



# ACLL 2019

May 16–18, 2019 | TOKYO, JAPAN

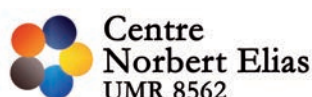
The 9th Asian Conference on Language Learning

## & INDEPENDENCE & INTERDEPENDENCE PROGRAMME & ABSTRACT BOOK

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

[www.iafor.org/about/partners](http://www.iafor.org/about/partners)  
**IAFOR Global Partners**



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

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





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



## Conference Theme: **“Independence & Interdependence”**

The duality of our theme speaks to how each of us as learners, teachers, and researchers – people curious about the world and our place in it – act together to educate. We each bring our independent individual variables to any teaching and learning situation, yet work interdependently to learn from each other and create new connections and meanings.

Language learning and teaching are at once highly personal and individual while also social and embedded in an ecology of inter-relationships. Independence and interdependence cannot exist without each other, so how should this tension and integration inform our academic inquiry into language learning research and practice? Research in self-regulation, self-determination, learner and teacher autonomy, and motivation for language learning is one of several ways to approach these questions, and our host country for this conference, Japan, is a center for such work.

This conference provides opportunities to explore psychological, theoretical and practical aspects of language learning. Whether one's focus is the impact of technology or the integration of emotions into the classroom, we can and must all rely on each other to best serve students and support them in becoming autonomous, independent language learners who can be successful in an increasingly interconnected and interdependent world. An international, intercultural, and interdisciplinary conference such as this brings us together; to surprise, support, and learn from each other.

This conference is organised by IAFOR in association with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) in Osaka University, Japan.



# Letter of Welcome



Dear Colleagues,

Welcome to the 9th Asian Conference on Language Learning (ACLL), and to the wonderful city of Tokyo!

In the global political context, we are witnessing increasing authoritarianism and nationalism, where othering, dehumanising, and policies of exclusion abound in countries which have until recently served as more positive models of inclusion. As individual nations struggle to provide safety and security to their own citizens, identity-based politics thrive, and the international rules-based system and supranational organisations such as the UN and EU are facing crises of legitimacy. What, you may

ask does the geopolitical context have to do with language teaching?

It is important to underline that language teaching is a great responsibility. It is both a privilege to be able to introduce the keys that open cultures and peoples and a duty to teach in a way that introduces the "other" in a way that cultivates both interest and respect, as opposed to condescension, fear and distrust. While subjects such as biology and mathematics allow limited scope for straying from the curriculum, foreign language classes offer an opportunity to explore content across the disciplines, and to introduce and unlock the hitherto unknown. The best language teachers introduce different cultures and content, exciting curiosity in their students and a desire to explore, experience and engage with the world themselves. As a former language teacher myself, I would argue that the IAFOR mission would and should align with that of every individual language teacher, in being dedicated "to encourage interdisciplinary discussion, to facilitate intercultural awareness and to promoting international exchange".

For the past ten years, IAFOR has brought people and ideas together in a variety of events and platforms to promote and celebrate interdisciplinary study, and underline its importance. In the last twelve months, we have engaged in many cross-sectoral projects, including those with universities (the University of Barcelona, Hofstra University, UCL, University of Belgrade and Moscow State University), think tanks (the East-West Center, and the Asia Pacific Higher Education Research Partnership), as well as collaborative projects with the United Nations in New York, and most recently with the Government of Japan through the Prime Minister's office. With the IAFOR Research Centre at the Osaka School of International Public Policy at Osaka University, we have engaged in a number of interdisciplinary initiatives we believe will have an important impact on domestic and international public policy conversations.

If you enjoy this event, and I have every confidence that you will, then I suggest you might consider attending The European Conference on Language Learning, held at UCL's Institute of Education, London, in July (ECLL); The Asian Conference on Education, held here in Tokyo in October (ACE), the IAFOR Conference on Higher Education Research (CHER) held at Lingnan University, Hong Kong and in affiliation with the Centre for Global Higher Education in November; or the IAFOR International Conference on Education (IICEHawaii) in Honolulu in January 2020, held in partnership with the University of Hawai'i at Mānoa. It is through our conferences that we expand our network and partners, and I have no doubt that ACLL will offer a remarkable opportunity for the sharing of research and best practice, for the meeting of people and ideas. I expect the resultant professional and personal collaborations to endure for many years.

For those of you that are active on social media, please feel free to share your conference photos and join the conversation on Instagram and Twitter using the hashtag #IAFOR.

I look forward to meeting you all.

**Dr Joseph Haldane**  
Chairman and CEO, IAFOR

# Organising Committee



**Steve Cornwell**

IAFOR & Osaka Jogakuin University, Japan



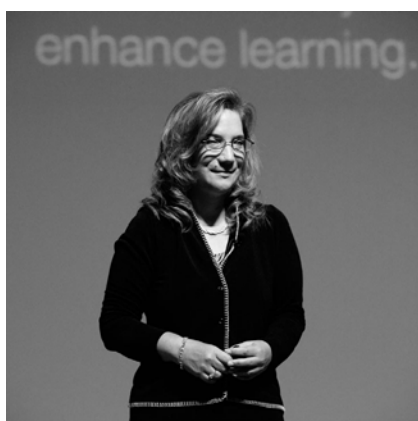
**Joseph Haldane**

IAFOR



**Satoko Kato**

Kanda University of International Studies  
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**Barbara Lockee**

Virginia Tech., USA



**Jo Mynard**

Kanda University of International Studies  
(KUIS), Japan



**Diane Hawley Nagatomo**

Ochanomizu University, Japan



**Ted O'Neill**

Gakushuin University, Japan



**Mika Tamura**

Kyushu University, Japan



**Kyungsook Yeum**

Sookmyung Women's University,  
South Korea





# Conference Guide

**Conference at a Glance**

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**Directions & Access**

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**IAFOR Membership**

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

**IAFOR Publications**

**IAFOR Academic Grant & Scholarship Recipients**



**May 16, 2019**

## **Thursday Morning at a Glance**

<b>09:00-09:30</b>	<b>Conference Registration &amp; Morning Coffee   Orion Hall Foyer (5F)</b>
<b>09:30-09:45</b>	<b>Announcements &amp; Welcome Address   Orion Hall (5F)</b> Recognition of IAFOR Scholarship Winners   Orion Hall (5F)
<b>09:45-10:30</b>	<b>Keynote Presentation   Orion Hall (5F)</b> <i>The Interdependence of Language Teacher and Learner Wellbeing</i> Sarah Mercer, University of Graz, Austria
<b>10:30-10:45</b>	<b>Coffee Break   Orion Hall (5F)</b>
<b>10:45-11:30</b>	<b>Keynote Presentation   Orion Hall (5F)</b> <i>Gender, Race and Other Factors: Being a Member of Multiple Communities</i> Keiko Sakui, Kobe Shoin Women's University, Japan
<b>11:30-11:45</b>	<b>IAFOR Documentary Photography Award   Orion Hall (5F)</b>
<b>11:45-12:00</b>	<b>Conference Photograph   Orion Hall (5F)</b>
<b>12:00-13:00</b>	<b>Lunch Break   Orion Hall (5F)</b>

(Continued on the following page).





**May 16, 2019**

## **Thursday Afternoon at a Glance**

- 13:00-13:45**      **Keynote Presentation | Orion Hall (5F)**  
*Transforming Passive TV Viewing into Language Learning with AI*  
Masaya Mori, Rakuten, Inc, Japan
- 13:45-14:30**      **Keynote Presentation | Orion Hall (5F)**  
*CLIL – Consolidating Integration*  
Phil Ball, Author and Journalist, UK
- 14:30-14:45**      Coffee Break | Orion Hall (5F)
- 14:45-15:45**      **Conference Poster Session & Coffee | Orion Hall (5F)**
- 15:45-17:00**      **Featured Panel | Orion Hall (5F)**  
*Supporting Learners and Learning from Outside the Classroom:  
An Interdependent Multidisciplinary Approach*  
Yasmin Dean, Mount Royal University, Canada  
Satoko Kato, Kanda University of International Studies, Japan  
Jennie Roloff Rothman, Kanda University of International Studies, Japan  
Mary Sengati-Zimba, Zayed University, United Arab Emirates  
**Moderators:** Jo Mynard, Kanda University of International Studies,  
Japan, and Ted O'Neill, Gakushuin University, Japan
- 17:30-19:00**      **Conference Welcome Reception | Garb Central**  
Meet in the Toshi Center Hotel Lobby at 17:15



## May 17, 2019

# Friday at a Glance

<b>09:00-10:40</b>	<b>Parallel Session I</b>
10:40-10:55	Coffee Break
<b>10:55-12:35</b>	<b>Parallel Session II</b>
12:35-13:30	Lunch Break
<b>13:45-14:45</b>	<b>Parallel Session III</b>
14:45-15:00	Coffee Break
<b>15:00-15:50</b>	<b>Parallel Session IV</b>
15:50-16:00	Coffee Break
<b>16:00-16:45</b>	<b>Featured Presentation   Room 603 (6F)</b> <i>The Power of Randomness: Lessons from (Mobile) Gaming and Behavioral Economics</i> Marco Koeder, J. Walter Thompson Japan, Japan
<b>18:00-20:00</b>	<b>Official Conference Dinner (optional extra)</b> Meet in the Toshi Center Hotel Lobby at 17:15





## May 18, 2019

# Saturday at a Glance

09:00-09:15	Coffee and Tea
<b>09:15-10:55</b>	<b>Parallel Session I</b>
10:55-11:10	Coffee Break
<b>11:10-12:25</b>	<b>Parallel Session II</b>
12:25-13:30	Lunch Break
<b>13:30-14:45</b>	<b>Parallel Session III</b>
14:45-15:00	Coffee Break
<b>15:00-16:40</b>	<b>Parallel Session IV</b>
<b>16:40-17:00</b>	<b>Closing Session   Room 704 (7F)</b>

# Thursday Schedule | May 16, 2019

Orion (5F)	
09:30-10:30	Plenary Session
10:30-10:45	Break
10:45-11:30	Plenary Session
11:30-11:45	IAFOR Documentary Photography Award
11:45-12:00	Conference Photograph
12:00-13:00	Lunch
13:00-14:30	Plenary Session
14:30-14:45	Break
14:45-15:45	Poster Presentations
15:45-17:00	Plenary Session
17:30-19:00	Welcome Reception (at Garb Central)



# Friday Schedule | May 17, 2019

	Room 603	Room 604	Room 605	Room 607
09:00-10:40	Autonomy	Teacher Development	Methodology	Technology
10:40-10:55	Break			
10:55-12:35	Technology	Non-English Language Teaching	Psychology	Literature
12:35-13:45	Lunch Room			
13:45-14:45	Workshop	-	Workshop	-
14:45-15:00	Break			
15:00-15:50	-	Identity	Academic Writing	Achievement/Proficiency
16:00-16:45	Featured Presentation	-	-	-

# Saturday Schedule | May 18, 2019

	Room 704	Room 705	Room 707
09:15-10:55	Writing	Methodology & CLIL	Curriculum Development
10:55-11:10	Break		
11:10-12:25	Motivation	CLIL	Culture
12:25-13:30	Lunch Room		
13:30-14:45	Feedback	Culture	-
14:45-15:00	Break		
15:00-16:40	Technology	Methodology	Teacher Development
16:40-17:00	Closing Session	-	-



## Lunch & Dinner

Lunch on Thursday, Friday and Saturday is included in the conference registration fee. Lunch is by pre-reservation only and is available at the below times. If you ordered lunch, you can come to the registration desk and collect your lunch box.

### Lunch Times

Thursday, May 16	12:15-13:15	Orion (5F)
Friday, May 17	12:30-13:30	Room 702 Foyer (7F)
Saturday, May 18	12:30-13:30	Room 702 Foyer (7F)

### Conference Dinner

**The Conference Dinner is a ticketed optional event (5000 JPY) on Friday, May 17.**

The Conference Dinner is held in a private function room at a restaurant near the conference venue, and offers conference participants an excellent chance to enjoy delicious food in a relaxed setting while getting to know each other and making new connections outside the main conference environment.

Conference Dinner attendees should meet in the Lobby (1F) of the Toshi Center Hotel at 17:15 on Friday, May 17. The group leaves for the restaurant at 17:30. Please remember to bring your name tag to the Conference Dinner. Dinner starts from 18:00.

**Restaurant name:** Watami Akasakamitsuke 坐・和民 赤坂見附駅前店

**Restaurant address:** 107-0052, Akasaka, Minato-ku, Tokyo 3-9-4, Akasaka fan and buildings 2・3F  
住所〒107-0052 東京都港区赤坂3-9-4 赤坂扇やビル2・3F



# Toshi Center Hotel

## Directions & Access

The Toshi Center Hotel Tokyo is located in the Nagata-cho business district of Tokyo. Access to the hotel is convenient by Tokyo Metro from Nagatacho Station, Kojimachi Station and Akasaka-mitsuke Station.

### From Narita International Airport

#### By Rail

1. From Narita Airport (all terminals) take the Narita Express to Tokyo Station.
2. Transfer to the JR Yamanote Line (Clockwise towards Shinagawa) from Tokyo Station and get off at the next stop, Yurakucho Station (JY30).
3. From Yurakucho Station transfer to the Tokyo Metro Yurakucho Line (Y18).
4. Get off at Nagatacho Station (Y16).
5. Exit the station at exit 9b and cross the street. Follow the walkway straight for about 100 meters. The Toshi Center will be on your right, and there are signs in both Japanese and English.

#### By Airport Limousine Bus

From Narita Airport take the airport limousine bus to Tokyo Garden Terrace Kioicho. Tokyo Garden Terrace Kioicho is located across the street from the Toshi Center Hotel.

### From Haneda Airport

#### By Rail

1. Take Tokyo Monorail at Haneda Airport Station for Hamamatsucho Station
2. Transfer to the JR Yamanote Line at Hamamatsucho Station to Yurakucho Station
3. From Yurakucho Station transfer to the Tokyo Metro Yurakucho Line (Y18).
4. Get off at Nagatacho Station (Y16).
5. Exit the station at exit 9b and cross the street. Follow the walkway straight for about 100 meters. The Toshi Center will be on your right, and there are signs in both Japanese and English.

#### By Airport Limousine Bus

From Haneda Airport take the airport limousine bus to Tokyo Garden Terrace Kioicho. Tokyo Garden Terrace Kioicho is located across the street from the Toshi Center Hotel.

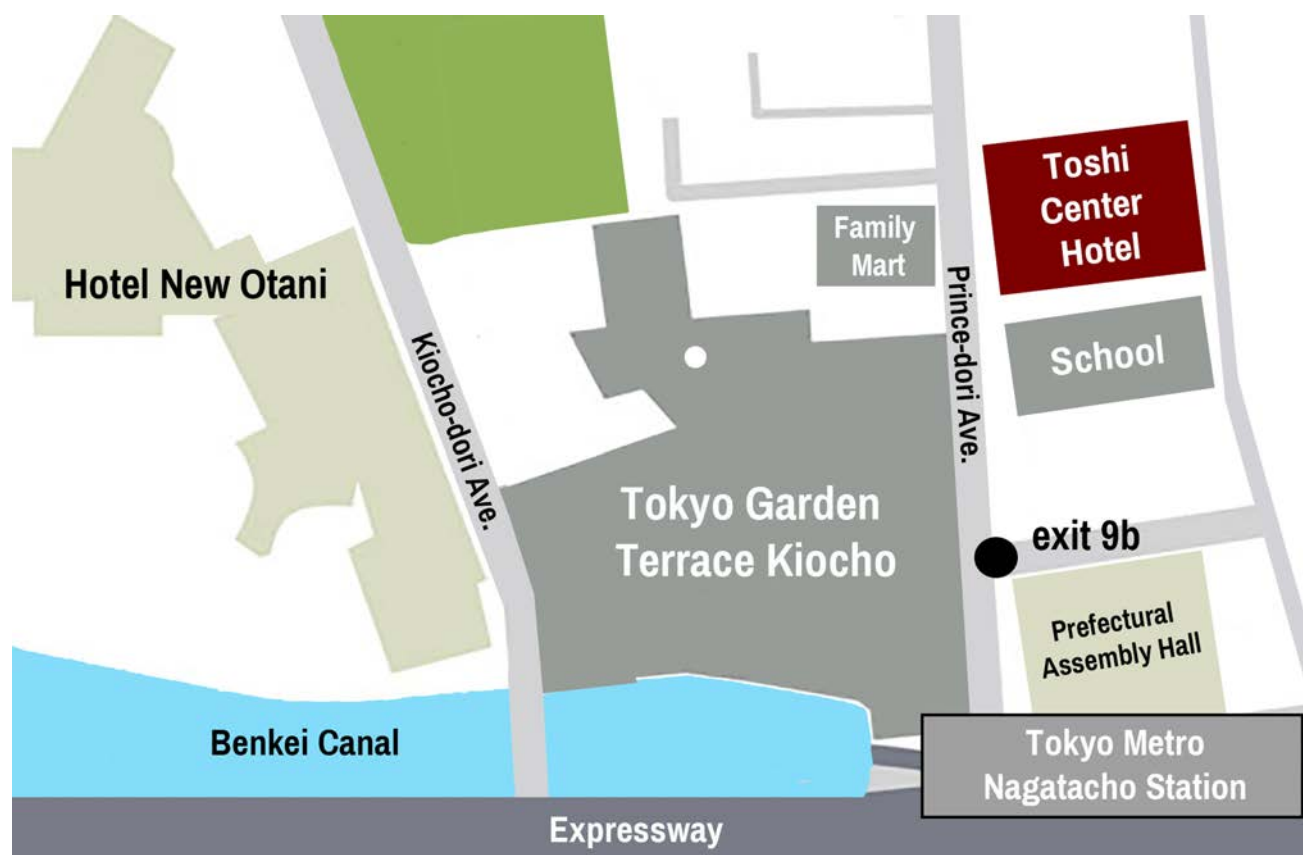
### From within Tokyo

Take the Tokyo Metro to Nagatacho Station. Nagatacho Station (Y16, Z04, N07) is served by the Hanzomon Line (Z), Yurakucho Line (Y), and Namboku Line (N).

Exit the station at exit 9b and cross the street. Follow the road straight for about 100 meters, walking past the Junior High School. The Toshi Center will be on your right, and there are signs in both Japanese and English. Family Mart is on the left.

## Address

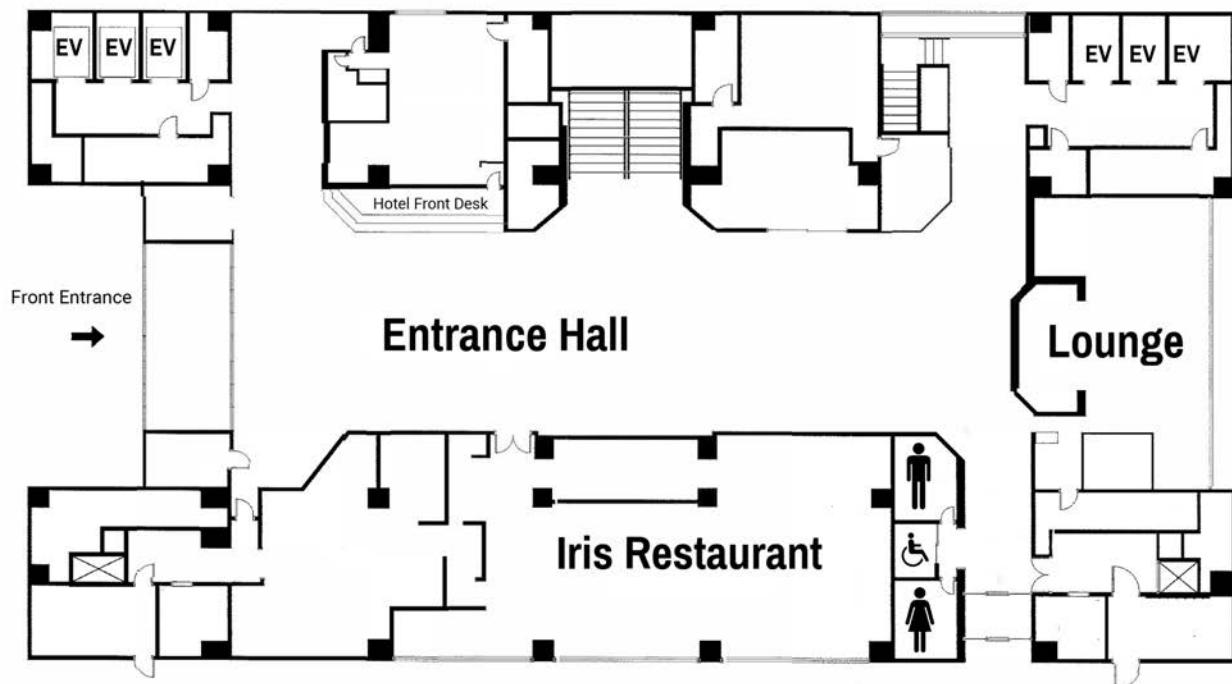
Toshi Center Hotel 都市センターホテル  
Hirakawa-cho 2-4-1, Chiyoda-ku, Tokyo 102-0093  
〒102-0093 東京都千代田区平河町2丁目4-1  
Tel +81(0)3-3265-8211



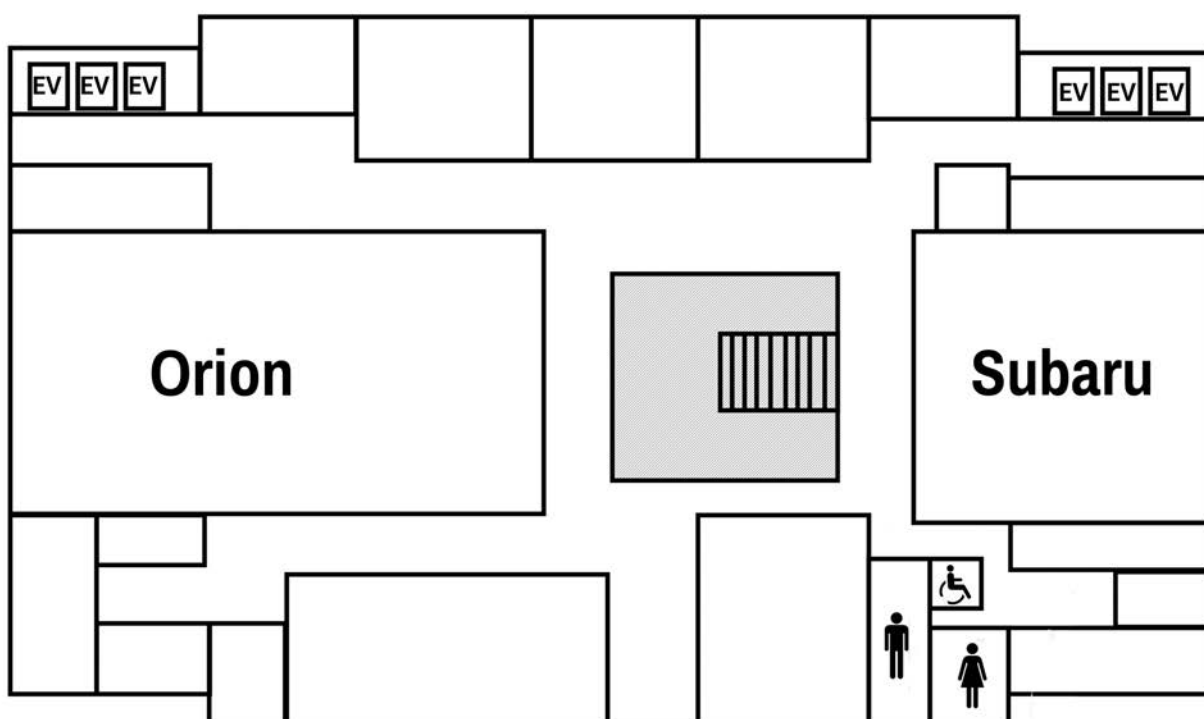
# Toshi Center Hotel

## Floor Guide

### Second Floor | 2F

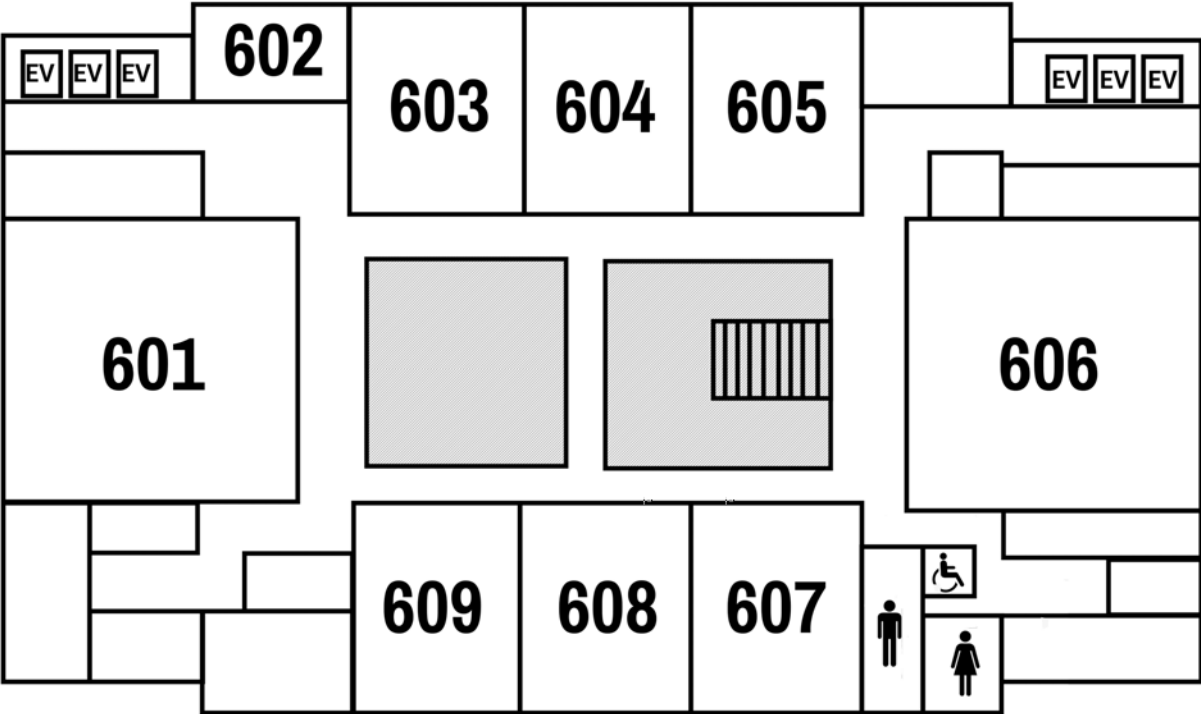


### Fifth Floor | 5F

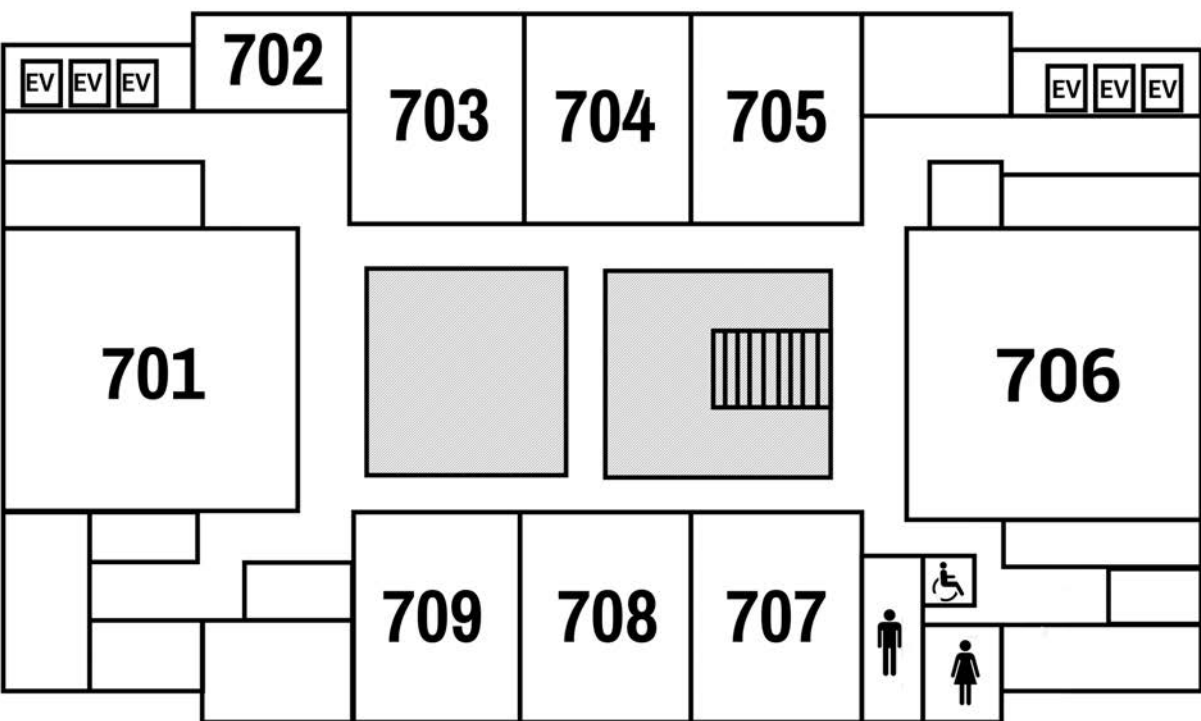




Sixth Floor | 6F



Seventh Floor | 7F





# 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 at the following locations during the conference:

Thursday, May 16	09:00-15:00	Orion Foyer (5F)
Friday, May 17	09:00-16:00	Room 702 Foyer (7F)
Saturday, May 18	09:00-15:00	Room 702 Foyer (7F)

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.

## Internet Access

There is free Wi-Fi internet connection at the conference venue. However, this can be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation.

**Instructions on how to connect to the Wi-Fi will be available at the registration desk.**

## Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks. Light snacks will be provided once in the morning and once in the afternoon.



## General Information

### Printing

For your convenience, we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please ask for assistance with printing and be advised that printing may not be available at peak times.

### Smoking

Smoking is only permitted in designated areas.

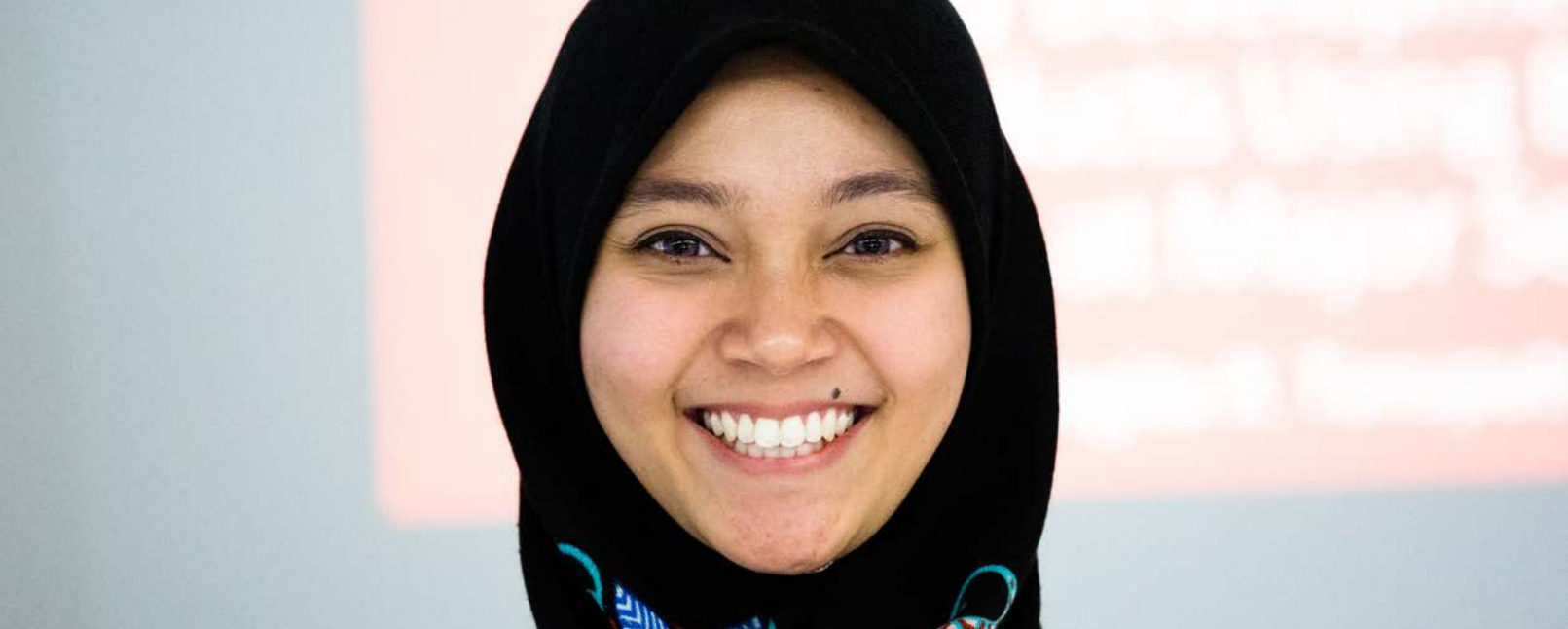
### What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned and sometimes cool.

### Photo/Recording Waiver

Human interaction through networking and dissemination of this knowledge is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and it provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the new European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy. Read our full privacy policy – [www.iafor.org/about/privacy-policy](http://www.iafor.org/about/privacy-policy)





# Presentation Guide

## Conference Abstracts

All conference abstracts are available online. Please visit [papers.iafor.org](https://papers.iafor.org) for a searchable database of abstracts.

## Oral & Workshop Presentations

Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 75 minutes in total. In sessions with two Oral Presentations, the session will last 50 minutes, and in the case of four Oral Presentations, an extended session lasting 100 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 or LCD screen. 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

## Presentation Certificates

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

**Full text submission is due by June 18, 2019 through the online system.** The proceedings will be published on July 18, 2019. Authors will have PDF copies of their offprints emailed to them by August 18, 2019.

## 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.**



## Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

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





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

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

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

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

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

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

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

## **Introduction**

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

## **Conference Proceedings**

As a presenter at an IAFOR conference you are encouraged to submit a final paper to our Conference Proceedings. These online publications are Open Access research repositories, which act as a permanent record of the research generated at IAFOR conferences. All of our Conference Proceedings are freely available to read online. Papers should be uploaded through the submission system before the Final Paper Submission Deadline, which is one month after the end of the conference.

## **IAFOR Journals**

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

### **How are papers submitted?**

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

### **How does IAFOR ensure academic integrity?**

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

### **Where are the journals indexed?**

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

## What's the reach?

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

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

## What's the cost?

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

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

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

## Current IAFOR Journal titles include

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*IAFOR Journal of Cultural Studies*  
*IAFOR Journal of Education*  
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## THINK

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

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# IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Abbas Mehrabi Boshrabadi and Yiran Xu, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at The 9th Asian Conference on Language Learning (ACLL2019).

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

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

## Abbas Mehrabi Boshrabadi | Stuart D. B. Picken Grant and Scholarship Recipient

**50245**

*Developing Evaluative Judgement of Academic Writing: A Step Towards Fostering Independent Writing Skills*

Abbas Mehrabi Boshrabadi, Deakin University, Australia

Abbas Mehrabi is a PhD student and research assistant at the Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University, Australia. Abbas has an education background with over seven years experience in L2 teaching and research activities, centring mainly on theoretical and practical issues in second language writing. Abbas's PhD research explores sustainable assessment practices in first-year academic writing contexts, particularly assessment and feedback practices that assist first-year undergraduates not only to adjust to their new academic setting but also to develop lifelong learning behaviours. He is also working on a project which focuses on developing undergraduate students' evaluative judgement of academic writing.

## Yiran Xu | IAFOR Scholarship Recipient

**50198**

*Integrating Formal and Functional Approaches to Second Language Writing Complexity*

Yiran Xu, Georgetown University, United States

Yiran Xu is a PhD candidate at Georgetown University, USA. Prior to joining the Department of Linguistics at Georgetown, Yiran worked at the Language Learning Lab at the University of Michigan, Ann Arbor. She had also been an instructor of Mandarin Chinese at the Princeton in Beijing (PIB) summer program. Her research interests include adult second language acquisition in study abroad (SA) contexts, multilingualism, second language writing, language assessment and research methodology. Her works appear in various journals and handbooks, such as *Language and Education*, *System*, and the *Routledge Handbook of Second Language Research in Classroom Learning*.

# Thursday May 16

Plenary Session

Keynote Presentation: Sarah Mercer

# The Interdependence of Language Teacher and Learner Wellbeing

Thursday, May 16 | 09:45-10:30 | Orion Hall (5F)

Wellbeing is at the heart of a life well lived. Our emotions, health and general satisfaction dictate whether we flourish or flounder. In life more generally, and language education specifically, wellbeing should be centre stage and the fundamental foundation on which everything else is built. Teachers should be flourishing in their schools and professional roles, as should learners. In a class defined by positive wellbeing, everyone benefits – teachers are less at risk of burnout and tend to teach more creatively, and learners are typically more motivated and have higher levels of achievement. In this talk, I focus on the criticality of wellbeing, showing how and in what ways it impacts language learning and teaching. In particular, I show how teacher and learner wellbeing are interconnected through social relationships and processes of contagion with each impacting the other. As positive relationships are one of the defining pillars of wellbeing, we consider in more detail what the qualities of positive relationships are and how teachers and learners can improve their skills of relating to each other. We also reflect on data from a range of studies investigating teacher wellbeing and consider other key social and individual factors that contribute to teachers flourishing in their professional roles, which also impacts positively on learner wellbeing.



## Sarah Mercer

Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT methodology. Her research interests include all aspects of the psychology surrounding the foreign language learning experience, focusing in particular on self-concept, language teacher wellbeing, and positive psychology. She is the author, co-author and co-editor of several books in this area including, *Towards an Understanding of Language Learner Self-Concept*, *Psychology for Language Learning*, *Multiple Perspectives on the Self' in SLA*, *New Directions in Language Learning Psychology*, *Positive Psychology in SLA*,

*Exploring Psychology for Language Teachers* (Winner of the IH Ben Warren Prize), and *Language Teacher Psychology*. At present, she is Principal Investigator of two major funded research projects examining language teacher wellbeing. She works on the editorial board of various journals, was co-editor of the journal *System* for several years, is currently vice-president of the International Association for the Psychology of Language Learning (IAPLL), and serves as a consultant on several international projects. In 2018, she was awarded the Robert C Gardner Award for excellence in second language research by the International Association of Language and Social Psychology (IALSP).



# Keynote Presentation: Keiko Sakui

## Gender, Race and Other Factors: Being a Member of Multiple Communities

Thursday, May 16 | 10:45-11:30 | Orion Hall (5F)

"Independence and Interdependence" is a perfect and timely conference theme to describe the processes of how we learn, teach and research languages. We all bring our own individual factors such as gender, race, and cultural and educational backgrounds into our teaching and researching. At the same time we interact with numerous social factors, which sometimes work as affordances to accomplish what we want, but at the same time they can potentially become obstacles. To further develop the conference theme, in this plenary speech I want to discuss the notion of "communities of practice" (Wenger, 1998) in order to show how factors that contribute to our identity interact with social factors in a given community; and that this helps us analyze and appreciate the fact that professional development as a teacher and researcher can be described as the process of becoming a member of a community. In order to specifically illustrate this point, I will focus on how my identity interacts with social, cultural and political variables in two very different research communities I have recently been involved in: digital technology in language learning and English education in Japanese elementary schools. To illustrate, I initially felt alienated because of my gender in the male-dominated community of language and technology but my position as a university professor helped me feel at ease in the same community. On the other hand, my entry into the community of teachers of young learners was smooth because I am a woman but my university position did not help me share some aspects of the community ethos. In the increasingly rapidly changing society we live in, we simultaneously belong to multiple, different communities, while entering and exiting communities is far more common and frequent than ever before. This makes our life incredibly rich but at the same time makes it more complex and at times even unsettling. This talk will help us reexamine how we can make sense of the process of professional development through the lens of communities of practice by highlighting who we are, where we are, and in which direction we are heading.



### Keiko Sakui

Keiko Sakui, PhD is Professor at Kobe Shoin Women's University in Kobe, Japan. She has been an English language teacher, teacher trainer and researcher for more than 25 years and has worked in Japan, New Zealand and the United States. Her research interests extend to a wide variety of topics including understanding motivation, language teacher training, and the use of ICT in language classrooms. Keiko takes a hands-on research approach by immersing herself in educational settings: talking to teachers and other stakeholders and observing lessons so she can describe educational systems from multiple perspectives. Her most recent project, which is supported by a Japanese government grant, is to investigate

English teaching in elementary schools. In a previous grant-supported project she explored different uses of ICT for language learning. She observed and interviewed university teachers and researchers in seven countries including Australia, Singapore, South Korea and the UK in order to develop an analytical framework for digital technology. This practical approach to research on ICT and language learning has led Keiko to experiment with creating her own online materials for teaching English grammar and various soft skills. In her free time, she also enjoys a variety of activities such as running, mountain walking and playing the piano.

# Keynote Presentation: Masaya Mori

## Transforming Passive TV Viewing into Language Learning with AI

Thursday, May 16 | 13:00-13:45 | Orion Hall (5F)

Rakuten, an internet service company in Japan, has a strategic R&D organization called Rakuten Institute of Technology, or RIT, which works on numerous research projects by considering the impact of new service trends on the technology utilization of business. The big service trends, such as long tail, cloud computing, big data and so on, have increasingly affected the leveraging of technology to internet services. And now, AI (Artificial Intelligence) is getting more and more attention because it is seen as the possibility of changing social infrastructure dramatically. This Keynote Presentation will give some examples of AI projects in RIT and will explain AI-based language learning tools on top of authentic foreign language content in our video streaming business, which is utilized by the National University of Singapore, and others as well. The tools employ state-of-the-art technologies and the treasure trove of Rakuten's multilingual data. The presentation will also mention how an interdisciplinary team of experts in machine translation, computational linguistics, platform engineering, and cognitive psychology comes together to blend education with entertainment, transforming passive TV viewing into an opportunity for active learning.



### Masaya Mori

Masaya Mori joined Rakuten Inc. in 2006 after previously working at Accenture. In his current positions as Rakuten Executive Director and Global Head of Rakuten Institute of Technology, he is in charge of making and implementing strategies of Artificial Intelligence (AI), Internet of Things (IoT) and Big Data solutions, and manages seven institutes around the world. These research institutes have been developing robotics technologies, new AI marketing solutions, image recognition, voice recognition, natural language processing, machine translation, language learning solutions and so forth.

Since July 2017, he has served as the Director of Rakuten life Tech Lab, of Rakuten Life Insurance. He is also Director of the Database Society of Japan, Executive Member of the Japan Institute of Information Technology, Executive member of Nikkei BP IT Innovators, and Board member of the Steering Committee of the Ruby Association. In 2013, Mori was selected as one of the "40 Prodigies" by the Nikkei Sangyo Shimbun newspaper. In 2018, he spoke about Sustainable Development Goals (SDGs) on behalf of Japan IT companies at the STI Forum, at the United Nations. He has authored books including *The Complete Cloud Computing* (co-authored, Nikkei BP) and *Massive Change in the Web* (Kindai-Sales Co).

# Keynote Presentation: Phil Ball

## CLIL – Consolidating Integration

Thursday, May 16 | 13:45-14:30 | Orion Hall (5F)



The title of this conference could not be more pertinent to a practitioner of CLIL (content and language integrated learning). CLIL arose in the mid' 1990s as a support mechanism for subject teachers and their learners working in a language other than their mother tongues, a fact which immediately marked it as a movement independent of standard language teaching practice but nevertheless dependent on much of the methodological canon that ELT had developed up to that point. CLIL borrowed from the world of language education and yet its principal objective was not to teach language but rather to make use of it.

In CLIL, the interdependency between content and language is much healthier because language is being used at the service of conceptual and procedural knowledge, whereas in traditional ELT the content was the slave to the language objectives. It was probably never meant to be thus, and CLIL has slowly but surely steered language teaching into the general educational fold, giving it new life and providing it with a role as the purveyor of subject-based discourse. Language teachers, who in the past were often independent but isolated in their schools are now more interdependent in their roles as language consultants and helpers. In an interesting counterpoint to the 1990s, when subject teachers were exhorted to borrow from language-teaching practice, now language teachers are paying more attention to the very different world of subject teaching, with its own set of methods and its varied discourse fields.

Content and language were always intimate bedfellows. Any speech act requires their integration by default. Nevertheless, several educational approaches have done their best to keep them apart, by perpetuating the myth that language is an object of study in itself, and that content needs no focus on the particular language that sustains it. CLIL makes sense of the integration, then maintains and develops it.

This talk will try to illustrate both the independent parameters of CLIL and the features that characterise the connectivity that it promotes.



### Phil Ball

Phil Ball is an author and journalist, based in San Sebastián. His book about Spanish politics and football, *Morbo: The Story of Spanish Football* was recently voted into the 50 Greatest Sports Books of All Time by *442 Magazine* and was nominated for the William Hill Sports Book of the Year in England. He wrote the first English-language history of Real Madrid ('*White Storm*') for the club's centenary, and his weekly column on Spanish football culture, written for ESPN, ran uninterruptedly from 2001 to 2014.

He also works as an educational consultant for the Federation of Basque Schools and the University of the Basque Country (UPV).

He is the co-author of the recent book about Content and Language Integrated Learning, *Putting CLIL into Practice* (Oxford University Press 2015), and his textbook series for the Basque competence-based curriculum was nominated for the ELTONS Innovation Award in London, in 2016. His comedy about education, '*The Hapless Teacher's Handbook*' (Ebury Press 2007) documents the trials and tribulations of being a young teacher in the English state system, and he is currently writing a work of fiction for children with a major UK publisher.



**Featured Panel | Yasmin Dean, Satoko Kato, Jennie Roloff Rothman, Mary Sengati-Zimba, Jo Mynard, Ted O'Neill**

# **Supporting Learners and Learning from Outside the Classroom: An Interdependent Multidisciplinary Approach**

**Thursday, May 16 | 15:45-17:00 | Orion Hall (5F)**

This panel provides an opportunity to take a look at the important ways in which language learners are supported from outside the classroom by professionals who are not necessarily language instructors. Taking a multidisciplinary approach, this diverse group of panelists discuss various aspects of supporting colleagues and language learners psychologically, theoretically and practically outside the classroom. Although we may be dealing with many of the same issues, professionals working as advisors, mentors, counsellors, technology specialists, tutors, and librarians often operate independently and have their own resources and networks. This forum provides an opportunity for professionals in diverse contexts to share insights into their practice, learn from each other, and identify overlapping themes in the ways in which we work with language learners and each other.

The panelists will address some of the following important questions:

- How can professionals from different fields work interdependently to best support our learners?
- What are some of the best ways to educate and mentor colleagues in our fields?
- What specialist support do language learners need? How can this support be offered?
- How can we promote autonomy in our learners and also in our colleagues?
- What are some of the future directions for learner support?



## **Yasmin Dean**

Yasmin Dean is Associate Professor of Social Work and the Chair of the Department of Child Studies and Social Work at Mount Royal University in Calgary, Canada. Yasmin has a counselling background and has coordinated student services in Canada and the UAE. She shares some of the challenges international students experience when they choose to study in Canada. Yasmin will discuss the resources faculty and staff need to work effectively with international students.



## **Satoko Kato**

Satoko Kato is a Senior Education Coordinator at the Research Institute for Learner Autonomy Education at Kanda University of International Studies in Japan. She describes advisor education and mentorship for language educators and other specialists and how this can best support language learners.



## **Jennie Roloff Rothman**

Jennie Roloff Rothman is Principal Lecturer of Professional Development and Teacher Development in the English Language Institute at Kanda University of International Studies in Japan. She has more than a decade of involvement in the second language education academic community of Japan. She will discuss what the ideal growth environment looks like as well as how to go about creating a situated system to support educators' needs.



## **Mary Sengati-Zimba**

Mary Sengati-Zimba is an Associate Professor and Assistant Director of Public Services at the Library and Learning Commons, Zayed University in Abu Dhabi, United Arab Emirates. Mary has over 30 years experience as an academic Librarian working with students in Tanzania, Australia and the UAE. Mary will discuss approaches to information literacy and supporting learners in accessing, selecting and using library resources in the UAE and elsewhere to support their assignments and learning. She will also give examples of how these skills build students to become lifelong learners applying skills they have learned in various contexts.



## **Jo Mynard**

Jo Mynard is a Professor in the English department, Director of the Self-Access Learning Center, and Director of the Research Institute for Learner Autonomy Education at Kanda University of International Studies in Japan.



## **Ted O'Neill**

Ted O'Neill is a Professor in the Faculty of International Social Sciences at Gakushuin University, Tokyo, where he manages educational technology and a course in self-directed learning as part of a Content and Language Integrated Learning curriculum preparing students for English Medium of Instruction coursework.



# Submit your research to the IAFOR Journal of Education

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**Editor:** Dr Yvonne Masters

**ISSN:** 2187-0594

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

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

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# The IAFOR Documentary Photography Award 2018

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

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



Thursday, May 16 | 11:30-11:45 | Orion Hall (5F)

## IAFOR Documentary Photography Award 2018

### 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. Another important objective of this contest is to help bridge the divide between the world of practicing photojournalists/documentary photographers and the world of academic scholars, and create an accessible and exciting ground for dialogue and discussion at our conference events, and beyond. 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, Simon Roberts, Simon Norfolk, Emma Bowkett, Monica Allende, Jocelyn Bain Hogg, Maria Teresa Salvati and Ziyah Gafic as Guest Judges.

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, and 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 practices and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Now in its fifth year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, *British Journal of Photography*, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London and RMIT University, among others.

The work of this year's winners will be screened at ACLL2019.

Image by Subhrajit Sen | 2018 Third Place Winner





## Paul Lowe | Founding Judge

Our Founding Judge, Dr Paul Lowe is a Reader in Documentary Photography and the Course Leader of the Masters program in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London, UK. Paul is an award-winning photographer who has been published in *TIME*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer*, and *The Independent*, amongst others. He has covered breaking news the world over, 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.

His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi books. His research interest focuses on the photography of conflict, and he has contributed chapters to the books *Picturing Atrocity: Photography in Crisis* (Reaktion, 2012) and *Photography and Conflict*. His most recent books include *Photography Masterclass* published by Thames and Hudson, and *Understanding Photojournalism*, co-authored with Dr Jenny Good, published by Bloomsbury Academic Press. Paul is an Emeritus Member of VII Photo Agency.



## Maria Teresa Salvati | Guest Judge

Maria Teresa is Founder and editor-in-chief at Slideluck Editorial, which exhibits a selection of the best photographic works and multimedia presented during Slideluck events worldwide, as well as works from guest artists.

Maria Teresa conceived and curated the project *Born the Same*, a selection of ten different works exploring sub-cultures and micro-stories working as reminders that we are all born the same, despite cultural, emotional and political conditions. The project was first presented at Les Rencontres De La Photographie Arles

2017, during La Nuit de l'Année, and is now travelling globally.

She co-edited and co-curated *Hungry Still*, an exhibition and publication produced and designed by Slideluck London, FORMAT Festival and QUAD, and printed by AKINA Factory. The collective project showcases twenty-four of the best works that have contributed to the English platform, since its inception, with a selection of images combined with personal anecdotes and recipes.

Maria Teresa is also a personal branding consultant. She helps photographers find their "spot of beauty" and vision, advises them on how to build their identity, and helps them communicate via the most appropriate channels (i.e. social media). Now she teaches in Bari, Italy at F.Project School of Photography and Cinematography, in Rome at Officine Fotografiche, and as a guest lecturer at the London College of Communication (LCC).



## Ziyah Gafić | Guest Judge

Ziyah Gafić is an award winning photojournalist with 19 years of experience, focusing on societies in conflict and Muslim communities across the globe. He covered major news stories in over 50 countries. His work has appeared in *TIME*, *Le Monde*, *The New York Times*, *GEO*, *The Sunday Times Magazine*, *La Repubblica*, *The Telegraph Magazine*, *The New Yorker*, among others. He authored five books including *Troubled Islam*, *Quest for Identity*, and *Heartland*. His work won a plethora of awards, including multiple awards at World Press Photo, Visa pour l'image, Arles Rencontres de la photographie and grants from Magnum Foundation, Getty Images and Prince Claus Fund.

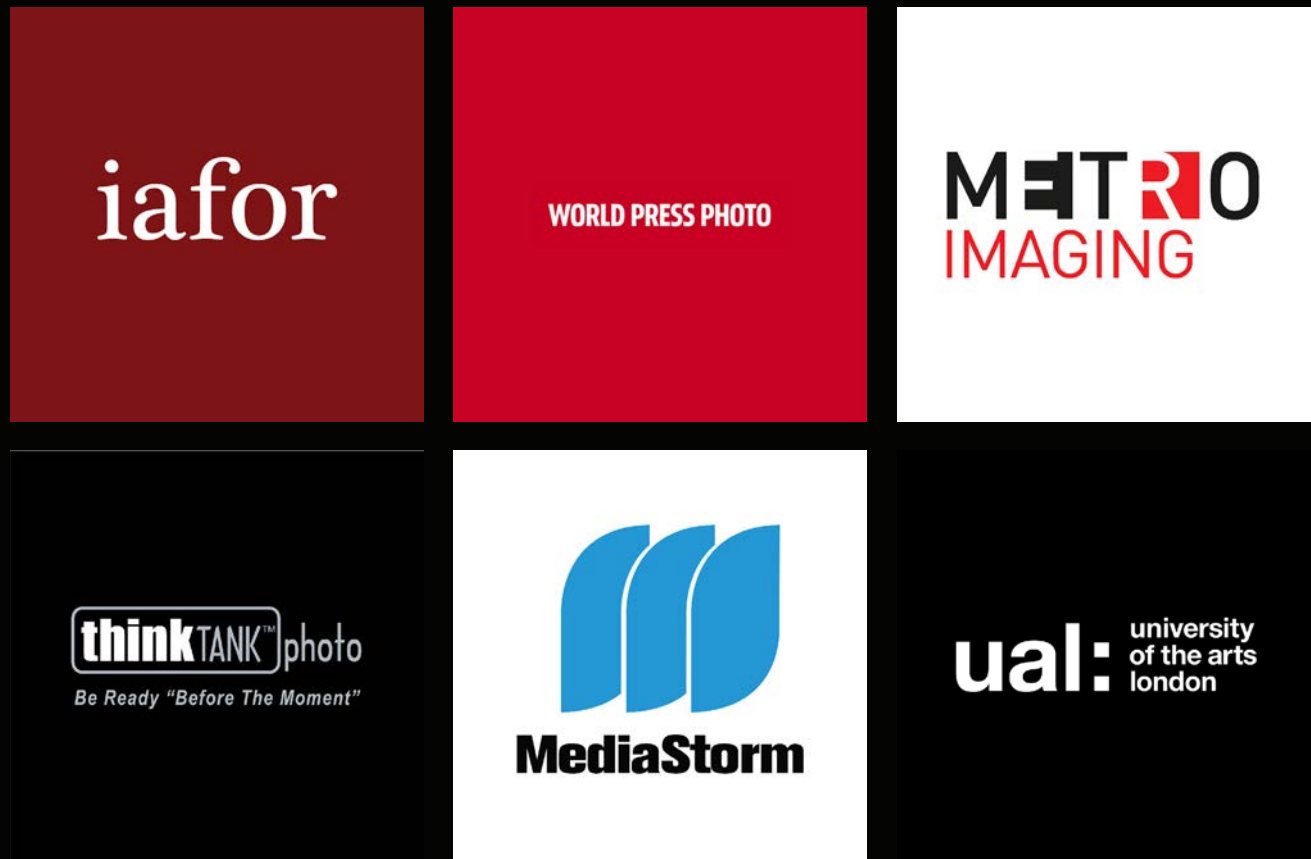
Ziyah is member of VII Photo Agency and a TED Speaker.



# 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:



## Sponsorship Opportunities

As a key organisation involved with the IAFOR Documentary Photography Award, you will add to the experience of these emerging professionals while showcasing the authenticity and responsibility of your brand. Through social media, product integration, logo placement, potential press coverage, promotion at the award ceremony and subsequent exhibitions in Japan, Spain, 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, Creative Director, IAFOR Documentary Photography Award ([tpope@iafor.org](mailto:tpope@iafor.org)).



# Thursday May 16

## Poster Session

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

# 14:45-15:45 | Orion Hall (5F)

## Thursday Poster Session

**44828** 14:45-15:45 | Orion Hall (5F)

### *Developing Positive Self-Efficacy Through Creative Arts Therapy*

Amy Eckelmann, Molloy College, United States

Belief in oneself can be one of the most powerful motivators for humans; if one believes one can do the task effectively, then one will put forth the maximum effort so that the task can be successfully completed (Elliot & Dweck, 1988). This belief in oneself is deemed self-efficacy. Coined by Albert Bandura in 1977 during his work examining social cognitive theory, self-efficacy is defined as the perception that one can effectively perform a task to the level at which they can estimate they will perform that task (Bandura, 1977). Creative arts is a term that encapsulates many forms of fine and performing arts, including, but not limited to, visual arts, music, dance, drama, hip hop, poetry, and creative writing (Potash, Mann, Martinez, Roach, & Wallace, 2016). Creative arts therapy is an integrative method in which education professionals are able to use the eclectic nature of the arts in order to best suit the needs of their students (Meldrum, 1994; Potash et al, 2016). The eclectic nature of all creative arts therapies is what allows the student to completely engage with the art form and with oneself, rather than focusing on solely the perfection of the piece or solely the clinical nature of the artwork. This poster presentation will draw links between educationally-based creative arts therapy and increasing students' self-efficacy.

**45054** 14:45-15:45 | Orion Hall (5F)

### *Enhanced Student Success in Elementary Japanese with Online Supplemental Instruction*

Sachiko Matsunaga, California State University, Los Angeles, United States

This poster presentation reports the assessment results of a 10-week redesigned elementary Japanese course that incorporated newly created weekly online supplemental instruction, which focused on developing receptive skills (script and word identification, listening, reading, and grammatical competence). The results showed that compared to a pre-redesigned course, students in this course did better only in reading and writing tasks on the in-class chapter tests. However, despite the fact that students in the pre-redesigned course were better performing (GPA = 2.90) than those in this course (GPA = 2.79 if they had not had online activities), the post-redesign group performed as well as the pre-redesign group on oral performance tests. Moreover, the extra online supplemental activities improved the overall GPA (from 2.79 to 2.83) by increasing the number of students who received B and C grades and reducing the number of those who received C- or lower grades. Students commented that they particularly liked the online flashcards and practice quizzes, as well as oral practice in class, while some complained about technical issues they encountered during listening activities and the speed of the recorded conversations for listening practices. Thus, online supplemental instruction can be recommended in elementary Japanese courses. However, it is essential to minimize technical issues that impede online activities. Equally important, online materials in the areas of listening, vocabulary, and grammar need to be improved. Online instruction could perhaps incorporate productive skill development with lexical and grammatical accuracy, and add slow versions of listening materials.

**45071** 14:45-15:45 | Orion Hall (5F)

### *English as a Foreign Language Students' Strategy Use: Focus on Self-Efficacy and Self-Regulation*

Akihiro Saito, Hakuoh University, Japan

The goal of this study is to understand Japanese university students' strategy use in learning English as a foreign language. It specifically addresses the links between language learning strategies and students' self-efficacy and self-regulated learning. An abridged, validated version of the Strategy Inventory for Language Learning and the Self-efficacy in Learning English Survey were administered to a mix of 78 different majors at a university located at the outskirts of one of the metropolitan areas of Japan. The students reported frequent use of certain strategies in comparison to other dispreferred strategies. The results suggested that significant differences lie in strategy use between students who perceive themselves capable of self-regulating their learning and those who do not; students who perceive themselves as being able to self-regulate their learning tend to use metacognitive and social strategies more frequently. This finding resonates with the theoretical postulation that learning strategy use presupposes learners are confident in their capacity to perform the strategies: It highlights the influential role of self-regulated learning efficacy in language learners' strategy use. Pedagogical implications for language teaching are discussed, and directions for future research and refinements are suggested.

**45248** 14:45-15:45 | Orion Hall (5F)

### *Understanding Demotivation Factors and Their Countermeasures in Japanese Student Learners of English as a Foreign Language (EFL)*

Merissa Ocampo, Fukushima Gakuin College, Japan

Ryoji Takahashi, Fukushima Gakuin College, Japan

Motivation is one of the keys to successful language learning (Nakata and Okumura, 1999). Accordingly, English as a Foreign Language (EFL) teachers in Japan exhaust their resources – devising and employing a variety of strategies and materials to encourage Japanese students and keep them motivated. However, in spite of these efforts, problems regarding decreased motivation are still seen to arise. Demotivation has become particularly noticeable among Japanese learners, who show hesitation in speaking and participating in English class discussions (Uchiyoda, 2013). Aiming to identify the root cause of this problem, the current study focused on identifying the factors that demotivate and inhibit Japanese students' participation in their English conversation and reading classes. In this research, a descriptive survey research design was utilized. The data used in the study were from the responses of 246 Reading classes' students and 56 Communication Classes' students from three universities in Tohoku. Respondents, who were initially identified using the purposive sampling technique, gave responses voluntarily. Data analysis using statistical tools such as weighted mean and one-way Analysis of Variance (ANOVA) underscored the stark observation that Japanese EFL students simply lack interest in English as a class subject in itself. However, analysis of respondents' profiles with regard to a variety of specific demotivating factors also unveiled significant individual differences. Further studies are necessary and recommended to address students' lack of interest, lack of confidence, anxiety coping skills, students' attitudes towards English and learners' vision of life and its relationship to their future-self as EFL learners.



# 14:45-15:45 | Orion Hall (5F)

## Thursday Poster Session

**45249** 14:45-15:45 | Orion Hall (5F)

### *Family Environment Mode Approach (FEMA) Procedures for Nurturing Affective Learning*

Merissa Ocampo, Fukushima Gakuin College, Japan

This paper aims to provide detailed and replicable protocols for the Family Environment Mode Approach (FEMA) to language teaching, developed by the author. FEMA involves the conscious application of an emotional field by self-re-generating educational actors in order to promote key concepts that indirectly affect educational outcomes by reducing stress and increasing motivation. It supports the creation of a stress-free classroom environment and promotes a trusting family-like atmosphere. FEMA teachers react in a non-judgmental manner to language errors, even embracing failure and mistakes. Having pioneered this approach, the author sets out to develop more a robust relationship-centered theory of language learning. The current paper develops these ideas based on concerns that arose during experimental research. Features of classroom plant, tools, and equipment, communication of key concepts, relational and transactional factors are considered in detail. FEMA rejects the idea of a teacher as mere facilitator of classroom activity and likewise the expectation that the designation of the role of the teacher should be sufficient alone to warrant attention and respect. The term teacher may be inadequate to describe the multiple roles, such as storyteller, psychologist, or actress that his job often entails. Teachers, in a sense, are the architects of society because they have the ability to shape the course of their students' future (Hiver & Dörnyei, 2017). In particular, the vital role of the instructors in the FEMA environment and the requirement that they develop and maintain intellectual, intercultural and emotional capabilities was revealed as being of tremendous importance.

**46036** 14:45-15:45 | Orion Hall (5F)

### *From Where We Stand: A Collaborative International Materials Development Project – Issues of Authenticity, Ownership, Self-Image and Cultural Relevance*

Cherie Brown, Akita International University, Japan

This poster presentation outlines an ongoing collaborative project between the presenter (a New Zealand academic based in Japan), and a group of Bangladeshi university-level English language educators, aimed at forming a committed group of materials' writers to create graded, extensive reading materials, in English, featuring culturally relevant Bangladeshi content. The project aimed to create tangible products (an online bank of graded extensive reading materials), and was underpinned by theoretical discussion in several areas; issues surrounding authenticity, English 'ownership', and an earlier research project conducted by a Bangladeshi colleague into the reading content preferences of her university-level, Bangladeshi English language learners. The workshop and project was also conceived as a professional development opportunity for participants, who were challenged to rethink the relative value of target culture content, the likely uses (and contexts of use) of English of their learners, their own beliefs about the kind of materials learners should use, as well as their own ability to generate useful, appropriate learning materials. The poster describes the collaboration context, process, and outcomes to date. It asks us to consider how more recent insights into the growing complexity of English use in so-called 'outer / inner circle' settings can inform our collaborative practice. It also identifies some of the challenges of professional collaboration across international borders in the increasingly connected terrain of the 21st century.

**50138** 14:45-15:45 | Orion Hall (5F)

### *A Study on Cochlear-implemented Children's Early First Language Development*

Qi Zhang, City University of Hong Kong, Hong Kong

This study investigates the cochlear-implemented (CI) children's early language development status. It mainly focuses on two issues: (1), whether and how daily parent-child interaction would influence CI children's special belated first language (L1) acquisition; and (2), whether there are any similarities or differences between the L1 acquisition by CI children and that by children with normal hearing ability. The study recruited 16 young CI children (3-8 years old), who were born with no hearing ability and received cochlear implantation in early 2018. In the beginning of the study, the participants' parents were informed and consented to take several home video clips containing daily parent-child interactions. After 8 months of cochlear implantation, the participants were invited to participate in a language comprehension test. Participants' parent-child interaction patterns and language test performances were gathered for a Pearson correlation coefficient test. The results showed a significant positive correlation between parent-driven meaningful communication and participants' language test performances, which opposes to children with normal hearing ability. This indicates that, comparing to children with normal hearing ability, CI children may need extra parental care in the process of their belated L1 acquisition. On the other hand, participants' language test performances showed higher correction rate (CR) in noun comprehension, moderate to low CR in adjective comprehension, and zero response to verbs. This implies an acquisition order of noun → adjective → verb, which is the same as standard L1 acquisition.

**50563** 14:45-15:45 | Orion Hall (5F)

### *In-service Japanese Language Teachers' Assessment of Teacher Development: The Case of a Japanese Language School*

Yukiko Nose, Osaka University, Japan

With the increase of foreign residents in Japan, supporting teachers of Japanese is more urgent than ever to foster Japanese language education for learners. As for the basic professional skills necessary for Japanese teachers, Nuibe (2010) presents linguistic knowledge, knowledge of culture and the world, skills for implementing classes, course management, human relations, feedback activities and, so on. However, teacher training for in-service teachers has been conducted at each educational institute separately. Therefore, the author aims to introduce a teacher development system called 'Observation and Feedback' for in-service teachers at a Japanese language school in Osaka, and to enhance future language teacher development programs in Japan. In Observation and Feedback, a full-time teacher (FTT) observes a Japanese language class taught by a part-time teacher (PTT), and gives PTT feedback to improve their professional skills. The author interviewed 7 FTTs and 4 PTTs to investigate how they evaluate the Observation and Feedback system. Interview data were analyzed using Modified Grounded Theory Approach (M-GTA), an analysis method for interview data which is suitable for qualitative research studies aiming to capture social interactions and to analyze phenomena consisting of several processes. Using M-GTA, this study analyzes interaction patterns among FTTs and PTTs, and participants' assessment of Observation and Feedback. It is hoped that this research will contribute to a deeper understanding of teacher development programs in Japan.

# 14:45-15:45 | Orion Hall (5F)

## Thursday Poster Session

**50538** 14:45-15:45 | Orion Hall (5F)

### *Structured Shared Book Reading Intervention Procedures and Materials: Design and Application*

Shang-Yu Wu, Mackay Medical College, Taiwan

Chia- Fan Lee, Taipei City Hospital, Taiwan

Chi Lo, National Taiwan University Hospital, Taiwan

Chia-Chun Hsu, Taipei City Hospital, Taiwan

Pei-Shan Huang, Mackay Medical College, Taiwan

Research findings support the effectiveness of shared reading for increasing vocabulary development, general linguistic performance, and emergent literacy knowledge. For increasing story comprehension and vocabulary, previous studies have suggested that an effective shared reading intervention to included pre-reading activities to activate children's background knowledge about the story and target vocabulary. It is suggested to use facilitative strategies and ask contextualized and decontextualized questions during shared reading. After reading, activities for children to practice target vocabulary and questions about story comprehension are important. Student clinicians usually have difficulties when they first conduct shared reading intervention with young children with language disabilities. It is time-consuming and strenuous for student clinicians to plan an effective shared reading intervention. To increase the effectiveness of shared reading intervention conducted by student clinicians, structured shared reading intervention procedures and materials were developed by the authors. The book "A Sick Day for Amos McGee" was selected. Three target words were selected for this book. Pre-reading activities about story comprehension and target words were developed. Strategies and questions were embedded in the book. Post-reading activities and questions were developed. All procedures were written in text and related materials were prepared. In this study, five Mandarin-speaking children with language delay received a four-week shared reading intervention conducted by student clinicians using structured shared reading intervention procedures and materials. Pre-test and post-test were conducted to examine the improvement of target vocabulary and story comprehension of children. The results showed that children benefited from the structured shared reading intervention.

**51203** 14:45-15:45 | Orion Hall (5F)

### *A Bumpy Ride: Adjusting to a New Teaching Environment*

Amanda Yoshida, Kanda University of International Studies, Japan

Vanessa Gongora, Kanda University of International Studies, Japan

Four teachers from different countries and teaching backgrounds who recently started working together at a Japanese university kept teaching diaries in order to reflect on their own practices during their first year at a new institution. Throughout this year, each teacher wrote, shared, and commented on form-focused diary entries covering the following themes: class management, time management - in and out of class, group activities and student-centered vs. teacher-centered lessons. The diaries also included a general reflection where everyone wrote about external factors (i.e. frustrations, culture shock, homesickness, etc.) that affected both their teaching efficacy and development. A section on "actions or ideas for the future" was also included in every entry to promote reflection on areas for improvement. The researchers held several meetings throughout the year to reflect on our diary entries. The purpose of the project was to qualitatively analyse the diary data in order to discover what impacted their teaching and adjustment to their new workplace and whether any patterns emerge. The presenters will highlight the themes that resonated most with them as they adjusted to their new context.

**51742** 14:45-15:45 | Orion Hall (5F)

### *The Cause-Effect Relation of Latent Variables in Scientific Multi-Text Reading Comprehension: Testing the Sequential Mediators Model of Information Generalization and Information Interpretation*

Lin Hsiao-Hui, National Taiwan Normal University, Taiwan

Huang Yao-Hsuan, National Taiwan Normal University, Taiwan

This study aimed to advance the Scientific Multi-Text Reading Comprehension Assessment (SMTRCA), with a focus on discussing the causal relationship of potential variables in scientific multi-text reading comprehension. Test items included 10 close-ended and 7 open-ended questions and were categorized into 4 subscales: information retrieval, information generalization, information interpretation, and information integration. The results of analysis showed that confirmatory factor analysis showed that there was an acceptable goodness-of-fit among the SMTRCA, indicating that the construct validity was good. Furthermore, Cronbach's  $\alpha$  of test items were .88, indicating that the internal consistency was well. In addition, with the investigation on 1535 students, the structural equation modeling (SEM) was applied to analyze the relations of the latent variables. The findings of this study are as follows: (1) information retrieval had a direct impact on information generalization ( $\alpha = .688, p < .001$ ); (2) information generalization had a direct impact on information interpretation ( $\beta = .658, p < .001$ ); (3) information interpretation had a direct impact on information integration ( $\gamma = .842, p < .001$ ); (4) through information generalization, information retrieval had an indirect impact on information integration ( $\alpha \times \beta = .452, p < .001$ ); (5) through information interpretation, information generalization had an indirect impact on information integration ( $\beta \times \gamma = .554, p < .001$ ); (6) through the two intermediate mediators of information generalization and information interpretation, information retrieval had an indirect impact on information integration ( $\alpha \times \beta \times \gamma = .381, p < .001$ ).

## 14:45-15:45 | Orion Hall (5F)

# Thursday Poster Session

**51798** 14:45-15:45 | Orion Hall (5F)

### *Languaging, Japanese Media Celebrities, and L2 Motivation*

Simon Cooke, Tohoku Institute of Technology, Japan

This poster will detail research which looked at the effect of languaging activities on Japanese university students' second language learning motivation. The research also examined the function of unconventional role models, in the form of Japanese media celebrities, in helping to generate student output for these activities. The results of the study indicated that even unorthodox sources from within L2 learning contexts, in conjunction with languaging activities, can provide inspiration for L2 learners. With this poster, I will explain how this study builds on the breadth of work on the possible effects of languaging on learner cognition and describe the impact that languaging can also have on a number of L2 motivational constructs. In addition, with this poster presentation, I will introduce the role that Japanese media personalities, so-called tarento, play in Japanese society and their potential for motivating students. With this poster presentation, I hope to generate conversation on L2 role models in the Japanese university context and the constructive use of languaging activities in the L2 classroom.

**52016** 14:45-15:45 | Orion Hall (5F)

### *Intercultural Learning in Foreign-language Education: Facilitating Self-discovery*

Fern Sakamoto, Nanzan University, Japan

Intercultural communicative competence (ICC) has become a central aim of foreign language (FL) education. Government policy in Japan advocates the integration of intercultural learning into FL study, but there is a lack of literature documenting effective pedagogies for ICC development in Japanese contexts. Seeking to address this deficit, the researcher conducted an action research study that explored ways to facilitate the development of ICC in an academic English program at a Japanese university. Taking an approach suggested by Richards, Heather, Conway, Roskvist and Harvey (2011) in their Intercultural Language Learning (IcLL) Framework, she implemented an opportunity-oriented module which emphasized self-discovery rather than explicitly "teaching culture." This poster will outline the module content and pedagogy, and apply data collected via student self-evaluations and interviews to examine the efficacy of the approach. Broad recommendations for education practitioners seeking to cultivate ICC in FL learners will be included.





## Thursday, May 16 | 17:30-19:00 | Garb Central Conference Welcome Reception

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. Meet in the Toshi Center Lobby at 17:15.

Venue name: Garb Central, Tokyo Garden Terrace Kioicho  
〒102-0094 Tokyo, Chiyoda City, Kioicho, 1-3 東京ガーデンテラス紀尾井町 1F

A man in a dark shirt is standing and holding a piece of paper, appearing to be presenting or speaking to an audience. The background is dark and out of focus, showing the silhouettes of people in the foreground.

# Friday May 17

## Parallel Sessions

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



**09:00-10:40 | Room 603 (6F)**

# Friday Session I

## Autonomy

**Session Chair: Louise Ohashi**

**50945 09:00-09:25 | Room 603 (6F)**

### *Promoting Learner Autonomy Through Blended Learning Model in an English Class*

Chi Thi Hong Nguyen, East Asia University of Technology, Vietnam

Learner-centered approach has been applied around the world, yet it is still underused in Vietnamese classrooms, as most Vietnamese students see test scores as the best or most decisive way to gauge their potential for success in the future. In addition, teachers are still popularly seen as a main source of knowledge and the best judge of one's capability, therefore, teachers often hold a dominant role in classroom. That leads to the inability to assess one's own learning progress; creating passive learners not so ready to adapt to the highly competitive work market in the future. An adapted Station Rotation Model from one of blended learning models has been adopted in 2 non- English major classes of false beginners at East Asia University of Technology Hanoi, Vietnam. With learner- centered approach, the model has many features that are absent from traditional classroom such as different approaches in organizing class, changing teachers and students' roles, more ongoing formative assessment and using online platforms and educational apps – Google Classroom, Edmodo, Quizlet and other supportive tools like YouTube Videos. The main aim is to increase students' engagement in learning English; offer more choices in learning; create more self- directed learners and develop non-cognitive skills. The data is collected by using questionnaires, class observations and in-depth interviews. Positive feedback from students in improving learning experience has been received; students' attitude towards learning English has been shifted as well.

**51931 09:25-09:50 | Room 603 (6F)**

### *How can we Handle Tension Between Learners' Autonomy and Teachers' Role in the Real Classroom?*

Hyunae Yun, Yonsei University, South Korea

While it is difficult to define the concept of learner autonomy, there is no doubt that this concept is essential to enhance the effect in language learning. Learner autonomy is related to learners' responsibility or self-directed learning. Holec (1979) summarized the following four characteristics of learner autonomy: (1) determining his/her own objectives, (2) defining the contents to be learned, (3) selecting methods and techniques to be used, and (4) monitoring/evaluating what s/he has acquired. The present study aimed to examine the benefit and the challenge of a language course developed by considering learner autonomy. The course entitled 'Business Korean' was developed for high-advanced level learners and revised towards to the concept 'learner autonomy' for three semesters. All student reviews of the course were collected and analyzed according to the four characteristics proposed by Holec (1979). The results demonstrated that the learners preferred selecting their objectives and evaluating the procedures and outcomes, rather than determining their own contents to be learned. Also, the results show that the students experienced more learning satisfaction when they were involved the assessment procedures. It is expected for audiences to consider the challenge and the limits of developing the language curriculum applied learner autonomy. In particular, we can discuss the practical issues such as the role of teacher and the extent of responsibility for learning outcomes that can be assigned to learners. Finally, our results also provide meaningful insights about relevant assessment tools and effective task types for learners with different objectives and language abilities.

**50552 09:50-10:15 | Room 603 (6F)**

### *The Influence of Formative Assessment in "Reading Critically" Course on English Major Students' Self-regulated Learning of Academic Vocabularies in Linguistics*

Yuyan Xue, Beijing Foreign Studies University, China

This study investigates the influence of formative assessment in "Reading Critically" course on English major students' self-regulated learning of academic vocabularies in linguistics. Reading Critically, the new course for English majors developed by Beijing Foreign Studies University (BFSU), derives from many educators and policymakers' recognition that mere language proficiency is insufficient for language majors to meet the needs of society. Therefore, it adopts a content and language integrated learning (CLIL) approach, using academic papers in humanities as reading materials to simultaneously enhance language proficiency and introduce relevant knowledge. The first semester of this course focuses on linguistics. In this multiple-case study, data collected over one semester (where linguistics is the focus) were drawn from semi-structured interviews and stimulated recalls with 8 students at BFSU. Tseng et al.'s Self-Regulating Capacity in Vocabulary Learning (SRCvoc) was the analytical framework. The study highlighted the positive influence of formative assessment in helping students adjust learning goals, increase goal commitment, control concentration, curtail procrastination, and select conducive learning environment when learning academic vocabularies in linguistics. However, results also showed the students' inability to control boredom, anxiety, and other disruptive emotions caused by the formative assessment when learning these vocabularies. This study seems the first to apply SRCvoc to CLIL context in higher education. It is also the first to empirically investigate the influence of formative assessment in this curriculum, which may be adopted by other English departments in China in the near future. It provides a nuanced understanding that may help improve the curricular design.

**51796 10:15-10:40 | Room 603 (6F)**

### *Guiding Autonomous Language Learning: The Benefits of Long-Term Teacher Support*

Louise Ohashi, Meiji University, Japan

This study examines the impact of a two-semester self-directed learning course that was taken by English language learners in a Japanese university. It aimed to help learners to establish a cycle in which they identified their long-term and short-term goals, created learning plans, carried them out, then reflected upon their experiences. The primary aim of the study was to understand if on-going support was beneficial after students had learnt about and completed the cycle above in the introductory semester. To gain a preliminary understanding of this, survey data were collected from one class of students at the end of semester one (n=21) and semester two (n=18). The results indicated that it was worthwhile completing the second semester of the course, with more positive outcomes reported in students' self-assessments of their ability to identify their long-term and short-term goals, make plans that addressed them, and identify appropriate resources and study methods. These increases suggest clear benefits to long-term support. However, the course could not be deemed equally beneficial for all learners. To understand more about the impact on different learners, case studies from two students were conducted. Analysis of their learning plans and reflections at different points in the course highlight some key factors that may have impacted upon their progress and motivation. The practical applications and findings shared in this presentation may be beneficial to those who wish to guide learners in traditional language teaching classrooms and those who work with learners more directly in supporting autonomous, out-of-class learning.



**09:00-10:40 | Room 604 (6F)**

# Friday Session I

**Teacher Development**

**Session Chair: Yukiko Seo**

**52052 09:00-09:25 | Room 604 (6F)**

*'I Want You to Have Better English Too': Entrepreneurial Selves of a Pre-service English Teacher in Hong Kong*

Steven Yeung, The Chinese University of Hong Kong, Hong Kong

A career in English teaching in Hong Kong is often pursued by students graduated from elite English-medium schools. Although these students are proficient users of English, they have to face keen competition and struggle to meet requirements of the profession under neoliberal labour market conditions. To secure a decent teaching position, they not only have to complete basic teacher training, but also engage in extra-curricular endeavours to gain a competitive edge. In the process, their identities are shaped and reshaped, contested and negotiated across time and space. Despite a growing body of work on teacher identity, second language pre-service teachers in multilingual contexts have received insufficient attention. This study therefore seeks to capture the socio-academic trajectory of a pre-service English teacher in Hong Kong and the ways in which he disciplined himself to become a competent English teacher. Data in this ethnographically-oriented narrative inquiry were collected through multiple in-depth narrative interviews, observations and multimodal Instagram posts over one year. Stance and positioning analyses were then conducted. The study reveals how the participant performed and negotiated pre-service teacher identities across academic and social spaces and how he positioned himself in relation to teaching, learning as well as issues in English education. The findings shed light on contradictions faced by pre-service English teachers in Hong Kong and similar contexts.

**50639 09:25-09:50 | Room 604 (6F)**

*Reconstructing Language Assessment Literacy: A Self-Rating Scale for High School English Teachers*

Yangtian Xiao, Shanghai International Studies University, China

For the call of assessment for learning growing higher and higher, the assessment literacy of language teachers gradually comes into the core of academic field. However, the whole context of language assessment literacy(LAL) research in China demonstrates a picture of juvenility, mainly focusing on training channels for different groups of teachers through workshops or micro-lectures etc., which were far to reach all teachers in China. Thus, in order to construct an economical, practical, and user-friendly self-rating scale for high school English teachers, four perspectives were integrated to form a framework in this research: a. literature review from academic papers; b. frameworks of Language Testing textbooks; c. newly-published New English Curriculum Standards for High School (NECSHS,2018) in China; d. need survey. This research employed three stages with 428 papers, 20 textbooks of Language Testing, one standard and 162 subjects involved. The first stage was the need survey conducted by a questionnaire from Plake & Impara (1993) for investigating the teachers' need about LAL. The second stage integrated the need analysis based on survey, literature review and the suggestive evaluation from NECSHS (2018) to form a construct of a self-rating scale. Finally came the validation with two sections: a well-designed self-rating scale verified by 8 experts, used for teachers' LAL proficiency self-rating for 160 teachers, follow-up interviews for 20 and one-semester classroom observations for 4. The whole chain of construct validation and reliability testing process proved that the self-rating scale in this study is valid and necessary for further study of LAL.

**51804 09:50-10:15 | Room 604 (6F)**

*From Solitary to Shared Experience: Lessons From Running a University-wide Reading Programme*

Sannie Tang, Hong Kong Polytechnic University, Hong Kong

Christine Ho, Hong Kong Polytechnic University, Hong Kong

Reading in the second or foreign language is not an easy task for students, but it is undoubtedly an effective way to enhance students' reading proficiency. Voluntary reading programmes are commonly used to foster ESL/EFL learners' leisure reading habit to enhance their language proficiency, but the challenge lies in encouraging students to participate in such programmes. The READ@PolyU common reading programme is the only one of its kind in the public higher education sector in Hong Kong. A partnership between the university's English Language Centre and the Library, this campus-wide reading programme rallies the student population to read a common English language book each year, and hosts a series of events to engage student readers. While it takes its cues from similar reading programmes in the west (namely US and Canada), it has, over the past seven years, evolved into a unique offering in the city of Hong Kong. This session aims to offer insights on the challenges and logistics of running a common book reading programme from both a language and a library perspective. Learn from the language teacher's experience on book selection and reading group development, and from the librarian's experience with administering publicity, outreach, and logistics of the reading programme. Programme evaluation and outcomes on students' reading and university experience will also be presented to show how reading can both be transformed from an independent activity to an interdependent learning experience in such a programme.

**51678 10:15-10:40 | Room 604 (6F)**

*Factors that Facilitate/Hinder Teacher Collaboration at Japanese Heritage Language Schools: An Interview Study*

Yukiko Seo, Dokkyo University, Japan

Teacher collaboration is a powerful tool for professional development as it paves the way for improved teaching and an expanded repertoire of teaching tools and activities (Shipley, 2009). However, existing literature suggests that collegial collaboration is often lacking at heritage language (HL) schools (Ludanyi et al., 2017; Wu et al., 2011). This study explores factors that facilitate or hinder HL teacher collaboration with special consideration of the social and institutional contexts that affect HL schools. Semi-structured interviews were conducted with twelve teachers who work at Japanese HL schools in France, Switzerland, Canada, and Australia. The transcribed data were analyzed qualitatively, and categories were generated. The results showed that there were three facilitating factors (time spending together, online communication tools, in-school professional training) and six hindering factors (workload, overlapping teaching schedules, prohibited teachers' meetings, low salaries, lack of a curriculum, and parents serving as teachers). In the presentation, I will explain each factor in detail by citing the interview data. Then, I will discuss how each factor is related with the larger social and institutional contexts of HL schools. Directions for future research will also be addressed.

**09:00-10:40 | Room 605 (6F)**

# Friday Session I

**Methodology**

**Session Chair: Neil Cowie**

**50532 09:00-09:25 | Room 605 (6F)**

## *Metacognition of Reading Strategies in the Foreign Language Classroom*

Jennifer Yphantides, Soka University, Japan

A brief survey of some of the most widely used intensive reading textbooks shows that the majority of them feature a range of reading strategies and a variety of exercises which aim at helping students employ those strategies. However, EFL/ESL students often tend to approach the text with trepidation and choose to tackle it word by word despite activities prompting them to do otherwise. Because the literature in this field clearly demonstrates that efficient readers are metacognitively aware of their reading process and are able to employ a range of strategies to aid them in the comprehension of the text, the presenter chose to carry out an action research project which attempted to determine the reading strategies students already had at their disposal, raise students' metacognitive awareness of strategies, and encourage their use. The presenter will outline the methodology of the project, based on a similar piece of action research conducted by Auerbach and Paxton (1997), carried out in a medium sized Japanese university with two first year Reading classes acting as participants. Particular focus will be put on the learning outcomes of the students and how explicit strategy instruction and use improved their comprehension of texts and, perhaps more importantly, their enjoyment of reading.

**45604 09:25-09:50 | Room 605 (6F)**

## *A Non-Engineer's Discovery of Design Thinking*

James Taylor, International College of Technology, Kanazawa, Japan

Design Thinking is a human-centred Engineering Design method that aims to find creative solutions to problems and encourages empathy, collaboration, and experimentation. This presentation will introduce Design Thinking and relate the presenter's discovery of it as a non-Engineer who taught an Engineering English course based mainly around the Scientific Method. The presenter will demonstrate how, in response to students' apparent lack of enthusiasm for the lesson content, he adapted lessons to include Design Thinking alongside the Scientific Method. The audience will see examples of the activities used and the results of an informal questionnaire showing students' overwhelmingly positive reaction to the introduction of Design Thinking into the lessons. Finally, the presenter will offer recommendations for incorporating Design Thinking into language lessons.

**45280 09:50-10:15 | Room 605 (6F)**

## *Achieving Creativity Through Research Led Learning and Teaching*

Piotr Artur Zychowicz, Xi'an Jiaotong - Liverpool University, China

In the past few years' creativity seemed to have been the buzzword driving contemporary programmes of education and having a substantial impact on curriculum design worldwide. However, many of those programmes simply include the word 'creative' and leave students to their own devices, without effective guidance or examples of what creativity actually means or can lead to. This also appears to be the case in China, where students are closely supervised throughout their primary and secondary education, and once they progress to university they are expected to study independently without such supervision. One of the ways to encourage autonomy and creativity in HE learning is stimulating the interest and curiosity in that specific area, however not every module can be interesting and inspire curiosity and not every student will find interest in fields that perhaps are not so closely related to their major. This presentation will describe how interest, curiosity and creativity were enthused in year 2 University EAP students at an English Medium Instruction Collaborative University in China through research led learning and teaching.

**51741 10:15-10:40 | Room 605 (6F)**

## *Design Thinking and Creative Group Engagement in the EFL Classroom*

Neil Cowie, Okayama University, Japan

Tim Cleminson, Kawasaki University of Medical Welfare, Japan

Research has questioned the ability of our educational systems to prepare students for the increasingly uncertain and complex nature of the modern world. The need to rapidly predict trends, and find solutions to complex problems has increased the importance of empathy, creativity, cognitive flexibility and critical thinking in the workplace. In order to prepare students for the challenges they will face, fostering these 21st-century skills should be essential goals for educators. In this presentation, we look at how these skills can be developed in the English as a Foreign Language (EFL) classroom through group-projects based on Design Thinking (DT). DT is an approach that focuses on designing solutions based on an empathetic understanding of end-users. In theory at least, DT courses provide dynamic activities that engage creative and critical thinking skills and help students develop the empathy and cognitive flexibility to help them succeed in the modern working environment. In order to critically analyse the potential for DT as a framework for structuring language lessons we will describe a DT-based EFL course in a Japanese university. The course consists of two types of lessons: 1) group activities and projects based on DT that stimulate student creativity; and, 2) an academic writing component using the creativity input as a basis for reflection and analysis. Attendees at the presentation will leave with theoretical insights into the impact of DT on student engagement and practical suggestions for implementing DT in language lessons.

**09:00-10:40 | Room 607 (6F)**

# Friday Session I

**Technology**

**Session Chair: Elena Mishieva**

**45722 09:00-09:25 | Room 607 (6F)**

*Virtual Walking Tours as a Multimedia Resource for in-Class Linguistic Landscape Activities*

Brent Amburgey, Simon Fraser University, Canada Esteban Morales, Simon Fraser University, Canada

Linguistic landscape activities can be used as a tool to explore real-life language use and discover associated social, economic, and critical implications (Ben-Rafael et al., 2006; Sayer, 2009). While the difficulty of bringing students outside of the classroom once limited the viability of such activities, the rise of Open Educational Resources (Weiland, 2015) and available content on social media websites opens the avenue of Linguistic Landscaping through digital resources, defined by the possibility to reuse, revise, remix and redistribute the content assured by the Creative Commons licence (Wiley, T.J., & McEwen, 2014). It is now possible to find high-definition walking tour videos of cities around the world, and using these videos as a multimedia resource in the classroom can help students to support their learning (Mayer, 2008). This presentation will offer interdisciplinary justification for and suggest applications for the use of digital resources to conduct Linguistic Landscape activities in the language classroom. Potential applications include using such activities to build a stronger feeling of connection to the target language/culture through visualization exercises (Dörnyei, 2009) to address critical issues language/culture issues.

**50767 09:25-09:50 | Room 607 (6F)**

*Enhancing English Language Teaching and Learning Through Ipadagogy*

Ariel Joy Jr. Patria, University of St. La Salle, Philippines

English Language Teaching and Learning has evolved in contemporary times, and shifts in society have partly influenced this evolution. This descriptive study examined the instructional and learning practices in English Language classes of a school which has adopted and implemented since 2016 the 1:1 Learning with iPad initiative in all learning areas. To assess the extent of the technology integration in the English Language classes, the researcher used the SAMR (Substitution, Augmentation, Modification, and Redefinition) conceptual model of technology integration. Moreover, classroom experiences from English Language Teachers and Learners were classified into relevant themes which objectively reflect the realities of technology-aided classrooms. Data were gathered through surveys, classroom observations, and in-depth interviews with ELLs and ELTs. The results indicate that the ELLs and ELTs utilize the iPad for many educational purposes, and they find it useful despite constantly facing personal and instructional challenges. Furthermore, the iPads were frequently used as augmentation tools, but the teachers have found ways to modify the classroom tasks to maximize technology integration. Finally, the teachers and the learners in this study claim that their experiences are generally positive because they have a digital tool which has extended learning beyond the classroom. On another important note, the researcher suggests that the school clarify fundamental principles and concepts of the teaching approach which could be used in the context of integrating iPad's technology in a 1:1 Teaching and Learning Initiative. This study has added new knowledge into the regularly updating fields of English Language Teaching and Learning

**51795 09:50-10:15 | Room 607 (6F)**

*Slang Words from Loanwords Reflecting Thai's Language use on Facebook Fan Page 'Tai Tiang Dara'*

Suttiya Mahajaroen, Prince of Songkla University, Thailand  
Jomkwan Sudhinont, Prince of Songkla University, Thailand

This article aims to present results of an analysis of slang words from loanwords reflecting Thais' language use on the Facebook fan page "Tai Tiang Dara" collected between September and November 2017 from a total of 344 posts to reflect Thai culture in language use during this period. It was found that there were 23 slang words classified into two categories: words from other languages and words from Thai dialects. Of 21 words from other languages, 18 are from English, 2 Korean, and 1 Chinese while only two slang words are borrowed from a Thai dialect. The 18 words borrowed from English are mum, babe, he, she, guru, pay, happy, know, drama, boy, bed, fin, mouth, way, sis, friend, and focus; two from Korean are oppa (오빠), and hyeong (형) and one from Teochew Chinese sei (财主), and two words from a Northeastern Thai dialect are "sap" and "nua". The results of the analysis reflect Thai culture in language use, particularly preference in using loanwords from other languages over Thai dialects because foreign languages have influence on Thais in various aspects from mass communication to education which makes them easier to access than Thai dialects which are usually accessed through studying or mingling with the speech community.

**51920 10:15-10:40 | Room 607 (6F)**

*Discourse Markers' Functioning in Online Youth Communication*

Elena Mishieva, Lomonosov Moscow State University, Russia

Computer, mobile and Internet technologies have gained major distribution and new methods of application, particularly in the area of communication. Under such circumstances a new type of human interaction is being developed, that is online communication, which is defined as any type of human interaction via informational and communicative Internet resources. Such communication has gained great potential for linguistic, pragmatic, socio-philosophical, economic, political and other types of research. This paper is dedicated to the analysis of functioning of discourse markers in English online youth communication. Discourse markers are defined as "words and phrases that regulate discourse between the speaker and the addressee", which "bear no propositional meaning" and which "function on a level of discourse structuring and regulation" (Kibrik & Podlesskaya, 2009). Following the works of B. Fraser (1996) the paper reveals tree major classes of discourse markers found in online youth communication (divided into separate subclasses): 1) commentary markers of: assessment, manner-of-speaking, certainty/uncertainty, consequent effect, speech source, mitigation, emphasis; 2) parallel markers of: address (standard titles, general nouns, pronouns), displeasure, solidarity/non-solidarity, surprise, agreement/disagreement; 3) structural markers of: topic change, contrast, elaboration, cause-and-effect. Results of the research also confirm discourse markers' multifunctioning.



**10:55-12:35 | Room 603 (6F)**

## **Friday Session II**

**Technology**

**Session Chair: Wan-Lun Lee**

**51739 10:55-11:20 | Room 603 (6F)**

*MOOC and SPOC Integration in Undergraduate EAP and ESP Courses*

Ryan Hunter, The Hong Kong Polytechnic University, Hong Kong

The Hong Kong Polytechnic University English Language Centre currently hosts MOOCs (Massive Open Online Courses) on the edX platform and SPOCs (Small Private Online Courses) on the Chinese University of Hong Kong's KEEP (Knowledge & Education Exchange Platform). The university is now supporting initiatives to motivate more local students to take advantage of the MOOCs and SPOCs by linking them with existing materials and classroom activities within the structure of PolyU courses. After giving a general overview of the management of MOOCs and SPOCs and taking a closer look at two of our MOOCs/SPOCs, I will elaborate on ongoing efforts to effectively integrate ELC MOOCs and SPOCs into general EAP (English for Academic Purposes) courses and discipline-specific ESP (English for Specific Purposes) courses. I will demonstrate how content and activities from the MOOCs and SPOCs have been used to complement both in-class instruction and out-of-class assignments, support a flipped teaching approach, increase student engagement, connect students globally, and promote independent learning. Instructor and student feedback regarding the efficacy of the MOOC integration will be briefly summarized. Potential ways to leverage MOOCs in the future, upcoming revisions, integration improvements and potential ideas for how to increase MOOC/SPOC completion rates will be outlined at the end of the presentation.

**50388 11:20-11:45 | Room 603 (6F)**

*Development of Grammar Competence by Using Knowledgebase for Bachelor of Education (English) Students, Phranakhon Rajabhat University, Thailand*

Palisa Suntornsawate, Phranakhon Rajabhat University, Thailand

This study aimed to investigate the effectiveness of the <http://esp-pro.pnu.ac.th> knowledgebase of lessons and exercises of grammar, employed to enhance the grammar competence of the students. The objectives of this research were to 1) develop grammar competence by using knowledgebase for Bachelor of Education (English) students, 2) compare achievement score before and after using knowledgebase by taking English grammar pre-test and post-test and 3) assess satisfaction towards knowledgebase in aspect of content and technology. The sample (experimental) group was one classroom comprising 27 first year Bachelor of Education (English) students selected by purposive random sampling, whilst the control group was the other section of 23 students studying in the same subject. The research instruments were the <http://esp-pro.pnu.ac.th> knowledgebase, the 10 sets of English grammar test which were used to assess achievement before and after the study, the task sheets which indicated the navigations linking to the foreign websites, and the satisfaction assessment questionnaire in aspect of the content and the technology. The data were statistically analyzed using the mean (X) and t-test. The findings of the research were as follow: 1) the learners' achievement scores after using the knowledgebase were higher than before using the knowledgebase at the level of p-value 0.0015 statistically significant and 2) the satisfaction towards the knowledgebase was at the most level in overall both in aspect of content and technology with the mean of 3.75 and 3.64 consecutively. This insightful information should be used in future learning management.

**51936 11:45-12:10 | Room 603 (6F)**

*Using Mobile Learning to Enrich Classroom Engagement, Motivation and Learning Experience in English Vocabulary*

Jhyyi Chen, Cardinal Tien Junior College of Healthcare and Management, Taiwan

Kai-Jye Chia, National Taiwan Normal University, Taiwan

The game-based mobile learning offers students new ownership, lateral thinking, problem-solving, and peer cooperation concepts and activities not previously open to them. This study explored the strategies for enhancing students' engagement, motivation, and vocabulary learning experience in terms of mobile game-based learning and mobile APP, such as Kahoot! or Quizlet. Research outcomes lay on the examination of students' learning experience using mobile game-based learning APP and their vocabulary acquisition. Forty-five college students in Taiwan were recruited in this study. Mobile learning included the planned content, cognitive activities, meaningful challenges, and real-time feedback. The goal of mobile game-based APP was to facilitate students' cognition and memorization of newly learned vocabulary. Moreover, these mobile APPs was used as a vehicle to increase students' positive experience on quizzes, discussion, and collaboration. Both questionnaire and observation were included as research methods. The questionnaire was conducted to know about the extent to which part of mobile game-based learning APP influenced students' study engagement, motivation, and learning process. In-class observation presented students' learning behaviors and their in-class participation when they joined mobile learning. Major finding revealed that game-based mobile learning could improve classroom dynamics and teacher-student interaction in comparison with what was provided in the conventional classroom. Furthermore, students could learn the semantic meaning, spelling, and cultural information of target vocabulary in easy-going air. Students' learning behavior have slightly moved from passive learning to active learning after joining up one-month mobile learning.

**51938 12:10-12:35 | Room 603 (6F)**

*The Practice and Effects of Integrating Literature Circles and Mobile Instant-messaging Technology in ELT*

Wan-Lun Lee, Fu Jen Catholic University, Taiwan

Research has found significant advantages of using classroom literature circles, where small groups of students read the same text and then take different role responsibilities in their fully face-to-face discussion around the text; however, more and more studies have shown that in today's technological world, virtual literature circles integrated with the Internet and various forms of communication technology are growing rapidly in popularity. LINE, the fastest growing mobile instant-messaging app, seems to have great potential to facilitate the role-based, peer-led discussions of virtual literature circles, but there is still little empirical research regarding the use of this mobile application as a communication tool to complete learning-related tasks. The present study describes a blended literature circle project implemented in my teaching of a Freshman English course, in which three face-to-face literature circles were conducted in the classroom to help the students get familiar with this new learning format, especially the discussion roles, before they had out-of-class, synchronous literature circle discussions via LINE. A questionnaire survey and semi-structured interviews were conducted to investigate the students' learning experiences of and responses to this project. It was found that the majority of the participants thought very positively of the integration of literature circles and LINE and agreed that such integration had increased their motivation to read the literary text and get engaged in the structured role-based discussion about it in small groups.

**10:55-12:35 | Room 604 (6F)**

## **Friday Session II**

**Non-English Language Teaching**

**Session Chair: Edlia Simões**

**44579 10:55-11:20 | Room 604 (6F)**

*Color Coding Japanese Kana for Second Language Acquisition*

Kevin Reay Wrobletz, Himeji Dokkyo University, Japan

In this research, the pedagogical effects of endowing alphabetical properties on Japanese Hiragana by phonetically mapping the Kana syllabary to their respective vowel phonemes with a color code as well as mapping diacritical marks color coded to each character's respective consonant group are studied. This phonetic color coding system mapped to Japanese Kana was tested on a group of native English speakers with no prior knowledge of Japanese, and the results of a series of six tests examining Kana acquisition, pronunciation accuracy, and vocabulary retention were weighed against the results of a control group who received instruction without said color coding system. This phonetic color coding system proves to be more effective than instructional methods used without the system in three distinct categories. First, the phonetic color coding system, once learned, allows the learner to forego all romanization and instead use only the Kana characters during study thus increasing the speed of Kana acquisition. Second, by not using romanizations to guide pronunciation, the learner is unaffected by the phonetic rules governing the English Latin alphabet thus improving the accuracy of pronunciation. Third, mapping a phonetic color code to a writing system arguably increases the retention rate of associated vocabulary by way of increasing the speed of acquisition of the writing system itself. The implementation of this phonetic color coding system elicited striking improvements in the abovementioned categories throughout all six tests carried out in this study and would likely show similar results in the implementation into formal educational curricula.

**44636 11:20-11:45 | Room 604 (6F)**

*The Teaching of Japanese Language and Culture to Filipino Students Through Blended Learning*

Dante Miguel, Benguet State University, Philippines

The study was intended to determine the effectiveness of blended learning as a mode of delivering Japanese language lessons to learners from selected Universities in the Philippines. It was found out that after taking up the one-semester Japanese Language Course, many learners from both the undergraduate and graduate degree programs possessed a good language proficiency level in writing and speaking. Many learners even agreed that there are advantages of blended learning when applied in the teaching of the Japanese language and culture. Some learners even suggested that in applying blended learning, the integration of songs and self-constructed conversation activities be implemented to make learning more meaningful and interesting. It was then concluded that a one semester Japanese language course may produce a convincing Japanese language proficiency level whether or not blended learning is applied. Nevertheless, a higher level of language proficiency is possible should blended learning be applied. As part of the research output, it is recommended that blended learning be considered as an alternative mode of teaching foreign language.

**51609 11:45-12:10 | Room 604 (6F)**

*Shared Responsibility for Learning – Educating Pupils who Experience Difficulties in Learning in a Spanish Classroom in Trinidad and Tobago*

Danielle McDougall, University of Exeter, United Kingdom

As a signatory to Education for All and other international inclusive education mandates, Trinidad and Tobago is committed to increasing the participation of all pupils in learning and has placed responsibility on teachers to fulfil this aim (MOE, 2012). According to Trinidad and Tobago national education policy, teachers have the responsibility to increase pupil participation in learning by catering to pupil learning needs. This paper draws upon research about teaching approaches with pupils who experience difficulties in learning in two secondary Spanish classrooms in Trinidad, West Indies. Data was collected using non-participant observations, semi-structured and task-based interviews (involving the teachers of the two Spanish classes and their pupils). One finding of the research suggests that the teachers perceived learning to be the pupils' responsibility and attributed pupils' difficulties in learning Spanish to their poor learning behaviours. The two teachers in the study also perceived limitations to their teaching approaches to support the pupils in their difficulties in learning. According to Crick (2007), pupils who experience difficulties in learning are 'vulnerable' learners and may therefore require strategies and support from their teachers to become more competent learners. These dynamics within the classroom connote responsibility for learning as a shared construct and reveals the tension that may arise from applying international and national educational policy to the classroom level.

**50338 12:10-12:35 | Room 604 (6F)**

*Learning Portuguese as a L2 in Macao: Validation of an Assessment Instrument*

Edlia Simões, University of Saint Joseph, Macau

Vitor Teixeira, University of Saint Joseph, Macau

Angus Kuok, University of Saint Joseph, Macau

The Portuguese Language is the second official language of Macao and over the years since the handover, learning Portuguese as a second language in schools has grown (Yan, 2017). Macao has aimed to become the "main actor on the dynamics of teaching and disseminating the Portuguese language in the Asia-Pacific Region" (*Macao Higher Education Magazine*, 2016, p.5). In this context, our study aimed to validate an assessment instrument to better understand how Chinese children in Macao are learning the Portuguese language. In this study participated 200 Chinese children learning Portuguese as a second language in Primary school (1st to 6th Grades). Resulting from a previous pilot study the assessment instrument was ameliorated for validation. The assessment instrument comprises 7 subtests to assess several language skills (e.g. oral comprehension, word reading accuracy, vocabulary knowledge, reading comprehension, phonological awareness and spelling). A quantitative analysis was performed showing that the test demonstrates good psychometric properties enabling us to pinpoint in which areas Chinese children have more difficulties learning Portuguese as a second language (e.g. oral comprehension, word reading and spelling). The results also provide the possibility to discriminate students proficiency levels between grades, showing an increase in performance along primary school. We expect to contribute to the understanding of the several components that are implied in second language acquisition of Portuguese by Chinese children. This will help provide recommendations to educators in the area of Portuguese Teaching as a L2.

**10:55-12:35 | Room 605 (6F)**

## **Friday Session II**

**Psychology**

**Session Chair: Helena Gao**

**45879 10:55-11:20 | Room 605 (6F)**

*University Students' Attitudes Toward the English Graduation Benchmark in Taiwan*

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

The English Graduation Benchmark is a common criterion adopted by many universities including both comprehensive and technology universities in Taiwan to monitor their graduates' English ability. Students who meet the university's requirement (either the external or internal test) can graduate. Those who do not pass or do not want to take the test can take a make-up course at university. If they pass the course, they are able to graduate, too. However, this common criterion has caused some debates about its appropriateness in recent years. Some universities have decided to stop this policy in practice. This study aims to investigate technology university students' perspectives and attitudes towards the English Graduation Benchmark. It also further compares and contrasts the opinions of students from English departments and non-English departments. A quantitative method was adopted for this study. The online questionnaire items were borrowed and adapted from Chu's (2009) existing research. The questionnaire included a couple of major sections: students' attitudes towards the English Graduation Benchmark, the impact on English learning, and the perspectives of students on domestic (GEPT) and international English Proficiency Tests (e.g., TOEFL, IELTS and TOEIC). The results showed that most technology university students agreed with the establishment of the English Graduation Benchmark. Students from English and non-English departments both had positive attitudes because the benchmark motivated them to learn English in some way. Last but not least, technology university students considered the English Graduation Benchmark to be something useful for their future career development.

**45948 11:20-11:45 | Room 605 (6F)**

*How to Apply Learner Autonomy and Self-Assessment Method to Promote Test Takers' Learning: A Case Study of IELTS Test Preparation*

Li Dong, New Oriental Education & Technology Group Ltd., China

In the fields of pedagogy and language assessment, self-assessment has been regarded as an effective teaching and learning method. This method can promote learning in a positive way, and have positive washback on learning, particularly for students who are preparing for high-stake tests. Also, Learner Autonomy has long been accepted as a useful method for both teachers and students, but hard to be applied in-classroom setting. In the Chinese context, so far, neither have the teachers nor students attached much importance to self-assessment or Learner Autonomy. This paper addresses how to apply a new framework, united with Nunan's five level learner autonomy method and self-assessment, in an IELTS preparation phase. It is found that the new framework is able to promote learning and learning strategies positively. Also, this paper suggests that, in the initial stages of the implementation of the new framework, some problems need to be taken seriously by teachers.

**51544 11:45-12:10 | Room 605 (6F)**

*L1 and L2 Attitudes and Willingness to Communicate in Taiwanese Middle School Bilingual Program*

Alexandra Chiang, Tamkang University, Taiwan

While most language learners in Taiwan are school aged children, academic research in field mostly address university level students. Considering early experiences with language affect students' future motivation for learning Chinese (L1) and English (L2) (MacIntyre et al. 2003), this study aims to investigate Taiwanese middle school students in bilingual programs. Specifically, to (a) assess correlations between attitude and WTC for both L1 and L2 in an EFL bilingual school environment; and (b) examine how students' WTC with peers and adults compare in L1 and L2. For this purpose, a 36 question 4 point-Likert survey adapted from Yashima's investigation of Japanese learner's WTC (2002) and MacIntyre, Baker, Clement and Conrod's research on Willingness to Communicate, Social Support, and Language-Learning Orientations of Immersion Students (2001) was distributed to 58 seventh grade students at an Elementary and Middle School in Northern Taiwan. The results indicate that attitude has a moderate positive correlation to WTC in L2 but not in L1. Mean values also reveal students are more WTC in task-based activities in L2 compared to L1, suggesting that compared to studying L1, they seek more for belonging and approval in L2. This is also consistent with how in L1, students are more WTC with peers than teachers whereas in L2, students are more WTC with teachers than peers. Therefore this study provides new insight to ways educators can effectively strengthen student WTC by assisting them using targeted activities and incentives when facilitating WTC in various contexts using the respective languages.

**51659 12:10-12:35 | Room 605 (6F)**

*A Psychological Approach to the Understanding of the Lexical Choices by Bilingual Speakers*

Helena Gao, Nanyang Technological University, Singapore

A common phenomenon in language use in Singapore is the use of and switch between two languages on a daily basis. English is used as a medium of communication at school and at job. At home or with friends, speakers switch between their native language and English. Due to the frequent switch and use by L2 speakers largely, the English spoken by Singaporean bilingual speakers has become unique. It evolved through a process a bi-directional process in which English is indigenized and non-English elements are Anglicized (Wee, 2009). As a result, this variety of English, now often referred to as Singaporean Colloquial English (SCE), exhibits the transference of features from the different languages and dialects spoken in the country. SCE is considered non-standard and thus speakers of SCE having low competence. This paper presents a study on Singaporean bilingual speakers' lexical choices of English and the motivations behind their choices. The main goal of the research is to explore the psychological preferences of bilingual speakers in their choices of words. It is assumed that in a multilingual society like Singapore, speakers' lexical choices is a reflection of their preference of a speech style that is converging toward that of the majority speakers rather than language competence. It is argued that this preference is psychological and can largely affect a bilingual speaker's linguistic sensitivity and motivation for language improvement.



**10:55-12:10 | Room 607 (6F)**

## **Friday Session II**

**Literature**

**Session Chair: Sang Young Park**

**51801 10:55-11:20 | Room 607 (6F)**

*Language Techniques in the Anthology of Short Stories 'Klang Phung Phae Lang Hak' (Amidst a Herd of Broken-backed Goats) by Ummisalam Umar*

Sanma Rattanayium, Prince of Songkla University, Thailand

Montri Meenium, Prince of Songkla University, Thailand

The objective of this article is to analyze language techniques in the anthology of short stories, "Klang Phung Phae Lang Hak (Amidst a Herd of Broken-backed Goats)" by Ummisalam Umar consisting of 10 short stories: Phu Tong Songsai (Eyes of a Child), Foon (Dust), Nithan Khong Pho (Daddy's tales), Klang Phung Phae (Amidst a heard of goats), Phi Chai (Older Brother), Kai Lud Khok (Let Loose Chicken), Ya (Grandma), Luang (Cheating), Khuamtai Nai Duean Ramadan (Death in the Ramadan Month, and Phae Lang Hak (Broken-back Goats). Data were collected from documents and results were presented through descriptive analysis. "Klang Phung Phae Lang Hak (Amidst a Herd of Broken-backed Goats)" is an anthology of short stories by a Muslim female writer nominated for the 2017 S.E.A Write Award (Southeast Asian Writers Award). Its outstanding language features are created by blending emotional aspects resulting from characters' fate that make them realistic. Three major language techniques found are: 1) Word usage consisting of words with direct meanings and words with implications; 2) Use of figurative language consisting of simile, metaphor, and symbol; and 3) Usage of sentences consisting of affirmative, negative, interrogative, and imperative sentences. It can be said that the value of language techniques used in this anthology is how the writer presents literary value to reflect social value creatively and cleverly with unity.

**50151 11:20-11:45 | Room 607 (6F)**

*Envisaging the Exigencies of Independent Spouses: Novel Reading in Intermediate Malay*

Jyh Wee Sew, National University of Singapore, Singapore

This discussion examines ways in which critical pedagogy exploits excerpts of Satu Bumi and Kiswah, by Isa Kamari an award winning Singaporean author. While the main themes of the former is resilience and personal sacrifices; and the latter is hedonism and repentances, both novels contain subplots narrating the survival of an independent spouse in everyday life. Interestingly, the female protagonist of Satu Bumi performs strenuous acts to maintain the livelihood of her son and foster father. The male protagonist in Kiswah, in contrast, enjoys the lifestyle of a successful architect. However, he constantly struggles with the emotional distress due to his wife's kidnap during their honeymoon in Mecca. For a basic reading, the learners acquire the conjugations and meanings of specific Malay verbs in the respective materials. Elevating language learning from linguistic intelligence, the learners examine the actions presented in each marital predicament with the task of associating a verb-phrase with a Malay proverb acquired from the previous Malay lesson. Interdependently, illuminating Malay novel sentences with Malay proverbs afresh becomes the critical pedagogy in this Malay reading lesson. Developing a battery of proverbial repertoire is useful for identifying and envisaging resilient relationships in interrupted married lives. In turn, it hones the analytical skills of tertiary language learners towards a transformation of literal comprehension into associative understandings. It is an intelligent pedagogical strategy to schedule proverbs learning before analyzing novel excerpts to attain a detailed study of subplots in Intermediate Malay.

**51560 11:45-12:10 | Room 607 (6F)**

*The Use of Classical Literature in the Achievement of Linguistic Proficiency by Improving Student Motivation*

Sang Young Park, Daegu Catholic University, South Korea

Patrick McIver, Daegu Catholic University, South Korea

This research will examine the effectiveness of using classical literature to improve EFL/ESL learners, ability to ascertain English more efficiently, at higher education institutes by improving motivation among students. Using Classical literature as a curriculum to teaching English, the literary text can be used to create task-based and problem-based learning activities to enable the learners to function effectively in the acquisition of second language skills. The rationale for the multidimensional benefits of using classical literature in the ESL classroom can be the conviction that the literature can offer the learners aesthetic, socio-culture perspective on society and moral values. When students are engaged and motivated learning a second language improves. Moreover, EFL learners will view classical literature as something different from what they face ordinarily in traditional EFL textbooks. Classical Literature will be appealing to students because it express the ancestral past of their country encouraging them to understand their history and "because literature expresses both cultural values and universal human values, its study can promote internal as well as international communication" (Marckwardt, cited in Spack, 1985:705). Comparing non-literary text to literary ones, McConochie (cited in Spack, 1985:705) believes, "students read such texts [non-literary] but do not become humanly engaged in them; they do not view them as meaningful use of language development. When Students do not feel connected to the material they lose motivations. EFL students deserve to discover that a second language can be acquired by learning about their past, not just a practical and utilitarian one

**13:45-14:45 | Room 603 (6F)**

# **Friday Session III**

## **Workshop Presentation**

**50446 13:45-14:45 | Room 603 (6F)**

*Podcasts: An Indispensable Teaching Resource*

Mark Rebuck, Meijo University, Japan

The presenter has used podcasts in the classroom since 2005, a year after the term was coined. Initially, he downloaded audio files of BBC radio programs for his own use, but soon realized that embedded in the talk radio to which he listened were nuggets of authentic speech that could form a valuable teaching resource. The presenter now incorporates into his lessons short clips from the podcasts of various radio stations including the BBC, ABC, and NPR. The clips harvested from these podcasts are a vital element in creating efficacious and motivational lessons. This workshop will highlight a dozen reasons podcasts cannot be ignored as a resource by teachers today. Podcast clips, for example, can form content kernels for activities, complete lessons, or even whole courses; they serve to illustrate features of natural speech; the voices too of a world of English varieties can be brought into the lesson with podcasts. In ESP lessons, the voices of experts, and news of the latest research can be incorporated into lessons. In addition to their direct classroom application, teachers' professional development can benefit from the numerous podcasts on language learning and linguistics. This workshop will illustrate the value of short podcast clips with examples of activities from both general English and medical English lessons. Participants will leave with concrete suggestions on using podcasts in the classroom as well as practical tips on audio-clip editing.

**13:45-14:45 | Room 605 (6F)**

## **Friday Session III**

### **Workshop Presentation**

**50570 13:45-14:45 | Room 605 (6F)**

*Developing Holistic English Language Learners Through Flipped Learning: Design, Implementation, and Evaluation of an ECE Pre-service Teacher English Course*

Qunfan Mao, The Education University of Hong Kong, Hong Kong

Despite the fact that flipped classroom approach has proved to be successful in developing students' interaction and higher-order skills in many theory-based disciplines, research on its design and implementation in English language teaching (ELT) is limited. Meanwhile, higher education ELT classrooms are more and more characterised with diversity in students' abilities and the target to train students into autonomous and computer literate learners, both of which flipped classroom approach has a promise to deliver. Compared to a learner-centred traditional communicative classroom where teachers do not have effective methods to alleviate mixed abilities problems, a multimodality approach to pre-course online learning activities and resources which are studied by learners at their own pace narrow the proficiency gap of students and prepare them better for more effective interaction in class. Furthermore, to develop students' autonomy, a project-based pedagogy is used in in-class interactive activities design. Data collected from students' survey and comparison of students' pre- and post-course performances show students' higher motivation in learning as well as enhancement in learner autonomy. This workshop shares this structured multimodality model in the design and implementation of a technology-embedded flipped-classroom-based English course for Early Childhood Education pre-service teachers, while hands-on practice opportunities are embedded.



**15:00-15:50 | Room 604 (6F)**

## **Friday Session IV**

### **Identity**

**Session Chair: Erwin Purcia**

**50217 15:00-15:25 | Room 604 (6F)**

#### ***Identity and Investment among Adult Immigrants and Refugees English Language Learners***

Mohsen Hosseinpour Moghaddam, Simon Fraser University, Canada

Media and globalization now give transnational individuals the opportunity to share their language and cultural practices across the borders (De Fina, 2016). Transnationals do keep their ties to their homeland, and they bring new identities and new cultural and economic practices to their home country as well as and host country. The question, however, is how these transnationals negotiate these spaces as the power that operates in these spaces becomes less visible (Darvin & Norton, 2015). Darvin and Norton (2017, p.91) state "as cultures mix and permeate, the ideological mechanisms that privilege some and marginalize others become more invisible". Therefore, understanding "how these transcultural flows are themselves shaped by specific material realities and global inequalities" is challenging (p.91). It has then become important to analyze the way how investment in this "shifting communication landscapes" places individuals in new ways and how English language learners claim the right to speak (Norton, 2017, p.16). In my presentation, I will discuss my understanding of identity and investment concepts, as proposed by Darvin and Norton (2015). I will explicate, using the applicability and importance of these constructs, how adult immigrants and refugees construct, produce, and negotiate their identities and investment in learning English. Using the concepts of investment and identity I will analyze (a) how refugees and adult immigrants' investments in English language learning are influenced by various ideologies as well as their capitals and (b) how, using linguistic resources at their disposal, they negotiate and construct their transnational identities in English language classes?

**45939 15:25-15:50 | Room 604 (6F)**

#### ***Transcontextualizing Contemporary Filipino Gay-Themed Movies: Its Message to the LGBT Community***

Erwin Purcia, Dr. Carlos S. Lanting College, Philippines

Nora Velma Gayod, Dr. Carlos S. Lanting College, Philippines

Daniel Gayod, Dr. Carlos S. Lanting College, Philippines

Jomar Mendoza, Dr. Carlos S. Lanting College, Philippines

This study focused on transcontextualizing contemporary Filipino gay-themed movies. Utilizing Content Analysis, this study deciphered the underlying message of each contemporary Filipino gay-themed movie and its social relevance to the LGBT community. As an analytic strategy, content analysis enables a systematic examination of forms of communication to document patterns objectively. It is a method for summarizing any form of content through classification, tabulation and evaluation of its key symbols and themes in order to ascertain its meaning. The films were chosen based on the year they were filmed. The movies selected were: Ang Pagdadalaga ni Maximo Oliveros (2005), Bakit Lahat ng Gwapo may Boyfriend (2016), Die Beautiful (2016), That Thing Called Tanga Na (2016), and The Third Party (2016). The cinematography involved in this study was thematically analyzed via literary coding. Coding as an element of thematic analysis makes use of specific signs and/or symbols to represent one pattern where themes can be generated based from the embedded cinematic elements as the process of transcontextualization in filmographic education. Results revealed that the different contemporary Filipino gay-themed movies have become instruments in creating new opportunities of respect and acceptance because of the reality they depict in a wide range of viewers. This denotes that with the increasing number of gay-themed movies in the Philippines, the barrier and discrimination has diminished. It is therefore recommended that transcontextualization should be utilized by students in literary analysis because it dilates ones' eyes to discern realities in the context of filmography.

**15:00-15:50 | Room 605 (6F)**

## **Friday Session IV**

**Academic Writing**

**Session Chair: Sarah Strigler**

**50198 15:00-15:25 | Room 605 (6F)**

### ***Integrating Formal and Functional Approaches to Second Language Writing Complexity***

Yiran Xu, Georgetown University, United States

In light of the continued discussion on the construct of second language (L2) writing complexity over the last four decades (Ortega, 2003; Wolfe-Quintero, Inagaki, & Kim, 1998), this article investigates the interlanguage complexity of English L2 learners in expository writing. Using an integrated approach that incorporates a systemic functional perspective into the structure-oriented understanding of the complexity construct in Second Language Acquisition (SLA) research, this study analyzed syntactic complexity and language density in 104 expository essays written by Korean L2 learners of English across three proficiency levels (A2, B1, and B2 with 37, 36, and 31 learners respectively). 40 expositions composed by English native speakers were used as a comparison. Syntactic complexity was evaluated in terms of subordination complexity and phrasal complexity, and language density was analyzed through the quantity and quality of nominalization. Results show that texts written by more advanced learners are characterized by increasingly intricate syntactic structures with heavy reliance on clause combination, while the deployment of nominalizations in constructing condensed, abstract discourse remained low, regardless of their proficiency levels. The discussion further elaborates on task complexity, native speaker performance, and infelicitous nominalization use. The current study aims to contribute to the thrust of theoretical renewal of the complexity construct validity and shed light on curriculum and pedagogy in classroom contexts.

**50871 15:25-15:50 | Room 605 (6F)**

### ***Increasing Awareness of Grammatical Inaccuracies in L2 Academic Writing Through Error Log Analysis***

Sarah Strigler, The University of Texas at Austin, United States

In providing grammar feedback of L2 academic writing, a common practice is identifying and classifying grammatical errors. Through distinguishing grammatical inaccuracies by type, students can more easily see the source of the error and more precisely edit their work. However, even after receiving this feedback, students often repeat the same errors in subsequent writings. Problematically, error identification centers more on addressing feedback than on actual student uptake, creating a reliance on the instructor that can impede independent student learning. Accordingly, while error identification lays the foundation for improving grammatical awareness, it must be followed by additional analysis for the student to reap the full benefit of this practice. Categorizing errors in charts serves as a vital next step to enhance awareness of grammatical inaccuracies and increase student autonomy in L2 academic writing by enabling students to independently observe and analyze larger trends in their writing. Data gleaned from these logs can be used to create graphical representations of student work, allowing students to see their writing in a new format, further deepening their awareness of grammatical errors, and in turn improving their ability to assess and revise their writing. Notably, by engaging with and evaluating data from error charts, the emphasis of error identification shifts from a teacher-centered practice of providing feedback to a student-centered practice focused on analysis and reflection. This presentation will demonstrate a 6-step process for implementation and application of error log analysis to improve grammatical awareness of L2 academic writing. Activities and materials will be included.

**15:00-15:50 | Room 607 (6F)**

## **Friday Session IV**

**Achievement/Proficiency**

**Session Chair: Elvy Pang**

**50572 15:00-15:25 | Room 607 (6F)**

***Analysis of Errors Committed by Thai EFL Non-English Major Undergraduate Students***

Mongkol Charoento, Phranakhon Rajabhat University, Thailand

The purpose of the study was to investigate the English linguistic elements which cause errors in writing made by the first year undergraduates majoring in non-English academic disciplines pursuing their bachelor degree at the Faculty of Humanities and Social Sciences, Phranakhon Rajabhat University. This study was conducted with fifty Thai EFL undergraduate students by administering quantitative method. An instrument for this study included a worksheet on which students were required to write a 100-120 word composition, entitled My Personal Background. The findings revealed that the Thai EFL students majoring in non-English discipline committed different kinds of grammatical errors in writing the target language, from morphological to sentential levels. Most errors were mainly resulted from the dearth of L2 linguistic knowledge and the difficulty of the L2 grammatical system. The results from the written English errors have implications for English grammar teaching and learning.

**51154 15:25-15:50 | Room 607 (6F)**

***Oral Presentation Competency of Business Undergraduates: Student Perceived Ability and Peers' Perspectives***

Elvy Pang (Leung Chun Fan), The Hong Kong Polytechnic University, Hong Kong

Lap-Kwong Ko, The Hong Kong Polytechnic University, Hong Kong

Denise Cheung, The Hong Kong Polytechnic University, Hong Kong

Higher education is experiencing increased pressure to devise curricula that supports employers' demand on human resources and produces graduates in possession of the required competencies. One such competency actively sought after by employers is oral presentation skills. As of date, the research surrounding oral presentation competency in undergraduates is lacking, especially in the context of Asian societies. To fill in this gap, this study proposes to explore the notion of oral presentation skills as a highly-valued competency. Specifically, the study will seek (1) to clarify students' perceived oral presentation ability, (2) to compare students' self-perception of their competency levels in oral presentation skills to that as perceived by their peers, and (3) how much employers value oral presentation skills in the workplace. To investigate the issues, students and employers will be surveyed. The methodology will involve collecting data from 240 business undergraduates (working in 40 group projects) to pre- and post- project surveys along with data to be collected from 200-300 employers participating in campus recruitment events. Statistical techniques (such as paired t-test) will be used to address the objectives of the study. Oral presentation competency is a key component of workplace success. It is a skill that must be developed in students so that upon graduation, they can meet the demands of the job market and add value to companies. Our findings will explore how valuable oral presentation competency is in the context of the Hong Kong business world and how skillful students are in this area.



Featured Presentation: Marco Koeder

# The Power of Randomness: Lessons from (Mobile) Gaming and Behavioral Economics

Friday, May 17 | 16:00-16:45 | Room 603 (6F)

So called game-of-chance based random virtual item rewards have helped to create a new multi-billion dollar market for free to play mobile games in Asia and for PC and for console games in the West, engaging millions of players to continue to play and pay. Japan was one of the cradles of these mechanics called "Gacha" which started over 10 years ago but little academic research had been made available on this topic in English trying to explore the motivation of players for playing and paying through these elements (Askeloef, 2013, Kanerva, 2015; Yamakami, 2011a, 2011b, 2013a, 2013b, 2014; Shibuya, 2015).

Rational bias effects in free-to-play games and mobile applications have already been mentioned by some game researchers (Hamari, 2011; Paavilainen et al., 2013; Reiners & Wood, 2015; Stockinger et al., 2015; Olli et al., 2016; Zagal et al. 2013).

Behavioral economics, specifically inspired by Kahneman and Tversky's Prospect Theory show uncertainty (game of chance elements) can introduce "bias" to the users' rational decision-making capabilities. When people have to choose between different alternatives that include risks with an unknown probability of the outcome they tend to overestimate small probabilities and underestimate larger probabilities (Kahneman & Tversky, 1979/1986/1992).

Simple "Games-of-Chance" elements seem to motivate people towards behavioral change. Research in behavioral economics has shown that these elements can influence money saving (Kearney, Tufano et al, 2010), adherence to stroke medication (Kimmel, Troxel et al, 2012), willingness for blood donations (Goette, Stutzer, 2008), safer sex practices (Nqvist, Corno, et al. 2015) as well as help to drive weight loss activities (Volpp, Troxel, et al. 2008). Games-of-chance elements can also enhance extrinsic as well as intrinsic motivation for learning and have already been applied in education environments (Berridge & Robinson, 1998; Howard-Jones, 2011; Howard Jones & Demetriou, 2009; Hong et al., 2009).

This presentation shows the findings of studies related to Japanese mobile gamers and western gamers and their perception of game-of-chance elements. It also shows how these elements have already been used outside of games to create retention and then looks at three Japanese language learning games available today and then tries to start a discussion about what role game-of-chance elements could play in future digital learning environments to drive student's extrinsic and intrinsic motivation.



## Marco Koeder

Originally from Germany, Marco holds a Masters Degree in Sociology from the University of Bamberg, Germany, and is currently writing his PhD thesis on game-of-chance elements in games at Waseda University, Japan. He has already presented several papers on this topic at Asian, European and Global conferences of the International Telecommunications Society.

In Germany, he was one of the core members of I-D Media, a start-up that went IPO and became one of Europe's biggest digital agencies. He then moved to Tokyo to become the head of Cybermedia, a small digital strategy agency with a focus on mobile. After that he joined MRM//McCann Japan as the Digital Marketing Director. Marco is currently the Director of Digital Business for JWT Japan, one of the

longest lasting ad agencies in the world.

Marco has been teaching eMarketing and Social Media Marketing at the International University of Japan for a while. He is also the co-author of *Six Immutable Laws of Mobile Business*, a business strategy guide published by Wiley in the US/Europe and Korea.

## Notes

[illegible]



# Saturday May 18

## Parallel Sessions

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



**09:15-10:55 | Room 704 (7F)**

# **Saturday Session I**

## **Writing**

**Session Chair: Patricia Trivino**

**50245 09:15-09:40 | Room 704 (7F)**

### ***Developing Evaluative Judgement of Academic Writing: A Step Towards Fostering Independent Writing Skills***

Abbas Mehrabi Boshrahadi, Deakin University, Australia

One of the main long-term educational benefits of assessment and teaching activities in higher education academic writing programs is to develop students' independent writing skills. While a number of interventions, including the provision of rubrics and exemplars as well as peer assessment, have been proposed, educational evidence shows that existing educational practices have failed to equip students (both Native and Non-native English speakers) with independent writing skills so as to deal successfully with the demands of different written assessment tasks during their undergraduate studies. Lack of understanding of criteria and standards of academic writing at university level in general, and difficulties in understanding structural, organisational and textual features representing quality writing within their discipline has been suggested as two main reasons behind this predicament. In this study, I propose evaluative judgement as an integrative and organising approach that has the potential to reframe learning and teaching (and assessment) of academic writing and build students' capability to independently discern the standards of quality writing and meet their discipline-specific future writing needs, even beyond the point of graduation. Building on premises of social constructivist theory of learning, I will explore the concept of evaluative judgement of academic writing within a discourse of pedagogy, rather than merely from the perspective of assessment. I will then examine why developing evaluative judgement of academic writing should be considered as an agenda for fostering long-term influence of pedagogical activities on writing ability. I will conclude by discussing how common assessment and teaching activities in academic writing can be better tailored towards developing evaluative judgement of academic writing. Future research considerations for examining how we may trace the potential strategies and techniques students may employ to develop their evaluative judgement of writing will be discussed.

**50208 09:40-10:05 | Room 704 (7F)**

### ***Investigating the Idea of EAP Classroom Diglossia and Patterns of Code Switching***

Lauren Knowles, University of Nottingham Ningbo China, China

This small study is being conducted in a Sino-British University in China with preliminary year students learning academic reading and writing skills in English. It aims to discover why and when groups of Chinese students in an EAP classroom choose to use either English or Chinese during group work. It seeks to find whether they do so consciously or 'slip' back into Chinese, or whether they 'correct' themselves into using English as a result of expectations. It will also investigate the role of interlocutors within the classroom such as in exchanges with the tutor and the table leader, aiming to discover how great an influence these roles have on language choice. In order to do this, different groups of students across two different classes have been audio-recorded during lesson time. The classes were following the same lesson plan with the same tutor in similar group sizes. Participants were also given a short questionnaire prior to the recording to discover what they perceive they use and whether this corresponds to the recordings of their interactions and researcher observations have been noted to give the study a triangular approach to results. It is anticipated that data will show that code switching is heavily influenced by the interlocutor, students perceive use of English is the 'high' form, yet perhaps are not fully motivated enough to persevere when they cannot fully express themselves in English and therefore code switch between English and for task requirements and Chinese to discuss ideas.

**51736 10:05-10:30 | Room 704 (7F)**

### ***Improving EFL Students' Thesaurus-using Skills: An Action Research at a University***

Vi Tran Lam Ngan, Ho Chi Minh University of Social Sciences and Humanities, Vietnam

Hector Campos, Georgetown University, United States

It stands undisputed that thesauri are a crucial resource for learning English. Apart from high-quality thesauri, efficient thesaurus use requires adequate thesaurus skills from the English learner's part. While research has shown that most learners of English need guidance on how to make full use of thesauri, there has been scant evidence for gallant endeavours to train these thesaurus users because such formal instructions would demand, among other aspects, a thorough understanding of the learner and their unique context in the first place. This paper briefly reports partial findings of an action research project which crystallizes a specific case of EFL students' thesaurus use. The paper thus specifically aims to (i) explore students' perceptions of thesaurus use and (ii) investigate their thesaurus practices in an EFL writing class. As part of a qualitative study, the paper highlights major findings from questionnaires, interviews and thesaurus-using tests with fifty-one university students. It is anticipated that these insights will raise teachers' awareness of the complexity of thesaurus use among EFL students and can point the way to more designing and implementing programs with a view to sharpening their students' thesaurus skills. Further investigation is indubitably warranted.

**50218 10:30-10:55 | Room 704 (7F)**

### ***Topical Structure Analysis of Philippine and Chinese Journal Abstracts***

Patricia Trivino, De La Salle University, Philippines

This study examined the topical structure of Philippine and Chinese journal abstracts on bilingual education. Specifically, it looked at the physical and topical characteristics of abstracts written by Filipino and Chinese researchers in the field of language. On the physical features, it examined the number of words, clauses, and sentences in a paragraph; number of words and number of clauses in a sentence; and number of words in a clause. In terms of topical features, it analyzed the difference in the internal coherence between Filipino and Chinese-written abstracts in English in terms of parallel progression, extended parallel progression, and sequential progression. The results of the study reveal differences between the two cultures in terms of rhetorical characteristics in their journal abstract writings. While Chinese and Filipino abstract writers seem to share similar writing styles, Filipino writers tend to be more verbose with their use of more wordy clauses and longer sentences. There were also more progressions found in the Filipino abstracts as compared to the Chinese abstracts. These results seem to substantiate earlier hypothesis on culture having an influence on writing.

**09:15-10:55 | Room 705 (7F)**

# **Saturday Session I**

**Methodology & CLIL**

**Session Chair: Tzu-Ling Hua**

**44989 09:15-09:40 | Room 705 (7F)**

*The Integration of Multimodal Tasks on the Teaching of Critical Reading: Effects on Learning Performances of Thai EFL University Students*

Savika Varaporn, Language Institute Thammasat University, Thailand

Extensive reviews of previous studies in Thailand revealed that the integration of multimodality in English language teaching was scarce, particularly in the teaching of critical reading. Filling in these gaps, this study investigated the effects of multimodal tasks on critical reading performances of Thai EFL university students. To compare such effects, students were randomly assigned to the experimental and control groups and assessed by pre- and post- critical reading tests. Furthermore, their scores of critical reading tasks assigned during the course of study were also compared. The findings revealed that the experimental group who received the multimodal tasks as the intervention outperformed the control group in critical reading test scores and task performances.

**44916 09:40-10:05 | Room 705 (7F)**

*Translating Constructivism Into Pedagogy From Philosophy to Practice: Active Project-Based Learning*

Marine Milad Shalaby, Arab Open University, Kuwait

This paper adopts the pedagogical theory of constructivism as a main framework of project work in active learning contexts. The paper discusses constructivism through its definitions, characteristics, history that leads to its two approaches; cognitive and social constructivism as well as its principles. It presents the integration of constructivism into a learning process through an implantation conducted on Arab Open University (AOU) students registered in English Language Teaching Methodology course. The paper discusses the way of transferring constructivism into pedagogical practices highlighting the role of constructive teachers who activate the active constructions of knowledge. It also sheds the light on the differences between traditional teacher-centered classrooms and constructivist learner-centered classrooms. In this regard, active learning is a means of emphasizing constructivism during adopting project-based approach as an application tool for active educational settings. Active learning strategies and project-based approach are used as an application medium for constructivist theory. The importance of project work, its phases and its characteristics are implemented in AOU students' developed lesson plans and class demonstration. Finally, a statistical analysis has been conducted on the students' class demos and lesson plans in the light of the constructive project-based work and the traditional one.

**50234 10:05-10:30 | Room 705 (7F)**

*Promoting Junior High Students' English Grammar and Environmental Awareness in a Five-Day English Summer Camp in Taiwan*

Lim-Ha Chan, Wenzao Ursuline University of Languages, Taiwan

Learning English grammar is considered an essential part in junior high level in Taiwan. However, learning grammar is tedious, and students may lose interest quickly. Nevertheless, learning will be more effective when students are learned with a meaningful purpose. Recently, the Ministry of Education in Taiwan has put great emphasis on promoting students' environmental awareness, which is also an important global issue. Learning about important environmental issues might enhance students' interest and give them a purpose to learn English grammar. Furthermore, research found that games can be effective in enhancing motivation in learning, grammar retention and environmental awareness (e.g. Arslan, Moseley & Cigdemoglu, 2011; Paris & Yussuf, 2012; Phuong & Nguyen, 2017). Therefore, this study aimed to explore the effects of the combination of English grammar, environmental issues and a board game in a five-day English summer camp. The participants were 60 seventh and eighth graders. A board game was developed integrating English grammar and three environmental topics: global warming, pollution and sustainability. The students were giving grammar lessons using the topics and played the board game. They were given a pre-test and a post-test with questions on English grammar and knowledge about the three topics. A survey was also given at the end. The results showed a significant improvement on both English grammar and the knowledge of the three environmental topics. Although in the survey some students said some questions in the board game were difficult, most students expressed that the camp and the board game were helpful.

**50668 10:30-10:55 | Room 705 (7F)**

*Learners' Perspectives on Supplementary Language Support for CLIL Courses*

Tzu-Ling Hua, Ming Chuan University, Taiwan

CLIL is becoming a popular and vigorously promoted educational approach in many parts of the world, and is commonly backed by government through various new policies and initiatives. The major driving force behind such widespread policy is the dual focus, or perceived double benefits of content and language that CLIL provides. However, several researchers have raised doubts about such top-down policies regarding whether the dual focuses or perceived benefits of CLIL are maintained in practice. Arguments have been put forward for the need to provide supplementary language support to CLIL learners, especially in Asian EFL contexts. This study aims to explore the controversial issue of supplementary language support to CLIL courses from the learners' perspectives. A mixed method research design utilizing a qualitative priority is employed for an opportunity to compensate for and capitalize on inherent method strengths and weaknesses. 59 first year Psychology undergraduate students participated in the study. Preliminary analysis identified eight recurring themes, which will be further illustrated with statistics and discussion of the reasons behind each theme. The findings can help us understand students' language learning needs in CLIL courses, and how we can better facilitate their content and language learning.

**09:15-10:55 | Room 707 (7F)**

# **Saturday Session I**

**Curriculum Development**

**Session Chair: Elena Mishieva**

**51799 09:15-09:40 | Room 707 (7F)**

*Enactive Linguistics-inspired Material for Tenses in French as a Foreign Language: Progress Report and Envisaged Improvements*

Loïc Renoud, Okayama University, Japan

Tense and aspect in French as a Foreign Language (FFL) are a crucial but challenging domain for learners, particularly when French is a typologically distant language. In addition, existing approaches and material tend to ignore the bodily dimension of language, even though expression of time deeply relates to perception. In this talk, I report on the first year of implementation of an innovative project on pedagogical material for the teaching and learning of tenses at initial levels in FFL. The principles this material is based on draw on enactive linguistics, which claims that the activity of language, or languaging, generates mental events primed by subvocal, vocal and other bodily gestures. Notably, it asks foreign language teachers to reconsider the role of phonotactics and iconicity. For instance, zero-marking of the present tense suggests immediacy, which makes it such an efficient narrative tool, while past participles bring in delimitation, in the very articulatory positions they force the speaker to take (mainly close and close-mid vowels in final position). First, I describe the two contexts that are targeted, endolingual – international students in France – and exolingual – university students in Japan. I also detail the components of the material and report on the two experiments already conducted. Second, in hindsight of these first attempts, I present possible improvements for this second year, such as a better account of lexical aspect in the material and a stronger focus on orality and gesture in the experimental activities.

**50546 09:40-10:05 | Room 707 (7F)**

*Using Projects to Implement a Four-Dimensional Education Curriculum in an EFL Classroom*

Adrianne Verla Uchida, Nihon University, Japan

A part of being in academia is moving from institution to institution. This presentation will showcase the work of one educator as they adjusted to a new teaching context in 2018. With a desire to conduct practitioner research (Mann & Walsh, 2017), the instructor designed the course for her university EFL classes using the required grammar textbook and the Center for Curriculum Redesign's Four-Dimensional Education Framework (Fadel, Bialik, & Trilling, 2015). The framework emphasizes the integration of skills, character traits, metacognition, and knowledge into a curriculum. Tasks and projects were created to connect each grammar unit with activities designed to utilize the elements of the Four-Dimensional Education framework. Various forms of data were collected and analyzed using mixed methods. To document observations and results from the classes, the educator kept a teaching journal throughout the semester (Farrell, 2015). Additionally, students completed a reflection sheet at the conclusion of every class. Finally, a survey was administered at the conclusion of the semester to gather students' impressions regarding the course, the activities, and their perceptions of their English abilities. 39 first-year university students voluntarily participated in the study and the results showed that the majority of students completed the course feeling more motivated and confident in their English abilities. This presentation will introduce the framework, the course activities, and the results of the semester-long research project in hopes that other educators may be inspired to integrate the framework and similar projects in their own classrooms and contexts.

**50240 10:05-10:30 | Room 707 (7F)**

*A Case Study: The Significance of Designing an English Narrative Writing Course for Chinese ESL Students*

Wei He, The Chinese University of Hong Kong, Shenzhen, China

It can be very difficult for language learners to connect with their second language the way they do with their native tongue. During the process of language acquisition, cultivating sensitivity to the language may be the biggest challenge. Most of the writing courses designed for ESL students in China are expository, analytical, and argumentative writing courses. However, a large majority of Chinese students are not equipped with English language skills to describe a scene, depict a person or compose a dialogue, all of which play a crucial part in daily communication. The purpose of this study is to dissect benefits of teaching narrative writing skills to ESL students to help them cultivate their sensitivities to English and become better bilingual communicators. The targeted course was geared toward two goals: 1) to acquaint the students with basic storytelling terminologies and craft (plot development, character orchestration, dialogue composition etc.); 2) to help students define their aesthetics of narrative writing through extensive writing and critique of peers' works. The results of the study demonstrated that the course effectively helped students cultivate sensitivity to the colloquial differences between English and Mandarin, enabled them to better engage in conversations pertinent to their lives, and immensely enhanced their descriptive language skills.

**52104 10:30-10:55 | Room 707 (7F)**

*Creating a State Approved EFL Textbook for Russian High School: Personal Experience and Challenges*

Elena Mishieva, Lomonosov Moscow State University, Russia

In this presentation, the author will share their experience in creating a state approved EFL textbook for Russian High School. The focus will be on challenges modern Russian educational system imposes on EFL textbook authors, including compliance with Federal State Standards of Education, preparation to the Unified State Exam and forming Russian cultural identity through ELT. The textbook under discussion is aimed at developing learners' communicative competence through learner-oriented and sociocultural approaches. Communicational and cognitive development; sociocultural focus; educational and pedagogical potential; principles of accessibility and feasibility; active involvement; problem-solving strategies; accountability of learners' language, social and cultural experience are at the core of the textbook and are implemented through a variety of techniques. The presentation will explain how the textbook develops listening, reading, writing, and speaking skills at B2 level of language proficiency, prepares students to Russian Unified State Exam in the English language and develops learners' cultural identity via: 1) texts in English about Russian culture; 2) projects based on learner's personal experience and background knowledge of both their hometown and country; 3) texts about cultures of English-speaking countries.



# 11:10-12:25 | Room 704 (7F)

## Saturday Session II

### Motivation

#### Session Chair: Yun-Fang Sun

51934 11:10-11:35 | Room 704 (7F)

#### *Demotivation Theory and Practice: The Development of Demotivation Questionnaire of Undergraduate Students*

Piyaporn Boonchuayrod, National Institute of Development Administration (NIDA), Thailand  
Kanyarat Getkham, National Institute of Development Administration (NIDA), Thailand

While motivation theories have been applied for language learning and teaching in EFL/ESL context extensively, the consideration of why motivation inclines to be obstructed may be worthy to place important on. Some motivated students are probably successful in English language learning easily, yet many of EFL/ESL students may found obstacles or any forces which impede them in language learning achievement. These negative forces can be known as "demotivation". Therefore, this study attempts to develop the questionnaire to investigate demotivation of tertiary students. The questionnaire development process was conducted into two phases: 1) theoretically applied from Kikuchi and Sakai (2009)'s questionnaire, and 2) open-ended questions responded by university teachers who have taught English for more than 2 years. As the Kikuchi and Sakai (2009)'s questionnaire was used to investigate demotivating factors among high school students, some items irrelevant to university students were adjusted. The 48 questionnaire items from these two phases were submitted to five experts in English language teaching in order to examine the validity using Index of Consistency Values (IOC). The IOC values showed that five items needed to be adjusted, and one item was considered to be eliminated. The final version of demotivation questionnaire was 47 items. Then, the questionnaire was piloted in order to evaluate reliability using Cronbach's alpha to ensure that questionnaire items were appropriate to use. It was shown that Cronbach's alpha value of demotivation questionnaire was 0.858, which accepted to apply for investigating demotivation among undergraduate students.

51807 11:35-12:00 | Room 704 (7F)

#### *Growth Mindset and Goal Setting: Results of a Year Study*

Robert Stevenson, Kanda University of International Studies, Japan  
Philip Standlee, Kanda University of International Studies, Japan

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 retain their motivation, develop a growth mindset, and learn the importance of resilience (Duckworth & Quinn, 2009). However, many students enter the classroom without a strong vision for their goals. Often their goals are either set externally and counter to their interests (e.g., test scores vs. making friends) or are vague and lack importance (e.g., to watch TV without subtitles). This lack of personal, defined goals can lead to students who are unmotivated, frustrated, and display low self-efficacy (Duckworth & Quinn, 2009; Phillips & Gully, 1999). This action research study focused on exploring how goal setting could help foster growth mindset for university-level sophomore English as a Foreign Language classes. The researchers used action research cycles as an means to plan and to implement interventions that helped students set, pursue, and track their goals during the course of the year. In addition, correlation methods were used to investigate students' self-reported attitudes on factors such as mindset, effort, L2 self-motivation, and affect through bi-weekly questionnaires. Descriptive and correlational statistics are being analyzed to understand the strength of the relationship between variables and its relationship with interventions on students' mindset.

51937 12:00-12:25 | Room 704 (7F)

#### *Motivating Students through Project-based Learning: A Case Study*

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

Project-based learning is an instructional method centered on the learner and provides learners the opportunity for in-depth investigations of worthy topics. Through constructing personally-meaningful artifacts that are representations of their learning, learners become more motivated as they construct. The participants in the present study are 32 7th Graders who are going to Indonesia for an academic exchange tour. The aim of the project for the participant is to be able to use English to introduce some of the local culture to their sister school during their visit in Indonesia. At first, the researcher discussed with the participants about topics that they might be interested. After the discussion, the participants decided that art can most represent culture. Then, the participants worked together to find out what kind of art they want to present, things they needed to prepare, job allocations and forms of presenting their topic in Indonesia. At the end of the project, the participants felt that through the project they learned how to collaborate with others to solve problem and they are more engaged and motivated while working on the project. Most important of all, they know more about the arts that are related to the local culture through the project.

# 11:10-12:25 | Room 705 (7F)

## Saturday Session II

### CLIL

Session Chair: David Groff

50394 11:10-11:35 | Room 705 (7F)

#### *Chinese Science Secondary Teachers' use of Translanguaging in Inquiry-based CLIL Classrooms*

Chaoqun Lu, The Education University of Hong Kong, Hong Kong

Yeung Chung Lee, The Education University of Hong Kong, Hong Kong

With the large number of Chinese students studying abroad, there are many schools in China setting up international courses for the purpose of helping those students to study abroad. Both foreign and Chinese teachers teach international courses by partly or fully using English as the medium of instruction. We use Content and Language Integrated Learning (CLIL) as an umbrella term to describe the situation where Chinese science teachers adopt English to deliver lessons. Our study focuses on how the first language (L1) that Chinese secondary science teachers use in inquiry-based classes because inquiry activities require teachers to engage students in articulating reasons from evidence. Although more and more researchers call for training CLIL teachers to use translanguaging pedagogies strategically in recent years, there is still little research into the role of L1 in CLIL programs. In order to fulfill this gap, this qualitative study uses observation method to understand what types of translanguaging pedagogies Chinese science teachers use and their purposes. Four science (1 biology and 3 chemistry) teachers involved in the study and they deliberately used inquiry-based pedagogy. The preliminary findings show that teachers use translanguaging pedagogies for confirmation checks, giving instruction, translation, engaging students, expressing emotions, and classroom management.

51146 11:35-12:00 | Room 705 (7F)

#### *Exploring Communicative Activities in EFL Classrooms: Can Development of CLIL Lesson Plans Work as a Communicative Task for University Students?*

Mariko Takahashi, Kwansei Gakuin University, Japan

This study explored how and to what extent the development of CLIL (Content and Language Integrated Learning) lesson plans can serve as a communicative task for Japanese university students. Despite the abundant research on the application of CLIL to EFL classrooms, there have not been studies investigating if making CLIL lesson plans for younger students can function as an effective communicative task for university students who are themselves taking CLIL based English courses. As part of the unit on education for children, 77 students from 4 classes developed a detailed lesson plan in groups for teaching mathematics or science to Japanese elementary school students in English. The topics, namely, multiplication/ division, fraction, water cycle, solid/ liquid/ gas, photosynthesis, magnet, and gravity, were pre-decided by the instructor to control the difficulty level. Twenty-four lesson plans were produced, and the data were analyzed qualitatively mainly from three perspectives: the types and contents of activities (content), the linguistic expressions and instructions (language), and other features including the preparation process that potentially contributed to participants' own learning. Participants successfully developed a variety of fun and creative activities intended to facilitate classroom interaction including experiments (e.g., walking around the school with a magnet) and games (e.g., "becoming" solid, liquid, or gas as a class). They carefully selected English expressions appropriate for the target grade of their choice. Participants' reactions to this task were positive, and this exploratory study suggested that the task can become a highly effective one for university students with further improvement.

51976 12:00-12:25 | Room 705 (7F)

#### *Traditional-Culture Studies as Topics for EMI / CLIL Classes: Implications From Cognitive Load Theory*

David Groff, Meiji University, Japan

Internationally there is a growing movement to incorporate more content teaching in English into the curriculum at universities in Asia and appeal to international students interested in studying there; accompanying this there has been an increase in interest in providing English-language instruction about local traditional cultures. The cultural and linguistic distance between the languages involved, and the dense interconnectedness of the local language with the traditional culture create additional layers of challenges regarding the teaching and learning of those ideas in, or through, English. Although there is some argument as to its relevance to language learning specifically, work by David Geary, John Sweller, and Paul Chandler — among others — in the field of Cognitive Load Theory sheds some light on probable best practices when approaching an instructional situation with an implicitly heavy cognitive load. This presentation looks at the difficulties inherent in teaching such subject matter in English, when some of the material may be difficult even for local students in their native language, and particularly at the relevance of Cognitive Load Theory to the planning and execution of such courses. Specific cases in Japanese Culture Studies will be used as points of reference.

# 11:10-12:25 | Room 707 (7F)

## Saturday Session II

### Culture

**Session Chair: Morgan Wm. Dooley**

**51083 11:10-11:35 | Room 707 (7F)**

*Educational Culture in a Synchronous Class: Case of Filipino-Chinese Interface*

Jewel Labita, University of the Philippines, Philippines

One key target of the global education system is the equipping of graduates exhibiting sets of core 21st-century competencies. Looking into global competencies vis-a-vis language learning, inclination to English fluency is an edge for pursuing global careers. The imperativeness of accommodating English education in China is first manifested in its Open Door Policy in 1976. However, even after four centuries, the competence of Chinese has little progression with merely 1% of its population classified as conversational. Resolution now includes enrolling students and professionals to online classes to learn English for special purposes. This paper is an attempt to identify the unique features of the synchronous language class, and the emerging issues in the educational culture based on the critical reflections, and experience of a Filipino educator. Among the noteworthy findings include: 1) students- a) adults were generally found to be diverger, conceptual, and pragmatic while the young were converger, tactile, and visual; b) preference to non-conventional English teaching style; c) initiate adjustment in curriculum design in cases of advanced learners; 2) teachers- a) have limited power to exhibit teaching style to prevent open discussion on sensitive topics, e.g., politics, religion, and b) trained to sustain the "delight" of the student. Examining the regional education system of an online English class allows understanding the interface between the language learner and the educator with different native tongues and educational cultures. Findings show that the Filipino-Chinese interface in an online language class requisiting diagnosis to help identify specific errors for recommendation case-specific action.

**50141 11:35-12:00 | Room 707 (7F)**

*The Empirical Study of a SPOC Embedded Flipped Classroom Model for College Intercultural Communication Course: Perceptions of Students*

Xiaofei Tang, Wuhan University of Technology, China

Higher education in China has experienced a significant transformation from an elite educational system to a stage of massification since the first decade of the 21st century. In 2007, the Department of Higher Education launched the College English Curriculum Requirements, promoting "a computer-assisted and classroom-based teaching model" (p. 8). A Small Private Online Course (SPOC) embedded flipped classroom is called for to accelerate the innovation of teaching and learning approaches particularly for English-major courses such as Intercultural Communication. Compared to the traditional knowledge-transmission teaching, flipped classroom approaches engage a variety of pre- and post-class work and in-class activities. This raises questions about the real status of SPOC embedded flipped classroom model in Chinese higher education and whether it is perceived as important and effective. This study aims to explore the feedback of a four-month experiment using a flipped classroom approach which involved 153 undergraduate students at Wuhan University of Technology. Adopting an online-based questionnaire, the present study investigated the attitudes of students toward the learning of English language and culture through the SPOC embedded flipped classroom model. Major findings show the positive attitudes of students toward the use of the proposed model in English-major courses; it contributes to the development of students' autonomous, active, and collaborative learning skills. However, some issues are addressed in relation to time allocation of online learning and in-class activities and students' engagement in the online community. Several pedagogical suggestions are proposed such as the provision of an induction program.

**50393 12:00-12:25 | Room 707 (7F)**

*Enhancing University EFL Learners' Comprehension of Popular Film*

Morgan Wm. Dooley, Ming Chuan University, Taiwan

English as a Foreign Language (EFL) instructors generally incorporate authentic media into their university language courses with the aim of making students' learning both effective and more engaging. Although popular films have often been used to achieve this goal, EFL learners' lack of L2 cultural knowledge often hinders their comprehension and enjoyment of the material. However, few studies have either investigated the underlying sources of students' confusion or proposed specific guidelines for developing supplementary instruction. In the current study, clarification questions raised by students enrolled in an EFL Film Literature course were collected and categorized in order to identify gaps in their cultural knowledge and to develop corresponding supplementary instruction. In a large classroom environment, undergraduate students screened the film *Juno* (2007). The instructor had taught the students key vocabulary words and phrases prior to the screening and engaged them in intermittent discussions and summaries throughout the screening. Afterward, students were asked to submit, in written form, any remaining questions they had regarding the film's content. Using their responses to identify broad categories of L2 cultural confusion, including: family structures, childrearing, and reproductive rights, the instructor then created supplementary learning materials to enhance their understanding. This research provides EFL educators with a framework for uncovering and categorizing sources of L2 learners' cultural confusion, as well as offering suggestions for more effective ways to introduce language content through popular film.

**13:30-14:45 | Room 704 (7F)**

## **Saturday Session III**

### **Feedback**

**Session Chair: Apinya Manochphinyo**

**50966 13:30-13:55 | Room 704 (7F)**

*Direct and Indirect Feedback: How do They Impact on Secondary School Learners' Writing Anxiety and how do Learners Perceive Them?*

Yao Qian, Hong Kong Baptist University, China

Previous research focuses mainly on the effectiveness of written corrective feedback (WCF) in second language acquisition (SLA), but individual differences, such as anxiety, have not received adequate attention. This study seeks to explore the effects of written corrective feedback (WCF), indirect feedback (IF) and direct feedback (DF) respectively on learners' anxiety, and to investigate the beliefs towards WCF in English writing tasks among secondary school English learners in Mainland China. Both qualitative and quantitative methodology were employed in the study. The participants were 80 secondary students selected from the same grade. They were administered a questionnaire based on the Chinese version of the English Writing Anxiety Scale (Tsai, 2008) and were interviewed before and after conducting four English writing tasks, one task per week. The participants were divided into two groups, one instructed with direct WCF and the other with indirect WCF. The results indicate that 1) DF has a positive effect on alleviating anxiety of making mistakes 2) IF can be helpful in building up confidence in writing 3) IF can reduce the fear of negative evaluation and 4) Most learners claim that IF can improve their language accuracy in the long term but they preferred DF.

**50390 13:55-14:20 | Room 704 (7F)**

*Learner Processing of Feedback: An Investigation into the Effects of Feedback Modality*

Dulce Lay, Australian Council for Educational Research, Australia

Michael Timms, Australian Council for Educational Research, Australia

Felix Singleton-Thorn, Australian Council for Educational Research, Australia

The Learner Processing of Feedback in Intelligent Learning Environments model (LP-FILE) was developed to provide insights into how learners process feedback in a computer-based learning environment. The purpose of this study is to examine how varying the mode of feedback delivery between visual/text and audio influences learning outcomes. The study involved a sample of 31 self-selected participants. Each participant completed a 30 item verbal ability pre-test, followed by 40 Compound Remote Associate (CRA) problems across two blocks of 20 items. Each block contained two levels of automatic hints in either text or audio format. The participants were randomly assigned into two groups; group one was administered 20 CRA items containing audio hints first, while group two was administered the same set of 20 CRA items but commencing with text hints. Preliminary results indicate little difference in participant performance between the two modes of feedback at the first level hint. Participants with lower than average verbal ability scores tended to benefit more when the second hint was in audio format. The feedback modality did not influence performance for higher ability participants. Participants tended to report a preference towards the feedback modality in which they performed better in. This research will help to inform educators, researchers and Intelligent Learning Environment designers with insights into how to optimally present feedback to facilitate effective learning outcomes.

**51017 14:20-14:45 | Room 704 (7F)**

*Students' Readiness and Perceptions Towards Online Peer Feedback in EFL Writing*

Apinya Manochphinyo, Prince of Songkla University, Trang Campus, Thailand

Online peer feedback is an interesting activity that many teachers use in helping students to develop their critical thinking and solving problems via collaborative writing. An exploratory research was conducted to examine the readiness and perceptions of Thai university students in using online peer feedback in EFL writing. The sample was made up of 44 Thai EFL students at a government university in southern Thailand who were asked to write a narrative paragraph and give online feedback to their peers. Pre-and Post-questionnaires and online semi-structure interviews were used for collecting the data. The findings revealed that students had positive perceptions of using online peer feedback that could benefit their experience. However, many students were still not sure about the accuracy of their peer feedback in helping them write better due to the limitations of their peers' language proficiency. This showed that using online peer feedback might not be enough to help students develop their writing. However, it could help them get a greater sense of involvement and become self-directed learners.



## 13:30-14:45 | Room 705 (7F)

# Saturday Session III

### Culture

#### Session Chair: Ljiljana Markovic

45907 13:30-13:55 | Room 705 (7F)

##### *Face and Authority: Cultural Challenges of Teaching in China*

Pawel Zygodlo, Xi'an Jiaotong-Liverpool University, China

Education understood as the process of passing ideas from teachers to students become an obsolete concept in the 21st century West. With the growing appreciation of modern teaching theories, the intellectual authority of the teacher and its recognition by the students are rarely emphasised. Educators are encouraged to present themselves more as partners to the students and facilitators of their intellectual development than the ones who determine the scope and the way of acquiring the knowledge. Such an approach, despite its undeniable advantages, is a product of a certain culture does not necessarily fit every cultural environment. Even if it is often desired and welcomed by a culturally specific population, its application often faces numerous challenges. The misunderstanding of the role of the teacher in such a model by students is one of those that creates lots of frustration and its causes often go unnoticed by western educators. This paper will first analyse the specific values of Chinese culture, that despite years of 'changes and reforms' seem to remain core factors determining behaviour and attitudes. Secondly, it will attempt to demonstrate how these specific values apply to the teacher-student and student-student communication in a classroom setting. As a conclusion, it will argue that embracement of culturally specific values such as individual/group authority and social cohesion might be a necessary condition for implementation of teaching methods that are meant to overcome the constraints of 'authoritative' and 'teacher oriented' education.

45823 13:55-14:20 | Room 705 (7F)

##### *A Descriptive Analysis of the Tagalog Dialect of Baler, Aurora*

Melissa Grace Nacino, Aurora State College of Technology, The Philippines

This study is a descriptive analysis of the linguistic features of Baler Tagalog—phonological, morphological, lexical and semantic-pragmatic. It uses Chambers and Trudgill's theory on dialectology as the main framework in order to identify the distinctiveness of Baler Tagalog as a dialect of the Tagalog language. In each analysis of a linguistic feature, the mainstream Tagalog is used as the point of comparison. This research utilized purposive recordings of conversations from selected private and public institutions. The analyses involved reveal that Baler Tagalog has distinct features as well as shared features with mainstream Tagalog. The findings support the idea that the dialect might indeed be a fusion of Tagalog and the existing languages of the indigenous people and the migrants in the area. Following Chambers and Trudgill, the identified linguistic features can be attributed to Baler's geographical location. Furthermore, migration and the establishment of Tagalog as the area's lingua franca influenced the development of the dialect. These findings are not only important in looking at the dialect as an identity marker of the Balerianos. Establishing Baler Tagalog as a distinct variety is also a significant factor in promoting the more frequent usage of the dialect in different institutions within the area, especially nowadays when technological advancements and the media majorly affects the language use of the present generation of Balerianos.

50230 14:20-14:45 | Room 705 (7F)

##### *The Importance of Translating Cultural Context in Foreign Language Learning*

Ljiljana Markovic, University of Belgrade, Serbia

Biljana Djoric Francuski, University of Belgrade, Serbia

This paper presents the results of a case study conducted with students at the English Department of the Faculty of Philology in Belgrade. Thanks to a new and revised curriculum introduced in the twenty-first century at this higher education institution which is proud of its exactly 210-year-long tradition, foreign language studying in its 32 Foreign Language Departments has been enriched by interdisciplinary instruction. Besides the language and literature programs, which had previously constituted the syllabus, new courses in cultural studies and translatology have been devised, in order to help the students master all the skills necessary for their future employment. The indisputably close link and mutual influence between Cultural Studies and Translation Studies have been highlighted by numerous experts in both disciplines, such as Susan Bassnett, Mary Snell-Hornby, Mona Baker and Lawrence Venuti. It is our aim to demonstrate in this paper how important the cultural context is for our students – both at the level of understanding the text, that is, reading comprehension, and in the process of translating it into another language, on the basis of the analysis of the feedback provided by undergraduate students in answering the guiding questions which were the framework of our survey.

**15:00-16:40 | Room 704 (7F)**

## **Saturday Session IV**

**Technology**

**Session Chair: Benedictus B. Dwijatmoko**

**51797 15:00-15:25 | Room 704 (7F)**

*An Integration of Chatting Application in Foreign Language Learning: A Case of Thai Language Learning in Singapore*

Sureenate Jaratjarungkiat, Nanyang Technological University, Singapore

Xiaoling He, Nanyang Technological University, Singapore

This paper aims to present two key points regarding the Integration of chatting application in Learning Thai as a Foreign Language in Singapore, namely 1) the format of the activity and 2) the results of conducting the activity. The format of the activity was to let the Thai language students form pairs to ask and answer questions posed by each other mainly in the form of audio messages via WhatsApp. This activity served as outside-of-classroom learning, emphasising their speaking and listening skills. At the end of the conversations, the students had to send the audio file to the Thai language instructor to check the accuracy of the recordings in various aspects, such as the pronunciation, meaning and grammar. The findings show some advantages of using a chatting application in learning Thai: students were able to practise their Thai more due to the increased mobility provided by WhatsApp which enabled the students to partake in the activity whenever and wherever. Students also learned Thai and learning techniques from each other. However, there were also some disadvantages: when one party in the pair did not cooperate, the activity could not be completed. In terms of general satisfaction, more than 90% of the students expressed their satisfaction towards the activity and would recommend that the activity be continued in future.

**46035 15:25-15:50 | Room 704 (7F)**

*Own Pace-Own Space: An Action Research Using Apps for Independent Learning at UTS:Insearch*

Kalina Wong, UTS:Insearch, Australia

As teachers, we often get frustrated when the tasks we set for students after class are not their priority and wonder about their time management skills. This is likely because we forget that students have a life outside the classroom. The focus of this action research was to try and facilitate the gap between classroom study and self-study of adult learners in a tertiary education institute by introducing an alternative platform for learning so that students can 'fit in' studying. Research has been done on using apps in primary/secondary schools for flipped learning but little research has been done on adult learners using apps for independent learning especially in an English language setting. The research participants were involved in multiple semi-controlled sessions designed to encourage e-learning and stimulate metacognition. Multi-methods of data collection was used to identify whether using an app specifically chosen to help with their weaker skill would give the students confidence to be able to study whether for short or longer periods at their own pace and in their own space. Key findings indicated students had a high level of concentration within the time allocated. An incidental finding through observation was that when the students were studying on iPads, all mobile phone activities and checking for activity were ignored. The implication being that when designated a chunk of time, students will study independently on an app and time-on-task independent learning was achievable.

**45698 15:50-16:15 | Room 704 (7F)**

*Developing Habits of Independent and Interdependent Learning Via an Innovative Web-Based Application*

Eric Enrique Figueroa, University of Technology, Sydney (Insearch), Australia

Moe Masano, University of Technology, Sydney (Insearch), Australia

Persuading learners to develop habits of independent and interdependent learning proves to be a formidable challenge, but the influence of learning apps have become a strong ally for teachers faced with this issue. It is difficult to deny that technology is increasingly influencing the way students learn, and it has been proposed that part of a teacher's practice should include the implementation of technology. Furthermore, some research suggests that online tools can positively influence student engagement with the class in terms of their behaviour, emotions, and cognition, as opposed to more traditional approaches. The use of innovative web-based applications to encourage autonomous and interactive learning can in fact inspire students faced with such difficulties without them even realizing it. At the institute where the presenters are based, the majority of students are young adults of similar background. Many in the beginner and pre-intermediate levels did not decide to study English of their own volition and as such, struggle to demonstrate autonomous or interactive characteristics. The presenters will focus on how a particular innovative web-based application merges the elements of independence and interdependence by engaging students in the revision and acquisition of vocabulary, where repetition (which many find tedious), is critical. The presentation will explain how the application works, examine its benefits and limitations, and highlight its various uses. Brief directions on its set up will also be provided.

**52034 16:15-16:40 | Room 704 (7F)**

*Teaching English Supra-segmental Phonemes with Android-based Application*

Benedictus B. Dwijatmoko, Sanata Dharma University, Indonesia

As phonemic elements, stress, plus-juncture, pitch, and clause terminal need to be taught well to English learners. A good mastery of the phonological elements is needed for English learners to avoid failure in communication. To enhance English learners' mastery of the phonological elements, the current development of Information and Technology (ICT) can be manipulated. The text-to-speech and speech recognition technologies available in mobile cell-phone can be used to help English learners develop their knowledge and skills in using English supra-segmental elements well. This paper is a result of a study on the teaching of English supra-segmental phonemes with the help an Android-based application. The objective of the study was to know how a good cell-phone application to teach the phonemes could be developed and how the teaching could be best conducted. From the Likert-scale survey to the students, it is found out that the application developed is useful and good to teach the English supra-segmental phonemes. It helps them identify the phonemes to have good pronunciation. The score for this item is 3.85 in a 1- 5 scale, and they think that it helps them a lot to improve their pronunciation (3.88). The average score of all the items in the survey is 3.72, and the average test score of the students is 75.74 on a scale of 1 – 100. The study also reveals some other characteristics which an Android-based application for teaching English supra-segmental phonemes should have and the techniques to teach them.

**15:00-16:40 | Room 705 (7F)**

## **Saturday Session IV**

**Methodology**

**Session Chair: Xiaoling He**

**51022 15:00-15:25 | Room 705 (7F)**

***Authentic Competency and Task-based Teaching in Tertiary EFL in Japan***

Kinsella Valies, JALT CUE SIG, Japan

At tertiary institutions in Japan, the image of passive note-taking during lectures is an enduring one that extends to the reality of the foreign language classroom. Though the last five decades have seen a nation-wide push towards communicative teaching, the classroom itself remains largely unchanged. However, Japan is beginning to implement CBLT and TBLT at the tertiary level under pressure from local business and national, governmental stakeholders. Supporting busy and over-tasked practitioners assigned the creation, implementation, and evaluation of such methodologies is vital. The current study was undertaken to gain insights into the dynamics of localized material production, competency- and task-based methodologies currently in use and to disseminate effective grassroots materials among local tertiary practitioners. Qualitative data was collected through semi-structured interviews and focus groups. Qualitative audio data were transcribed using a combination of open-source voice recognition and voice dictation software. The participants involved in the study are foreign language teachers from various western countries with over 10 years of experience at universities in Japan's 2020 Olympic event area; Kanagawa, Shizuoka, and Tokyo. The results were grouped into the following thematic findings: motivation and engagement, teacher responsibility towards input selection, student agency, autonomy, and differentiation. The researcher concluded that university foreign language teachers assign great value to both CBLT and TBLT and that these two concepts are currently at the core of their teaching styles. Finally, the study's informants provide useful reflection on types of user-friendly activities and materials for tertiary language educators.

**50377 15:25-15:50 | Room 705 (7F)**

***Language Strategies of Japanese English Learners in Parliamentary Debate***

Jinyan Chen, Kyushu University, Japan

The over four-decade study on communication strategies via different approaches has offered fruitful results concerning how non-native speakers of English employ communication strategies to overcome problems and difficulties in various contexts. Previous studies, however, are mainly concerned with either daily conversation or classroom conversation whereas little has been known concerning the use of strategies in academic debate with English learners being debaters. To specifically address the lingering issues above in academic debate, this study aims to investigate on: first, major constraints that may affect the choice of language strategies of English-learner debaters in debate; second, frequently employed strategies in debate which have also been observed in other contexts and which are specifically used in academic debate. Given that the participants possess dual identities both as English learners and debaters, this study bases its theoretical framework on both second language acquisition studies and rhetoric studies, and concentrates on the linguistic facets of the observed strategies. Through discourse analysis on a transcribed debate tournament round of six Japanese debaters and questionnaire on debate tournament participants and ESS members, the results suggest that language repertoire, time limitation and the rules are three major constraints that influence the choice of strategies in debate. Also, the debaters tend to employ fillers, code-switching, similar-sounding words, Japanese English, paraphrase, self-correction and mapping as major devices when encountering problems and difficulties.

**50389 15:50-16:15 | Room 705 (7F)**

***Independence and Interdependence of EU Interpreters and Translators***

Yinyin Wu, National Taipei University, Taiwan

The European Union is one of the largest international organizations requiring the service of interpreters and translators, with English playing an important role in both oral and written communication among delegates from 28 Member States. Simultaneous interpreting (SI) offered by EU interpreters is characterized by formulaic language production, which facilitates fluent and uniform interpreting output for interpreters of the same booth (Henriksen, 2007). However, Henriksen's study only showed the existence of formulaic language in Danish produced by ten Danish EU interpreters in an experimental context. It is yet to be ascertained whether English EU interpreters and translators also employ formulaic language in their interpreting and translation output. This research attempts to investigate the commonalities and differences between EU interpreters and translators in their use of English formulaic language in authentic EU conferences and the corresponding translated documents. The transcriptions of interpreting output contain 18,613 tokens, while the translation counterparts contain 20,534 tokens. Formulaic language is operationalized as four-word sequences identified through computational tools. Results show that formulaic language exists in both English interpretation and translation in the EU context; however, translators employ more diverse use of word sequences than interpreters do. Furthermore, the differences in the use of word sequences between translators and interpreters are more striking than the similarities. Pedagogical implications are discussed at the end of this paper.

**51138 16:15-16:40 | Room 705 (7F)**

***The Effects of Glossing on SLA Incidental Vocabulary***

Xiaoling He, Nanyang Technological University, Singapore

Sureenate Jaratjarungkiat, Nanyang Technological University, Singapore

Early studies of vocabulary acquisition amongst L2 learners have shown that incidental learning did not simply take place naturally when learners were exposed to natural reading materials. From the 1990s onwards researchers began to experiment with ways of enhancing incidental vocabulary learning by introducing instructional intervention, particularly in the form of glossing. By focusing learners' explicit attention on lexical items during reading, glossing can enhance students' incidental vocabulary learning. While the positive role of glossing is now beyond doubt, several issues remain in need of further investigation. One such issue concerns the relative effectiveness of paper-based vs. computer-based glossing. While computer-based glosses are generally thought to be effective, in a computer-based glossing context, learners might rely too heavily on e-glosses, so much so that they may avoid guessing word meaning through context altogether. This diminishment of mental effort may result in less effective learning and retention. The present project aims to assess the relative effectiveness of different kinds of glosses. In an authentic instructional context, 30 learners of Chinese were given a series of weekly readings with glosses provided in three different kinds of environments (paper-based, web-based e-dictionary and Pop-up dictionary). A series of pre-tests, post-tests and questionnaires were conducted to ascertain the relative effectiveness of these glosses for incidental vocabulary learning. The results of the study show that all the three types of glossing effectively enhance vocabulary learning via reading, with no significance difference found between them. However, on closer examination, it is found that adult learners exhibit better.

# 15:00-16:40 | Room 707 (7F)

## Saturday Session IV

### Teacher Development

#### Session Chair: Lin Fan

**50540** 15:00-15:25 | Room 707 (7F)

#### *A Duoethnographical Study on Reflective Practice in Teacher Training for Language Instructors in Japanese Tertiary Education*

Peter Brereton, Rikkyo University, Japan

Matthew Schaefer, Rikkyo University, Japan

Due to the relative lack of professional development (PD) opportunities for teacher trainers, they must often seek out self-directed forms of PD. Due to its flexibility, reflective practice, whereby practitioners look back on critical experiences to better inform their professional futures, is ideal for this purpose. Duoethnographies, a nascent form of research, lend themselves well to reflection as they involve two researchers juxtaposing their life experiences in order to uncover meaningful connections and contrasts. The presenters work as managers of a discussion course at a Japanese university, a role which includes training and overseeing the PD of a group of language instructors. To seek more explicit understandings of their teacher training principles, they recently conducted a duoethnography. This consisted of a series of recorded discussions, based around several pre-chosen topics, that were subsequently transcribed. These transcriptions were then analyzed by noting commonalities and differences in the researchers' approaches to their roles, as well as any emergent notions, including analogies that helped them understand their beliefs about teacher education. Finally, the ideas were re-ordered under topic headings, disrupting the original chronology in which they had appeared, but making them more accessible to potential readers. The key conclusions reached from this study were an appreciation of duoethnographies as a reflective research method and of the value of interdependence as a working method. The presenters became aware that each stage of the process resulted in different levels of reflection, which made them more open to exploring new areas of their teacher training beliefs.

**51014** 15:25-15:50 | Room 707 (7F)

#### *Understanding Teachers' Agency in Using Rubrics as a Mediating Tool in Teaching EFL College Writing*

Lisa Wu, Shantou University, China

The rubric is widely regarded as a useful tool in writing assessment in such aspects as norming and clarifying writing requirements. Still, there is critique of rubrics in the areas of exactness and objectivity. With regard to the double-edged effects of rubrics in assessment in prior scholarship, this study attempts to explore the effects of rubrics in EFL college writing instruction from teachers' perspectives and shed light on their agency in overcoming constraints of rubrics and using them as a mediational means to facilitate learning. The investigation draws upon multiple sources of data including semi-structured interviews, class observation and document analysis and the analysis is focused not on the rubric for its own sake, but on the interaction between the rubrics as mediational means and teachers as mediational agents to enhance the teaching of college writing in an EFL context.

**46008** 15:50-16:15 | Room 707 (7F)

#### *From "McEnglish" to "The Holy Grail": Transitions Between Eikaiwa and University Teaching*

Daniel Hooper, Kanda University of International Studies, Japan

Within English language teaching in Japan, private conversation (eikaiwa) schools are commonly viewed as the bottom rung of the professional ladder. In contrast to eikaiwa's marginalized position, language teaching in university is regarded as the pinnacle of the field's professional hierarchy (Nagatomo, 2016). This presentation will describe a study that sought to examine first-hand perspectives of teachers who have transitioned between these two "spheres of experience" (Zittoun, 2006) and analyze perspectives on each context's pedagogical constraints and affordances. Based on Zittoun's sociocultural framework related to life transitions, this research investigated the lived experiences of eleven teachers. The interview data revealed several key points of interest including changes in skills and knowledge, identity, and personal meanings that stemmed from moving from eikaiwa to university teaching as well as cognitive and social resources that mediated the transition. Teachers revealed that eikaiwa teaching provided them with experiences that contributed to their pedagogical skillset and evolving teacher beliefs. Conversely, university teaching afforded enhanced professional identity due to factors such as increased teacher autonomy and authority in the classroom. In this presentation, I intend to challenge the prevalent and simplistic view of eikaiwa as the bottom rung of the ladder and instead call for a more nuanced understanding of the role it plays in many teachers' professional development and beliefs.

**46061** 16:15-16:40 | Room 707 (7F)

#### *Teacher Resilience Strategies and Its Effects on Professional Identity: Evidence From Chinese Novice Foreign Language Teachers*

Lin Fan, Beijing Foreign Studies University, China

Yanmei Liu, Shandong University of Finance and Economics, China

Muhan Liang, Beijing Foreign Studies University, China

Hongbo Yin, Beijing Foreign Studies University, China

Teacher resilience has been extensively studied in western countries while little has been done in China. This study contextualized teacher resilience development in Chinese universities and interviewed 7 resilient novice foreign language (FL) teachers to explore risk factors confronting them in Chinese context, resilience strategies they have employed to cope with the challenges, and the influence of the choice of resilience strategies on their professional identity formation. In-depth interview data and informants' reflective journals were analyzed by using thematic analysis. The results of the study unfolded risk factors peculiar to Chinese context. Data analysis also revealed novices' adoption of resilience strategies involved novices' highly selective and dynamic interaction between risk and protective factors. The employment of resilience strategies, in turn, was found to influence novice teachers' formation of professional identity in terms of their sense of confidence, security and belonging. In the early years of novice FL teachers, individual agency manifested itself as an important factor in their resilience construction and professional identity formation.



# Notes

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# Virtual Presentations

Virtual presentations afford authors the opportunity to present their research to IAFOR's far-reaching and international online audience, without time restrictions, distractions or the need to travel. Presenters are invited to create a video of their presentation, which is then uploaded to the official IAFOR Vimeo channel and remains online indefinitely. This is a valuable and impactful way of presenting in its own right, but also an alternative means for those delegates who may be unable to travel to the conference due to financial or political restrictions.

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

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# Virtual Presentations

51743

## *The Use of Facebook's Closed Groups in Studying Cases in American Foreign Policy*

Anh Hoang, University of Languages and International Studies, Vietnam National University, Vietnam

In Foreign Policy (FP) Courses, the study of a case plays a significant role in not only keeping the students well-informed about the current situations but also helping them comprehend, analyze and evaluate the FP theories and frameworks they have been taught. As one practical way to overcome the time, space and resource limitations of weekly face-to-face classes, Facebook's closed groups have been used by the teacher and students in the class of American Foreign Policy after World War 2 in University of Languages and International Studies (ULIS), Vietnam National University, Hanoi (VNU). This study explores the use of Facebook's closed groups in four ten-week case studies conducted by four groups in a class of third-year students. The findings show that Facebook's closed groups encourage greater integration among students and between students and teachers. The students effectively and willingly use the groups to share ideas, express themselves, support each other, raise questions and participate in discussions. The regular posts that the students contribute to their groups also help their classmates keep track of the events, facts, figures and opinions shared by the public. The research, in addition, provides a framework for using Facebook's closed groups to advance university students' learning and enhance the harmonious blend between online and in-class activities. It also suggests the assessment criteria for teachers who use social networking as a tool to continuously evaluate the learning and teaching procedures.

45928

## *Development of Interviewing and Presentation Skills: Using Action Research Methodology*

Zubeda Kasim Ali, Aga Khan Development Network- Time and Knowledge (AKDN-TKN), Canada

The goal of the study was to develop interviewing and presentation skills of the course participants, who were being prepared to get into the main stream program as entrants of Secondary Teacher Education Program (STEP). The training program was sponsored by a reputable Non-Governmental Organization (NGO), Institute of Ismaili Studies, London . Besides attending the workshops on the development of interviewing skills, the participants were also given workshops on how to prepare power point presentations which reflected on their learning journey as part of the development of the presentation skills. Mock interviews based on their respective personal statement was designed by the facilitator. The data collection method was done by following the strategy of 'Individual Teacher Action Research', by adapting different models of action research which will be discussed in the sections of; Literature Review and Methodology . From the findings of the study, it has been revealed that the facilitator should have prepared a manual of course objectives and shared with the participants for future interventions. It has also been identified that the addition of the objectives on stress management and the dress code could be added to the manual of the objectives. Sometimes, it was difficult to reach the course participants; due to different time zones, poor internet connections and the availability of course participants. With the efforts of sponsors, course participants and the resource person, the above-mentioned problems were resolved

50177

## *Exploring the Reflections of Non-optionist Polytechnic English Language Lecturers (PELLs) in Identifying Their Professional Development Concerns*

Suhaily Abdullah, Politeknik Jeli Kelantan, Malaysia

The exploration into teachers' reflection in a language classroom context can be considered as an effective tool to investigate their teaching concerns. Hence, this study is carried out to explore three non-optionist polytechnic English Language lecturers' (PELL) teaching concerns in order to understand the formation of their belief systems. The exhibition of PELLs' belief systems defines their teacher cognition. This element is useful to determine the concerns related to their professional development (PD) in language teaching practice. The qualitative research design was employed to gather the required data through reflective teaching procedures that involved journal writing, classroom observation and personal chat. Two main findings have been derived based on the results of the constant comparative analyses: 1) Respondents' reflection reflects that they are reflective teaching practitioners and they shared four common teaching concerns, and 2) The PD concerns to address respondents' need-to-improve should acknowledge their personal pedagogical knowledge base. Finally, a contextual suggestion has been forwarded as a recommendation for this qualitative inquiry.

51735

## *Pre-service Teacher Reflections: Embracing Growth and Professional Development*

Christina Nicole Giannikas, Cyprus University of Technology, Cyprus

The production of reflections has been identified as an efficient means of guiding perspective language teachers to construct meaning about their experiences and professional growth. This virtual talk will present the results of a two-year qualitative interpretive study, which examined pre-service English teachers' reflections as part of their assessment for the completion of their training. The study focuses on two English Language Didactics courses of the program, and involves 46 pre-service secondary school English teachers who had enrolled to a Cypriot pre-service teacher training program in order to be appointed to the public school system at the end of the course. The teachers who participated in the study were provided with guided questions, and were trained in order to develop their reflective skills, and provide evidence of their capabilities and professional growth. The participants were encouraged to use various methods of delivery that could be tied to future instructional goals, such as the use of video, websites, portfolios, journals, posters, and handbooks. The presentation will highlight the contribution of these reflective tools to the teachers' professional development and their preparation to teach. Furthermore, there will be a display of the results of the study, which suggest that the use of a reflective framework can help pre-service English language teachers actively think about their teaching, consider how they can improve, how to attend to their learners' needs, connect theory to practice, and come to the realization of the vital role reflections play in language teaching.



# [www.acll.iafor.org/acll2019/#virtual](http://www.acll.iafor.org/acll2019/#virtual) **Virtual Presentations**

51806

## *L2 Learner Autonomy in Learning Target Grammar and Social Context*

Arifumi Saito, Monash University, Australia

In this study, we create a translation-based TBLT activity facilitating learner autonomy in acquiring polite forms/expressions in Japanese in different social contexts. Translation activities are prepared to help L2 learners of Japanese learn different levels of formality and the forms/expressions in reference to their real-life usage. The subjects are international students enrolled in the advanced Japanese course, whose actual Japanese proficiency ranges from intermediate to advanced. Twelve international students from 9 different countries including China, US, and France were asked to translate (English to Japanese) the same email message (invitation to an event) into three versions for three different target readers at their university with varying social status (president, close staff member and his/her classmate). This activity provides students with the situation of applying different politeness levels of Japanese by considering target readers' social status and relationship with the students. And by setting translation as a task, it is designed to elicit target vocabulary/grammar structures, which can be reviewed in class after the task completion. Further, the translation based on real-life communication fully reflects the students' culture and identity, i.e., the social context, so we can give them the opportunity to compare the translation written by a Japanese native speaker with theirs and discuss it with other classmates so that they can see the difference. Thus, this task demonstrates the two-sidedness, understanding of the grammar and social context, by combining translation and TBLT. So, it can lead students to learn not only the target grammar but also the social context.

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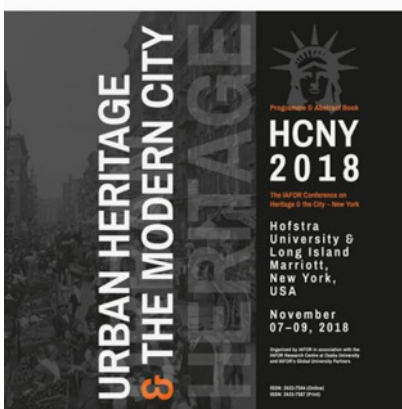
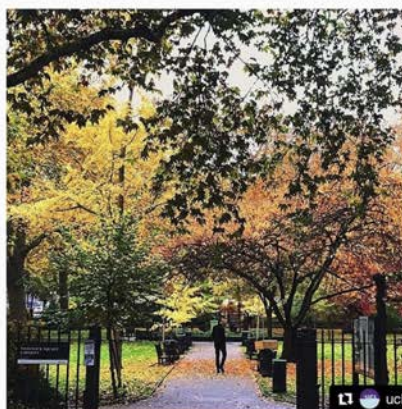


# Conference Highlights: The Past 12 Months

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.





**Share your conference photos and join the conversation on Instagram using the hashtag #IAFOR**





**Above:** The 10th Asian Conference on Arts and Humanities (ACAH2019) opened with a great plenary line up on the theme of "Reimagining the Future". Renowned curator Dr Yutaka Mino (**above left**), Director of the Hyogo Prefectural Museum of Art, was the first keynote and spoke of encouraging aesthetic sensitivity in the young by creating exciting and open museum spaces. He was followed by the world's leading expert of the Great Wall of China, and its most prominent international protector, William Lindsay OBE (**above center**) speaking on preserving the past to preserve the future by documenting this great cultural heritage site. Former Dean of the Medill School of Journalism, Professor Brad Hamm (**above right**) spoke of the extraordinary role of big technology companies in global and local communities, media and journalism, the economy and the daily lives of adults and children.

**Below:** Filipino documentary photographer Ezra Acayan (**below left**), Grand Prize Winner of the 2018 IAFOR Documentary Photography Award, takes questions from the audience during an interview moderated by Professor Hamm. Launched in 2015, the IAFOR Documentary Photography Award is an international photography competition that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. Heather Croall (**below right**), Director and CEO of the Adelaide Fringe Festival, spoke on how a Fringe festival can offer cultural transformation to a city as a way of "reclaiming the future". The Adelaide Fringe is the Southern Hemisphere's largest annual arts festival and the second-largest Fringe in the world after Edinburgh.





*Think Tokyo*, The 9th Asian Conferences on Psychology & the Behavioral Sciences and Ethics, Religion & Philosophy (ACP/ACERP) were held in Tokyo, in March 2019, and invited interdisciplinary research on the conference theme of “Value and Values”.

**Above:** Organising Committee member, Professor Dexter Da Silva (**left**) welcomes delegates to the conference. Leading educational psychologist, Professor Mimi Bong (**center**) speaks on what leads people to study and why. Governance guru, Nicholas Benes (**right**), delivered a keynote on “The next 50 years”, looking at the many challenges that lie at the intersection of ethics, philosophy, psychology, and values that may affect the worth of what we own, the enjoyment we derive from living, and even our survival as a species.

**Below:** Dr George Chryssides (**below left**), one of the world’s leading authorities on religion and new religions, asks “Are Religious Values Paramount?” in his irreverent and wide-ranging keynote address, before Professor Satoru Nishizawa (**below right**), Chairman of the Japanese Society for Prevention of Child Abuse and Neglect, delivered a powerful presentation on the “Psycho-Social Characteristics of Child Abusing Parents and Families”.

**Bottom:** Renowned historian and Buddhist priest, Dr Brian Victoria (**bottom left**), speaks on values at the intersection of religion and tolerance, before law professor Dr Frank Ravitch (**bottom center**) of Michigan State University delivered a powerful plenary with a focus on law, religion and politics in the US. Professor David Putwain (**bottom right**), Chair of the Psychology of Education Section of the British Psychology Society, delivered a keynote on “The Value of High-stakes Exams: Do Teachers Help or Hinder?”.







**Above:** The 5th Asian Conference on Education & International Development (ACEID2019) was held in Tokyo in March on the theme of "Independence and Interdependence" and opened with former UN special rapporteur to Myanmar and internationally recognised jurist, Professor Yozo Yokota (**above left**), who delivered a keynote on education and displaced peoples, before taking part in an interactive panel discussion. Professor Haruko Satoh (**above right**) of Osaka University and Co-Director of the OSIPP-IAFOR Research Centre, delivers a keynote on the challenges of the multicultural classroom in a Japanese university context.

**Below left:** Building university partnerships across national borders was the subject of a lively panel discussion with (**from left to right**) Dr Justin Sanders, now Director of Continuing Education at Temple University, Japan and panel moderator; Dr Naoki Umemiya, Director of the Technical and Higher Education Team, at the Japan International Cooperation Agency (JICA); Professor Mark Williams, Vice-President of International Academic Exchange at International Christian University, Tokyo; Suvendrini Kakuchi, Tokyo Correspondent for University World News, and Chie Kato, Senior Associate Dean at Temple University, Japan.

**Bottom:** Delegates at ACEID gather for a group photo after the main plenary session. The conference saw some 200 participants from more than 35 countries.







IAFOR began its 2019 in Honolulu, Hawai'i with a joint plenary session of the IAFOR International Conferences on Education (IICEHawaii) and Sustainability, Energy and the Environment (IICSEEHawaii), with Dr Christina M. Kishimoto (above left), Superintendent of the Hawai'i State Board of Education, Dr David Lassner (above center), President of the University of Hawai'i, and Dr Richard R. Vuylsteke (above right), CEO of the East-West Center. The panel was chaired by Dr Joseph Haldane, Chairman and CEO of IAFOR and entitled "Education and Sustainability: Local Lessons from Hawai'i", and three of the State's leaders joined to give their reflections on leadership and positive change around the conference theme of "Independence & Interdependence".

**Below:** Professor Nathan Murata (top left), Dean of the College of Education at the University of Hawai'i at Mānoa (UHM), welcomes delegates to the conference, following the traditional Hawaiian Oli ceremony, opening and blessing of the conference by Auntie Kehaulani Lum and Uncle Bruce Yoshio Keaulani (top right). Dr Amanda Müller of Flinders University (bottom left) conducts an interactive workshop discussing the opportunities gained through conducting interdisciplinary research and the benefits of team-based research projects. Volunteer graduate students from the College of Education at the University of Hawai'i at Mānoa (bottom right) relax during a lighter moment in the conference.







**Above:** Dr Deane Neubauer (above left), Professor Emeritus of Political Science at the University of Hawai'i at Mānoa (UHM), moderates a wide-ranging plenary panel on "Independence and Interdependence", looking at the challenges faced by teachers and policymakers as they prepare students for the unknown in a rapidly changing world. Held in collaboration with the Asia Pacific Higher Education Research Partnership (APHERP), which conducts a wide range of policy-focused research with a special focus on higher education, this panel included presentations by Professor Joshua Mok Ka-ho (above center), Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, and Dr Sela V. Panapasa of the University of Michigan (above right). Dr Panapasa looked at questions of demography, race and ethnicity, measuring health and education disparities.

**Below:** Professor David P. Ericson (top left), Professor of Philosophy of Education and Educational Policy Studies in the Department of Educational Foundations, at UHM gives a historical overview of formal education and systems, in order to then offer possible projections of where we might be heading in a thoughtful address as part of the "Independence and Interdependence" plenary panel. Dr Keiichi Ogawa (top right), a Professor/Department Chair in the Graduate School of International Cooperation Studies at Kobe University in Japan, delivers a Keynote Address on "SDGs and Education: Sustainable Financing for Early Childhood Care and Education (ECCE) in Viet Nam, Laos and Cambodia". Bottom: Delegates join for a group photo on the steps of the Hawai'i International Convention center. Over 300 people from 45 different countries attended the 2019 IAFOR conference.







"Urban Heritage and the Modern City" was the theme of The IAFOR Conference on Heritage & the City, held in partnership with Hofstra University, New York. Academics from more than 25 countries attended the conference to "help build the concept of 'urban heritage' as the foundation for developing pioneering methodologies for the study of cities".

**Above from left to right:** Academic, actress and theatre director, Professor Jean Dobie Giebel (Hofstra University) welcomes delegates; Professor Mark Lukasiewicz, Dean of the School of Communication at Hofstra University, delivers a Keynote Presentation on "Alternative Facts"; Professor Gregory Pell (Hofstra University), an expert on artistic correspondence between cinema and film, speaks as part of the Featured Panel on "Urban Heritage and the Modern City". Panelists responded to the proposition that the "diversity and otherness of the new city-space requires us to study the city as a sort of cultural heritage collage," and "urges us to consider new methodological paradigms".

**Below, clockwise from top left:** On the same Featured Panel were Dr Rodney Hill of Hofstra University, a prominent film scholar and archivist who considered the role of visual and filmic versions of New York, and Professor Alfonso J. García Osuna, who looked at literary interpretations of the city. IAFOR Vice-President, Professor Ted O'Neill of Gakushuin University, Japan, with IAFOR Scholarship winners, Ioannis Vardapolous of Harakopio University (Greece), and H. Kubra Gur Duzgun of Mimar Sina Fine Arts University (Turkey). Dr Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade, Serbia, spoke of cities as places of both conflict and compromise, as well as cooperation and reconstruction. Professor Markovic has been interested in the role of the university at the very heart of civil life in Serbia, where she also serves as a city councilor.





**Top left:** Professor Leonard K Cheng, President of Lingnan University, Hong Kong, welcomes delegates to the IAFOR Conference on Higher Education Research (CHER-HongKong2018), before delivering his keynote presentation, "Innovation and Entrepreneurship at a Liberal Arts University? The Experience of Lingnan University". The Conference was held in association with the Asia Pacific Higher Education Research Partnership (APHERP). **Top right:** Professor Anthony Welch, of the University of Sydney, Australia, delivers a Keynote Presentation, "Innovation, Entrepreneurship and the Shift to the East", to a packed room in Lingnan University, in which he detailed the massive increase in research and development budgets and output from China.

**Below, clockwise from top left:** Dr Xu Di from the University of Hawai'i at Manoa, USA, gives her Featured Presentation titled "Value, Innovation, Entrepreneurship: An Ethical Perspective for Global Education, Research & Development". Professor Deane Neubauer from the East-West Center, USA, and co-director of APHERP, gives a Featured Presentation on "Recalculating Higher Education in the Asia Pacific Region within the Emerging Fourth Industrial Revolution". Professor Catherine Montgomery, University of Bath, UK answers questions following her Featured Presentation on the impact of innovation and entrepreneurship on education. Professor Yuto Kitamura, The University of Tokyo, Japan, gives a Featured Presentation on "The Impact of Internationalization of Higher Education in Asia on Cooperation Among Diverse Stakeholders: International Cooperation to Promote Entrepreneurship and Innovation".







**Top:** APHERP celebrates the moving of its secretariat from the East West Center (Hawai'i, USA) to Lingnan University (Hong Kong) with the unveiling of a ceremonial plaque at CHER–HongKong. The International Academic Forum (IAFOR) was excited to partner with APHERP for this event. After this successful conference, IAFOR is looking forward to future opportunities to work with APHERP.

**Below:** Professor Ka Ho Joshua Mok, Vice-President of Lingnan University (left), and Dr Joseph Haldane, Chairman and CEO of IAFOR (right) deliver closing addresses following the plenary sessions. The two both expressed that the conference had been a great success, and that they enjoyed seeing so many scholars from around the world coming together in international, interdisciplinary academic pursuits.

**Bottom left:** A trio of musicians from Lingnan University entertain delegates at the Welcome Reception. Many delegates noted they enjoyed the opportunity to network at the Welcome Reception, and that the music helped to create a relaxing, informal atmosphere. **Bottom right:** Detail from the CHER–HongKong Programme.







**Top left:** Dr Zachary Walker, of University College London's Institute of Education, delivers the opening keynote to the 10th Asian Conference on Education (ACE2018), held in Tokyo, and attended by more than 550 people. Dr Walker's insightful Keynote Presentation, titled "The Things that Do Not Change", explained the importance of flexibility in responding to learner needs, but also the need to implement best practices as demonstrated by research in the field. **Top right:** Dr Andy Curtis, from Anaheim University (USA), and 50th President of TESOL International, gives a humorous and moving account of his journey as an educator and scholar, in a Keynote Presentation titled "Moving Forward by Going Back: Not Changing but Innovating", drawing on both personal experience and on a wide variety of intellectual inspirations, including the current relevancy of Thomas Dewey's work from more than hundred years ago.

**Bottom, clockwise from top left:** Professor Keith W. Miller, University of Missouri-St. Louis (UMSL), USA, delivers a Keynote Presentation titled "Sophisticated Machines and Innovative Education: Who (or What) Will Thrive?" in which he spoke of the role of AI, robots and their relationship with students and teachers in an interactive, and thought provoking speech. Dr Liying Cheng, from Queen's University, Canada, gives a wide ranging Keynote Presentation on "High-Quality Classroom Assessment in Times of Change: From Purposes and Uses to Tasks and Environments", which looked at new and innovative methods of assessment. Professor Ted O'Neill of Gakushuin University (Japan) is flanked by founding IAFOR Journal of Education editor, Dr Bernard Montoneri of National Chengchi University (Taiwan), and current editor, Dr Yvonne Masters from the University of New England (Australia). Professor O'Neill moderated a lively Featured Panel on "Thriving in Publication: Ethical Guiding Principles for Academic Publication".





**Top left:** Professor Kay Irie, from Gakushuin University, Japan, speaks about delivering change in conservative institutions as part of the Featured Panel Presentation on "Leadership and Innovation", chaired by IAFOR Chairman, Dr Joseph Haldane (not pictured). **Top right:** Professor Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade, Serbia, who spoke of the challenges facing a developing country, responds to a question during the same panel.

**Bottom, clockwise from top left:** Dr Kristin Palmer, Director of Online Learning Programs at the University of Virginia, USA, in the Featured Panel Presentation titled "Leadership and Innovation", delivers a perspective from a major US public research institution. Dr Peter McCagg, Vice-President of Akita International University, Japan, a small but highly ranked college located in rural Japan, talks of disconnect between the university's more global facing aims and its relationship with the local community. Professor Ljiljana Markovic is interviewed by prominent Serbian TV anchor, Svetlana Gurbor of Pinkova TV. Distinguished Professor Tien-Hui Chiang, of Zhengzhou University, China, delivers a thought provoking and controversial Keynote Presentation titled, "Teacher Competences Function as the Discourse of International Competitiveness within the Institutionalized Milieu in the Epoch of Globalization".







**Top left:** Professor Kaori Hayashi, a noted expert in the field of Japanese Media and Politics at The University of Tokyo, Japan, gives the opening Keynote Presentation on “Indifferent Publics – The Challenge of Japanese Media Today” at the ninth Asian Conference on Media, Communication & Film (MediAsia2018). **Top right:** Prominent Asian documentary filmmaker, Keiko Bang, gives a highly engaging multimedia Keynote Presentation on “Fearful Futures: Are we Awoke?”. Bang has produced more than 50 award-winning documentary films, worked and for and with governments and non-profit agencies, undertaken projects to support refugees, and worked at some of the largest broadcast companies in the world, and she drew on this breadth of experience to deliver a truly memorable presentation.

**Bottom, clockwise from top left:** Professor Georg Adlmaier-Herbst, of the Berlin University of the Arts, Germany, delivers a Keynote Presentation titled “When All the Research Says Otherwise but Fear Remains: On the Role of Facts in Dealing with Future Fears”, which looked at the intersections of psychology, behavior and media. Professor Yutaka Kubo from Waseda University, Japan, takes part in a Featured Panel Presentation on the state of film studies in Japan. The panel was moderated by Timothy W. Pollock, from Osaka Kyoiku University & Haboromo University of International Studies, Japan, who also served on the Organising Committee for MediAsia2018, helped to make the conference so successful. Professor Chie Niita, also from Waseda University, was another panel participant. Professor Kubo and Professor Niita provided deep insights built on their many years of respective experience, and thoroughly engaged the audience in discussion.





The IAFOR Global Innovation & Value Summit (GIVS2018) was held in Tokyo, and brought together some of the biggest names in government and business in Japan. Organised in association with JWT and *The Wall Street Journal*, the conference considered and contextualised questions of innovation and value with a focus on innovation ecosystems in the global, regional and local ecosystem of Japan.

**Top left:** Telecommunications pioneer, Dr Sachio Semmoto, Chairman of RENOVA, Inc. and founder of DDI (later KDDI), delivers the opening Keynote Presentation at GIVS2018, recalling his experience of innovation in Japan in the privatisation of the telecom industry. **Top right:** Oki Matsumoto, Managing Director & Chairman of the Monex Group gives his views on how government can help encourage innovation by keeping its distance.

**Clockwise from bottom left:** Motoko Imada, President and Founder of media group, Infobahn, Inc., talks of the challenges and opportunities of being a woman in business in Japan; Dan Sloan, Founder of the Nissan Global Media Center moderates the morning Keynote Panel; Student volunteers from Gakushuin University help welcome delegates to GIVS2018.







If the phrase “innovate or die” is true, then these “shinisei” businesses must be considered to be the most innovative in the world. This “Innovation in Japan’s Heritage Industries” plenary session at GIVS2018 explored how innovation happens within heritage companies and what can be gleaned from these practices and applied to organisations that aspire to be similarly sustainable over the long term.

**Top left:** Masao Hosoo, President (11th Generation), Hosoo Corporation, talks about how his textile company uses both tradition and cutting edge technology in its products. **Top right:** Reverend Takafumi Kawakami, Zen Priest & Vice Abbot, Shunkoin Temple, Kyoto, has lectured around the world, including at MIT, on mindfulness and the continued relevance and role of religion in changing times.

**Below left:** Shuji Nakagawa, President & Craftsman, Nakagawa Mokkougei, which makes wooden objects, speaks about using innovation to introduce a new generation to traditional implements by reimagining them.

**Bottom left:** Hiroko Koide, External Board Director of Mitsubishi Electric Company, and Board Director for Business Strategy and Marketing at Vicela Japan Co. chairs the panel discussion. **Bottom right:** Rumiko Obata, Executive Vice President, Obata Sake Brewery, speaks of the innovative production and promotion practices she has employed to keep tradition and the rural brewery flourishing.







**Top left:** Japanese firms have been regularly regarded as inwardly focused, and averse to overseas business and competition, but this is not accurate, as there are many notable exceptions, including that of Mr Yuzaburo Mogi, Honorary Chief Executive Officer & Chairman of the Board, Kikkoman Corp. One of the true business giants of the past century, Mr Mogi was responsible for introducing soy sauce to the US market postwar, and to the building of the company into the food manufacturing giant it is today. Here he recounts his experiences of opening a new market to a traditional product, and how he helped create that market.

The second plenary panel at GIVS2018, on “The Multinational View on Innovation (Inbound/Outbound)”, explored how Japan’s leading companies define, measure, manage and inspire innovation both domestically and overseas with representatives from several leading Japanese companies. Panelists included Jin Song Montesano, Chief Public Affairs Officer, LIXIL Corporation (pictured above), and clockwise from left below, Masafumi Ishibashi, Chief Marketing Officer, Nestle Japan; Mandali Khalesi, Toyota Global Head of Automated Driving Mobility and Innovation; Ludovico Ciferri, President, Advanet. The panel was chaired by Ross Rowbury, President of Edelman Japan.





Prime Minister Shinzo Abe has pinned the future of Japan's economy on innovation, and while heritage and existing businesses must plan an important role in this embrace of growth and change, everyone is looking to Japan's start-up sector as the key driver of Japan's future growth. In the "Entrepreneurial Innovation in Japan" session at GIVS2018, panelists explored the unique elements of Japan's start-up culture, and how this is driving or dampening the country's future innovativeness.

**Above:** Kei Shimada, Director of Innovation, at IBM Innovation and Incubation Labs (left) and Tamaki Sano, General Manager of the Business Creation Department at Kirin Company, Ltd. (right) talk about creating and encouraging innovation and entrepreneurship within large corporations.

**Below left:** David Milstein, Partner, Head of Japan, Eight Roads Ventures, and prominent venture capitalist speaks positively of the investment environment of Japan. **Below right and bottom:** Marco Koeder, Digital Business Director at J. Walter Thompson, Japan chairs the panel, where David M. Uze, Co-Founder & CEO, Trillium Secure, Inc., strongly disagrees with the positive views of Japan's start-up environment, comparing it unfavourably with Silicon Valley.







Driving innovation and value creation across all earlier panels at GIVS2018 are the laws, regulations and overall policies set in place by the central and regional governments. Simultaneously, Japan's educational foundation is built on creating the proper environment and launching pad for innovative research and new entrepreneurs and innovators who will drive the future of innovation growth. This session explored how the Japanese government, as well as educational institutions, are working to foster both the spirit and environment to foster and develop future innovations.

**Top left:** Yoshimasa Hayashi, Minister of Education, Culture, Sports, Science, and Technology (2017-2018), & Member of the House of Councillors, Japan, talks as part of the panel, and outlined how the Ministry is preparing for "Society 5.0", where Artificial Intelligence both destroys and creates opportunities and employment. **Top right:** Yoko Ishikura, Professor Emerita, Hitotsubashi University, Japan, and Member of the Global Future Council at the World Economic Forum speaks on the need for immediate action to encourage innovation in Japan.

**Clockwise from left below:** Kosuke Motani, Chief Senior Economist of the Japan Research Institute, talks about regional regeneration in Japan in depopulated areas; Eikei Suzuki, Governor of Mie Prefecture, Japan, responds with success stories from Mie; David Hajime Kornhauser, Director of Global Communications, Kyoto University, Japan, moderates the session; Yoshiaki Ishii, Director of the Science, Technology and Innovation Bureau at the Cabinet Office gives another government view.







**Above (and bottom left):** Geoffrey Wexler, Chief, International Division, Studio Ponoc, Japan, and formerly of Studio Ghibli and Walt Disney, moderates the final session at GIVS2018, weaving together the insights and discussions from all previous sessions, and encouraged the remaining panelists to answer the key question under discussion throughout the entire Symposium: What is truly driving innovation and innovativeness in Japan today, and how will this develop and grow in the future?

**Below left:** Professor Philip Sugai, Professor, Doshisha University, Graduate School of Business, Japan, and Director of the OSIPP-IAFOR Research Center's Innovation and Value Initiative at Osaka University thanks delegates for attending the event.

**Below right:** Peter Landers, Tokyo Bureau Chief of *The Wall Street Journal* delivers a very thoughtful overview of the GIVS2018 summit in his closing remarks. *The Wall Street Journal* was the official partner of the summit.





**Above left:** Dr Alex Aguilar, Vice Rector for Outreach and Internationalisation at the University of Barcelona (left) and Dr Joseph Haldane, IAFOR Chairman and CEO, welcome delegates to The IAFOR International Conference on the City (CITY2018) held concurrently with The IAFOR International Conference on Global Studies (GLOBAL2018). The conference theme was "Fearful Futures" and the uncertain political future of the global city of Barcelona provided a stimulating backdrop for this conversation to unfold. **Above right:** Internationally acclaimed novelist and journalist, Liz Byrski of Curtin University, Australia, delivers a Keynote Presentation, considering her love-hate relationship with various cities in which she has lived, the reasons for fleeing from them, and the physical and emotional effects of being in any city. This address was a part of a "Cities we Fled" panel that also included addresses by Professor Sue Ballyn (opposite page above right) and Professor Donald Hall (opposite page bottom right).

**Below (clockwise from top left):** Dr Bill Phillips delivers a Keynote Presentation on "Catalonia's Referendum on Independence from Spain", contextualising the political crisis in Catalonia as part of a panel on the subject. Dr Phillips is head of the English and German Studies Department, and teaches English literature and culture, at the University of Barcelona, and also serves as a local councillor. Dr Cornelis Martin Renes delivers a thought-provoking keynote address, "¡A España no hay presos políticos! / In Spain there are no Political Prisoners!", that looked at the way in which the Spanish government handled political and legal issues around the Catalan independence referendum. Dr Montserrat Camps-Gaset, a member of the Board of the University of Barcelona, and a Catalan native responds to questions on the issue of separatism and identity in Spanish politics, while Michael Strubell contributes a poignant analysis as a panelist in a Featured Panel Presentation "The Way and Wherefore of Spain's Current Political Crisis: Catalonia... Again".







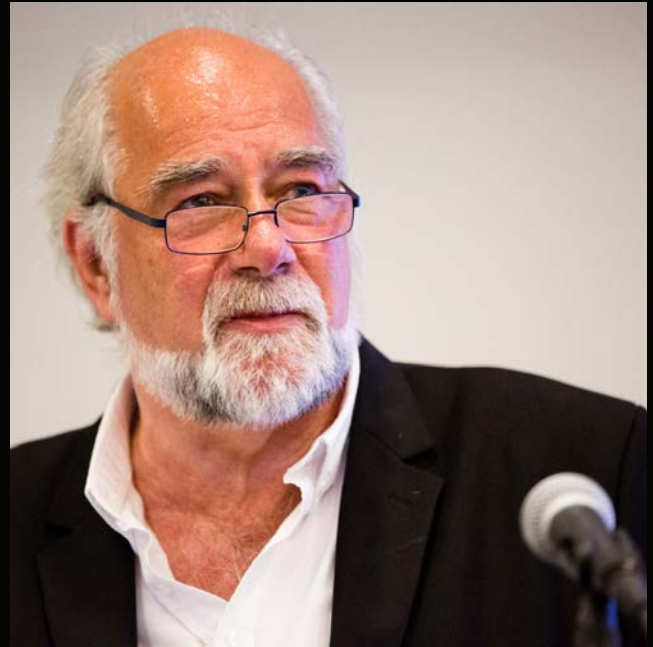
**Above (from left to right):** Professor Cynthia Schmidt-Cruz, Director of the Center for Global and Area Studies at the University of Delaware, after her her Keynote Presentation "Writing the City: Buenos Aires in New Millennium Crime Fiction", which looked at true crime as inspiration for fictional explorations. Phil Ball delivers a thought-provoking Keynote Presentation on "Football, Politics and the City". Mr Ball is one of the world's foremost football journalists, who has written award-winning and bestselling books during his career as a sports journalist. Professor Emerita Sue Ballyn, Founder and Honorary Director of the Centre for Australian and Transnational Studies Centre at the University of Barcelona, responds to questions from the audience during the Featured Panel Presentation "Cities we Fled".

**Below (from left to right):** Writers Phil Ball, Gloria Montero and Liz Bryski on a very wide-ranging panel entitled "How Can Writers Respond when the Future Looks Fearful?". Gloria Montero is a world-renowned novelist, playwright and poet, especially known for her play *Frida K.*, which has been performed globally.

**Bottom right:** Professor Donald Hall, Dean of the Faculty of Arts, Sciences & Engineering at the University of Rochester, delivers remarks as part of the "Cities we Fled" panel, where he talks of the societal, racial and generational fissures in the Deep South of the United States in the 1960s and 1970s. **Bottom left:** Conference attendees pose for a group shot outside the Aula Magna of the University of Barcelona.







**Above left:** Dr Thomas G. Endres responds to audience questions after his Keynote Presentation, "Classic Rock in the Year of Revolt: Using the Illusion of Life to Examine the Hits of 1968" at The European Conference on Media, Communication & Film 2018 (EuroMedia2018), held in parallel with The European Conference on Arts & Humanities 2018 (ECAH2018), in Brighton. Dr Endres is head of the School of Communication at the University of Northern Colorado, USA, and Executive Director and Editor-in-Chief of the Society for the Academic Study of Social Imagery. **Above right:** Professor Bruce Brown of the Royal College of Art, UK, delivers a wide-ranging and powerful Keynote Presentation on "Design and Democracy". Underscoring the "Fearful Futures" conference theme, Professor Brown presented ideas about how art and design intersect with politics and freedom, and how advancing technology impacts these relationships.

**Below left:** Dr James Rowllins enjoying the audience discussion following his Feature Presentation & Film Screening at The European Conference on Media, Communication & Film 2018 (EuroMedia2018). Dr Rowllins is currently a lecturer in the Humanities and the Arts Department at the Singapore University of Technology and Design, Singapore, which was established in collaboration with the Massachusetts Institute of Technology (MIT), USA. As Founding Director of the Brighton Rocks Film Festival, Dr Rowllins discussed the triumphs and challenges of starting a new film festival in the digital age before screening the "Best Short Film" of the 2018 Brighton Rocks Film Festival, *Alexanderplatz*, directed by Mark Nelson (below right), who is seen taking questions from the audience about his film.

**Bottom:** Delegates line up for a group photo outside the conference venue.

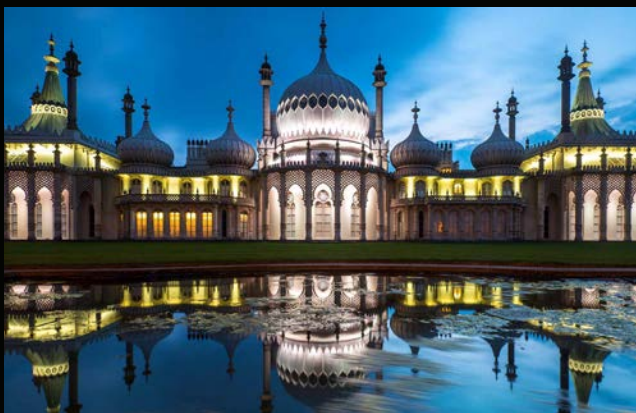






**Above left:** Dr Eddie Bruce-Jones, Deputy Dean at Birkbeck College School of Law, University of London, gives an engaging Keynote Presentation on "Contemporary Continuities: Racism, Populism and Migration" at The European Conference on the Social Sciences 2018 (ECSS2018) which was held in parallel with The European Conference on Sustainability, Energy & the Environment 2018 (ECSEE2018). Dr Bruce-Jones discussed ideas related to race in British colonialism, law, and populism drawing on his experience as a scholar of legal history. **Above right:** Professor Matthew Weait delivers a profound Keynote Presentation entitled "HIV – Environmental Phenomenon or Bodily Harm?". Dr Weait, who is Professor of Law and Society, and Dean of the Faculty of Humanities and Social Sciences at the University of Portsmouth, in the UK, talked about societal and individual responses to the criminalisation of HIV and the stigma attached to the disease.

**Below (clockwise):** A group photo of attendees outside the conference venue. Dr Tom Houghton has a relaxed conversation with other delegates at The European Conference on Sustainability, Energy & the Environment 2018 (ECSEE2018) before giving his Keynote Presentation "Innovation for Low Carbon Energy: Are Power Utilities Ready?". Dr Houghton, who has recently established a training program in Renewable Energy for Developing Countries with UNITAR, is Director of the MBA (Oil & Gas) at Curtin Graduate School of Business, Australia. The magnificent Royal Pavilion in Brighton, designed by John Nash and inspired by the Indo-Saracenic style of India.







**Above left:** Dr George D. Chryssides, Honorary Research Fellow in Contemporary Religion at the University of Birmingham, enjoying discussion with the audience after his Keynote Presentation "Unchanging Truth? – Not in the Study of Religion" at The European Conference on Ethics, Religion & Philosophy 2018 (ECERP2018). Dr Chryssides presented ideas on modern spirituality and the concept of change in the study of religion. Drawing on his vast experience, from completing his doctorate at Oxford, in 1974, to being Head of Religious Studies at the University of Wolverhampton, UK, from 2001 to 2008, Dr Chryssides was able to give in-depth analysis of how views on religion change through time. This Keynote Presentation underscored the conference theme "Surviving and Thriving in Times of Change". **Above right:** Held concurrently with ECERP2018, The European Conference on Psychology & the Behavioral Sciences 2018 (ECP2018) shared the same "Surviving and Thriving in Times of Change" theme. Here, Professor David Putwain delivers his Keynote Presentation, "Surviving High-stakes Exams: Do Teachers Help or Hinder?". As Director for the Centre of Educational Research in the School of Education at Liverpool John Moores University and Chair of the Psychology of Education Section of the British Psychology Society, Professor Putwain is a noted expert on the psychology of education, and the audience showed a keen interest in the lively discussion following the address.

**Below:** Dr Joseph Haldane, Chairman and CEO of IAFOR, poses with conference scholarship award winners.

**Bottom:** Delegates outside the conference venue enjoying the summer sun in a group photo.







**Above left:** The Karl Mannheim Chair of Sociology of Education at University College London's Institute of Education, Professor Louise Archer gives an insightful Keynote Presentation, entitled "It's Interesting, but Not for Me': Understanding what Shapes Student Subject Choice and Career Aspirations Age 10-18", to delegates at The European Conference on Education (ECE2018), and answers questions from an engaged audience. ECE2018 was held in parallel with The European Conference on Language Learning (ECLL2018). **Above right:** Dr Annamaria Pinter, of the University of Warwick, answers questions following her Keynote Presentation, "Children Working as Co-Researchers and Researchers – Possibilities and Challenges". Dr Pinter shared thoughts from her books and publications on second language acquisition in childhood.

**Below (clockwise):** Professor Anne Burns delivers her Keynote Presentation at ECLL2018, "Teacher Tales: Context-Embedded Language Teacher Professional Development" in which she discusses sustaining teacher professionalism, and professional development accounting for location. Professor Burns, armed with scholarship and international teaching experience, shared insights into the value of learning in the context of where one works. Dr Björn Åstrand, of Sweden's Umeå University, delivers his Keynote Presentation "Teaching in Times of Change – To Nurture the Essentials for a Thriving Education", before a large and engaged audience. Professor Mario Novelli, from the University of Sussex, UK, enjoys the discussion after his Keynote Presentation, "Education, Conflict & Peacebuilding: Transcending Negative Peace, Peace Education & the Global Education Agenda". Professor Novelli shared findings from his research for UNICEF on education in times of conflict and how it connects to peacebuilding. Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, and an Organising Committee member, addresses the audience at ECE2018.





**Above:** Dr Megumi Rosenberg of the World Health Organization (WHO) engages with the audience in a “Health Across the Lifecourse” plenary panel at the Asian Conferences on the Social Sciences (ACSS2018), Sustainability, Energy and the Environment (ACSEE2018), and Aging and Gerontology (AGen2018), while Hiroshi Ishida, Professor of Sociology, in the University of Tokyo, looks on. Held in June, under the umbrella theme of “Surviving and Thriving”, Kobe is also home to the WHO Centre for Health Development, which although based in Japan, is fully part of the WHO’s headquarters in Geneva. The panel was chaired by James W. McNally, Research Scientist at the University of Michigan.

**Below left:** Philip Sugai of Doshisha Business School, Japan, delivers a featured presentation titled “Towards a Universal Standard of Value through Blockchain” in which he speaks of his work creating and testing a theoretical model for the application of blockchain technology to marketing practice with the aim of deepening scholarly and practical knowledge of how value is created, measured and managed for customers, firms, employees, partners, society and the planet. **Below right:** Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, delivers a featured presentation on “Surviving and Thriving”, drawing on his experience working in and writing about intensely dysfunctional communities, the result of war, disaster and extreme poverty.

**Bottom left:** Professor William Baber of Kyoto University’s Graduate School of Management, Japan delivers a workshop presentation introducing and review some general aspects of negotiating in professional contexts. **Bottom right:** Kathryn M. Lavender, a project manager at the National Archive of Computerized Data on Aging (NACDA) at the University of Michigan engages with attendees of a featured data research workshop.







**Above:** The Asian Conferences on Cultural Studies (ACCS2018) and Asian Studies (ACAS2018) were held concurrently under the theme "Fearful Futures: Cultural Studies and the Question of Agency in the Twenty-First Century" at the Art Center of Kobe in May. Here Haruko Satoh chairs a plenary panel titled "Fearful Futures: Rescuing Asian Democracy". Professor Satoh is professor at Osaka University's School of International Public Policy (OSIPP) where she lectures on Japan's relations with Asia and identity in international relations, and co-director of the OSIPP-IAFOR Research Centre. The panelists from left to right are Colin Dürkop, Visiting Fellow at Kyoto University, Japan and formerly of the Konrad-Adenauer-Stiftung (KAS); Pavin Chachavalapongpun, a leading Thai public intellectual, who is also associate professor at Kyoto University's Center for Southeast Asian Studies; and Takuma Melber, coordinator of the Master's programme Transcultural Studies Programme at The University of Heidelberg.

**Below left:** Helen Gilbert, Professor of Theatre at Royal Holloway, University of London, delivers a keynote on "Indigenous Resurgence and Environmental Justice on the Global Stage". **Below right:** Vinay Lal is Professor of History and Asian American Studies at UCLA, and one of the world's foremost scholars of Indian history, historiography, and culture in India. In a wide-ranging lecture on "The Challenge of the Global South" he highlighted what he termed the challenge of Bandung, which is to try to understand whether the Global South can mount an intellectual and socio-cultural defence that would facilitate the conditions for an ecologically genuine survival of plurality. **Bottom left:** Poet and academic Tammy Lai-Ming Ho of Hong Kong Baptist University answers questions following her keynote on "Poetic Resistance and Empowerment", which looked at how Western literature and culture are incorporated into the expression of a unique Hong Kong identity. **Bottom right:** Donald E. Hall, Dean of Lehigh University's College of Arts and Sciences, delivers a keynote presentation discussing the city of his birth: Birmingham, Alabama (USA), which encouraged the audiences to consider their own relationship with their own cities as sites of pleasure and pain.





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# Kansai Resilience Forum 2019

On February 22, 2019, the Government of Japan, in collaboration with The International Academic Forum (IAFOR), held the Kansai Resilience Forum 2019, which became a major international and interdisciplinary platform for extensive discussion on resilience and its role in society, the globalising economy and disaster risk reduction.

The Kansai Resilience Forum took place at the Hyogo Prefectural Museum of Art, Kobe, comprised of three panel sessions on Disaster Risk Reduction Strategy, Resilience and Society, and Resilience and the Globalising Economy as major topics, and culminating in a Special Keynote Presentation by world renowned architect, Tadao Ando, who designed the event venue following the Great Hanshin Earthquake of 1995 as a symbol of both renewal and recovery.

The Forum was opened by Tomoaki Ishigaki of the Prime Minister's Office of Japan on behalf of the Government of Japan; and Joseph Haldane, Chairman and CEO of IAFOR, who highlighted the significance and timeliness of the discussion for both Japan and the global community.

**[kansai-resilience-forum.jp](http://kansai-resilience-forum.jp)**

# Panel I: Disaster Risk Reduction Strategy



Panel Session I addressed the issues of disaster risk reduction strategies and how Japan can aid other disaster-prone areas. It was moderated by **Peng Er Lam** of the National University of Singapore, whose central point was that resilience is created through joint efforts of the local communities, national governments and international collaboration of regions under threat of natural disasters.



**Yuki Matsuoka**, the Country Head of The United Nations International Strategy for Disaster Risk Reduction (UNISDR), Japan, shared, among other issues, the UN's experience and expertise in disaster risk management speaking about the "shift from considering stakeholders as vulnerable victims to agents of change and focus on empowerment and inclusion" in building up resilience.



**Shotta Hattori** of Kozo Keikaku Engineering, Japan, spoke about simulated evacuations and the social value of their results which help study social psychology and human behaviour in times when disasters hit people's habitats.



**Satoru Oishi** of Kobe University / RIKEN, Japan, gave insight into how supercomputers and other state-of-the-art technologies are used for enhancing urban planning, evacuation and rescue strategies through complex modelling. Kobe is home to the K computer, one of the world's most powerful supercomputers.





**Ljiljana Markovic** of the University of Belgrade, Serbia, stressed the role of lifelong education in building up a resilient society. She also laid special emphasis on invaluable support the people of Serbia have been receiving from Japan in terms of rescue assistance, healthcare development and educational exchange, underlining the importance of international cooperation. As a way of recognising this aid, when Japan was struck by the March 11, 2011 earthquake, the Serbian people responded quickly and generously and were among the largest European donors of aid to Japan.



**Haruko Satoh** of Osaka University, Japan, summarised the panel by underlying the importance and timeliness of the Forum which has been able to showcase how Japan approaches disaster risk management, how it bounces back, what experience it has and most importantly how this is shared with the rest of the world.

## Panel II: Resilience & Society



Panel Session II had Resilience and Society as its theme and was chaired by **Richard Lloyd Parry**, the Asia Editor of The Times, who has covered tsunamis and nuclear disasters in Japan, among other topics. He looked at the role of resilience in society, both positive and negative, in response to emotionally difficult situations.



**Tomohide Atsumi**, a professor of psychology at the Faculty of Human Sciences of Osaka University, Japan, addressed the issue of volunteerism and human support in dealing with the aftermath of natural disasters. He gave an example of the Pay-It-Forward Network, when the survivors of a previous disaster help those of the current one. He spoke of how this volunteerism organically occurred in Kobe in 1995, and of how this has become more formalised in the present day.

(Continued on the following page.)



**Hidehiko Sumioka** of Hiroshi Ishiguro Laboratory, Japan, spoke about the help of robots in increasing resilience in society, showcasing the effectiveness of robots through interpersonal touch in interaction with elderly people, children and those who need stress relief. An interesting finding of the Laboratory is that their Telenoids, robots with a minimal human design, can be successfully used across cultures, which was proven in an experiment at a caretaking facility in Denmark. Japan is a world-leader in robotics and AI, and in an aging society, such technologies can help augment the human experience.



**Hiroshi Okumura** of Kobe University, Japan, stressed the significance of “memory preservation in a stricken area for the formation of a strong community against a disaster” as historical records are pivotal for accumulating and sharing experience. This is especially important in areas ravaged by both human and man-made disasters and has implications and lessons far beyond Japan.



**Monty P. Satiadarma** of Tarumanagara University, Indonesia, looked at the concept of resilience from a psychological angle, explaining how natural disasters affect people's mental and emotional state and giving practical advice on how to deal with survivors. Dr Satiadarma is a leading clinical psychologist who treated children suffering PTSD following the 2004 Aceh earthquake and tsunami.



**Lowell Sheppard**, Asia Pacific Director of the HOPE International Development Agency, Japan, used the example of tsunami stones, benchmarks that reminded people of the traditional lines below which it is unsafe to build, to examine the role and importance of oral history and education in passing on ancient experiences.





A lively discussion followed the panel addressing the questions of the importance of leadership in resilience, how disasters can change societies, what changes are necessary for Japanese society and how modern technology and robots could be implemented in disaster management in more efficient ways.

## Panel III: Resilience & the Globalising Economy



The third panel was dedicated to the correlation and interplay between resilience and the globalising economy. The panel was chaired by **Brad Glosserman** of Tama University, Japan, who raised the issue of globalisation changing the ways societies are organised. He stressed that facing various problems that modernisation brings, combined with exposure to natural disasters, Japan might well see resilience and promotion of resilience as its national purpose in a postindustrial and postmodern world.



**Atsushi Iizuka** of Kobe University / RIKEN, Japan, talked about the partial application of big data and super computers in enhancing the resilience of cities and emphasized the importance of private/public partnerships that allow investment in big urban projects to make cities safer, better and smarter.



**Ray Klein** of Tekinvest KK, Japan, looked at various perceptions of resilience and its representation in the Japanese society. He outlined that resilience can be traced in how Japan manages its growth and aging of its population, in revitalisation and modernisation of older areas, and in how newer generations approach traditions.

(Continued on the following page.)





**Thomas Mayrhofer** of the Intercontinental Hotels Group, Japan, spoke on how the hospitality industry can help by becoming an active actor in the community in times of crisis, opening its doors to survivors and providing supplies and shelter to them. He also stressed the major role of communication between national and regional services and international tourists, and explained despite difficulties. Japan was able to quickly recover its key transportation and economic infrastructure from the heavy rain and typhoon last year.



**Takenosuke Yasufuku** of Kobe Shushinkan Breweries, Japan, situated in the largest sake production region in Japan, talked about how damage caused to his brewery was devastated by the earthquake of 1995, and reopened in 1997 after strenuous effort. He underlined the role of business in coping with the aftermath of natural disasters showcasing how the brewery supplied local communities with basic necessities such as water from their processing facility.



**Tasuku Kuwabara** of McKinsey & Company, Japan, spoke about how resilience matters for Japan's development, and its potential in further growth and innovation. He stressed that Japan not only recovers from natural disasters, but also moves further in its development using distinctive technologies that should be shared both inside and outside the country.



The panel was followed by an in depth discussion on the perception of resilience as a concept in and outside Japan and what is unique to Japan and could be exported to the outside world; whether there is a platform for Japanese communities, businesses and individuals to share the experience gained in natural disasters; whether Japanese resilience is effective for international guests, workers and students inside the country, who should be the agent to enhance resilience and decide how it should be communicated to the local and international community.

# Special Keynote Presentation: Tadao Ando



The Forum closed with a Special Keynote Presentation by world-famous architect **Tadao Ando**, who emphasised the link between art, architecture and resilience and its impact on communities, and the role each member of a community can play in increasing social resilience, stressing the importance of education. The Hyogo Prefectural Museum of Art was designed by Tadao Ando after the Great Hanshin Earthquake of 1995 as a symbol of memorial and overcoming tragedy, as well as one of beauty, looking to the future. The Director of the Hyogo Prefectural Museum of Art, **Yutaka Mino**, a renowned museum director and curator, moderated the session.



The Kansai Resilience Forum provided a platform for re-examining resilience from interdisciplinary perspectives and paradigms, from the abstract concept to the concrete, with contributions from thought leaders in business, academia and government. The discussions were wide-ranging, in-depth and thought-provoking. Participants echoed the views from different perspectives that Japan is always working to improve, leads the world in disaster risk management and response. They also pointed out that Japan can share its experiences and expertise with the world, through its continued engagement

in business and development, and in such forums as these.

**We thank all of those who took part in the Kansai Resilience Forum 2019, and would like to express our gratitude to Osaka University, Kobe University, and the Hyogo Prefectural Museum of Art.**

For more information please visit: [kansai-resilience-forum.jp](http://kansai-resilience-forum.jp)

Photography by Thaddeus Pope, 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.

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# Innovation and Value Initiative

[www.iafor.org/innovation-and-value-initiative/](http://www.iafor.org/innovation-and-value-initiative/)



# Innovation and Value Initiative

More than ever, solutions to the transnational challenges, from climate change, sustainability to refugee crises, are in need of radically new approaches that depart from the present institutional limitations of global governance. Interdisciplinary and cross-sector collaboration, between science/technology and the humanities or public and private sectors, in search of new values and models of how we conduct businesses, produce food or even live, are recognised widely as the way forward, as has been demonstrated in the United Nations' Sustainable Development Goals (SDG) that usefully combines the achievements of the Millennium Development Goals (public) and Global Compact (private sector).

Moreover, as the world confronts the limits of Western concepts of innovation and the value that these bring, other unique, sustainable and inclusive models of innovation may have important and globally applicable lessons that could guide the future of innovation and value creation initiatives around the world. Even though global connectivity has been greatly enhanced, there are local or regional pockets of ecosystems with demonstrated capacities to survive over centuries, and yet these are hardly recognised or properly integrated into the theoretical underpinnings that inform international practices and policies.

As a way to take part in this global endeavour to renovate the current international system and create new values, the IAFOR Research Centre is proud to announce the Innovation and Value Initiative that will start as a three nodes project in the following areas: Value and International Economy, Value and International Politics and Value and Social Innovation.

## Lead Researchers

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan
- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan
- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations

# About the Initiative

The purpose of the Innovation and Value Initiative is to explore the drivers, processes and outcomes of innovation and value creation across countries, markets, industries and sectors and identify the drivers that foster the most healthy innovation and value-creating ecosystems across (1) heritage businesses, (2) multinational companies, (3) entrepreneurial startups, (4) educational institutions, (5) governments, (6) NGOs and NPOs. This initiative will also foster mature conversation between leaders across these fields and industries, and will address the questions of “what is innovation?”, “what is value?” “what are innovation ecosystems?” and what we mean by these terms in context.

The initiative will be comprised of the following elements: research, education, dissemination (working papers, workshops and conferences), and initiate collaborative implementation projects with businesses, local, regional or international NPOs and/or international organisations (for example, the humanitarian use of blockchain technology). The three nodes, “Value and International Economy”, “Value and International Politics”, and “Value and Social Innovation” will have each have its independent research component, but the researchers will also work closely to share findings, team teach for classes at OSIPP, integrate their works at implementation level or producing policy recommendations where possible and practicable, and plan new collaborative projects.

## Project Nodes and Teams

### Value and International Economy

Lead Researcher

- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan

Associated Researcher(s)

- John Beck – President, North Star Leadership Group

### Value and International Politics

Lead Researcher

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan

Associated Researchers

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations
- Peng-Er Lam – Senior Research Fellow, East Asian Institute, National University of Singapore, Singapore

### Value and Social Innovation

Lead Researcher

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations





## Innovation and Value Initiative

# United Nations STI Forum 2018 Report

IAFOR collaborated with the United Nations in the hosting of a special session at the Third Annual Multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum 2018) at the United Nations Headquarters in New York on June 6, 2018.

Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderated the Official Meeting, a roundtable session on Innovators and Investors, and focussed on questions at the intersection of innovation and value, including "Impact investing"; investments made into companies, organisations, and funds with the intention to generate social and environmental impact alongside a financial return. The chair of the meeting was Japanese Ambassador to the United Nations, His Excellency Dr Toshiya Hoshino.

Dr Haldane said: "For IAFOR, impact investing is a particular area of interest in regards to the funding of research in higher education, and dovetails with the work we will be doing within the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, as part of our new Innovation and Value Initiative, and also with The IAFOR Global Innovation & Value Summit 2018 (GIVS2018) to be held in Tokyo later this year." He added that "it is a great recognition of IAFOR to have been invited to collaborate, and we are honoured to have been asked to work with the United Nations at this important event, and look forward to working with the UN and other stakeholders in the support of Science, Technology and Innovation for the Sustainable Development Goals (STI-SDG)."

Dr Haldane, who teaches on the postgraduate Global Governance course at OSIPP, and is an Expert Member of the World Economic Forum in this area, was also keen to raise the issue of governance and policy implications of the uses of blockchain technology. In his introduction to the panel, he suggested that the use of blockchain, given its verifiability and the transparency of transactions might have a positive effect on systems of governance. This might be especially important at a time when the rules-based international system, exemplified by institutions such as the United Nations, are being challenged.

Image | Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderates a roundtable session on Innovators and Investors at the United Nations Headquarters in New York.

# Reviewers

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.

**ACLL2019**

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This would include exploring significant themes, exceptional programs and promising practice in the fields of second language acquisition, reading instruction, linguistics, content area literacy, multicultural education, and strategic instruction as they relate to the appropriate education of those engaged in language learning. The anticipated audience will be preservice and inservice teachers and administrators, university faculty and students, linguists, and others interested in language learning research.

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# A-Z Index of Presenters

A woman with dark hair, wearing a dark blazer over a dark top, is shown from the chest up. She is looking slightly to her left and gesturing with her right hand, palm facing forward. She is holding a folder or stack of papers in her left hand. A conference badge is visible on a lanyard around her neck. The background is dark and out of focus.



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