

The 7th European Conference on Education

The 7th European 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

JULY 19–21, 2019 | LONDON, UK



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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.ece.iafor.org / www.ecll.iafor.org



Conference Theme:

"Independence & Interdependence"

The 7th European Conference on Education (ECE2019)

The 2019 conference theme for The 7th European Conference on Education is "Independence & Interdependence", and invites reflections on the desirability, extent and limits of our individual independence and autonomy, of that of our students, and of the institutions and structures within which we work, teach and learn. We do not educate, and are not educated in vacuums, but in such contexts and constraints as families, groups, and societies; of nations and cultures; of identities and religions; and of political and financial realities.

Ever changing technologies offer new ways for us to be independent and autonomous learners, encouraging students to be self-directed and confident in making choices, and enabling and empowering students and teachers to be proactive and tailor content. However, myriad technologies and services make us more dependent on the very things allowing autonomy. How do we help students and teachers alike navigate and curate the vast information available? How do we encourage individual growth while also underlining the importance of belonging and of the reciprocal responsibilities and privileges of education? How do we help students build the skills and attitudes necessary for positive engagement in distributed, globalised communities that so often lead to polarisation and alienation instead? How do we educate with independence and interdependence in mind?

Scopus[®]

IAFOR Journal of Education

ECE/ECLL2019 is associated with the Scopus and DOAJ listed *IAFOR Journal of Education*. For more information about the Journal, please visit: www.iafor.org/journal/iafor-journal-of-education/



The 7th European Conference on Language Learning (ECLL2019)

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, England, 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 European Conference on Language Learning depends upon you – the presenters and participants – to help create vital and innovative academic exchange that can sustain us in the future.

ECE/ECLL2019 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 International Academic Forum's 7th European Conference series in the UK, a sequence of four events in Brighton and London over which some 600 people from more than 50 different countries will come together to share ideas, and search for the personal, professional and research synergies that drive new relationships, partnerships, ideas, and knowledge.

The first three smaller events will take place in the diverse, artistic and cultural hub of Brighton, nestled between the ever-changing colours of the sea and the green hills of the South Downs, and our final and largest event will see IAFOR in the great city of

London for the first time.

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, and the United Kingdom, with its ongoing Brexit saga has rarely looked so divided. These conferences offer a timely coming together, underlining the extent to which we are less independent than we might sometimes think; whether individuals, communities or nations, we are reliant on those that also share our planet.

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 past 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 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 (OSIPP) at Osaka University in Japan, we have engaged in a number of interdisciplinary initiatives we believe will have an important impact on domestic and international public policy conversations.

It is through our conferences that we expand our network and partnerships, and I have no doubt that this venue will offer a remarkable opportunity for the sharing of research and best practices, for the meeting of people and ideas. I would like to thank our global partners, and particularly those in the UK (Sussex, Birkbeck, UCL and Lincoln universities), the Organising Committees, for their work in the development of the programme, the Featured and Keynote Speakers who will be sharing their unique insights with us, and each and every one of you, for taking the decision to come (back) to an IAFOR event.

We have so much to learn from each other, and I expect the resultant professional and personal collaborations to endure for many years.

I look forward to meeting you all.

Dr Joseph Haldane

Chairman and CEO, IAFOR

P.S. 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.

Organising Committee



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University of Sussex, UK



Anne Boddington
Kingston University, UK



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IAFOR & Osaka Jogakuin University, Japan



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Birkbeck, University of London, UK



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The 11th Asian Conference on Education

ACE2019

October 31 – November 3, 2019 | Toshi Center Hotel, Tokyo, Japan

Join us in

TOKYO

JAPAN

Call for Papers: www.ace.iafor.org

Organised by IAFOR in association with the IAFOR Research Centre
at Osaka University and IAFOR's Global University Partners



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Directions & Access

Floor Guide

Conference at a Glance

Room Schedule

Lunch & Dinner

General Information

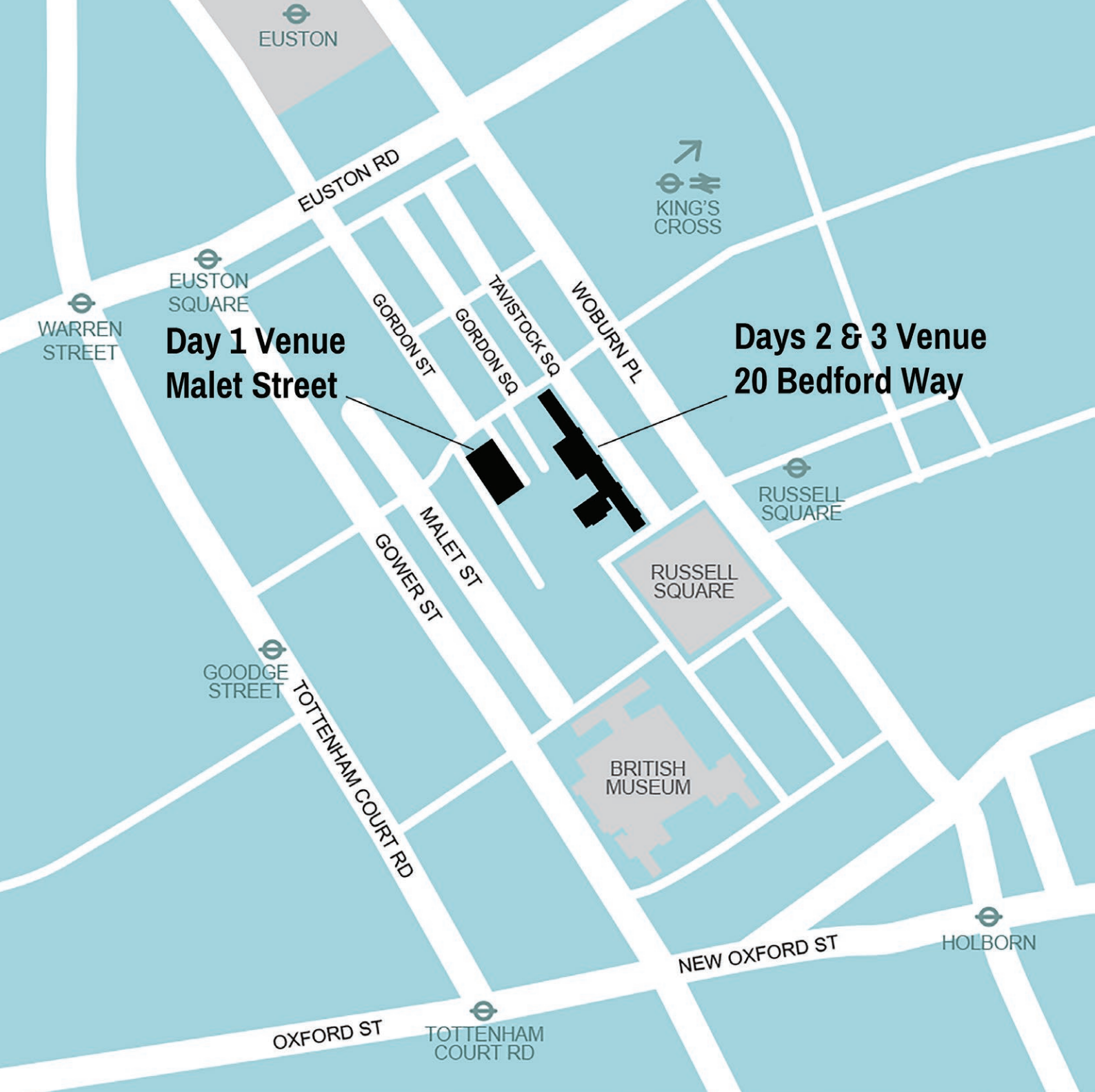
Presentation Guide

IAFOR Membership

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

IAFOR Academic Grant & Scholarship Recipients

IAFOR Publications



Conference Venues Location Map & Addresses

Day 1 Venue

Birkbeck, University of London

Malet Street
Bloomsbury
London WC1E 7HX

Days 2 & 3 Venue

**Institute of Education, University College
London**

20 Bedford Way
Bloomsbury
London WC1H 0AL

Conference Venues

Directions & Access

Both venues are located in the heart of Bloomsbury – one of the most famous academic and cultural centres in London offering a wide range of services. In the surrounding neighbourhood you can find coffee shops, restaurants and some of the most historic pubs in London, along with a variety of shops including stationery and book shops, chemists and a host of independent and high street clothing stores. Russell Square tube station is a 5-minute walk away, Euston railway station is a 10-minute walk, and Kings Cross and St Pancras stations are all within ten minutes walking distance.

London Underground (The Tube)

The closest tube station to the venues is Russell Square, which is just 5 minutes' walk, but there are 6 more within a 15 minute walk, including: Euston, Euston Square, Goodge Street, Tottenham Court Road, Holborn and Warren Street, providing excellent access to most parts of the city via the Northern, Piccadilly, Victoria, and Central Lines. Maps showing the London Underground system (the Tube) can be found on the Transport For London website.

Train

The closest station to the venues is Euston, which is around a 10-minute walk or a short taxi ride away. Kings Cross and St Pancras stations are less than a mile away and provide access to national and international rail links and, because of the excellent tube links, most of London's principal railway stations are all within a 30-minute journey by bus or tube.

Bus

Bus stops, within a 5- to 15-minute walk, are located on Euston Road, Gower Street, Tottenham Court Road, Woburn Place and Southampton Row. The closest are on Woburn Place and Southampton Row. Maps showing the bus routes that serve the Bloomsbury area of London can be found on the Transport For London website.

Aeroplane

London's airports are all within a 1 to 2-hour journey, by bus or tube. The closest is Heathrow Airport. The Heathrow Express is the fastest link between Heathrow and central London. Non-stop trains run to Paddington every 15 minutes, and the journey time is 15 minutes from Terminals 2 and 3 (a few minutes more from Terminals 4 or 5). The London Underground is the most cost-effective rail route to London. Piccadilly Line trains run from all terminals and the journey time is 50–60 minutes.

Car

There is unfortunately no car parking available on site. On-street parking in the neighbourhood is available and managed by Camden Council. Private parking is offered within a few minutes' walk by National Car Parks (NCP). The conference venue is located within the London Congestion Charging Zone.

Bicycle

There is a cycle-hire docking station on the east side of the 20 Bedford Way venue. It is managed by Transport for London. Visitors arriving on their own bikes may lock them to the perimeter railing of the concourse, on the west side of the main building.

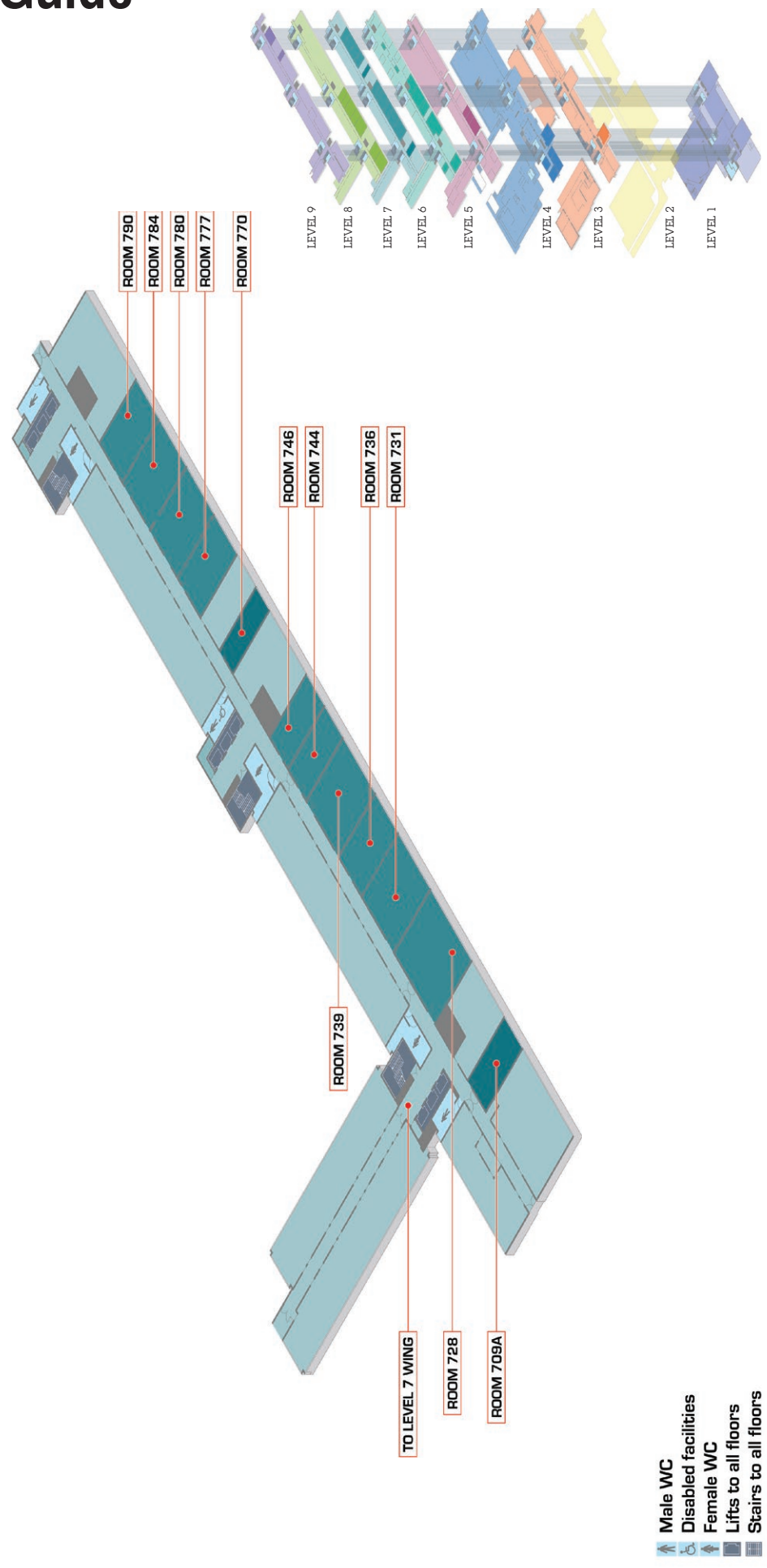
Day 1 Venue | Birkbeck, University of London

Floor Guide



Days 2 & 3 Venue | Institute of Education, University College London

Floor Guide





July 19, 2019 | Birkbeck, University of London

Friday at a Glance

- | | |
|-------------|--|
| 12:00-13:00 | Conference Registration Room B30 (B1F) |
| 13:00-13:15 | Announcements & Welcome Address Room B34 (B1F)
Brian Aycock, IAFOR, Japan
Joseph Haldane, IAFOR, Japan
Recognition of IAFOR Scholarship Winners |
| 13:15-13:45 | Keynote Presentation Room B34 (B1F)
<i>Transdisciplinary Knowledge Ecosystems Can Advance Interdependence and Agency</i>
Thanassis Rikakis, Virginia Tech, USA |
| 13:45-14:30 | Keynote Presentation Room B34 (B1F)
<i>Education as a Route to Independence and Interdependence</i>
Mary Stuart, University of Lincoln, UK |
| 14:30-15:00 | Coffee Break Room B30 (B1F) |
| 15:00-15:15 | IAFOR Documentary Photography Award Room B34 (B1F) |
| 15:30-16:00 | Keynote Presentation Room B34 (B1F)
<i>Challenges and Solutions to Improving Educational Outcomes</i>
Jo Van Herwegen, University College London, UK |
| 16:00-16:45 | Keynote Presentation Room B34 (B1F)
<i>The Emotional Rollercoaster Ride of Foreign Language Learners and Teachers</i>
Jean-Marc Dewaele, Birkbeck, University of London, UK |
| 16:45-17:00 | Conference Photograph Room B34 (B1F) |
| 17:00-18:00 | Conference Welcome Reception Room B04 (B1F) |



July 20, 2019 | Institute of Education, University College London

Saturday at a Glance

09:30-11:10	Parallel Session I 7F
11:10-11:25	Coffee Break Room 728 (7F)
11:25-12:40	Parallel Session II 7F
12:40-13:40	Lunch Break Room 728 (7F)
13:40-14:55	Parallel Session III 7F
14:55-15:10	Coffee Break Room 728 (7F)
15:10-16:10	Poster & Workshop Sessions
16:15-16:45	Keynote Presentation Room 739 (7F) <i>Interaction in Online Learning: A Design Paradox</i> Barbara Lockee, Virginia Tech, USA
16:45-17:45	Special Interview Presentation Room 739 (7F) <i>Nation-Specific Peculiarities of Language Learning and Teaching: An Interview</i> Svetlana Ter-Minasova, Lomonosov Moscow State University, Russia Bruce Monk
19:00-21:00	Official Conference Dinner (optional extra) Tas Bloomsbury



July 21, 2019 | Institute of Education, University College London

Sunday at a Glance

09:30-11:10	Parallel Session I 7F
11:10-11:25	Coffee Break Room 728 (7F)
11:25-12:40	Parallel Session II 7F Lecture Rooms
12:40-13:40	Lunch Break Room 728 (7F)
13:40-15:20	Parallel Session III 7F Lecture Rooms
15:20-15:35	Coffee Break Room 728 (7F)
15:35-17:15	Parallel Session IV 7F
17:15-17:30	Conference Closing Session Room 739 (7F)

Submit your research to the IAFOR Journal of Education

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

Editor: Dr Yvonne Masters

ISSN: 2187-0594

Contact: publications@iafor.org

Aims & Scope

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

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

IAFOR Commitment

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

For more information please visit:

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

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

Scopus®

Friday Schedule

Room B04	-	Welcome Reception
Theatre Room B34	Plenary Session	-
	13:00-17:00	17:00-18:00

July 20, 2019 | Institute of Education, University College London

Saturday Schedule

	Room 731	Room 744	Room 736	Room 739	Room 777	Room 780	Room 784	Room 790
09:30-11:10	Culture & Language	Inclusion	Early Childhood	Learning Difficulties	Teaching Methods	Educational Technology	Professional Development	Learning Experience
11:10-11:25	Coffee Break							
11:25-12:40	Reading & Writing	Primary & Secondary Education	Grammar & Syntax	Language Learning Difficulties	Teaching Methods	Research & Technology	Psychology	Higher Education
12:40-13:40	Lunch							
13:40-14:55	-	Blended Learning	Curriculum Design	Primary & Secondary Education	Professional Development	Communication	Linguistic Research	Adult Education & Lifelong Education
14:55-15:10	Coffee Break							
15:10-16:10	Poster Session	-	-	-	Workshop Presentation	-	-	-
16:15-16:45	-	-	-	Keynote Presentation	-	-	-	-
16:45-17:45	-	-	-	Special Interview Presentation	-	-	-	-

July 21, 2019 | Institute of Education, University College London

Sunday Schedule

	Room 731	Room 744	Room 736	Room 739	Room 777	Room 780	Room 784	Room 790
09:30-11:10	Collaborating at a Distance	Policy & Practice	Entrepreneurship & Employment	Transnational Education	Autonomy	Psychology	Motivation & Language Learning	English for Non-Academic Purposes
11:10-11:25	Coffee Break							
11:25-12:40	Identity and Language Learning	Reading & Writing	Teaching Methods	Language Education	Gender & Identity	Psychology & Identity	Learning Environments	Language Teaching Methods
12:40-13:40	Lunch							
13:40-15:20	-	Social Justice	STEM	Innovative Technologies	Professional Development	Culture & Society	Foreign Language Learning	Language Learning in Tertiary Education
15:20-15:35	Coffee Break							
15:35-17:15	-	Educational Policy	Multiculturalism & Education	Educational Policy	Innovation & Technologies	Educational Research	Leadership	Professional Development
17:15-17:30	-	-	-	Closing Session	-	-	-	-



Lunch & Dinner

If you registered for the conference lunch on Saturday or Sunday, you can come to the registration desk in Room 728 (7F) to collect your packed lunch (see below times). Please remember to bring your name badge with you, as this will act as your lunch ticket.

Lunch Times

Lunch is available between the following times:

Friday, July 19	No Lunch	
Saturday, July 20	12:40-13:40	UCL, 20 Bedford Way, Room 728 (7F)
Sunday, July 21	12:40-13:40	UCL, 20 Bedford Way, Room 728 (7F)

Conference Dinner

The official Conference Dinner is a ticketed optional event (35 GBP). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet in front of the conference venue on Saturday, July 20, by 19:00. The group leaves for the restaurant at 19:00. It takes approximately 10 minutes to walk to the restaurant.

Restaurant name: Tas Bloomsbury

Restaurant address: 22 Bloomsbury St, Bloomsbury, London WC1B 3QJ, UK



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:

Friday	12:00-17:00	Birkbeck, Malet Street, Room B29 (B1F)
Saturday	09:00-17:00	UCL, 20 Bedford Way, Room 728 (7F)
Sunday	09:00-17:00	UCL, 20 Bedford Way, Room 728 (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 at the Plenary Session on Friday morning and on the Library Terrace during the rest of the conference. 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 not permitted in either of the conference venues. Please smoke outside of the venues in designated smoking areas.

What to Wear & Bring

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



Presentation Guide

Conference Abstracts

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

Oral & Workshop Presentations

Oral 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), 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 August 21, 2019 through the online system. The proceedings will be published on September 21, 2019. Authors will have PDF copies of their offprints emailed to them by October 21, 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



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.

IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Jowita Wilk, Puskar Joshi, Simao Elias Luis, Sara Senobari, Rhenan Estacio and Giuseppe D'Orazzi, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at ECE/ECLL2019.

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

Jowita Wilk | Stuart D. B. Picken Grant and Scholarship Recipient

51655 (ECLL)

The Stimulation of Cognitive Functions in Teaching English to Dyslexic Children

Jowita Wilk, Pedagogical University of Cracow, Poland

Ms Jowita Wilk is currently a PhD student at the Pedagogical University of Cracow, Poland. Born in Cracow, Jowita was educated at the English Teachers Training College at the Pedagogical University in Cracow, before she studied at Silesian University, Katowice, and graduated with a master's degree in English Philology. Before starting her postgraduate studies in Speech Therapy, Ms Wilk gained ten years experience in teaching English as a foreign language. Following her graduation from postgraduate studies, Ms Wilk embarked on a doctorate. Her professional career embraces working as an English teacher and a speech therapist. She is doing research on teaching English to children with dyslexia with the perspective of writing a dissertation on the subject.

Puskar Joshi | IAFOR Scholarship Recipient

50623 (ECE)

Differences in Achievement Gap in Nepal: Analysis of Teacher-Student Ethnic Match

Puskar Joshi, Texas A&M University, United States

Before becoming a PhD student at the Department of Curriculum and Instruction at Texas A&M University, USA, Mr Puskar Joshi led a multi-year project to improve the educational quality, relevancy, accessibility and equity situation at Chandra Jyoti School in Everest Region in Nepal. Previously, he had worked as an academic coordinator in a private school in the ancient town of Bhaktapur. Earlier, he had worked as a primary school teacher, secondary school Vice-Principal, and a TEFL trainer within the Ministry of Education in Nepal. During his career, Mr Joshi emphasised curriculum planning, instructional clarity, organised lessons and activities, student creativity and independent learning, peer observation and feedback, and balancing classroom equity to improve the effectiveness of learning in a multifaceted classroom. Mr Joshi now aims at conducting a qualitative study on the lived experiences of South Asian parents in the US school system for his doctoral dissertation.

Simao Elias Luis | IAFOR Scholarship Recipient

51709 (ECLL)

Attitudes Towards Portuguese and Indigenous Varieties Among Multilingual Teachers in Mozambique
Simao Elias Luis, The Hong Kong Polytechnic University, Hong Kong

Simao Elias Luis is a PhD student in the Department of English at the Hong Kong Polytechnic University. His research interests include language attitudes and classroom discourse analysis, educational linguistics and sociolinguistics, bilingualism and biliteracy, multilingualism and language education policies, and individual differences in L2 learning: motivation, learning strategies and styles. He holds an MA in Education Economics (University College London) and MSc in Educational Sciences (Vrije Universiteit Brussel). He also holds numerous academic awards: Hong Kong PhD Fellowship, British Chevening Scholarship, Erasmus Mundus Scholarship, Mandela Washington Fellowship and the Commonwealth Scholarship.

Sara Senobari | IAFOR Scholarship Recipient

51904 (ECLL)

Emotional Experience in Language Learning: Study of EFL Students in France
Sara Senobari, University of Sorbonne Nouvelle- Paris 3, France

Sara Senobari is currently working on a thesis on psycholinguistics. She has always been interested in this domain, undertaking two master's degrees on the influence of emotions on language learning in the last few years. Senobari has a master's degree from the University of Sorbonne Nouvelle in Language Didactics. She teaches French and English language at the same university and University Nanterre-Paris 10 as a senior lecturer. She looks forward to taking part in more international conferences all around the world to augment her knowledge on different topics related to teaching and learning languages.

Rhenan Estacio | IAFOR Scholarship Recipient

51914 (ECLL)

The Factors of Compassion Fatigue among Guidance Counselors: A Mixed Method Study
Rhenan Estacio, Centro Escolar University, Philippines

Mr Estacio is a registered guidance counselor and a registered psychometrician in the Philippines. He is currently the Head of College Guidance and Formation Office at City College of Angeles, Angeles City, Philippines, holding the post since June 2012. He has vast experience in conducting counseling over a 12-year period in elementary, high school, and college. Currently, he is a PhD candidate studying Guidance and Counseling at Centro Escolar University, Manila, Philippines. He finished his masters degree in Guidance and Counseling at Holy Angel University, Angeles City, Philippines. His research interests are Counseling, Psychology, and Education.

(Continued on the following page.)

IAFOR Academic Grant & Scholarship Recipients

Giuseppe D'Orazzi | IAFOR Scholarship Recipient

50075 (ECLL)

University Students' Demotivation in Learning Second Languages in Australia

Giuseppe D'Orazzi, University of Melbourne, Australia

Giuseppe D'Orazzi is a PhD candidate in applied linguistics, a teacher, and a research assistant at the University of Melbourne, Australia. He obtained his BA and MA in Italy and completed his second language teaching training in the UK, sponsored by the British Council, and in the USA with the Fulbright FLTA program. After having taught several European languages in different countries around the world, he started his PhD research on motivation and demotivation in studying French, German, Italian and Spanish at Australian universities.

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

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies
IAFOR Journal of Education (Indexed in Scopus)
IAFOR Journal of Language Learning
IAFOR Journal of Media, Communication & Film
IAFOR Journal of Psychology & the Behavioral Sciences

THINK

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

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

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



Friday July 19

Plenary Session

Birkbeck, University of London

Keynote Presentation: Thanassis Rikakis

Transdisciplinary Knowledge Ecosystems Can Advance Interdependence and Agency

Friday, July 19 | 13:15-13:45 | Birkbeck, Malet Street, Room B34 (B1F)

This paper proposes that transdisciplinary knowledge ecosystems will take a lead role in the knowledge innovation economy of the 21st century. These ecosystems will leverage interdependences of the five components of the “Quintuple Helix model of knowledge innovation”: academia, industry, government, civil society and the general circumstances of democracy conditioned by culture and the media. The ecosystems will be inclusive of all disciplines and diverse in perspectives and participants. They will embrace an expanded notion of expertise and advance multi-perspective reflective praxis. The paper reviews the theoretical foundations of these ecosystems and identifies the successes and challenges of early exemplars. These exemplars point to the potential of academia being able to gain agency and flexibility as well as increased sustainability and independence, by integrating with Quintuple Helix ecosystems. The paper uses mixed methods to analyze the relative slow pace of embrace of the Quintuple Helix ecosystems by academia. The analysis proposes that transdisciplinary experiments that span all five components of the Helix may be best positioned to address some of the core challenges that are frustrating this integration. These challenges include: i) the rapid expansion of adaptive teaching so as to address standardised and emergent knowledge and advance the discovery process of the learner; ii) the promotion of lifelong learning realized through diverse knowledge ecosystems; iii) the coexistence of deep expertise and transdisciplinary practice within individuals and groups and iv) the embrace of inclusive notions of excellence and intelligence.



Thanassis Rikakis

Thanassis Rikakis is professor of Bioengineering and of Performing Arts. His research spans systems design, arts and technology with a special focus on interactive neurorehabilitation, experiential media, adaptive learning and cyber-human intelligence. He is the founding chair of the Calhoun Honors Discovery Program and director of the Calhoun Center for Higher Education Innovation. These initiatives focus on adaptive, transdisciplinary learning and on advancing the interconnection of difference and excellence. They furthermore investigate life-long learning structures spanning K-12, higher education and industry. From 2015

until 2017 Thanassis served as executive vice president and provost at Virginia Tech. He led the development of transdisciplinary discovery communities (Destination Areas) and a new resource model (Partnership for an Incentive Based Budget). From 2012 to 2015 he served as vice provost for design arts and technology at Carnegie Mellon University where he founded the Integrative Design, Arts and Technology (IDEATE) network. He has also served as founding director of the School of Arts, Media and Engineering at Arizona State University and Associate Director for Research and Development of the Computer Music Center at Columbia University.

Keynote Presentation: Mary Stuart CBE

Education as a Route to Independence and Interdependence

Friday, July 19 | 13:45-14:30 | Birkbeck, Malet Street, Room B34 (B1F)

Learning is only of any relevance if it is contextualised both within students' personal and individual experiences but also within the wider theoretical and cultural environment in which they are developing. This keynote will explore how the educational sector as a whole needs to respond to the changing social and economic environment that we find ourselves in. It will draw on the specifics of the impact of the fourth industrial revolution and how our world is changing in the 21st century and how education needs to respond to it to ensure future generations are prepared for the new environment that is emerging.



Mary Stuart

Professor Mary Stuart is Vice Chancellor of the University of Lincoln. She is a graduate of the University of Cape Town, and the Open University, where she obtained her Doctorate in Social Policy in 1998. Her research interests are focussed on life histories, social mobility, higher education policy and students, leadership in 21st century organisations, place-making, and economic and community development. Mary has a strong track record in all aspects of university management, having worked in senior roles in three different universities. Since joining Lincoln she has established and grown the first new Engineering School to be created in the UK for

more than 20 years (in collaboration with Siemens plc). Mary has also successfully led the development of Science provision at Lincoln (including the Schools of Chemistry, Pharmacy, Physics and Mathematics) and has established the Lincoln Institute of Agri-Food Technology, to develop the future of farming and grow our food industry's competitiveness. Passionate about the student experience, Mary seeks to continually drive change and improvements in partnership with students and the academic community, working closely with the Students' Union at Lincoln.

National Commitments

Mary is currently a member of the Student Information Advisory Group (SIAG), Trustee of the Universities Partnership Programme (UPP), and a Fellow of the Bridge Group. Mary is also a Commissioner on the Civic University Commission, and Director of \pm 21st century Lab, examining the future of Universities in our world.

Regional And Local Business Community Groups

Mary is committed to working to support the region where her University is located. This includes pro-bono work for the arts and culture locally, economic and community regeneration and work with Schools and Colleges. She is Chair of the Lincoln Cultural and Arts Partnership (LCAP) and the Founding Director of the Greater Lincolnshire Local Enterprise Partnership (GLLEP). She is a member of the Greater Lincolnshire Leaders Board, Director of Lincoln Science and Innovation Park (LSIP), Director of Lincolnshire Economic Action Partnership (LEAP), Chair of the Members of Lincolnshire Educational Trust (LET) and member of the Lincoln UTC.

Keynote Presentation: Jo Van Herwegen

Challenges and Solutions to Improving Educational Outcomes

Friday, July 19 | 15:30-16:00 | Birkbeck, Malet Street, Room B34 (B1F)

We all aim to provide the best possible education and strive for the highest outcomes of our students. But how easy is it to change classroom practice? This talk will discuss some of the barriers to improve educational outcomes as well as propose solutions, using examples from mathematics.



Jo Van Herwegen

Dr Jo Van Herwegen is an associate professor in developmental psychology at UCL Institute of Education. Her research focuses on improving educational outcomes of children, especially those with special educational needs. She has examined mathematical abilities, language abilities, transitions and the impact and quality of Education, Health, and Care plans for a wide range of neurodevelopmental disorders. She is an associate editor for *Research in Developmental Disabilities*, and educational needs advisor for the Williams Syndrome Foundation.

Keynote Presentation: Jean-Marc Dewaele

The Emotional Rollercoaster Ride of Foreign Language Learners and Teachers

Friday, July 19 | 16:00-16:45 | Birkbeck, Malet Street, Room B34 (B1F)

Recent research has shown that learner emotions, both negative and positive, are the fuel for foreign language learning and teaching (Dewaele et al., 2018) and they are linked to both learner-internal and learner-external factors (Dewaele et al., 2019). Emotions are at the heart of learner and teacher engagement and they can fluctuate wildly over different time scales (Gkonou, Dewaele & King, to appear). Teachers have to be able to handle their own emotions and to feel the emotional temperature in the class in order to create an environment where linguistic experimentation and play is possible. As such, the teacher plays the role of the discrete but competent conductor helping learners to sharpen their linguistic and communicative skills in the foreign language.

References

Dewaele, J.-M., Franco Magdalena, A. & Saito, K. (2019) The effect of perception of teacher characteristics on Spanish EFL Learners' Anxiety and Enjoyment. *The Modern Language Journal*, 103(2), <https://doi.org/10.1111/modl.12555>

Dewaele, J.-M., Witney, J., Saito, K. & Dewaele, L. (2018) Foreign language enjoyment and anxiety in the FL classRoom the effect of teacher and learner variables. *Language Teaching Research*, 22(6), 676–697.

Gkonou, C., Dewaele, J.-M & King, J. (to appear) *Language Teaching: An Emotional Rollercoaster*. Bristol: Multilingual Matters.



Jean-Marc Dewaele


Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London, UK. He does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional aspects of Second Language Acquisition and Multilingualism. He has published over 250 papers and chapters, seven books and seven special issues. He is the author of the monograph *Emotions in Multiple Languages* in 2010 (2nd ed. in 2013). He is former president of the European Second Language Association and the International Association of Multilingualism. He is former General

Editor of the *International Journal of Bilingual Education and Bilingualism* and current General Editor of the *Journal of Multilingual and Multicultural Development*. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013) and the Robert C. Gardner Award for Outstanding Research in Bilingualism (2016) from the International Association of Language and Social Psychology.



Friday, July 19 | 17:00-18:00 | Birkbeck, Malet Street | Room B04 (B1F)
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.



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



Friday, July 19 | 15:00-15:15 | Birkbeck, Malet Street, Room B34 (B1F)

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 Gafić 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 last year's winners will be screened at ECE/ECLL2019.

Image by Ezra Acayan | 2018 Grand Prize 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

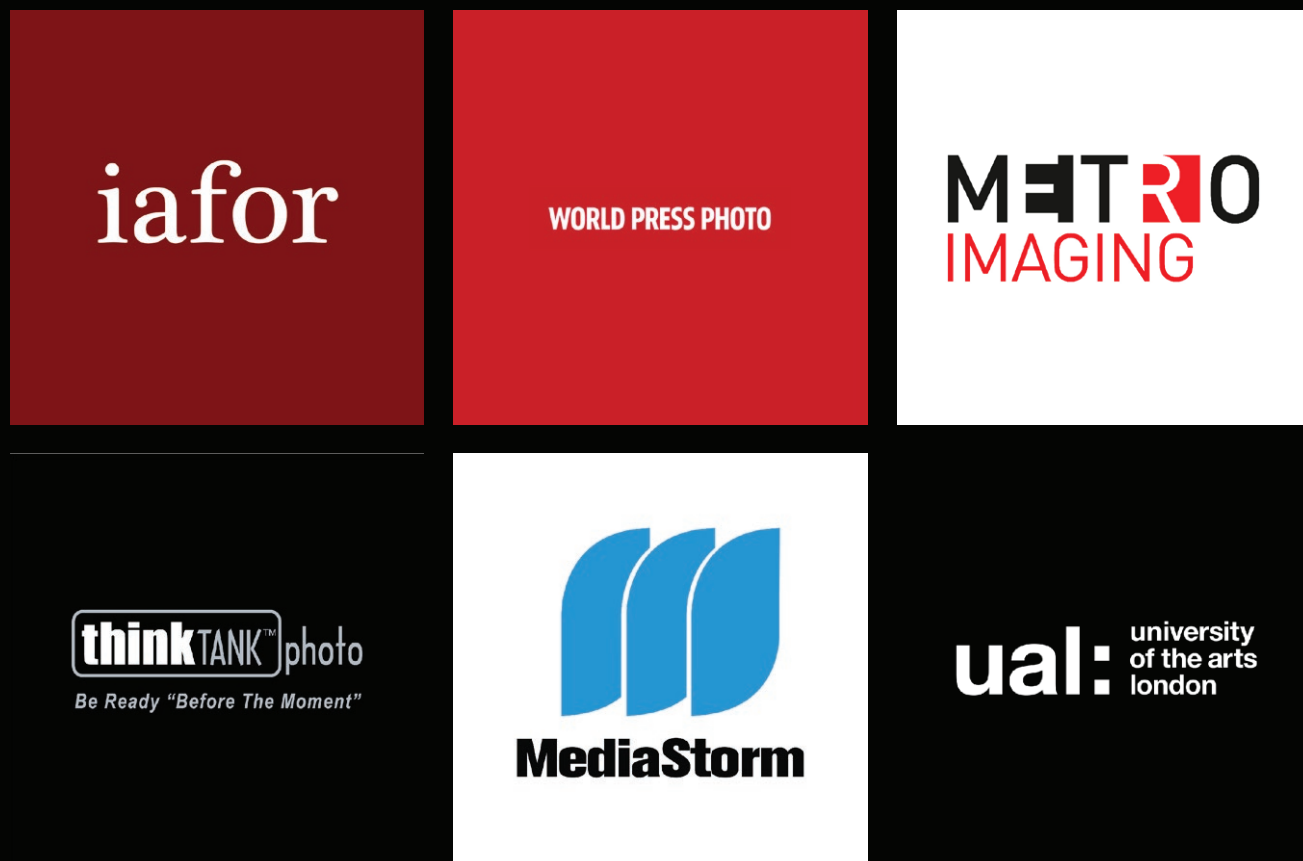
Ziyah Gafić is an award winning photojournalist with 19 years of experience, focusing on societies in conflict and Muslim communities across the globe. He covered major news stories in over 50 countries. His work has appeared in *TIME*, *Le Monde*, *The New York Times*, *GEO*, *The Sunday Times Magazine*, *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).

Saturday July 20

Parallel Sessions

Institute of Education,
University College London

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

09:30-11:10 | Room 731 (7F)

Saturday Session I

Culture & Language

Session Chair: Xiaoling Liu

52521 09:30-09:55 | Room 731 (7F)

Stories and Cultural Based Reading by Arabic, Chinese and English College Students: A Schema Analysis

Maha Alhabbash, United Arab Emirates University, United Arab Emirates

Xu Liu, United Arab Emirates University, United Arab Emirates

Najah Al Mohammadi, United Arab Emirates University, United Arab Emirates

Safa AlOthali, United Arab Emirates University, United Arab Emirates

It is well documented in the research that background knowledge and familiarity of text play a pervasive role in comprehension and memory of schemata embodying knowledge of the content of discourse. However, no study dealt with using stories in different language backgrounds. This study used schema analysis by means of experiments, interviewing and analyzing metaphors. The participants of this study were college students and native speakers of Arabic, Chinese, and English. The participants were exposed to cultural familiar and unfamiliar stories represent the three languages (Arabic, Chinese, and English). The preliminary results revealed cultural semantic networks, and similarities and differences of cultural thought patterns.

50895 09:55-10:20 | Room 731 (7F)

Learning Reading Comprehension From the Formulation of Questions on Narrative Texts

María-Teresa del-Olmo-Ibáñez, University of Alicante, Spain

Raúl Gutiérrez-Fresneda, University of Alicante, Spain

Learning to read requires the active participation of the reader. For this reason, the search for strategies, which encourage involvement and reflection on written information, is of great relevance in the literacy process. The formulation of questions from a text is a practice widely used in the classroom as a means of exercising and evaluating the understanding of written information. However, other types of practices aimed at the formulation of questions by students about textual content are less common resources for improving the reading process, especially when reading competence has already been acquired. The purpose of this research was to compare the degree of reading comprehension of two groups of students. The first one worked with the answer to written questions on different narrative texts. With the second group we worked from the collective reading of the same texts, and the students formulation of questions about their content was powered through cooperative dynamics. 102 students between the ages of 6 and 7 participated in the study. The results allow us to value this type of didactic practices as an excellent pedagogical resource in the classroom to facilitate the learning of reading comprehension.

51263 10:20-10:45 | Room 731 (7F)

Culturally Appropriate Pedagogy on L2/FL Learning for Confucian Heritage Culture (CHC) Influenced Students

Edward Y.W. Chu, The Open University of Hong Kong, Hong Kong

English is learnt as a second (L2) or foreign language (FL) among Asian students such as Japanese, Chinese and Vietnamese. They grow up under the implicit influence of Confucius, who postulated, among other things, that societal stability is based on unequal relationships (Scollon, Scollon & Jones, 2011). In educational setting, it manifests itself in adherence to the hierarchical face relationship between the one on top (i.e. teacher) and those at the bottom (i.e. students). As a result, Asian learners are typically quiet in the language classroom, a manifest as a respect to the teacher in Confucian heritage culture (CHC). This is problematic, as contemporary research pointed out that second language acquisition is very much dependent on the interaction among students and teacher when they use the L2 as an authentic communication tool (See Watanabe & Swain, 2007). As such, how do we reconcile the gap? One possible solution will be to adopt 'culturally appropriate pedagogy' (See Nguyen, Terlouw & Pilot, 2006). In this presentation, relevant empirical and theoretical works in the field will be consolidated and reported, in the hope to arrive at an L2/FL pedagogy which promotes mutual collaboration and maximizes L2 acquisition on the one hand, and respects students' inherited culture on the other hand.

52509 10:45-11:10 | Room 731 (7F)

A Pragmatic Study of Euphemisms in A Dream of Red Mansions with a Rapport Management Approach: Cultural Independence and Interdependence

Xiaoling Liu, Beijing Union University, China

Fang He, Beijing Union University, China

As a social and cultural phenomenon, euphemism helps lubricate interpersonal relations and maintain the face of interactants. So euphemism relates closely to face and politeness. Built upon notions of face and politeness, Helen Spencer-Oatey's rapport management (2000) is a theoretical framework for interpersonal relations with face and rights as core components. As facework is typically Chinese conflict-preventive mechanism, the theoretical foundation and core components of rapport management happen to be in concert with Chinese attachment to interpersonal relations and face. As a world-famous classical literary masterpiece, *A Dream of Red Mansions* unfolds a panoramic picture of a highly ritualized and strictly hierarchical feudal society, highlighting the role the traditional Chinese idea of 'harmony and integrity' assumes in interpersonal relations. The complexity of the social and familial relations in the novel lends abundant resources to the study of euphemisms. The present research takes Spencer-Oatey's rapport management as theoretical framework and investigates euphemisms in the character utterances of the novel. Considering the complexity and rigidity of social and familial hierarchy, the study takes power as a major variable. The study has implications in that it has proved a new western theory's capability in governing and explaining the use of euphemisms in a classical eastern novel, which significantly indicates its possible application to the pragmatic analysis of other texts in both English and Chinese languages. Culture, carried and reflected by language, has remained both national and international. A perfect combination of cultural independence and interdependence is what the world is glad to embrace.

09:30-11:10 | Room 744 (7F)

Saturday Session I

Inclusion

Session Chair: Mindy Carter

52782 09:30-09:55 | Room 744 (7F)

Who Cares? On the Role of Caring in Teaching and Learning with Students with SEND

Charlotte Williams-Foster, Notting Hill and Ealing High School, United Kingdom

What does caring mean within the role of an educator of students with special educational needs and disabilities (SEND)? Considering care, not as physical assistance or support with personal tasks, but as a part of the ways in which teacher and student work with one another in learning. To care for another is to hold them under your protection, but also to connect with them in a meaningful way. This paper explores how a reconsideration of the nature of this connection can open new perspectives on what it means to care and be cared for. Cavell, drawing on Thoreau and Emerson, proposes estrangement and even confrontation as the characterising qualities of human relationships. How is it possible to care across such boundaries, both for learner and teacher? What might such perspectives reveal about our daily work with students, our tailored group interventions, our individualised strategies? This leads to an examination of what kinds of power are inherent in caring; does protection imply control or even inflict inability? We explore the implications of these reassessments of what it means to care for teaching students with SEND, drawing on new work in Deleuzian theory, to propose a caring that embraces the full extravagance of difference and even challenges our sense of self. Perhaps it is only through an examination how we try to know others, by exploring and experiencing the nature of the disconnection between us, that we can truly begin to understand what it means to care.

52694 09:55-10:20 | Room 744 (7F)

Promoting Independence in Students With Mental Health Challenges Through Identifying Existing Resources That Promote Inclusion Through Interdependence

Jennifer Ann Barnett, Nipissing University, Canada

The Canadian Mental Health Association (CMHA) has observed an increase in the inability of young adults to have “normal” face-to-face interactions and conversations (Goodger, 2018). It also noted an increase in mental health conditions such as anxiety and depression. In April 2019, to deal with the increased number of post-secondary students experiencing mental health issues, the Canadian Mental Health Commission (MHCC) began to collect data at universities as a first step in developing a mandatory Standard on Psychological Health and Safety for Post-Secondary Students. After participating in the university faculty data gathering meeting, the presenter conducted a literature review and developed the hypothesis: in order to meet duty of care and promote mental health, the university must provide students with resources and opportunities for inclusion. Though this is based on a current Canadian initiative, Canada is not alone in its concern for the acceptance and inclusion of individuals with invisible disabilities. Academia may pride itself on inclusivity, but the presence of ableism can lead to disbelief and exclusion (Fink, 2018; Leigh & Brown, 2018). University students can feel “alone and attacked by society, who question the nature of their conditions(s) and can make insensitive comments suggesting that their complaints are not valid” (University College London, 2018, //4). According to the United Nations, invisible disabilities such as mental and psychosocial disabilities are often neglected (UNDESA, nd). In order to create a viable framework to promote mental health, different university websites were reviewed to determine possible existing resources that could be adopted.

52760 10:20-10:45 | Room 744 (7F)

Finding Success in College: Myanmar Refugee Women Students' Experience in Higher Education

Win Min Thant, State University of New York, United States

Xiong and Lam (2013) identified that Hmong American students depend on various supportive factors—such as relationships with professors, financial aids, support networks, mentorships, and cultural appreciations—in order to succeed in the college. Likewise, Stebleton, et al. (2014) argue that culturally appropriate campus climate and academic programs that are structured to promote sense of belonging among immigrant students are interdependent in ultimate success of these students. Built on Stacey Lee's (1997) socio-economic, racial, and cultural factors in immigrant students' college success, this qualitative research examines how socio-economic, racial, and cultural factors intersect in college experience of refugee women students from Myanmar, and how they narrate and reflect upon their success in college. In addition, this study explores interdepending challenges and opportunities that they encounter during their college career.

50034 10:45-11:10 | Room 744 (7F)

Imagining the Unimaginable: An autophenomenological exploration of indigenous topics with in- and pre-service teachers through drama education and theatre

Mindy Carter, McGill University, Canada

This research explores the way(s) that the arts (drama and theatre) can be used with in- and pre-service teachers in Canada to learn about, reflect on, embody, explore and struggle with Canadian Indigenous topics in order to “imagine an unimaginable collective shared future”. These topics include, but are not limited to residential schools, post-colonial and institutional racism (Talaga, 2017), Indigenous way(s) of knowing (Kovach, 2009; Smith, 1999), becoming an ally (Kim, 2018; Wiseman, 2016) and using drama and theatre to become open to embodied way(s) of understanding and being (Mrewied, Carter & Shabtay, 2017). The specific funded research studies that will be used to exemplify these topics include: • a one year internally (McGill) funded study at Dennis Franklin Cromarty School in Thunder Bay, ON (also the site from “Seven Fallen Feathers” (Talaga, 2017)); • a three year FRQSC study at McGill University (“The Pre-service teacher monologues”, Carter, 2015-2018) in which pre-service teachers used drama and theatre to learn about and represent their understandings of Canadian Indigenous topics; • the process of creating and performing “Sing the brave song” (a play exploring Indigenous topics in Canada, such as the Missing and Murdered Indigenous Women and Girls, and how theatre can open up conversations for education) (Carter & Mrewied, 2017; Kolodziechuk, 2017) • and a two year SSHRC IDG funded study “Mapping the techniques used by drama professors across Canada” (2017-2019) to use drama and theatre to teach Indigenous topics to in-service teachers through play building.

09:30-11:10 | Room 736 (7F)

Saturday Session I

Early Childhood

Session Chair: Shuk-kwan S. Leung

51791 09:30-09:55 | Room 736 (7F)

The Comparative Study for Professional Competencies of the Elementary Teachers Between Professional Teachers and Unprofessional Teachers Under the Office of Basic Education Commission

Theeraphab Phetmalaikul, Srinakharinwirot University, Thailand
Kittichai Suthasinobon, Srinakharinwirot University, Thailand

This research objectives: 1) to study level of teacher professional competencies at elementary level under the Office of the Basic Education Commission (OBEC) 2) to compare teachers' professional competencies between professional and unprofessional teachers 3) to propose suggestions for developing teacher's competencies. Respondents were 135 elementary teachers under OBEC in Bangkok by purposive sampling. Data analysis used descriptive statistics, compared competencies difference using t-test and one-way ANOVA. Focus group discussions, in-depth interviews were implied to discuss for suggestion. Research Findings: 1. The professional competencies level of primary teachers under OBEC were at moderate level. 2. The professional competencies comparison between professional and unprofessional teachers under OBEC were found significantly different all competencies at level .05. While professional teachers had a higher competencies than unprofessional teachers. There were significant differences at the level of .05 when compared core competencies and functional competencies by analysis of variance. 3. Suggestions guide for developing competencies of both professional and unprofessional teachers to cope with dynamic change and technology advancement affecting human learning in the 21st century. Teacher education institutes and faculties have to set the standards for preparing competencies readiness before graduation, be modernized, serve country developing strategies, learning in digital world. Teachers production and development agents have to implement both knowledge and competencies, raise up values, ideology, spirit, emphasized on quality manpower, intelligence, morality, competitiveness, innovation-driven, modern and international curriculum- courses, applying new instructional media for digital environment, encourage management skills to administrate curriculum, prepare qualified professional teachers with competent characteristics as desired.

52043 09:55-10:20 | Room 736 (7F)

Promoting Self-regulated Learning in Primary School Students Through After-school Tutoring: A Case Study in Hong Kong

Huixuan Xu, The Education University of Hong Kong, Hong Kong

Self-regulated learning (SRL), defined as a capacity for autonomy and control exhibited by individuals who direct, monitor, and regulate actions towards certain learning goals (Paris & Paris, 2001), has received much research attention over the past four decades (Panadero, 2017). Students' SRL capacity can be developed in various settings (Kim, 2015) and this paper will report on how a group of primary school students who are from families with a low socioeconomic background have enhanced their SRL capacity through participating in an after-school tutoring program provided by university students. Key influential factors, in the design and delivery of the program, are identified. The study collected data in a youth community center in Hong Kong. The center has provided tutoring service for school students over years. The center has a need to improve their service for students who attend their after-school programmes. The intervention was designed according to Zimmerman's (2000) three phases model. Both implicit and explicit teaching of SRL strategies were incorporated. 18 university students, serving tutors received training before the beginning of the intervention. Twenty three primary school students participated in the programme, completed pre-post questionnaires on self-regulated learning capacity, and attended interviews at the end of each of eight sessions throughout the programme. As the data analysis is on going, more details about the findings will be reported in the conference, if the paper is accepted.

51995 10:20-10:45 | Room 736 (7F)

Fundamental Foundations in Early Childhood Development

Prem Dean, National University, United States
Jonathan Roloff, National University, United States

At its core, there are three pillars critical to support this foundation. First, ethics – development of personality and values; a vital element to helping a child learn their role within society and culture. Secondly, innovative pedagogy – captivating a child's mind through curriculum and activities built for specific learning styles. Language, sensory, and social interactions with both adults and children, along with warm, loving, and consistent care, are the keys to making it possible for children to form secure attachments to those who care for them and help them grow into curious, confident, and competent learners. Education addresses the physical, mental, social, emotional, and moral training of the child. Thirdly, the educational environment provides that platform from which all aspects of development are nourished. The education environment encompasses more than just the classroom. Unique family, socio economic, and culture differences of each child's situation should be acknowledged and celebrated. Education is, therefore, absolutely indispensable in shaping the personality and building the character of the child. Education undoubtedly plays a pivotal role in producing the well-rounded, productive, and decent citizens of a nation.

51716 10:45-11:10 | Room 736 (7F)

Parents as Learners, Teachers and Facilitators in an Intervention Program for Enhancing Children's Math Learning in Taiwan

Shuk-kwan S. Leung, National Sun Yat-sen University, Taiwan

Parents who are involved in their children's education contribute not only to higher academic achievement, but also to positive behaviors and emotional development (Stevenson & Lee, 1990). In this paper, I will share qualitative analyzes on data from an intervention project conducted in Taiwan. It is on parental involvement with a goal to enhance children's learning in mathematics. In an elementary school near my university, I offered bi-weekly Friday Math Camp for parent-child year round for each grade over time. Preliminary results for grade 1-4 were reported and a book was published (Leung, 2015, in Chinese). The project was extended to kindergarten and grade 5/6. The research questions are: What roles do parents assume as they attend this Math Camp over time? What exemplars can be collected as evidence of roles that carry potentials in enhancing parents and children's math learning? Data sources are questionnaire, diaries, focus group interviews, worksheets and videos. Results indicated that research-based tasks in math camp engaged parents as learners, teachers and facilitators (Civil and Bernier, 2006). Such roles also enabled them to take charge of children's math learning in school and at home.

09:30-11:10 | Room 739 (7F)

Saturday Session I

Learning Difficulties

Session Chair: Maha Arslan

52544 09:30-09:55 | Room 739 (7F)

Teachers' Voice About Their Experiences and Perceptions with Attention Deficit Hyperactivity Disorder Student

Iriani Indri Hapsari, Padjadjaran University, Indonesia

Aulia Iskandarsyah, Padjadjaran University, Indonesia

Poeti Joeifiani, Padjadjaran University, Indonesia

Juke R Siregar, Padjadjaran University, Indonesia

Student with ADHD (Attention-Deficit/Hyperactivity Disorder) often experience academic and social problems at school because of their behaviour problems. The teacher becomes one of the main figures who can help student with ADHD learn more independently and socialize better in school by helping ADHD student control their behaviour. However, it is not easy for teachers to do this. This study aims to determine the experiences and perceptions of teachers in dealing with student with ADHD at school. Design and method; Semi structured interviews with purposive sampling technique in 38 elementary school teachers in Indonesia. The audio-recorded interview process was then analysed into several themes through NVivo 12. Results; based on teacher perceptions and experiences in the school, it is known that most teachers do not fully understand about ADHD because of they still lack information about ADHD, student with ADHD have several behavioural problems that make them have problems social relations with peer, teacher and family, academic problems, negative behaviour, label negative from others, and low self concept. Teachers methods still based on their instincts without any prior knowledge in dealing with student with ADHD. Conclusion; Teachers need to develop themselves more by seeking information about ADHD more independently from various sources, support from family schools and the government in providing knowledge and training in dealing with ADHD student, Teachers need to develop more care for ADHD student so they can provide the best services for student ADHD even though there is still minimal information.

52351 09:55-10:20 | Room 739 (7F)

Listening, Learning and Literacy: Auditory Processing Capacity and Its Impact on Literacy Outcomes

Elizabeth Fear, Excelsior Education and The University of Melbourne, Australia

Katherine Rowe, Royal Children's Hospital, Melbourne, Australia

The relationship between literacy development and disruptive behaviour is well and documented, and within the myriad factors that have been identified as contributing to disruptiveness in the classroom is a student's auditory processing capacity (APC). APC can be defined as the capacity to hold, sequence and process accurately what is heard, it increases throughout childhood and is measured through a standardised protocol, using recorded voice to measure digit span and sentence length recall. Students assessed for poor literacy or inattentive or disruptive behaviour in the classroom commonly have auditory processing difficulties. In a 2008 study, a strong association between APC, literacy achievement and inattentive behaviour was identified for primary students and was confirmed in a subsequent study of 800 students in their 1st year of secondary school. It is crucial that teachers are aware of this aspect of development and take it into account when teaching, so that classroom communication is improved and learning and behaviour are optimised.

52319 10:20-10:45 | Room 739 (7F)

Art on Saturdays: A Community Approach to Teaching Students with ASD

Camille Brandt, University of Minnesota Bemidji State, United States

Autism spectrum disorder is an umbrella term encompassing aspects such as high and low function and various degrees of difficulty in social interaction, verbal and nonverbal behaviors and repetitive behaviors. One in 59 children is identified with autism, and it is five times more common in boys than in girls. Using a community inclusion philosophy based upon research, collaborative efforts to develop an inclusive experience within a teaching and gallery museum created a highly successful and accessible art experiences for children with autism spectrum disorder and their families. Parents often experience a lack of community opportunities for students on the spectrum. Oftentimes, families with ASD children feel isolated. The inclusive collaborative project has resulted in on-going grant-funded workshops and classes for children with ASD and their peers, siblings, and caregivers focused on how art can both soothe and evoke the five senses through hands-on activities in the gallery and multimedia projects. Research in Autism is yielding promising information for parents, caregivers, and educational practitioners regarding alternative and creative educational approaches. This engaging presentation will highlight some of the most recent discoveries in the field of ASD, centering on an inclusive community project designed to meet social, emotional, behavioral, sensory, and communication needs.

52755 10:45-11:10 | Room 739 (7F)

The Characteristics of Arab Parents' Orientation Regarding the Future of Their Children with Developmental Intellectual Disability

Maha Arslan, Sakhrin College, Israel

Future orientation focuses on the image an individual constructs regarding their future; including future goals and courses of action they set for themselves in order to realize these goals. The present study discusses the consolidation of the orientation of parents in the Arabic society regarding the future of their children with developmental intellectual disability who learn in special education schools in northern Israel. In this study, both qualitative and quantitative research methods were used. 80 parents (mothers and fathers) between the ages 34 and 69 participated in the study. All parents were interviewed in order to examine the three components of future orientation for future life domains (education -acquiring a profession (employment); social contacts, marriage and family), in addition to their hopes and fears regarding their children's future. The study drew upon original questionnaires which were adapted for the population of Arab parents. In addition to the demographic questionnaire, parents had to fill future orientation questionnaires: "Future Life Domains" questionnaire, "Hopes and Fears" questionnaire, "My Future" questionnaire, and "Future Perception" questionnaire. The results of the study showed that the future orientation of the parents regarding their children with developmental intellectual disabilities was obscured, pessimistic, and passive. The results also showed that parents' orientation perpetuated the division of social role of the two genders. To conclude, the orientation of parents preserves the existing state of social rejection of people with disabilities. It also influences the future orientation of their children with developmental intellectual disability and increases their dependence on their parents.

09:30-11:10 | Room 777 (7F)

Saturday Session I

Teaching Methods

Session Chair: Tingting Liu

52842 09:30-09:55 | Room 777 (7F)

Age of Exposure to English Medium Instruction: Effects on Grammar and Vocabulary Knowledge

Muhammad Qureshi, Zayed University, United Arab Emirates

Although several studies have reported restrictive effects of age of exposure (AoE) on L2 grammar acquisition (Abrahamsson, 2012; Qureshi, 2018), there is lack of similar research with regard to vocabulary knowledge (i.e., size & depth). Similarly, no prior study has explored the effects of AoE on L2 learning by Arabic L1 speakers. The current study examined differences in morphosyntactic and lexical knowledge of Arabic learners who were exposed to English medium instruction (EMI) at different educational levels (i.e., elementary, secondary, and tertiary). The grammar assessment involved a grammaticality judgment task (GJT) and an editing task, while lexical examination included a vocabulary size task and a vocabulary depth task. Participants also completed a background questionnaire (BQ). Considering the large size of the data-collection battery, participants were split into two groups – those who completed the grammar tasks only (n = 93), and those who accomplished the vocabulary tasks (n = 90). Based on the BQ, participants who completed the grammar tasks were divided into early learners - those exposed to EMI at the elementary level, and late learners - those exposed to EMI at the undergraduate level. For the lexical analysis, a middle group - those exposed to EMI at the secondary level - emerged. A one-way MANOVA showed a significant multivariate main of AoE for grammar knowledge.

51558 09:55-10:20 | Room 777 (7F)

The Teacher's Educational Style as an Important Factor of Interaction and Discourse in ELT

Lucie Betakova, University of South Bohemia, Czech Republic

Petr Dvorak, University of South Bohemia, Czech Republic

The cognitive strategies in the target language interactions are closely linked to social functions and social milieu, in this case the classroom environment. The teacher's professional skills, mainly his/her social-psychological skills, play a crucial role in the classroom environment where foreign language teaching and learning take place. The wide range of teacher's social skills is reflected in his/her educational style. Wright (1987) defines educational style as a whole complex of teacher's attitudes and behaviour used to create best possible conditions for learning. He emphasizes that educational style lies at the heart of the interpersonal relationship between teacher and learner. The paper presents findings of the research focusing on analyzing the role of the teacher's educational style within the foreign language interactions and discourse implemented by secondary school teachers of English. The research was of a qualitative/quantitative character with the data acquired with the help of a questionnaire and a structured observation. First, the teacher-student interactions were analyzed on the basis of two dimensions forming the teacher's educational style: the educational management and educational relationship between the teacher and the students. The second part of the research concentrated on verbal communication and discourse within the English language interactions. The results have consequently shown that the teacher's educational style has a direct impact on the target language interaction and discourse. Further, it influences the effectiveness of learning and acquisition processes.

51908 10:20-10:45 | Room 777 (7F)

Using Model Texts as a Corrective Feedback Technique With Young EFL Learners

Hanne Roothoof, Public University of Navarre, Spain

Amparo Lázaro, Public University of Navarre, Spain

Among the many studies on the effects of written corrective feedback (Bitchener & Storch, 2016), the few studies investigating the use of model texts as a written feedback technique have yielded promising results. Models are texts tailored to students' needs and when adults (Hanaoka, 2007) and children (Coyle & Roca de Larios, 2014) compare their drafts to them they are able to notice and incorporate linguistic features into their subsequent writings. The present study expands this research by comparing child EFL learners (age 9-11) writing through models with a control group. In session one, learners in the models group (n=13) wrote a composition based on a picture prompt while noting down the problems they encountered. In session 2, they compared their draft to two models and reported the differences; finally, in session 3, they wrote the composition again. The control group (n=14) simply wrote the same composition in each of the sessions. The initial and final drafts were compared quantitatively (complexity, accuracy, fluency) and qualitatively (holistic scale). The noticed features in the models group were analyzed in terms of their quantity and typology and of whether they were incorporated or not in the final drafts. Results show that only the models group produced a qualitatively better draft in session three although no quantitative differences were found in either group. Also, in line with previous research, the children in the models group mainly noticed and incorporated lexical aspects, although they also incorporated a large proportion of content features.

51007 10:45-11:10 | Room 777 (7F)

A Study of the Impact of Vocabulary Teaching Behavior in Class on Students' Vocabulary Acquisition Strategies After Class

Tingting Liu, Tianjin University of Finance and Economics, China

Yanhui Yang, Tianjin University of Finance and Economics, China

The impact of vocabulary teaching behavior in class on the students' vocabulary acquisition strategies after class has been explored through combination of quantitative analysis of a survey of 748 Chinese EFL students and qualitative analysis of interviews of the teachers, the latter complementing and help explaining the results of the former. The survey questions concerning vocabulary teaching behaviors and vocabulary acquisition strategies were sub-grouped into four modules of context, form, sound and meta-cognition. Through descriptive statistical analysis, the most frequent vocabulary teaching behaviors and the most commonly-used vocabulary acquisition strategies were obtained, and independent sample T tests were conducted to study the specific behaviors and strategies that show significant differences between different genders, grades, English proficiency levels and English learning experiences. The results of factor analysis and multivariate linear regression show that students' vocabulary acquisition strategies are significantly correlated with the teachers' vocabulary teaching behaviors, the students' English proficiency and the students' language learning experiences. Besides, the teachers' vocabulary teaching behaviors have significant positive effects on students' vocabulary acquisition strategies. The qualitative data collected from interviews help explained the quantitative results. The research results provide implications for teachers' vocabulary teaching behaviors in EFL classroom.

09:30-11:10 | Room 780 (7F)

Saturday Session I

Educational Technology

Session Chair: Christy Kou

51180 09:30-09:55 | Room 780 (7F)

An Empirical Study of Teachers' Roles in English Learning Moocs in China

Xinxin Zhang, Tianjin University of Finance and Economics, China

Teachers' roles in cMoocs (connectivism-based) and xMoocs (behaviorism-based) differ in many ways. However, only five of the 146 empirical studies from 2014 to 2016 are instructor-focused (Meina Zhu, Annisa Sari, Miyoung Lee, 2018). This study explores teachers' roles in English learning Moocs in China by using a mixed method, with a survey and an interview as the data collection methods. The questionnaire includes four parts, course design, teachers' instruction and participation, students' contribution, and teachers' evaluation of the course. Interviews were conducted to have a more thorough investigation of teachers' roles, the difficulties and challenges in developing a language Mooc. To complement and help explaining the data, the author studied the course design and discussion forums of these Moocs. The results show that most universities in China fail to give adequate money, policy and technique support to a language Mooc except top universities or Foreign Studies Universities. Language teachers are especially highly in need of technique training. Teachers make tremendous efforts in designing the course and giving instructions, but most of them fail to have in-time and effective interaction with learners, which is unfavorable for language learning. Based on the quantitative and qualitative data, the author analyzes the ways teachers design the course, promote thinking, provide guidance and support for learners and how teachers interact and collaborate with massive language learners. Instead of a teacher-dominated or a student-centered pedagogy, language Mooc requires teachers and students' contribution and collaboration. The study has implications for language Moocs as well as face-to-face and online hybrid course.

52762 09:55-10:20 | Room 780 (7F)

English Speaking and Pronunciation Practices Through eLearning Platforms

Miranda KY Lee, The Chinese University of Hong Kong, Hong Kong

Applying technology in learning becomes a trend because of changes in learning attitudes and needs of the new generation. eLearning tools and applications and online independent learning micro-modules are therefore encouraged within higher institutions in Hong Kong to promote language learners' autonomy. In light of the situation, "uReply Lingua" is developed to enable teachers' ease in building speaking and pronunciation exercises for learners to complete anytime and anywhere on their own mobile devices. Learners will practice speaking through listening to and recording short scripts. Then, they choose to their best recoding for submission to the system for preliminary assessment with an instant automatic computer-estimated score. Teachers (the administrators) could also provide prompt feedback to learners after the exercise sessions are closed. Currently, this system supports English and Chinese (Cantonese and Putonghua/Mandarin). In this session, the speaker will share users' experience and teachers' observations on how the system could motivate learners' engagement in practicing speaking and completing their English speaking tasks using uReply Lingua Apps.

52324 10:20-10:45 | Room 780 (7F)

Designing a Business Meeting Platform with ADDIE

Thian Huat Goh, The Chinese University of Hong Kong, Hong Kong

Connie Ng, The Chinese University of Hong Kong, Hong Kong

Kitty Szeto, The Chinese University of Hong Kong, Hong Kong

With the current trend of using technology in language learning, flipped lessons are highly encouraged within higher institutions in Hong Kong to promote independent learning. Combining with limited teaching time, the researchers have built the Business Meeting Platform (BMP) based on ADDIE (Analysis, Design, Development, Implementation and Evaluation) for Business Communication lecturers so that they can spend more time teaching and guiding students the language of business meetings in English instead of focusing on the format and skills in conducting a successful business meeting. In this platform, the researchers use Design Instructional model as the research design. The researchers have gone through some steps in creating the platform: Expert Validation, Design, Development, Try Out, Revision, and Final Product. As a result, BMP has been successfully applied to Year 3 business students of The Chinese University of Hong Kong, and this is reflected in the quantitative research conducted by one of the researchers. BMP has three micro-modules: Introduction to Business Meetings, Common Business Meeting Expressions, and Sample Video with Evaluations from Business Experts.

51715 10:45-11:10 | Room 780 (7F)

Training Pre-service Putonghua Language Teachers to Design Computer-assisted Assessment Tasks

Christy Kou, The Chinese University of Hong Kong, Hong Kong

In Hong Kong, Putonghua is a core course in primary and secondary schools. Putonghua assessment tasks cover four categories: listening, speaking, recitation, and pinyin spelling. Putonghua Language teachers need to use appropriate methods to assess the learning of students, including direct observation, group discussion, oral presentation, and written work. In recent years, mobile phones and tablets have been widely used by students. Teacher educators have promoted the use of educational technologies to help students learn a language anytime and anywhere. Because teaching hours are limited, Putonghua Language teachers are encouraged to design online assessment exercises and flipped classroom courses to save time. However, Putonghua Language teachers are rarely offered rigorous and useful training in computer-assisted assessment. This paper focuses on the design of a course to train Hong Kong pre-service Putonghua teachers to design computer-assisted assessment exercises. Some common network platforms and tools were introduced, such as KAHOOT and GOOGLE FORM. KAHOOT can be used for designing flipped classroom activities, and GOOGLE FORM can be used to practice Putonghua pinyin and language knowledge. Scoring rubrics were constructed to assess the quality of online assessment exercises and learning activities in flipped classrooms designed by the pre-service teachers. Specific criteria were included to assess the appropriateness of the design formats and levels of difficulty. The pre-service Putonghua Language teachers' performance, confidence, and attitudes toward the use of computer-assisted assessment tools are discussed. Their needs are also analysed to explore where and how the effectiveness of the training course can be.

09:30-11:10 | Room 784 (7F)

Saturday Session I

Professional Development

Session Chair: Shinian Wu

51163 09:30-09:55 | Room 784 (7F)

English as a Foreign Language Faculty Mentorship at Higher Education Institutions in the Mekong River Delta of Vietnam

Hung Tran, University of Alberta, Canada

This interpretive qualitative study employed three theoretical lenses: Bronfenbrenner's (1979) Ecological System of Human Development, Vygotsky's (1978) Sociocultural Theory of Development, and Knowles's (1970) Adult Learning Theory as the theoretical framework in connection with the constructivist research paradigm to investigate into positive and negative aspects of the extant English as a foreign language (EFL) faculty mentoring programs at four higher education institutions (HEIs) in the Mekong River Delta (MRD) of Vietnam. Four apprentice faculty members (mentees), four experienced faculty members (mentors), and two associate deans (administrators) from these HEIs participated in two tape-recorded individual interviews in the Vietnamese language. The interviews were transcribed verbatim and translated into English with verification. The initial analysis of data reveals that the mentoring program which is mandated by Vietnam's Ministry of Education and Training has been implemented differently at these HEIs due to a lack of an officially-documented mentoring guide. Other emerging themes include mentors' and mentees' development, mentoring styles, the mentee – mentor relationship, mentoring management, and support beyond the mentoring program. Practically, this study offers stakeholders in the mentoring cycle a description of benefits and best practices of tertiary EFL mentorship and a suggested mentoring program metaphorically depicted as "a lifebuoy" for its current and potential administrators and mentors to help their mentees survive in the first years of teaching. Theoretically, this study contributes its findings to the world's growing knowledge of post-secondary mentorship by enriching the modest literature on Asian tertiary EFL professional development.

52706 09:55-10:20 | Room 784 (7F)

Pre-service EFL Teacher Education: The Challenges and Opportunities

Marta Dick-Bursztyn, University of Rzeszów, Poland

The presentation entitled Pre-service EFL Teacher Education: the Challenges and Opportunities aims at addressing some of the issues related to the education of prospective Primary and Secondary School English language teachers in Polish universities - with a particular focus and evaluation of the procedures used in one of them. Among the numerous areas that the complex nature of EFL/SL teacher education entails, there is one that is of particular interest for this study - that is - pre-service teaching practicum. In our small-scale study, the primary aim was to give the under-graduate and graduate pre-service teachers the opportunity to reflect on their time spent at Primary and Secondary Schools doing their teaching practicum (TP). The subsidiary aim was to discover the level of difficulties of the selected ELT areas encountered by these students during their TP. In short, this presentation will address the following objectives: giving a brief overview of pre-service teacher education programmes in general and in Polish higher education in particular, investigating the challenges that some Polish student teachers of EFL face during their practicum, discussing the results of a study on the teaching areas in pre-service teacher education programmes indicated by students as demanding and, finally, providing solutions and recommendations for changes in some aspects of the existing pre-service teacher education programmes.

50915 10:20-10:45 | Room 784 (7F)

Effective Professional Learning for Teachers of Modern Foreign Languages: What does it look like?

Laura Molway, University of Oxford, United Kingdom

'Generally it is recognised that teachers are not teaching languages the way they would like to and do not feel that they have the scope to innovate' (Ipsos Mori, 2014, p.42) This paper aims to investigate the professional learning (PL) opportunities and engagement of teachers of Modern Foreign Languages (MFL). It asks the questions: What does high quality MFL teaching look like and how can teachers effectively develop their classroom practice? Self-report data were collected via online surveys from 57 MFL teachers located in 14 secondary schools in England. Teachers reported their recent PL experiences, their sense of self-efficacy for classroom teaching (assessed via the short-form Teacher Sense of Efficacy Scale (TSES) designed by Tschannen-Moran & Hoy, 2001) and the extent to which they felt their practice aligned with research-informed principles about languages teaching. The principles used in this study are drawn from the Second Language Acquisition literature and have been recently and extensively researched and developed with 241 MFL teachers (Macaro, Graham, & Woore, 2016). Survey data were followed up with in-depth semi-structured interviews with six Heads of MFL Departments. Implications of the study for teacher educators, faculty leaders and policy makers seeking to bolster MFL teachers' expertise, engagement and efficacy will be discussed.

51714 10:45-11:10 | Room 784 (7F)

A Comparative Study of Curricular Models in English Teacher Training in International Contexts

Shinian Wu, Grand Valley State University, United States

Paul Booth, Kingston University London, United Kingdom

Educational systems around the world differ in their scope and focus as they are designed to meet country-specific educational challenges for their learners. Second language education programs that train language teachers are no exception. The study reported here compares three postgraduate applied linguistics programs that each train ESL/EFL teachers in the UK, the US, and China in their unique curricular setups: the UK's one-year integrated module-based curriculum, the US's two-year theory-driven pedagogy type curriculum, and China's three-year comprehensive knowledge-based curriculum. The intellectually curious question then becomes "Are they equally effective in training English teachers for the kinds of English learning populations they serve?" This question is addressed in a survey comprised of questionnaires for teacher educators, postgraduate students, and follow-up interviews with both teacher educators and students. Three perspectives are discussed: 1) teacher educators' perspective on the effectiveness of their curriculum, 2) students' perspective on the rigor and usefulness of their program, and 3) students' self-perception of their readiness to enter the "real world" as ESL/EFL teachers. The preliminary survey data suggest that while there is a common thread of what an effective curriculum should entail in terms of the important knowledge and skills it should impart, programs can also learn from each other the best practices in teacher training in this increasingly interconnected world in which learning objectives and learner needs may very well overlap.

09:30-11:10 | Room 790 (7F)

Saturday Session I

Learning Experience

Session Chair: Chris Burgess

50969 09:30-09:55 | Room 790 (7F)

Achievement Motivation of Millennials in Higher Education: New Avenues to Promote Learning

Florentina Halimi, Gulf University for Science and Technology, Kuwait

In today's environment of convenience and consumption, educators have an important role in inspiring students to improve their levels of achievement motivation. To better understand this latest generation achievement motivation, this study investigates the Millennials' common academic characteristics and achievement motivation. A qualitative survey was conducted among the English Education students at a private university in Kuwait, designed to get answers on what they consider the best approaches to get students achievement motivation. The results of this study indicate that generally the students are peer-network oriented, preferring to work and socialize in groups. They are extrinsically motivated seeking for the educators to provide praise and constructive feedback. Students look for interactive classroom environment to demonstrate their competencies, and prefer to drive their own learning through technology that enables everywhere and continuous learning. Following the findings from this study, future research could explore the peer-network role of student team members, including how jigsaw group work strategy influences millennial generation students' achievement motivation in higher education.

52743 09:55-10:20 | Room 790 (7F)

Bringing Books Back: Supporting Therapeutic Skills Development in Psychology Students Through Book Club Participation

Olga Khokhlova, Middlesex University Dubai, United Arab Emirates

Aditi Bhatia, Middlesex University Dubai, United Arab Emirates

One of the greatest purposes of higher education in psychology is to encourage independent learning, enable students to think critically about human interactions and to apply this knowledge in clinical settings. However, greater access to digital learning materials combined with the swift decline in 'reading for pleasure' amongst the millennial generation (Hanson et al., 2010), means that students are becoming passive consumers of information, less proactive and poor in academic self-regulation (Zimmerman, 2011). Engagement strategies such as book clubs, can allow for independent construction of knowledge by providing discourse opportunities (Daniels, 2002) and development of interpersonal skills (Polleck, 2010). Therefore, this study aimed to evaluate the utility of book clubs as a supportive teaching tool for fostering counselling skills in Psychology Students. The study was conducted at a branch campus of an international university in Dubai, UAE. Students were assigned a psychotherapy-related book as prior reading, which was then discussed in the monthly group meetings that were facilitated by clinically-experienced psychology lecturers. Fifteen semi-structured interviews were carried out and analyzed using thematic analysis, which generated four primary themes (a) learning through sharing of opinions (diversity in perspectives) (b) differentiated learning environment as a facilitator (stepping outside the classroom) (c) exposure to the practical aspects of being a psychotherapist (reality orientation) (d) evaluating oneself and personal experiences (sparking self-insight). Students described their participation as purely self-motivated and the experience as thoroughly enjoyable. The findings highlight the usefulness of book clubs to foster deeper conceptualizations of therapeutic relationships and self-generated knowledge.

50028 10:20-10:45 | Room 790 (7F)

The Game of Brainy Roles

Maria Larriva Hormigos, University of St Andrews, United Kingdom

Jose Angel Martinez Gonzalez, Rutherford Appleton Laboratory, STFC, United Kingdom

Paul Gardner, University of St Andrews, United Kingdom

In this communication we will present "The game of brainy roles", will share what we have learnt so far from our experience running this activity at Secondary Schools across Fife (Scotland) and Madrid (Spain) since May 2018, and will explore further directions to improve and expand the learning experience considering two key dimensions of the game: the neuroscience related content and the acquisition/ reinforcement of further language skills in a second language (Spanish or English). Briefly, "The Game of Brainy Roles" has been created to get teachers and secondary students together to learn - by playing- how brilliant thinkers might collaborate to come up with innovative research ideas. This is a science & humanities themed role card-game to play in groups, in which a variety of professional and real people-inspired roles are represented: international, races diverse men and women, pioneers in their scientific fields along with well-recognised artists to highlight the existence of absolutely NO BOUNDARIES between scientific disciplines and to remark the strong connection between art and science. Furthermore, the multilingual challenge expansion of the game brings basic neuroscience and language learning aspects together tackling not only the aspect of the necessity to work across disciplinary fields but also the importance to overcome language barriers in successful research collaborations. We hope our work would inspire new affordable tools that don't necessarily required expensive devices but creativity, passion, a strong scientific knowledge and a good story to tell (in several languages) from the teachers and educators involved.

52037 10:45-11:10 | Room 790 (7F)

'Passive' Japanese Students as Independent/Autonomous Learners: The Challenges facing the Adoption of Active Learning in Japanese Classrooms

Chris Burgess, Tsuda University, Japan

In 2017 the Japanese Ministry of Education (MEXT) unveiled new teaching guidelines to be implemented at elementary schools beginning in 2020 and at junior high schools in 2021. The key goal of the reforms is 'active learning', defined as the promotion of 'in-depth learning' through 'independent/proactive' (shutai-teki) efforts and 'interaction/dialogue' (taiwa). Fostering students' ability to digest and acquire information from text and graphs on their own is one example given. However, in a country where deference to authority and passive rote-based learning has been the norm, many teachers and students are unfamiliar with the notion of active learning. While MEXT hopes that the 'new' teaching style will encourage students to discuss their opinions, engage in problem solving, and take the initiative in coursework this is a tall order in a system in which active skills, such as speaking and writing, are not encouraged. Indeed, in international surveys, Japanese students have consistently been shown to be the most passive towards their studies. This presentation will analyse the new government teaching guidelines and look at the prospects for introducing 'active learning' in Japanese classrooms. In conclusion, I argue that the adoption of 'Western' individual-centred teaching methodologies will not be successful unless the broader social, cultural, and national context is properly taken into account.

11:25-12:40 | Room 731 (7F)

Saturday Session II

Reading & Writing

Session Chair: Angel Garralda

51912 11:25-11:50 | Room 731 (7F)

Bridging Students' Out-of-School Literacy Practices through Multimodal Composition: Reimagining Academic Writing in Tertiary EFL Classroom

Dian Marissa, Yanbu English Language Institute, Saudi Arabia

Shazia Hamid, Yanbu English Language Institute, Saudi Arabia

This study examines the process of multimodal academic composing and how it affords opportunities to develop learner agency and deeper textual engagement. It involved seven EFL students who had pre-basic and basic proficiency (CEFR: below A1 and A1-A2) and were enrolled in two preparatory English courses in a Saudi Arabian university. Using New Literacy Studies as a theoretical framework (New London Group, 1996), this study reveals the complex ways low proficiency students composed multimodal descriptive texts while relying on their agency to utilize the digital tools. Various data sources were used to gather information on the students' composing process. These data sources included stimulated recall interviews with the students, teacher-researcher reflections on the learning process, and linguistic analysis of the students' multimodal texts. The data reveal that through three distinct bridging practices that the teacher designed, the students skillfully navigated the different reading sources and digital tools when they composed their multimodal texts (technological bridging), thus affording the opportunities for them to express themselves authentically (identity bridging) and to engage with the text that they composed meaningfully (semiotic bridging). However, there was an observed trade-off in terms of teacher's role in encouraging autonomy and linguistic accuracy. Focus on content lowered the students' bar on acceptable grammar mistakes. These findings corroborate existing literature on the need for a balanced pedagogical focus on content and accuracy in multimodal composition. This study has implications for teachers who seek new ways to reimagine academic writing by connecting it to students' digital literacy practices.

52628 11:50-12:15 | Room 731 (7F)

Enabling Translanguaging in the EFL Classroom The Case of Collaborative Reading Tasks

Nada Bin Ghali, Newcastle University, United Kingdom

Translanguaging is a rapidly developing concept in bilingual education. Yet, the pedagogical aspects of translanguaging are relatively underdeveloped and much debated in the foreign context of English teaching and learning. This study applies a translanguaging theory lens to reflect how EFL learners in a collaborative reading task draw on their full linguistic repertoire and make sense of their bilingual worlds. The study proposes a qualitative inquiry with an ethnographic approach where learners are provided with a strategic translanguaging space to scaffold bilingually as an aim to progress from their actual level of development to their proximal level. The study adds to understanding the practices of bilingual scaffolding in reading lessons of mainstream education. Classroom observations and interviews are conducted with beginner and Intermediate English proficiency level learners to reflect their practices and views when enabled to translanguaging.

51708 12:15-12:40 | Room 731 (7F)

Determining Text Accessibility in Academic Reading through Blended Learning

Angel Garralda, Technological and Higher Education Institute of Hong Kong, Hong Kong

Michelle Fong Yuen Shan, Technological and Higher Education Institute of Hong Kong, Hong Kong

Abel Cheung Hon Man, Technological and Higher Education Institute of Hong Kong, Hong Kong

Alex Tsang Pak Lik, Technological and Higher Education Institute of Hong Kong, Hong Kong

Determining text accessibility thoroughly and systematically can provide useful input for the design of academic reading tasks that meet the needs of students with varying degrees of language proficiency and reading ability. Based on an understanding of academic literacy as "situated learning practice" (Gee 2013) and considering the basic components and processes associated with fluent reading (Grabe & Stoller 2013), text accessibility can be explained by considering our target readership, the levels of text complexity and the specific reading demands associated with each text. A target reader profile was obtained after diagnosing over 1,400 students and surveying over 650 of those students, indicating that we were mainly dealing with inexperienced readers with an average IELTS reading score of 5, arguably below the CALP threshold (Cummins 1983). Based on this insight, text complexity and the specific reading demands of two types of academic texts are explained using a range of quantitative and qualitative approaches: standard readability indexes, lexical density, lexical complexity analysis based on well-known vocabulary lists, lexico-grammatical complexity analysis using SFL concepts such as nominalisation, grammatical metaphor (Halliday 2004) and theme-rheme structure (Halliday & Matthiessen 2004), as well as pragmatic complexity in terms of the rhetorical structure, generic conventions and readers' background knowledge (Swales 1990). Comparisons among the three texts with respect to these approaches are made using descriptive as well as inferential statistics. Conclusions for the design of EAP and CLIL reading programs delivered through blended learning are drawn.

11:25-12:40 | Room 744 (7F)
Saturday Session II
Primary & Secondary Education
Session Chair: Lenka Janosova

51772 11:25-11:50 | Room 744 (7F)

The Way of Interdependent and Independent Trends in the Tibetan Village Children's Spiritual Growth

Luo Jia, Yunnan Normal University, China

Xue Zhang, Yunnan Normal University, China

Spirituality has attracted much scientific attention in the field of neuroscience, while also being relevant to multidiscipline such as teaching, psychology, epistemology, medical studies, sociology, workplace learning, friendship studies, and religion. Many argue that research on Interdependent and Independent trends of spirituality need to take a comprehensive perspective. This paper aims to explore an experience of how the Tibetan children's spirituality grows in their villages. The experience not only reveals three holistic premises: connectedness, inclusiveness, and balance but also exhibits how villages have been satisfying a child's comprehensive spiritual needs. Particularly, this paper argues that spiritual growth in Tibetan villages is developed by having complete free play-time with the natural environment, participating in the village performing arts, as well as making pilgrimages with parents and community members as a spiritual journey. These activities have been supporting a child's spiritual growth in terms of extending cultural connections, deepening the understanding of life and envisioning the persisting connection from self to the broader social-cultural context. This paper has five subcomponents. The first one is to provide a cultural context of the Tibetan village; the second one is a descriptive and narrative part that the content of the spiritual activities and Journey in the village as a. making pilgrimages; b. participating village drama; c. participating village ritual activities; d. Self-challenging as a completely free time play; the third one is a technical part that articulates how Tibetan children independently watching the interconnected spiritual ceremony as a learning process; the fourth one is the conclusive implication for the spiritual growth.

52903 11:50-12:15 | Room 744 (7F)

Financial Literacy at the Lower Secondary Schools in the Czech Republic

Lenka Janosova, Masaryk University, Czech Republic

Josef Nesleha, Masaryk University, Czech Republic

Importance of financial literacy among the population is permanently increasing. The number of financial products on the market is growing, and the age at which people start to use these products is decreasing. This is also related to the negative impacts of insufficient financial literacy in this area - rising household indebtedness, the high number of executions, or the inability to manage a balanced household budget. That is why government institutions, banks and other financial market actors have been actively engaged in increasing the level of financial literacy recently. Although financial education bears on all age groups, the Ministry of Finance focuses mainly on primary and secondary schools and the integration of financial literacy in the school curricula. For this purpose, financial literacy standards have been drawn up, where the Ministry of Finance sets the output level of financial education in different areas for each educational level. So far, no testing of compliance of these requirements with the real state of financial literacy of pupils has been conducted. The aim of this research is, therefore, to find out, on a selected sample of lower secondary schools, what is the level of financial literacy of pupils in a selected region of the Czech Republic and what factors influence this level. For this purpose, a questionnaire survey will be conducted among pupils aged 11-15. The questionnaire is based on financial literacy standards set by the Ministry of Finance. Mathematical-statistical methods will be used for the analysis of obtained data.

52464 12:15-12:40 | Room 744 (7F)

Decreased Motivation and Increased Mental Illness Among Young People – A Need for Teaching Life Mastery Skills in School

May Olaug Horverak, Birkenes Kommune, Norway

Mariette Aanensen, University of Agder, Norway

Student evaluations in Norwegian schools over the last years have shown that students lack motivation for learning, and at the same time, more and more young people struggle with mental illnesses and quite many drop out of school. To meet these challenges, we started a research project called "systematic work with motivation" where we have developed a five-step motivation model to support students in developing life mastery skills. We will present findings from a study carried out in four lower secondary schools and one primary school, showing how systematic work with motivation can be applied in the classroom to support students in becoming more motivated and self-regulated learners. The essence of the project is teaching the students a strategy for taking control of their own life and their own learning, and they do so by identifying and discussing goals, success factors, hindrances and possible solutions or actions. The students write down individual goals and plans which the teacher collects. Examples are brought to the next class to discuss more ways of reaching the goals. The method builds on theories of self-regulated learning and Ryan and Deci's Self Determination Theory (SDT), which emphasizes the importance of meeting the basic needs of autonomy, competence and relatedness to achieve intrinsic motivation. By using the five-step motivation method, the students do not only learn to take control of their own lives and learning, but they learn to cooperate and help each other as well, and thereby create a good learning environment.

11:25-12:40 | Room 736 (7F)

Saturday Session II

Grammar & Syntax

Session Chair: Elisabet Murtisari

52339 11:25-11:50 | Room 736 (7F)

L1 Syntax may still be Working in L2 Sentencing Processing

Shiao-hui Chan, National Taiwan Normal University, Taiwan

Past empirical research has shown that the first language (L1) is still activated while the second language (L2) is being used, but the focus has mostly been on the lexical level of language. The present study aimed to use the event-related brain potential (ERP) technique, which measures participants' brainwave response to linguistic materials in real time, to investigate whether L1 syntax is also accessed while L2 sentential material is being processed. Twenty-one English learners of Mandarin Chinese (L1 English, L2 Mandarin) were recruited to judge the grammaticality of the following three conditions in Mandarin presented visually: congruent classifier-noun combinations (numeral + specific classifier + noun: "seven-Classifier(head) + cow"), incongruent GE-noun combinations (replacing a specific classifier with the meaning-devoid general classifier, GE: "seven-GE + cow") and outright grammatical mistakes (missing a required classifier: "seven + cow"). The critical manipulation was the outright grammatical mistakes (e.g. "seven + cow"), which are ungrammatical in Mandarin but grammatical in English. The results revealed that, although the behavioral accuracy was comparable with that in Mandarin native speakers, the ERP data demonstrated that the L2-ungrammatical/L1-grammatical structure induced a strong negative-going brainwave between the visual presentations of the numeral (e.g. "seven") and the noun (e.g. "cow") in learners, which was absent in native speakers. The strong negativity suggested that L1 syntax may still operate online even when it is not needed.

50154 11:50-12:15 | Room 736 (7F)

Role of Progressive Aspect in the Definitions of Stative and Dynamic Verb

Imran Muhammad, Govt. Postgraduate College, Burewala, Pakistan

Mamuna Ghani, The University of Bahawalpur, Pakistan

This experimental study aims to find out reasons behind scanty knowledge of stative and its dynamic counterpart among the EFL learners. Firstly, it is focused on to what extent the definitions of stative and dynamic posted in Oxford Advanced Learner's Dictionary, which the college students studying at secondary and tertiary level in Pakistan put to good use, are debunked by the clauses, incorporated therein, inclusive of 'progressive tense'; and resultant impact on learners' understanding of these two types of main verb. Secondly, it stipulates how the exclusion of impetuous clauses and expansion in requisite details of pertinent terms can produce proliferated results. Finally, the results were reached through the data collected via a language proficiency test and two handouts: the one wielded as a control parameter and the other designed as experimental intervention. The study culminated in that certain modifications in the definitions of ibid. verbs seem prerequisite to successful learning.

51710 12:15-12:40 | Room 736 (7F)

Translation in Language Focus: Enhancing Conventional Grammar Learning

Elisabet Murtisari, Universitas Kristen Satya Wacana, Indonesia

After decades of marginalization of translation in language learning and learning (TILT), recent studies have shown that negative claims towards it are mostly unsubstantiated. However, while attempts have been made to re-advocate TILT, research on the development of translation as a method to enhance language learning is still limited, especially in grammar learning. To fill in this gap, this present study seeks to explore how translation may be combined with a conventional isolated language focus to assist grammar learning. With the translation component employed at the sentence and discourse level at the end of the practice session, the participants' reflections reveal that translation tasks may provide opportunities for students to consolidate their knowledge of grammar for use in communicative contexts and deal with L1 interference.

11:25-12:40 | Room 739 (7F)

Saturday Session II

Language Learning Difficulties

Session Chair: Abosede Adebola Otemuyiwa

51655 11:25-11:50 | Room 739 (7F)

The Stimulation of Cognitive Functions in Teaching English to Dyslexic Children

Jowita Wilk, Pedagogical University of Cracow, Poland

Dyslexia is the most common form of learning difficulties among school-age children. Recent studies have shown that children with dyslexia demonstrate impairments not only in reading abilities. Dyslexia is characterized by specific linguistic problems, which are connected with impairments of cognitive functions. Substantial evidence has established that neurobiological disorders, responsible for deficiencies in cognitive functions, are caused by functional disorders of the left hemisphere which is responsible for language operations. The neurobiological therapy is a widely used method in the language therapy of dyslexic children. The method is based on the stimulation of cognitive functions such as: visual and auditory perception, thinking by analogy and categorizing to build the child's language system. The paper is a description of an attempt to adapt and apply elements of the above-mentioned method to stimulate the English language development of a dyslexic child. It combines the areas of two professions, speech therapy and teaching English as a foreign language. The presentation of the theoretical framework for using the neurobiological therapy in teaching English to dyslexic children will be followed by a discussion of the positive results of the study in which specific exercises aimed at stimulating particular cognitive functions responsible for language learning were adopted. The aim of the paper is to present an interdisciplinary approach to teaching students with dyslexia with the prospect of developing new concepts to address the problem.

52656 11:50-12:15 | Room 739 (7F)

Expressive Language Performance of Students with MID (with and without co-morbid ASD) on the Singapore English Action Picture Test

Wendy Su Fen Yeo, Association for Persons with Special Needs, Delta Senior School, Singapore

Elizabeth Yee Yen Mui, Association for Persons with Special Needs, Tanglin School, Singapore

Danielle Seen Yeng Chin, Association for Persons with Special Needs, Chao Yang School, Singapore

Ruchi Agarwal, Association for Persons with Special Needs, Katong School, Singapore

Background: Standardised assessments normed on monolingual English-speaking populations have normative distributions that are not reflective of performance standards of bilingual students in Singapore with different local linguistic and cultural backgrounds. A common limitation faced by Speech and Language Therapists (SLTs) in Singapore is the scarcity of assessments designed and normed on local populations, as well as the absence of local data for the language skills of people with intellectual disability. Purpose: This pilot study provides a sample of the performance of students aged 7 to 21 years old with Mild Intellectual Disability (MID), with and without Autism Spectrum Disorder (ASD), on the Singapore English Action Picture Test (SEAPT). Method: Spoken language samples from 150 bilingual students from four special education schools were elicited using the SEAPT. The data obtained was systematically analysed by whole group samples and for groups categorised by language dominance and age. Outcome: Results showed that students in the sample performed poorly on the SEAPT relative to English-Mandarin bilingual pre-schoolers in Singapore. 93% of students in the sample aged between 7 and 8 years old with English language dominance scored within the 1st percentile for information scores, and 67% scored within the 1st percentile for grammar scores relative to 6 year olds in the SEAPT norms. Further studies could investigate alternative assessment measures and/ or their correlation with the SEAPT as a predictive measure of students' ability to acquire language skills necessary for academic and vocational learning.

51219 12:15-12:40 | Room 739 (7F)

Speech Production and Language Learning of Special and Normal Children in Two Primary Schools in Osun State

Abosede Adebola Otemuyiwa, Joseph Ayo Babalola University, Nigeria

Human development begins through the vast pool of transmitted experiences by care-givers and parents, hence, pass down sociocultural values to the younger generation. This study will explore psychological and practical aspects of language learning by children with speech impairments and normal children in order to do a comparative analysis in Osun State, SouthWest Nigeria. Learner/teacher autonomy and motivation for language learning will be considered since independence and interdependence cannot exist without each other. The source of data for this study will be 40 voice recordings of speech impaired students and normal students from 1 handicapped school and 1 normal Primary school in Osun State, Southwest Nigeria. Two schools (1 handicapped school and 1 normal children school) from each state and 5 participants from each school will be randomly selected. Literary texts, pictorial books and flannel graphs, tape recorder will be used to examine the participants using both the qualitative and quantitative descriptive approaches. This study will reveal significant roles played by social interaction (interdependence), level of integration of emotions into the classroom and the impact of technology on both sets of learners. The power of collaboration and comprehension ability level of the two sets of children will also be revealed.

11:25-12:40 | Room 777 (7F)

Saturday Session II

Teaching Methods

Session Chair: Russell Hazard

52362 11:25-11:50 | Room 777 (7F)

Supporting 21st Century Skills in Language and Literacy Classrooms with a Multiliteracies Approach

Russell Hazard, Beijing Aidi Teaching, Learning, & Innovation Center, China

Educational leaders, governments and international organizations have responded to the combined forces of globalization and socio-technological transformation by formulating new education frameworks to attempt to equip young people with an education relevant to the needs of today. Some of these initiatives, such as the United Nations Educational, Scientific and Cultural Organization's Education for Sustainable Development (ESD) program have their emphasis on the healthy development of the individual within the context of sustainable community. Others, such as Partnership for 21st Century Skills (P21) focus more on individual competition with wellness and community being important but secondary motives. Many of the 21st century skill models that have been developed display progressive attributes. However, there is potential for criticism of them as well. For example, the basis of these reforms can be taken by some as stemming from neo-liberal trends that are commodifying education and people instead of supporting more cooperative mindsets such as those found in ESD. Also, the prioritization of traditional text types and registers within the classroom may be ignoring the potential to help contribute to a more engaging and authentic education for many students by recognizing the diversity of modes of communication through a multiliteracies approach. Another point for critique in this presentation relates to how assessment washback from standardized testing could actually be diluting the time spent to train the most important components of 21st century skills in the classroom, and how incorporating more process-oriented assessment that takes multiliteracies into account could be helpful in this regard.

52234 11:50-12:15 | Room 777 (7F)

Differentiated Instruction to Accommodate Variances Among ESL Learners

Rana Khan, Algonquin College, Kuwait

Differentiation in instruction helps teachers in responding to variance present among learners in the classroom to reach out to an individual or small group to adjust his or her teaching in order to create the best learning experience possible in ESL classes. Differentiated instruction has been defined "as the outcome of a continuous decision-making process where teachers look and listen for academic diversity that will either strengthen or impede effective and efficient learning. Then teacher adjusts instruction to increase Clarity, Access, Rigor and Relevance for all students within a learning community." (Bondie, R, Zusho, A, 2019) Differentiated Instruction has been considered as a powerful organizing strategy in the language arts classes. This presentation focuses on ways to apply and practice differentiated instruction in ESL classes. The attendees will be shown the critical importance of implementing differentiation to attend to the needs of the diverse learners present in classes. Participants will be given a brief overview of the differentiated learning strategy and an insight into various techniques that can be adopted in classes to help motivate and engage our students. The session will also focus on demonstrating how scaffolding and differentiation go hand in hand to improve language learning environment. Through examples of various engaging and tested activities attendees will learn how to apply differentiated instruction easily in their day today teaching to benefit students.

52780 12:15-12:40 | Room 777 (7F)

Students into Schools: Promoting Interdependent Learning Through Language Pedagogy Training

Helen Sadig, University of Leeds, United Kingdom

Cecile De Cat, University of Leeds, United Kingdom

Classrooms across the UK are becoming increasingly diverse, multicultural and multilingual learning environments with approximately one in five pupils speaking English as an additional language (EAL). In many schools in the Leeds area, the proportion of EAL pupils is between 50% and 90% (Strand et al, 2015). The University of Leeds operates a successful Students into School scheme, in which students can either participate on a voluntary basis or for academic credit on their programme of study. This is a well-established scheme, which placed approximately 400 students in over 70 local primary and secondary schools last year. Students provide literacy, numeracy and discipline-specific support across the curriculum. However, the vast majority are unprepared to support EAL pupils, and lack awareness of the importance of language for learning. This presentation reports on an innovative scholarship project, funded by the Leeds Institute for Teaching Excellence, to develop language pedagogy training to support students on school placements. Initial findings from data collected from individual teacher interviews, along with online teacher and student surveys, indicate that students and EAL pupils work interdependently to learn from each other in a variety of ways. Students facilitate learner autonomy in pupils through the development of metalinguistic awareness strategies, and exploit scaffolded communicative activities which promote intercultural awareness and multidisciplinary learning. They also represent academic role models, which can raise pupil aspirations and engagement. Students can likewise benefit from increased multicultural awareness, and the development of enhanced interpersonal and communication skills.

11:25-12:40 | Room 780 (7F)

Saturday Session II

Research & Technology

Session Chair: Fang He

52066 11:25-11:50 | Room 780 (7F)

Learner Motivation: Taming the Trojan Horse with Tech-tools – Pains or Gains?

Saima Nomaan, Higher Colleges of Technology (HCT), United Arab Emirates

Research establishes that using digital linguistic resources and learning environments to enhance students' learning experience positively affects their performance and subsequent educational achievement (McCombs et al., 2006; Lacina, 2008; Moran et al., 2008; Corbeil & Valdes-Corbeil, 2007; Shohel & Power, 2010; Malehorn, 1994). Therefore, various instructional technological interventions are being utilised to engage struggling learners, to enhance their linguistic performance and improve their metacognitive skills. Likewise, motivating learners, empowering them in taking control of their own learning and producing autonomous learners is crucial for a healthy and productive learning institution (Henry et al., 2012). Although English-rich environment provides excellent opportunities for UAE learners of English to develop their competence in the language, the reality of the classroom demonstrates several issues concerning teaching/learning process and learner motivation. Despite English as a means of communication locally, numerous UAE students struggle in learning English language. The commonly shared experience of English instructors here is that these "struggling readers are struggling writers too" (Tomkins, 2011). This small-scale study broadly aims at addressing the "Reading Deficit" (O'Sullivan, 2004: 3) and motivation crisis (Engin & McKeown, 2017) at the tertiary level EFL learners in the UAE and explores the extent to which digital tools enhance their motivation and educational achievement. Following the interpretive-constructivist paradigmatic traditions and a mixed-method case-study approach, the study utilised the pre/post-tests, formative-assessment checklists and class-observations for investigation. Five standardised state exam (EmSAT) results were compared, and a remarkable improvement was found in the learner reading grades and motivation.

51607 11:50-12:15 | Room 780 (7F)

Translation of Terms in the Area of Education and Research for Websites

Renata Šimůnková, Technical University of Liberec, Czech Republic

With the increasing focus on internationalization there has been an increasing demand for the amount of information educational and research institutions translate into English. As translation is a decision-making process (e.g. Levý 1967), different translators may apply different solutions, yet in the international environment of education and research, consistency is important. The presentation is part of a larger project focusing on the ways research and educational content is presented on webpages in English, the aim being an insight into how selected terms and concepts (considered challenging based on our experience) are translated or presented on the webpages of a number of leading educational and research institutions in Central Europe and England. The terms and concepts first selected in the target language (Czech) have been manually searched for on English webpages of the selected institutions and categorised based on the ways of translation applied (transliteration/ transcription, calque, gloss translation). Then their meaning and use have been checked against the British National Corpus. The results have been quantitatively and qualitatively analysed, quality being understood as the degree to which the translation corresponds to the expressed or implied expectations of the recipients (cf. ISO 9000:2015). The presentation will introduce the quantitative results (the most frequent way, the way resulting in the biggest differences ...) and then on selected examples possible reasons for the choices of the particular ways of translation (consistency, accuracy, clarity, language constraints) will be discussed together with their suitability for the webpages of our university.

52408 12:15-12:40 | Room 780 (7F)

A Teacher Community of Intelligence Research and Training: A Case Study

Fang He, Beijing Union University, China

Xiaoling Liu, Beijing Union University, China

Dianen Zhang, Beijing Union University, China

EFL Teacher Research and Training Workshop of Beijing Union University (BUU), with which the present researchers are working, aims at a teacher community of intelligence research and training via collaboration with Unipus (a prestigious online platform tailored for universities across China) in research and training programmes for its EFL teachers to promote research and teaching. Since 2015, more than 20 Unipus online courses have been introduced to over 100 EFL teachers of the community, involving educational theory, teaching methodology, research methodology, specific study, testing and evaluation, and educational technology. Follow-up activities include online submission of course reflections (in GPS format: gains, problems and suggestions) and off-line discussions and idea exchange among the teachers. The present paper is a case study that categorizes and analyzes the above-mentioned data, highlighting independence in terms of individual growth of a teacher, teacher community and Unipus, as well as interdependence in terms of teacher-community, teacher-Unipus, and community-Unipus relations. It is found that the collaboration benefits both parties. For one thing, the courses keep the teachers well-informed with the latest academic development, enhance their research and teaching ability, and facilitate their lifelong learning, which are all pivotal to an even stronger teacher community that will contribute to the competitive foothold and sustainable growth of BUU. For another, the timely collection of course-related feedbacks assists Unipus in its online course design optimization, course expansion and market competitiveness. The results have implications to the construction of teacher community of intelligence research and training as well as school-enterprise partnership.

11:25-12:40 | Room 784 (7F)

Saturday Session II

Psychology

Session Chair: Wafa Alamri

50075 11:25-11:50 | Room 784 (7F)

University Students' Demotivation in Learning Second Languages in Australia

Giuseppe D'Orazzi, University of Melbourne, Australia

Students may be demotivated to learn a second language (L2) for different reasons which may vary across space and time. This paper focuses on the demotivation of students who choose to stop learning French, German, Italian and Spanish at Australian universities. Due to the large amount of factors involved in the decision to quit the L2 learning process, numerous studies explore distinctive motivational and demotivational patterns (e.g. Boo, Dörnyei and Ryan 2015). Internal and psychological variables but also external and contextual variables influence students' perceptions of a L2 learning experience. Therefore, this study aims to provide a clear picture of what demotivates students when they learn a L2. Variables are here structured into three levels (micro, meso and macro) of analysis to facilitate our understanding of the phenomenon. The data for this paper have been collected and analysed using a mixed methods approach. 728 students completed a survey during their first semester of L2 studies and 298 of this initial cohort then filled in a follow-up survey after their second semester. Some of the same students were subsequently interviewed twice to comment on the survey findings. In this presentation of results, I identify the most frequently occurring demotivating factors which hamper students' interest in learning L2s in Australian universities, including anxiety (Dewaele and Alfawzan 2018). It is hoped that language teachers might find it beneficial to discover the reasons why students discontinue learning a L2, particularly in a country where English is the L1 (Ushioda 2017).

52773 11:50-12:15 | Room 784 (7F)

Analysing Affective Factors in Relation to Students' Achievement and Behaviour in EFL in Saudi Arabia

Aeshah Alnemari, Cardiff University, United Kingdom

Considerable amount of research has been carried out to investigate language learning variables, but little attention has been paid to examining the correlation among language learning variables. In this regard, Gardner et al. (1997, p.347), pointed out that "it seems obvious that variables do not operate independently of one another". Therefore, my study focuses on the correlation of several 'affective' language learning factors (attitudes, motivation and anxiety) in the process of learning English as a foreign language (EFL), and the relation of each of these variables to secondary school students' level of achievements and behaviour (year 10, 11 and 12, aged 16, 17 and 18, respectively) in the Saudi context. 133 students participated in this study. This issue is addressed on the basis of Deci and Ryan's (1985) Self Determination Theory of motivation. This work is likely to have an impact on reforming education policies in Saudi Arabia since the implementation of this study coincides with an era of reform. This study is based on mixed methods approach using questionnaires and semi-structured interviews. In this talk, I will present the findings of the quantitative part of my study, based on the data collected from the questionnaires, which explain the correlations among the study's variables.

52227 12:15-12:40 | Room 784 (7F)

A Mixed Methods Investigation of Foreign Language Anxiety and the Anxiety-reducing Strategies in the Saudi Context

Wafa Alamri, University of Essex, United Kingdom

Horwitz, Horwitz, and Cope (1986) conceptualized Foreign Language Anxiety (FLA) as a "distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom learning arising from the uniqueness of the language learning process" (p. 31). FLA holds great significance in the field of applied linguistics since learning a new language is the integration of body, mind, and emotions; focusing on one part only would never offer a full understanding of the learning process (Damasio, 2006; Young, 1999). The current study's aim is to advance understandings of FLA within the Saudi context and how FLA functions among undergraduate English major students, by empirically testing – unlike much of the previous FLA research – the practicality of implementing FLA-reducing strategies and measuring their effect through a quasi-experimental design with an intervention and a control group. Moreover, the study explores both learners and teachers' viewpoints about FLA, and examines the relation between learner FLA and teacher FLA. The findings showed that the students experienced moderate anxiety and that the teachers demonstrated low anxiety. The sources of learner anxiety were mainly traced back to the learner, the teacher and the instructional practices utilized in the classroom. The relationship between teacher anxiety and learner anxiety was mostly negative. The participants all suggested different strategies to reduce FLA, which were implemented during the intervention stage. The intervention led to a decreased level of FLA among learners in the experimental group compared with those in the control group.

11:25-12:40 | Room 790 (7F)

Saturday Session II

Higher Education

Session Chair: Margarita Georgieva

51856 11:25-11:50 | Room 790 (7F)

Students' Perceptions of Team-based Learning in an Undergraduate Optics Module

Marta Vianya-Estopa, Anglia Ruskin University, United Kingdom

Team based learning (TBL) uses collaborative learning to engage students with course material and has been adopted in health related courses such as Pharmacy resulting in an improvement in marks and positive student perceptions (Hasan 2011; Parmelee et al 2009; Nation et al 2016). Although TBL is increasingly been used in medical and nurse education, to date very few studies have reported on the preferred teaching methods in optics courses. This study, evaluated students' experiences with TBL using the Team-based Learning Student Assessment Instrument (TBL-SAI, Mennenga 2012) in an optics module within an Ophthalmic Dispensing undergraduate degree. The questionnaire contains 33 items in 3 sub-scales: accountability, preference for lecture or team-based and student satisfaction. Two-consecutive cohorts (2017/18 and 2018/19) taking this module were invited to complete the questionnaires. In both cohorts, students reported a more favourable experience with team-based learning compared to traditional lectures. Students also reported higher accountability and satisfaction with team-based learning. Based on these findings, team-based learning approaches should be encouraged in optics related courses.

51790 11:50-12:15 | Room 790 (7F)

Acquiring Evidence-based Practice (EBP) Knowledge, Skills, Attitude and Behavior: A Survey of Undergraduate and Graduate Health Science Students

Shermeen Nizami, Carleton University, Canada

Flavia Renon, Carleton University, Canada

This is a sequel to the integration of Evidence-Based Practice (EBP) instruction in undergraduate and graduate health sciences programs that was presented at ICEHAWAII 2019. In this research, we explore learning outcomes based on the first three steps of the EBP model. We demonstrate how these learning outcomes can better prepare students to evaluate and utilize health research in their future careers. EBP learning outcomes were associated with conducting a literature review in the term project. We conducted brief intermittent open-ended audits to collect student responses to these learning outcomes. These responses helped us to observe changes in the students' knowledge, skills, attitude and behavior towards these learning outcomes. The audits checked whether this was the first time the students were exposed to the theory and application of the EBP model. The audits queried the students about their experience of formulating a PICO(T) question for conducting the literature review; about their literature search methodology for best available evidence; and about their experience of using the Critical Appraisal Skills Programme (CASP) checklists and evaluation worksheets accompanying the textbook to evaluate validity and clinical relevance of the research articles. The audits asked students what future career they wished to pursue and if they could foresee utilizing the EBP knowledge, skills, attitude and behavior developed in these courses in their career. For this study, anonymized data were analyzed from a pool of responses given by eighty second year, sixteen fourth year and seven graduate students.

50769 12:15-12:40 | Room 790 (7F)

STEM Women in College and Their Support Networks

Margarita Georgieva, Blackpool & The Fylde College, United Kingdom

This paper results from a study of women across 3 years of their higher education in engineering between 2016 and 2018. The paper examines the profiles of women enrolling in engineering and their aspirations from the outset of their degree to their graduation. Subsequently, it looks at their achievement and success, the numbers of women leaving and their reasons for dropping out of study, as well as their job profiles after graduation. Examined are a range of factors that drive women and make them successful in engineering higher education in particular, e.g. soft skills and support networks. The paper also compares the profiles of these graduating women with those of the generation who teaches them, looking at STEM women on the teaching side to draw parallels and examine the differences (if any). The conclusions provide some insight in why women chose to leave STEM and why others chose to stay and examines the interdependence of personal and professional factors that present challenges but also can become opportunities for young women today.

13:40-14:30 | Room 744 (7F)

Saturday Session III

Blended Learning

Session Chair: Kabaly P Subramanian

52740 13:40-14:05 | Room 744 (7F)

A Comparison of Four Common Blended Learning Approaches for Resume Writing Skills: The More is Not the Better

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

Katerina Evers, National Taiwan University of Science and Technology, Taiwan

Sufen Chen, National Taiwan University of Science and Technology, Taiwan

This paper investigates four blended learning approaches, namely, video lecture followed by writing (comparison video group), video lecture followed by a quiz and writing (quiz group), video lecture followed by a self-check writing rubric (writing rubric group), and video lecture followed by writing, peer-feedback and revision (peer-feedback group), and their effects on the students' ability to follow resume standards, called genre adherence, course satisfaction and engagement. The data analysis of four treatment groups consisting of 69 undergraduate students who received four different online supports or tests outside the classroom revealed such issues as poor genre adherence with poor knowledge of organizational and structural parameters of resume parts. Among the four groups, the peer-feedback group made significantly fewer mistakes in the organization and was more familiar with the genre standards than the other groups, reporting, nevertheless, significantly lower levels of engagement compared with the quiz and comparison video groups. The quality of the quiz group resumes was considerably higher than that of the comparison video group, exhibiting higher engagement than the peer-feedback group, while the writing rubric group showed low engagement and poor resume quality. Finally, all groups expressed high satisfaction with the course. Based on the results, the implications are discussed, and the areas for future research are pointed out.

52784 14:05-14:30 | Room 744 (7F)

Teachers' Perceptions of Blended Learning Programs in Higher Education Institutions (HEI's) of Gulf Region

Kabaly P Subramanian, Arab Open University, Oman

In recent years, researchers and educators have been discussing the benefits of blending online and traditional face-to-face learning. Blended learning has moved into the center stage of higher education. Blended learning addresses the way e-learning is combined with traditional teaching method and independent study approach to create a new, hybrid teaching methodology which has been increasingly applied in teaching courses today. However, it requires a fundamental change in the way teachers' approach the teaching methods which, in turn, could bring about expected or unexpected results. To seek further understanding of these issues, I am proposing to study the Teachers' perspectives of blended learning in Gulf region (Oman, UAE, Bahrain, Kuwait, Qatar and Saudi Arabia) which was not very well explored, so far.

To guide this study, the following research questions are explored from the perspective of the Teacher:

1. What are the challenges for using blended learning methodology in their courses?
2. What are the suggestions by the Teachers for making Blended learning, successful?

13:40-14:55 | Room 736 (7F)

Saturday Session III

Curriculum Design

Session Chair: Ya-Hsuan Wang

51866 13:40-14:05 | Room 736 (7F)

The Knowledge Development Model for Virtual Learning Environments

Nan Adams, Southeastern Louisiana University, United States

Society's relationship to knowledge and what is considered to be factual is changing. Effective teaching models focused on leveraging strategic control of the knowledge from teachers to learners in virtual learning environments are critical to insuring a positive path is charted. The Knowledge Development Model serves as the guide for determining how to move learners through stages of knowledge acquisition to knowledge application and ultimately to knowledge generation in virtual settings. Instructional strategies for fostering student engagement in a virtual learning environment are identified as critical, and a number of relevant theories focusing on student learning, affect, needs and adult concerns are presented to provide a basis for transfer of knowledge from teacher to learner. The validated (2009, Adams, DeVaney & Sawyer) Knowledge Development Model combines the dimensions of knowledge approach, knowledge authority and teaching approach to demonstrate the recursive and scaffolded design for creation of virtual learning environments.

52744 14:05-14:30 | Room 736 (7F)

True Interdisciplinary Curriculum in the Age of Industry 4.0

Kamran Fathulla, University of Lincoln, United Kingdom

The fuel on which Industry 4.0 runs is data. This gives interdisciplinary approaches to learning and teaching practices fit for the 21st Century a new purpose. Traditionally, interdisciplinary teams are driven by delineated skills sets of team members. This lack of a unifying language limits the scope for delivering innovation and true progress. Data is an intuitive and natural language understood by everyone thus breaking barriers of communication and understanding. True interdisciplinary curriculum is now a real possibility with the potential for ground breaking progress in sight. The photo of a black hole is a perfect example of data underpinned interdisciplinary teams can achieve. Designing curriculum fit for this 21st Century revolution needs to have data embodied in and a rethink of learning and teaching strategies need to be worked out to give graduates the best chance of being leaders and innovators of the future. This paper introduces a potential approach of creating a data centric curriculum and sets out the core triangular digital skills needed to make it happen.

52848 14:30-14:55 | Room 736 (7F)

Transcultural Knowledge Reform: Immigrants-Based Curriculum Between Globalization and Localization

Ya-Hsuan Wang, National Chung Cheng University, Taiwan

This project of intercultural education is focused on knowledge reform for pluricultural people and transnational communities. Based on transnationalism and transculturalism, this study concerning the human right issues for immigrants and pluricultural people will explore the negotiation of cross-border identity under ambivalent attitudes within globalization era and localization contexts. This paper based on the third year project is to explore the knowledge reform of transcultural curriculum within globalization era and localization contexts. Research participants include 16 key informants of immigrants, 10 scholars, and 6 educational practitioners. They will be asked about what knowledge immigrants need to succeed in terms of transnational behaviors, transnational thinking, collective memories, transnational community and identity politics. Based on these experiences, this project aims to explore the possibility, depth and width of developing transcultural knowledge in textbook reform on History in K-12 schools. It is to transform cross-border identity into knowledge embedded with local culture in response to globalization and localization. This paper is based on the cross-border identity politics as well as the cross-cultural practice of transnational community for Taiwan's immigrants within the external and internal contexts in order to understand their expectations for cross-border identity curriculum; to understand their expectations for transnational community curriculum; and to construct a globalized transcultural knowledge within Taiwan context.

13:40-14:55 | Room 739 (7F)

Saturday Session III

Primary & Secondary Education

Session Chair: Kakoma Luneta

52245 13:40-14:05 | Room 739 (7F)

Engaging Student Teachers in Learning Multiple Intelligences with the use of Location-based Technology: An Action Study

Sally Wai-Yan Wan, The Chinese University of Hong Kong, Hong Kong

Paula Hodgson, Centre for Learning Enhancement and Research, The Chinese University of Hong Kong, Hong Kong

Due to the constraints of a traditional classroom teaching, there have been urgent needs for exploring innovative pedagogical designs in addressing the needs of Generation Z university learners. One of the possible solutions is to create a discovery approach for engaging learners in learning with mobile devices as supported with location-based technology. The study investigated the learning experiences of a group of 43 Hong Kong student teachers engaging in learning about differentiated instruction by multiple intelligences. In the session, student teachers had to complete a collaborative task and one extended learning task on their smartphones at different locations in the learning space, where they were exposed to how multiple intelligences can be applied in supporting differentiated instruction. Quantitative data were initially collected using a time record about the duration of student engagement in augmented reality (AR) views during the task. Two clusters of students were identified: high and low engagement groups. Using purposive sampling method, taking students' level of engagement into account, qualitative data were then gathered through six individual interviews as well as two focus group interviews with four students. Students' written feedback on the experiences were also collected for further analysis. Students were generally positive towards the use of AR with location-based technology and found this learning experience stimulating to their own learning and future curriculum planning. This study is important for teachers and teacher educators where teaching with technology potentially lead to meeting the needs of learners and preparing for teachers in the 21st century.

52553 14:05-14:30 | Room 739 (7F)

Constructing and Studying in eAudio Book of Indigenous Language

Tzu Hua Huang, University of Taipei, Taiwan

Yu Sheng Hsieh, University of Taipei, Taiwan

Pupils learning are often intimate with teaching materials, however, these teaching materials, reflecting cultural backgrounds, social environments, thinking patterns and learning points, merely connect with Han Taiwanese learning experiences which differ considerably from those of the indigenous. Therefore, it is difficult for indigenous students to make a connection with Han Taiwanese students' learning patterns and make sense of their teaching materials. Lacking connection with their cultural background, Indigenous students are gradually losing their learning interest. Consequently, in this research, we combine indigenous students' culture with popular science texts and math texts. These texts will be written in the indigenous language and transfer to eAudio Book. The feature of these eAudio Books was that they were mainly written in Sao Kelic and in order to inspect students learning results, the design of these eAudio Books test questions were based on the learning competence benchmarks of the Ministry of Education (Taiwan). In this study, teaching activities have a close relationship with indigenous students' culture and living environment. On top of that, these activities are also tailored with indigenous students' habitus which was learning through practical operation in order to comprehend abstract concepts. Teachers can rely on indigenous students' prerequisite knowledge to design all kinds of curriculums. The result of this study indicates that utilizing eAudio Books in teaching can enhance indigenous students' reading comprehension effectiveness. Further suggest that when processing indigenous students' reading comprehension teaching, using eAudio Book as a teaching tool could escalate the effectiveness of reading comprehension.

52863 14:30-14:55 | Room 739 (7F)

Why the Teaching of Mathematics in Current Paradigm in Sub-Saharan Africa Continues to be Decontextualised and Ineffective

Kakoma Luneta, University of Johannesburg, South Africa

Conversation about the mathematics curriculum and its relevance to the current discourse and positive contribution to the Fourth Industrial Revolution (4IR) appear to take momentum but predominantly still more classroom based mathematics rather than place based. For the mathematics curriculum to be place based and relevant to the African context and paradigm, there is need for a shift in both its content as well as its dissemination. Place-based mathematics education is an approach to critical mathematics education that engages students, teachers, and communities around interests of importance to students and their communities. While the 4IR describes the exponential change to the way the communities will live and communicate due to the internet of things and the cyber physical systems, its direct impact on education its influence on mathematics curriculum is yet to be debated and realised. The mathematics curricula if place based may have to conform and adopt to the influence of 4IR. The challenges fronting the proponents of mathematics curriculum reform and effective mathematics instruction are that the subject continues to be underperformed and the instructions are flawed and ineffective. The resulting effect is that the students produced in current mathematical curricula perpetuate the impact of ineffective mathematics instructions and content acquisition. While the Fourth Industrial Revolution (4IR) with its primary characteristics of Internet of Things, 3-D printing, virtual reality, Artificial intelligence, robotics and cloud computing will be very pivotal to the next mathematics classrooms, the challenges are that majority of mathematics classrooms in Sub Saharan Africa are barely operating on the Third Industrial Revolution (3IR) – Communication, technology and information revolution.

13:40-14:55 | Room 777 (7F)

Saturday Session III

Professional Development

Session Chair: Suzannie Kit-Ying Leung

51175 13:40-14:05 | Room 777 (7F)

Pathways to Professions (P2P): MicroCredentials in Teaching Effectiveness

Yi Huang, Coppin State University, United States

The Pathways to Professions (P2P) initiatives aim to build capacities for inclusive excellence through competency-based e-credentialing for career advancement. P2P MicroCredentials in Teaching Effectiveness are issued and validated through the P2P Consortium led by Coppin State University with partnerships from various agencies within the University System of Maryland, USA. Integrating evidence-based pedagogies, high-impact field experiences, and performance-based assessments, the P2P MicroCredentials in Teaching Effectiveness are designed for participants to demonstrate competencies and achievements as knowledge generators in classrooms and change makers in their professions and our communities. The principal investigator will share insights on theoretical foundations for model development, implementation and improvement processes; and will discuss early results and implications of the P2P initiatives funded by state, federal, and private agencies.

52792 14:05-14:30 | Room 777 (7F)

'Collaborative Colleague Scheme' for Continuous Professional Development of School Teachers in India

Sandeep Kumar, University of Delhi, India

Professional development of teachers in India and across the world is considered important but largely based on 'deficit model', where it is considered that school teachers have to be trained or prepared for enhancing their capabilities. This deficit model works on hierarchy model where university teachers are accepted more knowledgeable in compare to school teachers, which make school teachers stand at receiving end. The continuous professional development (CPD) programmes are made on the weaknesses of teachers and not on their strengths. This whole idea has not contributed much in school life i.e. Learner, Learning and Knowledge and professional development of school teachers. This has also made CDP of school teachers vulnerable which needs an intense and sound intervention that based on 'growth model'. To address the concerns and issues of (CPD) of school teachers, a scheme is developed by author called 'A Collaborative Colleague Scheme (CCS)' and implemented with school teachers to facilitate their CPD. The proposed scheme is school based and has very minimum external interventions. Paper presents the basic ideas of the scheme, practices based on it, experiences of school teachers and developmental outcomes of the scheme with reference to CPD of school teachers.

52366 14:30-14:55 | Room 777 (7F)

A Systematic Review of Applying Drawing Methods in Studying Teacher Leadership

Suzannie Kit-Ying Leung, The Chinese University of Hong Kong, Hong Kong

Sally Wai-Yan Wan, The Chinese University of Hong Kong, Hong Kong

Purpose. Drawing method is a visual research methodology in exploring how people make sense of the world. Rare studies were done to inquire how well it is used in studying teacher leadership. This paper targets to: (1) examine the research papers in teacher leadership studies (2007-2017), (2) evaluate the feasibility of the drawing method in teacher leadership studies; (3) make recommendations for the application of drawing method to improve teacher leadership. Method. A systematic literature search in the 11 SSCI journals specialized in the field of teacher education and educational leadership was done with the inclusion criteria, namely (a) keywords containing: 'drawing method' or 'drawing' or 'graphic narrative' or 'visual method' or 'qualitative narrative'; (b) available English-written full-text papers published during 2007-2017; (c) published in SSCI journals; (d) teacher leadership-related. Findings. Content analysis of the identified teacher leadership research papers involving the use of drawing method was done. Five papers were identified: two in pre-service teacher education, two in secondary education, one in the primary education sector. Findings reveal drawing method is effective in helping teachers understand the world around them through their drawings where layers of rich 'facts' represented worlds with strong associations that released voices to tell stories that bridged between what the subjects are doing and what is hidden behind and around the scene. Implications. There are still rooms for further explorations of how schools and teacher education institutions apply the drawing method in assisting schools and teachers in building capacity for school development and student learning.

13:40-14:30 | Room 780 (7F)

Saturday Session III

Communication

Session Chair: Licia Masoni

51145 13:40-14:05 | Room 780 (7F)

The Impact of the Communicative Language Teaching Method on Students Performance in English in Some Selected Schools in Rural Areas

Akachinyere Achufusi, Institute of Management and Technology, Nigeria

English is learnt as a second language in Nigeria and therefore does not come as easily to the learners as the first language. The teaching of a second language must be facilitated to help the learners. English is a universal language, our students need to be communicatively competent in its use to survive both in national and international relations. This study investigates the differences in performance of students in English with the CLT methods. It has been found that language teachers in these areas lean very heavily on traditional methods. The reasons for this may not be far fetched as it lays no burden on them. The objectives of this study include determining if the CLT methods improve the performance of students in English both in writing and in speech. Five schools used in this study provided two arms of the same class for experimental and control groups. Pre test and post tests were administered in the study to determine changes in performance if any after the intervention. Data was collected using English Achievement Test. The study lasted for six months. Statistical analysis was done using the Mean, Standard Deviation and simple percentages for ease of interpretation. Analysis of class room interactions was also done. Findings show that the Communicative Language Teaching method has communicative advantages as it improved the communicative ability of the students. Language teachers and program planners will find the results of this study beneficial.

52778 14:05-14:30 | Room 780 (7F)

Personal and Collective Narrative Meaning Making in the EFL Classroom

Licia Masoni, Università di Bologna, Italy

Personal experience narratives are among the dominant forms of folklore. Through these stories, we make individual meaning and negotiate collective meanings simultaneously. Such a pervasive narrative practice should find a prominent role in FL teaching and learning. In order to feel a foreign language, we must first of all feel it as a genuine means of personal expression, somehow filtering our L1 self through the new words, thus beginning a process whereby the new language becomes part of who we are. Low proficiency sometimes prevents students from feeling entitled to engage in such process, but the benefits of narrating do not depend solely on linguistic correctness. This paper asserts the importance of employing personal experience narratives with university trainee language teachers, with a view to encouraging them to use English in the process of narrative meaning making. Narratives collected from individual trainee teachers will be analysed, as well as collective co-narrations, and peer-to-peer interviews. The focus will be on narrative structures (e.g. 'turning point' narratives), narrative competence and students' reported levels of satisfaction with their stories (i.e. how faithfully do they feel represented by their own narratives, regardless of potential low proficiency?). The result is a collective narrative woven through individual stories negotiated in performance during classroom interaction. This narrative practice can represent a most effective source of motivation during their training and a way into developing a sense of authenticity when teaching the language in the future.

13:40-14:30 | Room 784 (7F)

Saturday Session III

Linguistic Research

Session Chair: Roopa Suzana

52788 13:40-14:05 | Room 784 (7F)

"As We Know That": Rechecking Interference

Yazid Basthomi, Universitas Negeri Malang, Indonesia

Maria Hidayati, Universitas Negeri Malang, Indonesia

Achmad Effendi, Universitas Negeri Malang, Indonesia

Corpus research in Indonesia has started to show its existence (e.g., Arka, Simpson, Andrews, and Dalrymple, 2007), but to the best of our knowledge, corpus-based research on undergraduate theses and thesis-based articles has not widely come to the fore, except for example, those done by Arsyad and Arono (2016), and Arsyad and Adila (2017), whereas this kind of research has been widely carried out in developed countries. Such a situation has not been able to illustrate the possible problems faced by Indonesian students in the activities of thesis/article writing, including that written in English. Our observations thus far as undergraduate thesis supervisors have shown the tendency among the students to frequently write "as we know that" and "according to" and we are somewhat suspicious of the interference of the Indonesian academic culture to that practice in English writing. Drawing on about 20 million-word-corpus of undergraduate theses and articles written in English and the would-be 16 million-word-corpus of undergraduate theses and articles written in Indonesian, we seek to check the possible interference through comparative analysis of both corpora. The results of the analysis will provide stronger basis for our hypothetical belief in the interference as well as basis for better materials for the teaching of academic writing and thesis supervision in the Indonesian context particularly and other similar contexts outside of Indonesia.

52520 14:05-14:30 | Room 784 (7F)

The Change in Accentual Patterns in Certain English Words – A Diachronic Study

Roopa Suzana, The English and Foreign Languages University, India

All languages tend to change in certain respects over a period time. These changes become perceptible only when they remain in vogue for a period of twenty five to thirty years. In English it is noticed that changes take place in the pronunciation of certain words with time, leading to two alternative pronunciations for the same word resulting from a shift in the position of the word accent. This is evident when we notice the speech of older people, which is significantly different from that of younger people. The present study examines changes in the accentual patterns of English words over a time period. An attempt has been made to identify the changes in pronunciations diachronically. Some words having alternative pronunciations were noted down from the Fourteenth edition (1987) of the ENGLISH PRONOUNCING DICTIONARY by Daniel Jones. In order to study the alternative pronunciations of such words over a period with a time lapse of at least thirty years, the Eleventh edition of the EPD (1956) was chosen for reference. The same words were also looked up in the Eighteenth edition of the EPD (2011), after a time period of 24 years. The changes were noted. The findings of this study proved that independence and interdependence in language learning are indeed synergistic.

13:40-14:30 | Room 790 (7F)
Saturday Session III
Adult Education & Lifelong Education
Session Chair: Hepi Wachter

52467 13:40-14:05 | Room 790 (7F)

The Roles of Civil Society Organizations and Public Education Centers in Adult Education

Dilsad Bakır, Ege University, Turkey

Esen Altunay, Ege University, Turkey

One of the most important factors that will enable the development of countries is the human factor, in other words human capital. Due to technological advances, almost all of the societies progressing day by day owes this situation to their investments to increase human capital. If there is insufficient development in a society, it is thought that there is a problem in the education of that society. One of the institutions that conduct adult education is the Public Education Centers. These centers, although supported by the state, have problems in financing. It is important for all institutions and organizations related to adult education to cooperate with each other in order to fulfill the educational function of educational institutions in the society. In this context, Civil Society Organizations may be one of the organizations to be cooperated in carrying out the educational function of Public Education Centers. In this study, it is aimed to determine the roles of Civil Society Organizations and Public Education Centers in adult education. This research was carried out from a qualitative perspective and a case study was used as the research method. Semi-structured interview technique was used as data collection technique. The universe of the study consists of the representatives of Civil Society Organizations and the administrators of Public Education Centers in Izmir. The sample of the study consisted of 10 people including 5 representatives who have a say in the management of various Civil Society Organizations and 5 administrators working in Public Education Centers.

52799 14:05-14:30 | Room 790 (7F)

Cognitive Health, Education and Adult Educational Development

Hepi Wachter, University of North Texas, United States

In this paper I will discuss selected literature on older adult cognitive development, the engagement of older adults in education and learning and the obstacles older adults face in the current and traditional life-long learning models. I will in particular address literature and study findings that discuss how educational activities shape older adults development, considering cognitive reserve, resilience and normative aging related decline. I will address studies that report on the impact of early life-span education on older adult cognitive development and how such educational activity may create lifelong advantages to cognitive health and well-being. A systematic search was conducted between January and April 2019. I first organized databases and domains (Figure 1). The reasoning for database searches across domains (e.g. geriatric, gerontology, psychology and education) arrives from a general consensus in the literature that the field of educational and environmental gerontology is multi-disciplinary. New domains emerge and are indicated in domain mergers (e.g. educational gerontology, psychological gerontology, educational psychology). I selected and present the three databases with most promising results for my final article search and selection.

15:10-16:10 | Room 731 (7F)

Saturday Poster Session

52456 15:10-16:10 | Room 731 (7F)

A Pedagogical Approach to Teaching Pragmatics in EFL Classroom

Jee-Won Hahn, Pukyong National University, South Korea

Research on L2 pragmatics demonstrated that pragmatic failures among non-native speakers may come from the lack of knowledge on language use rather than specific pragmatic features of the target language (Bouton 1996; Ishihara 2012; Kubota 1995). These studies argue that pragmatic knowledge in linguistics serves as a tool of developing awareness and as a prerequisite in language teaching. This study examines the role of linguistic theory and metalanguage in Korean EFL classroom using the framework of pedagogical pragmatics (Murray 2010; 2011) which started to train language teachers through awareness-raising activities that draw on authentic materials. From this approach, pragmatics is not taught as rules of a particular language; it is taught as explaining general principles which explains the relationship between what we say and what we meant and the relationship mediated by context. The goal of pedagogical pragmatics is to presents the process of discovering such principles which we unconsciously apply when we acquire our first language; however they never been brought to consciousness. Awareness-raising activities suggested in pedagogic pragmatics consist of three stages where students make a self-discovery. First, the students are asked to answer a set of questions by attending the differences in the data. They also discuss their responses by considering their own experiences in using the language. The second is to look at sample dialogues to apply what the students noticed in the first step. Results confirm that teaching conversational implicature through explicit explanations of rules and consciousness-raising tasks is highly facilitative and it may be advantageous for learners to process language on their own through consciousness-raising tasks. We also conclude with a set of suggestions for those who may also be interested in teaching students about pragmatics.

51903 15:10-16:10 | Room 731 (7F)

The Influence of Curriculum and Student-teacher Relationships on Academic Writing

Misa Otsuka, Jissen Women's Junior College, Japan

Many professors note a decline in students' comfort with and proficiency in academic writing. Students are certainly comfortable communicating via mobile tools or social media networks, but they tend to find academic writing more difficult. To analyze the root of this issue and possible solutions, this study collected data on the following hypotheses: students gain a sense of self-efficacy through positive reinforcement of their writing attempts, writing improves when writing concepts are introduced gradually and students perform better when they repeatedly see evidence of good writing. First, the study verifies the gap between students' feelings and the actual evaluation of their academic writing. It also explores the relevant factors in students' backgrounds, such as reading habits. Second, the study examined various methods of introducing academic writing, prioritizing psychological aspects over linguistic ideals. The author used two types of assessment tools during one academic term, combining student self-assessment rubrics and rubrics for teacher assessment of students' academic writing. However, the results of students' self-assessment rubrics suggest to the author that teaching academic writing from a psychological and practical viewpoint, as well as a linguistic approach, is effective. The findings of this study suggest the relationship between students and teachers greatly influences academic writing skills.

52919 15:10-16:10 | Room 731 (7F)

Applying Readers' and Writers' Model in Mandarin Classroom

Cecilia Lu, Concordia International School Shanghai, China

The Readers' and Writers' Workshop is a popular teaching model in American and international schools, used to teach literacy skills to Elementary and Middle school students. Recently, this teaching model has begun to gain popularity in other language classrooms, including Mandarin. At Concordia International School Shanghai, a team of teachers piloted the Workshop model in Mandarin classrooms with students who speak Mandarin as their mother tongue. Concordia International School Shanghai is an American school with over 1,300 students located in Shanghai, China. The majority of the students are from the United States, Hong Kong or South Korea. While the school's language of instruction is English, Mandarin is the compulsory language course for students to study in Elementary school, as the host country's language. School administrators and Mandarin teachers have dedicated a considerable amount of time seeking ways to combine the eastern and western education theories and methods together to better develop students' reading and writing skills in learning Mandarin within international school context. Over the last school years, a team of Concordia Mandarin teachers worked closely with the Curriculum Coordinator and the English Literacy Coach to adapt and use the Readers' and Writers' Workshop Model in Mandarin classrooms. The approach proved to be highly successful and considerable achievement was noticed on students' reading and writing progress in Mandarin when using the workshop model. In my presentation, I will introduce the process we went through and share specific student achievement data that we collected to measure the success of this initiative.

52190 15:10-16:10 | Room 731 (7F)

Digital Game-based L2 Learning Outcomes for Primary Through High-school Students: A systematic literature review

Emmanuel Acquah, Åbo Akademi University, Finland

Heidi Katz, Åbo Akademi University, Finland

This systematic review examines the literature published from 2014-2018 on the impact of digital game-based language learning on children age 6-18. The initial search yielded 567 results, from which a total of 26 articles were included in the final content analysis. The analysis reveals how digital learning games (DLG) can benefit players' language learning, psychological state, and contemporary competences. There are also key game features highlighted throughout the literature that point to positive outcomes: challenge, player control (autonomy), goal orientation, collaboration, and ease-of-use. Based on the findings, it is clear that DLGs are an effective tool, but future research should explore how they can best be implemented in the classroom.

15:10-16:10 | Room 731 (7F)

Saturday Poster Session

51295 15:10-16:10 | Room 731 (7F)

An Exploratory Study of EFL Japanese Junior College Students' Anxiety and Self-confidence in Sending Messages to Social Networking Sites

Kaoru Mita, Jissen Women's Junior College, Japan

The purpose of this presentation is to investigate what kind of anxiety EFL students would have when they send messages to social networking sites, and what kind of contents they feel confidence in sending. This is a part of study to investigate how class activities affect students' writing to post on a global student forum, which is conducted for a mandatory general English class at a junior college in Japan. A text mining method (characteristic word extraction) was used to analyze open-ended questionnaire responses from 190 1st-year junior college students. The result indicated that they have worries about 1) sending grammatically incorrect English sentences and structure, 2) poor vocabulary, 3) cross-cultural misunderstandings which cause impoliteness and uneasiness on the part of global readers, or being ridiculed by them, 4) not enough skills in thinking about contents, 5) security risks of leaking personal information. They have self-confidence in writing 1) short and simple English sentences with basic vocabulary, 2) about contents of personal interest (self-introduction, hometown, favorite artists, etc.) 3) contents about Japanese culture and tradition (food, national holidays, sightseeing spots, events, etc.). Some comments mentioned that they feel more confidence if they are previously given enough sample expressions and vocabulary about the topic they would be going to write, or if they are given corrective feedback from highly proficient friends or teachers. In the presentation, class activities to decrease anxiety and to increase self-confidence in writing messages will be proposed.

52806 15:10-16:10 | Room 731 (7F)

CLIL or not CLIL: The Japanese Higher Education STEM-related Context

Mika Tamura, Kyushu University, Japan

This study reports the effects of one-week overseas teacher's training program conducted for young academics from STEM-related faculties of a research-oriented public university in Japan. The purpose of this training was to master interactive teaching of subjects and learn about the latest teaching techniques in use at a large-scale university in the north east of Australia. A total of 12 academics took part, from the different departments in the school of biology and the school of engineering. The training included a series of nine 2-hour lectures and hands-on experience over 5 days in which participants explored the techniques of CLIL in higher education context and were given the two-times opportunities of engaging in peer-to-peer micro-teaching. Based on the results of post training questionnaire, this study discusses the effective application of CLIL in the context of STEM-related schools in EFL countries.

52721 15:10-16:10 | Room 731 (7F)

Development, Evaluation and Prospect of Life Thinking Program "Kokolomi"

Mori Reina, Teikyo University, Japan

This study aims to conduct a life thinking programme titled Kokolomi in an Italian adult education school. It further intends to contemplate the differences between the Italian application of the programme and its implementation in Japan. There is increasing interest in adult education in Japan's super-ageing society. In particular, adults in ageing societies find it necessary to reflect on re-learning and on additional careers. In this context, Kokolomi, a life thinking workshop for adults that is easy to implement in Japan is being developed and evaluated with reference to the Designing Your Life programme offered at Stanford University. There are also plans to offer Kokolomi to overseas participants in the future to promote self-controlled learning in adults. This life and career support programme based on the self-controlled learning theory promotes meta-cognition, motivation, and the acquisition of learning strategies. It was developed to influence employed personnel to consider continued study and work options. The education of immigrants has meanwhile become a major issue in Italy. An adult education school, Centro Provinciale Istruzione Adulti (CPIA) is now operated at state cost in all provinces. A joint Japanese-Italian application of Kokolomi at CPIA in Palermo can promote the contemplation of common issues in adult education between the two countries. Japan is experiencing the effects of a declining birth rate and an ageing society ahead of other countries. It is believed that practical research conducted in Japan, Kokolomi programme, may also contribute to the well-being of individuals in other countries faced with ageing populations.

51005 15:10-16:10 | Room 731 (7F)

Challenges in Early Childhood Education and Care Services for Muslim Immigrant Families in South Korea

Younwoo Lee, Pukyong National University, South Korea

Heesook Hwang, Pukyong National University, South Korea

Chlaihani Basma, Pukyong National University, South Korea

The Muslim community in Korea has been growing since the 1950s. While navigating their lives in Korea, Muslim families try to strike a balance between their religious demands and their life as immigrants. To maintain their cultural and religious distinctiveness, these families encounter numerous challenges pertaining to their parenting and childcare choices. This qualitative research focused on exploring five Muslim immigrant parents' early childhood education and care (ECEC) experiences including the challenges they face before, during, and after they enroll their children in childcare settings. Using a semi-structured interview and inductive thematic analysis, the following themes were identified: Pursuing ECEC, selecting the ECEC setting, experiences with ECEC settings, value of ECEC, and cultural and religious dilemmas and discrepancies. The parents addressed about the difficulties in related to linguistic, financial, and religious difficulties which hinder their integration into the mainstream Korean culture. Also, results showed that the parents placed a great value on early childhood education and care services while they face difficulties such as education cost, language, transportation, and other issues. In addition, parents reported several challenges experienced from the process of seeking and negotiating with their children's schools. The findings of this research were discussed and were followed by implication for future research and recommendations to practitioners of multicultural education and policy.

15:10-16:10 | Room 731 (7F)

Saturday Poster Session

51552 15:10-16:10 | Room 731 (7F)

Study on Perceptions about Creativity of Preschoolers' Fathers through Metaphor Analysis

Hee-Sook Hwang, Pukyong National University, South Korea

Younwoo Lee, Pukyong National University, South Korea

An-na Han, Pukyong National University, South Korea

This study focuses on examining perceptions about creativity of Korean fathers who have preschoolers. Participants are 120 preschoolers' fathers and metaphor analysis was conducted to analyze expression on metaphor about creativity suggested by fathers. As a result of analyzing metaphor about the meaning of creativity perceived by fathers, data were classified by four large categories: personal characteristics, problem solving, products, relations to environment. Those large factors were divided into 11 sub-categories. Personal characteristics were classified into seven contents including originality, autonomy, flexibility, fluency, imagination, curiosity, spirit of adventure. Problem solving were grouped into process of problem solving, and products were grouped into creative products. Also, relations to environment was represented with the environment to yield the potential and social needs. Results of this study imply that the parents' perceptions about creativity will provide useful information about parent training program related to the creativity for young children.

52184 15:10-16:10 | Room 731 (7F)

Self-Regulation of Online Student Learning: Perception and Instrumentality

Maria de Fátima Goulão, Universidade Aberta, Portugal

Framework: We associate a group of thoughts, actions and planification's that should be the basis for learning (Zimmerman, 2000, 2002) to the concept of self-regulation of learning. For that to happen the student must be able to define goals and strategies, supervise and assess paths, manage time and resources. The perceptions related to instrumentality are going to influence the cognitive investment of students towards their goals. Therefore, a student that considers self-regulation strategies as instruments to reach their goals will tend to use them. Purpose: Our study intends to explore the relationship between perception of self-efficacy to self-regulate learning and the perception of learning self-regulation instrumentality in our sample. Hand also, to analyze the influence of some demographic variables on learning self-regulation and on the perception of instrumentality of processes of learning self-regulation. Method: Our sample has 475 adult students in an e-Learning context. 76% are female and 24% are male. Their mean age is 39,4 years old. Results: The results suggest a high internal consistency in the two scales with a $\alpha = 0,85$ and $\alpha = 0,97$, respectively. The results show a positive and significant correlation between the two scales ($r = .493$, $p = .000$). Nevertheless, no significant associations were found concerning sex and age. Conclusion: The results suggest new studies to enable a more comprehensive analysis with other variables. They draw attention to the importance that students attach to self-regulation of learning. The implications of these results indicate the need to continue to rethink the way curricular units can be designed

51877 15:10-16:10 | Room 731 (7F)

An Action Research on the New Transition Service Program for Young Children with Disabilities

Hsiu-Chen Lin, National University of Tainan, Taiwan

In Taiwan, the institutions providing education for children aged 2-6 are called "preschools". As 7 years old, children with disabilities need transition services to enter elementary schools successfully. Ideally, parents, preschool educators, special educators and other related personnel work together providing transition services, centered on children with special needs, and help them develop key abilities to enter primary school successfully. However, there are many difficulties in the current situation in Taiwan. Based on the practical experiences, the researcher designed a transition services program based on the ecological and dynamic model and used interviews and observations as data collection methods for a young child with mild Autism as a research participant. The one-year research process pointed out that at least one year before entering elementary school, the related personnel began to evaluate the young child and train the key abilities of self-expression and compliance with regulations, which helped them adapt to the class and improve the preparation of the school.

51081 15:10-16:10 | Room 731 (7F)

Pre-service Special Education Teachers' Discourse During Shared Reading Amongst Children With and Without Visible Disabilities

Yael Roth-Barkai, Tel-Aviv University, Israel

Dorith Aram, Tel-Aviv University, Israel

The study presents pre-service special education teachers' explicit attitudes towards people with disabilities, and their implicit attitudes as reflected in the nature of shared book reading and discourse with children with seen or unseen disabilities, or without disabilities. Participants included 40 pre-service special education teachers and 120 7-8-year-old children: 40 with learning disabilities (LD), 40 with cerebral palsy (CP), and 40 typically developing. Pre-service teachers completed questionnaires on their attitudes towards people with disabilities. They also read two books, twice, to three children (one with LD, one with CP, with cerebral palsy, and one typically developing child). All 480 transcriptions were analyzed and evaluated for discourse style. While the pre-service teachers reported positive attitudes towards people with disabilities, they used more extra-textual utterances and more open-ended questions in the discourse with children without disabilities. They directed more expansions and reinforcements towards children with CP compared to those with LD, but directed more open-ended questions and factual questions toward children with LD compared to those with CP. The study highlights the need to help pre-service special education teachers develop their beliefs and professional identity. Additionally, with a lack of studies exploring shared book reading amongst early elementary school children, it is important to raise educators' awareness of this topic, and particularly, how it relates to children with disabilities.

15:10-16:10 | Room 731 (7F)

Saturday Poster Session

52578 15:10-16:10 | Room 731 (7F)

Item Analysis of the Basic Learning Competency Assessment (BLCA) for Students with Intellectual Disability

Pen-Chiang Chao, Chung Yuan Christian University, Taiwan

The purpose of this study was to examine the psychometric properties of the Basic Learning Competency Assessment (BLCA), a standardized achievement test administered to students with mild intellectual disability (ID) who plan to continue attending senior high school after graduation. According to the Admission and Placement Act for Students with Disabilities, test performance on the BLCA is a significant criterion to determine whether students with ID are qualified for being placed in a self-contained classroom and receiving vocation-oriented special education services at senior high school. Therefore, it is crucial to ensure that the BLCA has appropriate psychometric properties in terms of the difficulty level of test items, discrimination function between high and low achievers, and the degree of distractibility of incorrect answers. A total of 120 Grade 9 students with ID will be recruited from public junior high schools nationwide in Taiwan using the random sampling method and they will be requested to complete the 2014-2016 BLCA tests. The BLCA consists of four subjects including Chinese, English, Mathematics, and Sociology. It comprises all multiple-choice questions and students are requested to choose one correct answer among the four choices for each question. The data collection is still ongoing and will be completed in June 2019. This study will calculate each item's difficulty and discrimination indices and its distractibility will also be assessed. Findings of the study will be useful for the amendments to the BLCA. Discussion and implications will also be provided.

52704 15:10-16:10 | Room 731 (7F)

Decoding the Metalanguage of Internationalisation in Higher Education: A Study of Hong Kong

Vienne Lin, University of Hong Kong, Hong Kong

Tracy Zou, University of Hong Kong, Hong Kong

Lisa Law, Hong Kong Baptist University, Hong Kong

Beatrice Chu, Hong Kong University of Science and Technology, Hong Kong

Tiffany Ko, Hong Kong Baptist University, Hong Kong

Nicole Lai, Hong Kong University of Science and Technology, Hong Kong

As a response to globalisation, internationalisation has become a key strategy in many higher education institutions around the world. While most universities are moving towards such a goal, actual approaches to internationalisation are greatly different from one university to another and vary by practitioners within a university. Understanding the metalanguage of internationalisation will therefore be important in a way that helps practitioners understand their practices and outgrow limitations in such understanding and practices. Led by The University of Hong Kong, the Community of Practice – Internationalisation of Teaching and Learning (CoP – ITL) was formed to develop capacity for tertiary teachers of partner institutions in Hong Kong and the Mainland China through a communities-of-practice approach (Wenger et al., 2002). CoP – ITL set about decoding the metalanguage of internationalisation by inviting practitioners to complete an online survey whereby they were asked what internationalisation meant in an open-ended question. We then compared the data with CoP – ITL's six established areas of domain. Preliminary results suggest that half of the respondents have a unidimensional view of internationalisation, meaning that internationalisation merely refers to, for example, internationalising the content or student mobility. In order to introduce practitioners to a multidimensional perspective on the topic, CoP – ITL created a cross-institutional platform for teachers of different disciplines to congregate in periodic meetings; learn together; and ponder on shared unsolved challenges. The poster will conclude by discussing some significance and limitations of this project and how we could sustain the impact in the future.

52002 15:10-16:10 | Room 731 (7F)

Critical Reflection, Perspective Taking, and Dialogue: Core Attitude for Intercultural Training

Haruko Ishii, Hokkai-Gakuen University, Japan

Japanese higher education has been using "global" as a buzzword to attract students to their institutions; however, their curricula often only focus on the theoretical and practical aspects, not on preparing students to build a respectful mindset for international business. The purpose of this presentation is to propose a core intercultural training philosophy to be included in curricula in Japan. The author has been carrying out a workshop called Workshop for Effective Intercultural Communication (WEIC) for the past four summers at Kasetsart University with students of Economics (English program). It also brings Business students of Hokkai-Gakuen University from Japan. The purpose of WEIC is to increase intercultural sensitivity for effective intercultural communication through guided learning with reflexive strategies. Students are being introduced to major intercultural communication theories through seminars followed by company visits. However, the best learning experiences took place when entire groups of students spent days and weeks together, eating, discussing, and preparing for their presentations. Through building a non-threatening environment for open dialogues with mutual respect, students analysed and examined critical incidents they have encountered, using three pillars of intercultural training; critical reflection, perspective taking, and dialogue. An evaluation of intercultural competency was executed before and after the workshop. Here, the result showed students' growth in tolerance, acceptance, and respect for cultural differences where they even adapted themselves to the values of other cultural norms.

15:10-16:10 | Room 731 (7F)

Saturday Poster Session

52746 15:10-16:10 | Room 731 (7F)

Undergraduates' Acceptances and Perspectives of in Vitro Fertilization, Surrogate Mothers and Implications for Biotechnology Education

Showyu Lin, Aletheia University, Taiwan

Mingchin Hsin, National Taipei University of Business, Taiwan

Chenyung Lin, National Taiwan Normal University, Taiwan

In vitro fertilization (IVF) and surrogate mothers are global socio-scientific issues and may lead to different insights on higher education, public forum and policy-making due to various cultures and traditions locally. Nowadays, people are given more opportunities and options regarding the advanced technologies of IVF and surrogate mothers, thus the application of such technologies gets pros and cons. However, such socio-scientific issues are seldom provided in higher education as they might encounter such situation in the future. This study aims to investigate undergraduates' acceptances and perspectives on both IVF and surrogate mothers in the four contexts with spouse's or donor's gametes and to discuss the implications in biotechnology education. Self-developed questionnaire survey was conducted with participants for their acceptances and perspectives regarding IVF contexts and surrogate mother contexts followed by a statements survey. Grounded theory, descriptive, rubric, and content analysis were used for data analysis. The main findings included: first, the degree of acceptance located differently in the four contexts. Second, both biological and non-biological concerns were considered. Content analysis suggested that participants revealed various perspectives on concerns and positions. Discussions and implications addressed patriarchal culture to gender equity, a deficiency on ethic, religion and risk concerns in biotechnology education. This study suggests that socio-scientific issues such as IVF and surrogate mothers should be addressed in higher education.

51347 15:10-16:10 | Room 731 (7F)

A Report on Students' Views About Japanese Secondary Education in 2000 and 2019: The Basic Research for Developing Learning Content for the Original E-learning Programme of Intercultural Training

Yuko Kato, Jin-ai University, Japan

The aim of this report is to show how students' views on secondary education for the global age have evolved in 2019 compared to 2000. In 2000, the researcher investigated views held by students in Japan and England about education for the global age. There were two significant findings: first, that fundamental education may continue unchanged for decades in any country, such as forming good relationships with people, individual growth, and social education. Responses showed that learning how to develop good relationships often depended on regional pedagogical arguments as well as the time period. Second, students suggested that updated content should be introduced and improved according to constant changes in a dynamic world, for example, learning technology skills and placing more emphasis on global issues. After nineteen years, the researcher distributed the same questionnaire to 130 Japanese students in 2019 to explore how Japanese education, social backgrounds, and Japanese students' views on secondary education for the global age may have changed. This will provide preliminary research on the development of learning content and effective teaching methods by using an original e-learning programme for intercultural training in a blended learning environment. The latter point is also a current research topic of the researcher. This presentation will include progress of that report.

51677 15:10-16:10 | Room 731 (7F)

Developing a College Extracurricular Program for Intergenerational Communication by Connecting Japanese College Students and Elderly People Online

Kaoru Mita, Jissen Women's Junior College, Japan

Misa Otsuka, Jissen Women's Junior College, Japan

Japan has been suffering from a super-ageing society and declining birthrate, which brings about, on the one hand, those with abundant time without purpose in life, and on the other hand decreasing number of college students who would have to sustain the future of the country as well as facing competition with AI. Some specific measures should be taken to establish a quality of life for older generation and a special education program for younger generation. To solve the problems, the "Intergenerational Online Communication Program (IOCP)" has been being developed: 1)making a consortium of colleges interested in IOCP, 2)making an online database of 15-minute short preparation videos shared and used for education among the member colleges for smooth intergenerational online meeting, 3) setting an 25-minute online meeting between elderly people and students who have learned from preparation videos, 4)topics can be chosen by the participants, either issues of elderly or those of younger generation, 5)after joining several meetings, students put together the problems elderly people face, and ask a body of specialists, and the body gives feedback, 6) students make new videos about their findings and add them to the database. This way, students can experience multidisciplinary, hands on learning of acquiring 21st century skills, and elderly people may find a purpose in life. Several colleges and a municipal government agreed to collaborate, and a public interest incorporated association (Japan Universities Association for Computer Education) is going to support the project in both making a consortium and securing an IT setup.

15:10-16:10 | Room 731 (7F)

Saturday Poster Session

51994 15:10-16:10 | Room 731 (7F)

Cinematherapy as Modeling Technique in Cognitive and Emotional Development in Educational Context of the Depressed Filipino Female Adolescents

Patria Sembrana, De La Salle University, Philippines

Nyra Angie Cabantug, National Center for Mental Health, Philippines

Rosalito De Guzman, University of Santo Tomas, Philippines

This study is a pioneering effort of the Psychological Section of the National Center for Mental Health. As basic research, it aimed to determine the efficacy of Cinematherapy as a modeling technique in reducing if not eliminating depressive symptoms so as to increase their competency level and improve their academic performance upon return to school of the 30 Filipino female adolescents aging from 15-18 years old admitted in Zonta, a female adolescents' pavilion. It employed quasi-experimental design involving the pre-and-post test data of the participants with depressive symptoms. Quantitative evidence was obtained from the administration of Basic Personality Inventory – Filipino Version to determine the change in the depressive level of the participants after watching selected films on self-confidence, persistence, optimistic attitude, sense of obligation and responsibility, and belief in one's own ability to accomplish/achieve one's goals for 12 sessions. This help the participants realize the "reel" and real life experiences and that their viewing experience provides them the opportunity to have right perspective outside the experience and discover strengths in the midst of challenges thus, enhance cognitive and emotional skills. Findings showed the decrease depressive level thereby; Cinematherapy is a good therapeutic technique in enhancing competency skills and increasing achievement level of female adolescents to be prepared as they face again the challenges in education.

52213 15:10-16:10 | Room 731 (7F)

Teaching Programming in the New Key Stage 4 Computer Science Curriculum: An Investigation of Challenges and Prospects

Almabrok Almdahem, University of Wolverhampton, United Kingdom

Abstract The Department for Education DfE (2013) shows that alterations have been made to the Information Communication Technology (ICT) curriculum in England. This study investigated the consequences of developing Computer Programming (CP) in secondary schools. Various studies have revealed that students can develop skills when learning programming (Lochead and Clements, 1979; Papert, 1993 and Clements and Gullo, 1994) however, there is still a great deal of knowledge that needs to be uncovered in the field (De Araujo, Andrade, and Sere Guerrero, 2016). The main study here was designed to investigate and develop a critical understanding of the teaching of CP in the new Key Stage 4 (KS4) Computer Science Curriculum (CSC), including an assessment of the factors that influence the implementation of the new curriculum. It also sought to understand the effects of learning CP on students' attitudes. The core study requires the following questions to be answered: How is the teaching of CP in the new curriculum organised in secondary schools in England carried out?; What are the Key Stage 4 students' perceptions of CP in the new curriculum?; What are the problems or challenges (if any) faced in the implementation of the new curriculum in schools?; What needs to be done to improve learning and teaching of CP?; What are the factors influencing the effective teaching of CP in the new curriculum? The participants in the pilot study consisted of CS and ICT specialist teachers and students in one secondary school.

51881 15:10-16:10 | Room 731 (7F)

Ethical Leadership in a Globally Interdependent World: A Framework for Political Educators

Todd Horton, Nipissing University, Canada

Many educators (Winston, 2007; Runte, 2001) believe that "good" citizenship in a democracy involves engaging in ethical decision-making. Indeed, the Ministry of Education (2018) in the Canadian province of Ontario incorporates a citizenship education framework into the curriculum that suggests students "investigate moral and ethical dimensions of developments, events, and issues" (p.170). However, despite claims that the "...curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision making" (Ministry of Education, 2018, p. 59), an examination of secondary politics courses reveals no explicit learning expectations requiring students to analyze ethical decision-making by government leaders or how one might approach assessing ethical leadership. In a globally interdependent world where governments have to make decisions that impact people's lives everyday, it is worthwhile teaching students not only what ethical decision-making is and how to engage in it themselves but also how to analyze and assess the decisions of others, particularly those in leadership roles. Basing my work on the definition of ethical leadership offered by Ciulla (2004) and drawing on extensive literatures from philosophy (Rostboll, 2019; Houser, 2001), business (Clarke, 2011; Brown & Trevino, 2006), public administration (Hassan, 2014; Ventriss, 2012) and education (Hyttén, 2015; Taylor, 2015), the presenter expands the possibilities of politics curricula by offering a framework for political educators to critically engage with issues of ethical leadership involving case studies, document and video analysis, and classroom discussion of historical and current events.

15:10-16:10 | Room 731 (7F)

Saturday Poster Session

52276 15:10-16:10 | Room 731 (7F)

Independence and Interdependence: An Integrated Learning Module on Moon Landing

Yun-Ju Chiu, Chang Gung University, Taiwan

Feng-Yi Chen, Chang Gung University, Taiwan

2019 marks the 50th anniversary of the first humans landing on the moon via Apollo 11 lunar mission. Looking up at the night sky, we can have diversely extended views of the moon in the special year. This study integrated various activities into a theme focused on Moon Landing. This organized module is divided into four major parts under the headings: admiring the moon, describing the moon, imagining being on the moon, and landing the moon. Each part has several activities and each activity can be conducted in class independently. Besides, these activities have a relationship of interdependence with multiple cross-linking. The instructional strategy is not to give or show answers directly but to lead students to have thoughts and questions from demonstrations and hands-on activities. The design of the module is based on a constructivist view of learning. It provides a planned sequence of instruction that places students at the center of their learning experience, encourage them to explore, construct their own understanding of scientific concepts, and relate those understandings to other concepts. It aims to empower students to learn independently and to explore the world connecting with people, the environment, and different cultures. On the other hand, the important point is to provide a framework to inspire teachers to further develop their teaching materials and come up with new ideas.

51855 15:10-16:10 | Room 731 (7F)

A Change in My Teaching and Lecture Preparation

Hassan Karali, Newcastle University Medicine Malaysia (NUMed), Malaysia

Richard Price, Newcastle University, United Kingdom

A Qualitative study was conducted in Newcastle University Medicine Malaysia (NUMed) on 3rd year medical students, comparing methods used to gain and retain knowledge from two lectures on same topic by same lecturer. During first lecture students were disengaged, poor gain and retain of knowledge, however any effective changes were noticed upon changes and modification made upon delivering the lecture again. Aim: To improve my skills in lecture preparation that helps students to gain and retain knowledge. Study questions: 1-why was the second lecture better than the first in helping students gain and retain knowledge? 2-How did the better lecture help to gain and retain knowledge? Method and Analysis: Students were invited, small group consented to participate study, semi-structured one to one discussion on research questions was audio recorded. Broad questions and Discussion went further, comments which prompted out. Transcribing details, repeated listening and read several times, making notes, identify general themes, data collected from student's discussion and self-reflection, data was interpreted to lead to the results. Results: Students agreed that the second lecture helped to gain & retain knowledge due to; content, structure and fluency factors. Second lecture helped more in learning as it is motivating, more practical to study, and has a lot of clinical implementation. The back-bone of this study is the Cognitive load theory and Knowles' adult learning theory. The outcome of the study remarkable change in my approach for teaching and lecture preparation that help learners to receive and recall knowledge learned in classroom.

51858 15:10-16:10 | Room 731 (7F)

The Use of Rubrics for Self-assessment as an Effective Tool for Autonomous Education in College

Misa Otsuka, Jissen Women's Junior College, Japan

Kaoru Mita, Jissen Women's Junior College, Japan

As independent learners, students must determine their current situation, establish their goals, and psychologically motivate themselves for self-directed learning. However, students are generally uncertain of how they can utilize the course to hone their skills. Thus, this process is not as easy expected. A joint study conducted by the authors found that the use of rubrics for self-assessment twice during the term could be an effective tool for autonomous education in college. For the current investigation, students were asked to apply a rubric to assess their own skill levels in the first class of the term. Each scoring guide contained approximately five criteria for evaluating learning, which was divided into five levels. Subsequently, students were asked to select one of the five criteria for their personal development and to record their plan to achieve their goal. They assessed themselves again using the same rubric in the last class of the term and recorded their degree of success, identifying the methodology that proved most effective for them. This technique accorded students the opportunity for self-reflection. Teaching cannot be one sided; educators must learn from their students' voices as recorded in the self-assessment rubrics along with their class performance and scores. This study suggests how educators can improve their pedagogical methods, enhance the learning that occurs in their classrooms, and become autonomous teachers. This presentation details the scope and limits of this approach and discusses the findings of the present investigation.

15:20-16:10 | Room 777 (7F)

Saturday Session IV

Workshop Presentation

52216 15:20-16:10 | Room 777 (7F)

Talking About That Which We Avoid: Facilitating Conversations About Race and Culture in University Settings
Kerri Ullucci, Roger Williams University, United States

This workshop emerges out of a global concern as to how we address race, culture and difference at the University level. Helping students to engage in these conversations is often fraught or overlooked. How can educators introduce these topics to their students? What are key concepts that should be addressed? How can we help students become more race-conscious? This workshop is intended for practitioners who are new to these conversations and would like to engage in professional "sharing" as to how to negotiate difficult topics. The speaker is a university professor in a school of Education (teacher preparation) with 14+ years of experience teaching courses on diversity and equity. During the workshop participants will be able to voice their own concerns, share what works with colleagues, and expand their comfort and repertoires in discussing social justice topics. In support of these goals, this workshop will: 1. help participants identify obstacles to having fruitful conversations about race and culture in the university setting 2. unpack the critical concepts of equity, equality, merit, colorblindness and how these notions expand or limit the experiences students have in our courses. 3. explore practical tools to promote racial and cultural literacy in university settings. 4. provide frameworks for engaging in this work and moving forward. 5. connect like-minded professionals who can network in the future on these topics. Additionally, the speaker will provide resources as to how to locate supportive materials (books, online, etc.) which can facilitate this work with university students.

Keynote Presentation: Barbara Lockee

Interaction in Online Learning: A Design Paradox

Saturday, July 20 | 16:15-16:45 | UCL, 20 Bedford Way, Room 739 (7F)

For more than two decades, online education has been touted for its ability to provide access to academic programs that would otherwise not be possible. While many distance courses are designed with flexibility and autonomy in mind for learners who are also working adults, at the same time a great emphasis is placed on the need for interaction, as an attempt to replicate the benefits of dialogue afforded in face-to-face settings. This session will explore the design paradox that underpins the planning and development of online courses and programs, contrasting the focus on learner independence with social and academic requirements for a planned interdependence in the course design strategy.



Barbara Lockee

Barbara Lockee is a professor of Instructional Design and Technology in the School of Education at Virginia Tech. Since 1996, she has engaged in teaching and research related to instructional design and distance education, and has advised the research of more than three dozen doctoral students. Her scholarly inquiry is focused on mediated and online education and has been funded by various federal agencies, including the National Science Foundation, the US Department of Agriculture, and the US Agency for International Development, among others. She has also consulted for a variety of organisations, including the NASA Jet Propulsion Laboratory, the US Army Training and

Doctrine Command and the USC Institute for Creative Technologies. Her recent co-authored book, *Streamlined ID: A Practical Guide for Instructional Design*, strives to make the design of learning solutions accessible and pragmatic for those who develop educational courses and programs in workplace contexts.

Dr Lockee is Past President of the Association for Educational Communications and Technology, an international professional organisation for educational technology researchers and practitioners. She earned her PhD in 1996 from Virginia Tech in Curriculum and Instruction (Instructional Technology), MA in 1991 from Appalachian State University in Curriculum and Instruction (Educational Media), and BA in 1986 from Appalachian State University in Communication Arts.

Special Interview Presentation | Svetlana Ter-Minasova & Bruce Monk

Nation-Specific Peculiarities of Language Learning and Teaching: An Interview

Saturday, July 20 | 16:45-17:45 | UCL, 20 Bedford Way, Room 739 (7F)

Professor Svetlana Grigorievna Ter Minasova is a prominent public intellectual in Russia, and one of the world's leading authorities on language and culture. She will be interviewed by Bruce Monk, a longtime collaborator and friend, who will use her personal, professional and academic life as a lens through which to look at questions of language, culture, and communication.

From her personal and very authoritative perspective, the interview will cover Svetlana Grigorievna's schooling in the Soviet Union, her student life and the start of her connection with Moscow State University (MSU) and her 1973-74 academic year at UCL. The interview will then look at language education in the Soviet Union and the birth of the MSU Faculty of Foreign Languages and Area Studies, as well as Language education in the Russian Federation after the collapse of the Soviet Union.

The interview will also look at Svetlana Grigorievna's current plans and projects, including her current research looking at problems of Foreign Language Learning and Teaching (FLLT) with a special emphasis on nation-specific peculiarities, as illustrated by the examples from Russian history and culture, and including key aspects hampering international and intercultural communication.



Svetlana Ter-Minasova

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

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

in the USA, and the Russian-Armenian University, in Armenia. She is Yunshan Professor of Guangdong University of Foreign Studies in China, and Honorary Member of the Academy of Sciences, in Georgia. She is also Visiting Professor at P.G. Demidov Yaroslavl State University and National Research Tomsk State University, in Russia.



Bruce Monk

Bruce Monk was an English language lecturer at Moscow State University (MSU) under the Anglo-Soviet Cultural Agreement from 1980 to 1984, and 1988 to 1989. He also worked on the British Council Summer Schools for Soviet English language teachers in Higher Education in July and August 1981 to 1984. From 1989 to 1994 he was a Senior Lecturer in the Faculty of Foreign Languages at MSU.

He is the co-author with Alexander Burak of the chapter on Learner English: A Teacher's Guide to Interference and Other Problems (Swan & Smith eds. CUP revised 2001). With Tatyana Klementyeva he wrote Happy English 1 for the school system of the Soviet Union/Russian Federation, and between 1989 and 1994 he was a presenter on BBC radio and TV programmes for Soviet/Russian television and radio.

A man in a dark shirt is holding a piece of paper and looking towards the camera. He is standing in front of a blurred audience. The background is dark and out of focus.

Sunday July 21

Parallel Sessions

Institute of Education,
University College London

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

09:30-11:10 | Room 731 (7F)

Sunday Session I

Collaborating at a Distance

Session Chair: Angelicque Tucker Blackmon

52821 09:30-09:55 | Room 731 (7F)

The Design and Development of an Online Course as a Preparation for a Cambridge PET Examination for the Listening Section

Hugo Velasco, Casa Grande University, Ecuador

This study explores and describes the effect of implementing an adapted flipped classroom model version when preparing 29 undergraduate students for a Cambridge PET examination in an online learning environment. The specific research objective was to analyze the students' English proficiency level improvement through an online course. The study used a quantitative design method; an online pre and a post-intervention exam were used to collect data based on listening, reading and writing skills. The focus of this presentation will be on the listening skill section. Finally, a statistical report of what percentage of students were more likely to pass an Official Cambridge PET examination will be presented. The Pre-Post intervention exam was scored over 10 points being 7 the minimum acceptable grade. Results showed that 34,49% obtained passing grades in the Pre-intervention exam; and 51,73% obtained passing grades in the Post-intervention exam. The effect size of the Pre and Post-intervention exam was of 0.22 with a 9%ile gain which means there was a modest effect. In conclusion, more than 50% of the students demonstrated they would be likely to pass an official Cambridge B1 or intermediate level examination after the intervention. However, there were important aspects to consider that could improve the effect of this innovation on learners.

51854 09:55-10:20 | Room 731 (7F)

Independent and Interdependent: Blogging as a Collaborative Learning Tool in Teaching Editing and Publishing

Hadeer Abo El Nagah, Prince Sultan University, Saudi Arabia

Increasing attention has been given to blogs as an effective educational tool in collaborative learning in higher education during the last few years. Blogs, as an educational tool, enhance self- efficacy, sense of community, team work and perceived collaborative learning. Blogs also help create practical learning environment and can be particularly beneficial in creating a support system to students who may lack the confidence to participate in class activities (Engerstrom, 2001, Woo & Reeves, 2007, Kuo, 2017). Moreover, The current study employs both qualitative and quantitative analysis to examine the effectiveness of using blogging in editing and publishing course to senior university level female students in Saudi Arabia. "Translation Times" is a student-run and ongoing blog where students were encouraged to formulate independent opinions while practicing being a member of an interdependent group of learners. To enhance students' abilities to write translation and editing topic related, they are encouraged to blog in both Arabic and English and also to comment on colleague's entries. Participants of this course are required to write a blog entry each week, a minimum of one written and one edited entry are required form each student. For the last two years, four different groups of students participated in the experiment. The study records students' responses to the blogging experience through the four different semesters. The study concludes by proposing innovative approaches to teaching tools to digital editing. It also suggests topics for further research in the areas of collaborative learning.

51211 10:20-10:45 | Room 731 (7F)

Online Course for English as a Foreign Language Teachers to Cultivate Intercultural Competence

Yu-Chieh Wu, University of Hawaii at Manoa, United States

The purpose of this instructional design project is to cultivate intercultural competence for English as a foreign language (EFL) teachers in an online module. Fostering intercultural competence is crucial for EFL teachers to thrive in the era of globalization. However, current online resources that incorporate EFL classes with intercultural components are inadequate. To equip EFL teachers with necessary skills, four professional development lessons were developed. The design of these lessons is based on the attention, relevance, confidence, and satisfaction (ARCS) model. Thirteen EFL teachers will be recruited to evaluate the effectiveness of the online module. Quantitative and qualitative data will be collected on one-on-one sessions and surveys. The demographic data will be collected with descriptive statistics while quantitative and qualitative data will be collected with one-on-one sessions and in-person interviews. At the end of this lesson, participants are expected to be aware of how cultures influence language interpretations to the same information, relate these intercultural issues to their lives, be confident in contributing proactively to preserve cultural diversity and be satisfied in making the world a more inclusive place.

51805 10:45-11:10 | Room 731 (7F)

Using Eye Tracking Systems to Assess the Impact of a Hybrid Problem-based Distance-learning Environment on Chemistry Students' Problem-solving Skills

Angelicque Tucker Blackmon, University of Virgin Islands, United States

Blended learning is used as a teaching strategy to improve students' chemistry performance. It reverses the traditional learning environment delivering instructional content, often online, outside of the classroom. How blended learning improves performance has not been examined using objective measurements. Eyetracking is a useful tool to study learners' visual attention. Researchers have conducted studies to measure learners' cognitive processes while solving complex gas law word problems (e.g. Tang & Pienta, 2012). This study measured chemistry students' problem-solving performance while in a blended learning environment answering the research question. What is the impact of blended instruction on students' chemistry problem-solving skills? Data were collected from ten students in a General Chemistry course. Two conditions were measured, time and group type. Mixed ANOVA using SPSS analysis was conducted. Results show that on average, students spent slightly longer fixated on the periodic table (targeted as the area of interest) during the post-test ($M = 19.81$, $S.D. = 17.96$) than in the pre-test ($M = 9.34$, $S.D. = 10.63$). There was a significant interaction between time and condition. The experimental group (blended learning) spent longer looking at the periodic table on the screen during the post-test ($M = 28.26$, $S.D. = 21.88$) than during the pre-test ($M = 0.02$, $S.D. = 0.00$). Performance on the nomenclature test show that the experimental group scored higher on the posttest than the control group (traditional lecture) reflecting fixation behaviors recorded on the eye-tracking system. Findings have implications for chemistry education and software development to improve chemistry education.

09:30-11:10 | Room 744 (7F)

Sunday Session I

Policy & Practice

Session Chair: Kathleen Campbell

51882 09:30-09:55 | Room 744 (7F)

Sindh Education Management Organizations (SEMO 2015): An Innovative Public Private Partnership Endeavour in Education to Increase Schooling Effectiveness in Sindh, Pakistan

Tauseef Lateef, School Education & Literacy Department, Government of Sindh, Pakistan

In Pakistan and particularly in Sindh, recent efforts to increase secondary school educational attainment has resulted in increased educational access but continued low learning levels. To improve educational outcomes given the existing structures, the Provincial Government of Sindh has engaged with private Education Management Organizations (EMOs) to run pre-existing Government Schools in public-private partnerships modality to improve student learning outcomes. Globally, Public-Private Partnerships (PPPs) have emerged as a strong public policy approach to address a range of social development issues pertaining to resource mobilization, sharing technical expertise, removing inefficiencies, reducing inequities and correcting distributional imbalances. The paper initially highlights the various processes from conceptualisation to implementation of the policy "Sindh Education Management Organizations (SEMO 2015)", an innovative concept indigenously conceptualized and piloted initially in schools reconstructed under the Sindh Basic Education Program (SBEP) funded by USAID as a more viable and beneficial option for the many economically deprived students to have the same opportunity as those belonging to the affluent class in Pakistan. It also critically examines some of the lessons learned from handing of the management of (23) schools under the PPP Act, 2010 and recommends to the policy makers based on impact evaluation to either improve, reorient, continue, discontinue, replicate or scale up this intervention that has become a quality benchmark of a PPP project in Education, and not only confined to the Province of Sindh but to be used as a new body of knowledge coming out of experiential learning in the whole of Pakistan.

50113 09:55-10:20 | Room 744 (7F)

Mutual Effort Restoring Growth in Education for A Public-Private Sectors Partnership: Basis for a Proposed Action Plan

Emiliana Roxas, Department of Education, Philippines

Public-Private Partnerships (PPP) in Education enormously gained support particularly on the constructions of school buildings, improvement of school facilities, professional learning and development of teachers, on the feeding programs of poor schoolchildren, upgrading classroom instructions through provisions for instructional equipment and application of modern technology, all of which have goals on bringing all the children to schools and outcomes for quality instructions. But in most cases public schools administrators & teachers had been placed to some challenges particularly political pressures as they engaged with local government units for partnerships with non-government organizations (NGOs) in the community. Mutual agreement was set initially between those in the local government and the target non-government organizations partners for this purpose. This study employed the descriptive –qualitative research in which responses of eighteen (18) School Heads of DepEd Ibaan District, Batangas Province, Philippines who were the respondents were coded, analyzed and interpreted and provided year-round plan of actions with strategies that will eliminate political issues between and among the public and private sectors who would worked together to achieve the schools' goals in order to sustain public-private sectors partnership engagement to schools in the district. Recommendations made were of eliminating communications on pressing political issues among local government units and encourage for stronger linkages with private sectors for partnership engagement to support the schools for an independent and interdependent but wholesome and long-lasting relationship promoting culture of excellence and quality outcomes in education.

50049 10:20-10:45 | Room 744 (7F)

Reflective Practices of Educators in a Masters' Program in Egypt: A Case Study

Mayada Elsayed, German University in Cairo, Egypt

This paper investigates reflective practices as one concept of experiential learning where people learn from their experiences. Thus, this paper aims at studying the construct of reflective practices in a Masters' Program in a private university in Egypt through the graduate students' perspectives of reflective practices. The research examines the graduates' perception of reflective practices as a tool for their learning enhancement. Moreover, the study investigates how the enrolled graduate students approach reflective practices in terms of comprehension, language and expression. A mixed methodology is applied where the quantitative phase a ten-minute Likert type survey is answered conveniently by the enrolled graduate students in a private Education Masters' Program in Egypt. Afterwards, in the qualitative phase the participants voluntarily answer one on one interview to share their personal experiences regarding learning through a reflective process. The findings show the usage of the reflective practices within the program as a tool of learning for the students and a tool for assessing and updating the course material. Moreover, the results support that reflective practices is a subjective form of learning, therefore there should be a language of agreement between the professors and the students so they can assess how far they are grasping the content of the course. Additionally, the findings highlights the significance of the instructor's guidance in a reflective practice whether through rubrics or through the assignments' description and instructions. This paper recommends the study of the professors' understanding of their student's reflections in terms of perception and comprehension.

51891 10:45-11:10 | Room 744 (7F)

Educators' Perceptions of the Support Needed for New Teachers

Kathleen Campbell, Southeastern Louisiana University, United States

One of the principals' instructional leadership roles is to ensure that new teachers become successful veteran teachers. Unfortunately, for the last several decades, new teachers have been exiting the teaching profession by increasing numbers. Research indicates that nearly one third of new teachers leave by the end of their third year, and nearly half by the end of their fifth year (Ingersoll, Merrill, & May, 2014; U. S. Department of Education, N.D.). A revolving door of new teachers entering and leaving the profession creates an unstable learning environment which is detrimental to student achievement. Therefore, in an effort to explore what instructional skills, support, and guidance are needed by new teachers to be successful in their teaching career, the present researcher surveyed teachers in a school district in south Louisiana regarding their perceptions of new teacher needs. Because it is part of a school principal's responsibilities to provide that support to new teachers, the researcher also surveyed school principals in the same school district regarding their perceptions of new teacher needs. The purpose of the present study is not only to determine what teachers and principals perceive to be the professional needs of new teachers but also to compare the perceptions of teachers and principals regarding new teacher needs. Hopefully, the knowledge gained from the study will help school principals provide their new teachers with the support and guidance they need to remain in the teaching profession.

09:30-10:45 | Room 736 (7F)

Sunday Session I

Entrepreneurship & Employment

Session Chair: Csaba Bálint Illés

52241 09:30-09:55 | Room 736 (7F)

Entrepreneurial Attitudes of Students in Higher Education

Anna Dunay, Szent István University, Hungary

Csaba Bálint Illés, Szent István University, Hungary

Hussam M. Musleh, Szent István University, Hungary

Entrepreneurship and entrepreneurship education is one of the most important topics in higher education all over the world. Students are interested in successful start-ups, innovation driven enterprises and are inspired by well-working entrepreneurial ecosystems. They also would prefer to work for their own, to build a successful business as an entrepreneur. In order to explore the attitudes and motivations of university students about entrepreneurship, a four country wide research was conducted. Students of different higher educational institutions were surveyed in the Czech Republic, Hungary, Poland and Slovakia about their knowledge, experiences, attitudes and plans about starting new enterprises. The main goal of the research - besides to give an analysis about the present situation - was to give a feedback for us, educators, about the knowledge and attitudes of students, which results should be built into our curricula. Based on the findings of the research, we implemented new teaching methods into our management subjects.

52317 09:55-10:20 | Room 736 (7F)

Critical Explorations of 'Employability': A Longitudinal Study Exploring the Transitional Experiences of Widening Participation Students

Ricky Gee, Nottingham Trent University, United Kingdom

The Massification of Higher Education has encouraged an elongation of the 'non-traditional student' learning career. Widening participation students are therefore entering into the academy within a neo-liberal context that has increased tuition fees whilst providing an ever increased focus upon 'employability' and destination outcome. The critique of employability is well rehearsed within the literature suggesting that it exacerbates inequality and provides a functional and frustrating learning experience for the student (Gee, 2016 and 2017; Mignot and Gee, in press; Atkins, 1999; Watts, 2006; McCash, 2006 and 2008; Knight and Yorke, 2003; O'Regan, 2009; Bathmaker et al, 2013). This paper highlights a project that has connected pedagogy, research and practice. The project provided a small sample of social science students (from widening participation backgrounds), an opportunity to explore employability via the broader sociological lens of the 'life career', which encompasses a diverse range of social strands (Goffman, 1961). Such a learning opportunity encouraged students to theoretically inform their reflections and anticipations of 'career' via social theory, providing critical accounts to occur. The project then followed such a sample 2 years and then 3 years after graduation to consider how their 'career' had unfolded. Such research provided useful emergent themes - for example that the students were motivated by an emotional economy of care - which have been fed back into the curriculum so as to provide a more nuanced pedagogical experience. This paper will provide case illustrations to demonstrate how such an approach allows personalised, penetrative and enduring learning to occur.

52251 10:20-10:45 | Room 736 (7F)

Questions of Entrepreneurship Education for International Students

Csaba Bálint Illés, Szent Istvan University, Hungary

Anna Dunay, Szent Istvan University, Hungary

Hussam M. Musleh, Szent Istvan University, Hungary

Micro-, small and medium-sized enterprises are the accelerators of national economies, and the existence, the successful performance and the development of these enterprises play an important role in developed and underdeveloped regions of the world. The aim of the paper is to give insight into the special topics and methods of entrepreneurship education for international students at the Gödöllő Campus of the Szent István University, in Hungary. Entrepreneurship education and enterprise management subjects are taught at 3 levels of education: bachelor, master and doctoral level, both in Hungarian and English languages. The basics of the courses are the same, but the education of international students raises special questions. These issues are related to the different types of enterprises, the different rules and regulations of enterprise management and the different attitudes and cultural-traditional background of the international students. The entrepreneurship education courses focus on case studies, learning-by-doing methods and teamwork of students from different countries, which may help them to prepare for their future jobs in multicultural environment. Our paper summarizes the experiences and the curriculum development of the past six years.

09:30-11:10 | Room 739 (7F)

Sunday Session I

Transnational Education

Session Chair: Anemona Peres

51587 09:30-09:55 | Room 739 (7F)

Internationalization of Higher Education

Tina Wong, Hong Kong Polytechnic University, Hong Kong

Facing rapid changes in global environment, internationalization has become an important issue in higher education around the world. One of the common approaches of achieving internationalization is offering joint programmes with an overseas university. The aim of this dissertation is to examine the factors influencing local higher education institutions in selecting overseas partners to offer academic programmes in Hong Kong. Based on an extensive review of literature, a preliminary conceptual framework affecting partner selection is developed. Resource-based theory serves as the foundation of the preliminary framework. Under the framework, it is hypothesized that the likelihood of partner selection is influenced by partner attractiveness. And partner attractiveness is affected by an overseas university's technical capabilities, managerial capabilities and intangible resources respectively. This preliminary framework only presents a rough picture of partner selection in higher education institutions. Therefore, the qualitative method of multiple case studies is conducted to enrich the content of the framework. Four case studies from two local higher education institutions are selected. Data is collected by having interviews with the representatives of these institutions and examining secondary data. The methods of within-case analysis and cross-case analysis are used for data analysis. With the inclusion of the qualitative findings, the enriched conceptual framework presents specific partner characteristics affecting partner selection in this sector. The results of this study contribute to the literature in several ways. This study represents an important step toward applying the resource-based theory to a conceptual framework for examining partner selection in the local higher education sector.

52731 09:55-10:20 | Room 739 (7F)

How do Vietnamese International Masters Students in the UK Write the Dissertation Proposal? Challenges and Strategies

Ngoc Thinh Pham, Newcastle University, United Kingdom

A dissertation associated with a substantial level of independent learning requires masters students to demonstrate their comprehensive knowledge of subject content and essential research skills. On this dissertation journey, the early stage of writing a dissertation proposal is perceived to pose demanding challenges because students need to conceptualise their thought processes for the research they are undertaking later. For international masters students, this might be a bigger hurdle as they have still been making their social and academic adjustments to a new educational environment. Despite the exponential growth of international masters students in the UK, there has been a scarcity of empirical evidence identifying difficulties international masters students may encounter and exploring strategies they employ to successfully formulate the dissertation proposal. By sampling 80 Vietnamese international masters students in the UK and categorising them into two groups (i.e. with and without prior learning experiences in doing research), this study was twofold: (1) to examine whether any differences did exist in the challenges they encountered when writing the dissertation proposal; and (2) to explore whether any differences did exist in how they adopted strategies to overcome the challenges of producing the dissertation proposal. The quantitative and qualitative data analysis drawn from a questionnaire and semi-structured interviews showed striking variations in students' voices on the challenges and strategies between the two groups. The study adds to the existing literature on the stage of writing the proposal with interesting insights and suggests some pedagogical implications.

52690 10:20-10:45 | Room 739 (7F)

How Status, Elitism, International Capital and Marketability Drive the Practice of Student Mobility Within Transnational Higher Education

James Richard Lee, Xi'an Jiaotong-Liverpool University, China

International partnerships exist in various forms across Higher Education. Transnational Higher Education (TNHE) enables students to study in one country for a qualification issued by an institution in another country. Student mobility programmes give students the chance to travel and experience university life abroad. Both TNHE and student mobility are facilitated via the formation of strategic partnerships between foreign institutions. Universities look to these partnership arrangements not only as a way of offering opportunity to their students, but also as a way of becoming more of a global presence on their own terms. This study takes the example of a TNHE Joint Venture institution in China and identifies the driving forces behind its search for suitable partners across the Higher Education spectrum. It identifies status, elitism, international capital and marketability as integral to the practice of setting up student mobility partnerships. It further suggests that these driving ideals are supported by a neoliberal ideology in which accountability and performativity are used as tools to justify international partnerships. While this may be superficially successful in the short-term, it is proposed that the development of deeper, more meaningful links would be a more rewarding long-term strategy.

51865 10:45-11:10 | Room 739 (7F)

Internationalization of Higher Education between Independence and Interdependence: The Bologna paradox in the context of transnational joint degrees

Anemona Peres, Frontex, European Border and Coast Guard Agency, Poland

From the 1980s onwards neoliberalism (and its cousin, neoconservatism) has had profound and far reaching effects on society, culture and everyday life generating values, dispositions, practices and what could be called a mentalité or 'structure of thought and feeling' (Williams 1981) consistent with capitalist globalisation. As David Harvey has noted in his *The New Imperialism* (2003), this has re-invigorated an ongoing historical process of 'accumulation by dispossession' originally observed by Marx by which increasing spheres of social life that were originally considered public are now privatised or 'de-regulated' so as to better serve the interests of capital and elites. Although neoliberalism has effected these changes through primarily economic mechanisms such as de-regulated markets and restructuring property relations, this was only possible after a "thorough going re-education" that redefined "the place of knowledge in society" initiated in the 1980s and continuing without abatement in the contemporary period. As a key knowledge producing practice, educational research has been profoundly influenced and shaped by the advent of neoliberalism over the past four decades. This paper addresses these changes and explores how they have shifted the kinds of questions being asked by researchers, as well as how knowledge is to be defined, for what purposes and in whose interests.

09:30-11:10 | Room 777 (7F)

Sunday Session I

Autonomy

Session Chair: Marcela Malá

50081 09:30-09:55 | Room 777 (7F)

Educating the 21st Century Learners: Practices, Challenges and Attitudes towards Learner Autonomy through Blended (EFL) Learning in Pakistan

Abida Ayesha, University of Glasgow, United Kingdom

Increased affordability and access to digital technology has given a boost to foreign language learning in today's globalised world. In developing countries where formal language syllabus and pedagogies often remain unchanged, most current EFL learners are millennials who can become successful language learners by exploiting out-of-class digital resources. In Pakistan recently some universities are trying to introduce a blended learning approach in EFL classrooms. This progression has given way to increased learner autonomy among Pakistani EFL learners. My study focuses on how digital technology is contributing to autonomous language learning for undergraduate students at FAST-NU in Pakistan. Employing a mixed method Case Study approach, the data were collected through questionnaires and semi-structured interviews. The presenter will share the data findings that reveal the students' active engagement in the practices of autonomy without being consciously aware of the learner autonomy theory or post-1970s autonomy movement. The presenter will also unfold the strong relationship between learner autonomy and language proficiency as reported by her participants. Moreover, she will explain how her students make conscious and active use of the freedom of choice offered by digital technology to take control of their learning. Through their desire for involvement in important course-related decisions, while showing an awareness of the limitations, the learners affirm that autonomy rests upon interdependence rather than independence. The presenter will also highlight the challenges of autonomy and digital language learning in low-resource contexts and suggest ways for language educators to overcome those for an enriched learning experience of future generations.

52314 09:55-10:20 | Room 777 (7F)

Developing Learner Autonomy and Higher Order Thinking Ability through the Implementation of an Innovative Transforming Learning Taxonomy

Kittiya Mukdaprasert, Khon Kaen University, Thailand

Bussabamintra Chalauisaeng, Khon Kaen University, Thailand

The ultimate goal of teaching and learning is to enable learners to become more autonomous with higher degrees according to their ability. This study aimed at enhancing learner autonomy and higher order thinking-ability of secondary students in a Thai classroom context through the implementation of an innovative transforming learning taxonomy modified from the Dee Fink's Taxonomy of Significant Learning (Dee Fink, 2001). A variety of reading activities were used to enhance learner autonomy and higher order thinking ability. This quantitative and qualitative research design was a one - group pre/post-test study consisting of thirty purposively chosen participants. They were classified into three different groups based on the results of their pre-test i.e. the top, middle and bottom sets. The quantitative data were drawn from the pre and post tests, the midterm & final exams, five quizzes for each of five reading passages including a questionnaire for the student's satisfaction with the proposed Transforming Learning Taxonomy. On the other hand, the qualitative data were collated from a semi-structured interview and a self-progress reflection form. The findings showed a positive trend for higher degrees of both learner autonomy and higher order thinking ability as a result of the research treatment. This included a high level of satisfaction with the implementation of the innovative Transforming Learning Taxonomy in facilitating them to develop their learner autonomy and higher order thinking ability.

51909 10:20-10:45 | Room 777 (7F)

Understanding and Characterising a Context-based EFL Learner Autonomy in Algerian Higher Education

Abdelkader Chetouane, Manchester Metropolitan University, United Kingdom

The study explores beliefs and practices that Algerian EFL students attribute to autonomous learning. Moreover, it attempts to identify then investigates the underlying factors behind those beliefs and practices. These factors are traced in the literature to be "institutional, societal, cultural and economic" (Begum and Chowdhury, 2016; Kemala, 2017; Palfreyman and Smith, 2003; Jiang, 2008). The research furthermore aims to construct a contextualised understanding of learner autonomy based on the above-mentioned factors. The significance of this study is derived from investigating a contradictory situation in Algeria. After implementing a new higher education system LMD (Licence-Masters-Doctorate) that in its essence is built upon the idea of autonomy of learners and institutions, claims of having dependent EFL students with low or non-autonomous attitudes started to rise (Ghout-khenoune, 2016). This research challenges those claims and favours the idea that different existing varieties of learner autonomy reflect contexts where they are used and often "missed by educators especially those looking with western eyes" (Smith, Kuchah & Lamb, 2018, p.18). The research employs a comparative case study design that entails surveys and interviews. Data will be collected from two different universities in Algeria, (Ahmed Zabana and Mohamed Ben Ahmed). The study will employ questionnaires that will target all first year EFL master's students (around 160) at both universities where the research will be conducted. Moreover, 6 volunteer students from each university will be interviewed. The research follows a bottom-up approach which will allow new culturally contextualised ideas and understandings of learner autonomy to emerge.

51103 10:45-11:10 | Room 777 (7F)

Independent Learning of Advanced Students of English – Reality or Fantasy?

Marcela Malá, Technical University of Liberec, Czech Republic

This paper is a contribution to research concerning independent learning or autonomy in learning of advanced students of English. It focuses on selected materials for advanced learners of English that can be used for self-study. Parrott (2010) points out that advanced students should speak idiomatically and also write in appropriate styles, which means that they should be able to recognise, understand and use a rich variety of structures, both finite and non-finite. Through comparison of examples of writing by advanced learners of English and by native speakers Parrott discovered that advanced learners of English use non-finite clauses far less than native speakers. In this paper, commonly used advanced grammar textbooks, with practise exercises incorporated into a single volume, have been selected and explored with regards to their treatment of finite and non-finite clauses. With reference to the use of non-finite clauses the author comes to the conclusion that these books do not always help advanced students become autonomous learners who can develop their language proficiency independently. The main reasons are that the books often try to put together two contradictory issues, namely the advanced points of grammar on one hand and simplified terminology and limited explanation of the language system behind the advanced grammar issues on the other. The paper presents concrete examples that illustrate the points mentioned above and argues that careful attention should be paid to these structures by the authors of books for advanced learners of English.

09:30-11:10 | Room 780 (7F)

Sunday Session I

Psychology

Session Chair: Sara Senobari

51914 09:30-09:55 | Room 780 (7F)

The Factors of Compassion Fatigue among Guidance Counselors

Rhenan D. Estacio, Centro Escolar University & City College of Angeles, Philippines

The research was about the compassion fatigue and its contributing factors among ninety-two (92) guidance counselors. This study aimed to explore variables which were factors of compassion fatigue analyzing work-related factors, personality traits, and demographic factors utilizing the following instruments: Professional Quality of Life scale (ProQOLs), NEO PI-R, and Demographic questionnaire. The study focused on different schools in Central Luzon - Region 3, Philippines. Descriptive statistics and multiple regression stepwise method was utilized in the study. Findings indicated that participants were describe to have low levels of burnout and low levels of secondary trauma stress as elements of compassion fatigue. Personality traits of the participants were described to have low level of neuroticism; average levels of extraversion; average levels of openness to experience; high level of agreeableness; and high levels of conscientiousness. Multiple regression stepwise method confirmed personality trait neuroticism, extraversion, agreeableness as predictors of burnout with a variability of 40%. Likewise, salary as work-related factor confirmed to be predictor of burnout with a variability of 4.7%. Similarly, personality trait neuroticism is confirmed to predict secondary trauma stress with a variability of 21.9%. Based on the two elements of compassion fatigue, neuroticism was found out to be the best predictor among personality traits.

52794 09:55-10:20 | Room 780 (7F)

The Effects of Foreign Language Anxiety: Teachers' and Students' Perspectives

Shuting Zhang, The University of Hong Kong, Hong Kong

While a number of studies have shown a negative correlation between foreign language anxiety (FLA) and FL performance, it is still controversial whether FLA should be conceived as only debilitating or also facilitating. Moreover, how FL teachers and learners, as the stakeholders, perceive the impact of FLA, remain unclear. In particular, little is known about how learners who learn English as a foreign language (EFL) and also an academic major would be influenced by FLA. This study thus focuses on Chinese university English majors who may experience high levels of FLA due to high expectations from their teachers or themselves, high peer pressure, and high personal significance of English achievement. This presentation will discuss pilot findings of a larger study examining the nature of Chinese EFL majors' FLA and how FLA relates to FL motivation and performance. Contrary to previous findings, the preliminary results show that teachers normally hold that anxiety is negative and should be alleviated both in and outside of FL classrooms. Meanwhile, students with low levels of FLA believe that anxiety could facilitate their EFL learning and increase their intended effort, whereas highly anxious students feel discouraged by FLA. Moreover, most student participants regard FLA as a problem that needs to be dealt with by themselves since they believe that FLA mainly results from a lack of language proficiency. The findings could inform the development of pedagogical guidelines for EFL teachers to help their English-major students to cope with FLA or to take advantage of it.

51911 10:20-10:45 | Room 780 (7F)

Foreign Language Anxiety in e-Tandem Learners: Is it Predictable?

Blanca Cristofol Garcia, Universitat Oberta de Catalunya (UOC), Spain

Christine Appel, Universitat Oberta de Catalunya, Spain

Daniel Liviano Solís, Universitat Oberta de Catalunya, Spain

Learning a foreign language (FL) is a challenging path, and speaking interaction with native speakers of the target language (TL) is perceived as a threatening event for many students. Nevertheless, the use of telecollaborative practices, such as e-Tandem, is considered to have an anxiety-reducing effect on learners over time (Appel and Gilabert, 2002). The present study investigates foreign language anxiety (FLA) in the context of e-Tandem language learning. The aim of our research is to understand to what extent e-Tandem learners' innate tendency to experience FLA (trait anxiety, Spielberger, 1966) is related to the FLA they experience while completing speaking activities in pairs. The sample of the study is composed by 50 students (23 native speakers of English; 27 native speakers of Spanish) enrolled in a free and open online conversation course based on e-Tandem language learning tasks. Once the subjects start the course, they complete a demographic questionnaire and answer to 23 items extracted from the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz & Cope, 1986). Then, after each speaking task, they self-rate their FLA using an Anxometer (MacIntyre & Gardner, 1991). By conducting Pearson correlation and one-way ANOVA analysis, we expect to identify the relationship between learners' FLCAS scores and their FLA while participating in e-Tandem tasks considering, as well, their age and gender. Our results will provide the Language Learning Community with more information on this emotion in e-Tandem contexts.

51904 10:45-11:10 | Room 780 (7F)

Emotional Experience in Language Learning: Study of EFL Students in France

Sara Senobari, University of Sorbonne Nouvelle- Paris 3, France

Based on cognitive appraisal theory of Scherer (2001), this study examined the cognitive auto-appraisal of emotional experiences of 12 ESL students and hetero-evaluation of student's emotional state by their teacher in France during an intensive two months class. The object of this paper is to measure the emotions experienced by these ESL students, the teacher's recognition of student's emotions and student's self-evaluation of the situation that originated the emotional episode as emotions in educational contexts are said to be subjective responses to a specific situation, object or person. To this aim, the questionnaire of Geneva Appraisal Questionnaire (GAQ) was used to evaluate the situations or activities that emerged emotions. The class was filmed, students were asked to describe their emotional experiences in a journal every session and semi-structured interviews were done with the students and their teacher. The latter allowed us to gain a deeper understanding of their appraisal of student's emotional episode. Students reported a various number of emotions. Their evaluation of the emotional experience described the importance of student-teacher interaction on the emergence of emotions. We have recognized important role of teacher's feedback on cognitive appraisal of student's emotional experience. This result could be due to normative significance evaluation of a particular action in terms of its social consequences. Moreover, some of the emotional experiences mentioned by students were never recognized by the teacher or the observant which led us to further research on emotion regulation strategies used by students.

09:30-11:10 | Room 784 (7F)

Sunday Session I

Motivation & Language Learning

Session Chair: May Olaug Horverak

52764 09:30-09:55 | Room 784 (7F)

Flow Experience, Motivation, Reading Proficiency, and Enjoyment of Reading in Classroom Settings

Ying Hou, Beijing Sport University, China

This paper explored the potential factors contributing to the flow experience in foreign language reading. Both qualitative and quantitative methods were employed on a sample of 140 Chinese non-english majors. The results indicated that four variables could be the crucial factors leading to flow experience and their respective effects on flow experience were distinct. Intrinsic motivation was the most significant factor leading to flow experience and flow experience, in return, was an incentive to respondents' intrinsic motivation. Compared with extrinsic motivation, intrinsic motivation showed more remarkable influence in terms of the frequency, intensity and duration of the flow experience. Besides, reading proficiency proved not to be the determinant factor leading to flow experience. Learners are more likely to enter flow state in high-skill and Low challenge situation. It also revealed that enjoyment of reading can stimulate students' intrinsic motivation and subsequently promote the occurrence of flow experience. The implications in college English teaching and directions of future research were discussed.

52223 09:55-10:20 | Room 784 (7F)

Introducing Gamification to Increase Student Motivation and Engagement

Sophie Farag, The American University in Cairo, Egypt

Gamification is a term that has been used in education recently. According to Kapp (2014), gamification is the application of game design elements to a nongame context to increase student engagement and learning. Students in a university Intensive English Program often find the transition from school to university challenging. To encourage students to "demonstrate behavior and attitudes appropriate to a university environment", which is one of the course goals, elements of gamification were introduced to motivate a group of 30 students to participate actively in class, submit assignments on time, work together collaboratively, and work independently to strengthen their skills. Students were awarded "experience points" (XP) for demonstrating these behaviors. Opportunities to gain additional XP for both individual and group challenges were made available and students could claim points for doing extra work using a Google Form. The points were added up using an Excel sheet and the leaderboard was updated every week as a motivator and to encourage competition. When students accumulated a certain number of points, they moved to a higher level and received a virtual badge. Achieving specific levels resulted in an individual or class-wide reward. A self-evaluation survey was administered to the students at the end of the course to assess the effect of the game structure on their motivation and performance, and the results were positive. The presenter will describe the gamification elements that were introduced, and will report on the results of the students' self-evaluation. Questions from the audience will be welcome.

50960 10:20-10:45 | Room 784 (7F)

An Investigation of Possible Relationships Between Parent and Child Motivation Towards Foreign Language Learning in UK Secondary Schools

Christopher Martin, University of Wolverhampton, United Kingdom

The decline in foreign language learning in UK secondary schools is well-researched, particularly from the point of view of language attitudes and motivation. The rationale for my research comes from my own personal experience of interacting with parents and their children during parent-teacher meetings and open days. Many parents openly say in front of their children that their experiences of learning a language at school were not positive and that their motivation to learn a language was poor. I have always had concerns about the possible transmission of these thoughts and experiences to their child and the implications for me as a language teacher when encouraging them to learn French or Spanish at school. This presentation will give an overview of the quantitative analysis of the relationships between parent and child motivation towards foreign language learning in four secondary schools in the wider West Midlands region. This is part of a larger mixed methods doctoral study which aims to provide a multi-dimensional view of parent/child motivation as well as addressing the need for more mixed methods research within the field of motivation studies. It is hoped that the findings from this project will support the creation of a more effective dialogue between policy makers, school leaders, teachers, parents and students on the importance of language learning in today's multicultural and multilingual society.

52433 10:45-11:10 | Room 784 (7F)

A Systematic Approach to Facilitate for Motivation and Self-regulation in Language Learning Contexts

May Olaug Horverak, Birkenes kommune, Norway

Mariette Aanensen, University of Agder, Norway

According to Ryan and Deci's Self Determination Theory (SDT), optimal learning outcomes are created if students experience intrinsic motivation, which is fostered when the three basic needs of competence, relatedness and autonomy are met. The five-step motivation method we have developed in a Norwegian context facilitates for meeting these needs as it supports students in taking more control of their own learning in a supportive learning environment. The five steps included in the method are known from self-regulation theories, and are the following: students define 1) goals, 2) success factors and 3) hindrances, and they make action plans which include 4) focus area and 5) planned action. The innovative element is that students write anonymous reflections that the teacher collects and sums up in class the following session, and then the class discuss possible solutions and actions before writing their own individual plans that they themselves are responsible to follow up without teacher control. We have applied this method in various language learning contexts, and we will present findings from a study including around 50 participants from the context of Norwegian teaching in adult learning centres for immigrants. We will present the students' reflections on what they define as their goals, success factors and hindrances, as well as their action plans and some of the consequences that this motivation project has had for how we focus and organise language teaching. We will also present findings showing that the majority of the students experienced the method as useful and motivating.

09:30-11:10 | Room 790 (7F)

Sunday Session I

English for Non-Academic Purposes

Session Chair: Nunthawadee Wongsathian

51784 09:30-09:55 | Room 790 (7F)

Making Students' Language Learning Visible: A window to independent and interdependent factors in a case study of undergraduate ESP students

Elsa Dobboletta, Universidad Tecnologica Nacional, Argentina

Nélida Gallo, Instituto de Educación Superior N° 28 "Olga Cossetini", Argentina

This paper intends to focus on a hands-on experience in the context of undergraduate students learning English for Specific Purposes. The study relies on the assumption that learning has to be meaningful, empowering and collaborative (Gerver, 2010). The aim was to create a learning environment where individuals take their own critical decisions, run risks and interact with peers through technological tools. The class project led students of Systems Engineering to get familiar with the selection of an international academic event to become eventually active participants. Class communication was supported by an institutional LMS, a collaborative platform, and mobile phone applications. The approach to second language acquisition encompassed an ecological perspective (Larsen-Freeman, 2018) as, within a socio-cognitive framework, prime importance is given to the inter-relationship among context constraints, individual differences and learning processes. The study was approached as a Case Study where the emphasis is placed on the individual components (independence) as well as on the interaction of individuals with the context (interdependence). The experience was carried out at National Technological University (UTN) in Rosario Argentina during the first term of the year.

52709 09:55-10:20 | Room 790 (7F)

How Teachers' Reflective Inquiries Help Them Facilitate Transfer Skills Achievement in Students' Academic and Non-academic Pathways?

Mitra Rabiee, York University, Canada

In education, the transfer of skills refers to learning in one context and being able to apply the acquired knowledge and skills to other new situations. Many studies show that college/university students do not easily transfer skills from English courses to other courses or writing situations (Wardle, 2016; Lindemann, 2016; Beaufort, 2007). To name a few of causes contributing to this we can refer to three of them as: students' general attitude, course content, and instructors' perceptions and expectations. Even when instructors agree on the two categories of general writing skills and academic writing skills, students believe that knowing the conventions of writing and possessing the content competency in their fields do not help them create a piece of coherent written discourse. This reveals to us that the problem lies in another level of teaching and learning practice which is developing a metacognitive awareness in both sides of learning cycle: teachers and students. The purpose of this paper is to present strategies that enhance first, teachers' awareness of what they are planning to do by developing more contextual-based tasks and second, students' awareness towards gaining a true sense of procedural real-life achievements. The presence of experienced and reflective instructors would guarantee the success of this approach by providing students with ample opportunities of practicing and going beyond surface editing to deeper levels of learning as discovery procedure, critical thinking, and reflective empowerment on how to apply this acquired expertise to further authentic contexts in both academic and non-academic life styles.

52800 10:20-10:45 | Room 790 (7F)

Combining Applied Linguistics Theory and Authentic Video to Prepare Final Year Language Students to Communicate in the Workplace

Marie McCullagh, University of Portsmouth, United Kingdom

This presentation describes an approach to combining applied linguistics and communication on a final year undergraduate module delivered to students on a BA English language course at a UK university. The module aims to develop student understanding of theories of workplace discourse and professional communication and to encourage students to apply these theories to workplace situations. A range of video materials are used to provide opportunities to analyse and evaluate the performance of others in 'real life' interactions, increasing student engagement and deepening their learning. By highlighting examples of workplace discourse in authentic settings, the videos help students to place language within a broader communicative context and to use this knowledge to reflect on their own practice as communicators. The presentation will outline the approach used to identify key areas of workplace discourse, to select appropriate video resources and to develop tasks. It will also consider how the approach can be transferred from an English language teaching context to Modern Foreign Languages.

50772 10:45-11:10 | Room 790 (7F)

Strategic Model of English Language Learning Activities to Enhance Tour Guide Skills of Thai Youth: Case Study in Cultural Tourism Community at Thakha, Amphawa, Samuthsongkram, Thailand

Nunthawadee Wongsathian, Rajamangala University of Technology Suvarnabhumi, Thailand

This study is conducted in order to survey learning conditions and availability for being tour guides including to study language learning styles and to design strategic model of English language learning activities to enhance tour guide skills of Thai youth in cultural tourism community at Thakha, Amphawa, Samuthsongkram, Thailand. Population and Samples used in this study are 88 children who are studying in Tepsuvarnachanvitthaya Secondary School in Thakha, Amphawa, Samuthsongkram, Thailand. The research instruments used consist of learning conditions and availability for being tour guides assessment, language learning styles assessment, and strategic model of English language learning activities to enhance tour guide skills which are designed after analyzing learning conditions and availability and language learning styles of children. The strategic model of English language learning activities are implemented with 34 children who are studying in Grade 8 Secondary School by simple sampling from Grade 7-9 Secondary School in Thakha, Amphawa. The study represents that the children in Thakha, Amphawa are not ready for being volunteer tour guides. Most of them are V-K-A learners who prefer learning language from practicing a particular skill, questioning, and team working. Thus, Grade 8 Secondary School students are able to learn most from pictures, charts, maps, storytelling, and acting. The implementation of strategic model of English language learning activities show that the activity approaches are appropriate and directly promote children's learning styles. Moreover, those activities could enhance tour guide skills of children in Thakha, Amphawa, Samuthsongkram, Thailand.

11:25-12:40 | Room 731 (7F)

Sunday Session II

Identity and Language Learning

Session Chair: Maria Luz Villarante

51709 11:25-11:50 | Room 731 (7F)

Attitudes Towards Portuguese and Indigenous Varieties Among Multilingual Teachers in Mozambique

Simao Elias Luis, The Hong Kong Polytechnic University, Hong Kong

Research on language attitudes has attracted the attention of many scholars in education, psychology, political science and media studies across the globe (Edwards, 2010; Garrett, 2010; Palviainen & Huhta, 2015; Spolsky, 2017). Language attitudes impact education policies (Lewis, 1981; Li Wei, 2011), language learning (Baker, 1992; Gardner, 1985), language variation and maintenance (Fishman, 1985), language use (Moriarty, 2010), and the construction and manifestation of social identities (Lapresta & Huguette, 2008). Hornberger and McKay (2010) argue that multilingual classrooms are increasingly becoming the norm, and it is salient to undertake critical studies on language attitudes and ideologies behind classroom discourse. This presentation reports on attitudes towards Portuguese (standard) and indigenous varieties (nonstandard) among primary school teachers in the context of Mozambique. The study also assesses the effect of socio-biographical variables on language attitudes. Over 200 teachers completed the attitude questionnaire adapted from Baker (1992). The data were analysed with SPSS and descriptive statistics and multiple regression were conducted, with teachers reporting more positive attitudes towards the standard language than indigenous varieties. This suggests the need to raise awareness of the educational and social values of Mozambican languages to promote their use as the medium of instruction. Statistically significant differences were found between females and males, with females expressing more favourable attitudes towards the standard language than males. Spearman correlation showed a link between multilingualism in schools and attitudes towards mother, suggesting that linguistic diversity in schools does have an impact on the development of positive attitudes towards indigenous varieties.

52049 11:50-12:15 | Room 731 (7F)

The Association Between Student Teachers' Attitudes and Beliefs about English as Medium of Instruction and Their Degree of Ethnocentrism

Joyce West, University of Pretoria, South Africa

Democratic transformation in South Africa has gradually led to the desegregation of schools (i.e., urban schools), resulting in the integration of learners of different ethnicities which consequently increased the multicultural and multilingual nature of classrooms. The growing demand for English as Medium of Instruction (Mol), especially in urban schools is because of increased multicultural and multilingual contact between learners within post-apartheid South African classrooms. There are different attitudes and beliefs about the use of English as learners' Mol. Current research suggests that both the attitudes and beliefs of teachers drive classroom actions and affect learner performance. Negative attitudes and beliefs about multiculturalism and multilingualism have been associated with high degrees of ethnocentrism. While low degrees of ethnocentrism is associated with positive consequences such as national pride and even patriotism, a high degree of ethnocentrism is associated with individuals who lack acceptance of cultural diversity. Teachers' attitudes and beliefs about English as the Mol in a multilingual classroom can therefore be an indication of their degree of ethnocentrism. It was important in this study to consider the relationship between teachers' attitudes and beliefs and their degree of ethnocentrism as manifest in multilingual classrooms. Through a mixed method research design, this study investigated 1200 student teachers' attitudes and beliefs about English as Mol within multilingual classrooms and measured their degree of ethnocentrism. An association between student teachers' attitudes and beliefs and their degree of ethnocentrism was also determined.

51233 12:15-12:40 | Room 731 (7F)

Finding SELF through Literature: A Study of Filipino Identity

Maria Luz Villarante, University of Perpetual Help Philippines, Philippines

Alfonso H Loreto, University of Perpetual Help System Dalta, Philippines

Nick Joaquin, before becoming one of the leading practitioners of Philippine literature in English, he was a seminarian in Hong Kong – who later realized that he could better serve God and humanity by being a writer. This is reflected in the content and style of his works, as he emphasizes the need to restore national consciousness through important elements in Catholic Spanish Heritage. In his self-confessed mission as a writer, he is a sort of "cultural apostle", whose purpose is to revive interest in Philippine national life through literature – and provide the necessary drive and inspiration for a fuller comprehension of their cultural background. His awareness of the significance of the past to the present is part of a concerted effort to preserve the spiritual tradition and the orthodox faith of the Catholic past – which he perceives as the only solution to our modern ills. This argument is that probabilistically speaking, if there are less things need to be taken into consideration for an argument, the likelihood of that argument being true is greater due to the necessity of only one or a few conditions needing to exist. In this paper, a few popular possible arguments for personal identity in relation to Nick Joaquin's literature and the type of genres/themes read by each person will be discussed, more specifically, these questions shall be its core: a. Is literature a reflection of life? b. How did Nick Joaquin depict being a Filipino in his literature?

11:25-12:40 | Room 744 (7F)

Sunday Session II

Reading & Writing

Session Chair: Midori Mashiyama

52787 11:25-11:50 | Room 744 (7F)

Contrastive Genre Analysis of English Dissertation Acknowledgements Written by Chinese and American Doctoral Students

Ruidan Zhang, Shanghai International Studies University, China

Academic writing has been seen as “the fulcrum” (Mohammadi, 2013) of scholarship because of its “enormous relevance to the ways individuals construct themselves as competent academics, build professional visibility, and establish reputations” (Hyland, 2014). Nevertheless, dissertation acknowledgements have long been taken for granted as a part of background (Hyland, 2003) and its value as an academic genre has been underestimated (By genre, we mean the idea that a type of text which fulfills a certain purpose will employ conventionalized forms that are recognizable to members of the same community (Bruce, 2016)). Meanwhile, newcomers are often confused by what conventions they should accommodate in academic writing and EFL/ESL students encounter more problems as writing conventions in English sometimes differ considerably from those in their first languages. Thus, the present study will employ ESP approach of genre analysis, Swales’ move-step analysis in particular, to analyze the English dissertation acknowledgements written by Chinese and American doctoral students in the field of Literature and Linguistics (as Chinese doctoral students in this field are the most advanced English learners), seeking to figure out (1) the generic structures of Ph.D dissertation acknowledgements; (2) the communicative purposes each move or step conveys; (3) the linguistic features are employed to convey the communicative purpose; and (4) the differences between these two groups. The study is a corpus-based study: 60 acknowledgements written by Chinese students are selected from CNKI while 60 acknowledgements written by American students are selected from ProQuest Dissertation Database.

52606 11:50-12:15 | Room 744 (7F)

Beyond Traditional Approaches and Methodologies: The New Roles of Texts

Natalia Zajackowska, University of Social Sciences and Humanities, Poland

With the recent focus on bringing technology into learning environments and creating concept-based curricula, the role of a text in English as a Second Language education remained unchanged. At the same time, Language Acquisition has begun taking place outside of classrooms with no consideration of emerging and developing trends. Through a thorough study of academic journals and language publications, this paper will critically analyse the traditional approaches to texts in English Language Teaching. It will then indicate the incipient opportunities for various types of texts to become a means to equip individuals with language tools beyond traditional approaches and methodologies. Subsequently, it will present how a classroom can be turned into not only a cultural interpolation but also a favourable environment in which learners can practice their interdisciplinary recognition and their critical thinking skills. As a result, the focus from ‘what to teach’ which entails standard reading comprehension tasks introducing language in context is shifted onto ‘how and why’, to provide learners with strategies and occasions to experience, exploit and process a text in order to be ready to take a stand in the modern world.

52699 12:15-12:40 | Room 744 (7F)

Writing in English with Help

Midori Mashiyama, Fukuoka Women's University, Japan

Writing is one of the most difficult skills for Japanese people to master in English learning. The Ministry of Education held a nationwide English proficiency test for the 3rd year students of senior high school in 2017. In the report, the Ministry pointed out the link between low writing scores and low frequency of employment of integrated writing activities in classrooms. Then, how can we provide more opportunities to write in English to our students? One of the obstacles in increasing writing activities is giving feedback. Introducing writing software and applications in classrooms is one way to reduce the workload of teachers to give feedback and provide more activities to write. In this study, the changes of the perceptions of the writers towards writing in English before and after the writing activities were investigated. One on-line writing tool, Criterion®, was utilized in writing instructions, and the writers’ perceptions towards writing and the instrument were examined. The participants were the students of four writing classes in college in Japan. The classes were two freshman and two sophomore classes. The questionnaires were distributed to the participants before and after using Criterion® between June and July in 2018. After using the writing tool, understanding of the tool’s features was deepened and the perception towards writing in English were changed. Writing more might lead students to have more practical view of writing.

11:25-12:40 | Room 736 (7F)

Sunday Session II

Teaching Methods

Session Chair: Xue Li

52159 11:25-11:50 | Room 736 (7F)

From Face-to-Face to Blended: The Transformation and Implementation of an Academic Reading Program for Postgraduate Students at a Colombian University

Tatiana Prada Maldonado, Universidad de los Andes, Colombia

One of the greatest challenges Colombian postgraduate students face is related to their academic reading skills in English. Even though Colombia has made great efforts to become a bilingual country, the English language level continues being low except for bilingual school students or people who learn English outside school at the university or informal language institutes. Postgraduate students who do not have the English language level the university requires them to be able to graduate, need to take two academic reading courses. These are focused on reading, so their speaking, writing and listening skills may vary from student to student. One class may include students with low and pre-intermediate speaking and/or grammar level, but their reading skills tend to be their weakness. These courses are called "Reading Workshops". They were taught for many years in a face-to-face manner with good results. There was a challenge, though: Different levels of English in the classroom required a variety of teaching strategies to satisfy individual needs. In a face-to-face program there were just a few opportunities for personalization. For this reason, these courses recently became blended. This change allowed students to study at their own pace online while having the support of the teacher both online and in the classroom. This paper describes the design and implementation process of the blended approach. It also explains the challenges both teachers and students faced during the transition and implementation of these new courses as well as future challenges regarding learners autonomy, and fossilized teaching habits.

52796 11:50-12:15 | Room 736 (7F)

Promoting Student Autonomy and the Co-creation of the L2 Class Through Linguistic Theory

Luzia Dominguez, Cardiff University, United Kingdom

In this paper, I will present ways in which linguistic theory can be combined with appropriate teaching methods in order to further develop learner's independence and promote the co-construction of methodologies for the L2 class. For this purpose, I will refer to the use of some key concepts from Discourse Analysis, Pragmatics and Sociolinguistics and describe how they were used in a seminar focused on the use of Spanish in different contexts. I will stress how the combination of theoretical Linguistics and current innovative pedagogical approaches can be interlinked to achieve, not only more skilled language students, but also more skilled teachers. Through many aspects of the communicative approach have been included in the teaching of Spanish in the UK, I believe that, more generally, a change is needed within our educational culture: I suggest that the incorporation of these and other theoretical concepts when teaching the use of language may be beneficial for learners, as long as it is applied in conjunction with a student centered and cumulative approach, as well as constructive alignment, between other teaching methods. I propose that this change in perspective has the potential of helping to develop a more reflective, dynamic and flexible pedagogy of a second language, where learners and educators co-produce the process of teaching and learning.

51905 12:15-12:40 | Room 736 (7F)

Research and Practice on the Blended Teaching Mode of College English Based on MOOC + SPOC Platform

Xue Li, Harbin Institute of Technology, China

Based on comparison and contrast between the blended teaching mode and the traditional one, this project takes college English course at Harbin Institute of Technology as an example to design and practice the blended teaching mode based on the MOOC + SPOC platform. This mode aims to develop cross-cultural communicative competence of college students in an all-round way. On the basis of the teaching resource database set up by ourselves, the blended teaching is led by an open and collaborative teaching community and also driven by various communicative activities. With the diversified assessment as a guarantee, an Internet+ oriented college English learning community centered on students is established. This mode consists of online learning and face-to-face instruction with miscellaneous activities such as discussions, presentations, role-play and reports, which reflects the Internet thinking of openness, participation, collaboration and sharing, as well as the concept of active learning, research-based learning and team work. The results show that the blended teaching not only makes full use of the advantages of MOOCs but also gives full play to the strengths of face-to-face teaching, thus optimizing the teaching effect.

11:25-12:40 | Room 739 (7F)

Sunday Session II

Language Education

Session Chair: Russell Hazard

52504 11:25-11:50 | Room 739 (7F)

English as a Medium of Instruction, a Growing Global Phenomenon in Japan, South Korea, and Mongolia – Rationales and Challenges

Sainbayar Gundsambuu, Osaka University, Japan

This study aims to explore the rationales to adopt EMI at six private universities in the non-Anglophone countries—Japan, South Korea, and Mongolia and to examine the implementation of EMI programs. As EMI is one trend in the internationalization of higher education across non-Anglophone countries, higher education institutions in these three countries are introducing courses and degree programs taught in English in order to become more competitive in the regional or international higher education market. The rationales for introduction and implementation of courses and programs taught in English differ in terms of their designs, characteristics, and national contexts. In Japan, the government's top-down policy plays an important role in EMI development and implementation. The cases in South Korea display many similarities in comparison to Japan. However, the studies on EMI in Korean higher education are few. In contrast to Japan and South Korea, EMI is a new phenomenon in Mongolia. Though this study, it attempts to explore the phenomenon in its national context and to examine EMI at six private universities from the perspectives of faculty members and administrators involved with the implementation process of EMI. In addition, this study identifies challenges that these private universities have encountered when implementing EMI programs.

52026 11:50-12:15 | Room 739 (7F)

Language Facilitation Skills Training for Early Childhood Educators in South Africa: Towards a Contextually Embedded Multi-modal and Phased Training Model

Aniel Redelinghuys, Stellenbosch University, South Africa

Berna Gerber, Stellenbosch University, South Africa

Language development forms the foundation for early literacy development and Speech Language Therapists (SLT) and Early Childhood Educators (ECE) alike play a key role in facilitating language development. However, in South Africa, ECEs are often not adequately trained to facilitate language development. Teacher Professional Development (TPD) paves the way for multi-disciplinary collaboration between SLPs and ECEs in the form of in-service training. Through this collaboration SLPs can support ECEs in developing new knowledge and skills in language development. However, the socio-cultural contexts of the ECEs may influence their preferences towards the pedagogical modalities (including blended learning) used and the structure (a phased approach) through which the training can be delivered. This two-part study aimed to: i) conduct a cross-sectional, survey to explore their experiences, needs and perceptions regarding training on language development and language facilitation strategies (LFS) and ii). Conduct a scoping review to develop a literature-based model for delivering TPD. We interviewed 17 ECEs of 4 to 6 year olds from low- to middle-income schools in the Western Cape. The results from the interviews indicated a need for further training on language development and LFS and that a multi-modal and phased training program with post-training support could be helpful. Based on the results of the scoping review, a contextually embedded multi-phased, multi-method model for training is proposed. The implications related to the multi-disciplinary collaboration between SLPs and ECEs are discussed against the background of a socio-cultural perspective.

52453 12:15-12:40 | Room 739 (7F)

English Language Education Policy and Developing Countries: Interdependence, Digital Literacy, and Sustainable Development Orientations

Russell Hazard, Beijing Aidi Teaching, Learning, & Innovation Center, China

This presentation/article examines English language education policy within the context of national development. Within this context, it highlights the importance of English language teachers, researchers, and policy makers educating themselves on core issues and advocating effectively due to the strong impact their decision-making may have on vulnerable populations. It concludes by recommending a strategic analysis of the cost and benefits of providing English language programming, of the optimal language of instruction, of the inclusion of elements of the United Nations Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) initiatives into the language curriculum, of implementation of existing low-zero cost educational technologies to facilitate digital literacy and global digital citizenship, and on educational infrastructure decisions such as teacher training.

11:25-12:40 | Room 777 (7F)

Sunday Session II

Gender & Identity

Session Chair: Magdalena Trinder

50051 11:25-11:50 | Room 777 (7F)

Gender Positioning in Children's Books – A Visual Analysis

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

Andy C. O. Chin, The Education University of Hong Kong, Hong Kong

One of the external factors that can influence a child's gender role development is the books they read. According to the transportation theory, when encountering a text, a child may be transported into the world created by the book author and construct his/her identity. In addition to the textual content, the visual depiction of males and females is especially important in children's books as they contain a large number of pictures. Female and male characters can be positioned, textually and visually, as "inferior", "dominant", "weak" or "strong". The aim of this study is to raise the awareness of educators and parents on how gender ideologies are being packaged to them and young learners through visual images. The investigation included an analysis of 60 English readers selected from the Reading to Learn across the Curriculum Book List for Key Stage 1 (i.e. Primary 1–3), recommended by the Education Bureau of Hong Kong. A range of variables in relation to visual representation was analysed, including the visual appearance of male and female characters and their proportion in each picture, the roles and activities they perform, the location of their appearance, the clothes worn and the major colours of their clothing. The findings recorded significant differences in the visual portrayal of male and female characters, which signifies a strong need to provide teachers and parents with support to avoid reinforcing gender inequalities in early readers when they read to young learners.

51712 11:50-12:15 | Room 777 (7F)

Gender Differences in EFL Speaking Class in Indonesia: Does It Matter?

Santri Emilin Pingsaboi Djahimo, Nusa Cendana University (UNDANA), Indonesia

This is a qualitative study aims not only at finding out whether or not there is a relationship between gender differences and students' participation, engagement, performance, and achievement in speaking class, but also to identify how gender differences relate to the factors affecting speaking performance (i.e performance conditions, affective factors, listening ability, topical knowledge, and feedback during speaking activities). 50 students from speaking 1 class from English Department of Nusa Cendana University, Kupang – NTT, Indonesia have been randomly chosen to be observed and interviewed in answering the problems. Based on the research results, it can be seen that both male and female students have demonstrated their participation and engagement considering the factors that affect their speaking performance in various degrees. In performance conditions, females work better on planning stage but they fail to work under time pressure. In contrast, despite their failure on the planning stage, male students perform better under time pressure. Talking about affective factors, both groups have similar level of motivation. However, males have higher level of self-confidence but lower level of anxiety than females do. Similar ability have been shown by both groups in listening, yet male students have consistently outperformed their rivals in the factors of topical knowledge and feedback during speaking ability. In short, although the results of this small scale research can't be generalized, it has proven that the overall performance of males in speaking class is better than females and so gender differences matter in EFL speaking class.

52836 12:15-12:40 | Room 777 (7F)

In Search of the Identity of a Language Learner: An Investigation Into the Correlation Between Receptive Skills and LOC

Magdalena Trinder, Rzeszów University, Poland

According to the well-known cliché 'a bad workman always blames his tools'. This is the perfect manifestation of an externally orientated Locus of Control. The main aim ascribed to this research project was to investigate the nature of the relationship between Locus of Control and level of achievement in reading and listening exercises in a group of university level students of English Philology. 102 MA level students were asked to complete the Drwal test for Locus of Control, which is the standard test recognised by the Polish Institute of Psychology. The students results in a number of reading and listening exercises were then recorded over the period of a single semester in order to ensure a more reliable basis for analysis. It was anticipated, based on the existing literature, that higher achievers would be more inclined towards an internally orientated LOC. The results, however, proved somewhat surprising in that there was no clear correlation either way. The final part of the paper is devoted to a discussion of the potential significance of this result and potential areas for further investigation.

11:25-12:40 | Room 780 (7F)

Sunday Session II

Psychology & Identity

Session Chair: Chiyo Hayashi

51713 11:25-11:50 | Room 780 (7F)

What Students Talk About When They Talk About Writing: Discourse, Identity, and Collaboration

Sara Field, George Mason University, United States

"What do any of us really know about love?" Mel said. "It seems to me we're just beginners at love."

-*"What We Talk About When We Talk About Love,"* Raymond Carver, 1981.

In Carver's story, two couples discuss multiple types of love over gin and tonics. Though their experiences are different, they agree they have all experienced love, whether or not they share definitions. Through these vignettes, Carver asks readers to consider their own views of love in its many forms. Similarly, when talking about the act of writing or being a writer, students develop complex and divergent ideas about what makes good writing, the genres they enjoy, their self-efficacies and competences, and their writing identities. Just as Carver presents multiple viewpoints without making a final judgment on the definition of love, I believe it is the teacher's role to provide students with a range of writing options so that the students can form their own opinions, self-efficacies, and identities. Mentor texts, reading and writing across genres and topics, and learning writing strategies are ways that teachers can expand students' experiences with writing. However, just as the adults in the story needed to talk about and share their ideas, students, too, need opportunities to discuss and interact with ideas and each other. This paper will use empirical, practitioner, and action research to explore how discourse and student talk can be maximized in Writers' Workshop to increase student writing identities, self-efficacies, and competencies.

52748 11:50-12:15 | Room 780 (7F)

British Students' Identity Transition in Learning Chinese as a Foreign Language

Mengke Li, The University of Edinburgh, United Kingdom

Chinese has become an increasingly significant language in the global language market over the last 20 years. China's increasing power economically has encouraged the development of Chinese Language Learning (CLL) and it is increasingly being seen as a strategic learning decision. This research focuses on investigating key identity transitions for a small number of British students studying Chinese in the UK as they experienced a placement abroad, learning Chinese in Mainland China or Taiwan. Ten British students who had studied Chinese in a one-year China exchange programme at a Scottish university were invited to take part. Drawing on poststructuralist perspectives in establishing a theoretical position and narrative identity theory as a key conceptual frame, learners' experiences, beliefs and perceptions were explored in depth. The face to face semi-structured interview with students was utilised as the main research method. After analysing the data, three themes emerged: cultural identity shifts, motivation/investment, and identity transition. These themes reflected students' engagement with the target language and culture and their sense of self as they experienced Chinese and Chinese culture during their overseas study time and on their return. Finally, there was a discussion about how they define and redefine the concept of who they used to be, who they are, who they are becoming, and the relationship between themselves and the social world. Speaking a new language, is seen as the start of a new identity.

52738 12:15-12:40 | Room 780 (7F)

Exploring the Relationship Between EFL Learners' International Posture and Moral and Ethical Beliefs: A Preliminary Study

Chiyo Hayashi, Kunitachi College of Music, Japan

The purpose of the current study is to explore the relationship between EFL learners' international posture and moral and ethical beliefs. With the acceleration of the globalization, the need for globally-minded people has been rapidly increasing even in a mono-cultural island country like Japan. As the number of foreign visitors and residents soars, it has become one of the most urgent goals of the country to cultivate individuals who can cope with international social and cultural milieus. Yet, as Japanese media often points out, "inward-looking orientation" of Japanese people, the tendency to shy away from international encounters and situations, has been one of the social phenomena that prevents such a goal. Then, an important question to address is what makes people international-minded and what prevents them. The current study attempts to answer this question by investigating the connection between Japanese EFL learners' international posture and moral and ethical beliefs. These beliefs were hypothesized to be influential because they guide people's perceptions and behaviors, reflecting each individual's values and ideas on what is right or wrong (Watsuji, 1979). The participants (N = 100) of the study were EFL college students in Tokyo. The instruments of the study were a questionnaire on international posture (Yashima, 2009) and the Moral Foundation Questionnaire (MFQ) (Haidt, 2011). The results of the study indicated that two factors of the MFQ, Care and Fairness, were significantly related to International Posture. The presentation will report further results of the study as well as pedagogical implications.

11:25-12:40 | Room 784 (7F)

Sunday Session II

Learning Environments

Session Chair: Elin Thordardottir

52083 11:25-11:50 | Room 784 (7F)

Reading Literacy Support in School and Home for Poor Communities in South Africa

Sandiso Ngcobo, Mangosuthu University of Technology, South Africa

Reading literacy levels in both English and vernacular are extremely low in South Africa when compared with other countries. This calls for all members of society to be involved in addressing this issue at all levels. Hence a community project initiated by a university that targeted a local primary school to work with their teachers and learners to share resources and provide reading lessons. It was also necessary at an early stage to conduct a baseline study that would indicate the school and home support learners were receiving. A short questionnaire was administered among learners and their parents. The findings revealed that there was inadequate reading literacy support for learners at both home and school due to the poverty-ridden environment in which they found themselves. The findings indicated the extent to which the university project needed to be involved in assisting both the school and the learners. This entailed sourcing reading materials and providing basic stationery to ensure effective teaching and learning occurs in both the learners' African language and English.

52167 11:50-12:15 | Room 784 (7F)

Informal English Learning in Two Linguistic Environments: A Comparison of Iceland and Quebec

Elin Thordardottir, McGill University, Canada

This study concerns children's informal (outside of school) learning of English in distinct language communities: In Iceland, English is increasingly ever-present (social media and tourism) despite not being spoken as a native language. Studies report children to converse in English before starting English instruction in school, leading to concerns that English is replacing Icelandic; however no legislation is in place that limits English use. In Montreal, Canada, the official language is French, however, both French and English are spoken as native languages. Very strong language laws are in place to protect French and limit the use of English. In the two settings, formal English instruction in school is similar in terms of number of hours. Do these distinct linguistic environments impact the amount of informal English learning? Older school-age (mean age 14;3 (SD 1;6) L1 and L2 speakers of Icelandic and French, respectively (n=76 to date) were administered a standardized test of English vocabulary (PPVT), conversational language samples, and a questionnaire on attitudes towards each language (also equivalent measures in Icelandic and French, respectively) Results show distinct patterns in the two settings: All groups evidenced age appropriate English conversational skills. Icelandic groups scored significantly lower on the PPVT than the Montreal groups ($p < .001$), and significantly below the test norm; Montreal groups scored within the norm (mean standard scores 73.0 versus 93.8) All groups had similar and highly positive attitudes toward English. The impact on learning of motivation, total language knowledge and opportunities afforded by the environment will be discussed.

52244 12:15-12:40 | Room 784 (7F)

Natural Language Input: Maternal Education, Socioeconomic Deprivation, and Language Outcomes in Typically Developing Children

Nuzhat Sultana, The University of Hong Kong, Hong Kong

Lena Wong, The University of Hong Kong, Hong Kong

Suzanne C. Purdy, The University of Auckland, New Zealand

Objective. The study examined the differences in language input related to family factors (maternal level of education, MLE, and socioeconomic level of deprivation, SLD) and the association with language outcomes in typically developing children. Design. Twenty children were recruited from eight early childhood centers. Language inputs were audiotaped using LENA® technology for two weekend days. Quantity of language input was analyzed using LENA® which calculates the number of adult words (AWs), and adult-child conversational turns (CTs). Four 5-minute LENA® recording segments were transcribed and coded, and parental language strategies were classified as: optimal, moderate, or sub-optimal for language development. Each child's receptive and expressive language was assessed using Preschool Language Scales (PLS). Results. Spearman correlations indicated significant positive associations between number of AWs/hour and CTs/hour, and a negative association between sub-optimal strategies and language outcomes. Mann-Whitney U tests indicated significantly high number of AWs/hour and CTs/hour for High MLE comparing with Low MLE, and in Low SLD comparing with High SLD groups. Use of sub-optimal language strategies was significantly lower for families with High MLE versus Low MLE and for Low SLD versus High SLD groups. Conclusions. Fewer number of AWs, CTs, and higher use of sub-optimal language strategies are associated with low MLE, high SLD and weaker language outcomes. These results highlight the importance of the quantity of daily oral interaction and the use of optimal language strategies to develop strong language skills in their young children. Parents should be informed how they could interact with their children for better language development.

11:25-12:40 | Room 790 (7F)

Sunday Session II

Language Teaching Methods

Session Chair: Borja Ruiz de Arbulo Alonso

50896 11:25-11:50 | Room 790 (7F)

Improvement of Reading Comprehension Through Multiple Choice Questions Formulating

Maria-Teresa del-Olmo-Ibáñez, University of Alicante, Spain

Raúl Gutiérrez-Fresneda, University of Alicante, Spain

Reading is not only a means of access to knowledge, but also a powerful ability to learn and think. However, reading does not always lead to deep learning. This is only achieved when the reader participates in situations that require him or her to go beyond the text. Normally, the typology of resources used in the classroom to instruct in comprehension tends to focus on students' answers to a series of given questions, often of a literal nature. Very few papers study the way in which students integrate the information they read through situations that require active learning and that stimulate their ability to think. The purpose of this research is to analyse whether, by means of dynamics focused on promoting reflection on the text through the formulation of questions with different alternative answers, the comprehension capacity is improved and the integration of the students' knowledge is promoted. This work involved 118 students between ages 8 and 9. The results demonstrate the didactic value of this type of reading practice as it facilitates the improvement of reading comprehension and learning itself to a greater extent than other types of reading situations.

52791 11:50-12:15 | Room 790 (7F)

An Investigation of Japanese EFL Learners' Perception of Learning Pragmatics

Mai Oyama, University College London, United Kingdom

Under the influence of globalisation, cross-cultural communication is inevitable, which intensified the need for developing communicative competence of language learners. Unlike lexical, phonological or syntactic errors, pragmatic failure due to the lack of pragmatic competence may cause a serious communication breakdown between interlocutors. As English is one of the most common languages for intercultural communication, the significance of developing the pragmatic ability of ESL/EFL learners has been recognised. Despite this fact, however, the value of teaching pragmatics is still overlooked in EFL classes in Japan. In this paper, the researcher will report results from the research conducted with Japanese university students, regarding how they perceive learning pragmatics in EFL class. During the research, the students were given pragmatic instruction on the production of request and refusal speech acts and examined how they employ the pragmatic knowledge and strategies acquired in the class to perform effective communication in English. At the end of the research, students were asked about their impression of learning pragmatics and the effect of it over the entire EFL learning. Almost all students responded that learning pragmatics were useful and pragmatic instruction should be incorporated into English education at university, even though they found some difficulty in learning especially in choosing proper expressions in a certain context. This appeals to the urgent need for practising pragmatic instruction in EFL classes in Japan.

50085 12:15-12:40 | Room 790 (7F)

Strategizing Classroom Time: An Exploration of the Impact of Flipped Instruction in Second Language Acquisition

Borja Ruiz de Arbulo Alonso, Boston University, United States

This paper analyzes the impact of flipped instruction in learners of Spanish as a Second Language in a face-to-face course at Boston University. Given the limited amount of contact hours devoted to studying world languages in the American higher education system, implementing strategies to free up classroom time for communicative language practice is key to ensure student success. In an effort to improve the way learners acquire a second language, this paper examines the role that regular pre-class and web-based exposure to Spanish grammar plays in student performance at the end of the academic term. It outlines different types of web-based pre-class activities and compares this approach to more traditional classroom practice. To do so, this study works for three months with two similar groups of adult learners in an intermediate-level Spanish class. Both groups use the same course program, but one receives an additional set of instructor-made online materials with variety of grammar explanations and online activities that need to be reviewed before attending class. Since the online activities cover material and concepts that have not yet been studied in class, students' oral and written production in both groups is measured by means of a writing activity and an audio recording at the end of the three-month period. These assessments will ascertain the effects of exposing the control group to the grammar of the target language prior to each lecture throughout and demonstrate where flipped instruction helps learners of Spanish achieve a higher performance, but also identify potential problems.

13:40-15:20 | Room 744 (7F)

Sunday Session III

Social Justice

Session Chair: Jane Lu

52369 13:40-14:05 | Room 744 (7F)

Sparking a New Generation of Community Advocates: Challenges in Teaching Policy Analysis

Victoria L. Baker, Frontier Nursing University, United States

Policy affects every aspect of our lives, controlling such things as the costs of goods, our ability to work, and the quality of our homes. Whether those policies are just and effective depends enormously on broad popular participation and in their development and transparent oversight at every level of government. Yet, students often find the study of policy intimidating, opaque, or irrelevant to their lives or studies. In this presentation, we will explore together how to meet the challenge of teaching graduate professional students to become beginning analysts of health policy and encouraging them to take on the roles of speaking in policy making arenas as advocates with credible and clear voices. Many methods can be used to analyze health policy, each with their own purposes (Hanney, Gonzalez-Block, Buxton & Kogan, 2003). Some particularly address health equity and social justice (Farrer, Marinetti, Cavaco & Costongs, 2015, Lee, et. al., 2018), some economic costs (Ara, et. al., 2014), some other outcomes. Using the example of nursing graduate students, we will consider what methods work best with the skills taught to college students, those who might act as advocates in their home communities. We will present several policy analysis methods and consider which most capitalize on the skills of professionals and local advocates.

52370 14:05-14:30 | Room 744 (7F)

Teaching to Students to Care About Cultural Humility and Social Justice: What Does It Take?

Maria Valentin-Welch, Frontier Nursing University, United States

Victoria L. Baker, Frontier Nursing University, United States

Essence Williams, Frontier Nursing University, United States

Preparing midwives to join our profession and take it into the future requires that we teach more than clinical expertise. When it comes to bringing our profession forward in terms of racism and diversity, we need to teach more intangible competencies, such as cultural humility and social justice (Gordon, McCarter, & Myers, 2016), and our profession has made a commitment to them in our professional Code of Ethics (ACNM, 2005) and the Hallmarks of Midwifery (ACNM, 2012). Nursing education as a whole has been called upon to make a "radical transformation" in our approach, including teaching for "moral imagination" that creates critical thinkers and nursing leaders (Benner, Sutphen, Leonard, Day, 2010). Educators know this, but we often find it easier to teach clinical skills than the intangibles. In this presentation we will review what we know from scholarship about teaching these topics and provide handouts on how to apply particular approaches.

51718 14:30-14:55 | Room 744 (7F)

Inclusivity and Equity in Education Parlance: A Case Study of Pakistani Schools in Islamabad

M. Habib Qazi, University of Leicester, United Kingdom

This study problematizes Pakistan's national curriculum textbooks for grades IX-XII in the context of developing students' sense of national belonging vis-à-vis the idea of inclusive education and global interdependence. It also draws on field data collected using interviews with 12 teachers and focus-groups (6) and participatory tool methods with 442 students studying in 6 state schools situated in the Pakistani capital Islamabad to evaluate: i) the teachers' classroom practices for implementing textbook-based national identity discourses on students, and ii) the way these influence the students' social attitudes. Theorizing the idea of national belonging as a discursive social practice, the study mostly benefits from Foucault's ideas of power/knowledge, the regime of truth and technologies etc. The findings highlight a complex interplay of several education-system-actors for constructing students' sense of national belonging emphasizing an essential relationship between Pakistan and Islam and generally presenting the non-Muslim world as Pakistan's/Islam's 'other'. Thus, the students conflate the concept of Islamic identity with Pakistan's national identity blurring the distinction; view the world as divided between Muslim and non-Muslim blocks and evince strong exclusionary attitudes particularly towards certain Pakistani minorities and the non-Muslim world in general. The study highlights the inherent contradictions involved in espousing Islam for the claimant to the parliamentary democracy and implications for it not employing education for developing students' holistic approach towards life which might well foster a sense of inclusivity and international collaboration amongst students.

52327 14:55-15:20 | Room 744 (7F)

Response to Climate Change for Environmental Sustainability: Educational Implications for the Young Generation from Cross-national Comparisons

Jane Lu, National Chung Hsing University, Taiwan

Cherie Hsu, National Chung Hsing University, Taiwan

Jer-Ray Hsu, Ludwig-Maximilians-Universität München, Germany

In response to climate change, actions need to be taken to lessen the severity of environmental deterioration. Due to cultural and situational differences, how young generations respond to climate change for environmental sustainability varies. With accessibility to the internet, information related to climate change and global warming does not stop at borders; however, young generations may react differently regarding environmental issues in cross-national comparisons. This paper presents a cross-national comparisons in several aspects regarding actions taken in response to climate change for environmental sustainability. Surveys are administered on campuses in Canada, United States, Germany, and Taiwan. Results indicate that current generations are much concerned that the future generations will have to encounter more severe situations due to climate changes. In general, young people pay attention to information related to environmental sustainability via social media, news, blogs, and government publications. Actions taken for environmental sustainability include recycling, reduction in consumption/packaging, utilization of public transportation, enhancing efficiency of renewable energy, eating less meat products, sustainable agricultural practices, etc. Survey participants call on more efforts devoted in early education to make the sustainable living a lifestyle. Others demand more rigorous policies, banning single-use plastic products for example. In sum, findings in this study reveal strong pro-environment perceptions among the young generations in different cultural backgrounds. Educational implications are provided based on findings in this study.

13:40-15:20 | Room 736 (7F)

Sunday Session III

STEM

Session Chair: Subramaniam Ramanathan

51095 13:40-14:05 | Room 736 (7F)

A Study of Students' Engagement in STEM at Key Stage 3

Margarita Georgieva, Blackpool & The Fylde College, United Kingdom

Nicole Dean, Blackpool & The Fylde College, United Kingdom

Abdelrahman Abdelazim, Blackpool & The Fylde College, United Kingdom

This study is based on data gathered during two consecutive years between 2018 and 2019 and looks at students across secondary schools in the Blackpool & Fylde area. The data was gathered before, during and after a robotics competition and sought to examine students' profiles, capture their opinions about STEM, their perceptions of difficulty, their interest as well as their attitude towards further STEM studies. It also looked at the balance between girls and boys, the differences (if any) in their engagement, and the attitudes of their teachers. The findings presented are based on interviews, surveys, and personal inventories gathered by a team of 5 researchers. They include the range of profiles students with STEM affinity present in terms of soft skills, as well as their own perceptions of what it takes to continue as a student in STEM. Interviews with their teachers reveal various levels of engagement with STEM, from both an academic, classroom-based perspective and a more informal, game-based view of teaching and learning. We look at a range of ways to present STEM theory and the best strategies to involve and engage students in secondary schools.

50648 14:05-14:30 | Room 736 (7F)

Designing and Utilizing a Learn-to-count Application to Support Preschoolers' Mathematics Learning

Hsueh-Jung Liu, National University of Tainan, Taiwan

In the trend of inclusive education, young children with diverse abilities learn together in the same classroom. However, traditional one-size-fits-all instruction does not meet all children's needs. As an itinerant ECSE teacher, the researcher found some children had difficulty learning to count under traditional instruction. Motivated by the potential benefits of computer assisted instruction (CAI), this study aimed to explore the way to design and utilize a learn-to-count application based on children's learning needs. Firstly, the researcher held a focus group with ECSE teachers to share children's common error when learning to count. Children's error in counting was analyzed as the foundation to design the learn-to-count application. Secondly, the researcher design the learn-to-count application with the technical assistance from a CAI professional. Based on real-life contexts, the function of error control and counting strategies were embedded in this application. Upon completing the design of this application, it was utilized to support one target child to count, and the child was directed to generalize the counting ability she had learned through the application to daily tasks. As a result of the CAI intervention, the child expressed self-confidence in counting and acted strategically when counting. Her preschool teachers and parents reported her steady progress in counting. As an ongoing study, this interactive application will be utilized to support more preschoolers' learning and its effectiveness will be examined. To conclude, this study may be of importance in exploring the design and utilization of a learning application to support children' learning through interdisciplinary collaboration.

51202 14:30-14:55 | Room 736 (7F)

Infusing Team-based Learning (TBL) in Engineering Physics

Rendell Tan, Singapore Institute of Technology, Singapore

Miriam Wun, Singapore Institute of Technology, Singapore

As students in the inaugural aircraft system engineering program come from various engineering disciplines from the five polytechnics in Singapore, it was decided to infuse TBL into the engineering physics module pedagogy. The class of 48 students were grouped into 12 teams by the physics instructor. All lecture slides are given 3 weeks before class. Out of 12 weeks of "lecture" sessions, TBL was deployed for 6 sessions. For TBL-sessions, the students are given a quiz (graded) after the lecture, followed by a team quiz (same quiz questions, also graded). Immediate feedback is given on their quiz responses, and discussions to strengthen their understanding and close any gaps identified. This approach better prepared the students to take on more challenging tutorial questions. Our experience showed that students were more engaged in learning, took accountability of their progress and displayed positive traits of working as a team to deepen their learning through debate and peer-teaching. At the end of the course, 37 students provided their feedback via a survey. 81% students scored 4 and 5 (agree and strongly agree out of the Likert scale of 1-5) that they "benefit most" from the team quizzes, and from the instructor-led discussions immediately following each quiz. Interestingly, 8 teams scored better in their team-quiz scores than their respective team member best individual-quiz score! Students also learned to work well as a team, and benefited from peer-teaching.

52920 14:55-15:20 | Room 736 (7F)

Pre-service Teachers' Views of Science Center Visits

Subramaniam Ramanathan, Nanyang Technological University, Singapore

Though a large body of knowledge exists in the science education literature on the importance of science center visits, there are very few studies that explore adults' views of science center visits during their schooling years and later. In this study, a survey approach was used to solicit the views of pre-service teachers (N=50) on their science center visits. The survey constituted 14 items, both in open-ended and other formats. The responses to the open-ended questions were coded for analyses while simple descriptive statistics were used to analyse other items. Key findings from this study are that pre-service teachers could reasonably recall memories of their first visit as a student, including what they interacted with as well as the science learnt. Furthermore, they have visited the science center a few times after that and have more vivid memories of their last visit, including recall of more of these learning experiences. They all agree on the role that science centers can play in fostering informal science education among students through exhibitions, enrichment programs and promotional activities. Over 95 % affirmed positively that they would bring their own students to the science centre after they have joined the teaching profession. They also mentioned that their perception of the science centre has been enhanced over the years. Some implications of the study for informal science education and school science education are suggested.

13:40-15:20 | Room 739 (7F)

Sunday Session III

Innovative Technologies

Session Chair: Israel Ibarra Solis

52620 13:40-14:05 | Room 739 (7F)

The Development and Deployment of Mobile Music Application for Literacy Enhancement (M2APPLE)

Amal Babangida, American University of Nigeria Yola, Nigeria

Mathias Fonkam, American University of Nigeria Yola, Nigeria

Abubakar Sadiq Hussaini, American University of Nigeria, Nigeria

Charles Nche, American University of Nigeria, Nigeria

We present in this paper the design, implementation, and broad scale deployment and use strategy of a Mobile Music Application for Literacy Enhancement (M2APPLE) that leverages the fun activity of Karaoke music as a motivational and complementary tool to learning English as a second or even third language. English language illiteracy is a particularly endemic problem for a vast majority of youth in Northern Nigeria who are consequently disadvantaged since English is not just the language of governance but is the lingua franca for commerce and much else across the entire country. M2APPLE leverages the full potential and portability of HTML 5 for a complete client-side application that can run seamlessly on mobile and non-mobile technologies alike. The explosive growth of the mobile phone industry in Nigeria and Sub-Sahara Africa, coupled with the growing integration of web and mobile content on smart phones presents a very real, viable and affordable opportunity to begin bridging the knowledge barrier. M2APPLE puts the learner in the driver's seat and not only allows them to pick and choose songs of their liking to play and learn from, but they can also interact with the system as a song is being played to learn words/phrasal translations and/or to get a better handle on word phonetics. The overall purpose of M2APPLE is to help increase the learner's vocabulary pool in order to increase their level of confidence. This is part of a wider intervention measure to illiteracy supported by the United States Agency for International Development (USAID) program.

52594 14:05-14:30 | Room 739 (7F)

Technology as an Aid to Improving Mentoring Conversations with Pre-service Teachers

Richard O'Donovan, Monash University, Australia

This report will provide preliminary insights gained from a professional experience pilot undertaken within an initial teacher education course in Melbourne, Australia. The pilot sought to support and improve school-based mentoring of pre-service teachers in partner schools, as well as exploring the benefits/challenges of using technology to help structure the mentor relationship. The presentation will offer an overview of the pilot, its context within the usual approach to professional experience, and an outline of the intended benefits of this pilot whereby technology was to be leveraged in order to help shape mentoring conversations within primary schools; shifting them away from global or reactive assessments of teaching practice, and instead towards more critical, reflective, and evidence driven dialogues. Analysis of data collected from the participating students and their mentors will be presented, including comments on the efficacy and impact of compiling a portfolio of digital evidence using SWIVL devices. These robotic tripods are notionally easy to set up and use, and enable pre-service teachers to record their voice and actions with their personal phone or tablet during a lesson, whilst being automatically tracked as they move around a classroom. The hope was that the ease with which such data could be captured would simplify and enable such video snippets to routinely form the basis and focus of mentoring conversations. The presentation will explore to what extent this hope was realised, and the extent to which pre-service teachers felt able to compile digital portfolios of practice that demonstrated their growth as teachers.

52091 14:30-14:55 | Room 739 (7F)

Adoption and Implementation of Online Learning Systems in the Middle East: Prospects and Barriers

Nessrin Shaya, American University in the Emirates, United Arab Emirates

This study aims at obtaining a finer-grained understanding of the primary prospects and barriers to adopt and implement online education systems in the Middle East, through focusing on the case of Lebanon. A multiple case study, mixed-methods research design, was conducted on higher education students, faculty and senior academic leaders, revealed adequate readiness levels and increased acceptance of online education among students and faculty. Macro and micro levels of analysis took place using statistical testing methods and thematic analysis led to an emergent status of online education in Lebanon. Operationally, strong e-learning management capacity and institutional readiness distinguished private institutions, while weak technological infrastructure and geographical complexity characterized the public university. Lack of readiness among policymakers for abrupt change that online education might cause in pedagogy and instruction surfaced, leading to strategic resistance for full-fledged online programs. Diminished state funding for public university, fears from the mediocrity of 'no-lecture university', faculty job relevance, doubts in students' self-regulation skills and the possible influence of corruption on student enrollment form major barriers. Prospects lie in the consensus that online education can serve as a catalyst for higher education transformative change supported by embracing culture for implementation at postgraduate studies, leading to a strategic proposal plan for successful implementation. Various statistically tested associations along with sophisticated qualitative stakeholder analysis led to expanding readiness and acceptance models with practical implications for future testing, along with other valuable empirical contributions.

50694 14:55-15:20 | Room 739 (7F)

A Comparative Study Between the Uses of Educational Platform MOODLE and on Site Classes to Identify Advantages and Disadvantages on Engineering Classes

Israel Ibarra Solis, Instituto Politecnico Nacional, Mexico

Ubaldo Gil Cruz, Instituto Politecnico Nacional, Mexico

The demands of highly trained personnel in the industrial context are greater every day, which is why information technologies contribute to transmit knowledge to students, these must be innovative tools that generate interest in the recipients to successfully achieve appropriation of information. In this research we report the use of the Moodle platform to teach two learning subjects "Auto parts engineering" and "Automotive industrial processes" both of the engineering degree in automotive systems. It is here that students interact virtually with each of the corresponding resources inherent to each thematic unit related to the semester of the career that is taught in the Interdisciplinary Professional Unit of Engineering Campus Guanajuato of the National Polytechnic Institute. The results obtained showed that the resistance of the group for the new learning process at the beginning was of 80% especially in the development of the scientific practices, however in the culmination, a percentage of 60% ended up omitting such opposition. The results were compared related to the 3 groups, these was done in two ways, on site and remotely. Finally, it is concluded that the use of technological tools in remote mode offer opportunities for professional development in engineering fields, despite the opposition because it is believed that this type of careers have to be attended on site at least in the Mexican context.

13:40-15:20 | Room 777 (7F)

Sunday Session III

Professional Development

Session Chair: Rima Bahous

52367 13:40-14:05 | Room 777 (7F)

Teachers' Professional Core Competencies and Functional Competencies of Elementary Teachers Under the Office of Basic Education Commission

Kittichai Suthasinobon, Srinakharinwirot University, Thailand

Theeraphab Phetmalaikul, Srinakharinwirot University, Thailand

This research objective were 1) to study total level of teachers' professional competencies at elementary schools under the Office of the Basic Education Commission (OBEC) 2) to analyze teachers' professional core competencies and functional competencies at elementary schools under the Office of the Basic Education Commission (OBEC). Respondents were 135 elementary teachers under OBEC in Bangkok gathering by purposive sampling. Descriptive statistics such as mean and standard deviation were deployed to analysis the data. Research Findings: 1. The professional competencies total level of elementary teachers under OBEC who graduated in education were at moderate level ($\bar{x} = 3.58$, S.D. = .886). 2. The professional sub competencies level of elementary teachers under OBEC were analyzed as below: 2.1 Professional Core Competencies were classified to five components; 1) Achievement-oriented Competency 2) Service-oriented Competency 3) Self-development Competency 4) Teamwork Competency 5) Moral and Professional Ethics Competency. 2.2 Professional Functional Competencies were classified to six components; 1) Curriculum Administration and Learning Management Competency 2) Learner Development Competency 3) Classroom Management Competency 4) Research, Analytical and Synthetic Competency 5) Change Leadership Competency and 6) Relation and Community Collaboration Competency.

51868 14:05-14:30 | Room 777 (7F)

Empowering EFL Teachers in Ecuador through Contextualised Training and Multi-Level Replication Strategy

Hazel Acosta, Universidad Nacional de Education/ National University of Education, Ecuador

Diego Christian Cajas Quishpe, Universidad Nacional de Educación, Ecuador

Olga Elizabeth Minchala Buri, Universidad Nacional de Educación, Ecuador

The Project, 'Building Inclusive EFL Teacher Training Networks' was conceptualized to provide a contextualized training program to 52 EFL teachers who represent 17 districts from three provinces of Ecuador. Funded by the US Department of State's Alumni Engagement Innovation Fund 2017, the goal of the project was to mitigate the lack of human capital due to shortage of approximately 3000 teachers and to address the urgent needs of non-English teachers who teach English in public schools. During Phase 1, a training was conducted to 52 teachers using 12 modules adapted from the English Curriculum of the Ministry of Education. A survey was conducted to the 52 teachers to assess the module, and majority identified class size and the resources as aspects to be considered in module revision. After revision, the 52-trained teachers formed 17 training teams composed of three members from each district and replicated the training using the revised modules. Each team replicated the training to 20 more teachers or 340 teachers in total. During Phase 3, the 340 teachers formed Communities of Learning of 23 members each and implemented teaching strategies from the modules to their students. Upon completion, a survey was conducted which asked participants to evaluate the impact of the Project. Two major findings emerged. First, teachers felt empowered due to the transfer of responsibility where they assumed the role of being the trainer. Second, the replication strategy was key in transforming the modules into workable teaching resources that suit the context of teachers and students.

52020 14:30-14:55 | Room 777 (7F)

Professional Development for Syrian Refugee Women Teachers

Rima Bahous, Lebanese American University, Lebanon

Linda Bradley, University of Gothenburg, Sweden

This paper is a cross-cultural collaboration between universities in Lebanon and Sweden. It provides input on communities of practice of Syrian refugee women teachers' educational and professional backgrounds, training, and digital literacy. In both countries, training programs are used for these newly arrived teachers, enabling them to move forward in their careers. The purpose of our research is to explore to what extent Syrian refugee women teachers are developing their vocational abilities in getting more career-oriented training in their areas of education, and enhancing their language skills. A qualitative method approach was applied where we conducted interviews with twenty women in both Lebanon and Sweden, all teachers from Syria with a refugee background. Our results show that the Syrian refugee women teachers have learned to incorporate electronic media for both orientation and further education to obtain their goal of proceeding with their professions in the new country. The teachers hold dual-roles in that of teachers and learners simultaneously. The overall results show that all Syrian refugee women teachers have used digital technology in their own teaching and learning process. Also, all of them have utilized different technological tools in their teaching sessions. Most of them have shown that the training programs they have joined in Sweden or Lebanon are beneficial in strengthening and developing their teaching and learning skills as well as their language-learning competency. Almost half of them have used different language learning resources to make their aptitudes much compatible.

52604 14:55-15:20 Room 777 (7F)

Raising Pre-service English Language Teachers' Research Literacy Competence in a Teacher Education Program

Meryem Mirioğlu, Çukurova Üniversitesi, Turkey

Cemile Bugra, Çukurova University, Turkey

In teacher education programs, one of the required attainments of any ideal pre-service teacher program is to enable pre-service teachers to be aware of research literacy competencies and have practice to improve such competencies during their education. This study aims at equipping the participants with the necessary critical skills and research literacy competencies and tries to investigate whether these implementations create awareness about this issue. This study has been conducted at Cukurova University with 60 second-year participants studying in the department of English Language Teaching in the 2018-2019 Academic Year Fall Semester. The data will be collected through a questionnaire, semi-structured interviews, and self-reflective reports. The results of this study will contribute to both the pre-service teachers' professional development and the Teacher Education Programs regarding the importance of integrating critical awareness into research and their future classroom practices effectively.

13:40-15:20 | Room 780 (7F)

Sunday Session III

Culture & Society

Session Chair: Abdulrahman Al Lily

52714 13:40-14:05 | Room 780 (7F)

Prognostic Competence and Coping Strategies of Arabic-speaking and Indian Students with Regard to Their Cultural Affiliation

Vera Fedotova, National Research University Higher School of Economics, Russia

International students in Russia use various behavioural, emotional and cognitive strategies to cope with stress. The types of developed coping strategies depends on how much the students' own culture is different from the culture of the country that is currently hosting them, and the students' prognostic competence defines the adaptability of their behaviour. Our research demonstrates the peculiarities of coping strategies, reveals the differences in socio-cultural adaptation scales, and investigates the difference of anticipatory competence in students from Indian, Arabic countries. The respondents who took part in this research are students from India (n=103) and from Morocco and Syria (n=69), currently studying in Russian institutions of higher education. The present research has shown that students from Arabic countries, polychronous peoples, are dominated by a passive coping strategy, and, accordingly, such behavior patterns as cautious actions and avoidance. Indian students belonging to a polyactive culture prefer a pro-social behavior strategy, which is expressed in the search for social support. We identified significant differences between representatives of polychronous cultures and polyactive cultures in coping strategy - seeking social support. Belonging to a group in Indian culture is dominant. In the course of the analysis, intercultural differences in academic adaptation and on the "presence of interests and group involvement" scale were established. There are differences in the components of anticipatory competence among Arabian-speaking students and Indian representatives studying in Russia. Personal and situational anticipatory competence and temporal components of anticipatory competence are more pronounced among representatives of polychronous cultures.

51859 14:05-14:30 | Room 780 (7F)

Can Active Collaborative Learning Improve Equality?

Rachel Berkson, Anglia Ruskin University, United Kingdom

Uwe Matthias Richter, Anglia Ruskin University, United Kingdom

Across UK Higher Education, there is a strong drive to improve equality for students from diverse backgrounds reflected in government and university strategies and policies. One priority is the attainment gap, where students from some ethnic minorities and other disadvantaged backgrounds experience worse outcomes than expected. The national regulator, the Office for Students, allocated funding for projects to improve equality for all students. Anglia Ruskin University (ARU) is a modern university in the East of England. It serves a diverse group of students, including above sector average numbers of BME students, students from regions with low participation in HE, and students from low income families. ARU partnered with two other UK universities on one of the Office for Students 'Addressing Barriers' projects. In keeping with ARU's strategic commitment to active learning, we aimed to scale up adoption of an Active Collaborative Learning approach, Team-Based Learning (TBL). TBL is a structured approach where students collaborate in permanent teams, and uses a mix of flipped learning, team work on authentic problems and feedback to ensure accountability. TBL has been demonstrated to improve engagement, participation and outcomes, with particular benefits for low performing students. We will present the evidence for impact on improved student outcomes, and narrowed gaps for disadvantaged groups of students as part of scaling up TBL across the institution. We will conclude with an outlook on how active collaborative learning together with other strategic measures can improve equality and student success in HE.

51720 14:30-14:55 | Room 780 (7F)

Integrating Independence & Interdependence: Education Beyond Dualism

Celeste Thirlwell, Sleep Wake Awareness Program, Canada

Sara Thirlwell, Sleep Wake Awareness Program, Canada

We must realize that the current needs of society are due to how we have developed the minds of our society within our educational systems. In order to create a path of peace and wisdom in the world, we must understand how the stagnation of education and narrow-minded socioeconomic pressures have misguided students, teachers, and societies, and these must be changed in order to change the state of our future. By dismantling the dualism that has been ingrained in societal values and beliefs, there is potential for fostering greater understanding and implementation of the idea that, regardless of the different individual entities that exist, we are all part of one world, a humanity that must recognize the importance and responsibility of this interconnectivity. Education, which stimulates greater awareness through integrating independence and interdependence, would be evolutionary. Key to this evolution is allowing students to learn and expand their awareness beyond mere cognitive academic material into experimenting with consciousness and gaining insight into greater development of oneself and mankind. It requires the development of innovative methods of educating not only the minds but also the hearts students. We have been researching this non-dualistic approach within society, as a means of achieving peace through integrative education. The United Nations and several non-profit international organizations, such as UNICEF, are looking at possible means of bringing about this core change and evolution through integrative education, which fosters the awareness of the importance of integrating independence and interdependence.

52001 14:55-15:20 | Room 780 (7F)

Repressed Talents: Educationally Repressed, Technologically Liberated

Abdulrahman Al Lily, King Faisal University, Saudi Arabia

This empirical research seeks to understand the role of technology as a liberating tool from repressive education in Saudi Arabia. Analysis of Saudi 1831 tweets shows 'eduthoritarianism' (the potential of education to repress students and their talents) and 'techno-libertarianism' (the potential of technology to liberate students and their talents). It shows that, sometimes, the potential of technology to liberate restricts the potential of education to repress, and that, at other times, the potential of education to repress not only limits the potential of technology to liberate but also exploits technology as an instrument for further repression. It demonstrates that students may use technology to counter-repress education, meaning that education and students engage in a 'battle' of who represses whom— a political battle hindering the development of academia and taking students away from study. It shows that students may exploit technology to incite the public to join their conspiratorial revenge against education. It suggests that, as education and students keep repressing one another, repression becomes a norm passed on from one generation to another. It argues that, in societies where the crowd is more powerful than authorities, repressed students can, virtually, unite against repressive education, meaning that 'the repressed' (students) becomes more powerful than 'the repressor' (education).

13:40-15:20 | Room 784 (7F)

Sunday Session III

Foreign Language Learning

Session Chair: Irina Sialini

52262 13:40-14:05 | Room 784 (7F)

Perceptions of EFL Instructors on Negotiation of Meaning Strategies from a Global Perspective

Kubra Yagar, Cag University, Turkey

Meryem Mirioglu, Cukurova University, Turkey

The world has had a major shift to more communicative approaches in English Language Teaching. As new perspectives are adopted such as WEs (World Englishes) and ELF-aware pedagogy in language teaching, the demands for more authentic and real-life tasks and activities are increasing in English language teaching classes. In this regard, employment and teachability of negotiation of meaning strategies, considered as a crucial element of real-life communication, should be paid more attention in the field. In this sense, this study aims to shed light on the perceptions of EFL (English as a Foreign Language) instructors, from the preparatory school in a foundation university, on negotiated coursebooks with regard to teaching practices of negotiation of meaning strategies from a global perspective in their teaching contexts. This study was conducted employing qualitative research design. Data was obtained through an open-ended questionnaire with 45 EFL instructors. Based on the findings, it can be said that majority of teachers are aware of the negotiation of meaning strategies but have some concerns regarding application of such strategies. It is also clear that the integration of negotiation of meaning strategies into coursebooks were not satisfying for instructors. Based on their perceptions, with wide range of activities and tasks, these strategies should be integrated more explicitly. *This study involves preliminary findings of the MA thesis being supervised by Dr. MİRİÖĞLÜ

51808 14:05-14:30 | Room 784 (7F)

Scrutinizing the Effects of the 4/3/2 Activity: Roles of Repetition, Increasing Time Pressure, Accuracy Enhancement and Cognitive Individual Differences

Mai Tran, University of London, United Kingdom

Kazuya Saito, Institute of Education University College London, United Kingdom

Whereas scholars have extensively researched on the pedagogical potential of 4/3/2 activities (i.e., increasing time pressure in task repetition) for enhancing L2 fluency, its impact on second language (L2) accuracy remains unclear (e.g., Boers, 2014; Thai & Boers, 2016). To help L2 learners improve both fluency and accuracy, the present study examined the effects of adding accuracy enhancement (AE) as a form of delayed metalinguistic correction to the 4/3/2 activity on the development of L2 fluency (speed, breakdown, repair) and accuracy (the acquisition of irregular and regular forms of English past tense). A total of 36 university-level students participated in 3 20-minute dyadic sessions. They were randomly divided into 3 groups: Control, 4/3/2 and 4/3/2+AE. Whereas the 4/3/2 group repeated a monologue task three times with increasing time pressure (4 → 3 → 2 minutes), those in the 4/3/2+AE received metalinguistic correction from the researcher during the 4/3/2 activity. According to the results, a combined approach—4/3/2+AE—simultaneously impacted learners' fluency and accuracy across different topics at a broad level. However, certain aspects of their fluency and accuracy development, especially those related to linguistic encoding (reduction in pauses between clauses; regular past tense forms), remained unchanged.

50947 14:30-14:55 | Room 784 (7F)

Perceptions and Experiences of Female Emirati Bedouin Learners Engaged in a Western Discourse Curriculum: An Ethnographic Case Study

Thivashni Naidu, University of Wolverhampton, United Kingdom

Over the last forty-eight years, Abu Dhabi, the United Arab Emirates, has striven to include a western discourse curriculum into its education system, alongside an existing traditional Emirati discourse. Through the use of an ethnographic case study design, this research is motivated by the ideals of culturally responsive pedagogy which includes the need to give voice to the lived experiences of female Emirati Bedouin learners' engagement with a western discourse curriculum. This study aims to explore qualitative, case study narratives of female Emirati Bedouin secondary school learners (15-18 years), in a rapidly globalizing yet nationalistic school context in the western region of Abu Dhabi. A central premise in this moderate constructivist study is the concept of cultural capital (Bourdieu, 2002) within a multidimensional setting (Sleeter and Grant, 1987) coupled with the aim of understanding the link between classroom experience, Emirati bedouin household values and a sense of acculturation. This link is further supported by Gee (2014) who stresses the importance of both conversation and narrative analysis as a tool in understanding participants' stories. Another aim of this study is that it might serve as a pool of illumination in terms of inclusive practice ideals for the western expatriate teacher striving to interpret a hybrid discourse in an Emirati Bedouin populated classroom. The stories of participants are analyzed in the hope of exploring questions of participants' perceived identity, engagements with a western curriculum and experiences of learning English as a second language.

52579 14:55-15:20 | Room 784 (7F)

How do I Improve My English Service as a Tool for Developing Language Learning Autonomy

Irina Sialini, Shantou University, China

Very often the language learning process takes place in the classroom and is mostly conducted by a teacher. At Shantou University's English Language Centre, it became apparent how crucially important it is to lead students to their autonomy in order to develop their independent learning skills. For this reason, CILL – Centre for Independent Language Learning, was established in 2011. It is the only facility of such in all of mainland China. CILL provides different activities and services to all language learners of different levels, nationalities and ages. One of the services is HDIIME – How Do I Improve My English. HDIIME is a one-on-one consultation provided by experienced and specially trained language consultants. The service was established and developed by Don Snow, former director of the ELC. Over the years, this service has been developed according to the ever-changing needs of students. During the presentation, the speaker will introduce the basic principles of the service, demonstrate the normal routine of the consultation and present ideas for the further development of the HDIIME. This presentation aims to provide the clear information about the service that has significantly helped hundreds of Shantou University's students. The main idea of this service is to help a student to identify their unique learning goals as goal setting is crucially important for the overall process. After that, a consultant helps the students to create a tailor-made language-learning plan. The plan must be realistic, flexible and easy to sustain. The consultants provide practical advice about suitable reading, listening and writing materials. They also demonstrate mobile apps to improve vocabulary, grammar and spoken English. After their initial consultation, students are encouraged to book their next consultation for two weeks later to discuss their difficulties and achievements. One of the fundamental goals of HDIIME is to show students different ways of learning a language and to develop their autonomy.

13:40-15:20 | Room 790 (7F)

Sunday Session III

Language Learning in Tertiary Education

Session Chair: Victoria Safonova

52344 13:40-14:05 | Room 790 (7F)

Increasing Student Independence and Interdependence in Multidisciplinary Language Courses

Snejina Sonina, University of Toronto Scarborough, Canada

Sylvia Mittler, University of Toronto Scarborough, Canada

In this presentation we will focus on independence and interdependence among students and teachers in two multi-disciplinary courses, Business French and Translation for Professional Needs. We will argue that the success of our interdisciplinary practices is consistent with major tendencies in university education - increasing learner autonomy and growing interdependence between language studies and other disciplines. Language studies cannot remain a stand-alone discipline but need to be adapted to students' fields of specialization, while business studies can be enriched with content-based language courses even immediately after an intensive beginner's course encouraging independent learning. We will also argue that teaching the culture associated with a language is vital since it contributes to students' understanding, interest, and future professionalism. We will present our best practices, including inversed-classroom and use of on-line materials or tools like Google Translate. We will share our methods of using technology and linguistically and culturally-informed explanations of language phenomena for the further refinement of language skills: since technology can help with drills and independent preparation, class time can be used for more sophisticated interactions. Finally, based on comments in student evaluations, we will offer the hypothesis that in a globalized world offering ever-better translation devices, it may be possible to offer specialized language courses in many programmes of study earlier than was previously considered plausible. Such courses would address two important trends of the twenty-first century: continued technological improvements and the steady growth of the international student body.

52535 14:05-14:30 | Room 790 (7F)

Integrated Curriculum for College ELI Program

Samuel Song, Nazareth College of Rochester, United States

As an important instrument for an increasing number of higher education institutions inside English speaking countries, English Language Institute (ELI) places an essential role in not only helping attract international students whose native language is other than English but also making sure such a target group will get well situated and better prepared for academic challenges ahead of them. As a result, ELI is recognized by ever more higher education institutions which begin to place a great importance on building a strong and rigorous ELI program as a pathway for international students to get into their academic degree programs. Most of such programs increasingly appear on campuses on American or other English speaking universities or colleges. Though they have varied missions, generally speaking the following three components would account for the main thrust of their goals for the intensive language curriculum: 1) linguistic acquisition, 2) cultural adaption, and 3) academic preparedness. It's fair to make the claim that the majority of those from non-English speaking cultures find the same challenges from the above mentioned three aspects of learning. They are so much interwoven with one another. For example, a Chinese student would find English language is as confusing so as the culture(s) of the host country and s/he doesn't seem to be quite equipped with skills or knowledge base necessary for academic success in the target country. My paper aims at providing an integrated curriculum to address such a need as part of effective language instruction strategies.

52044 14:30-14:55 | Room 790 (7F)

Research on Mixed Intercultural Foreign Language Teaching Based on MOOC – A Case Study of College English Teaching in China

Yang Zhang, Harbin Institute of Technology, China

This study explores the teaching effect of MOOC integrated into traditional Chinese college English classes through blended teaching research, so as to provide a new idea and approach for Chinese college English teachers to cultivate students' English application ability and intercultural communication ability through intercultural foreign language teaching. This teaching research integrates "intercultural communication" MOOC with Chinese college English teaching, and carries out blended teaching combining online teaching with offline teaching. It has successfully achieved the dual goals of improving the intercultural communication ability and English application ability of Chinese college students, responded to the requirements of college English teaching reform in China, and highlighted the advantages of MOOC in the course design, such as the segmentation of teaching objectives and the adoption of different teaching methods. This research is a practical exploration of mixed intercultural foreign language teaching based on MOOC. This study focuses on: first, the teacher in the blended teaching can turn over the traditional teaching mode in the teaching process, and make students finish the extra-curricular knowledge and the concepts by autonomous learning, in order to form the classroom interaction between teachers and students. Second, in the evaluation of blended teaching, teachers can make full use of the MOOC platform for class, and students are encouraged to participate in online discussions and peer assessment. In this way, students' English application ability and intercultural communication ability can be evaluated more comprehensively, which effectively reflects the comprehensive training objectives of intercultural foreign language teaching.

52710 14:55-15:20 | Room 790 (7F)

The Dialogue of Academic Cultures in the International Tertiary Classroom What Are the 21st Century Realities, Pitfalls and Future Perspectives?

Victoria Safonova, Lomonosov Moscow State University, Russia

Today's academic communication includes both: global and "local" culture-embedded characteristics of international human interaction. The Pan-European model of academic communication seems to be on the way to re-shape the landscape of Russian Humanities Education, as the transition to this model of international co-operation is thought to be unavoidable for the purposes of ensuring Russian researchers' efficient academic cooperation on equal terms with their foreign peers in the fields of teaching Humanities. Still, Russian academic traditions have their own values and should not be underestimated by educators. Then, a question arises: how to marry the global and culture-specific modes of academic communication in the internationally-oriented university classroom? In my presentation I will try to answer this question. First, I will frame the concept of the dialogue of academic cultures as a didactic notion and characterize its interdisciplinary values in terms of training degree students for international cooperation in the context of Intercultural Dialogue (White Paper, 2008) & with the view to Open Education, Open Science and Open Innovations (Europe's Future: ...Reflection of the RISE Group, 2017). Then, I will move to the most common cognitive and communicative barriers to the Russian researchers' communication with their foreign peers. Finally, I will focus on some practical issues of interdisciplinary co-operation in developing researchers' bilingual pragmatic competences and pluricultural mediation competences without which it is doubtful that any efficient international partnership can ever happen. This presentation will feature the MSU research project on intercultural communication training for degree students through co-studied Humanity subjects.

15:35-17:15 | Room 744 (7F)

Sunday Session IV

Educational Policy

Session Chair: Marine Yeung

51986 15:35-16:00 | Room 744 (7F)

Dual Language Programme in Malaysian Classrooms: Demystifying Delusion and Unveiling The Crypt

Ashairi Suliman, Universiti Kebangsaan Malaysia, Malaysia

Mohamed Yusoff Mohd Nor, Universiti Kebangsaan Malaysia, Malaysia

Melor Md Yunus, Universiti Kebangsaan Malaysia, Malaysia

The need to master English in the globalised world is indeed of paramount importance. The rapid growth of English language is highly propitious especially in countries where English is a second or foreign language. Acknowledging the necessities to solidify the English language, 'Dual Language Programme (DLP)' was introduced since 2016. Thus, it calls for a thorough consideration and thoughtful investigation on the current state of its implementation. Taking that into consideration, this study aims to discover the following elements involved in this programme; 1) language capabilities, 2) attitudes, 3) understanding of the programme objectives and 4) acceptance towards the programme. To better accentuate the issue, challenges encountered by the students in the programme were also unearthed. This study primarily roped in a sample of 1640 students all over Malaysia. The findings were elicited from questionnaires, open-ended questions and focused group discussions. The findings disclosed that even though several items in the questionnaires were commensurate with the past findings, few items revealed otherwise more important results. Nevertheless, it is also interesting to fathom tenacious challenges faced in undertaking this programme. There is a host of valuable recommendations as echoed in the students' voices for the policy makers to take stock of. In encapsulation, Dual Language Programme in Malaysia is a promising practice intended to valorise the standard of English which indirectly sparks the interest in the content subjects besides serving as a boon for the future marketability of the students despite an array of persistent challenges it has brought.

52793 16:00-16:25 | Room 744 (7F)

Diversity and Inclusion at Higher Education in India: A Policy Critique

Vandana Saxena, University of Delhi, India

Diversity across context in India is well established via multiple discourses and illustrations. The matrix is complex due to intersections across various socio, economic and cultural domains. Meant to serve 'public purpose', the higher education institutes (HEIs) are expected to cater to societal diversities and be inclusive in ways. The unwritten dictate of majoritarian-democracy necessitates that social and economic margins appear blur. The primary focus of this presentation is to share a critique of policies for higher education in specific context of creating inclusive learning opportunities for all. In India, the principal organisation to prepare policy in higher education is University Grant Commission (UGC). During the twelfth five-year plan, UGC recognised that a large population of our country is still disadvantaged and marginalized in the field of higher education. While the purpose of educating large volumes of youth at higher education level can be critically debated, the need for evolving democratic learning spaces at any level remain undisputed. UGC proposed the provision of equal opportunity cell in all institutions of higher education with basic objective to ensure equal opportunity to the community at large in the college and bring about social inclusion. There is provision for financial grant also under this scheme. The critical examination of this and related policies revealed that, there is some success in ensuring access but the institutional ethos and pedagogical process remain largely inert. It remains to be understood how policies can help create inclusive belief systems among people to acknowledge and respect diversity.

51996 16:25-16:50 | Room 744 (7F)

The Hypothesis of the Five-professors Loutha

Muhammad ALshebaily, Prince Sultan University, Saudi Arabia

Although educational revolution has beaten illiteracy and spread science which consequently has contributed mainly in human development, knowledge consciousness and technology progression, systems of education have produced some negative phenomena playing a contrast role to the education enlighten objectives. Some of these have restricted knowledge mainstreams and restrained ideology of creativity. The worst at all, it has formulated the highest limit of education degrees and illustrated the furthest extent of knowledge without providing sufficient critic insights dismantling their holy glory and evaluating the scientific performance, research ideas and intellectual efficiency impartially. Likewise, many PhD holders and professors have allowed themselves to judge lower learners' works and common writings without considering scientific methodologies or providing logical evidences. Meantime, a lot of professors of doctorates could not publish scientific works even with poor-level writing while there are increasingly trends in offering postgraduates programs that granting degrees with flexible requirements. Benjamin Franklin wrote; "A learned blockhead is a greater blockhead than an ignorant one." By this quote, we can realize the importance of revising the intellectual abilities of professors in education process and related branches of assessment, evaluation, publishing etc. Creating new criticism theories and concepts specialized in facing these harmful practices should help science, education and support the quality of education and creative scientific works. In this paper, I examine and summarize philosophical findings and statistical analysis resulted from an actual academic story to draws intellectual, Cogno-psychological and Knowledgeably-evaluated dimensions to criticize the professorship mistaken acts in education.

51711 16:50-17:15 | Room 744 (7F)

Achieving Success in English-medium Teaching and Learning: Reflections on the Roles of Teachers of English and Content Subjects

Marine Yeung, Tung Wah College, Hong Kong

With the acceleration of globalization and the commodification of higher education, the adoption of English as a medium of instruction (EMI) has become not only an attraction for foreign students but also a necessity in the increasingly multi-lingual environment in tertiary institutions. However, as evidenced by studies conducted in various parts of the world, in settings where English is a second or foreign language, the implementation of the EMI policy has invariably posed challenges to both the students and their teachers, yet the desire to maintain an English-medium teaching and learning environment seems to remain strong. In order to help address this dilemma, a study was conducted to gain an insight into how the alleged EMI policy has been practised and viewed by the teachers and students in self-financing tertiary institutions in Hong Kong, a former British colony where English still enjoys a special status. Data were collected through individual and focus group interviews with teachers and students from various disciplines from these tertiary institutions. The findings highlight that the issue is not whether the EMI policy should be upheld, but how. In addition, the teachers' general approaches to English-medium teaching suggest that in order for EMI to be successfully conducted, there is the need for teachers of both English and content subjects to reflect on their roles in helping students achieve the English standards required to succeed in learning using the language. Suggestions for how these teachers can contribute to the cause will be discussed.

15:35-17:15 | Room 736 (7F)

Sunday Session IV

Multiculturalism & Education

Session Chair: Virginia Lea

51809 15:35-16:00 | Room 736 (7F)

Beyond Cultural Influences: Vietnam-educated and New Zealand-educated Students' Perceptions of Plagiarism

Minh Tran, Victoria University of Wellington, New Zealand

Linda Hogg, Victoria University of Wellington, New Zealand

Stephen Marshall, Victoria University of Wellington, New Zealand

Plagiarism has been a significant challenge facing Western institutions in the context of internationalization of higher education. The issue is complex for international students, who are transferring to an unfamiliar cultural and educational environment, and whose English is a second or foreign language. The literature reflects an ongoing examination of whether or not international students plagiarize more than domestic students and the extent to which their understandings about writing conventions differ. This study investigated Vietnam-educated and New Zealand-educated postgraduate students' perceptions of plagiarism in the light of their prior educational experiences, thus seeking to identify and explain factors impacting upon their perceptions. Data was collected through an online survey with 207 Vietnam-educated and New Zealand-educated postgraduate students in a New Zealand university. Results revealed significant differences in perceptions between these two groups in three out of five subscales: Plagiarism may be academically justifiable, Plagiarism results from academic weaknesses, and Plagiarism results from assessment factors. Differences in relation to disciplines, levels of study, and teaching experiences were found as well, indicating multiple influences on student perceptions that should be taken into consideration when dealing with plagiarism. The findings inform development of appropriate interventions to help both domestic and international postgraduate students be more aware of and avoid plagiarism in their writings.

51852 16:00-16:25 | Room 736 (7F)

From Cozy Home to the Outside World – Just a Sightseeing? Vietnamese International Students in New Zealand

Hau Trung Ho, Victoria University of Wellington, New Zealand

Stephanie Doyle, Victoria University of Wellington, New Zealand

Joanna Kidman, Victoria University of Wellington, New Zealand

International students' experiences are a major concern of universities and educational researchers. Globally, Vietnam is one of the top ten source countries for international students. Although New Zealand universities host an increasing number of Vietnamese students, little is known about their experiences. In studies on experiences of international students in New Zealand, Vietnamese students are often treated as a subgroup of Asian students, which is problematic. To help address this dearth of research, my PhD project explored the lived experience of Vietnamese Master's students at a New Zealand university. The project employed an interpretative phenomenological analysis approach (IPA; Pietkiewicz & Smith, 2014). Ten volunteer participants were purposefully selected for a series of semi-structured in-depth interviews. Data were analysed following IPA procedures. This presentation reports on five participants' living experiences. The preliminary analysis revealed four themes: the start of the journey, personal concerns, flatmates, and communication and cultural challenges. The overarching essence is that the students' experiences were influenced by a variety of factors, including accommodation, language, and culture. These findings about the living experiences of Vietnamese international students will provide new insights into international students' experiences.

52798 16:25-16:50 | Room 736 (7F)

Integrating the Heterogeneous Classroom An Attempt Towards Positive Interdependence

Sharada Mani Nalla, The English and Foreign Language University, India

"Heterogeneity is a reality faced by every teacher. Even if the students are grouped in the same class, they are different in terms of knowledge personality and personal culture." This perhaps sums up one of the biggest challenges a teacher comes across in the classroom. It becomes a difficult situation if the existing heterogeneity is compounded with the presence of 'special' students in the classroom. Normally resourceful teachers facilitate a fascinating combination of 'pedagogic' plurality and 'differentiated' means to bring about positive interdependence however special students who are conventionally integrated into the system at an advanced level motivate the teacher to play a dual role. The teacher is now empowered to "assume the responsibilities of classroom teacher as well as the resource teacher." This process works wonders if the teacher is part of the class where special students share a particular disability but in an unlikely event of having a student with multiple impairments or having more than two special students from different disability category increases the complexity of the situation coupled with the penchant for looking at disabilities as more or less similar in nature which they are not scientifically. The paper attempts to redefine heterogeneity not only as an ability marker but also as a site for inclusion of students with disabilities. The paper proposes changes in syllabus and curriculum to facilitate students with special needs along with special emphasis on teacher student interaction and the vocabulary. The paper highlights the presence of special students not just for numbers but as a reference point of spirit of education. Finally this paper explores the mutually sustaining relationship the class enjoys and enters into when presented with a beautiful opportunity which includes understanding disability.

51286 16:50-17:15 | Room 736 (7F)

Decolonizing Whiteness and Other Deep-seated Prior Knowledge in Teacher Education

Virginia Lea, University of Wisconsin-Stout, United States

Pre-service and practicing teachers in the United States are disproportionately white and middle class. They tend to come from segregated ethnic communities. Many hold deficit assumptions and stereotypes about students of color, students from poor backgrounds, and students whose gender identity and expression does not fall into mainstream categories. Given this deeply held prior knowledge, it is extremely difficult for diverse teacher educators to develop effective, innovative, pedagogical content knowledge that motivates pre-service and practicing teachers to explore the influence of socially sensitive issues, like whiteness, on their perceptions of students and teaching. Without experiencing effective pedagogies, many of these pre-service teachers remain unreflective and resistant to evidence-based knowledge concerning, for example, the impact of whiteness on the context for learning. The goal of this presentation is to share and get feedback on the results of an on-going qualitative research project in which diverse educational foundations instructors are asked to share the most effective teaching strategies they have used to motivate their students to address the impact of socially sensitive, systemic issues, like race, racism and whiteness, social class, gender and deep-seated culture, on their perceptions of students and teaching. Using a mixed methodology—survey and interviews—this research has learned that the most effective of these pedagogical strategies include culturally responsive pedagogy, modeling the role of the unconscious mind in perpetuating stereotypes, building trust within classroom culture, integrating humor with strategic questioning that generates critical and creative thinking about processes of oppression and privilege, and encouraging empathy and caring.

15:35-16:50 | Room 739 (7F)

Sunday Session IV

Educational Policy

Session Chair: Peter Hurley

51857 15:35-16:00 | Room 739 (7F)

Impact of a Level Reform on Post-16 Provision

Emma Walland, Cambridge Assessment, United Kingdom
Ellie Darlington, Cambridge Assessment, United Kingdom

Schools in England encounter numerous education reforms, which create opportunities for meaningful change and to equip students with 21st century skills necessary to thrive in our globalised world. A recent and controversial education reform in England was the decoupling of the AS and A Level qualifications (Ofqual, 2018). These qualifications are completed by students aged 16 to 18, and determine admission to university. The reform signified a shift from modular to linear learning, where students study subjects in greater depth. To explore how this reform was realised in practice, we conducted 11 semi-structured interviews with teachers at a diverse range of schools in England. This represents one of the first attempts to examine the impact of this reform (for others, see Ofqual, 2018; UCAS, 2018; Williamson & Vitello, 2018). Our analysis demonstrates examples of how teachers exerted their autonomy (within constraints), leading to different pathways of response (as in Goodson, 2001). This presentation explores how the reform may have influenced the programme of study at schools, what the implications for students may be and how school level-changes reflect or deviate from the pedagogical aims of the reform.

51892 16:00-16:25 | Room 739 (7F)

Contestability and VET Reform in Australia: A Cautionary Tale of Woe

Peter Hurley, Victoria University, Australia

This presentation will examine the policy implementation of a specific economic theory to funding arrangements in Australia's vocational education and training (VET) sector. In 2008, the Australian federal government introduced funding reforms to the VET sector known as VET-FEE-HELP. The reforms were part of a wider push to move tertiary education funding to a 'contestable' market. The reforms have been viewed as a disaster that resulted in widespread rorting and unscrupulous behaviour by education providers. This presentation will trace the implementation of the VET funding reforms and their origins in an economic theory known as contestability (Baumol, Panzar et al. 1988). The presentation will outline the features of contestability and, using policy documents and media reports, show how these features were applied to the Australian VET funding market. Rather than being an aberration or a misapplication of contestability, it is argued that the features of contestability were central to how the problems with VET FEE-HELP unfolded. The policy settings enabled new providers to enter the market with relatively little set up costs, exploit the system and then close after making large profits. It is argued that a core reason for the policy failure was a misunderstanding of how education differs from other types of markets where contestability has been applied. The lessons learned from this Australian experience have wider applicability to other countries, particularly in education policy where new funding models are regularly sought in order to increase the efficiency and quality of education provision.

52745 16:25-16:50 | Room 739 (7F)

Does Location Matter? An In-depth Look into the Finance of High Schools in Taiwan's Remote Areas

Li-Ju Chen, National Kaohsiung Normal University, Taiwan
Chao-Chun Hsu, National Kaohsiung Normal University, Taiwan

The Act for Education Development of Schools in Remote Areas offered more financial assistance for the K-12 schools in Taiwan's remote areas since 2017. Among the schools in remote areas, high schools are in better financial situation than K-9 schools since they have established school funds for 10 years. This study aims to explore the finance of high schools in Taiwan's remote areas, and to evaluate the performance of their school funds. In order to achieve the purposes, three sessions of focus group interview of high school accountants were conducted, to develop 14 school fund performance indicators in four dimensions: the connection to school objectives, fund management, fund allocation, and comprehensive fiscal performance. The final accounts of 30 high schools of 2017 Fiscal Year, including 10 schools in remote areas, were calculated by the indicators. Five in-depth interviews with administrators were also held in remote high school sites. The results showed that the remote high schools have higher per student and per class costs due to smaller size of class and school; their administrative costs are also higher due to more transportation expenses. On the revenue side, remote high schools have higher percentage of self-raised funding from governmental categorical grants. The fiscal efforts of remote schools outperform among all the schools, and the sizes of high school funds of remote schools are not inferior to other schools. However, the real issue in remote high schools is the lack of freedom to allocate funding by their needs.

15:35-17:15 | Room 777 (7F)

Sunday Session IV

Innovation & Technologies

Session Chair: Patrick Alain Tejero Azanza

52728 15:35-16:00 | Room 777 (7F)

Medical Undergraduates' Core Performance Scores and Opinions Towards E-PBL

Irem Budakoğlu, Gazi University, Turkey

Vildan Özeke, University of Gaziosmanpasa, Turkey

Ozlem Coskun, University of Gazi, Turkey

As a commonly used method in medical faculties, Problem Based Learning (PBL) is normally performed face-to-face. In this study, online sessions were conducted with multimedia supported (animation-based) problem scenarios. The aim of the study is to evaluate the effectiveness of online PBL (e-PBL) sessions and to compare the success of the both group (face-to-face and online). The study was conducted in the 2018-2019 academic year from 3rd Grade students. There are two group ($n = 24$) for online sessions, and two group ($n = 20$) for face-to-face. Three sessions were conducted with each group. After the last sessions, all participants joined Clinically Oriented Reasoning Exam (CORE) online. There are 21 male (48%) and 23 female (52%) students in the study group. There are no significant differences in terms of CORE performance scores between online (61.29 ± 13.98) and face-to-face (62.35 ± 9.61) groups. There are also no significant differences according to gender for CORE performance scores. Female undergraduates (62.87 ± 12.30) have similar scores with their male (60.57 ± 11.99) peers. These results show that e-PBL sessions are as better as face-to-face sessions. We asked e-PBL participants to compare their experience with their previous face-to-face PBL experiences. Although there were technical failures in the online sessions, the students are satisfied with the following features: (a) effective learning, (b) saving of time, (c) visual elements, (d) flexibility of physical environment, (e) the advances of online learning system. On the other hand e-PBL has the following advantages: (a) no physical classroom, (b) animation based scenarios causes less paper consumption and increase audio-visual quality, (c) evaluating the performance of students objectively.

52777 16:00-16:25 | Room 777 (7F)

Machine Learning to Augment Capabilities of Autistic Learners: Draw Me a Sentence

Kamran Fathulla, University of Lincoln, United Kingdom

Jamie Smith, University of Lincoln, United Kingdom

Autistic learners face considerable pressures during their education years impacting their overall well-being both physically and psychologically. One of the key challenges they face is the speed and quality of their writing skills, and the research proposed here advocates an innovative new way of helping those learners. The premise of the approach is to identify, capture skills in areas of strengths such as drawing and then with the aid of machine learning and character recognition techniques map those skills to other areas of the condition which are difficult or problematic such as writing. The proposed machine learning algorithm would map drawing actions into corresponding alphabetic representations. It is expected that learners would be encouraged to practice their writing more when they see how fluid their actions can be translated into words and sentences. The more they practice the more the algorithm will learn and the better its responses will be. The profound implications of this approach in terms of learning, attitudes, and psychological impact are considered. This approach is motivated by works such as by Mottron (2017) and Greenspan (2006).

52247 16:25-16:50 | Room 777 (7F)

The Effectiveness of Daily Quizzes via Social Media, Instant Messenger and Learning Management System in Student Learning Performance

Satidchoke Phosaard, Suranaree University of Technology, Thailand

This study assessed the effectiveness of the innovative integration of daily quizzes, a proven to be effective method, with students' essential communication channels: Facebook as a social media and LINE as an instant messenger. The study employed a quasi-experiment on 223 undergraduate students enrolling in a database design and development course with daily or weekly quizzes for two weeks with their preferred channel: Facebook, LINE or Moodle. The results reveal that the daily quizzes were proven highly significant in improving the student final examination scores. The students who did their daily quizzes on the Moodle got significantly higher examination scores since it was more efficient to review the class materials while taking the quiz. In general, students perceived that the quizzes highly encouraged them to review the course content, promoted their understanding, and were beneficial to them. Together with other behavioral insights, the study suggests that it is promising to apply this innovative way of seamless and casual integration of this learning technique into the real-world practice.

52688 16:50-17:15 | Room 777 (7F)

E-learning as a Tool for Promoting Student Independence and Interdependence

Patrick Alain Tejero Azanza, Eclaro Academy, Philippines

Fe Josefa Nava, University of the Philippines, Philippines

Allan Susarno, Eclaro Academy, Philippines

Patricia Marie Azanza, Eclaro Academy, Philippines

The paper presents the experiences of Senior High School students in an e-Learning oriented science classroom. It highlights the transition of students enrolled in a Science class from one that was teacher-dependent to a more autonomous and cooperative academic experience aided by the use of e-Learning. A Grade 11 science class in a private secondary school in Quezon City, Philippines, was randomly assigned as experimental group in which e-Learning instruction was introduced, specifically on Disaster Preparedness and Risk Reduction in Philippine Setting. Another randomly identified Grade 11 science class served as a control group. e-Learning instruction came in the form of digital copies of textbooks and an Internet-based teaching-learning platform in which teachers uploaded class materials, and students submitted their class work and assignments. Tests, which had undergone validation and reliability analyses, were administered three times: prior to the introduction of ICT-assisted instruction (as diagnostic), at mid-semester and at the end of the semester (as posttest). Classroom observations were held monthly and focus group discussions (FGDs) with students from both the experimental and control groups were held at the end of the semester. Specific factors that hindered independent and interdependent learning were identified including possible recommendations to address such concerns.

15:35-17:15 | Room 780 (7F)

Sunday Session IV

Educational Research

Session Chair: Sebah Al-Ali

51723 15:35-16:00 | Room 780 (7F)

The Role of Schools in Providing Educational Opportunity: A Systematic Review

Heidi Katz, Åbo Akademi University, Finland

Emmanuel Acquah, Åbo Akademi University, Finland

School systems worldwide share a common goal: to provide equal opportunities for their students. However, there is no common definition of equal opportunity, and in practice this goal is rarely met. Some schools may emphasize tracking, while others believe a standardized education is best. Often, the quality of teachers is discussed, but criteria on what makes a good teacher is inconsistent. More concrete, easily measured factors, such as diversity of student body and number of resources, are often harder for individual schools to control for. The inconsistency between and within schools lies not only with what is provided, but what outcomes schools wish for their students. Much of the research uses academic success as an indicator of equal opportunity, but psychological, social, vocational, and behavioral outcomes are also important to consider. The purpose of this systematic review was to better understand how researchers have sought to measure educational opportunity since 2010. Included papers had to clearly state the type of opportunity provided by the school or schools, and the outcomes that resulted from those factors.

52331 16:00-16:25 | Room 780 (7F)

Brain-Targeted Teaching Model

Banani Roy Chowdhury, Institute of Applied Technology, United Arab Emirates

Teaching adolescent boys is one of the most challenging responsibilities especially when it comes to developing language skills in an EAP (English for academic purposes) classroom. The transition from childhood to adulthood makes many of these youngsters moody and anxious in their language classes. Learners avoid using their critical thinking ability and are less curious to learn more. 'Brain-Targeted Teaching Model' (BTT) is an effective teaching technique that helps students improve their cognitive skills and become more creative. Dr. Marielle Hardiman initiated this method at The Johns Hopkins University, USA. The BTT model is a pedagogical framework that seeks to connect research and practice by providing instructors with a cohesive model of effective instruction based on the neuro-cognitive sciences. It is one of the most popular ways of teaching that is gaining momentum in the world of education. The audience will get an overview of the instructional strategies of an English Language Lesson on the BTT model and how it helps in achieving academic goals, including the development of 21st-century skills. The session will also explain how the knowledge of brain sciences helps in understanding learning differences and control student behavior.

51608 16:25-16:50 | Room 780 (7F)

Activity System Models for Investigating Instructional Environments

Sebah Al-Ali, Lancaster University, United Kingdom

Stemming from Vygotsky's Activity Theory, an activity system is a visual model that allows for a unique and multidimensional analysis of the dynamic elements that are normally present in an instructional environment. It highlights the interplay between the elements and showcases the effects of such relationships on the activity in the general and on the different elements. In this presentation, Sebah will first introduce the theory and explain how the model is built. She will then share her experience in using the theory and model in her educational research attempts. To conclude, she will share some tips and research strategies that facilitate the effective use of Activity System analysis in educational research.

52761 16:50-17:15 | Room 780 (7F)

Swarm Intelligence Framework for Tutoring in Schools

Iyad Suleiman, Ono Academic College, Israel

Maha Arslan, Sakhnin Academic College, Israel

A web-based intelligent tutoring system with some swarm intelligence capabilities and with the integration of a learning units with Adaptive Augmented Reality Serious Games (AARGS) is presented. Adaptation to the children, necessary for a more effective learning experience is achieved through two means: the use of sequencing graphs and swarm intelligence techniques. Sequencing graphs determine which paths are available for the children. Successful paths traversed by children are reinforced in the graph. This information is presented to the children every time they finish a learning unit, so they can choose next units with some information about how their peers did perform in the same situation. The mechanisms of stigmergy (implicit, mystical process by which ants and other social insects can create highly complex physical, social and communication structures without any apparent central planning or organization) will lead to the appearance of optimum learning paths. Each learning unit presents a new educational platform that integrates augmented reality and intelligent tutoring to foster problem solving skills at k-6 to k-12 children through developing their strategic learning. This can be attained through hands on activities and adaptive learning process in a rich interactive environment.

15:35-17:15 | Room 784 (7F)

Sunday Session IV

Leadership

Session Chair: Esen Altunay

52290 15:35-16:00 | Room 784 (7F)

School Supervisor: The Role of this Key Player in the Program "Jovem De Futuro" in Public Schools in Brazil

Clarice Martins, Insper Instituto de Ensino e Pesquisa, Brazil

Sergio Firpo, Insper Instituto de Ensino e Pesquisa, Brazil

Priscilla Bacalhau, Insper Instituto de Ensino e Pesquisa, Brazil

Our research explores a mechanism that drive results in the program 'Jovem de Futuro' (JF), which is implemented in public schools in Brazil. Since its inception in 2007, the program has been continually evaluated through the application of experiments, it being the only large-scale initiative developed in Brazil that applies the RTC method. In addition to that, over the past 10 years, the evaluation process has shown that JF program has had economical and statistical significant results. The magnitude of these translates to the provision of one more year of high school studies in the participating schools. The mechanism we investigate is the supervisor's role in treatment schools. This key player is the link between regional offices and school principals, and she is charged with the task of guiding school management team through the management process implemented. Thus, we aim to identify how a supervisor's characteristics correlate to her supervision quality, and consequently, the relationship between her service and school management results. We assume that supervisor's characteristics may affect supervision quality and conduct a survey with school principals in which they evaluated the performance of their corresponding supervisor. From these, we created a supervision quality indicator. Quality of supervision is not explained by regional offices effect or supervisor's observable characteristics. Nevertheless, there is some effect tied to unobservable characteristics, given that the model suffers a 15% variation in R square (via fixed effects estimation). We also explore several measures of management quality and find positive and significant relationships with these.

51853 16:00-16:25 | Room 784 (7F)

The Effect of Effective Leadership, Organization Circumstances, Lecturer's Motivation to the Effectiveness of Private Universities Organization in East Kalimantan

Rachmie Sari Baso, Akademi Bahasa Asing Balikpapan, Indonesia

Muhammad Adenuddin Alwy, Akademi Bahasa Asing Balikpapan, Indonesia

This study aims to explore the effect of effective leadership and organization circumstances to the effectiveness of private universities in East Kalimantan Province. This research uses quantitative descriptive method. The measurement of effective leadership variables used modification of Lead Leader-Member-Exchange (LMX), The Leadership Profile (TLP) developed by Sashkin (2003), organization circumstances variables used modified measurement model developed by Halpin (1966), variables of lecturers' motivation used modified model developed by Herzberg (1967), while measurement of effective organization variable used modification model developed by Cameroon (1978). All indicators in this study were measured by using the five Likert scale ranges. The subjects of this research were active lecturers spread in 12 private universities in East Kalimantan Province with a sample of 190 people out of 760 population. Sample was selected by using purposive sampling technique. Descriptive data and hypothesis testing were analyzed by SPSS 21.0 and SEM (Structural Equation Model) AMOS 20.0. The result of the analysis which shows the significant contribution are indicated by effective leadership toward organization circumstances, organization circumstances to lecturer motivation. The result which shows that there is no significant contribution are indicated by the effective leadership toward lecturer motivation (positive marked lane coefficient of 0.088 with $cr = 0.975$ and $p = 0.329$), effective leadership toward organizational effectiveness (negative signified coefficient of 0.063 with $cr = 0.770$ and $p = 0.441$), organizational climate on organizational effectiveness (path coefficient of 0.121 with $cr = 1.381$ and $p = 0.167$).

52426 16:25-16:50 | Room 784 (7F)

Perceptions of School Administrators and Teachers about the Schools Areas Need to be Improved

Esen Altunay, Ege University, Turkey

Pelin Piştav Akmeşe, Ege University, Turkey

Gül Şahin, Ministry of Education, Izmir, Turkey

Yunus Emre Ağaçdiken, Ege University, Turkey

Erdal Toprakçı, Ege University, Turkey

Since all individuals in society do not have sufficient conditions in term of education, there are significant differences in the achievement levels of students in different regions. In order to cope with this problem, can be provided increasing the quality of learning environments, the restructuring of the school system based on the qualifications of the school system, increasing the quantity and quality of the academic staff, and the integration of information and communication technologies into the training programs. Therefore, changes should be made in the education system in order to improve the quality of school and teaching. However, the success of change initiatives is generally low. In order for the change process to be successful, employees should be informed about change and their concerns should be addressed and the goals of change must be unified with the purposes of the employees. The aim of the study is to determine the perceptions of primary and secondary school teachers and their administrators about the areas of their schools need to be improved and to determine whether these perceptions differ in terms of some variables. The design of this research is a descriptive survey model. In this study, a scale was developed as a data collection tool. The study sample was consisted of 1539 primary and secondary school teachers and administrators who have worked in the metropolitan districts of the province of Izmir in the schools of the Ministry of National Education in the 2018-2019 academic year. This work was supported by The Scientific and Technological Research Council of Turkey (TÜBİTAK) [grant number 217K375].

52807 16:50-17:15 | Room 784 (7F)

'Restructured' as a Personal Adjective: Making Sense of Neo-liberal Corporate Management Strategies in Academia

Elizabeth Wood, McGill University, Canada

This paper explores and analyses the lived experience of an instance of governance restructuring in an elite institution of higher education in Canada. To do so, the paper will first map out the general climate that prevails in the administrative corridors of competitive educational contexts globally today, identifying characteristics, factors, and environments that can be understood as necessitating structural and/or administrative change. Second, it will document in more detail a specific occurrence of such restructuring, describing the context, actions, and most importantly the impact of these in terms of the resulting nefarious consequences at a human level. Third, from the perspective of selected contemporary educational theories, it will analyse the values that underlie the 'restructuring' incident itself, proposing alternative approaches that would foster change through growth-promoting leadership that instead places human beings ahead of neo-liberal agendas.

15:35-17:15 | Room 790 (7F)

Sunday Session IV

Professional Development

Session Chair: Sonia Sharp

51789 15:35-16:00 | Room 790 (7F)

Internationally Educated Teachers in Scottish Schools: Experiences of Teaching and Teaching Identities

Angeliki Peponi, University of Glasgow, United Kingdom

In order to better reflect the ethnic, cultural and linguistic diversities of school pupils, calls to diversify the teaching profession are not new (Santoro, 2015). In Scotland, concerns regarding the need for a more representative teaching workforce were voiced in 2005 (General Teaching Council of Scotland, 2005) to no avail. But this issue has been reinvigorated with the Scottish Government (2018) aiming to bring Black and Minority Ethnic (BME) teachers to a level equal to the BME pupil population by 2030. A group of teachers that could contribute to diversifying the teaching profession are Internationally Educated Teachers (IETs): teachers born, raised and educated outside Scotland, and using English as an additional language. Their stories and experiences are increasingly relevant in Scotland, and internationally with the phenomenon of global migration and mobility of teachers gaining sufficient prominence in the last two decades to form an integral part of the 'transformation of the labour of teaching in the twenty-first century' (Reid and Collins, 2013:268). This paper draws on empirical data from my doctoral study to present the narratives of 10 IETs as I seek to understand their experiences of a Scottish education system still premised on largely monocultural and monolingual assumptions. Adopting Kostogriz and Peeler's (2004) conceptualisation of teacher professional identity, emanating from the plurality and interdependence of lived experiences, I discuss how IETs' experiences of navigating differences in the education system, recontextualising their professional knowledge, and coping with challenges play into the formation of their professional identities.

52767 16:00-16:25 | Room 790 (7F)

Going It Alone or Not: Student Teachers' Transition to a New Zealand University

Anthony Fisher, University of Waikato, New Zealand

Elizabeth Reinsfield, University of Waikato, New Zealand

Sara Archard, University of Waikato, New Zealand

Simon Archard, Waikato Institute of Technology, New Zealand

The decision to undertake a university qualification is often seen as the next step in a young adult's life and such transitions are often characterised as a rite of passage. In New Zealand, recent financial incentives, offered by the government, has made access easier to first year tertiary education thus reducing one of the barriers faced by young adults considering tertiary study. However this has not resulted in an increase in numbers to initial teacher education as these programmes have remained relatively stable. This mixed methods research explored first year students' transition into a Faculty of Education, Bachelor of Teaching programme. Data was collected from questionnaire and focus groups, with a view to highlight the experiences and strategies used to support students' evolving identities and the issues they faced. It highlights the experiences and strategies used to support students' evolving learning identities and issues they faced. The findings from this one-year study suggest that student' expectations for and of learning at University are often disparate to the reality indicating an ongoing need to support students in developing their skills and self-regulation necessary to their future practice as teachers. Despite being able to identify appropriate support services/strategies, they tend not to access these when faced with issues. Rather than going it alone there is further need for lecturers to continue to provide an active pastoral role, and to become increasingly aware of the support networks available when the degree of stress and mental health resources are beyond their abilities.

51880 16:25-16:50 | Room 790 (7F)

How International Experience Enhances the Professional Capacities of School Staff?

Michał Pachocki, Foundation for The Development of the Education System and Polish Academy of Sciences (GSSR), Poland

When focusing on what international experience could bring to the school, it is worth investigating its impact on individual teachers. In recent years, the staff of many European education institutions has actively taken advantage of the training abroad aiming to acquire new knowledge and professional skills. The proposed paper aims at determining whether this training contribute only to one's own career development or to wider impact on the entire teaching staff of the sending school. The paper presents the research results on the Polish schools while covering a wide spectrum of various competences, including language and ICT proficiency, knowledge of new teaching methods as well as communication, teamwork and leadership skills. Although teachers were the main target group of this study, the learners and their parents were also involved in some of the research activities. The data was collected in 2016-2018, with the use of mixed methods. The vast majority of research activities were carried out long after the mobility was completed. Finally, the results were supplemented with an analysis of the secondary and contextual data. The study revealed that individual experience gained abroad can contribute not only to teaching practices, but also to school's climate, culture and institutional environment. This does not mean, however, that this pattern always occurs when the schools send their teachers overseas. The research results indicate that such a positive impact requires a variety of other factors, including the support of management and the positive attitude of the whole community of the school.

52747 16:50-17:15 | Room 790 (7F)

High Impact Professional Learning – Making a Difference in the Classroom

Sonia Sharp, Ernst & Young, Australia

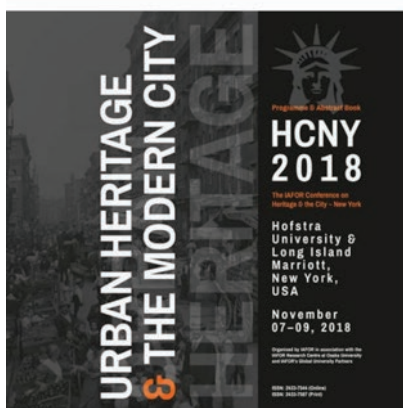
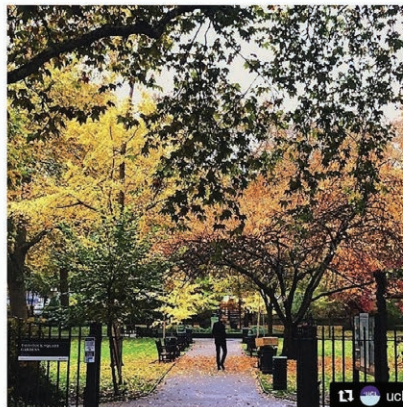
Sandra Robinson, NSW Department of Education, Australia

Juliet Andrews, Ernst & Young, Australia

Nick Conigrave, Ernst & Young, Australia

Mitch Kelly, Ernst & Young, Australia

Every year, teachers and schools invest resources - dollars, time and effort - in improving professional practice through professional learning. However, it is not always clear whether this investment really makes a difference within the classroom, either to teaching quality of student gain or experience. This paper proposes an evidence based model for designing and evaluating high impact professional learning...professional learning which delivers observable impact on teaching quality and student outcomes. The model was developed through an international literature review, and initially tested as a pilot in a small number of schools. The model was then used to evaluate practice in just under 150 schools (n = 146), across a representative sample of schools encompassing rural and urban, large and small, primary and secondary, specialist. Findings indicate 5 key features of high impact professional learning which highlight key actions for school leaders, teachers and system leaders/administrators. These findings will be described and explored in the presentation, with consideration of how these might be applied in different cultural and contextual settings.



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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

52412

Barriers Regarding Second Language Acquisition in Female Students

Rida Sarfraz, University of Management and Technology, Pakistan

Naheed Ashfaq, University of Management and Technology, Pakistan

Faiza Abid, University of Management and Technology, Pakistan

This article explores the social, linguistic and cultural barriers that discourages English language learning in female students in two of the major cities of Punjab (Bahawalpur and Lahore), Pakistan. The purpose of this article is to highlight the language learning barriers and hurdles created by male dominated society and how female students are facing problems. A likert scale questionnaire consisting of 15 questions were put forward to 50 respondents of age under 20 years. The questionnaires have been analyzed through SPSS along with the Stephan Krashen (1986) theory of language acquisition. It will also look for the major causes of barriers in language learning especially for girls. It points out the urge of female students to learn English as a second language. The learning process is hampered by the false interpretation of social, linguistic and cultural barriers. These barriers are held responsible for the obstruction in learning second language. Furthermore, study explores various factors involved in lapse of language learning and also tries to probe deep to take out the scenario of Bahawalpur and Lahore, Pakistan. Through data analysis we come to know that the result of questionnaire proves to be fruitful and it is clear that Social factors play an important role as language barrier for the female students of Southern Punjab. Hence, the paper will specifically focus upon the stereotypical thinking regarding the learning second language.

51786

Investigating Teachers Beliefs in Developing Learners' Autonomy in an EFL Classroom

Fatima Zohra Athmani, University of Algiers 2, Algeria

The concept of learner autonomy and the focus on learner reflection and taking responsibility of their own learning process has received broad international attention in the last three decades. Both scholars and practitioners discussed learner autonomy as a controversial concept in teaching nowadays. The aim of this study is to explore teachers' beliefs about learner autonomy in an EFL classroom in the Algerian context. This study attempts to discover whether high school learners in Algeria are ready to be autonomous or not in learning English. In another hand, it seeks to explore the sense of responsibility that teachers have in helping their learners become more autonomous after the reforms in the educational system in Algeria and the shift towards a more learner-centred approach. An approach that considers learners as a central point in the teaching-learning process using the Competency-Based Approach (CBA). This approach necessitates the autonomy of learners to be a major competency to be developed. This paper is a case study in which participants are high school teachers and learners. The results of the study are discussed and recommendations for further research are provided.

50623

Differences in Achievement Gap in Nepal: Analysis of Teacher-student Ethnic Match

Puskar Joshi, Texas A & M University, United States

The current study investigated the differences in achievement gap among the eighth-grade students in science, mathematics, social studies and the Nepali language subjects based on teacher-student ethnic match. Using the convenient sampling procedure, records of ten schools in Nepal were used for data collection. Using the non-parametric Mann-Whitney U test, an alternate to the independent samples t test, students' test scores of 2017 were analyzed to see if differences on learning outcomes existed as a result of teacher-student ethnic association. The analysis found that there were statistically significant differences on students' test scores based on teacher-student ethnic match in each of the four subjects. These findings have important implications for teacher hiring and training policy for the newly formed States of Nepal as they are in the early stage of education policy development and execution to minimize the existing achievement disparities in schools in the country.

51724

Cognitive and Informative Level of Knowledge about Puberty in Primary School Pupils in Sweden

Miluše Rašková, Palacký University Olomouc, Czech Republic

Marcela Otavová, Palacký University Olomouc, Czech Republic

Knowledge is a summary of the acquired information gained in the learning process. It expresses pupils' awareness. Cognitive and informative level of knowledge about puberty represents the grade of instruction and formulates the amount and quality of information or knowledge. Puberty culminates in reproductive capacity achievement. Puberty can be described as a major hormonal process of physical change in connection with a significantly changing psychic, with the awareness of one's own personality. Puberty is an important element of sexual education in both the European and the global dimension. Children need to be prepared for puberty on time and appropriately, for all the changes, relations and context. Timely preparedness for puberty means that children should acquire the necessary knowledge of puberty before it starts. That is, during the prepubescent period, when they are primary school pupils. Our pedagogical research realized what level of knowledge about puberty is shown by primary school pupils in Sweden, in the context of research results in the Czech Republic, China and Spain. Didactic test of knowledge was used as a research method for the knowledge finding about puberty in pupils of primary school. The level of puberty knowledge was verified by 9 free-response test tasks. The content of the test tasks was focused on the concept of puberty; on the puberty definition; on the age range of puberty period; on the knowledge of bodily characters changes in boys and girls; on the knowledge of other changes emerging in puberty and on the importance of puberty in human

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Virtual Presentations

52854

Lessons from the Perpetual Learner

Angela Bailey, Universidad del Norte, Colombia

Life is curious. We wake up, we make plans, and we see a slight incline, but not many major obstacles in sight. In fact, we know that our day is going to be perfectly brilliant (perhaps). That is not always the case, however, and as learners, teachers, teacher researchers, teacher educators, and/or administrators our days can quickly turn into an uphill battle filled with pitfalls, bridge crossings, floods, and rainstorms until we crawl back under our rocks and wait for our next no problem day to begin. Foreign language teaching, as well, can be a difficult task, particularly when it also involves hard-core experiential learning along the way. This presentation will take the audience through a reflective journey of learning and of being involved in language teaching and language education in Colombia, South America for the past 18 years. During this presentation, we will explore the importance of critical reflection, professional development, and the importance of being a perpetual learner. By the end of the journey, the audience will discover the importance of the development of emotional intelligence, comradery, professional communities, and most importantly addressing contextual needs. Through all of this, it is hoped that audience members are able to take away what it means to consider needs and advances through their own stages of perpetual learning and growth.

51717

A Framework for Matching the Competencies of Hospitality Graduates with Expectations from Industry in the Ghanaian Context

Vida Commey, Central University of Technology, South Africa

Desere Koko, Central University of Technology, South Africa

Johan Hattingh, Central University of Technology, South Africa

Purpose: The purpose of this paper is to match the skills and competencies of hospitality graduates with the expectations from industry in the Ghanaian context. **Design/Methodology/Approach:** The study adopts pragmatist philosophical paradigm which employs mixed methods based on both positivist and interpretivist epistemologies approach to collect data from key stakeholders of the hotel industry and the hospitality school. With the mixed method, the research will use in-depth interview to collect data from industry practitioners and lecturers whilst survey will be based on structured questionnaire for students and graduates working in the industry. Participatory observational studies will be used to explore the best practices in the industry. **Findings:** Findings would be used to build a competency framework for hospitality programs at the Ghana Technical Universities. **Research Limitations/implications:** This research identifies the need to match what is taught in the Universities with the expectation of the industry and is limited to the hospitality and tourism industry. **Practical Implication:** The gaps between the University hospitality curriculum and the industry are identified and a framework built to fill the gap. **Originality/Value:** This research work will assist in the review of the hospitality curriculum and enhance the proposed Competency Based Teaching for the new Technical Universities in Ghana.

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A woman with dark hair, wearing a dark blazer and a lanyard with a badge, is shown from the chest up. She is looking slightly to her left and gesturing with her right hand, palm facing forward. The background is dark and out of focus.

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(mediasia.iafor.org)

October 31 – November 03, 2019

The Asian Conference on Education
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November 03, 2019

The Asian Undergraduate Research Symposium
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London, UK, 2019

December 07–08, 2019

The European Conference on
Aging & Gerontology
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Hong Kong, 2019

November 08–10, 2019

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Hawaii, USA, 2020

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The IAFOR International Conference on
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Singapore, 2020

February 07–09, 2020

South East Asian Conference on Education
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Tokyo, Japan, 2020

March 23–26, 2020

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March 26–29, 2020

The Asian Conference on
Psychology & the Behavioral Sciences
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March 27–29, 2020

The Asian Conference on Aging & Gerontology
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March 29 – April 1, 2020

The Asian Conference on Language
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May 24–27, 2020

The Asian Conference on the Arts & Humanities
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The Asian Conference on the Social Sciences
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