the migrant in recent Anglophone fiction from Africa and South Asia in his ACCS2017 Keynote Presentation entitled "Precarious Futures, Precarious Pasts: Migritude and Planetarity". **Above right:** In a Featured Panel Presentation at ACCS2017, Professor Donald E. Hall, Professor Emerita Sue Ballyn and Professor Emeritus Yasue Arimitsu discuss the challenges of doing Cultural Studies today, exploring the emerging geo-political constraints on their work, as well as their respective national and institutional contexts, and interact with the audience on the topic of strategies for individual and collective response to the challenges that we face.

Below left: The University of Barcelona's Professor Emerita Sue Ballyn gives a Spotlight Presentation at ACCS2017 on the subject of surgeons on eighteenth-and-nineteenth-century female convict transports, often the unsung heroes of hazardous passages to the Antipodes, discussing the importance of their power at sea and on land, their care of their charges and how medical improvisation very often saved a patient's life. **Below right:** In his ACAS2017 Featured Presentation entitled "Buddhist Terrorism?", Dr Brian Victoria of the Oxford Center for Buddhist Studies examines the long history of those calling themselves Buddhists who engaged in warfare, despite Buddhism's long-standing reputation in the West as a religion of peace.





Introducing IAFOR's Academic Grants & Scholarships

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

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

How are recipients of an IAFOR grant or scholarship selected? The Organising Committee of the relevant IAFOR conference will award scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at one of our conferences.

How can I apply for an IAFOR grant or scholarship? If you are eligible for an IAFOR grant or scholarship and would like to be considered, please submit your abstract to the conference you would like to attend and select the checkbox for the relevant award during the submission process. Abstracts must be submitted by the initial submission deadline of the relevant conference in order to be considered for funding. Applicants will be notified of results within three to four weeks of the initial submission deadline.

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



THE IAFOR SILK ROAD INITIATIVE

The IAFOR Silk Road Initiative encourages individuals and institutions working across the world to support and undertake research centring on the contact between countries and regions in Europe and Asia – from Gibraltar to Japan – and the maritime routes that went beyond, into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative is concerned with all aspects of this contact, and examines both material and intellectual traces, as well as consequences.

www.silkroad.iafor.org

The IAFOR Silk Road Initiative

Nurturing interdisciplinary research in the global public interest

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In 2018, we are excited to launch a major new and ambitious international, intercultural and interdisciplinary research initiative that uses the silk road trade routes as a lens through which to study some of the world's largest historical and contemporary geopolitical trends, shifts and exchanges.

IAFOR is headquartered in Japan, and the 2018 inauguration of this project aligns with the 150th anniversary of the Meiji Restoration of 1868, when Japan opened its doors to the trade and ideas that would precipitate its rapid modernisation and its emergence as a global power. At a time when global trends can seem unpredictable, and futures fearful, this Silk Road Initiative gives the opportunity to revisit the question of the impact of international relations from a long-term perspective.

This ambitious initiative will encourage individuals and institutions working across the world to encourage research centring on the contact between countries and regions in Europe and Asia, from Gibraltar to Japan, and the maritime routes that went beyond into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative will concern all aspects of this contact, and will examine both material and intellectual traces, as well as consequences.

A series of round tables on the IAFOR Silk Road Initiative were held in Japan, the UK and Spain in 2017, and the initiative will become a central aspect of a series of conferences, meetings, seminars and workshops from 2018 in Asia, Europe and North America.

Rationale

The occidentalisation of history and the grand narrative of European and American progress has consigned the Silk Road instead to historical quaintness, exotic literary caricature in the adventures of Marco Polo, or the sort of esoteric academic investigations that receive little attention. This largely ignores its huge historical and present-day importance and relevance to the routes and paths that continue to connect humans through trade and exchange.

In a world of rankings, algorithms, unedited "news", and self-referential "centres of excellence", it is facile to conclude that the centre and pinnacle of all knowledge is held by a few pockets of venture-capital-backed open-plan offices in Silicon Valley, or schools and universities in which the cloistered architecture does not even offer the pretence of openness. Globalisation, and the technology that has enabled it, has allowed an immense flowering of possibilities in communication and access to knowledge, while at the same time increasing alienation from self and society, encouraging "virtual" worlds, creating and cementing fissures, and encouraging fear of the foreign. It is only through encounters with difference that we are able to shape ourselves and our ideas, and physical human interaction is and remains at the source of all value. The international, intercultural and interdisciplinary meetings that lie at the heart of IAFOR and this research initiative have never been more important in our globalised world.

Lead Institutions

- The International Academic Forum (IAFOR), Japan
- Osaka University, Japan
- The IAFOR Research Centre (IRC), Japan
- Belgrade University, Serbia
- École Normale Supérieure (ENS), France
- DAMIN, France
- MONETA, France

If you wish to be informed of the latest news and developments, please subscribe to the mailing list on the IAFOR Silk Road Initiative website: www.silkroad.iafor.org



2018 Moscow Roundtable Report

IAFOR Silk Road Initiative

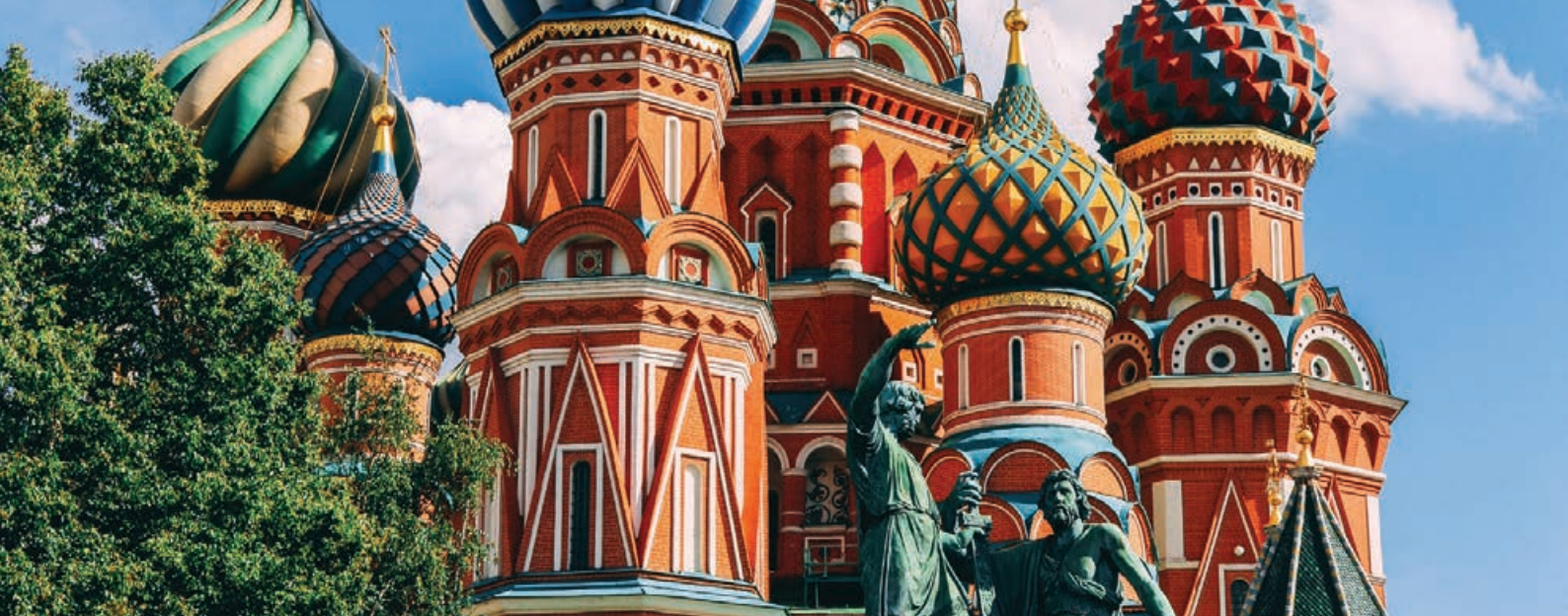
The first IAFOR Silk Road Initiative roundtable of 2018 was held in Moscow on February 21, and in partnership with Moscow State University.

The event was hosted by the Moscow State University Institute of Asian and African Studies, and opened by the Director of the Institute, renowned scholar of politics and international relations, Professor Igor I. Abylgaziev. Attended by a group of invited scholars from both universities in Moscow and abroad, the Roundtable was organised with the kind support of the President of the Faculty of Foreign Languages and Area Studies, Professor Svetlana Ter Minasova, and Dr Elena Mishieva, Academic Secretary of the same faculty, and IAFOR Silk Road Initiative Project Coordinator in Moscow.

The roundtable was co-chaired by Professor Georges Depeyrot of the École Normale Supérieure (ENS), Paris, and Board member of the Centre National de la Recherche Scientifique (CNRS), and Dr Joseph Haldane, Chairman and CEO of IAFOR, and took as its subject, "International Academic Cooperation in Uncertain Times". The topic was very timely, as this is a period of great global political uncertainty.

Professor Svetlana Ter Minasova delivered the opening address, which set the scene by underlining that most senior academics had effectively lived in two separate countries in succession; The Soviet Union until 1991, and then Russia since that time. She described the Soviet times as the "Kingdom of Prohibitions", where everything was governed by what could not be done, and by what was prohibited, and there existed an insularity and isolationism, making relations with countries outside the communist sphere difficult.

With the fall of the erstwhile "enemy" of the USSR, the new Russia became suddenly very popular, as different Western companies, NGOs and universities, sought to quickly build relations with the country, and money started to pour in as people sought to gain market position and influence. Although that created funding pools that had until that point been non-existent, it also ushered in an era of inflation, and meant university lecturer wages were not enough to live on, and obliged many to engage in supplementary private tuition, with academics being underpaid and overworked. This has led to the familiar problem of a brain drain, and economic migration, as Russian academics sought higher paid opportunities abroad. Although there have been market reforms introduced, the state education system remains slow and highly bureaucratic. A presentation by Dr Lubov Kulik of the Faculty of Economics at Moscow State University spoke of the economics of education in a presentation that considered education as both a public good and a commodity. *[Report cont'd on the next page.]*



Recently, Russia has found itself more distanced from the west, as a result of, and resulting in, a context of increased authoritarianism and nationalism, and this has often made international research collaborations more difficult, and has seen cuts in funding from such programs as Erasmus +. For its part, the Russian funding bodies have continued to prioritise STEM subjects over the liberal arts, following a policy that mirrors most other countries. In the non-science areas of study, funding is more often directed towards internationally and internally sensitive issues that are often geared towards encouraging internal cohesion, nation building and so on, and in areas such as geopolitics, minority languages and religions; not surprising given that Russia is at once an old and a young country.

The intellectual life of the country is heavily weighted in Moscow and St Petersburg, although there are attempts to ensure that other parts of the country are well funded, and there are well-respected state universities elsewhere in the country, such as Novosibirsk and Vladivostok, as well as satellite campuses in the former Soviet republics, where Russia maintains considerable economic, cultural and linguistic influence.

The country also enjoys relations with many of the countries it now borders, and although these are historically weighted both positively and negatively, reflect a continued strong regional and cultural influence, where there are also large minority ethnic Russian populations. China has enjoyed a continued intellectual relationship with Russia, and there are frequent exchanges of students and professors alike, and Russian enjoys continued popularity in China, while Chinese is becoming a more popular language option. Professor Tatiana Dobrosklonskaya of Moscow State University, and a Visiting Professor at Beijing International Studies University gave a presentation which looked at the relationship and an overview of educational and cultural exchange between the two countries.

Professor Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade closed the symposium by speaking of the modernisation paradigms of education, and in a context of political instability, drawing attention to crises of identity, both individual and national. She underlined that we must seek ways to collaborate, to work together, and that this is both a philosophical and practical commitment.

In all, the symposium was a great success, and we look forward to future IAFOR Silk Road Initiative events.

Dr Joseph Haldane
Chairman and CEO, IAFOR

THINK.IAFOR.ORG

THE ACADEMIC PLATFORM

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

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

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

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

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

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

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SUBMIT TO THINK

We are currently accepting submissions for publication in 2018. We welcome photographs to accompany articles, as well as topical photo-essays.

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

Heritage–HongKong2018

HONG KONG

www.heritage-hongkong.iafor.org

ACLL2018 conference delegates receive
a 10% registration discount



The IAFOR Conference on Heritage – Hong Kong 2018

Location & Venue: The University of Hong Kong (HKU), Hong Kong
Dates: Wednesday, December 05, 2018 to Friday, December 07, 2018

Final Abstract Submission Deadline: September 20, 2018

Advance Registration Deadline for Presenters: September 21, 2018

Final Registration Deadline for Presenters: October 19, 2018

Heritage studies have become a significant and well-identified area of both scholarly study and societal engagement. The management of artistic, cultural and intellectual resources is an increasingly difficult challenge that requires the ability to appreciate, and the skills to protect and conserve, the diversity of human production.

This conference aims to host and promote discussions about ways in which human heritage is perceived, described, as well as managed in contemporary society, with particular focus on Asian contexts. We are interested in highlighting the challenges in relation to intangible heritage, which poses issues of ethics such as property rights, political control in totalitarian regimes, and endangerment under the pressure of globalising forces.

We invite papers as well as panel proposals on the following topics:

- Descriptive/documentary approaches to intellectual heritage, in terms of thought, language, and cultural/artistic performances and traditions
- Heritage Perception and Management
- Challenging the Heritage Narrative
- Heritage and Film in Popular Culture
- Migration Networks and Heritage
- Heritage and the Digital World
- Heritage Tourism
- Heritage and Gender
- The Local Context

Hong Kong has traditionally been associated as a meeting place of peoples, ideas and concepts; of clashes, fusions and synergies, including East and West, tradition and modernity, freedom and repression. After years of rapid development, modernisation and relative wealth, the notion of 'heritage' has started to gain currency, especially in terms of built heritage. However many forms of less tangible heritage are still poorly understood and overlooked in Hong Kong, China, and indeed throughout the world. Traditional crafts, musical heritage, minority languages, youth culture, and most recently liberal philosophies are all part of a heritage which Hong Kong, like many other places, might stand to lose. In this sense it is an ideal crossroads to meet and discuss regional trends and global conceptions of intangible and intellectual heritage, its challenges, its management, and its future.

For more information and to submit an abstract visit:

www.heritage-hongkong.iafor.org

Photojournalism is in our DNA

Think Tank Photo is proud to recognize the winners of the 2017 IAFOR Documentary Photography Award.

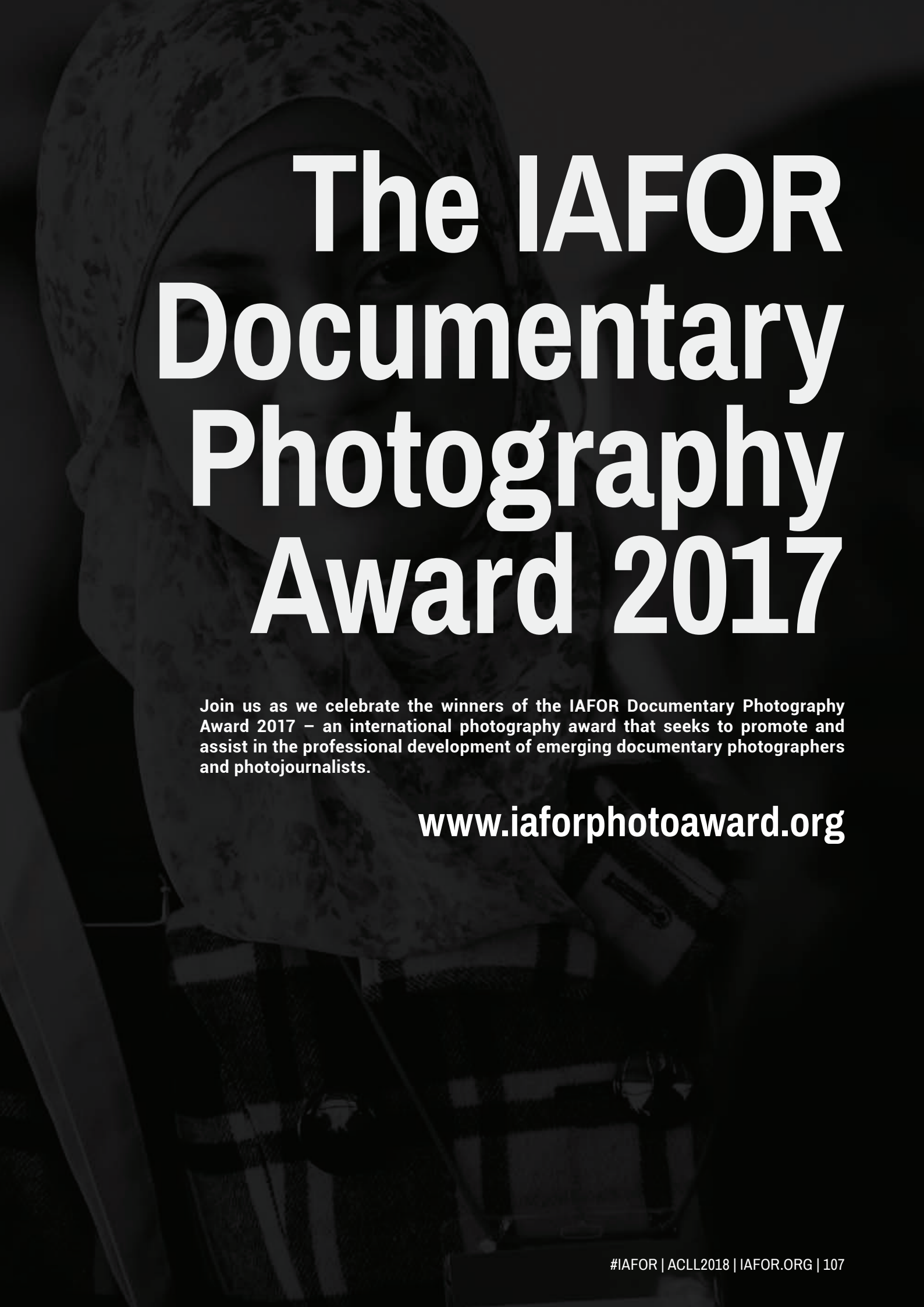
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The IAFOR Documentary Photography Award 2017

Join us as we celebrate the winners of the IAFOR Documentary Photography Award 2017 – an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists.

www.iaforphotoaward.org



IAFOR Documentary Photography Award 2017

Friday, April 27 | 12:05-12:20 | Prokofiev Hall (2F)

Award Winners Screening

The IAFOR Documentary Photography Award was launched by The International Academic Forum (IAFOR) in 2015 as an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. The award has benefitted since the outset from the expertise of an outstanding panel of internationally renowned photographers, including Dr Paul Lowe as the Founding Judge, and Ed Kashi, Monica Allende, Simon Roberts, Jocelyn Bain Hogg, Simon Norfolk and Emma Bowkett as Guest Judges. Now in its third year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London, RMIT University, *British Journal of Photography*, The Centre for Documentary Practice, and the Medill School of Journalism.

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. Winners of the IAFOR Documentary Photography Award 2017 were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. The award follows the theme of the EuroMedia conference, with 2017's theme being "History, Story, Narrative". In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Image | From the project *Single Mothers of Afghanistan* by IAFOR Documentary Photography Award 2017 Grand Prize Winner, Kiana Hayeri.

Award Judges



Dr Paul Lowe is the Course Director of the Masters Programme in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London. He was responsible for the development and launch of a new part-time version of the course delivered entirely online using web conferencing, blogs and the VLE, launched in 2008. He is an award-winning photographer whose work is represented by Panos Pictures, and who has been published in *Time*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer* and *The Independent*, among others. He has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny.

He is a consultant to the World Press Photo Foundation in Amsterdam, an independent, non-profit organisation that is a major force in developing and promoting visual journalism worldwide. His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi Books. He regularly contributes to international and national conferences in photography, media and education, and has published chapters in edited books on these themes as well.



Monica Allende is a photo editor, curator, cultural producer and educator. She is GetxoPhoto Festival Artistic Director from 2017 to 2019, and is the Director of FORMAT17 International Photography. She is currently producing several multidisciplinary projects with artists worldwide, has collaborated with screen projects, and is co-founder of Offspring Photo Meet, London. Previously she was Photo Editor at *The Sunday Times Magazine*, where she launched the award-winning photography section "Spectrum". She is a visiting lecturer at the London College of Communication and lectures and teaches workshops in photography at, among others, ScreenLab, London; EFTI, Madrid; Tashkeil, Saudi Arabia; Mentorship Business Programme DEVELOP at the University of Sunderland; Festival di Internazionale a Ferrara; WPP workshop Angola; Magnum Professional Practice Workshops.

She nominates photographers for Deutsche Börse Photography Prize, Prix Pictet and The Joop Swart Masterclass/World Press Photo, and has served on juries worldwide including World Press Photo, Visa Pour L'image and the National Portrait Gallery's Taylor Wessing photographic Portrait Prize. She produced and curated *Darfur: Images Against Impunity*, an exhibition and a book by Stanley Greene, Lynsey Addario and Alvaro Ybarra Zavala. She is the recipient of the Amnesty International Media Photojournalism Award, the Picture Editor's Award, the Online Press Award and Magazine Design Award for Best Use of Photography. She also writes and consults on photography.



Jocelyn Bain Hogg began his career as a unit photographer on movie sets after studying Documentary Photography at Newport Art College. He shot publicity for the BBC, photographed fashion and now works on documentary projects and commercial and editorial assignments. His editorial work features in *Vanity Fair*, *The Sunday Times*, *The New Yorker*, *Style.com*, *Vogue*, *Elle*, *Harper's Bazaar*, *Lui*, *Marie Claire*, *Stern*, *GQ*, *Esquire*, *Le Monde*, *Cahiers du Cinéma*, *L'Espresso* and *La Repubblica* amongst others. In 2016 he co-instigated Sea Change as photo director, where as well as photographing British youth for the project he commissioned 12 other photographers to document the issues affecting young people in 12 countries across Europe. A continuing initiative, Sea Change has so far realised a book, an ongoing touring exhibition and workshop programme. In addition to this work, he is the author of six photographic books to date and his first, *The Firm*, presented an astonishingly intimate view

of London's organised crime world, and won international acclaim, garnering the prestigious Lead Award for portraiture. His latest project, *Public House*, published in 2016, documented the denizens of a local pub, forced to close due to the lamentable issue of social cleansing in London.

In February 2013, he was invited onto the jury of the World Press and was a juror for the Sony World Photography Awards in 2015. He is currently the head of the BA photojournalism and documentary photography course at the UAL LCC in London and is a member of the VII Photo Agency.

Supporters

The IAFOR Documentary Photography Award is supported by a number of leading institutions, organisations and publications around the world in its aim to promote and recognise best practice and excellence in documentary photography and photojournalism. These partnerships are a testament to the high regard in which the award is held within the photography industry.

The IAFOR Documentary Photography Award would like to thank the following organisations for their support:

The logo for IAFOR, featuring the word "iafor" in a white, lowercase, serif font on a dark red background.The logo for World Press Photo, featuring the words "WORLD PRESS PHOTO" in a white, uppercase, sans-serif font on a red background.The logo for METRO IMAGING, featuring the word "METRO" in a bold, black, sans-serif font with a red vertical bar between the 'E' and 'R', and the word "IMAGING" in a red, sans-serif font below it.The logo for thinkTANK photo, featuring the word "thinkTANK" in a white, lowercase, sans-serif font with a small "TM" symbol, followed by the word "photo" in a white, lowercase, sans-serif font, and the tagline "Be Ready 'Before The Moment'" in a smaller, white, italicized, sans-serif font below it.The logo for MediaStorm, featuring a stylized blue graphic of three overlapping curved shapes above the word "MediaStorm" in a bold, black, sans-serif font.The logo for MEDILL NORTHWESTERN UNIVERSITY, featuring the word "MEDILL" in a large, black, sans-serif font above the words "NORTHWESTERN UNIVERSITY" in a smaller, black, sans-serif font.The logo for RMIT UNIVERSITY, featuring a red stylized graphic of a building or 'R' shape to the left of the words "RMIT UNIVERSITY" in a black, sans-serif font.The logo for ual: university of the arts london, featuring the word "ual:" in a large, black, sans-serif font, followed by the words "university of the arts london" in a smaller, black, sans-serif font.The logo for CENTRE for DOCUMENTARY PRACTICE, featuring a stylized black and orange circular graphic to the left of the words "CENTRE for DOCUMENTARY PRACTICE" in a black, sans-serif font.

Sponsorship Opportunities

Through social media, product integration, logo placement, potential press coverage, promotion at the Award Ceremony and subsequent exhibitions in Japan, Spain, UAE, USA and UK, you have the opportunity to help bring attention to the work of highly talented photographers. For information on sponsorship opportunities or becoming a supporter of the IAFOR Documentary Photography Award, please contact Thaddeus Pope (tpope@iafor.org).

Reviewers & Presenters

IAFOR depends on the assistance of a large number of international academics and practitioners who contribute in a variety of ways to our shared mission of promoting international exchange, facilitating intercultural awareness, encouraging interdisciplinary discussion and generating and sharing new knowledge. Our academic events would not be what they are without a commitment to ensuring that international norms of peer review are observed for our presentation abstracts. With thousands of abstracts submitted each year for presentation at our conferences, IAFOR relies on academics around the world to ensure a fair and timely peer review process in keeping with established international norms of double-blind peer review.

We are grateful for the time, effort and expertise donated by all our contributors.

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ACE2018 TOKYO, JAPAN

Come and join us in the capital of Japan, and one of the world's greatest cities, as we celebrate the 10th Asian Conference on Education in Tokyo.

October 13-15, 2018 | Toshi Center Hotel, Tokyo, Japan

www.ace.iafor.org

The Asian Conference on Education (ACE) was the first conference organised by The International Academic Forum in Osaka in 2009, when the organisation was founded. Since then, some 18,000 academics have presented at an IAFOR conference, whether in Asia, the Middle East, Europe or North America, and that number is expected to reach 20,000 by the time we hold our 10th Anniversary Conference in Tokyo.

Founded in Japan at a time when English language conferences, and interdisciplinary conferences did not exist, IAFOR quickly found support among a growing number of scholars in Japan, Asia and beyond who came together to make friends, network, and at a time of rapid globalisation and technological advances, explore the latest ideas and search for research synergies in the pursuit of addressing and finding solutions to many of the myriad and complex challenges presented by the modern world.

An aerial photograph of a dense city, likely Tokyo, taken from a high angle. The city is covered in a thick layer of buildings, with a river visible in the lower right. The sky is a deep orange, suggesting a sunset or sunrise, with the sun's glow visible in the upper left corner. The overall tone is warm and dramatic.

Conference theme

"Surviving and Thriving: Education in Times of Change"

IAFOR now has university partners across the globe, counts some of the world's foremost intellectuals as advisers, and boasts an interdisciplinary research centre in Osaka University. The organisation also has a conference program that spans three continents, and in a divided world, IAFOR's founding principles of nurturing ideas, individuals and research projects across barriers of nation, culture, and discipline are more timely than ever.

Join us in October in Tokyo to consider how we as educators do not only survive, but also positively thrive, in these uncertain and changing times.

For more information please visit: www.ace.iafor.org

Upcoming Events

www.iafor.org/conferences

Kobe, Japan, 2018

June 1–3

The Asian Conference on Cultural Studies
(accs.iafor.org)

The Asian Conference on Asian Studies
(acas.iafor.org)

June 8–10

The Asian Conference on the Social Sciences
(acss.iafor.org)

The Asian Conference on Sustainability, Energy & the Environment
(acsee.iafor.org)

The Asian Conference on Aging & Gerontology
(agen.iafor.org)

Tokyo, Japan, 2018

October 5–7

The IAFOR Global Innovation & Value Summit
(givs-tokyo.iafor.org)

October 9–11

The Asian Conference on Media, Communication & Film
(mediasia.iafor.org)

October 13–15

The Asian Conference on Education
(ace.iafor.org)

The Asian Undergraduate Research Symposium (AURS)
(aurs.iafor.org)

Brighton, UK, 2018

June 29 – July 1

The European Conference on Education
(ece.iafor.org)

The European Conference on Language Learning
(ecll.iafor.org)

July 3–4

The European Conference on Psychology & the Behavioral Sciences
(ecp.iafor.org)

The European Conference on Ethics, Religion & Philosophy
(ecerp.iafor.org)

July 6–7

The European Conference on the Social Sciences
(ecss.iafor.org)

The European Conference on Sustainability, Energy & the Environment
(ecsee.iafor.org)

July 9–10

The European Conference on Arts & Humanities
(ecah.iafor.org)

The European Conference on Media, Communication & Film
(euromedia.iafor.org)

Barcelona, Spain, 2018

July 13–15

The IAFOR International Conference on the City
(city.iafor.org)

The IAFOR International Conference on Global Studies
(global.iafor.org)

Hong Kong, 2018

October 19–21

**The IAFOR Conference for Higher Education
Research – Hong Kong**
(cher-hongkong.iafor.org)

December 5–7

The IAFOR Conference on Heritage – Hong Kong
(heritage-hongkong.iafor.org)

New York, USA, 2018

November 7–9

**The IAFOR Conference on Heritage & the City –
New York**
(hcnny.iafor.org)

Honolulu, USA, 2019

January 3–5

**The IAFOR International Conference on
Education – Hawaii**
(iicehawaii.iafor.org)

**The IAFOR International Conference on
Sustainability, Energy & the Environment – Hawaii**
(iicseehawaii.iafor.org)



Learn more about the IAFOR Research Centre at Osaka University



iafor

THE IAFOR RESEARCH CENTRE
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY
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大阪大学大学院国際公共政策研究科OSIPP
IAFOR研究センター

The IAFOR Research Centre (IRC) is a politically independent international interdisciplinary think tank based at Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:
www.osipp.osaka-u.ac.jp/iaforresearchcentre/