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Good morning, everyone, here at Asia TEFL 2019.

It is a pleasure for me to be here and to congratulate Asia TEFL, Thammasat University and the Language Institute for organizing this international conference.

Collaboration is a byword for success in language teaching and learning. We encourage it among students for more enjoyable learning; we promote it among teachers for more effective teaching; and we develop it among institutions to achieve the educational goals we pursue.

The organizing committees of Asia TEFL and the Language Institute have collaborated to bring together dedicated teachers, expert researchers, and prominent academics who are local, regional and global. Together, here at the conference, all of you create a “glocal synergy” that is highlighted in the theme of the conference. Together, in pooling your experiences, insights and expertise, you produce an effect greater than the sum of working individually. This has great benefit and a powerful influence on English language teaching.

In your professional lives you cross many disciplines and certainly work in multilingual contexts and perhaps multicultural settings as well. Your working language is English, in all its many varieties and forms. You thus embody the very theme of the conference, “ELT for Glocal Synergies across Disciplines and Multilingual Ambiences.”

Again, I offer my congratulations to the organizing committees for their successful collaboration. And I thank all of you who are participating in this conference in Bangkok for your dedication, commitment and professional enthusiasm in the field of English Language Teaching.

Enjoy the conference, learn from each other, and establish new friendships among the local, regional and global colleagues who are here today.

Thank you.

Wattanaporn Ra-ngubtook, PhD
Deputy Permanent Secretary, Ministry of Education
Welcome everyone to Asia TEFL 2019, the joint 17th International Conference of Asia TEFL and the 6th International Foreign Language Learning and Teaching (FLLT) conference of the Language Institute of Thammasat University (LITU).

The collaboration between Asia TEFL and LITU embodies all the features of the conference theme: “ELT for Glocal Synergies across Disciplines and Multilingual Ambiences”. The conference is an opportunity for classroom practitioners, researchers and academics from throughout Asia and beyond to share expertise and forge greater cooperation within the community of language learning research and teaching professionals. It also contributes to Thammasat University’s commitment to the further internalization of education and development of world-class research.

In this regard, I also congratulate the Language Institute for having achieved SCOPUS listing of its academic journal LEARN (Language Education and Acquisition Research Network). Since research is becoming ever more global, interdisciplinary and collaborative, this achievement will help give a global voice to Asian researchers in their exploration of critical language learning and teaching issues.

To all conference participants, presenters and distinguished speakers at Asia TEFL 2019, I wish you a successful conference, new insights and renewed inspiration from colleagues around Asia and the world. Enrich the synergy amongst you and enjoy the ambience!

With best wishes,

Associate Professor Gasinee Witoonchart
Rector, Thammasat University
We feel very happy indeed to welcome you all to the 17th AsiaTEFL International Conference. The organizing committee has been very well-organized in preparing the conference, as indicated by gaining positive responses from invited speakers, and attracting participants from various regions in Asia and from all continents around the world. The Asia TEFL annual conference is held to bring together the ELT community not only in Asia but also from other parts of the world so that we can work together to forge a common close bond in our ELT profession and on the basis of research and praxis to respond to the challenges we face. The state-of-the-art ELT research and the insights of dedicated practitioners especially as regards best practices are expected to come up in this conference as well.

This is the second year of our joint Presidential service in AsiaTEFL. We highly appreciate full, voluntary support from AsiaTEFL members and generosity from partner institutions and companies. We believe with all your kind cooperation, AsiaTEFL could become a more robust ELT organization especially in responding to the current as well as upcoming challenges in our profession.

On behalf of AsiaTEFL Board, we would like to take this opportunity to extend our appreciation and sincere gratitude to invited speakers and paper presenters, without whom no sessions of the conference could be held. Our appreciation is certainly extended to the Thammasat University, more specifically to the Language Institute of the university, for generous willingness to co-host this conference with AsiaTEFL. Likewise, our thanks also go to members of the Organizing Committee for their hard work and the faculty and student volunteers without which this conference would not be what it is now. We also want to thank you all the conference participants without whom ideas would not be deliberated, and questions would not be raised in the upcoming sessions.

We do hope you could enjoy the conference, and during your free time you could also indulge yourself in the historic city of Bangkok, known here as Krung Thep Maha Nakhon. Good luck.

AsiaTEFL Presidents,
Fuad Abdul Hamied & Jihyeon Jeon
On behalf of the Conference Organizing Committee, it is my great pleasure to welcome you to the international conference co-hosted by the Asia TEFL Association and the Language Institute of Thammasat University (The 17th Asia TEFL and the 6th FLLT International Conference). This conference marks a notable collaboration between the two organizations in providing a significant platform for academic dissemination in this era.

With the theme “ELT for Glocal Synergies across Disciplines and Multilingual Ambiances,” we anticipate the participation of language teachers, researchers, students, and professionals from around the globe who will reap benefits from informative presentations, colloquiums, and workshops to be delivered during the three-day conference.

This conference will focus particularly, but not exclusively, on the notion of glocalization so that valuable insights can be gained into English as a Lingua Franca (ELF) in the practice of English language teaching worldwide. It has been established that glocalization shares some common grounds with ELF, which is an emerging phenomenon in which localized expressions used by non-native English users achieve a measure of legitimacy.

Therefore, we will explore how our ELT research can be put into actual practice of English language teaching. We will also foster serious discussions and hopes to inspire participants from a wide array of themes and sub-themes to initiate collaborations within and across disciplines for the advancement of our fields. As with our previous conferences, we underscore the importance of the implementation of research findings into classroom practices and the expansion of network and friendship among ELT researchers and practitioners.

The different sessions during the conference will showcase recent advances in language research and pedagogy, and highlight the impact of modern technology in a world of fast changes and complex communications. All participants are strongly encouraged to attend the plenary and featured presentations, and interact with other conference participants during the parallel sessions and workshops, conveniently followed by social activities which will allow multiple opportunities for in-depth discussions on topics of their interest.

We thank the Executive Committee of Asia TEFL and our organizing staff, keynote and plenary speakers, presenters and participants, session chairs, abstract reviewing team, and sponsors for helping us to create this memorable and exciting conference program. Our Organizing Committee will make any possible effort to ensure that all presenters and participants will find this conference experience academically rewarding, and can yield considerable knowledge and practical ideas for future application.

Associate Professor Supong Tangkiengsirisin, Ph.D.
Director of Language Institute, Thammasat University
Conference Chair
Conference Chair
Supong Tangkiengsirisin

1. Program Book
Suneeporn Lertkulthanon (Chair)
Benjamin Moore
David Allen Young
Panna Chaturongakul
Phachara Saiphet
Rungsima Jeenjaroonsri
Samanan Sudsa-ard
Sichon Koowuttayakorn
Wimonnit Chaokongjakra

2. Abstract Review
Panna Chaturongakul (Chair)
Alisa Ratanapruks
Benjamin Clarke
Benjamin Moore
Chanika Gampper
David Allen Young
Edward Bernhardt Geerson
Jonathan De Rennes
Joshua David Bernstein
Ketvalee Porkae
gittitouch Soontornwipast
Monnipha Somphong
Nantikarn Simasangyaporn
Nopporn Sarobol
Pattama Sappapan
Pierre Beaulne
Pimsiri Taylor
Pornsiri Singhapreecha
Pragasit Sittithikul
Preechaya Mongkolhutthi
Rangsiya Chaengchenkit
Sean Michael Ryan
Siripen Sutharaj
Sripatham Noom-ura
Sucharat Rimkeeratikul
Sukanda Sa-Ngaphan
Supakorn Phoocharoensil
Supong Tangkiengsirisin
Tanom Tiensawangchai
Thomas Huebner
Tipamas Chumworathayee
Tyler Andrew Charles
Upsorn Tawilapakul
Veena Imrose
Vilaivan Aroonmanakun
3. Opening and Closing Ceremonies, Plenary Speakers, Plenary Speakers and Featured Speakers, Welcome party

Pimsiri Taylor (Chair)
Edward Bernhardt Geerson
Pierre Beaulne
William Eugene Scobie
Chureeporn Ruayruangrung
Kullaphan Chankaew
Pracharee Amatyakul

4. Assistants to Plenary Speakers and Featured Speakers

Supakorn Phoocharoensil (Chair)
Naparat Meechanyakul

5. Pre-registration and On-site Registration

Chanika Gampper (Chair)
Husna Phettongkam
Kriengkrai Sakulpraserttsri
Monnipha Somphong
Naparat Meechanyakul
Patchara Wonghiransombat
Pattama Sappapan
Suchat Wongsuwanich
Chuleekorn Khumphaiphon
Jaruwan Changklueng
Kobkorn Panmuang
Naritsara Neuipakdee
Nopparat Mokkohnburi
Orawan Lertthanu
Rattanaporn Krudngen
Upsorn Tawilapakul
Vimolchaya Yanasugondha
Virasuda Sribayak
Wijit Chancham

6. Budgeting

Chanika Gampper (Chair)
Orawan Lertthanu
Wijit Chancham
7. Conference Gifts
Suneeporn Lertkulthanon (Chair)
Supatra Wachiracharoenwong
Jaruwan Changklueng
Rungaroon Rakrungrueang

8. Catering and Venue
Supakorn Phoocharoensil (Chair)
Phachara Saiphet
Sripathum Noom-Ura
Siripen Sutharoj
Tipamas Chumworathayee
Jarin Yoochareon
Pensiri Thongrojanapat
Wanchalee Lerdsuntia

9. Room monitor and Session chairs
Rangsiya Chaengchenkit (Chair)
Chongrak Sithirak
Chorthip Viriya
Duangkamon Klungthong
Ratanawalee Wimolmas
Rungsima Jeanjaroonsri
Titirut Rungkaew
Wanna Charoenchang
Warangkana Pongsatornpipat
Wimonnit Chaokongjakra
Wipakorn Chayopong Kawasaki
Samanan Sudsa-ard
Chureeporn Ruayruangrung

10. Performances
Pimsiri Taylor (Chair)
Joshua David Bernstein
Ratanawalee Wimolmas
Pracharee Amatyakul

11. IT and Photography
Pimsiri Taylor (Chair)
Preechaya Mongkolhutthi
Attakorn Phanthangkul
Denchai Boriboonsakulsuk
Prayong Somsuan
Suriyan Sansook
Thanapat Moungruan
12. Publishers
Supatra Wachiracharoenwong (Chair)
Sukanda Sa-Ngaphan
Veena Imrose
Warangkana Pongsatornpipat
Napat Nemee
Pracharee Amatyakul

13. Public Relations
Supatra Wachiracharoenwong (Chair)
Attakorn Phanthangkul
Jiraporn Petchthong
Kullaphan Chankaew

14. Evaluation
Rangsiya Chaengchenkit (Chair)
Israporn Chuntharusmi Sanongpong
Patchara Wonghiransombat
Chureeporn Ruayruangrungr
Jurairat Puangsombat
Soontaree Charoenwattanaporn

15. Assistants to VIP Guests
Supong Tangkiensirisin (Chair)
Noppor Sarobol
Panna Chaturongakul
Pragasit Sitthitikul
Supakorn Phoocharoensil
Pracharee Amarttayakul

16. Field trip for Executive Committee
Kriengkrai Sakulprasertsri (Chair)
Rungsima Jeanjaroonsri
Titirut Rungkaew
Warangkana Pongsatornpipat
Budsaba Kanoksilpatham

Budsaba Kanoksilapatham is a Professor of English in the English Department, Faculty of Arts at Silpakorn University, Thailand. She received her PhD in Linguistics (Concentration of Applied Linguistics) from Georgetown University, Washington DC, USA. Throughout her academic career, she has provided both professional and community service, locally, regionally, and internationally. With her extensive experience of teaching and researching English education over the years, she has frequently been invited to give keynote speeches and presentations at national, regional, and international conferences. In addition, she has served on the editorial and advisory boards of a number of international refereed journals. In 2015, she was appointed by the Thailand Research Fund (TRF) to be a TRF Senior Research Scholar in English.

Glocal Synergies for Young Learners: Global English Lessons, Local Thai Content

Recent studies have shown that English education can be harnessed as a means to foster other bodies of knowledge. With the focal point on the synergy of global English and Thai identity, this presentation highlights two crucial issues that deserve scrutiny. First, it should be noted that for young Thai learners, local Thai identity - rather than national identity - needs to be prioritized for their identity formation. Second, English education scenarios in Thailand are generally quite paradoxical. That is, although overall Thai learners' English education is often deemed unsatisfactory, it is commonly context specific. In certain urban communities, the future of English education can appear quite rosy, whereas that in many rural communities seems to be quite bleak. This presentation highlights the role of local culture, or local Thainess, in English education. Methodologically, three different sets of local Thainess-based English lessons, representing three different parts of Thailand (the northeast, north, and south), were systematically constructed. Subsequently, the lesson sets were implemented at four elementary schools in each corresponding part of Thailand over an 11 week period. Based on the employment of a number of assessments, the global English lessons based on local Thai culture contributed positively to strengthening the English competence of these young learners. By extension, through these lessons, the learners' identity can be formulated and expanded to national identity and regional identity with additional cultural exposure. Finally, the currently prevailing disparity in English education in Thailand can be greatly reduced when local students from more rural areas can express a sense of authority of their own culture through English, sharpening their voice and identity, resulting in an equitable society and more sustainable national development.
Andy Kirkpatrick

Andy Kirkpatrick is Professor in Linguistics in the Department of Humanities, Languages and Social Sciences at Griffith University and a fellow of the Australian Academy of the Humanities. He has lived and worked in many countries in East and Southeast Asia, including China, Hong Kong, Malaysia, Myanmar and Singapore. His research interests include the development of new varieties of English in Asia and the roles of English as a lingua franca in the region, language education policy in Asia and Chinese Rhetoric. He is the author of *World Englishes: Implications for ELT and International Communication* (CUP) and *English as a Lingua Franca in ASEAN: a multilingual model* (Hong Kong University Press). He is the editor of *The Routledge Handbook of World Englishes*. His most recent books are *English as an Asian Language: implications for language education*, co-edited with Roly Sussex and published by Springer, and *Chinese Rhetoric and Writing*, co-authored with Xu Zhichang and published by Parlor Press. He is founding and chief editor of the book series *Multilingual Education*, published by Springer. He is currently co-editing two new handbooks namely, *Asian Englishes* (Wiley-Blackwell, with Kingsley Bolton as co-editor) and *Language Education Policy in Asia* (Routledge, with Tony Liddicoat as co-editor). Email: a.kirkpatrick@griffith.edu.au

Using English as a Lingua Franca (ELF) to build English Language Competence and an ASEAN identity

In September 2017, the Australian government announced an initiative entitled the Australia-ASEAN Education Dialogue, quoting, Irina Bolkova. The Director General of UNESCO, as saying, “A fundamental change is needed in the way we think about education’s role in global development… Now, more than ever, education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together.” The author of this abstract was invited to prepare a position paper concerning the building of English language competency in ASEAN as part of this initiative. This included the adoption of an ELF approach to English language teaching within ASEAN and the replacement of a native speaker model with one of a successful multilingual able to use English in relevant contexts. In this paper, I shall first outline the principles associated with an ELF-approach to ELT and then consider the feasibility of adopting an ELF-approach to English language teaching in East and Southeast Asia. Drawing on contexts from Indonesia, China, Myanmar and Japan, I shall argue that countries characterised by linguistic diversity are more likely to be open to the idea of an ELF-approach. I shall also argue that, following the call made in 2013 by the then Secretary General of ASEAN, Le Luong Minh, for English to be an ‘important and indispensable tool to bring our Community closer together, the adoption of an ELF approach could facilitate the development of an ASEAN identity.
Kurt Kohn is Emeritus Professor of Applied English Linguistics at the University of Tuebingen (Germany). His professional interests include online intercultural communication and collaboration, English as a lingua franca, lingua franca pedagogy, and foreign language teacher education. Recent articles include “Learner agency and non-native speaker identity in pedagogical lingua franca conversations” (with P. Hoffstaedter, CALL 2017, 30/5), ”MY English - a social constructivist perspective on ELF” (JELF 2018, 7/1), and “Towards the reconciliation of ELF and EFL” (In N. Sifakis & N. Tsantila, ELF in EFL Contexts. Multilingual Matters, 2018).

**Lingua Franca Pedagogy: Emancipating the Foreign Language Learner**

After several decades of communicative language teaching, the need for enabling foreign language learners to develop an emancipated L2 self seems to be more urgent than ever. Recent calls for ‘reaching out beyond the classroom’, ‘learning in the wild’, or ‘rejecting native speaker dominance’ all have in common that they move learners into the very centre of learning. Why is this justified? And what are the pedagogical implications?

In the light of a social constructivist understanding of communication and learning, I will first talk about ‘acquiring’ intercultural communicative competence in a foreign language, with a special focus on cooperative creativity, ownership, emancipated agency, and mutual rapport building. Acknowledging learners’ responsibility for their own learning opens up fresh perspectives and opportunities for pedagogical innovation beyond a functional communicative approach. Learners need to be allowed pedagogical space for developing their own voice in the foreign language; and they need to be made aware of communicative and communal success as a joint collaborative responsibility of all communication partners involved.

Against this backdrop, I will argue for the need to enable learners of English of different linguacultural background to meet up with each other in intercultural zones of communicative and communal interaction and to use their common English target language as a pedagogical lingua franca. Based on case studies carried out in secondary school settings in the European context, I will demonstrate the communication and collaboration potential of online pedagogical lingua franca exchanges in particular with reference to video conferencing and virtual world environments. I will provide empirical evidence that this potential can be used to significantly strengthen the intercultural and emancipatory quality of foreign language learning.
Alastair Pennycook

Alastair Pennycook is Distinguished Professor of Language, Society and Education at the University of Technology Sydney and Adjunct Professor at the MultiLing Centre at the University of Oslo. He has been involved in language education in many parts of the world for 40 years. He is the author of numerous books, four of which have won the BAAL Book Prize: *The Cultural Politics of English as an International Language* (now a Routledge Linguistics Classic), *Global Englishes and Transcultural Flows* (Routledge), *Language and Mobility: Unexpected Places* (Multilingual Matters) and *Posthumanist Applied Linguistics* (Routledge).

Teaching English in Unsettling Times

As the dominant language of the current era, English is caught up in processes of globalization, inequality, and discrimination. At a time of increased mobility and migration, people in desperate need are being met by walls, fences, and xenophobic exclusion. When inequality is on the rise, justifications of inequitable conditions are increasingly normalised. As a new class of mobile, impoverished insecure workers grows, their capacity for joint action is steadily removed. As climate change and environmental destruction pose serious threats to the planet itself, many in power are still in denial of the need for immediate action. With news and science being challenged, equality no longer seen as a worthwhile goal, resettlement no longer viewed as a right, and abuse and discrimination becoming normalised, we live in unsettling times. As English language educators, we need to find ways to teach that do not merely provide access to the grammar and lexicon of English, but also seek to develop students as critically engaged translingual activists. For our students to become resourceful speakers, we need to help them move between languages, use their communicative resources flexibly, and become aware of the global disparities in which English is involved.
PLENARY SPEAKER

Willy Renandya

Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He has given numerous plenary presentations at regional and international conferences, and published extensively in the area of second language education. His publications include Language Teaching Methodology: An Anthology of Current Practice with Jack C Richards (CUP, 2002; 2008), Simple, powerful strategies for Student Centered Learning with George Jacobs and Michael Power (2016, Springer International), Inspirational stories from English Language Classrooms with Flora D Floris (2019, TEFLIN Press). He maintains an active language teacher professional development forum called Teacher Voices: https://www.facebook.com/groups/teachervvoices

E-mail: willy.renandya@nie.edu.sg

Self-selected Reading: A Teaching Approach that Works in Multilingual Contexts

As the use of English becomes more globalized and international communication becomes more frequent, it is no longer sufficient for L2 learners to be able to use English for basic and communicative purposes. A higher level of proficiency in English is needed to communicate with other speakers of English from diverse multilingual and multicultural backgrounds. One excellent way of increasing student proficiency is for teachers to use a teaching approach that encourages students to go beyond what is available in the classroom, exposing them to language that is linguistically and culturally richer and more diverse. In this plenary session, I shall first describe the enormous benefits of self-selected extensive reading in diverse L2 contexts and the remarkable empirical evidence that supports it. The next part of my talk outlines some of the key features of extensive reading and presents some of the main reasons why its implementation in the L2 classroom continues to be limited. I conclude by providing practical tips on how to implement a successful reading programme in the Asian region. All are welcome, in particular classroom teachers and other language teaching professionals who are keen to help their students acquire a higher level of proficiency in English.
Dr Yilin Sun is a tenured professor and directs faculty development programs at the Seattle Colleges in Seattle, WA, USA. She has served the field of TESOL for over 30 years as a classroom teacher, program leader, teacher educator, and researcher with many higher education institutions in China, Macau, Canada, and the USA. She received her PhD in Applied Linguistics/Curriculum & Instruction from the Ontario Institute for Studies in Education (OISE), University of Toronto, Canada. Dr Sun is a former president of the TESOL International Association (2013-2016). This is the first time in TESOL’s 50 years history that an Asian nonnative English-speaking female ELT professional served as president of TESOL. She also severed as the founding president of the Macau Association for Applied Linguistics (MAAL, 2016-2018). In 2011-2012, Dr. Sun worked as a Fulbright Senior Scholar in Taiwan. She has authored and coauthored books, book chapters, and journal articles. She is also serving as Chief Editor of Foreign Language Teacher Education and Development: Selected Works of Renowned TESOL Experts published by Shanghai Foreign Language Education Press. Over the years, Dr Sun has given numerous keynote/plenary presentations at international professional conferences.

Developing Glocal Synergies and Skills for the 21st Century Language Education

As a result of the “glocalization” of English language education and the emergence of English as an international language (EIL), there is a growing need to synergize language teaching across disciplines. To accomplish this goal, it is important to develop 21st century skills in learners in order to overcome 21st century challenges within a multilingual/multicultural and competitive global world. Therefore, English language education programs need to readdress some fundamental questions: What skills are needed in the 21st century global world? How can classroom teaching equip learners with these skills? And, what can educators do to overcome local challenges? The speaker will also offer practical strategies for language educators to implement in the classroom and to utilize in their professional development as proactive agents of social change.
Professor Amy B.M. Tsui is Professor Emerita in the Faculty of Education at The University of Hong Kong (HKU). She was Chair Professor of Language and Education in the Faculty of Education, HKU from 1997-2017. From 2007-2014, she was Pro-Vice-Chancellor and Vice-President (Teaching and Learning) at HKU during which she led the historical reform of undergraduate education at HKU. She has published nine books and over 100 articles on classroom discourse, conversational analysis, language policy, and teacher development. She has presented over 80 keynotes in international conferences in Asia, the U.K., the U.S., Europe, Australia, S. Africa, and Mexico, and has served on the editorial and advisory boards of over 25 international refereed journals. She has been providing professional and community service locally and internationally throughout her academic career, including serving on government advisory committees, University Councils and advisory boards, and is currently a member of the Board of Governors of the International Baccalaureate. She was awarded an Honorary Doctoral degree in Education by the University of Edinburgh, U.K., in 2015.

Intercultural Communicative Competence Revisited

The importance of intercultural communicative competence (ICC) in ELT cannot be over-emphasized in this troubled era of glocalization when xenophobia, racism, and jingoism are increasingly being legitimated. The past few decades have witnessed a burgeoning number of studies on ICC. There have been heated debates about what it means to be interculturally competent. This presentation argues that this is not only because ICC is a complex concept which has been subjected to interpretations from different perspectives, but also because many investigations of interactions across cultures have adopted a snapshot approach. Using studies of reticence in (ELT) classrooms amongst Asian learners as a case in point, this plenary argues that longitudinal investigations of the dynamic interplay between deeply rooted cultural values and the highly contextualized factors which impinge on learners’ communicative behaviours will provide a more nuanced understanding of ICC.
Le Pham Hoai Huong

Le Pham Hoai Huong is an associate professor in the English Department, University of Foreign Languages, Hue University, Vietnam where she has worked as a teacher trainer for nearly 25 years. She holds a BA in English (Hue University, Vietnam), an MS in TESOL (California State University of Fullerton, USA), and a PhD in Education (Victoria University of Wellington, New Zealand). Her research interests include sociocultural theory, English teacher education, and vocabulary learning and teaching.

The Role of Mediation in Classroom Interaction

Socio-cultural theory has been widely discussed in ELT for it emphasizes the significance of socially interactive environments in which mediation takes place. The central idea of teaching and learning in sociocultural theory is to mediate language learners in the Zone of Proximal Development (Vygotsky, 1978). Accordingly, the concept has been researched and exploited. However, what exactly does mediation mean? What should its role be in classroom interaction? How should teachers and learners make use of it? This presentation will explore the history of the concept's formation and discuss the mediating factors in language classrooms. More specifically, the mediating roles of classroom teachers, peers and cultural artifacts will be illustrated with examples from empirical studies. Finally, the paper gives suggestions for promoting interaction leading to transformative and developmental language learning.

Key words: Mediation, Classroom Interaction, Socio-cultural Theory
Professor Oryang Kwon received his Ph.D. from the University of Texas at Austin, USA. His career had been devoted to ELT and research before he retired from the Department of English Language Education, Seoul National University, where he is currently a professor emeritus. He has served as the President of Korea TESOL, the Korea Association of Teachers of English (KATE), and the Korea English Language Testing Association (KELTA). He has also served on the editorial board of the journals *Language Testing* and *Asian Englishes*. He has written numerous secondary-school English textbooks, co-authored "*A History of English Language Education in Korea*" and edited a book titled "*New Horizons in English Education Research*" (2014). He is currently translating books in ELT and testing.

**TESOL and Tesology in Asia: A Critical Review**

In Asian EFL countries, most students experience difficulty in the use of spoken language. One of the reasons for this is that English has been taught mainly as a written language, without many opportunities to use it in live conversation. Additionally, Asian scholars in “Tesology”, studies on TESOL, have been affected by theoretical changes occurring in the “inner circle” of the English speaking academic world, almost to the degree of Tesological imperialism. This paper reviews TESOL and Tesology in Asia, with a specific focus on the Korean context, to see how well we, EFL specialists, are doing our jobs.
Alejandro S. Bernardo

Alejandro Sapitan Bernardo, Ph.D. is Associate Professor at the University of Santo Tomas Department (UST) of English. He also serves as the Faculty Secretary and the Coordinator for International Relations Programs and Projects of the UST Graduate School. A number of his research studies have been published in local and international journals. His most recent publications are the “Endocentric Approach to English Grammar Teaching,” a chapter in “Reconceptualizing English Education in a Multilingual Society” published by Springer and “Teaching (in) Philippine English,” a chapter in the “Philippine English Handbook” published by Routledge. He has also presented papers in local fora and international conferences held in Hawaii, China, Hong Kong, Singapore, Japan, New Zealand and the Philippines. He sits as an associate editor of the Asian Journal of English Language Studies and the Philippine ESL Journal. He is also the president of the Linguistic Society of the Philippines (LSP).

Developing a WE-inspired ELT Program

This presentation explores how the World Englishes (WE) paradigm may inform ELT at the theoretical (axiomatic), the methodological (procedural) and the technical (implementational) levels. Modern day ELT necessitates WE-inspired, WE-adherent, and WE-compliant approaches that inform methods, methods that inform procedures, and procedures that inform a collection of techniques. Knowledge of how these concepts intersect aids ELT practitioners in making sound pedagogical choices. In my presentation, I will attempt at constructively aligning these three levels with World Englishes as the overall framework and provide practical applications of this alignment so it could be more effectively cascaded and translated to daily classroom pedagogies.
Fauzia Shamim

Dr Fauzia Shamim is Professor and Dean, Faculty of Liberal Arts and Human Sciences at Ziauddin University, Karachi, Pakistan. Previously, she has worked as a teacher, teacher educator, researcher, and teacher leader in several higher education institutions both in Pakistan and abroad. Dr Shamim has taught EFL/ESL and trained English language teachers in a variety of settings in Pakistan and internationally. She also has vast experience in developing and teaching Applied Linguistics courses at both undergraduate and postgraduate levels. Dr Shamim has presented, as invited speaker, at numerous conferences in Pakistan and several countries in Asia, Africa, Europe, Middle East and the USA. She has also published widely in peer-reviewed journals and books, and co-edited 3 books. She is on the editorial and advisory boards of both national and international journals. She is also the proud recipient of the best NNEST paper award (TESOL, 2014) and TESOL’s leadership mentoring award (2016). Dr Shamim is a founder member and the president of the Society of Pakistan English Language Teachers (SPELT). Currently, she is also the chair of the TESOL International Research Professional Council (USA). Her current research interests include teacher development, program development and evaluation, large class teaching, and English as medium of instruction.

Leaders Train Leaders: Impact of SPELT’s DIY Leadership Development Program

The Society of Pakistan English Language Teachers (SPELT) is run by volunteer teachers who normally do not have prior training in leadership skills; however, observation indicates that a lot of time and effort is spent on trial and error in learning some basic skills such as strategic and financial planning for the organization. Moreover, research on voluntary organizations indicates that, “Associations that invest in current leaders by promoting skill development and strong leadership teams stand to benefit in important ways” (Beggatta et.al, 2013, p. 565). Accordingly, SPELT recently launched a 10 hour modular leadership development pilot program for its current and future leadership. The program, tailored to the identified leadership needs of the organization, was developed and conducted by veteran SPELTERS. A certificate of completion was given to the participants who completed the 2 two core modules titled ‘Becoming effective leaders in a teacher’s association’ and ‘Financial planning and management’, and an optional needs-based module such as ‘Running effective meetings’. This paper briefly describes the program and evaluates the program’s impact on participant’s leadership practices through semi-structured interviews, observation of SPELT planning meetings, and document analysis.
Yanty Wirza is an assistant professor at English Education Study Program, Universitas Pendidikan, Indonesia. She got her PhD from Ohio State University in 2017. She has presented at numerous conferences in Asia and the United States and won academic scholarships and awards for her community services. Her research interests include L2 Identity, Literacy Education, TESOL, Teacher Education and Professional Development, and Qualitative Research. She is currently involved in several research projects on English teaching and English teacher education and professional development. Recently, she published an article on Indonesian EFL learners’ identity which appeared in the Indonesian Journal of Applied Linguistics, vol. 8 (2018).

Email: yantywirza@upi.edu

**Literacy Sponsorship, Language Ideologies, and Identity Formation of EFL Learners and Users**

Literacy sponsorship is an important construct in explaining the ideological work of the literacy practices in a certain community. This study examined multifaceted literacy sponsorship and ideologies and the pervasive roles they played in Indonesian EFL learners and users’ identity formation. Using narrative inquiry, seven Indonesian graduate students’ narratives in learning and using English in local contexts and abroad were obtained through in-depth interviews to unpack the issues at hand. The study found that multiple sponsors and campaigns in EFL literacy practices ranging from individual participants, institutions of various scales, and multinational and international entities were involved in serving certain purposes and ideologies. These literacy sponsors and their ideologies, working in immediate and distant ambiances, heavily influenced the participants’ literacy experiences in ways that worked for or/and against the participants’ interests that shaped their identity. Moreover, it was found that the most prominent sponsors in participants’ EFL literacy experiences were the self, the Indonesian government with its apparatus, and the hegemonic power of English. Thus, this study argues that, whereas the concepts of literacy sponsorship have generally been portrayed as utterly positive, it could work in ideologically a charged, nuanced, and paradoxical manner.

Keywords: EFL, L2 identity, language ideology, literacy sponsorship, narrative inquiry
Raja Nor Safinas Raja Harun

Raja Nor Safinas Raja Harun is an associate professor at the English Language and Literature Department, Universiti Pendidikan Sultan Idris (UPSI), Malaysia. She has been a teacher educator since 2000 and has vast experiences in the area of ELT and teacher education. She has held administrative posts as the dean of the faculty and deputy academic dean of graduate studies. She is the lead researcher for the Curriculum in Developing a Malaysian Teacher Education Model and the lead researcher for the Meaningful Inquiry Model for Developing ESL Student Teachers. She and her team has commercialised the CaELT (Computer Adaptive English Language Test) in collaboration with MIMOS Berhad and won a bronze medal at ITEX 2016. She has also won a Gold Medal at KNOvasi 2018 for her innovation in teaching and learning in enlivening the 3Es (Engages, Empowers and Emancipates) teacher education curriculum through a transformative pedagogy. Besides that, she is the Editor in Chief for The English Teacher journal for the Malaysian English Teacher Association (MELTA) and the Chief Editor of the Educatum Journal of Education in Social Science (EJOSS), UPSI. Her areas of publication and research include ESL teacher education, innovative pedagogy and ESP. In 2015, she was the recipient for the prestigious National Academic Award, under the category for Teaching and Learning Award (Social Science and Arts), organised by the Malaysian Ministry of Higher Education. In 2017, she won the Eminent Educator Award (Social Science & Arts Category) in conjunction with UPSI’s 20th year anniversary.

The 3E (Engages, Empowers and Emancipates) ESL Teacher Education Curriculum in the Development of Future Teachers

This paper focuses on the development of an ESL teacher education curriculum which engages, empowers and emancipates student teachers learning experiences while undergoing their training. It also explores the development of ESL student teachers as future teachers through the attributes of 3CIA: Collaborative, Compassionate, Creative and Innovative and Adaptive. The findings are derived from a five-year research project, which employed a research and development design. Data were collected both quantitative and qualitatively through document analysis, questionnaires, and semi-structured observations. The findings revealed that most of the learning experiences in the TESL programme have engaged student teachers through various types of learning activities. The element of empowerment can be explicitly seen in some of the pedagogical courses. However, the element of emancipation in the learning experiences needs to be strengthened by both teacher educators and student teachers. Collaborative attributes can be seen more explicitly through the student teachers learning experiences compared to the compassionate, creative and innovative and adaptive attributes. This study implicates the need to delve further into teaching and learning experiences as well as in the assessment of student teachers to ensure the success of curriculum implementation.
GENERAL INFORMATION

Registration
Registration will take place on June 26 between 14.00 – 17.00 at Peony 11 (floor 2) and June 27 between 7.30 – 9.00 a.m. in front of Convention Hall (floor 1). Participants will receive a conference pack which includes a Conference Handbook and a name tag.

Conference participants are asked to wear their name tags at all times during the conference sessions, lunch, and reception party.

Information Desk
Asia TEFL’s Information Desk in front of Convention Hall (floor 1) will be open during the conference period to provide information and assistance.

Session Guidelines

Chairing the parallel sessions
We provide Asia TEFL staff members to chair the parallel sessions. The chair’s role is to introduce the presenters, manage the question and answer sessions, and keep the presentation within the time limit.

Program changes
Changes made to the program after the printing of this Conference Program will be displayed on the notice board located in the area in front of Convention Hall. Please check the presentation notice boards frequently for last-minute changes and cancellations. If a presenter has not arrived for a session within 5 minutes of the scheduled start time, we recommend that participants join another session.

Session Types

Plenary
Plenary sessions are 60 minutes in length (55 minutes for presentation and 5 minutes for question and answer). All of the plenary sessions are held in Convention Hall (floor 1).

Featured sessions
Featured sessions are 45 minutes in length (40 minutes for presentation and 5 minutes for questions and answers).

Thirty-minute parallel sessions
Each presenter will make a 25-minute presentation on his or her work, followed by 5 minutes of audience interaction.

Poster sessions
Poster sessions are 30 minutes in length. All of the poster sessions are held at the poster corridor on the second floor.
Catering
*Tea and coffee* will be served free of charge on floor 1-3. See the floor plan for more details.

*Lunch* will be provided for participants on the first floor in Am Café and the third floor in Orchid 2-3 and Sala Thai.

Exhibition Booths
During coffee breaks, participants are welcome to browse and purchase updated EFL/FL and methodology books from publishers on the first floor. See the floor plan for more details.

Prayer Room
A Prayer Room is available on the first floor near the concierge.

Conference Dinner
Participants are welcome to attend the conference dinner at Convention Hall on the first floor, starting at 7.00 p.m.

Conference Evaluation
For the improvement of Asia TEFL’s future conferences, we would very much appreciate it if you could complete the online conference evaluation form. Participants will be informed of the process of online evaluation during the conference.

Certificate of attendance
Certificates will be available for participants to download on the Asia TEFL official website. Please check the spelling of your name upon registration.

Lucky Draw
There is a Lucky Draw before the closing ceremony. Lucky participants will receive special gifts from our sponsors.
<table>
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<tr>
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<td>7:30-9:00</td>
<td>REGISTRATION</td>
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<td>27 June</td>
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<td>OPENING CEREMONY</td>
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<tr>
<td></td>
<td>9:45-10:45</td>
<td>plenary Speaker 1 (Andy Kirkpatrik)</td>
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<td></td>
<td>10:45-11:15</td>
<td>plenary Speaker 2 (Amy Tsui)</td>
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<td>11:15-11:30</td>
<td>Plenary Speaker 3 (Willy Renandya)</td>
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<td></td>
<td>11:30-12:10</td>
<td>Parallel Sessions</td>
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<td>12:10-12:30</td>
<td>Lunch</td>
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<td>28 June</td>
<td>13:30-14:30</td>
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<td>14:30-14:30</td>
<td>Coffee Break</td>
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<td></td>
<td>14:30-15:30</td>
<td>Colloquium 1 (Willy Renandya)</td>
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<td>15:30-15:30</td>
<td>Poster</td>
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<td>15:30-15:50</td>
<td>Pre-registration</td>
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<td>15:50-16:25</td>
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<td>29 June</td>
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<td>17:35-18:05</td>
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<td>18:10-18:40</td>
<td>plenary Speaker 6 (Alastair Pennycook)</td>
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<td>General Meeting</td>
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<td>Coffee Break</td>
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June 27th to 29th, 2019 at The Ambassador Hotel, Bangkok, Thailand
June 27th to 29th, 2019 at The Ambassador Hotel, Bangkok, Thailand

**FLOOR PLAN**

**FLOOR 1**

*A Prayer Room is on the first floor near the concierge.*

**FLOOR PLAN**

**CONVENTION HALL A**

**CONVENTION HALL B**

**CONVENTION HALL C**

**CONVENTION HALL D**

Registration

**FLOOR PLAN**

**CONVENTION HALL FOYER**

Exhibition booths
The 17th Asia TEFL and The 6th FLLT International Conference
Organized by The Language Institute, Thammasat University

FLOOR PLAN

FLOOR 2

June 27th to 29th, 2019 at The Ambassador Hotel, Bangkok, Thailand
The 17th Asia TEFL and The 6th FLLT International Conference
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June 27th to 29th, 2019 at The Ambassador Hotel, Bangkok, Thailand
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<td><strong>Department of Applied Linguistics, Macquarie University</strong></td>
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<td>English Language Teaching University of St. Andrews</td>
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<td>Wiley (John Wiley &amp; Sons Limited)</td>
<td>111 River Street, Hoboken, NJ 07030-5774 USA</td>
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COLLOQUIUM

Authors: Pornapit Darasawang (King Mongkut's University of Technology Thonburi (KMUTT), pornapit.dar@kmutt.ac.th); Nattama Pongpairoj (Chulalongkorn University, pnattama@chula.ac.th); Dumrong Adunyarittigun (Thammasat University, dumrong29@hotmail.com); Sureepong Phothongsunan (Assumption University, sureepongph@au.edu)
Title: Meeting the Challenges of English Learning and L2 English Acquisition

It is well-documented that English learners face the challenge of the dichotomy of learning and acquisition. This colloquium will cover what the challenges of the two aspects are and what can be done to cope with these difficulties. With respect to L2 acquisition, two opposing views within the framework of generative grammar will be presented to explain causes of L2 variability of functional morphology: the target-like syntactic representation and the deficit syntax notions. The other issue is that, in this globalized world, given that there are more non-native speakers of English than their native counterparts, it is important to accommodate variation in accented speech and grammatical features as far as intelligibility remains. As far as English learning is concerned, critical literacy will be suggested as a choice of pedagogical implications to prepare learners to be culturally and linguistically responsive to deal with changes and challenges in the global world. In addition, encouraging learners to have language exposure through out-of-class learning can be possible channels and support to achieve these outcomes.

Keywords: L2 acquisition, L2 variability of functional morphology, critical literacy, intelligibility, out-of-class learning

Authors: Suchada Nimmannit (Rangsit English Language Institute, Thailand, suchada.nmn@gmail.com); Singhanat Nomnian (Research Institute for Languages and Cultures of Asia, Mahidol University, singhanat.non@mahidol.ac.th); Ubon Sanpatchayapong (Rangsit English Language Institute, Thailand, ubon.s@rsu.ac.th); Apipan Nuangpolmak (Chulalongkorn University Language Institute, Thailand, apiwan.n@chula.ac.th)
Title: English Language Learning for Glocal Synergy: Three Cases from Thailand

English is more than a medium of intercultural communication but also a means for synergizing effort to maximize learners’ potentials in order to mediate future challenges. How can educators prepare their students for this scenario? How can educators prepare themselves? In this colloquium, three presenters from three different institutions will present projects which prepare students and teachers for the post-21st-century world: Singhanat Nomnian, Ed.D, Mahidol University, will present the findings of his study, “Chinese Students Transcultural Learning, The synergy of Global Englishes in a Thai University”; Ubon Sanpatchayapong, D.Ed., Rangsit University, will discuss how to structure the unstructured students’ learning, “English language Learning for Glocal Synergy: The Passage to ASEAN Program” and Apipan Nuangpolmak, Ph.D., from Chulalongkorn University will share with us how to synergize multinational teachers’ learning in the project entitled, “Designing a Professional Development Program for Glocal Synergy: Insights from the Lower Mekong Initiative.”

Keywords: Glocal Synergy, English Language Learning, World Englishes
Title: Tips for Publishing your First Journal Article

Nowadays, most universities require their faculty to publish in academic journals. For faculty members who have just started their career in academia, publishing in academic journals can be a daunting task and the process may seem complicated. In this colloquium, the panel members will share their experiences and also offer practical tips on how to successfully get their first journal paper published in a reputable journal. The panel will address the following questions: · How do we go about finding a good quality journal? · What is the review process like? · What is the typical wait time? · What are the roles of journal editors and reviewers? · What can we do to increase the chance of our manuscript being accepted for publication? · What are some of the most common reasons for acceptance/rejection? · What can we do when our manuscript gets rejected? · What is a predatory journal? How can we tell it apart from a legitimate one? All are welcome, especially junior faculty members and graduate students who are keen to get their first paper published in a journal.

Keywords: practical tips, first journal paper publishing

Title: Teaching and Assessing Young Learners

Today English is taught at an increasingly early age, with many beginning to learn the language when they enter primary schools. One of the key problems that many countries in the region face is the shortage of qualified English teachers, which often results in children not receiving the best language education that they deserve. In this colloquium, the speakers will share their thoughts and ideas about how best to approach the teaching of young learners in different countries in the region (Indonesia, Singapore, Thailand and Vietnam), and more importantly, how to appropriately assess their learning. We will address, among other things, the following questions: 1. What do we know about child second language acquisition? 2. What is the whole-part-whole approach to language learning? 3. How do we design an enjoyable and engaging lesson for young learners? 4. What is dialogic book reading? How is it different from shared book reading? 5. What assessment procedures are most suitable for young children? All are welcome, especially those teaching young learners in public and private schools or language centres.

Keywords: child second language acquisition, whole-part-whole approach, assessment procedures
ReN SYMPOSIUM

Authors: Fuad Abdul Hamied (Indonesia University of Education, fuadah@upi.edu); Masaki Oda (Tamagawa University, Japan, oda@lit.tamagawa.ac.jp); Paul McBride (Tamagawa University, Japan, paulmcb64@lit.tamagawa.ac.jp); Ju Seong Lee (Education University of Hong Kong, jslee@eduhk.hk)
Title: Looking for ELF in ELT: Practices and Possibilities in Asia

This session explores ELT Diversity in response to ELF. After accepting that English serves the communicative needs of different communities, the logical conclusion is that English must be diverse (Widdowson, 1994). How should teachers respond? In answer to this question, some issues involving diversity in ELT will be examined. Masaki will explore one of the challenges for transforming an English language program to a more ELF-informed program: how to convince its stakeholders who heavily rely on standardized test scores to evaluate its value. He will discuss strategies for ELF program administrators coping with these standardized tests. Paul will examine conduit thinking as globally oriented, teacher centered, intransigent, and manifested in teaching “the language”, in contrast with ELF-awareness as locally oriented, language user centered, flexible, and resulting in learning about language. He will outline some ELF-aware activities and teaching practices. Ju Seong will highlight how contemporary EFL students are exposed to and interact with diverse ELF accents and users in extramural digital environments, along with their pedagogical implications for ELT.

Keywords: diversity, standardized tests, conduit thinking, ELF-awareness

Authors: Mable Chan (The Hong Kong Polytechnic University, egmable@polyu.edu.hk); Alessandro Benati (American University of Sharjah, abenati@aus.edu)
Title: Acquisition of English Functional Categories by Chinese Speaking Learners and Pedagogical Solutions

This symposium outlines the properties of grammatical knowledge that have been causing much difficulty to Chinese speaking learners, including tense and aspect, and passives and causatives. The aim is to offer participants a comprehensive account of these problems, and outline the possible pedagogical solutions teachers can try in the classroom. These topics are picked because they bring substantial challenges and difficulties to Chinese ESL learners. Dr Mable Chan will present findings of her studies concerning acquisition of 'be' by Cantonese ESL learners in Hong Kong, teachers' perceptions of how the English simple past is being learned and taught in both primary and secondary schools, and the use of processing instruction in helping map forms and meaning in acquiring tense. Professor Alessandro Benati will introduce the effects of processing instruction on the acquisition of past tense, passive constructions and English causative forms by Chinese L1 speakers. Implications for language pedagogy will be drawn, and limitations and avenues for future research will be suggested.

Keywords: tense and aspect; passives; causatives; processing instruction
**Authors:** Masaki Oda (Tamagawa University Japan & Vice President, AsiaTEFL, oda@lit.tamagawa.ac.jp); Fuad Abdul Hamied (Indonesia University of Education, fuadah@upi.edu); Susan Holzman (Bar-Ilan University, Israel, susanholzmanbiu@gmail.com); Nathanael Rudolph (Mukogawa Women's University, Japan, najoru13@mukogawa-u.ac.jp)

**Title:** ELT Diversity in Response to ELF

This session explores ELT Development in response to ELF. ELF presents opportunities to examine natural language spreading, varying, and developing in response to changed circumstances (Seidlhofer, 2007). The presenters will suggest how ELT might develop accordingly. Fuad will discuss policy recommendations for enhancing the quality of local teachers in the ELF era, starting with the need for a reorientation of the overall purposes of the teaching of ELF to respond to international communication and ending in arguments for policy innovations to support teacher education that is responsive to changing needs and contextual demands. Susan will consider a conundrum: Clarity or correctness? Conciseness or native-like? Although not mutually exclusive, these terms indicate a choice for emphasis in the globalized world of English. Recent research suggests directions for academic writing classes. Nathanael will scrutinize: 1) key critical, normalized "assumptions" underpinning approaches to identity, experience and (in)equity in ELF scholarship, and 2) recent critical challenges, and the implications such challenges may hold for inquiry and practice attending to the negotiated complexity of identity and interaction.

**Keywords:** policy, ELT, ELF, clarity or correctness, conciseness or native-like, identity

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**Authors:** Qiufang WEN (Beijing Foreign Studies University, wenqiufang@bfsu.edu.cn); Qiu Lin (Beijing University of Chemical Technology, qulingzyx@163.com); Bi Zheng (Beijing Foreign Studies University, 13810278970@126.com)

**Title:** POA and Teacher Professional Development

The production-oriented approach (POA) is an innovative type of pedagogy, with Chinese characteristics, aimed at tackling the problem of the separation of input from output in current English instruction in Chinese tertiary education and improving the efficiency of classroom instruction. It has been put into practice by many teachers and researchers, with the initial findings showing that the POA is feasible and effective for English teaching and learning at colleges and universities. The findings also reveal that teacher professional development can be achieved through applying this new approach. This colloquium focuses on the role that POA plays in teacher professional development. Three speakers will share their research findings from different perspectives, namely, an educationalist, a practitioner and a researcher. The topics that the panel will address include 1) Teacher Professional Development through Applying a New Approach to English Teaching. 2) A Case Study of the POA Teacher Development in Method Revolution Context: Problems and Solutions. 3) A Case Study of a Chinese University EFL Teacher’s Beliefs and Practices in Using the POA-based Teaching Materials.

**Keywords:** production-oriented approach (POA), teacher professional development, teacher's beliefs and practices
Authors: Sugene Kim (Nagoya University of Commerce & Business, sugene_kim@nucba.ac.jp); Yizhou Lan (Shenzhen Technology University, lanyilv@126.com)
Title: L2 Learners’ Perception of Definiteness in Article Use: A Case Study of Tertiary-Level Japanese and Korean Learners of English

This study explores causes of article errors of L2 learners of English from an article-less L1 background. Sixteen Japanese and 28 Korean upper-intermediate–level college students undertook a 30-item forced-choice elicitation task designed to investigate how “specificity” affects their discourse context detection (i.e., ±definite). The participants were required to choose the correct article for each item and to provide written accounts of their choices. Data analyses indicated that both groups exhibit fluctuation between specificity and definiteness. They frequently prioritize specificity over definiteness, which results in overuse of the specific indefinites. Also, a tendency was discerned to estimate “non-specificity hierarchy” for non-specific definites, leading to infelicitous article use of a(n). The findings suggest that the current way of teaching English articles as a binary system based on “nominal countability” and “definiteness” does not seem sufficient enough for L2 learners to decipher the abstruse meanings of English articles. Pedagogical implications are discussed in terms of the need for expanding the binary schema to a ternary form that incorporates specificity.

Keywords: English articles, specificity, definiteness, article error

Authors: Sugene Kim (Nagoya University of Commerce & Business, sugene_kim@nucba.ac.jp); Yizhou Lan (Shenzhen Technology University, lanyilv@126.com)
Title: A comparative study of Japanese and Chinese EFL learners’ perceptions of anonymous peer review in a writing classroom

This study explores Japanese and Chinese EFL learners’ perceptions of face-to-face and anonymous peer review in a writing classroom. Albeit small in number, some studies claim that Asian students exhibit difficulty in providing negative feedback, hesitating to criticize others’ work for cultural reasons. To verify and extend such observations, this study collected data from 64 Japanese and 57 Chinese college students regarding their experiences and perspectives after they performed peer review in both conditions. Analyses of the data collected through a survey and semi-structured interviews did not support the previously held views that learners from non-Western cultural backgrounds are predisposed to be reluctant peer reviewers. Further, the findings indicated that Japanese and Chinese EFL learners’ preference for a certain peer-review mode interacts closely with various factors, such as self-assessed target language competence and learning style. Chinese students, in particular, were shown to be overly conscious of the correctness of the feedback they provided and, consequently, kept seeking confirmation and oversight from an authoritative figure (the teacher) rather than taking initiative.

Keywords: peer review, peer feedback, anonymity, Asian learners, sociocultural factors
Authors: Tsutomu Koga (Tokai University, koukoga114@gmail.com); Rintaro Sato (Nara University of Education, sato.rintaro@nara-edu.ac.jp); Katsuyuki Konno (Ryukoku University, marukomezz@hotmail.com).

Title: Considering effective teaching methods from the viewpoint of Japanese EFL learner profiles

In this more and more globalized world, fostering communication abilities is emphasized in Japanese EFL contexts. However, Japanese EFL learners have been traditionally studying English as one of the required subjects of their examinations. Thus, teachers are demanded to create and reconsider new or current teaching methods that help learners to engage in real communication settings. As the first step to fulfill this demand, it is valuable to examine general learner profiles in terms of motivation and willingness to communicate, both of which are directly and deeply related to communication behavior. This symposium will first introduce four representative categories of Japanese EFL learners, which are highly motivated learners, extrinsically motivated learners, value-driven learners, and unmotivated learners. Next, presenters will discuss the effectiveness and roles of teaching strategies/methods such as task-based language teaching, presentation-practice-production method, and teaching English in English that are appropriate for each category. Finally, we highly expect to have interactive discussions with audiences to share insights into English teaching in various contexts.

Keywords: teaching approaches, learner profiles, motivation

Authors: Wenjuan Zhang (China University of Political Science and Law, skyey@126.com); Lingli Zhang (China University of Geosciences, zhanglingli@cug.edu.cn); Judy Yin (Korea National University of Education, isabella@knue.ac.kr); Nur Arifah Drajati (Universitas Sebelas Maret, drajatinur@gmail.com).

Title: Applying the Production-Oriented Approach in Different Courses in Different Cultural Contexts

The production-oriented approach (POA) is an innovative type of pedagogy, with Chinese characteristics, aimed at tackling the problem of the separation of input from output in current English instruction in Chinese tertiary education and improving the efficiency of classroom instruction. It has been put into practice by many teachers and researchers, with the initial findings showing that the POA is feasible and effective for English teaching and learning at colleges and universities. The findings also reveal that although the POA is designed for the Chinese context, it is also applicable to similar contexts where English is taught as a foreign language. This colloquium brings together Chinese, Korean and Indonesian practitioners of the POA. Each speaker will highlight how the theoretical system of the POA guides their classroom practice in different courses and in different cultural contexts. The topics that the panel will address include 1) Applying POA in the Chinese EAP writing classroom; 2) Applying POA in an English pronunciation course; 3) Applying POA to teach writing in Korea; 4) Applying POA to promote extensive reading in Indonesia.

Keywords: production-oriented approach, EAP writing, English pronunciation course, extensive reading
Authors: Yun Joon Jason Lee (Daegu National University of Education, jlee@dnue.ac.kr); Jiyoun Seo (Kookmin University, sjy@kookmin.ac.kr); Naoko Kaneda (Kyoto Women’s University, naoco.kaneda@gmail.com)
Title: The Word Combo: Genre-Based Terminology Acquisition Procedure.

This symposium offers an alternative perspective on language learning with a transmedia approach that focuses on the technological terminology acquisition of college students. Data from three different studies will reveal how college students from Korea and Japan learn vocabularies through genre-specific terminologies. The analysis will include college students doing on-and-off screen activities, the understanding of traditional and digital texts and media, and researching and presenting through digital media. We explore the various knowledge landscapes and nuanced practices that inform students’ language learning process and address its applications in an ESL class. Dr. Lee, “Jason” Yun Joon will observe how technological terminologies differentiate understanding the context of the Movie Ant-man. Dr. Seo, Jiyoun will illustrate the transmedia effect of genre-specific terminologies across multiple contexts. Finally, Naoko Kaneda will explore the connection between technical terminologies and students’ language acquisition through the movie series the Intern.

Keywords: transmedia, technical terminology, ESL, language learning
Author: Abha Gupta (Old Dominion University, Norfolk, VA 23528, U.S.A., agupta@odu.edu)
Title: Principles and Practices of Teaching English Language Learners

The paper will present diverse approaches and strategies for preparing competent teachers who work with English Language Learners (ELLs) or students who speak English as a Second Language (ESL). The range of pedagogical approaches will provide practical and hands-on activities for teachers at any level. The presentation includes many best practices for education classrooms that will emphasize ESL students but can also be easily applied to other learning situations and students. The presenter will share the framework for the pedagogical strategies under the seven principles that have been identified as critical to successfully teaching ESL students: 1. Know your students 2. Create a welcoming classroom environment 3. Build background knowledge 4. Provide comprehensible input by building vocabulary 5. Include frequent opportunities for interaction and discussion 6. Use multiple modalities during instruction 7. Conduct ongoing review and assessment. Learning another language is a need, not a disability. With these principles in mind, a teacher can play a huge role in the success of the ESL students.

Keywords: ESL, bilingual children, second language teaching strategies

Author: Adam Forrester (English Language Centre, The Hong Kong Polytechnic University, adam.forrester@polyu.edu.hk)
Title: MOOCs: From ‘Course and a Half Syndrome’ to the Micro-Course

Since the year of the MOOC in 2012 (Pappano, 2012), MOOCs have entered the mainstream of education. From 4200 courses in 2015, the number has risen to over 11000 in 2018, with student numbers also tripling to over 100 million (Shah, 2019). The type of course delivered by a MOOC often follows a traditional course structure with each online unit often following a chapter in a book. However, while a course instructor in a face-to-face environment is forced to limit the amount of content that can be delivered in a lecture, the online instructor does not face such constraints. This has led to courses becoming overloaded with content – the so called ‘course and a half syndrome’ (Sabourin, 2014). This presentation will examine one such English Language MOOC developed by a university in Hong Kong. After considering the problems when trying to integrate the online content into face-to-face subjects, the presentation will look at a possible solution with the MOOC being sub-divided into micro-courses.

Keywords: MOOCs, edX, micro-course, online
Author: Adam Forrester (English Language Centre, The Hong Kong Polytechnic University, adam.forrester@polyu.edu.hk)
Title: Virtual Reality: Game Changer or Passing Fad?

It’s impossible; it’s counterproductive; it’s expensive; and it’s dangerous (Bailenson, 2018). These all sound like good reasons to use Virtual Reality (VR) in education, and particularly in language education. However, is it going to be a game changer? Will VR be like YouTube and change the way teachers prepare classes, the way they teach, and how students learn, or will it be an expensive addition such as interactive whiteboards and end up underutilized by teachers and students. This presentation considers a funded VR project at a university in Hong Kong. Students from two different departments were targeted: computing students and logistics students. It will look at the challenges and opportunities arising from the project to help those students improve their job interview and language skills using virtual reality technology. The presentation will critically examine the project and reflect upon whether the technology is currently something that can be easily put to use in the language classroom at the present time.

Keywords: VR, virtual reality, technology, job interviews

Author: Adeel Khalid (Forman Christian College (A Chartered University), khalidadeel22@yahoo.com)
Title: Needs Analysis for Nursing English: An ESP Practicum in Pakistan

This research attempted to conduct a detailed needs assessment survey to investigate the relevancy and adequacy of the existing nursing English language curricula of a BScN program prescribed by HEC/PNC that aimed to prepare future nurses for their workplace English language requirements. This study investigated the nursing staff's existing level of English language (in)adequacy specific to the vital roles they will perform so that their problematic areas could systemically be identified and reported with adequate commendations. A mixed method approach has been designed to measure their English language needs. Tools have been used to collect data like close-ended, open-ended questionnaires from two sample sizes; nursing heads and professional nurses. The research findings revealed that the BScN language curriculum is relevant and yet inadequate. It has been suggested to review the language curriculum considering their needs as per their workplace requirements that may help in improving the nursing standards of English at national level.

Keywords: English for special purposes, nursing English in Pakistan, needs assessment, English for occupational purposes
**Authors:** Adys Wong (NET Section, CDI, EDB, HKSARG, adyskywong@edb.gov.hk); Carol Pang (NET Section, Education Bureau, Hong Kong SAR, carolpang@edb.gov.hk)

**Title:** Development and Use of Text Sets: An Approach to Literacy Development in the 21st Century

Motivation, exposure and practice are key to students’ literacy development. This is a major consideration informing the design of the Development of Text Sets (DTS) literacy programme for primary schools developed by the Native-speaking English Teacher Section of the Education Bureau of the Hong Kong Special Administrative Region. In DTS, students develop their interest in reading and their 21st century literacy skills through processing multimodal and multi-genre texts on carefully chosen themes that appeal to their interest and performing meaningful tasks with use of the texts. Teachers are supported in the design of school-based programme modules, selection of texts, design of focus and guiding questions and language tasks. Specific teaching strategies are adopted to enable students to develop the target skills. This presentation will give an analytical account of the principles underpinning DTS’s development and how students are supported to ‘go deeper’ into texts and how teachers are guided through the curriculum decision making process that enables them to rely less on readily available materials such as those in textbooks.

**Keywords:** text set, multimodal, multi-genre, new literacy

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**Author:** Afnesha Noveriana Chang (Universitas Putra Indonesia, kotaksurat.nesha@gmail.com)

**Title:** The Implementation of Communicative Language Teaching (CLT) in Indonesia and Factors that Hinder Teachers from Implementing it

This study examines the implementation of Communicative Language Teaching (CLT) and factors that hinder teachers from implementing it in an Indonesian teaching context. The data was obtained through an online questionnaire and interviews with 30 teachers who are currently teaching at Secondary and High School in Indonesia. The data collection was grouped into four areas. They are the teachers’ perception towards CLT, factors that inhibit teachers from implementing CLT in their classes and also to know the difficulties in implementing CLT in Indonesia. The findings show that most teachers understand the concept of CLT well. However, problems like limited knowledge about the appropriate use of language in CLT, limited access to the target language’s culture, and limited time to develop materials for CLT are also become the main factors that hinder teachers to implement CLT in their teaching context. Finally, it is suggested that teachers are actually very willing to implement CLT in their classroom, but they need to be trained and skilled to apply Communicative Language Teaching properly in their classroom.

**Keywords:** communicative language teaching, teaching approach
**Authors:** Afrianto Daud (Universitas Riau, afrianto.a@lecturer.unri.ac.id); Raqib Chowdhury (Monash University, raqib.chowdhury@monash.edu); Mahdum Mahdum (Universitas Riau, mahdum.adanan@lecturer.unri.ac.id); M Nur Mustafa (Universitas Riau, muh.nur.mustafa.unri@gmail.com)

**Title:** Mini Seminar Project: An Authentic Assessment Practice in Speaking Class for Advanced Students in an Indonesian Higher Education Context

This presentation reports a best practice case study conducted by an English lecturer in assessing the speaking performance of advanced students at an Indonesian public university. The study involves an English course for an advanced class which was primarily related to public speaking skills. Considering that speaking is a productive skill that should be assessed through authentic assessment principles, the lecturer decided to assign the students with a mini-seminar project as part of their final examination. This project required the students to conduct a presentation in which the organizers, speakers, and audience are all from and for the students themselves. This paper discusses the rationale behind this successful project and critically evaluates the procedures of the assessment, the rubrics developed therein, and the challenges experienced by the lecturer within the classroom. In particular, the discussion critically considers certain important issues in language testing including the nature of productive skills in EFL environments and the importance of authentic assessment. These are then contextualized within the notions of collaboration, creativity, and communication skills as the essential skills to live in 21st century.

**Keywords:** mini-seminar project, speaking test, authentic assessment, formative assessment, ELT in Indonesia

**Authors:** Agnes Herawati (Bina Nusantara University, aherawati@binus.edu); Takayuki Nakanishi (Dokkyo University, tnakanis@dokkyo.ac.jp)

**Title:** Enhancing English Reading Comprehension via Mind Mapping

The aim of this research is to find out the effectiveness of mind mapping in increasing non-English teachers' ability in reading comprehension. The participants of this research are 100 non-English junior high school teachers in West Java, Indonesia. The effectiveness is based on the significant improvement received by the teachers before and after having reading comprehension courses using mind mapping. A quasi experimental method is applied on this research, in which 100 teachers are divided into an experimental and control group equally. The data are collected by using pre and post reading comprehension tests, and are then analyzed quantitatively by using independent and paired sample t-tests. The result shows there is significant improvement in non-English teachers’ reading ability in comprehending English text, and there are significant differences in reading comprehension between teachers who use mind map in comprehending English texts and those who do not. Results are also considered in terms of an increased understanding of mind mapping, and implications for curricula and classroom applications are discussed.

**Keywords:** reading comprehension, mind-mapping
**Authors:** Agnes Pal (Budapest Business School, pal.agnes@uni-bge.hu); Takayuki Nakanishi (Dokkyo University, tnakanis@dokkyo.ac.jp)  
**Title:** Impact of Recent EU Projects Focused on the Development of Students’ Intercultural Communication and Foreign Language Skills

Online Intercultural Exchange (OIE) has been used for about 25 years, but it is only in the recent years that it has entered in the mainstream of foreign language education. Besides the proliferation of studies about OIE and foreign language learning (a systemic review is provided by Lewis – O’Dowd, 2016), it remains clear that the impact on the development of students’ intercultural and foreign language communication competence in specific exchange projects is difficult to measure/quantify. The paper will present the follow-up of the ICCAGE project (Intercultural Communicative Competence – Competitive Advantage for Global Employability), carried out with the cooperation of four European higher education institutions between 2015 and 2017, compared with the published research results of big-scale projects being currently implemented in the framework of Erasmus+ program, like EVOLVE (2018-2020), a forward-looking cooperation project on policy developments, EVALUATE (2017-2019), a policy experimentation project, or the Erasmus+ Virtual Exchange program, that goes beyond formal education, and enables youth in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online.

**Keywords:** online intercultural exchange

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**Author:** Ahmad Rossydi (ATKP Makassar - Indonesia, a.rossydi@gmail.com)  
**Title:** Non-Formal Education in TEFL: Plain Language Learning for Air Traffic Controller Students

Non-Formal Education (NFE) is characterised by a deliberate choice of the person which takes place outside of the systems of a country and any organized educational activity that takes place outside the formal educational system. Plain language has recently been defined as the "spontaneous, creative and non-coded use of a given natural language, although constrained by the functions and topics that are required by aeronautical communications, as well as by specific safety-critical requirements for intelligibility, directness, appropriacy, non-ambiguity and concision" (ICAO, 2010: 3.3.14). The objectives of this research is to investigate if the NFE method in TEFL could be implemented in plain language learning for air traffic controller students to improve speaking skills. This study was experimental. There were 24 students were taught plain language by using NFE methods. The data were collected by using deep interviews and a questionnaire. The findings show that there were significant differences in speaking achievement of Air Traffic Controller (ATC) students that can be attributed to the use of NFE methods in plain language learning to improve speaking skills of ATC students.

**Keywords:** NFE method, plain language, speaking skill
Author: Aiko Nakahara (Kansai University Graduate School of Foreign Language Education and Research, odaxx008@gmail.com)
Title: An investigation of Japanese university students’ perceptions of English and their role in language learning process.

As the role of English has changed in the world today and scholars and educators have been promoting the concept of English as an International Language (EIL) for quite some time. However, not much is known about how much the learners have internalized the concept and the impacts that it might have on their language learning process. Through use of a questionnaire survey and correlational analysis, this study investigated Japanese university students’ beliefs about English and whether the concepts of English as an International Language (EIL) and English as a Native Language (ENL) were related to individual factors that play an important role in the language learning process, such as affective factors. The results revealed that students’ beliefs about ENL were correlated with several affective factors while EIL did not show any correlation. The findings indicated the prevalence of ENL and its relations to various individual factors that are considered to play an important role in language learning process.

Keywords: EIL, ENL, ELF, perception, beliefs

Author: Aiza Luego Casenas (Southern Leyte State University- College of Business and Management (SLSU- CBM), aizacasenas@gmail.com)
Title: Cebuano Lexeme - Morpheme Analysis

For years, Cebuano has created different variants in Visayas and Mindanao. Three of which are unevenly distributed in San Juan but none has studied why and how these variants were formed. This study analyzes lexemes and morphemes of Cebuano; subdivided into four phases. Phase 1 identifies lexemes and morphemes, Phase 2 focuses on variation processes, Phase 3 analyzes dominance of Cebuano variations, and Phase 4 highlights the production of “Kinabalian” mini-dictionary and GIS maps generated based from analysis. It projected presence of Cebu, Surigaonon, and Boholano variants. Moreover, most of these are caused by consonant shifts like "l to w" and “y to j” for Boholano; “y to j”, “r to d”, and “l to y” for Surigaonon. Result concluded dominance of Cebuano-Surigaonon, whose speakers are found in nine villages, which contrasts Hammerston, et. al findings of six villages. Significantly, it recommended that discourse analysis of Cebuano variants be conducted in town, and lexeme-morpheme analysis of Cebuano variants in the province to provide a provincial GIS language information.

Keywords: language variation, GIS mapping, morphologic analysis, discourse analysis, word formation
The needs to develop efficient oral presentation skills for FL learners are on the rise as they are considered to be imperative to succeed in any academic field: Japan is on the same track of this move; in 2018, Japan radically shifted the primary goal of English education of high school curricular to attaining sufficient English oratory skills relevant to students’ cognitive capabilities. Commonly, English instructors adopt genre approach when teaching oral presentations in tertiary education, often the main teaching practice for print-based writing instruction. This approach, however, ignores the dynamic communicative processes that fluent and efficient speakers co-construct meaning while actively engaging with their audience. To provide suggestions for solving this acute question, the researcher investigated prominent text features of the twelve most popular TED Talk speakers from their transcripts. The analysis revealed proficient speakers commonly utilize common competent techniques, including modes mixing, perspective shifting, communicating emotions, and inclusion of stories. The results will shed light on future research on developing taxonomy of textual components for instructing oral presentations.

**Keywords:** discourse analysis oral presentations communicative strategies

**Authors:** Akmal akmal (Universitas Ahmad Dahlan, Yogyakarta, akmal@mpbi.uad.ac.id); Sukisno Sukisno (Akademi Farmasi Muhammadiyah Kuningan, kis.panunjunk@gmail.com); Septian Dwi Cahyo (Universitas Ahmad Dahlan, Yogyakarta, deseption735@gmail.com)
**Title:** The Evaluation of English for Pharmacy Students at Universitas Ahmad Dahlan and Muhammadiyah Pharmaceutical Academy of Kuningan: CIPP Model

The aim of the research is to evaluate an ESP curriculum and textbook particularly English for Pharmaceutical Students at Universitas Ahmad Dahlan and Akademi Farmasi Muhammadiyah Kuningan, Indonesia using Context, Input, Process and Product (CIPP) model. The subjects were 15 lecturers and 450 students. The data were obtained through questionnaire for the lecturers and students, and classroom observation. The data were analyzed by using independent samples t-test. From context, input, process and product aspects, it is found that the curriculum and ESP textbook for Pharmacy students have not met the qualification of Indonesian National Qualification Framework (INQF /KKNI). Not all topics in the textbook are relevant to the students' future profession. Significant differences have been observed between the means of teachers' and students’ opinions concerning certain items related to the context, input, process and product component of the curriculum and textbook. The results indicate that the students' and lecturers' perceptions are higher for the items regarding the components of the curriculum. The findings obtained from teachers' opinions show that large class of 50-80 students is the main obstacle in implementing the curriculum and developing student activities. It is also identified that the textbook has not accommodated four language skills needed by the students either for their further studies or future professions.

**Keywords:** ESP text book, CIPP model, pharmaceutical students
Author: Alfriani Nandara (Artha Wacana Christian University, alfnnd@gmail.com)
Title: The Analysis of Ecological Conscience on Yann Martel’s Beatrice and Virgil

This study explored the elaboration of ecological awareness of characters in Yann Martel’s Beatrice and Virgil. One global issue is environmental problems, it is significant to recognize human attitudes towards all living creatures. Due to the fact that humans are the cause of earth’s current quality, humans have responsibility to repair its quality. One possible approach was by having an ecological conscience; human proper knowledge and attitude to environmental surrounding them. The analysis was conducted using an eco-critical framework, especially the concept of ecological awareness proposed by Aldo Leopold. According to him, humans reformed their mind about the environment, considering environment properly and treating it right to keep the balance of the ecosystem throughout the conscience. Furthermore, this study also applied some narratological concepts as its supporting theories. Due to this, Beatrice and Virgil can be called as interconnected narration, terminologies such as character-focalizer, narrator-focalizer, and embedded narration features were prominent in the story. Hence, the use of embedded narration by Henry the taxidermist further strengthened his ecological conscience in the text. This study found out that the representation of the both major character, Henry and the taxidermist in Beatrice and Virgil showed the implementation and rejection of ecological conscience.

Keywords: ecological conscience, focalizer

Authors: Ali Saukah (Universitas Negeri Malang, alisaukah@yahoo.com); Anik Nunuk Wulyani (Universitas Negeri Malang, anik.nunuk.fs@um.ac.id)
Title: To Be or Not to Be in Teacher Research: A Question for Professional Development

This paper reports a study investigating the perceptions of the Indonesian English language teachers and lecturers on research by replicating Borg (2009) and Banegas’ (2018) studies. Quantitative data from more than 400 Indonesian EFL teachers and lecturers were taken through an online questionnaire. The questionnaire was followed by in-depth interviews with some respondents who agreed to be interviewed. Results from the online survey show that teachers and lecturers’ conceptions of research are similar to those reported by Borg (2009) in which research is perceived as activities involving classical features, i.e. comparing teaching methods and giving out questionnaires. Results of the interviews reveal that teachers and lecturers have varied reasons for reading and doing research. The findings of the study have significant implications for the understanding of how teachers and lecturers respond to the idea of teacher research as a professional development. Further work needs to be done to investigate the best form of a continuous professional development, which integrates teacher research into their routine teaching responsibilities.

Keywords: teacher research, EFL teachers and lecturers, continuous professional development (CPD)
Authors: Alice Mae Mamhot Arbon (Jose Rizal Memorial State University, am.mamhot.arbon@gmail.com); Joan Ciervo Generoso (Silliman University, joancgeneroso@su.edu.ph)

Title: Language Needs Analysis: an EAP Curriculum Design to Develop Foreign Students’ English Skills.

English language teaching for foreign language students has undergone tremendous changes over the years because of the need for chiseled graduates to emerge successfully from the tough competition in the global market. Thus, this paper intends to determine the needs of foreign students in the Philippines. It will: first, determine the needs of foreign students in the four macro skills of listening, speaking, reading, and writing; and second, identify the difficulties experienced by foreign students as perceived by both their content and language teachers. Answers to these questions would be helpful in creating syllabus for English programs. Results showed that foreign students identified the problem in vocabulary in all macro skills. They have difficulty taking down notes when listening to lectures, understanding the text when reading assigned texts, and finding the appropriate words when reporting and when writing; this is affirmed by language teachers. As for the content teachers, they find these areas problematic: pronunciation in speaking, and listening as they cannot perform tasks well when instructions are given orally.

Keywords: English for academic purposes, language needs, syllabus design

Authors: Alice Murray (Regional English Language Office, US Embassy, Bangkok, MurrayAM@state.gov); Kevin Colleary (Fordham University’s Graduate School of Education, kevincolleary@yahoo.com)

Title: From Bicentennial to TESOL Resource: Great and Good Friends English Language Education Guide

Presenters will share the story of how a celebration of the 200th Anniversary of US-Thai relations became a framework for the development, creation, and application of an English teaching guide of communicative language learning activities for ELTs throughout Thailand. Details about the creation, design and application of the teaching guide will be shared highlighting the unique collaboration between an experienced TESOL professional and a social studies education professor along with the expert guidance of the US Embassy’s Regional English Language Office staff. Examples of the teaching resource will be shared with participants.

Keywords: celebration of the 200th Anniversary of US-Thailand relations, framework, TESOL professional, social studies education professor
**Authors:** Allan Chu Lim Cheung (City University of Hong Kong (CityU), aznbaldy1213@yahoo.com); Charlotte Qianfan Ouyang (Hong Kong Vocational Training Council (VTC), ouyangqianfan@gmail.com)

**Title:** Information and Communication Technology (ICT) in Action: Classroom Apparatus

L2 education has integrated the use of digital devices and tools within the classroom community. In regions like Hong Kong, Macau, and Singapore, educational institutions have invested heavily on information and communication technology (ICT) in the classroom (Fan & Ho, 2011). Previous research articles have indicated that ICT optimizes the classroom learning environment (Fung & Pun, 2001; Atjonen & Li, 2006; Nakaznyi, Sorokina, & Romaniukha, 2013) and the pedagogical advantages of ICT as language learning support could likely pay high dividends to both teachers and students. However, the application of some ICT tools and software become ineffective in the ever-so-changing learning environment. Thus, there exists a new generation of interactive tools namely Prezi, Kahoot, Padlet, Animaker and Piktochart, which could present possible alternatives. This presentation will demonstrate a slideware and visual presentation tool “Prezi” by showing its novel capabilities to teach various literacies and conclude with a categorized list of ICT tools best suited for assessments, information presenting, differentiation, and out-of-class collaboration.

**Keywords:** Digital Literacies, ICT, Pedagogy, Classroom management

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**Author:** Amali Dahara de Silva (Aquinas University College, Sri Lanka, desilvadahara@gmail.com)

**Title:** “My Dictionary is My Mobile App” - The Use of EE Apps and ENL Apps in Developing Vocabulary of ESL Learners

Using mobile phone applications has become popular among the youth. However, there is limited research in relation to using mobile apps in education. The objective of this research study is to investigate whether there is a difference in performing vocabulary related tasks by English as a Second Language (ESL) learners using English to English apps (EE app) and English to native language (either Sinhala or Tamil) apps (ENL app). Forty ESL students of an intermediate proficiency level in English from Aquinas University College, Sri Lanka participated in this study. The students were divided into two groups and given a test involving vocabulary questions. In the test while one group used the EE app, the other group used the ENL app to answer the questions. The data of the study were analysed using Microsoft Excel. Interestingly, the analysis indicated a higher performance by the group who used the ENL app. The findings of the study highlight the important role played by the ENL apps in developing the vocabulary of the ESL learners.

**Keywords:** English to English apps, English to native language apps, ESL learners, vocabulary
Author: Amarpreet Singh Gill (University of Nottingham Ningbo China, amarpreet.gill@nottingham.edu.cn)
Title: Teaching Product Design at an English-Medium University in Asia: Challenges in ESP

The University of Nottingham Ningbo China (UNNC), China’s first Sino-foreign University, introduced a Product Design and Manufacture (PDM) degree in 2012. Research regarding this programme has identified some challenges which occur when teaching the subject of design to students in a L2 classroom. Staff observations, student evaluations, and module feedback was used as research data, the results suggest that a challenge specific to design is students’ difficulty in writing and speaking while ‘pitching’ their design ideas. This is difficult when there is difference in culture, habit and understanding between the tutors and the students. An additional challenge is that as English-language Design subjects are relatively new in Chinese Higher Education, students are not well exposed to the demands and nuances of the design discipline or the industry (Siu, 2010). UNNC operates on a structure of one English-language focused preliminary year, plus three degree years to graduate, this research will ultimately feed back to the preliminary year to aid language tutors in creating innovative curricula specific to the needs of design.

Keywords: English for specific purposes, product design, curriculum design, language support, student support, innovation, preliminary year

Author: Andrew D. Tweed (Meijo University, adtweed@gmail.com)
Title: Ecological Synergies of Study Abroad: Agency in Action

This paper investigates the affordances for language learning beyond the classroom in study abroad settings, focusing on the reports of four Japanese learners. In line with an ecological framework, it adopts an innovative data collection procedure in which students used the smartphone application LINE to regularly report on their language episodes soon after they occurred. Using a qualitative approach, the messages were analyzed to uncover a range of available affordances. Furthermore, this study examines the students’ agency in these language episodes. Following scholars who present agency as multidimensional (e.g., Larsen-Freeman, 2019; Mercer, 2011, 2012), learner agency is operationalized as having external (i.e., social and behavioral) and internal (i.e., cognitive and affective) dimensions. In addition to learner reports of their language episodes sent through the application, data were also collected from post study-abroad questionnaires and interviews. These data demonstrate how the four Japanese students enacted their agency to capitalize on the available affordances in study abroad settings, and how these experiences impacted them as learners.

Keywords: agency, affordances, study abroad
Author: Andrew Graham Barker (The University of Waikato, andrew.barker@waikato.ac.nz)
Title: A Journey of Reshaping Academic English (EAP) Course Design and Assessment.

EAP Course Design can provide multiple challenges for institutions, and as the Programme Leader for English Language at a Pathways College in New Zealand, a key part of my role is to ensure that course design and assessment is in keeping with learner needs, university entry requirements and governing body standards (CUAP, English New Zealand). This session will revise a recent journey taken to redesign an EAP programme. It will begin by covering historical reasons for change, including teacher and learner feedback, and how this data was used to shape a vision of future programmes. It will then discuss the change management strategies utilised to ensure teacher, learner and wider institutional buy in before examining new course aspects and the justification for the components of teaching and assessment selected. The session will conclude with feedback to the revised course, taken from learners, teachers and faculty leaders, and finally with ideas for the continued development required that all attendees can gain an insight from.

Keywords: assessment, EAP, learner needs

Authors: Andri Handayani (Vocational College, Universitas Gadjah Mada, andri.handayani@ugm.ac.id); Dewi Cahya Ambarwati (Vocational College, Universitas Gadjah Mada, dewica@ugm.ac.id)
Title: Beyond Polite and Impolite Questions: Developing the 21st Century Skills for Vocational College Students through “Meeting Foreigners“ Project-Based Learning

The aim of this paper is to convey the project of Meeting Foreigners in Cross-cultural Understanding Class as a medium to develop student's 21 Century Skills of Vocational College, Universitas Gadjah Mada, Indonesia. The research subjects were students of the English Program in the second semester. The study was conducted from 2017 to 2018. In this project, the students were asked to meet foreigners to initiate conversation and to inquire about ways of approaching people in their country and about polite and impolite questions, requests and apologies. The methods of collecting the data were spreading questionnaire and analyzing the response essays submitted by students. The results show that by conducting the project, students can develop their skills such as communication, flexibility, initiative and social skills. Although some students faced difficulty in the beginning of the project implementation, such as lack of confidence and difficulty in finding foreigners, they still succeeded to complete the project and felt satisfied with their achievement.

Keywords: the 21st century skills, cross-cultural understanding, foreigners, polite and impolite expressions
The article reports the results of an analysis of semi-structured interviews with eight successful Asian EFL learners from six different countries, namely China, Indonesia, Japan, South Korea, Thailand, and Vietnam. The investigation was focused on their perspectives towards teacher centered teaching practices. The practices they had previously as EFL learners were said to be memorably contributing to the success of their learning. Conventional teaching methods such as Direct Method (DM), Present-Practice-Produce (PPP), Grammar Translation Method (GTM), and Audio Lingual Method (ALM), and Task-Based Learning were some of the teaching methods that were identified to be supporting the success of their EFL learning. Also, there was a strong identification of the time factor which was realized as one prominent influence that altered the participants’ ways of learning. Later, it was concluded that conventional teaching methods were still effective to be used in different Asian EFL settings and a great degree of time lapses need to be concerned in attempt to have a holistic understanding of successful learning.

**Keywords:** teacher education, Asian EFL learners, successful learners, conventional teaching methods, PPP, grammar translation methods

With the advancement of information and communication technology, the study of speech acts is not only restricted to language philosophers but researchers who are interested in the study of speech acts with conversational corpora. Other researchers also attempt to develop software that can identify speech acts from the corpus data, resulting in annotated corpora in specific domains for different tasks. In this paper I present an attempt to annotate speech acts in the business sub-corpus of the Hong Kong Corpus of Spoken English (Prosodic) with the aid of a computer-mediated program 'SpeechActConc' designed by Chris Greaves for the analysis of the annotated corpus data. Given the quantitative data, I will analyse qualitatively the speech acts in the annotated corpus to explore the patterns of speech acts to answer these questions: (1) What are the sequencing patterns of speech acts? (2) What are the lexicogrammatical patterns of different speech acts? (3) What are the pedagogical implications for ESP teaching and learning?

**Keywords:** English for specific purposes (ESP), speech acts, corpus linguistics, pragmatics, business communication
**Title:** Crazy about Learning Language: What's behind Motivation Surges in Second Language Acquisition?

Due to the unquestioned role of motivation for learning an L2 (second/foreign language), surges in motivation that extend beyond short bursts have recently begun to generate great interest. Henry, Dörnyei, & Davydenko (2015), who introduced the concept of Directed Motivational Currents (DMCs), define this type of motivation as a phenomenon of unceasing motivation periods that have clearly identifiable starting points and that carry L2 learners towards a self-concordant goal. L2 learners who are experiencing a DMC remain in a state of positive emotionality throughout the surge because of the self-perpetuating energy created through learning and achievement. This presentation will share some of the results of a study conducted in Japan, which aimed at clarifying circumstances behind the appearance, disruption or inhibition of DMCs among L2 learners with various backgrounds. Results from face-to-face interviews suggest that because of the strong connection between an individual’s L2 motivation and the partial fulfillment of one’s ideal-self (the perceived best version of oneself), the DMC provides learners with a more well-defined path towards that fulfillment.

**Keywords:** motivation, second language, ideal self

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**Title:** Indonesian EFL Teachers’ Content Conceptualization as Represented in Their Instructional Curriculum Design: A Profile of Text-based Teaching

Rapid changes of the Indonesian EFL curriculum have transformed EFL teachers’ role from that of serving merely as curriculum transmitters into being curriculum adapters. This study explored Indonesian EFL teachers’ content conceptualization in their instructional curriculum design as demanded by the Indonesian EFL curriculum. A qualitative multiple-case study involving purposive within- and cross-case sampling techniques (Miles, Huberman, & Saldana, 2014; Stake, 2006; Yin, 2014) was employed to select six EFL teachers; three experienced and three inexperienced teachers of public junior high schools in the Special Territory of Yogyakarta, Indonesia. Sources of data included instructional curriculum design assessments and pre-lesson semi-structured interviews. The findings highlight the teachers’ content focuses and patterns in blending texts and English language skills that characterize the implementation of text-based teaching in the Indonesian EFL context. Such findings shed light one main misconception about implementing text-based teaching in the Indonesian EFL context. Implications of the study address the need to equip Indonesian EFL teachers with both the conceptual and practical knowledge of implementing the methodology of text-based teaching.

**Keywords:** content conceptualization, text-based teaching
Authors: Anni Holila Pulungan (State University Medan-Indonesia, anniholilapulungan@gmail.com); Masitowarni Sirega (State University Medan-Indonesia, siregamasitowarni@yahoo.com); Nora Ronita Dewi (State University Medan-Indonesia, noyachevy@gmail.com); Rahmad Husein (State University Medan-Indonesia, rhnapitupulu@yahoo.com)

Title: Cognitive Processes on Translation Studies of English Language Learners

There were many studies which discussed the product of translation. Meanwhile, few researchers watch the process of translation. This paper, therefore, investigated a study on the processes when a translator performs the translation. The cognitive process played an important role in it. The aims of the study are to describe the think aloud protocols as one of the assessments to explore the translation behaviours or strategies in translation and to analyze cognitive processes that occur in the mind of postgraduate students when they translate. This research is also necessary to know the difficulties faced by the students when conducting the process. The study involved fifteen participants and resulted in some difficulties, namely in translating lingual word units, lingual phrase units, and lingual clause units. The strategies employed were referring to a dictionary, knowledge of the subject (guessing), and the attention of local context and content. It is suggested that, although the think-aloud assessment has limitations it is an appropriate instrument for looking into the mental processes of a translator.

Keywords: translation, think aloud protocols, cognitive process

Author: Arata Maeshima (Kumamoto University, arata.maeshima@gmail.com)

Title: Japanese EFL Learners’ Self-Efficacy Beliefs Regarding In-class Interactive Speaking Activities

Numerous studies indicate that self-efficacy beliefs can be used to predict the levels of foreign/second language learning achievements, quality of writing, and listening and reading proficiencies. The characteristics and the contents of self-efficacy beliefs, however, vary to a great extent from learner to learner. Self-efficacy beliefs are context-specific in nature. Multiple factors such as learner’s psychological traits/states, past and present experiences, or social relationships with others are likely to affect the development and/or transformation process of self-efficacy beliefs. The present study, therefore, employed a naturalistic qualitative research design to explore self-efficacy beliefs as they related to a specific context (i.e., in-class interactive speaking activities). Two Japanese learners studying English at a tertiary level took part in the present study. The primary data were collected through semi-structured interviews that were later analyzed using a grounded theory approach (GTA). The participants were asked to keep a learning log and share with the researcher in the interviews. A questionnaire survey was also administered to the participants to obtain supplemental data for data triangulation.

Keywords: self-efficacy beliefs, in-class interactive speaking activities, grounded theory approach (GTA), EFL learners, Japan
Author: Ariel Robert Ponce (De La Salle University, ariel_ponce@dlsu.edu.ph)
Title: A Corpus-Based Analysis of If-Conditional Sentences in Asian Englishes

In the advent of Communicative Language Teaching (CLT), which is heavily influenced by the constructivist approach, various strategies came to replace the overt method of teaching grammar. English conditional sentences, for example, are taught in most schools, particularly in ESL and EFL contexts. Albeit teaching language nowadays can be done in various ways, it is still undeniable that grammatical rules and structures are explicitly taught among learners through course books, text books, and worksheets among others. This study explores the syntactic and semantic analysis of if-conditional sentences in the International Corpus of English (ICE). Using the three corpora of Asian varieties of English such as ICE-PHI (PhilE), ICE-HK (HKE), and ICE-SING (SingE), structural analysis of the corpus reveals that simple present verb in both conditional and main clauses is the most frequent verb combination in spoken and written PhilE and SingE while simple present and modal + verb cooccurrence is found to be the most widely used in HKE. Moreover, PhilE has the most number of open conditional and least attestation of hypothetical conditionals in written and spoken data. Conversely, in all the genres of the corpus, HKE conveys much more hypothetical conditionals than open conditionals. Findings suggest for a shift in pedagogical orientation and classroom practices. Further, direction for future research is provided.

Keywords: if-conditional, conditional, corpus linguistics, Asian Englishes, World Englishes

Author(s): Arif Suryo Priyatmojo (English Department, Faculty of Languages and Arts, Universitas Negeri Semarang Indonesia, arifsuryo.unnes@gmail.com); Rohani Rohani (English Department, Faculty of Languages and Arts, Universitas Negeri Semarang Indonesia, rhnedu@gmail.com)
Title: The Use of English Online Radio to Improve Listening Skill of Higher Education Students in Indonesia

The aims of the study are to describe a result of a multi-year research project funded by the Ministry of Research and Technology (Kemenristekdikti) about the product of English online radio developed by the research team and the use of the product for improving students’ listening skills in higher education. This is a research and development study (R&D) conducted in the English Department of Universitas Negeri Semarang, Indonesia. Two classes of Conversation Listening are used as the object of the study. It is hoped that the finding will contribute for two significances: theoretical and practical significances. Theoretically, the finding is expected to strengthen the constructivism theory that the students in the modern era are very adaptive with the development of technology with its products. Then, for practical significance, the result of the study will improve the listening skill of higher education students as it relates to the use of technology in the digital era that the students are dealing with.

Keywords: online radio, listening skill, higher education
**Author:** Arifa Rahman (University of Dhaka, Bangladesh, arifarahman007@gmail.com)  
**Title:** English Language Policy in Bangladesh: In a State of Flux?

English Language policy in the Bangladesh education system from the early days, through independence to the present, has evolved through a sequence of perspectives brought about by historical, political, socio-cultural, economic, and more recently, globalised forces. This presentation attempts a critical analysis of this evolving change. It is argued that the changes in language policy in general and English language policy in particular, especially during the current period, can be seen as a neoliberal force in a globalized world. This may explain how a nation with a strong sense of linguistic nationalism at birth has gradually opened itself to English and has given space to a number of diverse entities in a range of domains that have promoted a wider use of the language. The question arises: does this transformation of English language policy in general and in education indicate a weakening of state sovereignty? Or does it reflect a process of complex dynamics subverting the system?

**Keywords:** national identity, linguistic nationalism, neoliberalism, policy balance

**Author:** Atsushi Iida (Gunma University, a.iida@gunma-u.ac.jp)  
**Title:** A Poetic Inquiry into a Pre-Service EFL Teacher's Experience in Teaching Practicum: Implications for Teacher Education Programs

This poetic inquiry explores a pre-service EFL teacher’s experience of the teaching practicum in Japanese primary and secondary school. Drawing on Hanauer’s (2010) methodological guidelines for second language (L2) poetry writing as a research method, a total of seven English poems regarding the teaching practicum experience written by the pre-service teacher were examined with the three categories of analysis: analysis of context of writing; content analysis; and stylistic analysis of literary and linguistic choices. Research findings show that the collection of poetry presented his multiple identities as a student-teacher and a novice teacher. It also expressed his various emotional insights into the teaching practicum experience: challenges in providing better lessons; frustration and confusion in his teaching practice; difficulty in giving English-only lessons; happiness to work closely with pupils; and sense of achievement in completing the teaching practicum program. Overall, this study illustrates L2 poetry writing as reflective practice (Hanauer, 2012; Iida, 2016) and provides pedagogical implications of writing poetry as a form of reflection in teacher education programs.

**Keywords:** teacher training, reflective practice, poetic inquiry, second language poetry writing
Author: Ayana Ban (Tamagawa University, banay4il@lits.tamagawa.ac.jp)
Title: The Changes of Language Learning Strategies during Studying Abroad

In this presentation, I will discuss how language learning strategies for learners change during studying abroad. For Japanese students, studying abroad is considered as a good opportunity for language learning. However, only a limited number of studies have discussed the changes of strategies for learners during studying abroad. Therefore, this study investigates whether studying abroad affects learners or not using a longitudinal case study. I conducted a longitudinal case study, including online questionnaires given to participants at two different times during studying abroad. From my online questionnaires, I was able to find out whether their use of preferred strategies changed over the period of time. I was also able to find how much confidence participants had to learn English. Based on the above findings, the presenter suggests that the students should be trained in advance to constantly reflect on their language learning strategies during studying abroad. It would help them become autonomous learners.

Keywords: language learning strategies, learner autonomy, second language acquisition

Author: Bai Heming (Northwestern Polytechnical University, iverson940216@163.com)
Title: An Analysis of Contextual Correlates of Adaptability in the Dialogues of Pirates of the Caribbean 1

This thesis aims at exploring the applications of Contextual Correlates of Adaptability in the Hollywood film, Pirates of the Caribbean 1: The Curse of the Black Pearl by analyzing the dialogues between Captain Jack Sparrow and Will Turner. Through the analysis of the selected dialogues, as time and space change, Jack and Will make different linguistic choices to the physical world. Different professions and social backgrounds make Jack’s and Will’s words contain their own features, which achieves the adaptation to the social world. Different mental motivations and personalities of Jack and Will reflect the adaptation to the mental world. Among the adaptations, the adaptation to the physical world which occupies 39%, echoes the plots in front and behind and makes the film coherent. The adaptation to the mental world which occupies 33%, gives a vivid description to the characters, which makes the characteristics more distinctive. The adaptation to the social world which occupies 28%, takes the social background and culture into consideration which makes the film connotative and attractive.

Keywords: contextual correlates of adaptability, the physical world, the social world, the mental world
The current advance of information and communication technology (ICT) enables English language teaching experts to design e-materials to teach English segmental phonemes. ICT enables teaching experts to develop an application which can give English students more exposure to and practice on the phonemes. This paper is a report on a design and development study to develop an e-material for teaching English segmental phonemes. The e-material consists of 40 units for all segmental phonemes, and each unit consists 4 parts namely the sections which contain words with the phoneme in focus, its minimal pairs, and its allophones and sentences to practice the phoneme. The result of the study is an Android-based application for teaching English phonemes. The application contains three major parts, namely material presentation, test, and score record. The application was tried out in a pronunciation class of 23 students, and a questionnaire was distributed to get their opinion of the application. The questionnaire result shows that the application is good with an average score of 3.87.

**Keywords:** English segmental phonemes, e-material, Android-application, design and development

The on-going needs analysis process plays a significant role in how an English for Specific Purposes (ESP) course is adapted, improved, and evaluated (Basturkmen, 2010). During this process it is crucial to consider the needs of all the different stakeholders in order to gain balanced measures of success (Anthony, 2018). The following study reports on one such process concerning the refinement of an English for Economists course at a university in Bangkok to best suit the needs of students in this particular context. In particular, it discusses some of the issues with using materials written for a global audience in a localized setting, and how a significant needs analysis process is essential in keeping ESP courses relevant and up-to-date. Data from various stakeholders will be presented which demonstrate some of the key challenges in developing specific language courses at the tertiary level. The study has implications for ESP practitioners looking to enhance the ESP course design process in their own institutions.

**Keywords:** English for economics, needs analysis, ESP course design, glocalization
**Authors:** Bing Liu (School of Foreign Languages and Cultures, Chongqing University, P. R. Chongqing, China, 952117872@qq.com); Ting JIANG (School of Foreign Languages and Cultures, Chongqing University, Chongqing, P. R. China, 37262497@qq.com)

**Title:** A Probe into Academic Paper Presentations Ability of Chinese Doctoral Candidates: From the Perspective of Multimodal Analysis

With the advancement of the construction of world-class universities and disciplines in China, Chinese doctoral students should strengthen their international academic communicative ability. Participating in international academic conferences and delivering paper presentations are an important way for Chinese doctoral candidates to update their academic information. However, using English to make academic communication in international academic conferences still remains a great challenge for Chinese doctoral students. In order to reveal the current situation faced by Chinese doctoral students in paper presentations, this study examines videotapes of English academic paper presentations by doctoral students with no experience in paper presentation in Chongqing University. By analyzing the four modes used in their presentations from the perspective of multimodal analysis, including the verbal, written, non-verbal material and body language modes, the paper concludes by discussing the multimodal characteristics of Chinese doctoral paper presentations as well as the implications of the pedagogy for doctoral English teaching.

**Keywords:** Chinese doctoral candidates, academic paper presentations, multimodality

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**Author:** Boonjoo Park (Daegu Catholic University, bjpark@cu.ac.kr)

**Title:** Korean Teenaged EFL Learners’ Perception with Semantic Priming on Gender Categories

Semantic priming refers to a tendency that language processing is facilitated in the case that words are semantically related to each other due to a language user’s knowledge and prior experience. Hence, semantic priming can be considered a tool to assess language processors’ implicit index of semantic relatedness. The previous studies have been mostly focused on the L1 language processing, and rarely on the L2 language processing. As a further effort to fill the gap and to understand the second language learners’ language processing, especially language learners in foreign language contexts who have not been exposed to the target language culture and thus have very limited sociocultural experience. The present study aims to investigate the semantic priming effects from the sociocultural and social psychological perspectives. 1) Will the participants of teenaged Korean learners of English as a foreign language (EFL learners) show the semantic priming effects on gender category? 2) Will the participants perform differently in two different contexts between immediate prime and delayed prime conditions? 3) Are there any differences in priming effects between the two types of prime words (the gender stereotype and suffix-type words)? As a result, semantic priming effects were observed in general. Delayed prime condition showed stronger effects than immediate prime condition and feminine suffix-type of words showed more robust effects than any other types.

**Keywords:** semantic priming effects, teenaged EFL Learners, gender categories
**Authors:** Bo-Wei Huang (National Chengchi University, Taipei, Taiwan, s0983635098@gmail.com); Jhen-Ying Kuo (National Chengchi University, Taipei, Taiwan, yuki04031995@gmail.com)

**Title:** How Do Beliefs Shape the Achievement of Teacher Agency: A Qualitative Case Study of an EFL Cram School Teacher in Taiwan

Teacher agency is an important dimension in teachers’ professional development. Research has revealed that teachers’ beliefs, values, and attributes as well as contextual factors are indispensable elements in promoting teacher agency (Datnow, 2012; Priestley et al., 2012; Robinson, 2012). While most studies were conducted in the context of formal schooling systems, few focused on cram schooling that has long been a major phenomenon in Asian countries (Bray, 2006). To probe into a deeper comprehension of the dynamics of teacher agency, this qualitative case study aims at exploring an EFL cram school teacher’s belief about English teaching, and how it shapes and forms the achievement of teacher agency. The results show that the participant’s exertion of teacher agency is driven by a clear and firm vision of long-term educational purpose that emphasizes cultivating student’s critical thinking ability and practical use of language, and that the promotion of teacher agency actively relies on the interaction between teacher’s belief and the conditions of possibility and limitations in a situated educational setting.

**Keywords:** teacher agency, teacher belief, EFL cram school teacher

**Author:** Brian Rugen (Meiji University, bdr@meiji.ac.jp)

**Title:** The Teaching Philosophy Statement: Reexamining Structure and Purpose

A teaching philosophy (TP) is a statement that focuses on particular components related to teaching and learning in a specific context. Often, however, it is used solely for summative assessments, such as an artifact in a final teaching portfolio or as a component for a job application. In this presentation, I argue that, aside from summative purposes, the TP statement can be used to develop pedagogical reasoning. Pedagogical reasoning refers to the process of representing, transforming, and delivering particular content knowledge in the most pedagogically effective way for a specific group of learners. The skill is an important part of the knowledge base of second language teacher education (Richards, 1998). First, I propose a specific template for a TP statement, one that requires students to link beliefs and context with specific snapshots of practice. Then, I discuss a series of novel training exercises which not only help students draft and redraft the TP statement, but also serve as scaffolding for the development of pedagogical reasoning.

**Keywords:** pedagogical reasoning, philosophy
Author: Brian Strong (University of Birmingham, b.strong@bham.ac.uk)
Title: Weighing up Exercises on Phrasal Verbs: Retrieval Versus Trial-And-Error Practices

EFL textbooks and internet resources exhibit various formats and implementations of exercises on phrasal verbs. The experimental study reported here examines whether some of these might be more effective than others. EFL learners at a university in Japan were randomly assigned to four treatment groups. Two groups were presented first with phrasal verbs and their meaning before they were prompted to retrieve the particles from memory. The two other groups received the exercises as trial-and-error events, where participants were prompted to guess the particles and were subsequently provided with the correct response. The effectiveness of these exercise implementations was compared through an immediate and a 1-week delayed post-test. The best test scores were obtained when the exercises had served the purpose of retrieval, although this advantage shrank in the delayed test (where scores were poor regardless of treatment condition). On average 70% of the post-test errors produced by the learners who had tackled the exercises by trial-and-error were duplicates of incorrect responses they had supplied at the exercise stage, which indicates that corrective feedback was often ineffective.

Keywords: phrasal verbs, retrieval, trial and error

Authors: Caitlin Feenstra (Hong Kong Polytechnic University, caitlin.feenstra@polyu.edu.hk); Johanna Sandberg (Hong Kong Polytechnic University, johanna.sandberg@polyu.edu.hk)
Title: Flip or flop? Promoting Student Engagement in the Flipped Classroom

The flipped classroom approach has been found to enhance student learning and outcomes by providing more flexibility and promoting higher order skills. Class time is freed up for peer interaction and collaboration to analyze, problem-solve and discuss (Zhang, 2017; Huang & Hew, 2018). However, some educators hesitate to adopt flipped classroom pedagogy as it relies heavily on early student buy-in, and lack of student participation can lead to a failure to achieve the appropriate learning outcomes (Gilboy, Heinerich & Pazzaglia, 2015). This study was conducted over two semesters in a four-week flipped section of a course in English for Scientific Communication. Data was collected through surveys, LMS statistics and interviews, with a focus on how to motivate students to complete asynchronous online activities in preparation for f2f sessions. The presentation will examine the type, number and order of tasks most likely to be completed and be perceived as useful by students.

Keywords: flipped classroom pre-class activities student motivation
Author: Cecilia Guanfang Zhao (University of Macau, czhao@um.edu.mo)
Title: A Modest Proposal for Theory-Informed Writing Assessment by Design

An examination of the current writing assessment practices seems to suggest that unlike measurement theory, “writing theory has had a minimal influence on writing assessment” (Behizadeh & Engelhard, 2011, p. 189; Crusan, 2014). Consequently, the most often employed writing task, other than the earlier discrete point test items, is still the prompt-based single essay writing. However, assessment specialists have long called into question the usefulness of impromptu essay writing in response to a single prompt (Cho, 2003; Crusan, 2014). As a response to the above observation about the lack of theoretical support and generalizability of results in our current writing assessment practices, this paper seeks to outline and argue for a cognitive process-based writing assessment design that is informed by and operationalizes theoretical conceptions of (academic) writing ability. Such an alternative approach to assessment design be of pedagogical and practical value to writing instructors and test developers alike.

Keywords: theory-based, academic writing, assessment design

Author: Cemal K Toker (SHU-UTS SILC Business School, kaan_490@t.shu.edu.cn)
Title: Developing Autonomous Tasks for Self-Access

Learner autonomy is defined as students being able to make choices about their own learning, with the extent often guided by the teacher or institution. Self-access centres (SAC) provide an opportunity for more key decisions to be made by students, depending on the SAC model implemented. Developing learner autonomy in an SAC requires a wide range of resources to address student needs and preferences. This should include independent (autonomous) tasks devised in-house to support not only students, but also potentially, the curriculum. The autonomous tasks developed at SHU-UTS SILC Business School (SILC) endeavour to achieve this by using a variety of texts (including authentic texts) with both familiar and unfamiliar task types. Students are part of the development process in terms of testing, completing and providing feedback on material and tasks. Credit is given to students who aid in the testing process by being named on the electronic master copy. This collaboration can serve to increase student confidence, focus and engagement with their study of English.

Keywords: learner autonomy, self-access, collaboration
The study explored variability of English past tense morphology by L1 Thai learners. Based on the Failed Functional Features Hypothesis (FFFH) (Hawkins & Chan, 1997; Hawkins & Liszka, 2003), variability of English past tense morphology by L1 Thai and L1 French learners was due to non-target-like syntactic representation. The participants of the study were 30 L1 Thai and 30 L1 French advanced learners of English. English and Thai are different in that past tense inflectional morphology is obligatory in English, but not in Thai. Data were collected from a Grammaticality Judgment Test and a cloze test. The results suggested that the L1 Thai learners’ correct suppliances of English past tense morphemes were significantly lower than those of the L1 French learners in both tests. Moreover, the L1 Thai learners’ asymmetries of correct suppliances of English regular and irregular past tense morphemes were also evidenced. It is assumed that non-existence of the past feature in the Thai learners’ L1 led to variable English past tense morphemes as well as the asymmetries of regular and irregular past tense morphemes as L2 English pastness is unresettable for the L1 Thai learners. While the L2 French learners’ production of English past tense morphemes was possibly based on target-like syntactic representation, the results therefore confirmed the FFFH.

Keywords: variability, English past tense morphology, failed functional features hypothesis, L1 Thai learners, L1 French learners

Author: Chen Dou (Northwestern Polytechnical University, dc20133488@163.com)
Title: Research on Flipped Classroom for College English Writing Based on Pigai Corpus

In order to improve college students’ English writing ability and to change the problem of time consuming and low efficiency in traditional writing, this paper attempts to apply the Pigaiwang corpus on the college English flipped classroom writing teaching. Quantitative and qualitative analysis are adopted to analyze 78 papers submitted by undergraduate students in Northwestern Polytechnical University. Three modules: before, during and after class are designed during teaching. Through data analysis and case analysis, it is found that (1) college students still have problems in vocabulary use and sentence structure when writing in English. (2) the combination of the corpus teaching and the writing classroom can improve students’ writing enthusiasm, enhance language expression and reduce writing pressure. Meanwhile, the Pigaiwang corpus can automatically mark spelling mistakes, grammatical errors in students’ composition, which has practical significance for college students’ writing teaching. However, teachers should correctly recognize the role of corpus-assisted teaching, realizing “win-win” in the process of teaching and learning.

Keywords: English writing, Pigaiwang, flipped classroom
Author: Chengyuan Yu (University of Macau, yu.chengyuan@connect.umac.mo)
Title: 'I won't try my best': A Narrative Inquiry of a Chinese Student’s Appropriation of MTI Graduation Policy

This study, drawing on the approach of narrative inquiry, explores how a Master of Translation and Interpreting (MTI) student in China - Jimmy - appropriated a professional master’s degree program graduation policy during a three-month study period. This study is an example of how students interpret, negotiate and respond to educational policy by considering multiple contextual features, especially in a context where students tend to be obedient. The findings show that although Jimmy regarded himself as a good student at the beginning, which was reflected in his hard work throughout the period, he gradually compromised in the unsupportive learning environment and reported ‘I won’t try my best’. This echoes the lack of professional training found in previous research. The contextual factors influenced his policy appropriation actions include instructors, supervisor, program coordinator, peer students and the localized program policy. This paper illuminates what contextual features might influence students’ program policy appropriation actions and provides suggestions for the further improvement of a professional master’s degree program like the Chinese MTI program.

Keywords: policy appropriation, professional master’s degree, MTI, graduation policy

Authors: Chia-chien Chang (National Taiwan University, chiachien.chang@gmail.com); Masaru Yamada (Kansai University, yamada@apple-eye.com)
Title: Translation Tasks for Activating Passive Vocabulary for Speaking

This study tested the effectiveness of using translation tasks to enhance students’ learning of multiword lexical strings for speaking. Two intact classes of Freshmen English students from a university in Taiwan participated in this study. Both classes received mainly meaning-focused teaching of a reading text for an hour. For about 20 minutes during the lesson, while the control group had a free discussion on topics related to the reading, the experimental group did two translation tasks. The first was a post-editing task in which students edited a Chinese translation of the reading generated by Google Translate. The second was a sight translation task, in which the students orally translated part of the Chinese translation back into English. The results show that the experimental group used more target items correctly in the speaking posttest than the control group. Questionnaire results also indicate that students perceived the output-oriented sight translation task to be more helpful than the input-oriented machine translation post-editing task for activating their passive vocabulary.

Keywords: vocabulary teaching, speaking, translation tasks
**Author:** Chiaki Baba (Teikyo University of Science, chiaki@ntu.ac.jp)  
**Title:** Reconsidering Analytic Evaluation Criteria for Novice Japanese EFL Learners

To evaluate EFL learners’ English compositions, either holistic or analytic scales are used. Analytic methods are arguably better in the case of evaluating learners’ English writing ability from some aspects. A popular and reliable rubric is ESL Composition Profile (Jacobs et al., 1981). However, Baba (2015) indicated that the score ranges of the Profile should be revised since some ranges are not especially appropriate for evaluating novice learners’ English compositions, evaluators find score related decision-making difficult, and all the five components should take equal weightage (Hamp-Lyons, 1991). Thus, she developed a pilot version of a new analytic rubric (Baba, 2018). As a result, the definitions of grammar and vocabulary are ambiguous, and more detailed explanation is needed. In this study, an interview survey was conducted to clarify and improve the criteria. Eight English teachers participated while Baba (2018) served as a rater. They were asked to answer questions regarding the criteria. The data was thus analyzed qualitatively, and improvements were suggested.

**Keywords:** EFL writing, analytic evaluations, rubric

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**Authors:** Chi-An Tung (Feng Chia University, catung22@gmail.com); Shenghui Cindy Huang (National Changhua University of Education, cindy@cc.ncue.edu.tw)  
**Title:** A Probe into Six Taiwanese Learners’ Motivation for L2 Learning and Learner

By studying six EFL learners’ language learning experiences, this qualitative study aimed to explore what factors underscored their motivation for L2 learning. This study probed into six participants’ interview transcripts, their reflective journals and narratives of their language learning experiences. Adopting grounded theory for data analysis and self-determination theory for interpretation reference, this study found four core factors that underlined their motivation to engage in L2 learning activities: beliefs about L2 learning, others’ expectations and their own expectations, support from others, and prior L2 learning experiences. The interplay of the four core factors and their eight sub-factors revealed three themes. First, interest and effort are closely interrelated to enhance autonomous learning. Second, job security serves as an important extrinsic motivator for a successful FL learner. Finally, external support in the context is important to promote intrinsic motivation. The three themes suggested that these learners are posited in a flux of social, cultural, and economic changes. Some directions for future pedagogy and research were suggested.

**Keywords:** L2 learning motivation, learner autonomy, grounded theory, self-determination theory
Authors: Chieh Sung (National Cheng Chi University, Taiwan, csong881@gmail.com); Hsiang Yu Chang (National Cheng Chi University, Taiwan, m021460166@yahoo.com.tw)

Title: From Traditional EFL Learners to the Users of ELF: A Qualitative Study

Recently, the number of teenagers going to Australia under the Working Holiday Makers (WHMs) program has increased because of globalization (Kawashima, 2010). Though some research has been conducted regarding the WHMs experience and labour market (Tan, Y., et. al., 2009), there is inadequate literature on WHMs’ English learning, especially in Asia. The present study aims to investigate how WHMs experience interacted with English learning identities. Narrative inquiry was adopted to depict the experience of two Chinese adults attending such program in Australia. Data were collected through a survey and interviews and analyzed through grounded theory. The present study shows that the interviewees realized the importance of English as Lingua Franca for intercultural communication and recognized themselves as EFL users with the ownership of English. Furthermore, they transformed from ethnocentric and traditional to more ethnorelative and active EFL learners. It is suggested that language learners’ viewpoints toward English learning and authenticity should be considered in the classroom. The findings provide critical implication for WHMs applicants and language educators.

Keywords: English learning identity, English as lingua franca, narrative inquiry, working holiday makers program, intercultural communication

Author: Chieh-Fang Hu (University of Taipei, cfhu@utaipei.edu.tw)

Title: More than One Context Sensitivity: Predicting Reading Comprehension in Young EFL Learners

This study investigated children’s sensitivity to contextual information and its relation to reading comprehension in 116 fourth-grade Mandarin-speaking learners of English. Two types of context sensitivity were hypothesized: using directive and disregarding misdirective contextual information in inferring a word’s meaning. Instead of using a reading task, this study measured context sensitivity in a listening task, where the participants selected a picture best representing the meaning of a pseudoword after hearing the pseudoword in a discourse that was either or not conducive to its meaning. Results showed that children relied on contextual information and had difficulty ignoring misdirective information. Their ability to use directive information was not correlated with their ability to disregard misdirective information, supporting the hypothesis of more than one context sensitivity. Both abilities predicted English reading comprehension after controlling for differences due to phonological awareness, syntactic awareness, and English receptive vocabulary. The results highlight the need of differentiating two types of context sensitivity when prioritizing context clues in reading instruction to young EFL learners.

Keywords: young learners, context sensitivity, reading comprehension, lexical inferencing
Author: Chih-Hao Chang (Nagoya University, octopus42000@gmail.com)
Title: Learning English in the Shadows: Perceptions from Private Tutoring Learners

The industry of private tutoring, also known as “shadow education,” has spread across the globe, gaining much attention from both researchers and policymakers. Nevertheless, evaluation studies in private tutoring are lacking. To address this, the present study investigates the effectiveness of English Private Tutoring (EPT) in a control-group pretest-posttest experiment, designed to explore learners’ reflections on their EPT learning experiences during their secondary school education in Taiwan. This paper first reviews the relevant studies on the effectiveness of private tutoring in a global context to interpret its expansion. The paper then concentrates on EPT studies to contextualize the discussion in sociocultural conditions in Taiwan. In order to fully understand learners’ experiences in language acquisition, we should take sociocultural contexts into consideration because culture is the primary determining factor for knowledge construction and because learning takes place via socially meaningful activities (Vygotsky, 1962). Finally, the paper explains the study’s research method used to collect participants’ data, to evaluate the effectiveness of EPT, and to analyze participants’ reflections based on their perceptions.

Keywords: shadow education, English private tutoring, effectiveness

Authors: Chikako Nishigaki (Chiba University, gaki@faculty.chiba-u.jp); Naoko Monoi (Chiba University, nmonoi@faculty.chiba-u.jp email); Etsuko Sato (Abiko Daisan Elementary School, etsupico28@yahoo.co.jp); Pichinart Kumpawan (Surasakmontree School, pichinart.k@gmail.com)
Title: Application and Effects of a Data-Driven Learning Approach and Web-Based Tool to Grammar Learning in English Classrooms for Introductory-Level Students

This study will introduce a new, free DDL tool and report on its effects in an EFL classroom. With DDL, students explore concordance lines extracted from corpora and inductively learn grammatical rules. Our unique corpus was developed specifically for introductory level students: the concordance lines are short and simple with easy words and contexts. Also they are shown with corresponding L1 translations in the form of a parallel corpus. In our previous DDL studies, we have shown that this DDL approach is effective for teaching grammar to Pre-A1 and A1 level learners. Participants showed strong retention of grammatical knowledge, and an increased noticing ability regarding grammatical rules. However, it was also found that using DDL required teachers’ technical skill and knowledge, and this makes DDL difficult introduce into L2 classrooms. Therefore, this tool is easy and intuitive for both teachers and students. In our presentation, we will discuss the overall effectiveness of DDL in Japanese EFL classrooms, introduce our unique DDL tool, and its report on its effectiveness and usefulness.

Keywords: data-driven learning, web-based DDL tool, grammar, noticing, EFL
Authors: Ching Ting Ang (University of Malaya, angchingting@hotmail.co.uk); Fatiha Senom (University of Malaya, fatihasenom@um.edu.my)

Title: Professional Identity Formation of Novice ESL Teachers in Malaysian Chinese Primary School

The wide gap between teacher education programmes and the classroom reality as well as the alarming attrition rate in Malaysian Chinese primary school (SJKC) have led to the need for deep understanding about novice ESL teachers’ professional identity formation. A qualitative case study was conducted on two novice ESL teachers in a SJKC school in Kuala Lumpur to explore their professional identity formation. The data was broken down into discrete incidents and analysed with constant comparative method (Glaser and Strauss, 1967). This study found that the participants’ dynamic professional identity formation was both influenced by and influenced their teaching practice. More importantly, a strong professional identity of novice ESL teachers plays a critical role in their retention or attrition in the field of education. This study highlights the importance of refresher courses, effective school mentoring programme as well as professional learning community to help novice teachers reconstruct and maintain their strong professional teacher identity.

Keywords: identity construction, teacher education

Author: Ching-Chun Huang (Tamkang University, hgctracy@gmail.com)

Title: Mandarin Negative Transfer on English Plurality: An Empirical Study of the L1 Mandarin EFL learners in Taiwan

This study investigates the effect of negative transfer on the incorrect English expressions of plurality made by the L1 Mandarin EFL learners. Language transfer is viewed as a major process in SLA whereby the second language learners apply their knowledge of their L1 to the target language. Regarding L2 production, previous studies mostly investigated the language transfer from a wider scope of syntactic structures, such as the interference of L1 word order on L2 writing task performances. From a bottom-up perspective, this study explored the language transfer of plurality from L1 Mandarin to L2 English on the basis of morphological level and examined how it interacted with the syntactic level. Moreover, the participants are asked to take questionnaire and written task performances devised for triggering relevant data to analyze on two different conditions in relation to the structural relations between L1 and L2: structural differences and structural similarities. The differences between the two conditions associated with incorrect L2 writing productions provided some significant references for evaluating the cognitive processes.

Keywords: language transfer, EFL learner, plurality
Researches of mobile assisted learning have shown a tremendous development during the last decade. Though there are many studies on school children and undergraduates, an extensive research gap exists on adult learners. The objective of this research is to identify factors related to motivation for improving writing skills through m-learning for working adults. Exploratory research methodology was used in this research. The samples used were government employees. Mobile and printed questionnaires and interviews were used for data collection and both quantitative and qualitative methods used for analysis of data. Interventions were used to assist the process when necessary. Results revealed a considerable improvement in motivation to enhance writing skills through m-learning. Drawbacks were time constraints, low self-confidence and negative attitude of the learners. Lack of mobile literacy was a major limitation. With the existing research gap on this area as mentioned, numerous possible further researches could be identified.

**Keywords:** mobile learning, working adults, motivation, writing

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This presentation aims at investigating university science professors’ rationales for adopting English-medium textbooks in their content courses. In many Asian countries, English-medium textbooks are commonly used in science disciplines as core course materials. It is generally believed that reading discipline-specific English-medium textbooks will enhance students’ ability to use English for communication in a specific context. The impacts of this practice is, however, yet to be explored. In this presentation, university science teachers in Taiwan, Vietnam, and South Korea are surveyed to explore their rationales for and perceptions of using English medium textbooks in their courses. A Likert-scale survey of 25-statements in three languages, Chinese, Korean, and Vietnamese, were sent to university science professors in these three countries. The survey focused on tapping the participants’ reasons for and approaches of using English-medium textbook in their courses. The survey results from three language groups were analyzed and compared. Pedagogical implications as a result of this survey will be discussed in the presentation.

**Keywords:** English-medium textbooks, domain-specific texts, science texts
Author: Choo Siow Chin (MARA University of Technology Tawau Campus, Sabah, Malaysia, kkkchoo99@hotmail.com)
Title: The Relative Efficacy of Recasts and Prompts on the Accuracy of Past Tense Use among Malaysian Learners

The objective of the study is two-fold: to investigate the effects of corrective feedback on the accuracy of past tense use, and to compare the relative effectiveness of recasts and prompts on the accuracy of past tense use. The study was conducted among 105 secondary school learners in Malaysia. By employing a pretest-posttest-delayed posttest design, learning outcomes were measured by means of an oral production test (OPT), a written production test (WPT) and an untimed grammaticality judgment test (GJT). The results revealed that participants, regardless of type of corrective feedback (CF), showed both short-term and long-term gains in accuracy of past tense use. However, on the long-term effects of CF, the study found that the effects of prompts were more durable compared to recasts or control. The findings show that the effectiveness of corrective feedback is also affected by other mediating factors, including learners’ proficiency level, prior knowledge and the morphological structure of the target linguistic feature.

Keywords: corrective feedback, recasts, prompts, past tense use

Author: Chris Asanti (Mulawarman University, chrisasanti16@gmail.com)
Title: Reading Logs in an EFL Class: Combining Extensive Reading (ER) and Writing

Writing in English can be very daunting for non-native students as they are challenged to compose texts that present mastery of English vocabulary, grammar and usage. This paper aimed at describing the rationale of employing Extensive Reading (ER) as an approach by using literary texts in an EFL reading class and how to integrate writing tasks by using a reading log or a reading journal in which students think over upon readings in response to writing prompts or guiding questions. There were 22 students participated in this qualitative study, yet the participation was not mandatory. The data were collected from different sources; student reading logs, questionnaires, class observations, and interviews. The findings of the study showed that ER of literary texts motivated students for further reading and improved students’ cultural awareness and knowledge of the target language, and improved their critical literacy. Moreover, the use of reading logs was evidenced to be an effective way to engage students’ interaction with the texts such as word recognition and contextual meaning.

Keywords: reading logs, ER, writing
Author: Christine Chifen Tseng (National Taichung University of Science and Technology, chifen@nutc.edu.tw)
Title: Fluency, Complexity, and Accuracy of Chinese EFL Learners’ Expository Writing: A Learner-Corpus Study

This study, analyzing fluency, complexity and accuracy of writing samples from the General English Proficiency Test (GEPT) pool, aimed to identify factors that best explain learners’ EFL writing performance. GEPT is an English proficiency test developed and administered by the Language Training and Testing Center in Taiwan. The present study analyzed writing samples from two GEPT pools, the intermediate level (CEFR B1+) and high-intermediate level (CEFR B2+). Both tests adopt band score, ranging from 0 to 5, with passing score being 4 or above. There were 110 samples at the high-intermediate level and 120 samples at the intermediate levels from the pool. Quantitative text analysis was applied to analyze fluency, accuracy and complexity of the writing samples. ANOVA, correlational analysis, and Stepwise Regression Analysis were employed to verify the explaining power of the three measures on EFL writer’s performance at different proficiency levels. The results suggest that accuracy best accounts for writing performance but to varied extents at different proficiency levels. Pedagogical implications are accordingly drawn for EFL writing instruction.

Keywords: EFL writing, fluency, accuracy, complexity

Authors: Christy Chan (City University of Hong Kong, elcchan@cityu.edu.hk); Blanche Chu (City University of Hong Kong, cwkchu@edu.hk); Lilian Wong (University of Hong Kong, lilianwong@hku.hk); Stephen Bolton (City University of Hong Kong, stephen.bolton@cityu.edu.hk); Adam Forrester (Polytechnic University of Hong Kong, adam.forrester@polyu.edu.hk); Nigel Huckstep (Hong Kong University of Science and Technology, lcnigel@ust.hk)
Title: Promoting Sustainable Teacher Development: Hong Kong Continuing Professional Development Hub (HKCPD)

Continuing professional development is a social, ongoing, in-context and inquiry-driven process which can contribute effectively to the growth of teachers, students and institutions (Borg, 2015). However teacher professional development conventionally takes the form of in-house workshops or “one-shot” seminars at individual universities with little collaboration and very few follow-up activities. This paper reports on a government funded inter-institutional research project on establishing a Hong Kong Continuing Professional Development Hub (HKCPD Hub) with the aim at providing a collaborative and sustainable platform for Hong Kong university English teachers to share teaching and research news and resources; to co-run teacher development activities; and to seed communities for teachers who share similar professional interests and research foci. The HKCPD Hub currently has five communities: pedagogy; curriculum design; EAP and ESP; assessment; and technology. The presentation will outline the rationale, the framework and the accomplishments of this current project before discussing the findings of the quantitative and qualitative data collected from the participants of hub events and the user feedback on the hub website.

Keywords: teacher development, university English, special interest group
Author: Chul Won Jung (Hankuk University of Foreign Studies, chul714@hufs.ac.kr)
Title: YouTube English Teacher Identity Construction: A Membership Categorization Analysis Research

This study aims to investigate how a new type of English teachers (i.e., YouTube streamers producing English teaching content) secure their English teacher identities. Drawing upon membership categorization analysis (MCA; Baker, 2000, 2004), we analyze contents of YouTube English teachers in Korea. Analytic focus lies in the moments that create categories of English teacher identities. The findings show that, in claiming their legitimate English teacher identities, YouTubers used English as a Native Language (ENL) orientations, out-of-textbook language, correcting Konglish errors, and other categories. “ENL orientations” is a categorization that endows YouTube teachers with an authority of English speakerism. This is realized through mentioning ENL nationalities and studying abroad experiences. “Out-of-textbook language” is a categorization through which streamers distinguish themselves from traditional institute teachers. YouTubers claim that their contents contain authentic languages including slangs which are rarely taught in schools. “Konglish errors” is a categorization through which YouTube streamers show their qualification. Their bilingualism on Korean and American/British languages and cultures becomes resources to correct Koreans’ common mistakes.

Keywords: teacher Identity, Youtubers, membership categorization

Author: Chunhong Liu (Chongqing University, liuchunhong@cqu.edu.cn)
Title: Paradigmatic Variation in Hedging and Boosting: A Comparative Study of Narrative Inquiry and Grounded Theory Approaches

This paper explores paradigmatic differences in hedges and boosters in the discussion sections of research articles following two qualitative approaches: narrative inquiry and grounded theory. Based on the functional analysis of 30 SSCI-indexed journal articles, significant variances between the two paradigms were identified regarding proposition modifications. Specifically, narrative researchers relied more on boosters than grounded theorists in their statement while an opposite pattern was observed for boosters. For another, narrative and grounded-theory studies varied significantly in the specific use of hedging and boosting, for example, the former was more likely to indicate a clear boundary for data interpretation. Such differences can be rooted in and explained by the respective philosophical assumptions behind, suggesting the paradigmatic influence on hedging and boosting in academic writing. This study could contribute to the current understanding of metadiscourse by incorporating paradigmatic variation, thereby providing pedagogical implications for teachers and students in writing narratives and building grounded theory.

Keywords: hedges, boosters, narrative inquiry, Grounded Theory, English for academic purposes
Author: Claire Ding (Stepping Stones China, claire.ding@hotmail.com)
Title: Using Functional Translation to Facilitate Spoken English Production

‘English only’ is always the language policy in public schools and private training centres in China. However, when learning some new items, beginner students (equivalent to A1 in CEFR) often feel insecure about only knowing the English, and they often confirm their guesses through word-for-word translation. This equivalent based linguistic approach often results in either unintelligibility or incorrect sentence structures. Danchev (1982) argues convincingly that translation/transfer is a natural phenomenon and an inevitable part of second language acquisition. In reality, the strategy should be mainly decided by the purpose of the translation instead of the text itself. This research looked into translation from the perspective of function and different ways it could be implemented in EFL classes. It was found that both students’ participation level and language production in classes largely increased as students became better able to use different strategies to translate their meanings into simple English.

Keywords: functional translation, classroom research, spoken English production

Author: Claudia Sangmi Yun (Korea Cyber University, cyun7487@gmail.com)
Title: Use of Literature in an ESP Classroom: Blending Fictional Literature and Business E-Mail Writing

The present study explores the efficient use of fictional literature within the context of a business curriculum in a local university. By using fictional literature in the business e-mail writing class, students are expected to synthesize information to think, discuss and/or argue with probable ethical/moral issues under business situations and are able to reinforce interpersonal skills and flexible thinking skills. For one semester of an ESP course named Business English, students learned business e-mail writing and practiced literary appreciation. Students’ writings were analyzed to measure the development of their written expressions: two timed-writings to measure growth rate in written expression and two written assignments in combination of business context and literary texts. The students produced appropriate written expressions and forms of business e-mail writing. Also, many students produced crafted writing to show their individuality. This study suggests that fictional literature in the ESP classrooms can be a beneficial material to improve flexible thinking and original expression in writing.

Keywords: ESP, literature, e-mail writing
Author: Clay H. Williams (Akita International University, aiuclay@gmail.com)
Title: Learning through Teaching: Feedback Effects of Instruction on Student Teachers’ own L2 Learning Methods

Oftentimes, through the act of planning, preparing, and delivering instruction, one’s own knowledge of subject matter can be deepened profoundly. Ten graduate students in a Master level English language teaching program in northern Japan were surveyed in order to ascertain whether the content of their courses was having any measurable effect on their own second language study practices. Surveys were followed by one-on-one non-structured interviews to determine which courses and experiences had most impacted their own L2 study habits. The results indicate that Foreign Language Acquisition (an Applied Linguistics class) and Introduction to Linguistics were typically credited the most with prompting substantive changes to students’ own L2 study habits. Students reported that both increased understanding of how languages functioned and widened knowledge of pedagogical methods for L2 teaching led to changes in their own L2 learning styles. Teaching practicum courses, by contrast, didn’t seem to impact learning styles, but rather led to reinforcement and direct learning of specific vocabularies or grammar points.

Keywords: teacher training, continuing education, L2 learning

Authors: Coral Yiwei Qin (University of Macau, coral.qin@connect.um.edu.mo); Alice Shu Ju Lee (University of Macau, alicelee@um.edu.mo)
Title: Self- and Teacher-assessment of English Group Discussion: A Case of Chinese EFL Learners

Student self-assessment in L2 speaking has been investigated widely in language testing research with variable results, but research on self-assessment of group discussion ability is scarce. This study aims to explore the extent to which Chinese EFL learners’ may be able to reliably and accurately evaluate their own discussion performance. Four groups were formed from an intact class of nineteen students. After discussion videos were reviewed by teachers and students individually, teacher and self-assessment scores were obtained using the same rubric along five subskill dimensions. Pearson Correlation and repeated-measure analyses were used to examine whether students rated the group discussions differently from the teachers. Findings show a positive relationship, with significant differences, for the teacher and self-assessment rubric scores. Self-assessment scores are, for the most part, lower than the marks given by teachers especially for the dimension of language ability, which indicates low language self-efficacy among students. The details of the results will be elaborated and pedagogical implications will be discussed.

Keywords: self-assessment, group discussion skills, teaching speaking, classroom-based assessment
**Author:** Daisuke Kimura (The University of Tokyo, dkimura@aless.c.u-tokyo.ac.jp)

**Title:** English as a Lingua Franca in a Study Abroad Context: Multiple Case Studies of Japanese Exchange Students in Thailand

English as a lingua franca (ELF) scholars have directed considerable attention to the role of English as an academic lingua franca across the globe. However, in the interest of unravelling ELF users’ preexisting competencies, research has rarely considered study abroad (SA) in non-Anglophone countries as a springboard for language learning. This presentation reports on multiple case studies of three Japanese students in Thailand whose primary purpose for SA was to improve their ‘English’. Analyzing narratives and video-recorded interactions within the framework of Individual Networks of Practice, the study focuses on the participants’ evolving social networks and communication practices. Notably, findings reveal a common dissonance between investment in native speaker English and the reality of using ELF day-to-day, which decidedly influenced their (non)participation in certain social groups and practices. Echoing the literature on SA, findings also illuminate other salient themes, including affinity through special talents, L1 as tradable cultural capital, and linguistic exclusion through codeswitch to a non-English language. The presentation will conclude by discussing implications for further research and education.

**Keywords:** English as a lingua franca, Study abroad, non-anglophone country, Thailand, Individual Networks of Practice

**Authors:** Daisy Rizqi Putri (Muhammadiyah University Yogyakarta, daisyrizqiputri@gmail.com); Lanoke Intan Paradita (Muhammadiyah University Yogyakarta, lanokeintanparadita@umy.ac.id)

**Title:** Focusing on the “Better” Student: Challenges in a Speaking Class (A Case Study of a Dentistry Student of a Private University in Yogyakarta, Indonesia)

“Better” students having higher proficiency in English are often “ignored” by the teachers as they assume that these students are trouble-free. The teachers often focus more in assisting those having lower proficiency during the teaching-learning processes. As there are only few studies discussing challenges faced by the “better students” particularly in speaking classes, this study aims to reveal the challenges encountered by a “better” student in the aforementioned setting. This study is a qualitative research applying a case study approach. The participant is a Dentistry student Batch 2018 having a TOEFL score of 617 that is equal to C1 level in CEFR. From the findings, it is revealed that despite of her English proficiency, she still deals with the reluctance to actively participate in the class speaking activities. This is due to the sense of intimidation she feels over other “better” students causing an uncomfortable learning atmosphere. In addition, the teacher role is also found significant to assist her in coping with the challenge.

**Keywords:** “better” student, challenge, speaking performance
The national policy of excluding English as a compulsory subject for primary school students in Indonesia has been a long debated issue. Some schools prefer to continue having English in class without lessening the time allocation for the learning process. This situation emerges an interesting issue related to the way the teachers assess the English achievement of primary school students while English achievement is no longer used as part of standardization to enrol the secondary school. Thus, this current study emphasizes on exploring the teacher perceptions on models of English language assessment for Indonesian young EFL learners. The data are collected from open-ended questionnaire and snowballing interview to obtain in-depth understanding. Thirty English teachers from some schools in Indonesia are engaged as the subjects of this study. The data are then analysed using descriptive qualitative analysis. The final result of this study portrays the current situation of English learning and assessment process of primary students in Indonesia.

**Keywords:** young learner, assessment, EFL

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Digital portfolios allow students to create individualized expressions of their learning (Barrett, 2007). Although e-portfolios can serve a crucial role in positively impacting on undergraduate speaking skills, there is still a crucial problem about this possible relationship in EFL speaking classes. And this learning tool was integrated within the course of Speaking 2 and used by 22 first-year major students at Department of Foreign Languages at Hung Yen University of Technology and Education during the academic year 2018-2019. Therefore, this study aims to find out the impacts of implementing e-portfolios on the students’ speaking performances and their attitudes. Different study instruments were used to investigate the students’ speaking improvement and their attitudes: students’ speaking e-portfolios, students’ reflection, and questionnaires. The results indicated that students’ speaking skills are improved due to the implementation of e-portfolios. In addition, recommendations are also provided in order to improve the application of speaking e-portfolios with EFL learners.

**Keywords:** speaking skills, e-portfolios, performances
**Authors:** Daniel Roy Pearce (Kyoto Notre Dame University, bojangling@gmail.com); Mayo Oyama (Ritsumeikan University, mor14165@fc.ritsumei.ac.jp)

**Title:** Awakening to Languages Activities for Young Japanese Learners of English

In 2020, English will become a compulsory subject for upper-year students at elementary schools in Japan. To prepare, many schools have established ‘foreign language activities’ as early as the first year, although many in-service teachers feel unequipped to teach English, lacking formal training as language teachers. This pilot study sought to examine whether the plurilingual ‘Awakening to Languages’ methodology might be a viable approach for teachers to overcome perceived linguistic deficits by teaching about the nature of language, not only through English but several languages. 12 lessons were conducted by the researchers over two months with first and second-year students at an elementary school in the Kansai region of Japan. Analysis of teacher feedback and transcripts from lesson recordings revealed that while teachers still felt a degree of anxiety regarding their own ability to teach plurilingual lessons, they were positive about the methodology, indicating they would be willing to conduct such lessons themselves if support was available. Furthermore, teachers were optimistic about the learning opportunities created for students.

**Keywords:** awakening to Languages, elementary, plurilingualism, foreign language activities, Japan

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**Author:** Dararat Khampusaen (Khon Kaen University, dararat@gmail.com)

**Title:** Beyond the Classroom: Opportunities, Challenges and Tasks in Teaching English to OTOP and Homestay Operators

This paper aims to discuss the issues on challenges found by a teacher in teaching English to the local business owners to promote sales of OTOP products and homestay services. The objectives were firstly to assess the uptake of English communication skills of local business owners who were adult learners with limited background in the target language. Also, the paper analyzes factors that were considered as opportunities, challenges in the tasks arrangement within this teaching context. The study involved 50 OTOP and Homestay business owners in Khonkaen. In assessing the uptake of English communication skill, all participants undertook a pretest in using English communication skills in daily life and in selling products and offering services. A-60 hour English communication skill course was then offered accordingly. At the project completion, learners took the posttest. In addition, the group interview was arranged to obtain their reflections on challenges, and opportunities they had experienced during the project. The research data, analyzed with t-test. The interview data was analyzed with theme development for qualitative descriptive data analysis to ensure meaningful, credible and practical results. Even though the positive results on the participants’ scores were clearly shown, the findings advocate challenges in teaching strategies that could overcome both the personal and academic problems in applying English communication skills in reality.

**Keywords:** ESP, OTOP, homestay, course design, English for communication
**Author:** David James Melhuish (MPI-Bell, davidmel@ipm.edu.mo)
**Title:** Jamie Oliver Cooking Videos for Cross-Cultural Communication

Cross-cultural communication and exploiting the increasingly wide-spread access to youtube and other short videos provides teachers with opportunities to improve the language output and study skills of their precious students. In my institute (Macao Polytechnic Institute) I am devising teaching resources to exploit the cooking videos of the British chef and restauranteur, Mr Jamie Oliver. These visual aids provide fantastic resources for visual and auditory learning. The students are studying for Hotel Management and these carefully prepared and tested teaching exercises related to the videos help students become more aware and more curious about the ingredients and dishes from other cultures. Sometimes there are with similar ingredients, sometimes there will be exotic ingredients. My presentation will explain the rationale behind the teaching materials and the important learning skills that they support. I will demonstrate a short video with accompanying lessons so that teachers may be able to transfer these materials and ideas to their own classes and adapt as necessary.

**Keywords:** videos, cooking, study skills

**Author:** David Oakey (University of Liverpool, David.Oakey@Liverpool.ac.uk)
**Title:** Functions of Phrases in Academic Writing Research and Teaching

Several lists of phrases frequently found in academic discourse have been produced over the past two decades by researchers in English for Academic Purposes (EAP), and these phrases have been placed in functional categories corresponding to ideational, interpersonal, and textual metafunctions (Halliday & Matthiessen, 2014). Many EAP coursebooks similarly contain lists of phrases associated with a particular discourse function in a text. Yet the functions of phrases in EAP writing practice do not obviously fit into the Hallidayan categories for phrases universally adopted in EAP research. Functions assigned to phrases in teaching are often instead specific to a particular genre or text type or for a particular rhetorical purpose. This paper evaluates this apparent divergence between EAP research and practice by comparing the functional categories for six sets of phrases: two produced by researchers and intended for pedagogy, two sets from mainstream publishers, and two sets published independently by EAP professionals and concludes that, in this area of EAP at least, there is a gap between research and practice.

**Keywords:** corpus linguistics, academic writing, lexical bundles, formulaic sequences
**Author:** Dennis Murphy Odo (Pusan National University, dmodo@pusan.ac.kr)
**Title:** The Effects of Dual-Language L2 Texts on English Reading Comprehension and Text-Type Preferences: Evidence from a Within-Subjects Investigation of Post-Secondary EFL Learners

A long-standing tacit ban on L1 use has led to limited investigation of how the first language might be effectively employed to facilitate L2 learning. For instance, numerous questions surround the issue of whether translated texts can aid L2 learners’ L2 reading and, if so, what type of translation might be most helpful. Accordingly, this study investigated the effect of exposure to two different types of text translations on EFL learners’ reading comprehension and which translation version they preferred. Using a within-subjects design, participants read an L1 only, parallel translation and interlinear translation versions of the same text. Participants also completed a reading comprehension assessment with each version and indicated which text type they preferred. Results showed that learners largely comprehended the L1 only version better than either the parallel or interlinear translated versions. Lower level learners in particular experienced difficulty understanding texts with parallel translations more than the interlinear translated text. Somewhat in contrast with previous research findings, learners had no clear preference for either translated text type.

**Keywords:** translation, second language reading, reading comprehension, bilingual materials, learner perceptions

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**Author:** Derek Spafford (Macmillan Education Asia, derek.spafford@macmillaneducation.com)
**Title:** Top Drama Techniques to Increase ‘Authentic’ Spoken Production

Drama is an effective tool for role play and improvisation. It allows students to speak off the cuff and have fun with language, and to an extent, use language authentically. In this session, participants will be introduced to techniques that utilise simple ideas to engage students and allow them to speak freely in simulated real-time situations. We will look at the use of freeze frames to bring humour into our adult classes and then look at sample videos to compare experiences and language. In addition, we will discover how easy it is to adapt and exploit drama games to suit the needs of our students and curriculum, developing a memorable learning experience at the same time. Participants will leave with ready to use ideas that will refresh the classroom and bring energy to any group of students you teach.

**Keywords:** drama, authenticity, speaking
Authors: Dian Ekawati (UIN Sunan Gunung Djati Bandung, dian_ekawati@uinsgd.ac.id); Nia Kurniawati (UIN Sunan Gunung Djati Bandung, niakurniawati29_ftk@uinsgd.ac.id); Aan Hasanah (UIN Sunan Gunung Djati Bandung,aan.hasanah@uinsgd.ac.id)

Title: Promoting Model of International Teaching Practicum for Indonesian EFL Student Teachers: Out of the Box

The study is intended to reveal the effectiveness of International Teaching Practicum from both Indonesian EFL student teachers’ and Thailand mentor teachers’ perspectives. Specifically, this study is (a) the effectiveness of debriefing, implementing, and supervising program from Indonesian EFL student teachers’ perspectives from Thai Teachers’ Perspectives, and (b) to promote an effective model of International Teaching Practicum designed based on the revealed perspectives. This research is a qualitative case study research, specifically conducted in Thailand schools as the practicum site for Indonesian EFL student teachers. Data are gathered from interview, questionnaire, and observation. The study will result in the voice of Indonesian EFL student teachers’ and Thai teachers’ perspectives about how International Teaching Practicum implemented is found to be enriching the students’ experience in teaching English effectively, but providing more cultural challenges. This study is beneficial in providing a model of International Teaching Practicum that accommodates both student teachers, foreign students’ and Thai teachers’ needs and perspectives about effective teaching and learning English.

Keywords: international teaching practicum

Authors: Dian Rahma Santoso (Universitas Muhammadiyah Sidoarjo, dianrahma24@umsida.ac.id); Vidya Mandarani (Universitas Muhammadiyah Sidoarjo, vmandarani@umsida.ac.id)

Title: An Analysis of Communication Strategies on Students’ Vlog

This qualitative study aims to investigate the communication strategies used by students to describe public places through video blog (vlog). The participants of this study are 44 students of English Education Universitas Muhammadiyah sidoarjo who joined study tour program at Yogyakarta, Central Java. The instruments used are video documentation and interview open-ended interview. The study resulted that communication strategies used by students’ vlogs involves direct, indirect and transactional strategies. They used those kinds of strategies due to may reasons. Indeed, those reasons help them speak longer and to make viewers easily understand what they talk about.

Keywords: vlog, communication, strategies
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Authors: Didi Sukyadi (Universitas Pendidikan Indonesia, dsukyadi@upi.edu); Nita Novianti (Universitas Pendidikan Indonesia, nitanoviantiwahyu@upi.edu)
Title: College Students’ Use of Semiotic Resources in Online Texting

Despite the increasingly multimodal nature of texting, not much research has been done using a multimodal approach. Therefore, we sought to investigate the use of various semiotic resources in texting by conducting a survey using a Likert-scale questionnaire (six levels: always, usually, often, sometimes, rarely, never) about the use of semiotic resources in sending online text messages. Statistical descriptive techniques were used to analyse data. Respondents consisted of 95 university students who were active users of mobile phone and internet services. The results show that WhatsApp was the most popular platform among respondents for texting. Meanwhile, the most widely used modes were writing/verbal/text, followed by facial expressions, smiley, emojis, images, documents, sounds, voice, and audio-visuals. The most common activities when texting included writing and sending messages, copying and pasting messages, and forwarding messages. Finally, the main reason for respondents to send messages online using the framework of Halliday’s speech function (1994) was to provide information, followed by asking for information, asking for goods and services, and offering goods or services. The results of this study are expected to provide an overview of what semiotic resources are used by students when sending written messages and their awareness as users of the wealth of multimodal resources to convey messages or meanings.

Keywords: multimodality, semiotic resources, texting

Authors: Didi Sukyadi (Universitas Pendidikan Indonesia, dsukyadi@upi.edu); Ari Arifin Danuwijaya (Universitas Pendidikan Indonesia, aridanuwijaya@upi.edu); Lukman Hakim (Universitas Pendidikan Indonesia, lukman_hakim@upi.edu)
Title: Development of Vocational Based English Language Proficiency Test in Indonesia

This study aims to develop a vocational based English proficiency test. In particular, this study examined the validity of English proficiency test items developed to measure the ability to listen and read English texts for communication and vocational purposes. Using a design-based research approach (DBR), this study reports the analysis of English proficiency at the vocational level, the development of English Communicative Competence Assessment (ECCA), including its implementation and item analysis. The results show that few tests are currently used to measure students’ skills at the vocational level. A total of 200 questions in ECCA were tested to 245 vocational students to obtain evidence of item validity. Using Rasch analysis, the items showed good fit for the model. Listening and reading items measured the ability of the test participants from the lowest to the highest. In addition, all items have a mean infit square (MNSQ INFIT) of no more than 1.3 so that no items need to be removed or replaced.

Keywords: test development, item analysis, listening and reading skills, item response theory, test validity
**Authors:** Dodi Mulyadi (Universitas Muhammadiyah Semarang, dodi@unimus.ac.id); Testiana Deni Wijayatiningshih (Universitas Muhammadiyah Semarang, testiana@unimus.ac.id); Riana Eka Budiastuti (Universitas Muhammadiyah Semarang, riana@unimus.ac.id); Siti Aimah (Universitas Muhammadiyah Semarang, siti.aimah@unimus.ac.id); Muhimatul Ifadah (Universitas Muhammadiyah Semarang, muhimatul@unimus.ac.id)

**Title:** ESP Instructors’ Technological Pedagogical Content Knowledge (TPCK) and Their Perspectives on Blended Learning Format

The burgeoning communication industry has altered the focus on student engagement in blended approaches to English mastery. However, the blended learning for English for Specific Purposes (ESP) still encounters some challenges from the methods, learning materials, and readiness of the instructors. To this end, the present research was an effort to discern English for Specific Purposes (ESP) instructors’ Technological Pedagogical Content Knowledge (TPCK) and their perspectives on blended learning format. A modified online survey comprising 21 closed-ended questions and 8 open-ended questions was administered to 70 ESP instructors from 35 Universities in Indonesia. Participants ranged in age from 23 to 58 with an average age of 31.60. The data were analyzed statistically to be depicted in descriptive statistics (frequencies, means, and standard deviations). As a result, most ESP instructors have a high level of TPCK and have applied instructional technologies in their teaching. Furthermore, some challenges and their alternative solutions were accentuated. The current research contributes some empirical insights into how ESP instructors can construct the overarching blended learning model.

**Keywords:** ESP instructors, technological pedagogical content knowledge (TPCK), blended learning format

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**Author:** Don Yao (University of Macau, yb87710@um.edu.mo)

**Title:** Automated Writing Evaluation for ESL Test Takers: A Case Study of Pigai System

The rapid development of science and technology has advanced automated writing evaluation (AWE) in language assessment, leading to a growing body of research on automated essay scoring and automated diagnostic feedback over the last decades. Against this background, this study investigated the correlation between writing scores given by Pigai (an AWE system) and two human raters, and the accuracy of its feedback compared with human raters. Writing samples from 28 ESL test takers in a pilot placement test at an Asian university were rated and analyzed by both Pigai and the human raters. Results show that the scores by Pigai were moderately correlated with the average scores by the human raters ($r = .61$) while the scores by the human raters were highly correlated ($r = .86$). Regarding feedback accuracy, Pigai was precise in flagging punctuation, preposition and pronoun errors, but insufficient in detecting pronoun errors. The results indicate that Pigai can be useful for providing preliminary feedback in classroom instruction but should be cautiously considered while making serious decisions.

**Keywords:** automated writing evaluation, Pigai system, Correlation, accuracy feedback
Authors: Dwi Poedjiastutie (University of Muhammadiyah malang, dpoedjiastutie@yahoo.com)
Title: Is Local Language allowed in EFL Classrooms?

This study explores the teachers’ language instruction used in teaching English as a foreign language in Indonesia. There have been debates over the mixed use of mother tongue (L1) and target language (L2) or translingual practice in the English classroom. A number of teachers believe that translingual practice should be avoided in learning the target language because it could decrease students’ motivation and limit vocabulary learning. However, some teachers argue that the use of translingual practice helps them in teaching and learning processes because it can enlarge students’ linguistic repertoire, help students to develop their bilingualism, and guide them to learn languages in a way that suits their academic level. This argument also in line with the theory of Second Language Acquisition (SLA) which underlines that the use of L1 and L2 cannot be separated. In view of this situation, although translingual practice can be applied in EFL teaching and learning processes in Indonesia, the teachers should remember that they should not overuse L1 because using the target language as much as possible should still be the main goal of foreign language learning.

Keywords: Indonesian English teacher, teachers' language instruction, trans-lingual practice, second language acquisition.

Author: Edsoulla Chung (The Open University of Hong Kong, hychung@ouhk.edu.hk)
Title: Understanding Professional Development: A Study of Change in Language Teachers’ Epistemological and Pedagogical Beliefs about Vocabulary Teaching and Learning

Given that the exploration of teacher beliefs has important implications for devising ways to promote effective teaching, considerable research attention has been devoted to analysing the development of teachers’ epistemological and pedagogical beliefs, as well as how such development is intertwined with practice. What remains surprisingly underexplored, however, is the change in teachers’ beliefs regarding vocabulary teaching and learning despite the pivotal role vocabulary plays in language mastery and academic pursuit. This presentation reports the results of a recent study investigating how four English language teachers who engaged in dialogic reflection experienced cognitive and behavioural change relating to lexical development based on multiple sources of data, including interviews, professional dialogues and reflective writing. The study’s findings not only reveal the diverse development processes of teachers’ epistemological and pedagogical beliefs, but also highlight the complicated relationship between knowledge enhancement and belief change. Drawing on insights gleaned from the study, the presentation concludes with practical suggestions for teacher education and directions for further research.

Keywords: teacher development, epistemological and pedagogical beliefs, knowledge enhancement, dialogic reflection, vocabulary
**Author:** Elizabeth Karvonen (David Yellin Academic College of Education, Jerusalem, Israel, elizabethkarvonen@gmail.com)

**Title:** Rhyme and Verse in EFL

Poetry is a superb way to develop EFL learners’ appreciation of the language and awareness of its natural rhythm and flow. Learning to listen and enjoy the sounds and to be aware of different ways of expression are also integral parts of foreign language learning. In addition, even simple verses expose learners to a wealth of idiomatic phrases that otherwise might not be encountered, while memorizing them in the context of the poem gives 'ownership' that can last a lifetime. Writing verses of their own gives learners of all ages a feeling of empowerment regarding their English ability. Playing with the language in order to find rhyme and scan encourages an open and creative approach to the target language. In addition, the flexibility innate in writing their own compositions gives learners the scope to incorporate concepts and linguistic elements connected to their own locality. In this session participants will be exposed to a variety of short poems and classroom rhyming activities and will also produce and share their own verse.

**Keywords:** young learners, creativity, verse

**Authors:** Eny Syatriana (Muhammadiyah University of Makassar, Indonesia, enysyatrianaen@gmail.com); Ardiana (Muhammadiyah University of Makassar, Indonesia, ardiana@unismuh.ac.id); Rodiah (Muhammadiyah University of Makassar, Indonesia, rodiahnw@gmail.com)

**Title:** Using Explainer Video and Estafet Writing for EFL Students of Muhammadiyah Makassar University

The present study examined the student ability in writing report text by using explainer video and estafet writing. It employed quasi-experimental design which cover two classes namely experiment and control class. The participant of this study was the eleventh grade students of SMAN 20 Makassar. The selected sample was cluster random sampling technique and it is applied for XI Science 2 as the Experiment class and XI Science 1 as Control class. Each class consisted of 36 students. The dependent variable in this study was writing ability of report text and explainer video then the estafet writing was the independent variable. The data were gathered through writing tests which were divided into pre-test and post-test. The result of the study showed that the use of Explainer video and estafet writing method is effective to teach writing report text. It can be seen from the data analysis t-test is higher than t-table (2.86985 > 1.66691). In other word, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.

**Keywords:** explainer video, Estafet writing method, writing ability, report text
Author: Eric Bray (Yokkaichi University, Japan, ericbray23@gmail.com)
Title: Using a Movie Journal in the EFL Classroom

Foreign language teachers often want to use movies in the classroom because movies are a rich source of both language and culture, and they contain themes that stimulate thought and discussion. However, showing movies to students without doing the preparation of tasks for students to do while watching can limit the educational benefits. This paper will give an overview of the traditional tasks teachers have used with movies and then describe a new task - The Movie Journal. The Movie Journal contains five questions related to: Summary, Reaction, Prediction, Culture and Vocabulary that students answer after watching a section of the movie in class. Writing in the Movie Journal before discussing the movie leads to better discussions, as students have a chance to think about what they want to say and how best to express these ideas in the foreign language. The presenter will also discuss how to help students develop the skills to do the tasks in the journal, and provide a list of recommended movies.

Keywords: movies, films, culture, discussion, task

Authors: Eric Hagley (Muroran Institute of Technology, hagley@mmm.muroran-it.ac.jp); Manashi Dutta (King Mongkut Institute of Technology Lad Krabang, manashigdutta@gmail.com)
Title: Bring your Class into an International Community

Language teachers want their students to use the language they are studying in real-world communicative events. However, unless they are studying in a multicultural environment, the opportunities for them to do so are very limited. Based on the theories of Bennet (2011) and the work carried out by the UniCollaboration consortium, the International Virtual Exchange Project began in its large-scale format in 2015. The Japanese-government funded (hence free-of-charge) project has had some 15,000 students and over 200 teachers from 12 countries participate in online exchange. Two 8-week exchanges occur each year where students use the language they are studying to interact with students in other countries. They learn about different cultures and practice English in real-world communicative events. This presentation will detail research outcomes from the project which show: improvements in students’ interactional confidence, intercultural sensitivity, knowledge of their own culture, motivation to learn English and students becoming more interested in other cultures after participating. Finally, an outline of how teachers and students can join will be given.

Keywords: international online exchange, international communication, virtual exchange
Author: Eric Ho (The Hong Kong Polytechnic University, eric.lm.ho@polyu.edu.hk)
Title: English Across the Curriculum: Language Input to ESL Nursing Students

While nursing students are trained to be frontline medical practitioners after graduation, most of the assessment tasks are content-based and summative in nature. However, as part of the graduation requirement, nursing students are required to develop their critical inquiry and use the research evidence to support best practices. This genre is less familiar among the nursing students. To help the final-year nursing students, English Across the Curriculum has been incorporated into the nursing curriculum and assisting them to achieve competence in a research-based honours project. The strategies involve, with reference to the requirements of the project, providing language tips, conducting seminars on the use of tips and supporting students through professional consultation. The purpose of this presentation is to discuss the effectiveness of the incorporation of English Across the Curriculum into a baccalaureate nursing programme in Hong Kong and provide suggestions for promoting success.

Keywords: WAC, EAC, CLIL

Author: Eulalia Mendoza Curaming (International School Brunei, Ecuraming@ac.isb.edu.bn)
Title: English as an Additional Language (EAL) Practices and Policies in FOBISIA Schools: Survey Results and Implications

The fast globalizing world sees the influx in international schools of students who have very limited facility in English. The variety of their linguistic backgrounds and abilities require approaches that facilitate effective acquisition of English and allow students access to the curriculum within the shortest possible time. In 2017-2018 I conducted an online survey among members of the Federation of British International Schools in Asia (FOBISIA) to create a baseline data that will help determine the variety and patterns of pedagogical and administrative practices that are relevant to English as Additional Language (EAL) or English as a Second Language (ESL). This study was prompted by the many challenges I encountered as an EAL teacher in Brunei. In this presentation, I shall share and analyze the findings and implications of the results as they may prove useful as reference in formulating more effective EAL/ESL procedures and policies amongst international schools and all other schools that have ESL/ EAL classes.

Keywords: EAL, ESL, language policy, international schools, curriculum
**Authors:** Eun-Jung Park (Pukyong National University, smilejamiepark@gmail.com); Mae-Ran Park (Pukyong National University, mrpark@pknu.ac.kr)

**Title:** A Comparison of Intercultural Communicative Competence Between Korean and Japanese University Students

The purpose of this study was to investigate the influencing factors of intercultural communicative competence with regard to intercultural sensitivity, learning motivation and the use of English media. For the study, Korean and Japanese college students participated in the survey to find out any similarities and differences between them and to explore whether variables such as majors, English proficiency, and experiences of living overseas would have any effects on the factors involved. Based on the statistical analyses, the following results were shown: First, the Korean group showed a higher intercultural communicative competence, intercultural sensitivity, and learning motivation than those of the Japanese group. Also, comparing the two groups with low English proficiency and non-English majors, the Korean group showed a higher intercultural communicative competence and intercultural sensitivity than the Japanese group. Lastly, comparing the two groups regarding overseas stay, the Korean group had a higher intercultural communicative competence, intercultural sensitivity, and learning motivation. Possible reasons behind the current results were considered and methodological and pedagogical implications were discussed.

**Keywords:** intercultural communicative competence, intercultural sensitivity, learning motivation, the use of English media

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**Author:** Eun-Kyung Lee (Ewha Womans University, eklee001@gmail.com)

**Title:** Foreigners' Perception and Their Negotiation Strategies Toward Communicative Discrimination from Koreans

Globalization has brought about many opportunities for humans to interact with others from various cultures. In order to have a better understanding on existing miscommunication between Koreans and foreigners in Korea, this research examines three research questions: (1) What sources of racially discriminatory messages (RDM) are perceived by foreigners in Korea? (2) What types of RDM are perceived by foreigners? (3) What communicative approaches do foreigners in Korea use to negotiate RDM? Using a qualitative research method, this study explores the experiences of foreigners in Korea (N=30) regarding their perceived RDM. Seven sources of RDM were identified (foreigners by stereotypes; foreigners would not know; foreigners are all the same; foreigners as who should think and act like Koreans; foreigners as avoidable objects; foreigners as English speakers; and foreigners as representatives of their country). Types of RDM were examined to be shown in positive and negative discrimination, both represented respectively in verbal and nonverbal forms. It was found that foreigners in Korea tend to utilize nonassertive approaches in responding to RDM.

**Keywords:** intercultural communication, interracial communication, racial discrimination, miscommunication
**Author:** Eunsook Kwon (Keimyung University, gorgeousann@naver.com)  
**Title:** Korean Elementary School Students’ Writing Strategy Use and Their Perceptions

The study is to analyze the writing instruction for elementary students with English writing strategy use. The participants were 86 fifth graders in an elementary school of Korea. The English writing instruction focused on six different writing strategies: two meta-cognitive strategies (brainstorming, graphic organizer, re-reading, and checklist), one cognitive strategy (translation), and one social strategy (modeling) strategy. The participants completed three guided writing tasks with self-introduction, thank-you note, describing a picture and three free writing tasks with acrostic poems, diary, and book report. This study was verified through writing strategy survey and interview. The results demonstrated that English writing instruction with writing strategy helped participants improve their writing fluency and enhanced their writing performances. It shows that the participants’ preference on the writing strategy was brainstorming and modeling the most throughout the writing process. Meanwhile, the participants choose the checklist the least among six writing strategies. Also, it positively influences on participants’ perception with writing in English. The writing strategy was helpful to encourage on the language and writing skills during the writing process.

**Keywords:** English writing instruction, English writing strategy, meta-cognitive strategy, cognitive strategy, social strategy

**Author:** Eunsook Shim (Sangji University, eunsook.shim@gmail.com)  
**Title:** A Comparative Study of Rhetorical Moves and Politeness Strategies in Abstracts of Applied Linguistics Articles

The purpose of the study is to examine the rhetorical move structure and politeness strategies in abstracts of applied linguistics articles. A research article (RA) abstract should include a short summary of the study and highlight writers’ claims in an appropriate tone. The corpus for this study is comprised of twenty RA abstracts selected from the international journal, Applied Linguistics, and twenty English RA abstracts from the national journal, Korean Journal of Applied Linguistics. Swales’ (1990) model of move analysis and Hyland’s (2005) model of interactional markers are used as the basis for the analysis. The results show that most RA abstracts include the obligatory four moves (Purpose, Methods, Results, and Conclusions) and hedges are the most frequently used interactional marker in the abstracts of applied linguistics articles. This study suggests that the rhetorical variables and politeness strategies in academic texts may be influenced by the cultural contexts of publication.

**Keywords:** abstract, academic writing, genre analysis
Authors: Elysa Ratna Astuti (Universitas Pendidikan Indonesia, elysaratnaastuti@gmail.com); Nenden Sri Lengkanawati (Universitas Pendidikan Indonesia, nendensl@indo.net); Pupung Purnawarman (Universitas Pendidikan Indonesia, purnawarman@upi.edu)

Title: MOOC Features in Supporting Learners’ Self-Regulated Learning Strategies

Massive Open Online Courses offer a new learning environment, potentially accommodating hundreds or thousands of learners with different prior knowledge and experience from various geographical locations using an Internet connection. The huge number of participants requires online learners to be able to take charge of their own learning process. The features provided in Massive Open Online Course are expected to support learners’ self-regulated learning strategies to help learners in accomplishing their learning goals. The aims of this study are to explore the contribution of features in a Massive Open Online Course to support learners’ self-regulated learning strategies. This study employed qualitative case study in collecting the data. The data were obtained in this study from one of the Massive Open Online Courses in Indonesia focused on the TOEFL preparation course program. Questionnaire and semi-structured interview were used as the instruments. The findings of this study showed the features provided in this Massive Open Online Course contributed to support certain aspects of learners’ self-regulated learning strategies.

Keywords: massive open online course, MOOC features, self-regulated learning strategies

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Authors: Fahmi Hidayat (Lambung Mangkurat University, fahmihidayat@ulm.ac.id); Rizky Amelia (Lambung Mangkurat University, rizky.amelia@ulm.ac.id)

Title: Maximizing Process Writing Approach in Writing Caption on Instagram

Writing is a complicated process, especially when the process-writing approach is applied. In addition, the duty of discovering voice, unique idea, and thought in writing is daunting for EFL students. Moreover, EFL students as digitally native can make use of these media to learn and interact. Particularly Instagram, among other social media such as Facebook, and Twitter is a popular platform among students. Therefore, this study tries to maximize the process-writing approach in writing a caption on Instagram because the posting on Instagram can encourage students to provide eye-catching and well-built sentences to audiences. The quasi-experimental study was employed in this study. The results show that the use of Instagram is able to help students express their ideas easily and write correct sentence structures. In other words, social media is a tangible good alternative to vary the teaching and learning in EFL classrooms. It is expected that the result of this study can be used as a reference to bring social media into the classroom by the current and future teachers and researchers.

Keywords: process-writing approach, Instagram
Author: Fan Yang (Shanghai International Studies University, China, yfasuccess@163.com)
Title: Ecological Discourse Analysis of the Documentary Wild China

Ecological discourse analysis has become a new trend in the field of discourse study. However, existing research has largely remained a Western domain, and the focus is mainly on the negative aspect of ecological discourse. Therefore, this paper will carry out a study on Chinese ecological discourse in terms of positive ecological aspect, the beneficial discourse (Stibbe, 2015). Discourse describing animals from the documentary Wild China will be specifically analyzed. As for methodology, harmonious discourse analysis (Huang, 2018) is used to guide the analysis. Firstly, this study will explore clusters of linguistic features of the discourse about animals. Transitivity system and attitude appraisal system from the perspective of Systemic Functional Linguistics will be applied as the theoretical framework. Secondly, this paper will reveal the hidden positive ecological values from Wild China through referring to harmosophy (Zhou & Huang, 2017). By showing how language contributes to harmonious ecological values, this study attempts to promote people’s awareness of protecting ecology and building a society with a sustainable ecological civilization.

Keywords: ecological discourse analysis, harmosophy, wild China

Author: Feiya Wang (The Chinese University of Hong Kong, Shenzhen, wangfeiya@cuhk.edu.cn)
Title: Mainland Chinese Postgraduates’ Learning Comprehension Problems and Strategies at the Hong Kong Polytechnic University

This study identifies eighty Mainland Chinese postgraduates’ lecture comprehension problems and strategies during their second semester at the English department of the Hong Kong Polytechnic University (PolyU). The study was being conducted in Hong Kong where it’s one of the most unique places in the world both socially and educationally. The result of the study was thus concluded by comparing the differences of the education style between mainland China and Hong Kong. And it was indicated that major lecture comprehension problems these mainland Chinese students had were with finishing reading the materials the lecturers hand out, having trouble understanding the lecturers’ accent was also one of the main lecture comprehension problems these students had. Their strategies towards these problems included searching explanations of new technical words on the internet and ask for peer help and so on. A possible explanation for these problems and future suggestions for lecturers and students were also proposed.

Keywords: comprehension problems and strategies
**Authors:** Fengling Wang (Suranaree University of Technology, wflzf11@126.com); Issra Pramoolsook (Suranaree University of Technology, issra@sut.ac.th)

**Title:** An Investigation on Master of Translation and Interpretation (MTI) Thesis Writing: Problems Caused in Writing a New Emerging Genre in China

As a new emerging professional master degree in China, Master of Translation and Interpretation (MTI) has gradually gained its popularity in China. However, MTI Practice Reports, which is one type of MTI thesis, draws less attention from genre analysts, although it has brought many challenges for Chinese MTI students in composing this new reporting genre. The researchers in this paper, taking 48 MTI students (1st to 3rd year) and two MTI supervisors in one university located in the southwest of China as participants, have investigated on MTI thesis writing with an aim to explore the current situation of MTI thesis writing. The questionnaire and face-to-face interview were used to collect the data from four dimensions: their understanding, problems, needs, and comments on MTI thesis writing. Then a quantitative analysis of the questionnaire data and a qualitative analysis of the interview were carried out. The results indicated their serious problems and great needs for support in MTI thesis writing. These findings point out the necessity in further studies to shed more light on the writing of this newly emerging genre.

**Keywords:** MTI thesis writing, MTI Practice reports, questionnaire, interview

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**Author:** Fern Sakamoto (Nanzan University, fern@nanzan-u.ac.jp email)

**Title:** An Intercultural Competence-Oriented Approach to EAP

Intercultural communicative competence (ICC) has become a central aim of foreign language (FL) education. Government policy in Japan advocates the integration of intercultural education into FL study, but there is a lack of literature documenting effective pedagogies for ICC development in Japanese contexts. Seeking to address this deficit, the researcher conducted an action research study that explored ways to facilitate the development of ICC in an academic English program at a Japanese university. Taking an approach suggested by Richards, Heather, Conway, Roskvist and Harvey (2011) in their Intercultural Language Learning (IcLL) Framework, she implemented an opportunity-oriented module which emphasized self-discovery rather than explicitly “teaching culture.” Data collection methods included a reflective diary, interviews with students, and student self-evaluation tasks. In this presentation, the researcher will briefly describe the module content and pedagogy, discuss the efficacy of the approach, and end with broad recommendations for education practitioners seeking to cultivate ICC in FL learners.

**Keywords:** intercultural competence, Japan, EAP, curriculum design, pedagogy
Authors: Fika Megawati (Universitas Muhammadiyah Sidoarjo, fikamegawati@umsida.ac.id); Dini Kurnia Irnawati (Pendidikan Vokasi Universitas Brawijaya, irnawatidini78@gmail.com); Yuli Astutik (Universitas Muhammadiyah Sidoarjo, yuliastutik@umsida.ac.id)

Title: Teaching Practicum in Non-Home Country: An Indonesian EFL Pre-Service Teacher Reflection

Different from most cases where the practice is held in the local settings, many teacher education programs nowadays start to initiate networking with other countries through international teaching practicum (ITP). Considering the prominence of investigating the implementation of the platform, this paper aims at exploring a pre-service teacher’s cognition in ITP to build professional development. Qualitative study was applied, and the data were obtained from an EFL pre-service teacher at one of Indonesian private universities. The subject was purposively and tightly selected to join ITP in Thailand for about four months after passing several tests for fulfilling the requirement to be an ITP candidate. In collecting the data, the researcher used semi-structured in-depth interview that emphasized on five aspects contributing to the program. To analyze data, Interpretative Phenomenological Analysis (IPA) was used. The findings reveal that the pre-service teacher achieved plenty of benefits from ITP. This study provides another evidence as well as feedback for the institution for better planning and organization. Further, it implies to equip student teachers with sufficient competence in facing future challenging English instruction.

Keywords: feedback, teaching practicum, successful, reflection

Authors: Finita Dewi (Universitas Pendidikan Indonesia, finita@upi.edu); Pupung Purnawarman (Universitas Pendidikan Indonesia, purnawarman@upi.edu)

Title: Technology Integration in EFL Classes: From Learning Resources to Learning Tools

Successful technology integration in the classroom is not determined by the technology itself, but the utilization of technology tools to enhance the learning processes. The purpose of this case study was to examine how a junior high school English teacher in Indonesia developed her skills to enhance and transform student learning through the use of technology and align it with the Indonesian national curriculum. The case study data were obtained from three different data sources; 1) transcript of discussions during the collaborative lesson designs, 2) classroom observations and 3) post-implementation interviews. The result of this study indicated that the teacher had made a gradual shift from using technology as learning resources only, to using technology as students’ learning tools. In addition to her ability to align the selection of technology with the curriculum goals, the teacher also developed her fluency with technology and become more creative in using technology to help students accomplish real tasks.

Keywords: technology integration, EFL, technology-enhanced language learning
Author: Francisco Perlas Dumanig (University of Hawaii at Hilo, fdumanig@hawaii.edu)
Title: Hedges and Boosters in ENL Students’ Scientific Research Report

Hedges and boosters are essential in presenting the writers’ attitude on the truthfulness and certainty of their arguments and claims. In scientific research writing, objectivity, and certainty of information require appropriate use of hedges and boosters. However, many ESL and ENL undergraduate students do not pay much attention to the importance of hedges and boosters in their scientific research reports. This study will examine the ENL students’ use of hedges and boosters in their scientific research reports. This specifically analyzes the introduction and discussion sections of their reports. To carry out the study, a corpus of students’ final scientific research reports in Scientific Writing Course in fall 2018 and spring 2019 are used as data source. The findings of the study will identify and analyze the commonly used hedges and boosters in the introduction and discussion sections of the report and will also discuss the pedagogical implications of teaching research report writing to ENL undergraduate students.

Keywords: hedges, boosters, ENL, scientific research writing, research introduction

Authors: Frank Wucinski (British Council: East Asia Assessment Solutions Team, frank.wucinski@britishcouncil.org.cn); Trevor John Breakspear (British Council: East Asia Assessment Solutions Team, TrevorJohn.Breakspear@britishcouncil.org.cn)
Title: Teaching Language Assessment Literacy through Assessment

The key role testing plays in educational systems means that discussion about Language Assessment Literacy (LAL) has grown in importance in the wider area of language learning and teaching. While research has traditionally focused on LAL for teachers, there is increasing recognition that the need extends beyond this (Pill, J., Harding, L. 2013; Taylor, 2009). This paper presents a case study of an LAL program designed for 100 editors of an English language learning magazine in China. The study focuses specifically on the design and use of a diagnostic test of item writing to facilitate course development and selection of suitable candidates. The presentation describes how such an assessment was used to inform course content and again as a measure at the end of the course to evaluate the impact of the training. Given that the ability to produce low-stakes and practice tests for use in the classroom is a key, but neglected, teaching skill, the presentation looks at how the learnings from this case study could be transferred to a classroom situation. References: Pill, J., Harding, L. (2013). Defining the language assessment literacy gap: Evidence from a parliamentary inquiry. Language Testing, 30(3), 381-402. Taylor, L. (2009). Developing Assessment Literacy. Annual Review of Applied Linguistics, 29, 21-36.

Keywords: language assessment literacy, item writing
**Authors:** Franklin G. Talaue (English Department, Faculty of Humanities, Bina Nusantara University, Jakarta, Indonesia 11480, fgtalaue@binus.edu); Moo Kung Kim (International Business Program, Management Department, BINUS Business School International Undergraduate Program, Bina Nusantara University, Jakarta, Indonesia 11480, kim.kung@binus.edu)

**Title:** Investigating the English Language Advantage in the Indonesian Workplace and its Implications to EMI Education

The exponential growth of English as a Medium of Instruction (EMI) in countries where English is either a second or foreign language has been problematized in an ever-growing literature on the subject because of effectiveness and generalizability which, as this paper argues, might have been a result of a methodological myopia in terms of choosing respondent cohorts or sectors through which EMI is studied. Making use of the Indonesian context, this research, therefore, would like to investigate the perception of graduates of one EMI university in Jakarta on how English has helped them navigate workplace English language requirements and how their self-perceived proficiencies in the English language affect or impact their task performance, communication, and organizational leadership or influence. The study will make use of an exploratory sequential mixed methods approach in which the results of a correlation analysis of ordinal and interval scale questions are used in a consequent qualitative analysis as informed by semi-structured interview data of a sub-set of the respondents.

**Keywords:** English as a medium of instruction, workplace English, Indonesia

**Author:** Frida Unsiah (State University of Malang, frida.endi@gmail.com)

**Title:** Different Perception on English-Medium Instruction (EMI) between Freshmen and Junior Students

The present study intends to investigate perception on English-Medium Instruction (EMI) between freshmen and Junior Students. To obtain the data, Likert-scale questionnaire as the research instrument, consisting of 27 items was adapted from Subekti (2018). It was distributed to 13 freshmen and 11 junior students who joined international classrooms in which English was treated fully as a medium of instruction. The questionnaire was classified into 4 dimensions regarding the importance of English, students’ learning experiences, teaching learning atmosphere, and course materials in EMI classrooms. The data taken from students’ questionnaire were analyzed using SPSS to get descriptive statistics. The findings show that junior students gave more positive responses than freshmen towards EMI practices in the classrooms. Based on the findings, further discussion on what possible factors and which dimension contributing more based on students’ responses were also presented along with the implication of the present study result in the practice of EMI.

**Keywords:** students’ perception, EMI, freshmen, junior students


**Authors:** FuHui Hsu (University of Taipei, d990111@go.utaipei.edu.tw); ChiehFang Hu (University of Taipei, cfhu@go.utaipei.edu.tw)

**Title:** Relationships between Reading and Listening Comprehension in Adult EFL Learners: Some Insights from the Simple View of Reading

According to the Simple View of Reading, L1 reading comprehension is a product of decoding and listening comprehension. The implicit assumption is that the predictors of L1 reading are additive upon the predictors of listening. In this study, listening comprehension is conceptualized as a function of vocabulary and syntactic knowledge. Reading comprehension is thus a function of listening comprehension plus decoding. To assess the assumption, 280 adult EFL learners in Taiwan were administered measures of decoding, vocabulary, syntactic knowledge, listening and reading comprehension. Decoding was measured by a pseudoword matching task, where the participants decided whether pseudowords (e.g., mot-mut) sounded alike. Vocabulary was measured by Nation’s vocabulary size test. Syntactic knowledge was measured by a sentence correction task. Contrary to the additive assumption, listening comprehension was predicted by vocabulary, syntactic knowledge, and decoding. Reading comprehension was predicted by vocabulary and syntactic knowledge; decoding did not add variance in prediction. The findings suggest that differing from L1, EFL listening comprehension is built upon reading comprehension rather than the other way around.

**Keywords:** reading, listening, adult, EFL

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**Authors:** Fujimi Tanaka (Kanazawa Seiryo University, fujimitanaka@gmail.com)

**Title:** English as a Lingua Franca in Regional Context in a Local City in Japan with the Viewpoint of ‘English and Economy’.

‘Language and economy’ (Coulmas 1993) tie each other and could exert a potent influence upon our lives. Kubota(2011) and Wee(2008) see, ‘English language learning as paramount to the nation’s economic competiveness in the global market’ and claim the ‘linguistic instrumentalism, which emphasizes utilitarianism of learning English for sustaining economic development as a society and for social mobility as individuals’. Zaharia and Lolescu (2009) state that ‘the linguistic globalization is not an internal language phenomenon but the result of a deliberate linguistic attitude, strictly determined by economic interests’. Japan is no exception. Firstly, with this background in mind, the author has done the literature and data based review of the present ‘English and economy’ state in Japan. Secondly, the author focused an average size regional city in Japan and examined what English (ELF) communication is really needed there (Kanazawa City in Hokuriku Region, a historical city in northwestern part of Honshu main island of Japan) for the economic perspective in the foreseeable future. The place is facing the sharp increase in inbound tourism. And furthermore their local corporations are successfully expanding their businesses in ASEAN countries.

**Keywords:** ELF, regional, tourism, economy negotiation

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*June 27th to 29th, 2019 at The Ambassador Hotel Bangkok, Thailand*
Authors: Gao Wei (CCNU, gaowei@vip.163.com); Yam Saroh (CCNU, yam.saroh@yahoo.com); Khin Wint War Htun (CCNU, wint.wtun@gmail.com)
Title: Narrative Study: Diary of EFL Digital Immigrant Teacher in the Digital Era

Teachers, particularly the digital immigrants, find challenges to chase technology aims at holding digital learning in the classroom. The previous researches revealed that some digital immigrant teachers lacked confidence to integrate technology during teaching since they were aware of the fact that their students were more proficient than they were. Regarding to this issue, this study is organized to portray struggles of a digital immigrant teacher to be able to engage with technology aims at improving the teaching performance. An EFL digital immigrant teacher from an education college in Myanmar was invited to be the research subject. Open-ended questionnaire and semi-structure interview to both the research subject and the students were applied to collect the data. The triangulation data reveals that EFL digital immigrant teacher finds difficulties in creating her own digital learning media due to her insufficient knowledge and skills in IT. It also reveals that integrating technology successfully improves teacher’s teaching performance, still it destructs the objectives of the teaching due to technology deviation on students’ attention.

Keywords: narrative, EFL, digital immigrant teacher

Authors: Gaya Tridinanti Tridinanti (University of Palembang, gayatridinanti@gmail.com); Rusman Roni (Tridinanti University of Palembang, rusmanroni@yahoo.com)
Title: The Comparison of Peer Editing and Peer Feedback Techniques in Writing Narrative Texts of Private University Students in Palembang

This research focused on the differences between students taught by using Peer Editing Technique (PET) and Peer Feedback Technique (PFT). The main problems “Was there any significant difference between those who were taught by PET and PFT and was it effective to use PET and PFT in writing narrative text?” The method used quasi-experimental method. The sample were the students of Private University in Palembang consisting of 36 students and used total quota sampling. The data was collected by giving test to the experimental and control groups, and the results were measured by the raters. The data was analyzed by utilizing paired sample t-test to compare the average of the two variables in each group and Independent t-test to compare the posttest between the two groups. The results of the research showed that PET and PFT were effective for improving students’ writing skills at Private Universities in Palembang. Additionally, the students’ ability contributed to their achievement in all kinds of writing. The lecturers could apply schema Peer teaching writing.

Keywords: peer editing, peer feedback, writing, narrative text
**Authors:** Gede Ginaya (Politeknik Negeri Bali, ginaya@pnb.ac.id); Ni Nyoman Sri Astuti (Politeknik Negeri Bali, nyomansriastuti@pnb.ac.id); Anak Agung Raka Sitawati (Politeknik Negeri Bali, agungrakasitawati@pnb.ac.id); Made Ruki (Politeknik Negeri Bali, rukimade06@yahoo.com); Luh Nyoman Chandra Handayani (Politeknik Negeri Bali, chandrahandayani@yahoo.com); I Made Ardana Putra (Politeknik Negeri Bali, ardana_rena@pnb.ac.id)

**Title:** Enhancing Students’ Communicative Competence through Scaffolded-Blended Technique: An Implementation of an Innovative Instruction to Create Green Human Capital

This paper describes a structured attempt to investigate the effect of Scaffolded-blended technique through the application of WebQuest project tasks embedded in a modified conventional method to students’ communicative competence in a vocational college as an attempt to create green human capital. Participants were 64 second semester students (35 males and 29 females) enrolled in a four-year diploma program in Tourism Business Management at one public higher education institution in Bali. Data was collected through the procedure of planning, action, observation, and reflection. Results from the pretest-posttest control group design were evaluated by paired t-tests and a mixed design ANCOVA in order to identify any statistically significant improvements following the intervention. Meanwhile, qualitative data was analyzed based on the whole observation of the action and the result of the questionnaires. Findings revealed that the students participating in the treatment were significantly improved in terms of English communicative competence, and the improvement was also supported by their increased learning motivation and interest. Suggestions for successful online WebQuest-integrated instruction are provided.

**Keywords:** scaffolded-blended learning technique, communicative competence, innovative instruction, green human capital

**Authors:** Geminastiti Sakkir (Universitas Negeri Makassar, hj.geminastitisakkir@yahoo.com); Syarifuddin Dollah (State University of Makassar, syarifuddindollah@unm.ac.id); M. Dahlan Bahang (STKIP YPUP Makassar, mdahlan.hbahang@gmail.com); Saidna Zulfikar bin Tahir (University of Iqra Buru, saidnazulfikar@gmail.com)

**Title:** Facebook-Based Writing Instructional Material in English Class: Students and Lecturers’ Perception

The study attempted to explore the students and lecturers’ perceptions on the use of Facebook-based writing material in English class at STKIP Muhammadiyah Rappang, South Sulawesi, Indonesia. The present study was a part of research and development (R&D). There were 25 students and two lecturers of the English Education Department in 2016/2017 as the subject of the study. The data gained from the questionnaire using the Likert scale. The data have been analyzed descriptively by using the frequency and percentage. It aimed to measure the students and lecturers’ opinion. Then, to interpret the lecturers’ responds, the researchers used the interval estimate. The results found that the students and lecturers agree that the content of learning English writing by using Facebook are suitable for the students’ level, their need for learning and their daily lives. It means that the implementation of Facebook-based instruction in teaching writing is interested in the students and lecturers. These scores are categorized as good or positive perceptions. In conclusion, the average score of students and lecturers’ perception is 3.4 which indicated that from the four components of the product (content, language, presentation, and graphics) overall shows suitability both students and lecturers in writing English material.

**Keywords:** Facebook group, Facebook, social media, writing, lecturer
Authors: Giang Thi Hoang Vo (Nguyen Tat Thanh University, heegivo1011@gmail.com); Tung Dinh Le (Ho Chi Minh City University of Education affiliation, tungld@hcmue.edu.vn)
Title: Contemporary Issues of Cultural Awareness and Intercultural Communication amongst Language Learners under the Influence of Multimedia

It is assumed that learners’ awareness of the influence of differences in cultural beliefs and their various choices of linguistics play important roles in the success in spoken communication, especially in the present intercultural academic settings. This research paper is to examine some key issues of teaching methodology to enhance the reflectiveness in the integrated relationship of language, communication and culture. The setting of a foreign language context with fifty first-year students was involved to demonstrate the concerned issue while a multimedia tool was employed to facilitate the teacher in assisting learners to examine and understand the interrelationship amongst the three mentioned factors. Data was collected through survey, interview and observation to analyze learners’ perceptions and experiences in intercultural communication thanks to their cultural awareness. Beside the evaluation of the multimedia supported methodology, the discussed issues may be implemented in any language courses, and is appropriate for further research of any target culture.

Keywords: intercultural communication, cultural awareness

Author: Godwin Ioratim-Uba (School of Education, University of Nottingham, Ningbo, China (UNNC), godwin.ioratim-uba@nottingham.edu.cn)
Title: Pedagogy as a Tool for Differentiating among Specific Disciplines in a Mixed-Disciplinary Literacy Class

This research investigates the role of classroom pedagogy in the differentiation of learners’ disciplines in a mixed-disciplinary English for Research and Publications writing course at a Sino-British university. The learners are 23 L2 PhD students from the science and engineering, business, social science and humanities backgrounds. Within the communicative language teaching and systemic functional linguistic frameworks, genre and process writing as well as elicitation are used in the classroom instruction. Classroom implementation of the pedagogy is recorded and retrieved via the lesson plans, lesson materials and a log journal kept by the researcher. These are thematically and functionally analysed to evidence disciplinary differentiated learning. The pre- and post-intervention pieces of students’ writing are assessed, and scores are analysed for statistical significance. Results reflect the unique writing practices in each of the exact disciplines. Given the small numbers of PhD students per discipline in need of academic literacy development, this study shows that, through pedagogy deployment, different disciplinary background learners can be taught together without necessarily diluting disciplinary specificity.

Keywords: classroom pedagogy, disciplinary specificity, L2-writing
**Authors:** Grace Yuk Wan Lim (English Language Centre, Hong Kong Polytechnic University, ecgracel@polyu.edu.hk); Julia Chen (EDC, Hong Kong Polytechnic University, Julia.chen@polyu.edu.hk); Anna S.C. Cheung (English Language Centre, Hong Kong Polytechnic University, ecanna@polyu.edu.hk)

**Title:** What leads to successful collaborations between faculty and English language teacher?

A university in Hong Kong has been trying to enhance students’ academic literacy in discipline subjects via an ‘English across the Curriculum’ (EAC) initiative that aims to provide students with timely literacy support. English language teachers have sought collaboration from faculty in various disciplines to introduce EAC in their subjects, which includes offering briefings and providing language and writing resources that align with the skills needed to fulfil course requirements. The purpose of the talk is to share with participants factors that could have an impact on the success of such collaboration. These take into account: (1) subject teacher attributes (e.g. motivation, aspirations in teaching); (2) student perspective (e.g. importance of English in academic study and beyond); and (3) language experts (e.g. commitment, soft skills). The methods consist of interviews with different stakeholders, textual analysis of student writing, analysis of assessment guidelines and assessment rubrics. Results indicate power imbalance in faculty-English teacher collaborations and the importance of incentives for success.

**Keywords:** faculty, collaboration across different disciplines, language experts, academic literacy skills

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**Authors:** Hae-Ri Kim (Seoul National University of Education, email); Eunseong Gong (Seoul National University of Education, eunseong.gong@gmail.com)

**Title:** An Action Research on English-Science Integrated Instruction Using Flipped Learning

This study is an action research conducted with the aim of exploring the process of flipping content and language integrated classroom. To this end, the researchers designed English and science integrated lessons using flipped learning and sought to identify the possibilities and the effects of the flipped classroom. Data collection consisted of students’ writings, interviews, both the students’ and the instructor’s journals, vocabulary test results, recordings of classroom conversations, and pre- and post-class surveys. The analysis of data revealed that as the research progressed the flipped classroom gradually became learner-centered with participants taking ownership. The effects of flipping English and science integrated classroom were also suggested: (1) students could improve vocabulary; (2) students could proactively utilize scientific knowledge in writing activities, resulting in richness in writing; and (3) students could increase their interest and confidence in learning English. Based on the results, the educational implications of findings and suggestions were provided.

**Keywords:** flipped classroom, content and language integrated classroom, action research
**Authors:** Han Ping (Chongqing University, 956026081@qq.com); Huang Dan (Chongqing University, 1537943517@qq.com)

**Title:** A Comparative Study of Promotional Ways in Abstracts Written by Chinese Authors Cross-disciplines Based on the Attitude System of Appraisal Theory

Over the last decades, many scholars have paid much attention on the promotional features in academic discourse. As an independent part-genre with persuasive function (Hyland, 2000; Bhatia, 1993), the abstract has become the first choice for scholars’ research. A relatively overlooked aspect, however, is the study about how the disciplinary variation differs promotional ways of abstracts. This paper is conducted based-on the promotional strategies (Hyland, 2000) and the attitude system of Appraisal Theory, exploring the use of promotional strategies and the distribution, frequencies of attitude resources within strategies in two disciplinary corpora. The corpora was compiled by 80 abstracts published in international journals and written by Chinese authors. The findings show that comparing with abstracts in hard knowledge fields, the promotional way of soft knowledge fields is more abundant; the distribution and frequencies of attitude resources in the promotion strategies is uneven and unbalanced. The results will help domestic authors in different disciplines better use linguistic resources to achieve promotional functions in abstracts and will supplement more views for cross-disciplinary research.

**Keywords:** cross-disciplines, promotional strategies, attitude system, Chinese authors, abstracts

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**Author:** Hanane Benali Taouis (The American University of the Middle East, Kuwait, hanane.ben-ali@aum.edu.kw)

**Title:** The Use of Gerund and To-Infinitive Structures in English by Spanish Students: Corpus Analysis

This investigation analyzes the use of gerund and to-infinitive verbs by Spanish learners of English using AntConc, a free concordance software program that scrutinizes the corpus for frequency, concordance, clusters and collocates. We analyzed these verb forms because there are few studies that focus on this aspect of English grammar (Mair 2000; Gries 2010) and also because the Spanish language has infinitive use but does not employ the gerund form after verbs (Niño-Murcia 1995). Our genuine corpus includes 155 participants and 247 writing samples by students in the Bachelor's Degree in Early Childhood Education in the subject, ICT tools applied to the learning of English language, from the academic year 2013-2014 to 2015-2016. The aim of this research is to analyze the errors of Spanish learners of English for frequency and collocates to find out whether the errors are a result of frequency, L1 interference (Ellis 1994; Gass and Selinker 2001) and/or a mere aftereffect of a poor teaching method. The results of the corpus analysis thereof demonstrated that in most cases the errors have shown themselves to be a manifestation of interlanguage output. The implications of this study are useful to both teachers and learners.

**Keywords:** foreign language teaching and learning; grammar (verb forms), error analysis, L1 interference

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*June 27th to 29th, 2019 at The Ambassador Hotel Bangkok, Thailand*
Authors: Hannah Pearl De Chavez Sales (Kalasinpittayasan School, servingthee@gmail.com); Gracel Ann Salangsang Saban (Adventist International Institute of Advanced Studies, vercel25@yahoo.com); Meshadel Aika Hermosura Diego (Udonpattanakarn School, meshadelaika@gmail.com)

Title: Investigation of Article Misuse on Cloze Test Results among Asian Graduate Students

This study aimed to identify the proficiency level of the respondents in the use of articles. An article cloze test was administered among 31 purposively sampled respondents from two graduate schools in Cavite, Philippines. The Carrion method was utilized to compute the garnered correct scores. Respondents were categorized into three levels: low, intermediate, and advanced level. Using Error Analysis (EA), errors were categorized into: confusion of a, an, and the; omission; and redundancy of a, an, and the. Interview data from ten selected respondents reaffirm the numerical result on three error categories. Results show that among 31 respondents, three were in low level of proficiency, 19 were in intermediate level, and nine were in advanced level. In the error analysis, it was found that the highest error committed by low level and intermediate level was both on redundancy of the, while the highest error committed by the advanced level was on confusion of a, an, and the. Through interviews, it was found that the respondents were most confused in using zero article. And four themes emerged in the sources of respondents’ error: limited background knowledge, phonetics, confused on general and specific nouns, and guessing.

Keywords: articles, proficiency, article misuse, error analysis

Author: Helta Anggia (Universitas Bandar Lampung, helta@ubl.ac.id)

Title: Reading Stories to Children: Children’s Attitude towards Reading and Language Acquisition Analysis in Bandar Lampung

This research is based on the researcher’s pre-survey on the implementation of reading stories towards under school age children. The parents and young children reading a book is the road to success. Young children have an extraordinary ability to record what they have heard Huey (1908). The purpose of this research is to prepare the under school age children for language learning and to inculcate reading habit despite literally they cannot read letters. Through survey on children’s learning tendencies, observation on the reading story activities, interview with the parents, and video and photo documentation, the researcher aimed to find out best ways of story reading used, children’s attitude towards reading, and their language acquisition process. The result showed that reading stories to under school age children can help parents to prepare them before they are ready to go to school as reading story to children with bilingual books can increase children’s language acquisition. The result also showed that the children, respectively, used different ways to learn from the story. The result also indicated that reading habit could be inculcated to children through reading stories by the parents.

Keywords: under school age, reading habit, language acquisition
Author: Heokseung Kwon (Seoul National University, hskwon@snu.ac.kr)
Title: A corpus-based approach to the production of "Nuclear English"

Knowledge of specialized vocabulary is considered to be an important component in understanding academic texts and improving students’ reading proficiency in various academic disciplines. Over the past decades, corpus linguistics—more specifically a corpus-based approach—has added new dimensions to the field of ESP vocabulary studies, and corpus-linguistic techniques have been employed in the production of academic word lists for many disciplines. This corpus-based frequency and keyword study aims to produce the most frequently used nuclear vocabulary in the popular nuclear energy textbook, Nuclear Energy. A frequency and keyword list will be produced to provide a nuclear academic word list for non-native students who need to read the textbook in English. The nuclear vocabulary list will also be compared with the New Academic Word List (Browne et al., 2013). The comparison of the two lists will show how the general academic word list differs from a nuclear academic word list: (a) Which words occur frequently in the nuclear textbook but are not among the words of the NAWL and (2) to what extent are the NAWL words used in the nuclear textbook. The findings of this study would suggest that it is important and essential to create a field-specific academic word list, which would help students to better understand the published academic textbook.

Keywords: corpus, academic, nuclear English, NAWL, ESP

Author: Heyoung Kim (Chung-Ang University, englishnet@cau.ac.kr)
Title: A study of AI chatbot as an assistant tool for L2 learning

The purpose of this study is to investigate the possibility of using artificial intelligence (AI) chatbot in English class. Two representative AI speaker bots, Google Home by Google and Alexa by Amazon were compared and analyzed with AI-human conversation data gathered while completing tasks of three types with these chatbots, exchanging small talk, asking for information, and solving problem. The audio recordings of the conversation between the participant and the chatbots were transcribed for quantitative and qualitative analyses. The results revealed that both chatbots showed a high success rate of 85% or more in carrying out the given tasks, and provide adequate responses to the participant’s questions. Next, 97% of the vocabulary used by the chatbots is included in the recommended vocabulary level of English class curriculum in Korea. The further details between two chatbots and practical suggestions for integrating them into L2 class will be discussed in the presentation.

Keywords: artificial intelligence (AI), chatbot, Google, Amazon, Alexa, AI speaker, speaking tasks, qualitative research
Author: Hideki Yokota (Shizuoka University of Art and Culture, h-yoko@suac.ac.jp)
Title: The Effects of Explicit Instruction on the Acquisition of English Wh-questions by Japanese-speaking Learners of English

Although numerous studies of English wh-questions in second language acquisition have been conducted (e.g. Hawkins & Chan, 1997), there have been few reports of wh-questions from the pedagogical perspective (cf. White et al. 1991). The present study set out to gather empirical evidence for whether or not explicit instruction (EI) is effective for the acquisition of wh-questions by Japanese-speaking learners of English (JLEs) at a beginning & elementary level. The target sentences were wh-object questions (e.g. What does Tom like?), wh-subject questions (e.g. Who played baseball?), and wh-pied-piping questions (e.g. Whose book did John read?). The results suggest that the effects of EI varied according to the grammatical categories. More specifically, do-support and wh-pied-piping had short-term positive effects, whereas non-do-support in subject wh-questions, by contrast, had negative effects. Regarding the long-term effects of EI, JLEs had no difficulties in acquiring wh-fronting, and the positive effects of EI in do-support and wh-pied-piping were durable six months later. More intriguingly the EI on non-do-support in subject-wh questions had a long-term negative effect.

Keywords: grammar instruction, wh-question, explicit instruction, short- and long term effects

Authors: Hilda – Rakerda (Sebelas Maret University, hildamenulis@gmail.com); Nur Arifah Drajati (Sebelas Maret University, nurarifah_drajati@staff.uns.ac.id); Ngadiso (Sebelas Maret University, ngadisodok@yahoo.com);
Title: Teaching English Reading 2.0: The Integration of Decoding and Encoding Instruction

The rapid developments of education 2.0 which is requiring teachers to utilize the use of technology push teachers to have not only the knowledge of the material given and the right teaching methods knowledge but also the knowledge of the right technological tools used. This concept of teacher knowledge is well known as TPACK (Technology, Pedagogy, and Content Knowledge) concept introduced by Mishra and Koehler in 2006. The integration of decoding and encoding instruction in reading material combining with visualization tool as the learning tool and active learning as the pedagogy method is the instructional learning design model used in this research to investigate whether the teacher TPACK concept implemented in the English reading subject influences the students’ reading comprehension or not. A case study to 32 senior high school students reveals the result of the TPACK concept in the classroom. The finding of the research leads teachers to have better understanding about TPACK utility in the classroom especially in teaching reading skill.

Keywords : decoding, encoding, and visualization tool
**Author:** Hiroki Uchida (Akita International University, uchida1659@aiu.ac.jp)
**Title:** English Village Where Learners’ Anxiety Is Reduced

English Village (EV) is a three-day English learning program designed and developed at Akita International University, which accommodated more than 1,500 participants in the last four years. This is unique in that the whole program is designed and implemented by the undergrad/grad students. Participants believe that the EV program is for improving their communicative skills in English language, which is true, the other main purpose of the program is to reduce their anxiety in the English classroom. The Foreign Language Classroom Anxiety Scale or FLCAS (Horwitz, 1986) has been used to measure the participants’ anxiety levels. The result of survey over the four years shows that the EV program has successfully achieved its goal. The number of the learners with high/moderately high anxiety has been significantly reduced (from 47.0% to 19.2%). The first half of this presentation outlines the structure of the EV program with the statistical results. In the second half, some activities from the program are demonstrated to show how students’ mental barrier is melted away.

**Keywords:** anxiety, motivation, meaning-focused learning, teacher training

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**Author:** Hiroyuki Obari (Aoyama Gakuin University, obari119@gmail.com)
**Title:** The Impact of AI on Teaching EFL with Mobile Technologies

The focus of this study is on assessing the use of the AI speakers Google Home Mini and Amazon Echo Dot as part of a training program with flipped learning. Carried out over four months from September 2018 to January 2019, the technologies utilized in the study included Google Home mini, ATR CALL Brix, Facebook, Line, and other online materials. Twenty-four students were required to study English for four months with the help of the AI speakers and to document their experiences in writing, at times recording their thoughts using a smartphone. The pre- and post-training TOEIC results also showed the flipped learning program had assisted the students in improving their English proficiency from the mean score of 433 (SD:101) CFER A2 level to 619 (SD:114) CEFR B1 level and acquiring the 21st-century skills through collaboration with AI, ICT, and mobile technologies. Additionally, a post-course questionnaire revealed the students were much impressed by the use of AI speakers as a part of their daily routine to study English.

**Keywords:** AI, Google Home mini, Amazon Echo Dot, Facebook, Line

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Author: Hisayo Kikuchi (Aoyama Gakuin University, hisayo@t07.itscom.net)
Title: Digital Media Literacy in the Case of ELF

With the rapid expansion of advanced media technology, the ethical behavior and moral responsibility on social network sites where English is a Lingua Franca (ELF) is becoming crucial. Also, nowadays, not only language but also visualization is more and more important when students casually use multimodal tools outside of class and teachers normally do not notice it well. The purpose of the study is to develop a valid media literacy scale to identify individual student’s possible issues hindering new informal and meaningful digital cultures and communications in ELF settings. In this presentation, I will introduce, first, current issues related to online cultures that Japanese society is facing, second, a new theoretical framework to seek key performance indicators for successful participation in online culture, and third, methodology to develop this valid and reliable scale. This will help teachers understand current students’ perspectives and challenging aspects to motivate them to communicate with people abroad online in ELF.

Keywords: media literacy, digital literacy, moral, English as a lingua franca

Authors: Hisayo Kikuchi (Aoyama Gakuin University, hisayo@t07.itscom.net); Hiroyuki Obari (Aoyama Gakuin University, obari119@gmail.com)
Title: Smart Speaker and Virtual Reality for Multimodality Use as Flipped Learning

Smart Speaker is a voice command device and is becoming popular all over the world, due to the convenience and a lot of possibilities. However, in terms of their applicability to English language classrooms, it is still in the early stage and many teachers have not yet realized the potential and real convenience of smart speakers. Virtual reality creates a simulated environment and students can practice virtual situations. In this presentation, we will introduce how we used the new smart speaker devices, and how we will use them in the future, but also some challenging issues we have faced. In our class, we have also introduced Virtual Reality, drone, and visual tools as multimodal tools and now searching for excavating students’ creativities. In order to keep the motivation of digital native students high in class and outside of class, we adopt flipped learning methodology to teach English speaking and communication. As a result, students provided unique usage of tools and created constructive learning environments.

Keywords: smart speaker, virtual reality, flipped learning
**Title:** Reading of English-Medium Academic Texts in EFL Contexts

English academic materials have been widely adopted for college content courses in EFL countries. In the process of reading, the abstractness and complexity of the subject matter knowledge itself pose challenges for students’ comprehension. The use of a foreign language in presentation makes comprehension even more difficult. This presentation reports what language difficulties EFL college students might experience, and their tackling strategies in reading English academic texts. Three hundred natural-science majors from a Korean university were invited to fill out a 51-item questionnaire on the following issues: (1) the comprehension difficulties; (2) reading strategies; (3) the strategic supports sought before and after reading; and (4) the outcome of learning. 211 copies of valid questionnaire were collected. Descriptive statistics showed different types of problems and tackling strategies. Correlational analysis were also performed to explore the relationship between learners’ problems (and also strategies) and their English proficiency levels (and their attitudes toward English-medium materials). Based on the findings, some pedagogical suggestions are made.

**Keywords:** English-medium texts, academic reading, Subject matter knowledge

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**Title:** The Use of Movies as a Medium to Motivate Non-English Majored Students' English Learning at Tertiary Level

Considering the truth that culture and language are inseparable, learning a different language also involves understanding the culture of the target language. To offer language learners with a language learning environment, a range of media and technology resources have been widely employed. This study therefore, examined the cultural awareness and English language learning among university students through the use of English movies in an elective English course. The participants were 109 non-English majored students with mixed levels of English proficiency. Data was collected through pre and post questionnaires, two movie-dubbing assignments with group and individual reflections as well as class feedback. The findings indicated that such visual context aids offered an interesting and a natural way to present the target language. Students had positive attitudes towards the use of movies in English class. This paper also presents a form of pedagogy using movies as a mean for rehearsing, presenting and evaluating students’ oral speaking.

**Keywords:** motivation, movies, EFL learning, situated learning
**Authors:** Hüseyin Hakan Çetinkaya (Başkent University; hcetinkaya@baskent.edu.tr); Gülşifan Can (Middle East Technical University, hceinkaya@baskent.edu.tr)
**Title:** Community of Inquiry Framework Applied in the 3D Virtual Language Learning Environments

Approaches and methods to language learning have significantly changed over time. From rigorous grammar dominance and translation methods, to more naturalistic, communicative or computer assisted ones, each has contributed to its linguistic purpose of language acquisition. All these approaches can be implemented on face-to-face education and/or online education. Students and teachers are separated chronologically and geographically, but can be connected, more than ever before by means of technology via online education making the teaching-learning process become a “flexible way” (González Miy & Herrera Díaz, 2015). The Community of Inquiry (CoI) framework, introduced by Garrison, Anderson, and Archer (2000, 2001), has been used extensively in the research and practice of online and blended learning contexts to identify the core elements of a collaborative constructivist learning environment required to create and sustain a purposeful learning community (Garrison, 2009). This framework has been heavily used, discussed, and examined since its introduction (Garrison, 2017). This study examines recent research pertaining to the CoI framework applied in 3D Virtual Language Learning Environments.

**Keywords:** language education, 3D virtual learning environments, community of inquiry framework

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**Author:** Hyejeong Park (Indiana University Bloomington, hp25@indiana.edu)
**Title:** Korean and American Television Advertisements as Critical Literacy Materials

The purpose of this study is to understand the under layered power of television advertisements and view advertisements as a material for critical literacy. Four children in this study were given chances to compare and contrast Korean and American television advertisements based on their background knowledge. Furthermore, They had opportunities to think about what messages in the television advertisements imply. Research Questions: 1. How do Korean and American television advertisements influence young children? How do children react and respond to the advertisements? 2. In what way do Korean and American television advertisements activate as a tool for critical literacy? How do children develop critical literacy through television advertisements? 3. What cultural similarities and differences between Korean and American television advertisements do participants acknowledge during the playdate observation? Two play date sessions were transcribed and analyzed. Children’s discourse was analyzed through Critical Discourse Analysis perspective. Also, children’s drawings of their impression on advertisements were analyzed in a multimodality view. For further understanding of the participants’ experience of watching television advertisements, parent’s interviews were transcribed and analyzed.

**Keywords:** television advertisement literacy, critical literacy, literacy materials in playdates
**Authors:** Hyoshin Lee (Konkuk University Glocal Campus, hslee2012@kku.ac.kr); Jihyae Lee (Konkuk University Glocal Campus, jihyae4038@naver.com)

**Title:** Exploring Foreign Language Teachers’ Culture awareness: Comparing Native English-speaking teachers to Native Korean-speaking teachers in South Korea

Language and culture are interconnected and cultural education has been emphasized in foreign language education. Native English-speaking teachers in an EFL context are expected to teach English through cultural education. Many Korean schools have been invited Native English-speaking teachers to achieve this goal. However, there are not many studies on the cultural awareness of native English-speaking teachers. Based on this critical awareness, this study aims to compare the cultural awareness of the native English-speaking teachers who teach English in Korea with the perception of native Korean-speaking teachers who teach Korean as a foreign language in Korea. To do this, questionnaire survey, in-depth interview and classroom observation are employed. This is to identify the factors affecting cultural education in foreign language education and to draw implications for effective cultural education in foreign language education.

**Keywords:** culture awareness, native speaking teacher, culture education

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**Author:** Hyunwoo Kim (Iowa State University, yurek82@iastate.edu)

**Title:** Effects of Rating Criteria Order on the Halo Effect

The halo effect is an undesirable tendency to obliterate additional information provided by conceptually distinct rating criteria in analytic scales. The aim of the study is to examine the extent to which the magnitude of the halo effect is associated with order of rating criteria including content, organization, vocabulary, and language use in L2 writing assessment. Eighteen trained Korean raters rated 36 essays with three different rating designs: the standard-, reverse-, and counterbalanced-order of analytic scales. In each rating design, the sequence of rating criteria is fixed to identify which rating criteria are vulnerable to the halo effect. A multitrait and multimethod matrix (MTMM) was constructed to examine whether convergent and discriminant validity is affected by rating criteria order. A three-facet partial credit Rasch model was implemented to estimate the extent to which both group- and individual-level presence of the halo effect are associated with rating criteria order. The findings of the study suggest that the magnitude of the halo effect is affected by rating criteria order in analytic scales.

**Keywords:** halo effect, order effect, rating scale design, Rasch measurement
Author: I-Ru Su (National Tsing Hua University, irusu@mx.nthu.edu.tw)
Title: Bi-directional Transfer in Chinese EFL Learners’ Narrative Skills

Language transfer in second language acquisition has traditionally been regarded unidirectional, that is, influence from L1 to L2. However, in recent years more and more research has suggested that cross-linguistic influence can occur bi-directionally and that there is an intricate relationship between the L2 user's language systems. The present study attempted to address the issue of bi-directionality of language transfer in narrative competence among foreign language learners. Using the “frog story” picture book as a prompt, the present study examined oral narratives of Chinese EFL learners and compared them to those of English and Chinese native controls. The participants’ narrative renditions were compared in terms of the use of narrative structure, evaluative devices, and referential strategies. The results evidenced bi-directional transfer in EFL learners’ narrative skills. Moreover, the EFL learners appeared to differentiate their two narrative repertoires to some extent, particularly in the use of referential strategies. The results of the study provided insights into the characterization of the multi-competent mind (i.e., two languages in one mind) of the foreign language learner.

Keywords: oral narrative, narrative skills, bi-directional transfer

Author: I Wayan Darya (Universitas Negeri Jakarta, iwayandarya@unj.ac.id)
Title: The Long List of Maxims: What Teachers’ Retrospects Reveal

A retrospective writing task rather than questionnaire’s predetermined responses was designed to determine the extent to which five Indonesian in-service English teachers interpret what Halkes and Deijkers (1984) refer as personal views of themselves, their learners, their goals, and their roles in the classroom throughout mental images (Clandinin 1985, Johnson 1994). Teachers develop principles function like rules for best behaviour, known as maxims (Richards, 1996), or personal knowledge and subjective philosophy (Conners, 1978). By analysing the use of verbs the follow the phrase “I/Teachers need/have to” in participants' reflective writing, it was revealed that “be”, “know”, “have”, “make” appeared to be the top four most-used verbs as to describe teachers’ roles. The results also suggest that these teachers possess a longer set of rules of their profession e.g. “teachers need to have a commitment to always improve” compared to those of their students e.g. “students respect us”. It is hoped that these findings can reflect the type of knowledge that teachers expect to gain from teacher education programs.

Keywords: teachers, rules, roles
**Authors:** Ian Luan (Harbin Engineering University; kellyluan@126.com); Liwei Dong (Harbin Engineering University, 2159337623@qq.com)

**Title:** Validation of Diagnostic Rating Scales for an English Speaking Test

Traditional speaking tests tend to reflect a learner’s speaking ability by giving a holistic score or crude grades, yet a detailed profile of strengths and weaknesses would be more desirable to individual EFL learners. Thus, the concept of “diagnostic assessment” has been brought into the research scope of language testing experts. Currently in China, applying EFL speaking tests for diagnostic purposes is still an under-researched sub-area. To develop a valid and feasible diagnostic speaking test, the priority concern is the development of a diagnostic rating scale. This study aims to develop a theoretically-based and empirically-developed rating scale suitable for a speaking test. It designed two diagnostic rating scales. Seven trained raters applied both sets of the two diagnostic rating scale of 50 audio samples respectively. Following each rating practice, an open-ended questionnaire is conducted to explore the raters’ perceptions about the rating scale utilized in this task. Adopting a mixed-method approach for data analysis, the scoring outcomes were analyzed via multi-facet Rasch model to investigate and compare the validity of the two rating scales. Based on the findings of quantitative and qualitative analysis, the study reconsiders the questions of interest emerging in analysis, illustrates the differences between the two rating scales of validity, and then investigates the practicality of embedding diagnostic rating scales in traditional speaking test context.

**Keywords:** diagnostic rating scales, English speaking test, validation

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**Author:** Ian Moodie (Mokpo National University, ianmoodie@gmail.com)

**Title:** Exploring the Link between Teachers’ Commitment to ELT and their Students’ Learning Outcomes

To address the need for understanding the relationship between language teacher commitment and teaching effectiveness (Moodie & Feryok, 2015), this pilot study adapts a workplace commitment survey (Meyer & Herscovitch, 2001), administering it to 70 native-speaking English teachers at a private university in Korea. First, the results discuss their affective, continuance, and normative commitment to the field of ELT and their workplace. Then, the study applies a bootstrapping technique to generate a database of mock student data (based on the actual pre- and post-test scores of the participants’ some 2000 undergraduate students). Stepwise multiple regressions shows that a small bias towards teachers with high affective commitment (+1.67% average on the post-test) can explain 11% of the variance in the mock student data results. This promising result confirms that it is worthwhile to complete a full-scale project on this topic. The project will continue by applying structural equation modeling with their actual student results, which will enable accounting for other variables such teaching experience and prior education in order to test the hypothesis that more committed teachers are better teachers.

**Keywords:** workplace psychology, teacher commitment, student outcomes, English language teaching
Author: Ida Yulianawati (State University of Semarang & Wiralodra University, idayulianawati90@gmail.com)

Title: An Investigation of Students’ Argumentative Texts: A Case Study of Schematic Structures and Linguistic Features of High, Mid, and Low Achievers in Indonesia

This study investigates students’ abilities and difficulties in writing argumentative texts, with reference to the schematic structures and linguistic features of the texts written by fifteen students at a university in Indonesia setting. This study employed a qualitative research design, embracing characteristics of a case study. The data were obtained from collection of samples of students’ argumentative texts, which were then analyzed using Systemic Functional Linguistic as developed by Halliday (1994); and Halliday and Mathiessen (2004). The findings revealed that most students have been able to implement the schematic structures and linguistic features of argumentative texts, which indicates the ability of students to write the texts and to achieve its purpose. However, some students found difficulties in terms of the use of tenses, the use of vocabulary, the use of specific participants and Theme system of the texts. Based on these findings, it is recommended that explicit teaching be needed to develop students’ writing skills. Future research should check the students’ abilities in writing different texts in different settings.

Keywords: argumentative text, schematic structures, linguistic features, systemic functional linguistic

Authors: Ignatius Harjanto (Widya Mandala Catholic University Surabaya, harjanto@ukwms.ac.id); Anita Lie (Widya Mandala Catholic University Surabaya, anita@ukwms.ac.id)

Title: The Preference for English in Social Media Among Millennial

English is highly regarded as the key to better education, more prospective career opportunities, and more enriching life experiences. A number of schools in Indonesia opt to use English as a medium of instruction. This phenomenon has led to an increasing number of multilingual children and adolescents in big cities in Indonesia. Moreover, the use of English among teenagers has been more widespread especially because exposure to Western popular cultures and socio-cultural icons have been so massive to secondary school students in urban areas. There has been a concern that the increasing use of English might diminish their Indonesian language use and cultural identity. This study aims to investigate the use of English in social media among millennial and the impact of their language practices on the shaping of their imagined identity. An online survey was administered to 991 students aged 15-18 years old. The respondents’ short essay responses on the function of social media were analyzed. These responses were further short-listed based on their proficiency, language practices at home, school, and community, and their language preference in social media. In-depth interviews were conducted with ten bilingual millennial to explore their language and cultural identity transformation.

Keywords: language identity, preference for English, social media, bilingual millennials, Indonesia

June 27th to 29th, 2019 at The Ambassador Hotel Bangkok, Thailand
Author: Indrawati Sudarmono (Universitas Negeri Semarang, UNNES Indonesia, Indrawatisudarmono1@gmail.com)
Title: Intercultural Politeness: American and Indonesian Speakers

An interest in cross-cultural investigation on politeness between American and Indonesian speakers may provide an understanding of differences related to language use on pragmatic perspectives. This may help establish knowledge of how to perform smooth communication and avoid misunderstanding between speakers of different cultural backgrounds. This paper presents result of dissertation research on politeness in American film Friends in which in spite of the fact that Irony and Banter (the dysfunctional politeness strategies), those strategies have proven to fulfill positive wants of hearers showing closeness and solidarity. With this background, research on politeness in Indonesian film Office Boy, was conducted to compare politeness strategy realized in the film and the ones in Friends. The result shows that the prevailing politeness in Friends is positive politeness, whereas politeness in Office Boy is the expressions of rudeness and insult utterances showing impoliteness of social distance. It is expected that the result of intercultural pragmatics discussed here allows speakers of different backgrounds to realize differences but tolerate them to facilitate harmonious relationship.

Keywords: politeness principles, cooperative principles, humorous film, American culture

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Author: Indrawati Sudarmono (Universitas Negeri Semarang, Indonesia, indrawatisudarmono1@gmail.com)
Title: Politeness of Conversation in Friends

This paper formulates problems: 1) What are politeness strategies in the film? 2) How does Independence as an American value influence politeness? The research applies content analysis of methodology of language qualitative research to identify, classify, and interpret utterances of 20 speech situations to answer the above problems. The research wants to reveal novelty of politeness that reflects values of life of American people. There has never been found researches on Friends’ politeness reflecting American values. The result shows that: (1) Leech’s Politeness are Tact, Generosity, Approbation, Modesty, Agreement, Sympathy, Irony, Banter, Hedged Performatives; (2) Those politeness reflects American value of independence related to freedom to decide one’s life in social, financial, and intellectual spheres. This research is expected to contribute to those interested in pragmatics to conduct further research in comparative study on intercultural communication between America and other cultures in the aspect of what considers polite or impolite utterances, appropriate or inappropriate politeness, core values between cultures and the like.

Keywords: politeness principles, Friends Sitcom, American culture
**Authors:** Irene Yu-Hsin Shih (Department and Graduate Institute of Applied English, Chaoyang University of Technology, minnie3402222@gmail.com); Kate Tzu-Ching Chen (Department of Applied English Chaoyang University of Technology, katechen@cyut.edu.tw)

**Title:** The Effects of Using the Kahoot App on EFL Students’ Grammar Learning at University Level

Previous studies have highlighted the effectiveness of implementing mobile Apps for EFL reading and vocabulary, but not on grammar. The purpose of this study was to investigate whether learning grammar through Kahoot App enhances EFL university students’ learning motivation, attitude and performance. An action study was conducted in a freshman English grammar course for one semester. The participants were 56 freshmen who majored in an Applied English Department enrolled at a university located in central Taiwan. Quantitative data were collected from pretest and posttest scores, Kahoot quiz, and an end-of-term survey. Qualitative data were collected from classroom observations, semi-structured interviews and open-ended questions of the end-of-term survey. The results showed that the integration of the Kahoot App had a positive effect on students’ learning motivation, attitude, and performance toward grammar learning. Students indicated that using the Kahoot App significantly enhanced their grammar learning motivation and attitude. Research implications and further research suggestions were also discussed and provided.

**Keywords:** m-learning, Kahoot, grammar, ESL

**Author:** Iris Schaller-Schwaner (University of Fribourg, iris.schaller-schwaner@unifr.ch)

**Title:** English as a Lingua Franca ‘edulect’: using it for plurilingual academic purposes (EPAP) at a multilingual Swiss university

English is increasingly being used in European academic contexts outside Anglophone countries. The use of EMI in higher education across Asia is also growing with various degrees of success. Concerns with this increasing use of EMI in Asia are being raised (e.g. Fenton-Smith, Humphreys & Walkinshaw (eds.) 2017). This contribution reports on longitudinal qualitative research at Switzerland’s sole officially bilingual university, the University of Fribourg/Freiburg. Here, ELF has emerged bottom-up as a multilingual medium or ‘edulect’ (Schaller-Schwaner 2018). The study, which involved on-site data collection of postgraduate and departmental seminar presentations and discussions in two different disciplinary contexts – biochemistry and psychology – demonstrates that bottom-up multilingual education comprising English as a Lingua Franca is viable over time and can combine with the use of other national languages beyond the ‘monolingual habitus plus English’. Issues to be addressed in the talk include how EAP courses can support students in the use of English as multilingual ‘edulect’ and third or fourth language, not despite the institution’s bilingualism, but because of it.

**Keywords:** ELF, EAP, plurilingualism, multilingual university
Authors: Isra Wongsarnpigoon (Kanda University of International Studies, wongsarnpigoon-i@kanda.kuis.ac.jp); Paul J. Moore (University of Queensland, paul_moore@live.com)

Title: The Design of a Self-Directed Learning Course: Recommendations for Supporting Learner Autonomy Online and Offline

The growing recognition of the sociocognitive dimension of learner autonomy (Benson, 2017), along with increasing options for mediating learning experiences with technology, allows new avenues for investigating learners’ choices in their autonomy development. This presentation describes ongoing research into supporting learners’ autonomous language-learning goals in a self-directed learning course with an integrated online social media component at a Japanese university. The research focuses on how learners were affected by interactions with instructors and by resources, both online and offline. Learners’ choices and perceptions of physical and virtual resources used in the course were explored through a qualitative analysis of student work, interview data, and course-based interactions with instructors (face-to-face and online). The presentation includes an outline of the course design, some preliminary findings, particularly relating to whether online interaction improved learners’ connectedness with instructors or the effectiveness of their learning experiences, and discussion on instructors’ expectations. The methods and observations shared here can help educators explore their use of resources in order to better support learners in developing their autonomy.

Keywords: learner autonomy, self-directed learning, CALL

Author: Issa Danjun Ying (The Hong Kong Polytechnic University, yingdj7@gmail.com)

Title: Exploring Critical Thinking in Students’ Academic Writing

This presentation examines students’ writing produced in the designed pre-test and post-test to identify students’ language gaps or needs in expressing their critical thinking processes. About 29 students volunteered to participate in the pre-test and post-test, and 15 of them attended focus group interviews after the post-test. The pre-test and post-test tasks included two parts: Part I provided a heavily-biased article for testing students’ ability to notice fallacies and how to address issues raised in the reading; Part II required students to answer an open-ended question of what critical thinking is. They were conducted at the beginning and the end of the semester respectively, following the same procedure. Data analysis identified some word expressions that can help to make students’ critical thinking more explicit in writing. It also reveals that students’ understanding of critical thinking can be developed by embedding some language expressions into instructions in class. The findings can help to understand how language can indicate certain levels of critical inquiry and how teachers can promote critical thinking in their own courses.

Keywords: critical thinking, language expressions, language needs
Authors: Jackie F. K. Lee (The Education University of Hong Kong, jfklee@eduhk.hk); Andy C. O. Chin (The Education University of Hong Kong, andychin@eduhk.hk)
Title: The Primary Literacy Programme – Are Females and Males Created Equally?

Not all the stories that children read are created equal. The depiction of characters, the plot development and the language use can affect children’s behaviour as well as their attitudes towards themselves and others. According to the transportation theory, readers can be ‘transported’ into the world of the story when they are immersed in the narrative through an integrative combination of the mental processes of attention, imagery and feelings. In view of the potential influence of story books on impressionable children, the present study aims to investigate how males and females are represented in the books developed for the Primary Literacy Programme – Reading and Writing (Key Stage 1) by the Advisory Teaching Team of the Native English Teacher Section, which are used by around half of the primary schools in Hong Kong. Many previous studies have shown that gender inequality is prevalent in children’s books. It is important to see whether there has been any improvement in gender representation in this popular series of readers. The findings will have important implications for educators and book producers.

Keywords: equality, gender, readers, stereotype

Author: Jacqueline Thomas Pereira (Taylor's University, pereira.j@taylors.edu.my)
Title: Gamification in Education: What's Happening in Malaysia

Gamification has been used in areas like Business and ICT. In recent years, the use of gamification has started showing itself in Education, as well. In this ongoing study, the researcher has undertaken a systematic review of literature over the past 10 years, with a focus on the use of gamification in Malaysia. The aim of this review was to investigate how far gamification has progressed in Malaysia. The search was conducted using multiple academic databases such as, Google scholar, Ebscohost, Springer, JSTOR, and Scopus. The search was based on keywords, the definition of gamification, and only Malaysian studies were selected. The findings show that gamification has been used in various areas and among different groups of students. Results of the related studies will be discussed and areas for future research will be shared.

Keywords: gamification, education, Malaysia
Author: Jae-hyun Im (Indiana University Bloomington, imjaeh@iu.edu)
Title: Translingual Negotiation Strategies by Korean Speakers of English

Literacy as a translingual practice framework has urged a paradigm shift from language as a system to language as a social practice. It is interested in how norms of language usage emerge in meaningful contexts wherein speakers employ available resources for meaning negotiation. EFL education, however, has yet to actively appreciate its pedagogical value. In this vein, this study aims to explore the ways Korean speakers of English deploy translingual negotiation strategies in interacting with English-speaking counterparts. Drawing upon Canagarajah’s (2013) translingual negotiation strategies (envoicing, recontextualization, interaction, and entextualization), spoken discourses from media were analyzed, focusing on how speakers from different linguistic and cultural backgrounds maximize their resources for successful communication. The findings show that Korean speakers of English, despite seemingly deviant usages, join English-medium interaction by using various strategies. Those include repetition of previous utterances for signaling comprehension, explicit mention of non-nativeness to ask for more listener-friendly language, use of kinesthetic cues, and code-switching, etc. This study calls for the attention of EFL educators to approach EFL education from a translingualism perspective.

Keywords: translingual practice, English as a foreign language (EFL), spoken discourse

Author: James M Sims (International College, Tunghai University, sims@thu.edu.tw)
Title: English Benchmark Requirement: The Ramifications of a Recent Court Ruling in Taiwan

Many Asian universities require students to reach a certain level or score on standardized English proficiency exams in order to graduate. Not to be left behind and with the encouragement of the Ministry of Education (MOE), most universities in Taiwan require their students to “pass” certain language proficiency tests such as the General English Proficiency Test (GEPT) or the Test of English for International Communication (TOEIC) in order to graduate. As a means to help students who did not achieve the required threshold on these exams, universities provide alternative methods to help students to fulfill their language exit requirements. These alternative methods include remedial English courses or additional courses taught in English. A recent court ruling found the university policy of requiring students to pay for an exam before being allowed to enroll into “backdoor” courses illegal. As a result, many universities in Taiwan are reexamining their English graduation benchmark policies. This paper will examine the English graduation benchmark policy in Taiwan and the ramifications of this recent court ruling.

Keywords: English benchmark, proficiency exams, court ruling, ramifications
Author: James Macpherson (University of Nottingham Ningbo China, james.macpherson@nottingham.edu.cn)
Title: An Exploration of Student and Teacher Attitudes towards Oral Corrective Feedback

Responding to students’ spoken errors is a central issue for both teachers and learners of foreign languages. Accordingly, a number of studies have investigated the type of corrective feedback (CF) teachers provide and its effectiveness. However, there is relatively little research into students’ and teachers’ attitudes towards CF. Extant studies tend to show that students desire more correction than their teachers think is necessary. In addition, while teachers’ beliefs can influence their delivery of CF, they may not always coincide with their classroom practices. In light of these issues, this presentation reports on findings from research currently being undertaken into student and teacher perceptions of oral CF within the context of preliminary year EAP instruction at an EMI university. Drawing on data from teacher questionnaires, student focus groups, and individual student and teacher interviews, it aims to raise awareness of the affective issues involved in dealing with learners’ spoken errors so that teachers can make more informed choices about how they deliver oral CF.

Keywords: corrective feedback, attitudes

Authors: Janice Maawa Daef (RACE, ACERT, ecinajfead@yahoo.com); Maria Maureen Organo Alayan (TRAQ, RACE, QUELTA, mariamaureenalayan@gmail.com)
Title: Corrective Feedback Strategies in English Language Class and its influence on Students’ Self-efficacy in Speaking Performance

The study investigated the corrective feedback strategies in English language class and its influence on grade 8 students’ self-efficacy in speaking performance. Using the descriptive method, 167 student-respondents from the Philippines were surveyed and their responses were transcribed and analyzed through frequency, percentage, weighted mean, and multiple regressions. Results revealed that phonological errors constitute the highest number with 38 or 40.43% followed by grammatical (28.72%) and lexical errors (23.40%). Explicit correction is the most widely used corrective feedback strategy (26.60%) followed by repetition (20.21%), clarification request (13.83%), recast (11.70%), elicitation (6.38%), paralinguistic signal (5.32%), and added categories such as ‘no correction’ (10.64%) and ‘supplying’ (5.32%). Students’ level of self-efficacy belief in speaking performance is described as moderate extent (3.11 AWM). The corrective feedback strategies do not predict to a great extent the self-efficacy belief in speaking class. A guide in using the corrective feedback strategies has been developed based on the results of the study.

Keywords: corrective feedback strategies, speaking performance
Author: Janie Brooks (University of St Andrews, ajb31@st-andrews.ac.uk)
Title: Making sense of the ‘Tangled Beast’: The Challenges of Transdisciplinary Writing

This paper reports on a study investigating the texts of students facing the challenge of producing transdisciplinary writing, both academic and professional-academic, on a Master’s degree in Sustainable Development at the University of St Andrews. The particular focus of the paper is on the students’ capstone project, which requires the students to write a literature review and policy paper on their chosen Sustainable Development Goal. Based on an analysis of the citation patterns in their texts, the paper explores the negotiation of disciplinary boundaries in non-cognate disciplines to create transdisciplinary meaning and knowledge. The paper argues that the nature of this challenge, as much for the EAP lecturer as students, lies in negotiating what constitutes knowledge and evidence in relation to two distinct audiences and genres. The findings of the study suggest that negotiating disciplinary boundaries and novel assessment genres can be a risky, yet creative, enterprise. The paper concludes with reflections on how an EAP lecturer can support students engaged in the transdisciplinary enterprise.

Keywords: transdisciplinary, writing, EAP

Authors: Jason Byrne (Toyo University, byrne@iniad.org)
Title: Short-burst, IoT, Blockchain, Autonomous Mobile Learning in Southeast Asia

The aim of this study was to investigate the duration of short-burst autonomous MALL app usage in Southeast Asia. In doing so, it opens the door to informal activity with greater designed purpose through a contextualized meaning laden connection to the Internet of Things (IoT) and blockchain. The research made use of one year’s data from eight language learning apps. The data was collected using Google Analytics focusing on nine countries in Southeast Asia; Cambodia, Indonesia, Laos, Malaysia, Myanmar, Singapore, Thailand and Vietnam. The results suggested an initial starting point for short-burst autonomous mobile IoT activity in Southeast Asia. The tasks should probably be between 70-90 seconds in duration, and users can be anticipated to undertake two or three tasks per session. The conclusions drawn from the research are that short-burst autonomous activity could work with IoT and blockchain, and as the technologies develop and become more ever-present, it will be possible to test the hypotheses further.

Keywords: CALL, MALL, app, IoT, blockchain
Author: Jason Loh (Nanyang Technological University, jason.loh@nie.edu.sg)
Title: A Neglected Perspective: Department Heads’ Influence on Curriculum Reform

This paper is an investigative case study on how the perspectives of the Heads of the English Department were neglected in the last major literacy reform, and, as a consequence, led to wide variations in terms of the schools’ fidelity in implementing the national literacy reform. The study aims to gain insights into the variations of curriculum implementation through a systematic study of the teachers’ degree of curriculum material appropriation, across nine primary schools. The findings suggest that there is a relationship between the department heads and the teachers’ interpretation and adaptation of the reform curriculum materials. The department heads with people-oriented leadership traits led to greater fidelity in the curriculum materials use, whilst department heads with task-oriented leadership traits led to greater variations. This has implications for curriculum reform and implementation, because to date, the vast curriculum implementation literature tends to focus on the implementers; it is just as important, if not more, to uncover and address the leadership orientations of the department heads when implementing any reform.

Keywords: curriculum materials use; implementation; leadership traits

Author: Jea Agnes Taduran Buera (University of the Philippines Los Baños, jtbuera@up.edu.ph)
Title: Effectiveness of YouTube Vlogging as a Pedagogical Approach

With its slogan “Broadcast Yourself,” YouTube has been paving way to a new generation of communicators through its fastest-growing genre fanbase, video blogging or vlogging. With its popularity and apparent effectiveness in the preparation and training for the use of the human voice and nonverbal cues in different social and professional contexts and a platform for the students to use English as the target language, vlogging has been integrated in the academic requirements and grading assessment of the speech communication class, Voice and Diction, at the University of the Philippines Los Baños. The study employed Hymes’ Ethnography of Communication to provide a framework as it explored the physical setting, the participants, their goals, the media and modes of communication, the norms that guide interpretation, the genre or type of event that occurred in the vlog, and the effectiveness of vlogging vis-à-vis the course objectives through the student interviews, survey, reflection paper, and student evaluation of teacher.

Keywords: YouTube, language learning
Authors: Jeanne O'Connell (UNNC, jeanne.o'connell@nottingham.edu.cn), Marshall Stauffer (UNNC, marshall.stauffer@nottingham.edu.cn), Holly Nelson (UNNC, holly.nelson@nottingham.edu.cn)

Title: Support for Failing Students in an EAP Preliminary Year Programme: A Pilot

Pathway programmes, such as Pre-Masters, Pre-Sessional, and Preliminary Year courses, prepare students for degree and postgraduate courses through English. Students who fail to meet the end requirements can generally resit exams or resubmit coursework (Smith et al., 2017). Our research examines the support offered to students who fail their written coursework submissions in a Preliminary Year programme at a transnational university. Firstly, we analysed raters’ feedback on failed coursework and developed one-on-one workshops to support students in their resubmissions. We then surveyed these students to gain feedback on the support offered. Students who fail in the second semester can access tailored online tutorials to support their resubmissions as they are not on campus to attend workshops. By monitoring attendance in workshops and tutorial completion rates, we can evaluate the support. The results will feed into improvements for in-sessional support. As few studies have explored the effectiveness of support for failing students, this research is of interest to a broad range of educators, especially those working in assessment and in-sessional support.

Keywords: Failing students, EAP, Assessment, In-sessional Support

Authors: Jeffrey Dawala Wilang (School of Liberal Arts, King Mongkut's University of Technology Thonburi, jeffrey.wil@mail.kmutt.ac.th); Thanh Duy Vo (School of Liberal Arts, King Mongkut's University of Technology Thonburi, vo.tha@kmutt.ac.th)

Title: Relatedness of Emotional Self-Regulation, Vocabulary Strategies, Language Anxiety and Language Performance in Learning Vietnamese as a Third Language

In the larger study, we explore the relatedness of emotional self-regulation, vocabulary strategies, language anxiety, and language performance in the acquisition of Chinese, Korean and Vietnamese as third languages among undergraduate students in Thailand. This presentation reports only the findings related to Vietnamese as a third language. We hypothesized that students who can regulate their emotions, use vocabulary strategies, and have low anxiety perform better in learning Vietnamese. Primarily, we utilized survey questionnaires to gather data for self-regulation, vocabulary strategies and language anxiety. Students’ scores at the end of the semester were used to indicate their language performance. Inferential statistics have indicated the following: language anxiety affects language performance negatively, the use of vocabulary strategies affects language performance positively, and self-regulation helps the strategic use of vocabulary strategies. Surprisingly, findings indicated that there was no relationship between self-regulation and language performance. Future studies may explore emotions and third language acquisition in Thai context.

Keywords: Vietnamese, strategies, language anxiety, performance
Authors: Jeong-Bae Son (University of Southern Queensland, jeong-bae.son@usq.edu.au); Sang-Soon Park (University of Southern Queensland, sang-soon.park@usq.edu.au)
Title: Designing and Using Online Activities for Academic Vocabulary Learning

There is a strong need for English for academic purposes (EAP) students to expand their knowledge of academic English words. This paper describes the development of an academic English word list (AEWL) and discusses the instructional design of online vocabulary learning activities containing academic words from the list. It also explores the use of the activities in an EAP program at an Australian university. The AEWL was compiled from a thorough survey of Coxhead’s (2000) academic word list (AWL), Paquot’s (2010) academic keyword list (AKL) and academic words from various EAP textbooks and doctoral theses. To support EAP students’ learning of those words in the AEWL, a range of online activities were created by using online tools such as Kahoot! and Quizlet. The activities were then tested and evaluated by a group of EAP students who could access them in and out of the classroom. The paper provides some practical suggestions and implications for designing and using online academic vocabulary learning activities.

Keywords: English for academic purposes, academic words, vocabulary learning, online activities

Authors: Jeong-Won Lee (Chungnam National University, jeongwon@cnu.ac.kr); Kyeong-Ok Yoon (Republic of Korea Air Force Academy, yko8302@afa.ac.kr)
Title: Alternative Vocabulary Learning Approaches in EFL Setting: Bottom-up or Top-down?

The present study aimed at investigating the effectiveness of the BU/TD approaches on EFL learners’ vocabulary learning, the difference in the effects of the two approaches depending upon their level of vocabulary proficiency, and their perception of the approaches. For this study, 122 college students were divided into two approach groups (BU and TD) and into two levels in each group depending upon their level of vocabulary knowledge. The results were that 1) there were no statistically significant differences between the BU and TD approaches in the two tests, even though the two approaches were effective enough to improve the students’ vocabulary knowledge; 2) high-level students failed to show any significant differences between the two approaches in the two tests, whereas low-level students in the BU group performed significantly better than those in the TD group in the production test; and 3) they preferred the BU or TD approach to the traditional method of vocabulary learning, and they listed some advantages and disadvantages of the approaches.

Keywords: vocabulary learning, bottom-up approach, top-down approach
Author: Jeongyeon Kim (Ulsan National Institute of Science and Technology, jkim@unist.ac.kr)
Title: Voices of International Faculty Members on English-Medium Instruction of a Korean University

As a response to increasing global economic competition in higher education (HE), many non-English-speaking Asian universities have recruited international faculty members to their campuses and adopted English-medium instruction (EMI). Despite the growing diversity in the HE context, little is known concerning their perspectives on EMI. This case study examined international instructors’ experiences of teaching subject courses in English in a Korean university. Two research questions included: 1) What are the challenges the international instructors handle while teaching subjects in EMI?; and, 2) What strategies do they employ which fit into the local context? A mixed method approach included a questionnaire administered to 18 international instructors and in-depth qualitative interviews carried out with five of these instructors. The analyses revealed that the participants were dissatisfied with the lack of interaction between Korean and international students. They were also found to focus on providing an effective learning environment and created an interactive classroom. Several practical implications are presented for Asian HE to implement EMI with proper support for instructors and students.

Keywords: English-medium instruction, international faculty members, Asian higher education,

Author: Jesusa Buela Gomez (Department of Education-Division of Quezon, Atimonan National Comprehensive High School, gomezsusan95@yahoo.com)
Title: Development and Acceptability of instructional Material Integrating Environmental Education on Selected Topics in English

The study was primarily concerned with the development and acceptability of instructional material integrating environmental education on selected topics in English. It aimed to assess the level of acceptability of the developed instructional material entitled “Modular Kit in English (Integrating Environmental Concepts)”. The respondents were one hundred Freshmen College students of Southern Luzon State University, Quezon Province, Philippines who were randomly chosen and nine (9) English Professors/Instructors who evaluated the level of acceptability of the module. This study utilized the descriptive type of research using a pretest and post-test design in order to find out the usability and acceptability of the instructional material. To determine its validity, an achievement test was used. In order to determine whether the mean of the pretest and post-test was significant, the Z-test was applied while the weighted mean was used to test the level of acceptability of the module. It was found out that the use of the developed instructional material is highly significant, highly accepted and highly recommended. The researcher concluded that it is valid and acceptable.

Keywords: development, acceptability, integrating, environmental education, instructional material
Author: Jhen-Ying Kuo (National Chengchi University, yuki04031995@gmail.com)
Title: A Study of Taiwanese Pre-Service NNETs’ Self-Assessment of Intercultural Communicative Competence in English Language Teaching

Intercultural education has gained prominence in English as a Foreign Language (EFL) due to globalization. Acting as culture facilitators (Luk, 2012), English teachers in various contexts have been investigated into their perceptions and practices of intercultural communicative competence (ICC). However, similar issues on pre-service English teachers are relatively scant. This study explored 52 Taiwanese pre-service nonnative English teachers’ (NNETs) perspectives on their ICC in English language teaching (ELT) through a survey (ICC-ELT-EFL) developed by Chao (2015) and follow-up interviews. The results show that most pre-service NNETs had positive attitudes towards intercultural communication and self-assessed themselves as competent intercultural communicators. Regarding their perceptions of ICC-oriented teaching practices, culture learning is as crucial as acquiring language ability. Integrating domestic and world cultures as well as diverse English accents into ELT is valued. Interview data reveals that individual (e.g. personality, interest and past experiences) and social factors (e.g. new curriculum guideline and examinations) affected their perspectives on ICC in ELT. Suggestions for teacher training programs and educational policies are provided.

Keywords: English as a Foreign Language (EFL); intercultural communicative competence (ICC); English language teaching (ELT); pre-service teachers; nonnative English teachers (NNETs)

Author: Jia Wei Lim (University of Malaya, jwlim@um.edu.my)
Title: ‘Hassle works!’: Pushing Students Beyond Shallow Discussions of ‘Us’ and ‘Them’ to Glocal Awareness

It is often espoused that education should help students develop an awareness of themselves and the world around them. How this may be effectively implemented in a language classroom, however, requires more attention. This presentation details an attempt to push students to develop a deeper and nuanced understanding of differences and similarities between themselves and others through the use of a large world map as realia in an undergraduate TESL course. For 14 weeks, 10 students used the map as a material anchor for their discussions about English literature syllabi from 5 countries; Australia, Hong Kong, Norway, Guyana, and Canada. Analysis of student discussions during classroom observations and interviews illustrates how using a world map influenced their speech and perceptions of themselves as Malaysian students while promoting an understanding of self and others that reflects glocal awareness. This presentation draws attention to the underutilised potential of classroom realia which can directly influence students’ thinking and speech, and suggests ways to develop maturity in students’ perspectives of themselves and their world.

Keywords: realia, student talk, identity, glocal education, English literature
Author: Jie Liu (Chongqing University, 986188368@qq.com)
Title: A Genre Analysis of English Economic News

The present study is conducted to summarize the move structure of English economic news and illustrate the linguistic features based on Bhatia’s move structure of news and Van Dijk’s categories of news. The corpus in this paper includes 30 pieces of economic news from the Australian Financial Review (sometimes abbreviated to AFR), an Australian business and finance newspaper published six days a week in Factiva (a global media database). Firstly, we did some coding work for those 30 news reports, and summarized move structure. Secondly, the frequency of each move and step was counted. Finally, linguistic features of obligatory moves were analyzed and why those linguistic features existed in English economic news reports was explained. It is believed that this paper is theoretically conducted to enrich genre analysis theory in news and could be an attempt to develop move structure for English economic news, and practically provides a reference for reporters when writing English economic news. The findings also may help readers, especially non-English speakers, to better understand English economic news.

Keywords: genre analysis, economic news, linguistic feature

Author: Jihun Lee (Cheong-ju Foreign Language High School, Cheong-ju, Korea, hunr23@cbe.go.kr)
Title: Social Enterprise Project: Stepping Forward to Become Global Citizens in an English Classroom at a Korean High School

This class project aimed for the students to step forward to become true global citizens with UN sustainable developmental goals. Students participated in the project entitled ‘Social Enterprise Project: Stepping forward to become global citizens” and they were expected to show interest in global issues and to willingly deal with those issues and problems as global citizens. Students built virtual social enterprise, they suggested how to deal with the perceived social or environmental issues, and they invest money to other teams. There were 4 steps for this project: preparation, research, application and presentation. During those 4 steps, students were exposed to the make authentic English reading materials, had some opportunities to write e-mails and suggestions to the non-profit organizations and corporations and present their research results from the project. While and after the project, students showed notable growth and responsibility as global citizens.

Keywords: social enterprise, global citizens, English classroom
Author: Jinbei Liu (Graduate School of Education, Hiroshima University, liu_jinbei@yahoo.com)

Title: A Comparative Study of TBLT in Primary School English Language Teaching between Japan and China: Focusing on Difficulties for Implementation

In both Japan and China, English education in primary schools is highly valued. In order to improve the education standards to meet the increasing social needs of learners, it is necessary to apply effective teaching methods. China appealed to task-based language teaching (known as TBLT), while Japan also appears to hold out a hand for help to this teaching method. This research intends to solve the revealed issues on the application of TBLT in primary school English education in Japan and China by answering the following two questions: what skills teachers use in different phases of a TBLT lesson and what difficulties teachers face when implementing TBLT in primary schools. 16 Japanese primary school teachers and 17 Chinese teachers participated in the study. A selection of the group was interviewed after a questionnaire survey and classroom observation. Both quantitative and qualitative methods were applied to achieve the results. The results suggested that Japanese teachers and Chinese teachers have difficulty in the same aspects but differ in the details.

Keywords: Task-based language teaching, Younger learners

Author: Jinghui Si (Griffith University, jinghui.si@griffithuni.edu.au)

Title: Is What is Taught What is Needed? An Investigation into the Use of Case Study Materials in China's Business English Program

Research on English as business lingua franca (BELF) has problematized native-speaker Standard English as the authentic English in business English teaching materials. This raises concerns over what 'English' should be presented to business English learners. This study aims to address these concerns by investigating the use of case study materials in China's Business English Program. A content analysis of case study materials in a series of five business English coursebooks was carried out. Also, four one-hour classroom observations were conducted to explore the implementation of the materials in classrooms. Findings show that 51 of 64 case studies in the coursebooks are situated in multilingual business contexts. However, the 'English' appearing in the multilingual contexts is native-speaker Standard English rather than BELF, which suggests a mismatch between the 'English' in the case study materials and the 'English' in the business community. It was also found that the multilingual nature of the case studies materials were barely discussed in classrooms. Implications for selection, evaluation and implementation of ELF-informed materials are also discussed.

Keywords: authenticity, business English teaching, case study materials, English as business lingua franca
**Authors:** Jiraporn Dhanarattigannon (Kasetsart University, Thailand, jiraporndh2000@yahoo.com); Patteera Thienpermpool (Silpakorn University, Thailand, thienpermpool@gmail.com)

**Title:** Students’ Perception on Self-assessment in English Writing of EFL Tertiary Learners

Self-assessment plays an important role in learning and developing learners’ metacognitive skills to become independent learners. In EFL writing classrooms, self-assessment can help the learners discover their strengths and weaknesses and work on them for revision. However, research on self-assessment reveals different results and a few reflect the learners’ perception. This presentation reports a mixed-methods study investigating the effects of self-assessment on Thai university students’ English writing based on the students’ perception. Two groups of students from two universities (N = 42) participated in this study. The research instruments include self-assessment forms, students’ written reflection, student’s writing assignments, and pre- and post-questionnaires on self-assessment. The quantitative data shows their writing improvement in content, organization, vocabulary, language use, mechanics, overall confidence, and attitude towards essay revising (p < .05). Similarly, preliminary qualitative results reveal their positive attitude on self-assessment. Using self-assessment during their writing process made them monitor their writing so they can revise their essay better. Organization and ideas and content were the domains that they did the best.

**Keywords:** Self-assessment, English writing, EFL learners, students’ perception

**Author:** Joanna Joseph Jeyaraj (Tunku Abdul Rahman University College, joannajj@tarc.edu.my)

**Title:** Possibilities for Critical Pedagogy Engagement in ELT: Exploring Students’ Openness and Acceptance

Critical pedagogy in ELT aims to bring forth social change and transformation through language education. However, how open are Malaysian students, in what can be described as a quasi-liberal context, towards accepting such a pedagogy? 14 undergraduate students shared experiences of learning English, along with a range of other subjects which touched on social justice issues and critical thinking; which incidentally are important preoccupations for critical pedagogy. Students sought greater in-depth engagement with social justice issues, including those that were deemed controversial and radical. Additionally, they embraced participatory and dialogic forms of learning. Yet, there were some concerns on engaging with ideas which were deemed ‘sensitive’ because such topics could risk safety and jeopardise personal relationships with teachers and peers. Therefore, educators, especially those in quasi-liberal settings may need to carefully consider the socio-political conditions they are in, because this pedagogy could potentially disrupt order and harmony in the classroom.

**Keywords:** critical pedagogy, higher education, ELT
The question of how to improve student language-learning outcomes has been widely debated in the fields of applied linguistics, education, and psychology. Scholars such as James and Duckworth have suggested that educational success is a combination of aptitude and the “means to unleash these abilities”. Follow up research has looked at the intrinsic values of self-determination and grit. However, little research has been done on how to build grit in students that do not possess it naturally or how to increase grit in students that already display gritty traits. No one has applied the widely successful psychological concept of Mental Contrasting with Implementation Intentions (MCII) to EFL contexts to improve grit in language learners. MCII has shown positive outcomes in a variety of other fields. This talk discusses the results of using MCII in the foreign language classroom. Specifically, I will be looking at the implementation of MCII for language learning as well as the results of MCII in a foreign language context and disclose the promising outcomes.

**Keywords:** learner attitudes, outcomes, WOOP, EFL

Application of Design Thinking approaches is widely lauded to be responsible for increasing creativity and improving final product design and delivery. However, language tests must be stable and reliable, and Design Thinking calls for fast and early failure. This presentation offers a model to reconcile elements of Design Thinking with an established British Council Global Assessments Test Development Model for localisation of English language tests. Principles from Design Thinking are applied at the Needs Analysis and Design and Specifications stages. The tools used in Needs Analysis are enhanced through the development of “Personae” to better inform understanding of the target language use domain and the future language use aspirations of candidates. The Design and Specifications stage is augmented with an earlier, multi-cycle Piloting and Revision stage to allow for fast and early failure. These failures improve Test Specifications prior to investment in Item Writer and Rater training. This paper reports on the processes and outcomes of modification of the Test Development Model in the development stages of a new English language proficiency test.

**Keywords:** Design Thinking approaches, Needs Analysis, Test Specifications
Author: John Alan Wheeler (MPI Bell Centre Macao, johnw@ipm.edu.mo)
Title: The Importance of Context in Teacher Development Programs

Following a teacher development program conducted at a Middle School in Macao focused on the teaching of reading skills, teachers were invited to complete questionnaires regarding their experience of the course and to reflect upon its effectiveness for their context. A smaller number of teachers were subsequently interviewed in order to gain a more in-depth understanding of their attitudes towards this course and teacher education in general. Responses to questionnaires and interview data were analysed in order to identify significant findings. Overall, the teachers indicated a preference for in-house teacher development over generic courses provided by the local education department but felt that teacher development needed to be more closely tailored to their individual context. It was felt that this could be achieved by teacher educators spending more time in the school prior to the commencement of the course. A further conclusion drawn from the data indicated it would be advisable to explicitly adopt a teacher development rather than a teacher training focus.

Keywords: teacher development, context, teacher education

Author: John Blake (University of Aizu, jblake@u-aizu.ac.jp)
Title: Pronunciation Scaffolder: Visualizing Pronunciation Features

Many less-proficient users of English as an additional language rely on scripts to reduce the possibility of grammatical and lexical errors. However, reading scripts aloud frequently leads to a lackluster delivery. On way to improve delivery is to annotate scripts for pronunciation features, such as pausing, intonation, emphasis, word stress, and even sounds that may be problematic, e.g. voiced and voiceless “th”. This paper describes the theory behind and the development of the Pronunciation Scaffolder, a free open-source online tool that automatically annotates any script for key pronunciation features. Users can select to visualize pausing, intonation, content words, word stress, problematic sounds and linking. This improved version of the tool has significantly greater accuracy that version 2.0 and now incorporates a fully-functional word stress annotator. Pronunciation features are visualized using colour, size and symbols, making it easy to read at a glance. Users can select to visualize one or all pronunciation features, making it the perfect tool to practice presentations. This tool, therefore, provides the scaffolding to enable learners to not only read scripts aloud, but also enable them to progress from delivering scripted presentations to delivering note-free presentations.

Keywords: pronunciation, reading aloud, visualization
**Authors:** John Viano (NIST, john.viano@gmail.com); Peeriya Pongsarigun (Chulalongkorn University, supersafe@hotmail.com)

**Title:** Color-coding to Help Thai Students Learn English Sentence Structures

Forming English sentences can be difficult for Thai students because students are instructed to do this on a word-by-word basis, which prioritizes language production in Thai and minimizes English production. Hence, students struggle to produce intelligible meanings in English, as Thai is the language for the mediation and creation of meaning. Since language is a system of relationships, and every construction of words or phrases answers a question about the sentence (Sams 59), students need to understand forms & functions of words and their relationship to be able to form English sentences. Color-coding is a useful technique to teach students sentence structure because it provides a visual organization of words and enables students to "see" relationships among the words (First et al. 23). This paper investigates how color-coding helps Thai students to visualize their learning of English sentence structures and suggests how to create lessons to facilitate learning the forms and functions of words to understand how they are interrelated and convey thoughts.

**Keywords:** Color-coding, English grammar, sentence structures

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**Author:** Joko Nurkamto (Sebelas Maret University, jokonurkamto@gmail.com)

**Title:** Reading Course book As a Mediation to Promote EFL Students’ Reading Competence: Socio-cognitive Perspectives

Previous studies show that a carefully constructed reading course book can have a profound impact on students’ reading competence. Despite the empirical evidence, most reading course books in Indonesia remain under constructed. To respond to this urgent issue, we’d like to explore socio-cognitive reading course books as a mediation to promote EFL students’ learning beyond the mandated language curriculum. We focus primarily upon how the course book could maximize EFL students’ reading competence. We’d also like to examine the impact of the course book on their reading achievement. Framed by a socio-cognitive perspective, this exploratory sequential mixed research deployed participation observation, in-depth interviewing, document analysis, and testing as data collection techniques. Five experienced English teachers and 64 students of Madrasah Aliyah in Surakarta Residency participated in this study. The data was analysed using constant comparative method and t-test. The finding of the research shows that the socio-cognitive course book could function as a significant mediation for the attainment of students’ text comprehension. In addition, the research also indicates that the socio-cognitive reading course book gives a positive impact on the students’ reading achievement. It implies that socio-cognitive reading course books play an important role in the teaching of reading; and they could, therefore be used as a good alternative.

**Keywords:** mediation, reading, course book, socio-cognitive
Authors: Joo-Kyung Park (Honam University, english58@hanmail.net); Kyungsook Yeum (Sookmyung Women's University, yeum@sookmyung.ac.kr)
Title: Disciplinary Synergies in Developing Korean College ESP Curriculum

There have been increasing demands for college graduates with knowledge of English for professional use in the current globalization era. English courses and programs in Korean higher education have accordingly shifted their focus from general English to specialized English including English for Academic Purposes (EAP) and English for Specific Purposes (ESP). This presentation showcases two innovative ESP curricula developed for Korean college students: The first one is a 5-year Korean government-funded project, which shows how disciplinary synergies work in the process of developing an ESP program to cater to the Korean-specific needs of English use in a globalizing world while the second one is the Career Path Live (CPL) English program created 1) to enhance educational value and sustainability and 2) to enhance students' market competitiveness. The main objective is to nurture students' global competences to function within realistic global work environments. It offers five tracks: English Technology and Engineering (ETE); English Tourism and Culture (ETC); English Society and Media (ESM); English in Business and Management (EBM); and English Communication Basics (ECB). The major characteristics of the two highlighted curricula will be presented along with their implementation and managerial issues.

Keywords: ESP, Curriculum development, disciplinary synergies

Author: Joseph Agbuya Villarama (Central Luzon State University, Philippines, villaramajoseph120294@clsu.edu.ph)
Title: The Filipino Language Educators: Deciphering Grammar Acuity to Schoolroom Pedagogics

Indeed, studies in mainstream education show that there is a “symbolic relationship” between teacher cognition and classroom teaching (Foss & Kleinasser, 1996). Several studies have also explored how they are mutually informing in the field of language teaching (Bailey 1996; Breen, 1991). Anchored on teachers’ beliefs and the relationship of those beliefs with pedagogical practice as originated in America in the early 1970s (Bernard & Scampton, 2008), the present study explored two Filipino language teachers’ cognition on grammar teaching, identified the key factors contributing to cognition development and examined and validated the congruencies and disparities between the respondents’ cognition and classroom practices. Results revealed that teachers’ personal theories become the basis of their personal knowledge about teaching. Therefore, as posited by many researchers they have a strong influence on teacher’s planning, instructional decisions, and classroom practices. Meanwhile, findings also revealed that though the respondents have a set of belief systems in regards to grammar teaching, there were occasions in which these did not translate to their classroom pedagogy.

Keywords: teacher cognition, teaching, cognition development, translation, classroom pedagogy
Author: Ju Chol Ri (Pyongyang University of Foreign Studies, Pyongyang, DPR Korea, fiedu@yahoo.ca)
Title: From Script to Action: The Impact of Acting out Film Scripts on Motivation and Language Proficiency of EFL Learners

As Jeremy Harmer (2015: 343) noted, there are many good reasons for encouraging language learners to use films. Films enable learners experience language in use and paralinguistic behaviors allowing learners entry into a whole range of other communication worlds. Meanwhile, less research has been conducted on using film scripts in EFL teaching. The present study explores the effects of acting out film scripts on the motivation and language learning of EFL students in DPR Korea. 20 tertiary level students aged 20 to 22 ranging from advanced to intermediate levels of English proficiency participated in the study, in which they were divided into groups of four to complete a group acting task of 3 levels: first, reading lines of script aloud with expressions; second, acting out the script; third, performing while watching scenes with no sound. To collect data, the research used qualitative methods such as questionnaires, interviews and observations. The results revealed that experiencing a range of real-life spoken language and cross-cultural clues in films intrinsically motivated the learners to get engaged in collaborative activities and enhanced their confidence in use of English while improving their colloquialism. The paper finally addresses some issues regarding film selection for the study.

Keywords: acting out film scripts, intrinsic motivation, colloquialism, collaboration

Author: Ju Chol Ri (Pyongyang University of Foreign Studies, fiedu@yahoo.ca)
Title: Using Apps in EFL Classrooms: A Case Study On CAI

With the help of information technology development, CAI has come to be feasible in language classrooms, gaining great momentum in EFL teaching. The current study examines the effectiveness of computer-assisted instruction (CAI) through a case study in DPR Korea. 2 EFL teachers (1 female and 1 male) and 6 tertiary level classes were involved in the study. They utilized a PowerPoint add-in, iSpring Suite 7.0.0 (iSpring Solutions, Inc. 2014, www.ispringsolutions.com) in EFL listening classrooms for one school year. Using the app, teachers provided students with multifarious listening tasks along with self-assessment and also encouraged them to devise their own listening tasks for peers. The results from classroom observations and interviews revealed the benefits from CAI: 1) varied and engaging tasks are designed to afford blended listening activities - extensive and intensive, enabling teachers to make efficient use of limited listening materials and highly motivating learners in classrooms; 2) CAI makes it possible to transfer teacher-centered listening class into learner-centered one promoting learner autonomy and developing listening proficiency. The implication of the study is that successful CAI requires careful preparations and familiarity with an app in use on the teacher’s side.

Keywords: computer-assisted instruction (CAI), task, motivation, autonomy
Prompted by the limited credit space to offer English for specific academic purposes (ESAP) courses and students’ low English proficiency, three English language teachers from three universities in Hong Kong made inroads into undergraduate courses to implement an adapted model of Writing across the Curriculum (WAC) or Content-Language Integrated Learning (CLIL) in different disciplines. The first half of this presentation describes how each of them developed professional collaborations with academic faculty to offer additional English support and resources to students. These language resources are tailor-made to align with the learning outcomes or assessments of discipline subjects. The second half reports how a government grant has increased synergies among the three English teachers, as well as between them and discipline faculty, through the development of a discipline-specific mobile app that helps students with the English they need to complete their final-year capstone project (FYP). The app’s functions and data collected from academic faculty and students will be presented and discussed.

Keywords: English in the discipline

Teaching practicum has long been recognized as an important part of ESL teachers’ preparation as it offers school-based experiences that enable pre-service teachers to make the transition from their academic programme to the realities of teaching in a school. In this paper, we examine how teaching practicums influence pre-service teachers’ professional identity formation in terms of their knowledge, practices and teacher identity. Employing a multiple case study, the study was conducted on four pre-service teachers in Malaysia through in-depth interviews and document analysis. The results showed that teacher educators and cooperating teachers play an instrumental role on pre-service teachers’ professional identity formation by providing good role models. Furthermore, our study found that the practicum allows the pre-service teachers to experience changes in their professional identity formation as it enhances their self-confidence. Finally, the school-based experience also serves as a validation for their capability as ESL teachers, as well as helps them to confirm their interest in pursuing a career in teaching.

Keywords: pre-service teachers, professional identity, practicum
**Authors:** Jumariati Jumariati (Lambung Mangkurat University, jumariati01@ulm.ac.id); Tsaqif Ahmad Rifwanda (Lambung Mangkurat University, sayatsaqif@gmail.com)

**Title:** Utilizing LINE Messenger in Writing Course: A Study on Students’ Perceptions

Social media are not merely to help people socialize, but also potential teaching tools. This research aims to find students’ perceptions on the use of LINE messenger in an Advanced Writing course. It is a descriptive qualitative study involving 37 students. The data was gathered using observation, questionnaire, and interview. The findings reveal that the subjects show positive perceptions toward the use of LINE as it facilitates them to practice writing, encourages them to read and comment on others’ writings, and increases their awareness about writing conventions. The findings also reveal that the subjects face some obstacles with regard to bad internet connections and the distractions coming from LINE’s features. Referring to the findings, teachers are recommended to use LINE by considering the features of the messenger and the internet connection. Further studies investigating other skills of English language involving larger sample sizes are also recommended to confirm the potential of LINE as teaching media.

**Keywords:** LINE messenger, writing, perception

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**Author:** Jun Rui Zhao (Northwestern Polytechnical University, 819509932@qq.com)

**Title:** The Investigation of Foreign Language Emotion for English Pedagogical Students

The 20th century is marked with the transition from a teacher-centered to a student-centered classroom instruction. Since then, much attention is given to the students themselves, particularly on the affective factors. Of all the factors, foreign language anxiety is one being widely discussed. Previous research has made great strides on the relationship between the teachers’ questions and the students’ anxiety in English class. The results show that both students and teachers play a significant role in the students’ questioning anxiety. However, fewer studies have explored how and to what extent the students’ anxiety and the teachers’ questions interact in a classroom. This study attempts to investigate the classroom questioning anxiety in middle school, trying to find the main causes of this anxiety and put forward effective strategies to relieve it through the use of questionnaires and interviews. After analyzing the data, a number of causes of questioning anxiety were determined, and the interviews showed that no matter their gender, anxiety would arise in different forms and degrees when students were questioned. Thus, the strategies will be presented from the aspect of students and teachers separately, based on the analysis and classroom observation.

**Keywords:** Teacher questioning, foreign language anxiety, Strategies to anxiety
Author: Junko Imai (University of Hawaii at Manoa, Juntendo University, junkoima@hawaii.edu)
Title: Interviewing Participants after L2 Writing Conference: Its Pedagogical and Research Roles

A writing conference (WrC) is a one-on-one consulting session concerning a student’s papers in a novice–expert dyad. To understand the learning and supporting mechanisms of L2 WrCs, I observed WrCs with L2 learners of English enrolling in a college-level English for Academic Purpose program in the US over a semester. Participants were five L2 learners of English from Asia and their L1 English graduate student tutors. I video-recorded WrCs, collected paper drafts, and conducted playback interview sessions with each participant. I statistically compared the quality of the students’ texts and attitudes, coded the topics discussed, discourse structures, and revision types, and explored the participants’ performances in the WrCs through discourse analysis. This paper briefly summarizes the results from the entire study and then explores the roles of playback interview sessions in understanding learner and tutor development and as pedagogical practices by analyzing the participants’ comments and reflections. This paper then discusses challenges that L2 learners experience during WrCs and the potentials for tutor/learner training for better utilizing WrCs.

Keywords: writing conferences, playback interviews, learner development, tutor training

Author: Kahoko Matsumoto (Tokai University, Japan, mkahoko@tsc.u-tokai.ac.jp)
Title: In Search for the Necessary Components of Global Citizenship

In Japan, in response to the new initiative of Ministry of Education to produce future “global human resources,” universities have been creating new programs with a strong focus on English while many companies have started promoting an “English-only” policy in the workplace. However, some educators are concerned that this policy may strengthen linguistic or cultural imperialism, and not lead to the production of truly international-minded adolescents who can function successfully in the globalizing world. By a questionnaire survey of over 400 workers who are considered internationally successful in various sectors coupled with selective interviews, an attempt has been made to elucidate and identify the competencies and skills deemed indispensable to global citizenship with an eye toward creating a metric for assessing readiness for global citizenship. The resulted list of items roughly consists of four parts: knowledge of language and culture, intercultural competence, critical thinking skills, and generic competencies. After rigorous statistical and qualitative analyses, sufficient agreement or consistency was found for approximately two-thirds of the items (40 items).

Keywords: global citizenship, intercultural competence, critical thinking skills, generic competencies
Author: Kanokpoj Linda Khakhai (Language Institute of Thammasat University, kanokpoj.28@gmail.com)
Title: ‘Fulfilling the Story’ of English Language Teaching: The Gaps between Teachers’ Beliefs and the Actual Practices: A Tertiary Context

‘Telling Half the Story’ was the well-known phenomenon carried out an exploration by Ruth, Susan, and Chris (2002) from the vast review of literature relevant to the studies of teachers’ beliefs, espoused theories, teacher professional development (TPD), and the scarcity of the actual practices i.e. classroom observation. The primary purpose of this study is to identify the emerging gaps between instructional beliefs and classroom observation. The university English language teachers (N=10) participated in this study. As regards the data elicitation: the semi-structured interview as well as the non-participatory observation was employed primarily to explore the relevant gaps. Findings identified the existing gaps associated with the instructional beliefs together with the classroom context. The gaps can account for the emerging problems from the real context and lead to some suggestions for more effective pedagogical aspects. Besides, the study included the proposed conceptual framework to bridge the instructional gaps.

Keywords: English teacher beliefs, classroom observation, university context, teacher professional development (TPD)

Authors: Ken Hisamura (Den-en Chofu University, dzj01411@nifty.com); Hisatake Jimbo (Waseda University, jimbo@waseda.jp); Fumiko Kurihara (Chuo University, fumiko210@gmail.com); Shien Sakai (Chiba University of Commerce, shiensakai@gmail.com)
Title: Core Competences of EFL Instructors at Elementary Schools in Japan: Preliminary Findings

As levels of instruction differ, the core competences of EFL instructors at elementary schools (ES) are somewhat different from those at secondary schools (SS). However, to date limited research has been undertaken in this area. JACET SIG on English language education has attempted to identify differences of competences required for educators at these two levels. A number of competences of SS EFL teachers have been compiled based on descriptors in the J-PPOSTL (Japanese Portfolio for Student Teachers of Languages) (Jimbo, Hisamura, et al., 2014). The study explores the applicability of these descriptors for ES teachers. We have conducted seven interviews with experienced ES teachers in charge of English instruction, and two national surveys: one among university faculty responsible for ES teacher training programs and the other among ES teachers nationwide. The presenters will outline the rationale for the project, discuss key findings, and conclude with some suggestions for promoting effective curricular and instructional transition from ES to SS EFL teaching in Japan.

Keywords: J-PPOSTL, elementary EFL educators, national surveys
Authors: Khanh Quynh Thuy Tran (National Taiwan University of Science and Technology, ttkquynh1@gmail.com); Yi-Hsuan Lo (National Taiwan University of Science and Technology, glorialo857@gmail.com)

Title: What Graduates Need to Learn from Video Corpus of Academic Conference Presentation: An SFL and Multimodal Analysis

International conference presentations are considered as one of the biggest challenges for researchers, thus a wide range of studies focusing this issue has been conducted to find factors contributing successful presentations. However, to the best of researchers’ knowledge, none of research has taken academics’ view into consideration. As a result, the present study would like to employ needs analysis to investigate their “lacks” and “wants” of graduates based on an Systemic Functional Linguistic (SFL) and multimodal framework offered by Morell (2015). The model is a base of grids which participants used when they did thinking-aloud and interview. Furthermore, the comparison between two groups of participants from soft sciences and hard sciences was also made. The preliminary results show that both of graduates from two types of sciences agree that apart from the content of a presentation as a determining factor of their conference presentations, they are fully aware of the benefits of cultivating various modes in their academic conference presentations. However, graduates from hard sciences tend to prioritize visual modes while those from soft sciences pay attention to different modes quite equally. Despite their different preferences of modes, graduates from both of the groups think they are not confident in their paralinguistic features of the spoken mode and effective use of body language, which they think they need to improve.

Keywords: need analysis (NA), systemic functional linguistics (SFL), multimodality, conference presentation

Author: Kornkanok Hapl (Phranakhon Si Ayutthaya Rajabhat University, nannie_m@live.com)

Title: Communicative Language Teaching Activities: Voice from English Teachers in the Central Region of Thailand

Communicative Language Teaching (CLT) has played a significant role in reconceptualising English language teaching in Thailand. The Ministry of Education proposed to adopt CLT to reform English language teaching in Thai classrooms. Moreover, using effective CLT activities could enhance learners’ English proficiency and learners’ motivation. This study was to investigate the English teachers’ use of CLT activities based on Richards (2006) “Communicative Language Teaching Today” and to compared the results with teaching experience, level of teaching and types of schools. The participants were 350 English teachers from the central region of Thailand. This study used online questionnaire of English teachers who participated in CLT workshops. The use of CLT activities and the participants’ teaching experience, level of teaching and types of schools were analysed by using descriptive statistics. The major results show that the participants prefer to use creative tasks, multimedia activities, task completions and role-plays, respectively. On the other hand, jigsaw reading, reasoning-gap, and problem-solving activities were less used in their classroom.

Keywords: CLT, tasks, English activities types
**Author**: Kristine Joy Delos Santos Urriza (Philippine Normal University, Manila, Philippines, teenjoi_91@yahoo.com.ph)

**Title**: Senior High School Students’ Attitudes Towards English and Tagalog-English Code-switching

Code-switching has always been a dilemma among multilingual nations like the Philippines in terms of academic and communicative functions in the teaching and learning contexts. Code-switching is a complex, skilled linguistic strategy used by bilingual speakers to convey important social meanings above and beyond the referential content of an utterance. Anchored in this constructs, this paper’s intended to gather perspectives in the students’ language attitudes towards English and Taglish code switching in class or during casual conversation. Data were gathered using both quantitative (questionnaire) and qualitative (open ended questions) research approaches which involved 50 SHS students who were randomly selected from one school in Morong, Rizal. Findings implied that respondents were unanimously positive towards English and Tagalog-English. Bautista’s (2004) claim that Tagalog-English is the language of the educated middle and upper class Filipinos. The respondents implied that the practice of Tag-lish is natural and thus, serve as an emerging trend. Respondents’ attitude towards Tagalog-English was congruent to the respondents’ perception towards themselves as Tagalog-English code-switchers.

**Keywords**: attitudes, code-switching, English, Tag-lish, bilingual

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**Author**: Kristof Savski (Prince of Songkla University, kristof.s@psu.ac.th)

**Title**: Plurilingualism and Pluriculturalism: Are the Guiding Principles behind CEFR Relevant to English in the ASEAN Context?

The Common European Framework of Reference for Languages (CEFR) was published in 2001 by the Council of Europe but has since then spread beyond European borders and become a global language policy instrument. What this has also meant is that it has become associated with a number of policy objectives, with nations and institutions often using the framework for new purposes specific to their policy contexts. In this presentation, I revisit the concepts underlying the policy objectives of the Council of Europe, plurilingualism and pluriculturalism, and explore their relevance to language policy in ASEAN, particularly its focus on English as a lingua franca. I argue that the key principle expressed by these concepts, namely that the acquisition of new linguistic and cultural resources should be seen as complementing an existing communicative competence rather than creating a new, separate one, can be valuable to language policy in ASEAN, both to promote linguistic/cultural diversity and to provide a basis for the more inclusive treatment of different (and often unequal) Englishes.

**Keywords**: plurilingualism, CEFR, English as a lingua franca, language policy
Author: Kunlaphak Kongsuwannakul (School of Foreign Languages, Suranaree University of Technology, kunlaphak@sut.ac.th)
Title: Language Domains in Engaging in the Concordance-based Cloze Item Type: An Evaluation of Discriminability

In Kongsuwannakul (2017), construct validity of the concordance-based cloze item type (ConCloze) was investigated. A hypothesis stemming from the findings then was that the item type, coming over as an innovative assessment tool, might be able to systematically discriminate strong and weak examinees. In order to test it, this study hypothesizes that the language domains tapped into by strong examinees will differ from those by weak examinees. Four pairs of respondents are purposely sampled based on their grades in university English courses, a surrogate for their English proficiency. Think-aloud protocols during and immediately after their ConCloze engagement are collected and analyzed. It is found that there is no significant difference of correct answers between the strong and weak groups of respondents. Still, the strong respondents tend to mobilize their knowledge up to the level of word association whereas the weak ones tend to mobilize their lexical-semantic knowledge. Implications include an effective psychometric tool for assessing proficiency in English vocabulary use and a fairer testing of English vocabulary knowledge.

Keywords: Concordance-based cloze, item type, contrastive approach, discriminability, think-aloud protocol

Author: Kulaporn Hiranburana (The Graduate School of Human Sciences, Assumption University, Thailand, kulapornhm@au.edu)
Title: FRELE-TH: Springboard for Holistic English Educational Reform

This paper reveals problems and challenges of English educational situations in Thailand and it presents, as part of the Educational Reform, the Framework of Reference for English Language Education in Thailand – (FRELE-TH) based on the CEFR (Council of Europe, 2001) which was developed as a research study, granted by Thailand Professional Qualification Institute, through the collaboration between Chulalongkorn University Language Institute and the Language Institute of Thammasat University. The paper, more significantly, discusses FRELE-TH as a shared basis for reflection and communication among the different partners and practitioners in English Language Education, including the academics and the professions in Thailand. This involves the paradigm shift from content to competence in curriculum or syllabus planning, course materials development and evaluation (digital learning and digital testing) at different levels. Learners’ significant involvement in the process is particularly emphasized.

Keywords: English educational reform, framework of reference for English education, CEFR
Author: Lan Wang (Hong Kong Baptist University, 17481562@life.hkbu.edu.hk)  
Title: Exploring a Chinese University EFL Teacher’s Pedagogical Content Knowledge about Teaching Topical Debates

Teachers play a crucial role in effective language teaching, which involves curriculum design, pedagogy, context, teacher knowledge and learner factors. Teachers’ pedagogical content knowledge (PCK) is a type of knowledge that is unique to teachers, and it has been considered one of the core components of teacher competence. PCK represents the blending of content and pedagogy into an understanding of how particular aspects of subject matter are organized, adapted and represented for instruction. Recent studies have showed PCK impacts instruction quality and student progress. This qualitative multiple case study examines a Chinese University EFL teacher’s PCK from the perspective of teaching topical debates. Data include class observations, teacher interviews, student interviews, reflection journals and course syllabus. This study seeks to enhance teacher educators and policy-makers’ awareness of the specific subject matter, as well as deepen their understanding of speaking instruction and instructors. It also aims to serve as a reference for more EFL teachers to improve the quality of teaching speaking and hence facilitate their professional development under the context of English curriculum reform.

Keywords: pedagogical content knowledge, topical debates, constructivism, reflective practice, professional development

Authors: Langgeng Budianto (UIN Maulana Malik Ibrahim Malang, Indonesia, budianto.langgeng@yahoo.co.id); Ifta Zuroidah (Muhammadiyah Senior High School 2, Sidoarjo Indonesia, iftazuroidahsmamda@gmail.com)  
Title: The Non English Major Students’ Perception on ESP Course

This study intended to find out the English for Specific Purpose (ESP) learners’ perception of ESP course from the three different departments majoring in accounting, banking and management at the State Islamic University of Malang. The non-English major learners were purposively selected as the participants of the study. The students were interviewed in line with how they perceive ESP courses while a questionnaire consisting of some items related to ESP learners’ needs were also used to see their needs. Findings indicated that in term of attitude toward the ESP course, most of the students claimed to agree with the use of first language in particular situations as a kind of pedagogic device in order to teach different language functions: explaining the meaning of technical words, grammatical structures, difficult concepts, and content of the text. Regarding the English needs for English indicated that the course content was tailor made to suit their needs for academic learning experience such as to read textbooks and resource books and to participate in class discussion.

Keywords: ESP, perception, needs
Discourse analysis has become an increasingly influential area of research within a number of disciplines. Universities all around the globe nowadays offer DA courses as separate or integrated modules in both undergraduate and postgraduate programmes. The course prospective outcomes range from the acquisition of meta-linguistic knowledge and the ability to link academic theory and professional practice to insights into the power of particular discursive strategies. The challenge of selecting the “main” currents in the diverse field of discourse analysis among a broad array of possible variables is one problem a DA course designer has to face. The other one, no less real, is the choice of assessment modes to be employed to test what has been taught. For postgraduate students, the “ideal” method of assessment is believed to be independent/supervised research in the form of dissertations. However, a one-semester course in DA can hardly equip EFL undergraduate junior students with the tools to do such research. This presentation will discuss the author’s experience in designing and implementing a DA course.

**Keywords:** discourse analysis, EFL, testing

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In the face of limited university resources, the flexible and supplemental nature of language learning centers makes them particularly vulnerable. That is to say, their distinctive character is at once their best asset and also their greatest susceptibility. Common problems faced by learning centers include small budgets, understaffing, and a need for greater institutional understanding and support. In “The Precarious and Principled Language Learning Center,” the speaker will discuss the impact of these common problems on centers and how they challenge their success. Yet, these administrative hardships also harbor hidden potential to promote a center’s growth, since they can encourage creative problem-solving efforts and innovative programming. Informed by her experiences coordinating a university language learning center in China, the speaker proposes a set of questions that can be used as a guideline for center managers to help prioritize needs and goals while also demonstrating flexibility and ingenuity. She advocates a responsive approach that is both principled and adaptive.

**Keywords:** learning centers, programming, resource management
Authors: Leah E. Gustilo (De La Salle University, leah.gustilo@dlsu.edu.ph); Abdul Wahid Ibrahim Tocalo (De La Salle University, abdul_tocalo@dlsu.edu.ph); Faith Edlehn N. Jovellanos (De La Salle University, faith_jovellanos@dlsu.edu.ph); Ronlie RJ A. Espeleta (De La Salle University, ronlierjespeleta@gmail.com)

Title: Stance in Academic Writing: A Corpus-based Study of Research Articles in the Philippines and Inner Circle of English

With the advent of World Englishes, this study is a discourse and corpus-linguistic analysis of the authorial strategies in academic writing of the Philippines and Inner Circle of English focusing on the writers’ ways of using stance markers in research articles. Using the stance category under academic interactional model of Hyland (2005), stance markers were searched through Antconc concordance software. Out of 11,522 stance markers by writers across Englishes, findings revealed that the stance markers were mostly used as hedges, followed by boosters, attitude markers, and self-mentions. Writers from the Inner Circle appeared to use more hedges, attitude markers, and self-mentions. However, boosters were more manifested in the writing of Filipinos as L2 speakers of English. This illustrates that Filipino writers express a higher degree of authorial certainty in academic writing than L1 speakers of English. Overall, this confirms that authorial stance in research articles varies across Englishes. The rest of the findings suggests pedagogical implications for novice writers in the global discourse, and for English for Academic Purposes (EAP) teachers in research writing.

Keywords: stance markers, academic writing, world Englishes, Philippine English

Authors: Lee Sun Ja (Chonnam National University in Korea, sonialee7@hanmail.net); Choe Mun Hong (Chonnam National University in Korea, munhong@chonnam.ac.kr)

Title: A Case Study of a Korean Child's Acquisition of L2 English Verbal Morphology

This study longitudinally observed a Korean child’s acquisition of L2 English in a largely input-based setting, focusing specifically on his developmental knowledge and use of verbal morphology. For an account of the main factors forming the child's interlanguage, his learning experience was described in respect of naturalistic input outside of the classroom, formal instruction in the classroom, and periodic interactions with English L1 speakers. All the target-like and non-target-like occurrences of verbs and verb-related grammatical elements in his writings were examined to identify their characteristic features and changes in the function of time. The findings indicate that the listening input from storybooks at the earliest stage of learning significantly influenced the child’s development in the use of verbal morphology. Both formal instruction and English L1 speakers’ interactive feedback improved the child’s ability to use verb forms accurately in spoken and written contexts. Some of the child’s non-target-like pronunciation and misconception in listening was caused by mother talk. His phonological memory capacity and preferred learning style played an important role in L2 development. Other observations regarding the child’s simultaneous bilingual development are also discussed in some detail.

Keywords: L2 acquisition, verbal morphology, input, instruction, interlanguage
Author: Lei Yue (School of Foreign Studies, Northwestern Polytechnical University, 2756463529@qq.com)
Title: Critical Discourse Analysis of Process Nominalization in the First Remarks by President Trump in a Joint Address to Congress

Process nominalization plays an important role in realizing discursive functions. Based on Halliday’s grammatical metaphor and classification of nominalization, this study focuses on analyzing distribution and function of process from the perspective of Critical Discourse Analysis, aiming to discuss how the relationship among language, power and ideology is reflected through the employment of process nominalization. The author chooses Trump’s first remark in a Joint Address to Congress as the material. Results shows that Trump used five types of process nominalization, within 89 excerpts in total. After analyzing specific examples, it is found that process nominalization used in this remark can convey Trump’s ideology and political proposition in five ways, which are: hiding original actor, obscuring time marker, shifting information focus, hiding modality and triggering presupposition. Studying process nominalization from the perspective of Critical Discourse Analysis is helpful for understanding the hidden meaning and ideology conveyed by language, which is important in discourse analysis research.

Keywords: process nominalization, critical discourse analysis, remark

Author: Leticia Cantal Pagkalinawan (University of Hawaii at Manoa, leticiap@hawaii.edu)
Title: Increasing Student Engagement through Individual, Creative, and Tech-Based Methods of Learning

This paper presentation focuses on the use of two technological tools: Voice Thread and Kahoot, in teaching ESL to the non-English speaking migrants in Hawaii. VoiceThread (VT) is a web-based interactive collaboration tool with video, audio, and text commenting. Whereas, Kahoot is an online tool used for administering multiple-choice game questions, discussions, or surveys. Students utilize VT in their oral presentations and participate in class discussions using Kahoot. In this study, it presents how the use of VT and Kahoot enhances language proficiency and oral presentation skills of second language learners of English. It also explores other valuable benefits of using VT and Kahoot in student engagement, motivation, and quality of learning experience in the second language classrooms. Data of this study consist of surveys, interviews, and teacher’s assessments using Oral Performance Evaluation Rubrics. Findings present valuable insights on the usefulness of technology in promoting collaborative, engaging, dynamic and stimulating language learning and teaching.

Keywords: second/foreign language teaching and learning, ESL, voice thread, Kahoot, technology, language assessments
Author: Li Meng Duan (Hainan University and Busan University of Foreign Studies, limengduan2017@163.com)
Title: Chinese University Students’ Motivation in EFL Writing: A Survey Study

Motivation plays a prominent role within the affective domain that influences L2 writing development and performance. As learning to write in a second language is one of the most challenging aspects in EFL context, motivation in EFL writing is particularly worthy of attention. The present study is set between the self (most notably self-determination, self-efficacy, self-regulation and imagery) and the social-psychological period (expectancy-value) as well as taking into consideration the immediate learning context (teacher in particular). This study aims to explore Chinese University Students’ motivation in EFL writing via a large scale survey which is based on a convenience sample of 754 university students from five different types of schools including one comprehensive university, one university of teacher education, one medical university, one private university and one vocational college in Mainland China. The present study seeks to explore: (1) the extent to which Chinese university students are motivated to write in English; (2) how major, type of school, writing performance, English proficiency and self-evaluation of competence in writing impact writing motivation.

Keywords: writing motivation, English proficiency, writing performance, self-evaluation of competence in writing

Author: Lia Agustina (State Polytechnic of Malang, lia_alfan2d@yahoo.com)
Title: The Integration of Information Assessment in ESP Course to Increase Student Motivation and Improve their Language Skills.

Assessment is a part of the teaching and learning process and determines the goal achievement of teaching. There are formal and informal assessments. Formal assessment is a systematic, data-based test that measures what and how well the students have learned while informal assessment is concerned with qualitative judgments; it measures the content knowledge and the performance progress. Taghi Jabbarifar (2009) stated that assessments are used to improve students' knowledge and learning and gives teachers information about how to improve their teaching methods. The aims of this study are: 1) to determine the students’ motivation in learning a Business Meeting Project in an ESP Course, 2) to measure students learning in either content knowledge or language and 3). to determine the effectiveness of the instructional program. The study used a Descriptive Method. Questionnaires, students’ achievement and classroom activities are used as data. The result of this study shows the students’ motivation, students’ achievement and the effectiveness of the instructional program.

Keywords: informal assessment, students’ motivation, language skills
Author: Liangrong Wei (Harbin Engineering University, a108400191@qq.com)
Title: An Analysis of Concretization Strategy in English-Chinese Translation

Because of different ways of thinking, Chinese-speaking people prefer concrete expressions, especially verbs, and tend to produce dynamic and vivid descriptions; English-speaking people are accustomed to employing abstract nouns and expressions for readers to read between the lines. Thus, in English-Chinese translation, translators have to concretize appropriately the abstract words and expressions that would otherwise confuse the Chinese readers. This paper aims at analyzing the concretization adopted for catering to the Chinese readers in the translation of literary works, and Fang Huawen’s translated version of A Farewell to Arms is taken as an example (an excerpt of Chapter 14 and its translation as a discourse will be mainly analyzed in detail herein). There are many typical dialogues in this novel that are very short but meaningful. Fang’s version shows his target-language-oriented translation strategy. The analysis shows that when translating English into Chinese, appropriate concretization should be adopted to convey rich meanings contained in the English version. This attempt may help the conversion between the two languages.

Keywords: concretization, abstract nouns, discourse, translation strategy

Author: Li-Chin Chen (National Taichung University of Science and Technology, elpxo@yahoo.com)
Title: The effectiveness of reflection in English language learning – The development of students’ reflection progress on their own recorded Role-Simulation

This is the first part of a diachronic study to explore the effectiveness of reflection for English as foreign language learners. The participants are a typical group of non-English major freshmen who normally study 2 hours of English in a large-sized class (40-50 students) each week at a university in Taiwan. The analytical framework – the elements of the reflective process suggested by Williams, Sundelin, Foster-Sargeant & Norman (2000) and Williams, Wessel, Gemus & Foster-Sargean (2002) – is utilized to examine two sets of reflections by the students, reviewing their own pair role-simulations based on the weekly learning materials for the mid-term and final examination respectively for the first semester (the reflection data will be continually collected in the second semester). Both quantitative and qualitative analysis are conducted to explore the development of the students’ reflection, as well as how the students examine their own English language learning progress.

Keywords: reflection, role-simulation, English language learning
Author: Lijun Chen (Chongqing University, China, 976507599@qq.com)
Title: An Empirical Study on the Effectiveness of Critical Reading Teaching on Non-English Majors’ Critical Thinking - Based on Flipped Classroom

Since the 1930s, critical thinking has drawn researchers’ great attention. In China, enhancing college students’ critical thinking has become a solid teaching objective. However, how to promote its development remains a question. In order to explore the effective ways in English reading class, this research integrates the theories and research at home and abroad on critical reading, and carries out a four-month experiment of critical reading instruction based on the flipped classroom which is a popular trend in China. 62 non-English majors are chosen as participants and the data are collected from a pre-test and a post-test by using the CCTDI-CV. Then the data are analyzed to find any significant differences. In addition, several participants are interviewed for figuring out how critical reading strategies affect their critical thinking. The results reveal that students’ critical thinking improves after the experiment in the context of flipped classroom and the strategies in critical reading teaching are confirmed effective. This study could provide some inspiration and suggestions for English reading teaching.

Keywords: critical thinking, critical reading, English reading teaching

Authors: Lin Deng (Suranaree University of Technology, lindeng20100101@163.com); Anchalee Wannaruk (Suranaree University of Technology, wannaruk@sut.ac.th)
Title: A contrastive study of formulaic sequences in university English-medium instruction lectures given by native and non-native English lecturers

Formulaic sequences (FSs) are pervasive in natural language use and play an essential role in constructing socially-situated discourse such as that in university English-medium instruction (EMI) lectures. Adopting a frequency-assisted and intuition-oriented screening procedure, the present study investigates the use of FSs in university EMI lectures given by native English and native Chinese lecturers. Two specialized corpora, one consisting of 12 lectures from MICASE and the other with 12 self-collected EMI lectures given by Chinese lecturers, are compiled for the study. Contrastive analyses show more variations in the use of FSs by native English lecturers in terms of structure whereas Chinese lecturers seem to favor the PRONOUN+ AUXILIARY+VERB pattern (e.g., we can see, you can see, we will know). In addition, Chinese lecturers rely heavily on limited types and tokens of FSs. Functionally, Chinese lecturers use significantly more stance FSs but less discourse organization FSs than their English counterparts. However, there seem to be mismatches in the use of FSs and their discourse functions among the Chinese lecturers.

Keywords: formulaic sequences, EMI, university lecture, structure, function
**Author:** Linda Lee Hargrove (Improv 4 Education, teacherhargrove@gmail.com)  
**Title:** Applied Improvisation Techniques as a Means to Lower Affective Filters and Build Communication and Collaboration

This presentation focuses on the use of applied improvisation techniques that have been used to build collaboration and oral communication skills in EFL students. The activities utilized in this paper were adapted from Theater Games for The Classroom (Spolin, Viola 1986). Over 40 adult multi-level EFL students from over 15 different countries with 10 different L1’s participated. Student surveys overwhelming show the need for developing listening, speaking, and pronunciation skills. The data, including surveys, testimonials, and teacher observation showed that after twelve 30-minute applied improvisation sessions there was a positive impact on EFL students’ collaboration skills, non-verbal, and verbal language. These improvisation techniques proved to be useful and effective for a large class of mixed ability. Applied improvisation activities can be effectively tailored to meet the needs of a wide variety of EFL students’ needs and abilities. The activities and how each activity correlates to goals and objectives in the areas of oral communication, non-verbal communication and collaboration are described.

**Keywords:** improvisation, communication, affective filter, pronunciation, collaboration

**Author:** Linfeng Wang (University of Fukui, evawangamaro@gmail.com)  
**Title:** Action Research towards Partnering L1 with EFL & CFL in Japanese Schools

This presentation introduces a number of action researches conducted in language classes aiming to highlight the significance and implementability of collaboration between L1 and foreign languages, as it can enrich learners’ metalinguistic ability, yielding a more effective use of language in general. These action research projects, which are being carried out in a Japanese secondary school and an elementary school, can provide a new approach to foreign language classes in regard to metalinguistic learning. Within a growing tendency to reinforce the differences between ESL and EFL classes, judicious L1 use is allowed and accounted for in most of the EFL classes in Japan, but the essential role that L1 plays in developing metalinguistic awareness tends to be underestimated. Insufficiently developed metalinguistic ability is claimed as one of the main causes for poorly performing English abilities. Therefore, some local researchers have proposed that the main purpose of EFL should be to cultivate learners’ metalinguistic ability. A valid approach to achieve this goal is to promote collaboration between L1 education and foreign language education, in order to provide learners with different viewpoints on language structure and function, so as to be aware of how interesting, rich and powerful language can be.

**Keywords:** L1, language awareness, metalinguistic ability, EFL, plurilingualism
Author: Ling-Chi Barbara Lin (ELI Publishing, babara007@hotmail.com)

Title: Motivating Students’ Learning with Help from Well-designed Multimedia Materials

“Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three”, said Confucius, a great Chinese educator. As for the 3 categories (learning skills, literacy skills, life skills) the 21st Century skills are broken into, the skills under the literacy category – information, media, technology, are the great channels to explore the other three corners of any “truth” that needs to be found. The ability to properly use modern technology and multimedia resources to support one’s teaching and stimulate students’ learning interest is a must for teachers in the modern age. With guidance from the teacher, students learn how to use the skills to become self-motivated learners, and from there, to explore “the other three corners.” In this session, well structured, easily comprehensive, and motivating multimedia materials will be introduced. The participants will have the chance to experience teacher- and learner-friendly materials that help to create a win-win environment.

Keywords: multimedia, 21st century skills, learner friendly, win-win

Author: Ling-Chi Barbara Lin (ELI Publishing, babara007@hotmail.com)

Title: The Effectiveness of Engaging your Students’ Language Learning through Well-designed, Fun and Educational Board Games

“For the things we have to learn before we can do them, we learn by doing them”, said Aristotle, the ancient Greek philosopher. To equip students with the skills they need to face the challenges in the 21th century, dynamic and diverse teaching activities that go along with appropriate learning materials are the key to success in the language class. To integrate hands-on experience with effective teaching activity that helps sharpening students’ 4Cs skills – creativity, collaboration, communication and critical thinking – well-designed, fun and educational board games can enhance students' learning in the classroom. In this session, quality reading materials, thoughtful lesson plans, and well-planned and interactive board games will be introduced, and the participants will have the chance to experience the joy of learning through playing.

Keywords: board games, 21st century skills, effectiveness, engaging
Authors: Lingga Agustina Suganda (Universitas Sriwijaya, linggasuganda@fkip.unsri.ac.id); Zuraida (Universitas Sriwijaya, zuraida.blani@gmail.com)
Title: Mobile-based Mindfulness Applications and English as a Foreign Language Pre-service Teachers

The growing evidence of the use of mindfulness on promoting psychological wellbeing and self-regulation is in line with the increasing use of mobile applications (apps) nowadays. This study aims to find out the influence of two mobile-based mindfulness apps on the pre-service teachers of English as a Foreign Language (EFL) in Indonesia. The 49 samples were given 20-session-mindfulness intervention using two mobile-based mindfulness apps. The data from two sets of questionnaire and classroom observation were analyzed quantitatively and qualitatively. The results showed that the mobile-based mindfulness intervention can be considered promising for the EFL pre-service teachers to improve their mindfulness and listening comprehension skills. The changes in their mindfulness were correlated with the changes across their anxiety and depression level. Furthermore, the oral narrations in the apps were also found useful as a means to practice comprehending the oral vocabulary and content. Therefore, besides being used as a means to practice mindfulness, mobile-based mindfulness apps could serve as media to enhance one’s English competence.

Keywords: apps, EFL, mindfulness, mobile-based, pre-service teachers

Authors: Lita Liviani Taopan (LPDP, UNIVERSITAS SEBELAS MARET, litataopan89@gmail.com); Nur Arifah Drajati (UNIVERSITAS SEBELAS MARET, drajatinur@gmail.com); Sumardi (UNIVERSITAS SEBELAS MARET, arif_sumardi74@yahoo.co.id)
Title: Challenges and opportunities of using TPACK framework in teaching English (A Narrative Inquiry)

Technological pedagogical and content knowledge (TPACK) presents a dynamic framework for describing teachers’ knowledge required for designing, implementing, and evaluating curriculum and instruction with technology. This framework was first developed by Schulman and then expanded by Mishra and Koehler by adding the technology element. The purpose of this inquiry is to explore and retell the story of an English teacher using the TPACK framework for teaching English. More specifically, the study is intended to determine the challenges and opportunities in using the TPACK framework in teaching English. A narrative inquiry with thematic analysis was applied to analyze the data. The data was collected through semi-structured interviews, observation and document analysis. The study revealed that teaching with technology is complicated. The teacher deals with challenges like IT literacy, connectivity, time allowance, and the creation of meaningful tasks using technology. On the other hand, fun, flexible, challenging and various opportunities to develop multimodal instruction are the benefits of using technology in the classroom.

Keywords: TPACK, technology, challenges, opportunities
Author: Liu Yang (Chongqing University, China, 614423020@qq.com)
Title: A Study on Lexical Complexity and Text Readability of International Journal Abstracts in Different Disciplines

As a way of knowledge dissemination, research articles are considered significant in international academia. Better literature dissemination and exchange not only rely on the comprehension ability of the readers but also on the works themselves. Articles written by Chinese scholars are regarded as the production of second language learners, which reasonably need attention as well as polish for a better understanding. In judging the characteristics and quality of research articles, readability plays an important role. In order to improve the readability of research articles published in international journals by Chinese scholars, this study collects 60 article abstracts from two disciplines, linguistics and medicine, to find the characteristics of lexical complexity (LC) and readability, as well as the relationships among disciplines. Results show that the LC and readability differences between disciplines are significant, and many measures of LC affect the level of readability.

Keywords: second language, research articles, readability, lexical complexity

Author: Lucas Kohnke (The Hong Kong Polytechnic University, lucaskohnke@yahoo.com)
Title: Using Comic Strips to Transform and Engage English Language Learners

English language students are not always engaged in class. One easy way to engage them more during class activities is to let them use their creative impulses (Gregory et al., 2013). The adoption of creativity in language acquisition has several benefits. It is beneficial for practice and discussion, easy to implement in class, requires minimal planning, enhances engagement with the task and other learners, and more importantly allows the use of creative language within a framework. One fruitful approach to this is using comic strips. They allow students to exercise creative control, are quick and easy to produce and consume, and the students enjoy them. Comic strips were introduced in an ESP course in Hong Kong to promote target language, higher level thinking and student-centered learning. This presentation will benefit language teachers who are interested in promoting target language through student-centered work, higher level thinking skills, and synthesis by incorporating comic strips in their classrooms.

Keywords: comic, strips, creativity, language, learning
Authors: Luke Jobert Earl Vencer Comprendio (Prince of Songkla University, lukecomprendio1301@gmail.com); Kristof Savski (Prince of Songkla University, kristof.s@psu.ac.th)
Title: ‘Asians’ and ‘Westerners’: Examining the Racialization of ‘Nativeness’ with TEFL Actors at Three Schools in Southern Thailand

While local teachers play a key role in contemporary TEFL, international teachers have also become a key part of the workforce in this field. However, how these teachers are perceived by local actors is often complex and embedded in the various discourses that characterize each particular context. In this presentation, we draw on a study which used a combination of focus groups and interviews to investigate how international teachers were perceived by different TEFL actors (65 students, 18 parents, 16 local teachers of English and 6 administrators) at three secondary schools in a province in Southern Thailand. The study showed that ‘nativeness’ played a central role in how participants perceived international teachers and furthermore that ‘nativeness’ was closely associated with ‘Westernness’ while ‘non-nativeness’ was associated with ‘Asianness’. We argue that in spite of the growing importance of English as a regional lingua franca in ASEAN this suggests a continued association of English with ‘the West’ in public discourse, perpetuating a hierarchy in which certain teachers are privileged at others’ expense.

Keywords: nativespeakerism, language ideology, English as a lingua franca

Author: Luluk Iswati (Universitas Muhammadiyah Yogyakarta, luluk007@gmail.com)
Title: Evaluating ESP Program in Higher Education

The increasing awareness of higher education to shift the teaching of English from GE (General English) to ESP (English for Specific Purposes) for non-English department students indicates that ESP is not only a trend but has also become a necessity. However, previous research findings claim that ESP teaching in higher education still contains problems that demand serious attention. Thus, this paper aims at examining ESP programs in private and public universities of Yogyakarta Province, Indonesia. Four main aspects are explored and analyzed regarding ESP implementation: (1) curriculum & syllabus, (2) teachers, (3) teaching materials, and (4) teaching facilities. This ongoing research gains data through questionnaire distributed to 36 ESP teachers from private and public universities and interviews with 6 of them. The findings of this research are expected to be used to improve ESP program implementation in higher education of Yogyakarta Province.

Keywords: ESP, higher education, evaluation
Authors: Lutvy Arsanti (University of Sebelas Maret Surakarta, lutvy.arsanti@student.uns.ac.id); Nur Arifah Drajati (University of Sebelas Maret, drajatinur@gmail.com)

Title: Developing Students’ Writing Ability in Learning Narrative Text by Implementing Chain Story Technique through Instagram

MALL (Mobile Assisted Language Learning) has a vital role to support the implementation of English language teaching. It has several applications which can be a tool to teach English. One of the applications is by using Instagram which the students have high interest to use it in daily life. During the pre-observation, the writer found that students have no idea when the teacher asked them to write a story. This paper aimed to improve students’ writing ability in learning narrative text by using chain story technique through Instagram. The research was a classroom action research (CAR) consisted of two cycles. The participants of the research were 30 senior high school students in Surabaya, Indonesia. There are 10 men and 20 women in the class. The data were taken from the document, lesson plan, field note, observation sheet, and students’ scores. This research showed that the students had more idea to write and they could collaborate with their friends in filling the chain story through Instagram. They had an improvement based on the data of their writing scores in pre and post-tests both in two cycles.

Keywords: chain story technique, Instagram, narrative text

Author: M Zaim (Universitas Negeri Padang, Indonesia, mzaim_unp@yahoo.com)

Title: Students Assessment of Teachers’ Beliefs and Teaching Strategies and its Effect on Student Achievement in English

Teacher beliefs and teaching strategies are believed to be influential in improving student learning outcomes. Teacher beliefs can be seen in the planning and carrying out of learning activities, and the conducting of classroom learning assessments. Teaching strategies include actions in implementing teaching plans, teaching activities, and assessing student learning outcomes. This study aims to investigate student assessment of teacher beliefs and teaching strategies in a general English course at tertiary level, and how these assessments affect student achievement. This research is a descriptive study. The respondents of this study were ten lecturers and 150 students who were randomly selected from a general course at Universitas Negeri Padang, Indonesia. The instruments used in this study were questionnaires, documentation, and interviews. The results of the study showed that (1) the student’s assessment of the teacher’s beliefs and teaching strategies varied, (2) the teacher’s beliefs and teaching strategies influenced the students’ achievement in English.

Keywords: teacher’s belief, teaching strategy, learning outcomes, general English

June 27th to 29th, 2019 at The Ambassador Hotel Bangkok, Thailand
Authors: Ma Yong Jin (Pyongyang University of Foreign Studies, Pyongyang, DRR Korea, fiedu@yahoo.ca); Ri Ju Chol (Pyongyang University of Foreign Studies, Pyongyang, DRR Korea, fiedu@yahoo.ca)
Title: The Effect of Chunk-based Lexis Learning Style on EFL learner’s Idiomaticity

Idiomaticity, often described as ‘the extent to which a person’s language sounds native-like’ (Scott Thornbury, 2010: 100), poses a challenge to EFL learners. The issue is closely related to chunking. The present study investigates the impact of chunk-based lexis learning style (CBLLS) on idiomaticity of EFL learners in the D.P.R. Korea. 100 non-major students from 5 colleges participated in the 4-month-long study. Firstly, we encouraged them to do chunk-spotting and chunk-collecting when working on course book texts to elicit a shift from single-word learning style to CBLLS. Secondly, they were asked to fill in a table - comprising columns of collocation, connotation and register - with the chunks collected. Thirdly, they were supposed to apply the table for self or peer checking on frequent use of the chunks. We also recommended that learners create their own chunk corpus to replace the table for constant use. We applied idiomatic proficiency tests before and after the research to collect the data for analysis. The results showed the CBLLS heightens EFL learner’s awareness of idiomaticity, effecting an increased use of idiomatic expressions in speaking and writing. The use of a chunk-table and chunk-corpus appeared to be helpful to promote learner autonomy and digital literacy.

Keywords: idiomaticity, chunk-based lexis learning style, lexis, chunk

Author: Made Dewi Setyathi (Monash University, dewisetyathi@yahoo.com)
Title: The Implementation of Assessment of, for, and as Learning in Indonesian EFL Senior High Schools Context: Theoretical and Practical Analysis

As an interrelated part of curriculum and pedagogy, assessment plays significant roles for the related stakeholders and, primarily, for the students. Employing a variety of assessment tools is central to ensure sufficient feedback is received by students in the learning process. Indonesia, nevertheless, still over emphasises the use of assessment of learning (summative assessment) in the form of high-stake examinations, which consequently creates an exam-oriented culture, promotes surface learning, and focuses on the product rather than the process of learning. A gradual shift towards more formative assessment (assessment for and as learning) is proposed in this paper to establish an ideal combination of good assessment practices. Drawing on the literature, the first part of this paper examines the concepts of these three assessment types and discuss the benefits they offer in EFL teaching-learning process. To provide a clearer picture of the implementation, the second part presents the step-by-step strategies in incorporating these three different ways of assessment in teaching a particular topic in English.

Keywords: Assessment of-for-as Learning, EFL Context
**Authors:** Magdalena Ngongo (Artha Wacana Christian University, magda_tars@yahoo.com); Naniana – Benu (Artha Wacana Christian University, benunani@yahoo.com)

**Title:** Interpersonal and Ideational Metaphors in English Theses Writing Text of Undergraduate Students of English Study Program: A Systemic Functional Linguistic Approach

This study aimed to analyze how interpersonal and ideational metaphors were realized in thesis texts and also to find out which type of metaphors was most used. Data informing this study was randomly taken from a data corpus of 15 out of 70 texts. This study was classified as descriptive qualitative method. The results showed that interpersonal metaphor was realized in the mood system and modality. The mood system was realized mostly in declarative clauses rather than others. This fact was caused by the text channel, namely written text, though it might also be because of students’ limited knowledge of using projection clauses. Ideational metaphor was realized in the transitivity system in which material process was used more than others. Nominalization was selected as the most properly linguistic feature in texts. It was also found, because of text channel, that ideational metaphor was used more than interpersonal metaphor. Therefore, the writer suggests that lecturers should consider giving more exercises on metaphorical meaning of language, especially on ideational and ideational metaphors.

**Keywords:** Interpersonal; ideational; metaphor

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**Author:** Mai Matsunaga (Kyoto Sangyo University, mmatsunaga@cc.kyoto-su.ac.jp)

**Title:** Does a Self-Study Activity of Classroom English Improve Prospective Teachers’ Teaching Skills?

This paper examined the results of a self-study project where Japanese prospective elementary school teachers conducted a self-study activity of classroom English for four months. In order to evaluate the growth in the participants’ teaching skills in four domains (overall teaching skills, adjusting to students’ level of English, use of classroom English, and fluency in conducting activities in English), a survey was conducted before and after the self-study activity. Gains across all four domains were consistently found following the self-study. This implies that the participants perceived that the self-study improved their teaching skills. In addition, both an interview and a follow-up performance test were conducted individually after the treatment, and the results suggested that most participants were comfortable using classroom English, but they felt the need for further self-study to improve their skills in adjusting their English level to that of their students. They were willing to spend more time practicing those skills beyond mere classroom English, and they wanted to know how to improve those skills on their own.

**Keywords:** elementary school English education, prospective teachers, self-study activities, classroom English
The Malay stories of Pelanduk yang Bijak, Peniup Seruling and Seuncang Padi were translated to English, and analysed to identify the translation problems, and investigate the procedures to find solutions for the problems using Vinay and Darbelnet's (1958) translation procedures as the framework for data analysis. After the translation of the stories, the source and target texts were analysed to identify problems and procedures. The findings of the study indicated two types of problems in the Malay-English translations of the stories; structural or semantic problems, and problems arising from cultural differences. Among various translation procedures used in the translations, literal translation was the most common procedure in translation of the Malay stories. The findings from translations and the analyses in this study could be utilized in translator and interpreter training classrooms. Finding solutions to the translation problems could improve translators’ ability in better theorizing, and result in producing “good” translation, particularly in translation of literary works from Malay to English. This study could have pedagogical significance, as the Malay short stories contain moral lessons by which Malay culture could be further introduced and “exported” to the English-speaking audience through literature.

Keywords: translation, Malay, English, problems, solution, short story

Author: Margaret M. Lieb (Mukogawa Women's University, Japan, maggielieb@gmail.com)
Title: Challenging Current Thinking on Cross-Cultural Learning and ELT

With increasing globalization, ELT practitioners operate in ever-changing, multicultural, multilingual ambiances, creating the need to reexamine theoretical frameworks, currently used in cross-cultural analysis. Based on research suggesting that culture impacts learning, this presentation will describe a quantitative study, conducted in Japan, where there is concern about low English proficiency. The Cultural Dimensions of Learning Framework (Parrish & Linder-Van Berschot, 2010), based partly on Hofstede’s cultural dimensions theory, was used to measure the learning preferences of 119 Japanese university students. Using a correlational exploratory design, preferences categorized as social relationships, epistemological beliefs, and temporal perceptions were compared with students’ English proficiency as measured by TOEFL ITP. No strong preferences were found for six out of eight cultural learning preferences, nor were any statistically significant relationships discovered between these preferences and English proficiency. The presenter will contend that these findings highlight the limitations of “essentialist” frameworks and reinforce the need to report non-significant data, which mandates critical evaluation of current thinking about the complex and multifaceted relationship between culture and language proficiency.

Keywords: cultural dimensions; cultural learning preferences; English proficiency
Author: Maria Azela Lopez Tamayo (MS Enverga University Foundation Lucena City Philippines, profmaltamayo@gmail.com)
Title: Workplace Literacies among Filipino Teachers

This phenomenological study was conducted to investigate the experiences of teachers in developing their reading and writing skills. Specifically, it focused on the in-service teachers’ experiences in developing their reading and writing skills in the workplace. In the course of the investigation, 15 teachers were engaged in semi-structured interviews and observations in which they described personal experiences. From the analysis of the transcribed texts, three major themes emerged to characterize the experiences of the in-service teachers namely: 1) Workplace Demands; 2) Independent Learning and 3) Social Interaction. The first theme workplace demands is related to the nature of work and desired behaviors. The second theme is independent learning which is related to continuing education and seminars/ conferences. The third is the social interaction which is related to creating linkages. Based on the themes, the study evolved a model reflecting the workplace literacy, “Workplace Literacy Development Model” for Teacher Training. The study recommends research on revisiting the teacher education curriculum and validation of this model.

Keywords: in-service teachers, workplace literacy, phenomenology

Author: Maria Christina Eko Setyarini (Universitas Kristen Satya Wacana, maria.setyarini@uksw.edu)
Title: Factors contributing to the Success in Teaching English for Occupational Purposes

Teaching English for Occupational Purposes (EOP) aims at providing professionals with English that they can use to perform tasks in their occupations. Though this is not an easy task, 15 pre-service English teachers of our faculty did it well in their teaching practicum. This paper aims at exploring the 15 pre-service English teachers’ experiences in teaching EOP to find out what factors contribute to their success in teaching. Therefore, after they had finished with their teaching practicum they were asked to write reflections. The reflections reveal that those who taught EOP to hotel staff have similar experiences to those who taught EOP to bank staff. They suggest that there are three important things that greatly helped during the teaching learning process. They are the use of L1 in delivering material, the use of role plays and games in their teaching activities, and the rewards given to the students. This finding is expected to be useful for pre-service English teachers, lecturers supervising teaching practicum, and those interested in teaching EOP.

Keywords: EOP, factors, pre-service English teacher
Author: Maria Fe Novere Evangelio Amor (Southern Leyte State University-Bontoc, mfnamor@gmail.com)
Title: Genre Analysis of Office Correspondences in a Philippine State University

Throughout the history of academic writing, several researchers have examined different genres but few have documented the generic and the lexicon-grammatical features of office correspondences. This study intends to investigate the distinct specific genres of office correspondences in a Philippine state university. Fifty English official letters were randomly selected and analyzed applying the Biber Connor Upton (BCU) Approach to corpus-based discourse analysis. Four specific categories were found: request, informative, recommendation, and invitation all following the research-generated rhetorical moves: Opening, Information details, and Closing. Six obligatory structural elements were observed in which their presence and order depend on the letter intent. Findings revealed that office correspondences belong to the epistolary sub-genre of business correspondence as represented by the use of standard Business English Language. However, the presence of certain lexical choices and strategies characterizing the moves and steps made this kind of genre distinct. Most significantly, this research proposed extensible prototypes which may serve as a reference in facilitating effective office correspondence writing.

Keywords: move analysis, corpus-based discourse analysis, linguistic features, letter writing

Authors: Maria Maureen Organo Alayan (QUELTA, TRAQ, RACE, mariamaureenalayan@gmail.com); Janice Daef (RACE, ACERT, ecinajfead@yahoo.com); Marilou Maas (RACE, malou_maas@yahoo.com)
Title: Notional-Functional English Course Task for Filipino ESL Learners

This study sought to determine the grade 11 students' speaking needs for designing notional-functional English Course tasks. Using the descriptive method of research, 71 purposively selected Senior High School grade 11 students were held respondents of the study. In analyzing the data gathered, frequency and percentage, and Spearman rho were used. It was then shown that grade 11 SHS students in general are in place with the year level they are in, have equal needs to learn English language regardless of gender, belong to the families of lower bracket income, and are enrolled in a skill-related course. The student's speaking needs analysis in terms of their language ability is rated 2.84, topics that they want to study at 3.33, communication skills at 2.89, and attitudes toward learning English at 2.9. Filipino is the dominant first language of students, while most of them speak English as they learned it at ten years old. A great majority of the respondents learn English outside school, mostly at home.

Keywords: speaking needs assessment, notional-functional model
Authors: Maria Teodora Ping (Mulawarman University, maria.t.ping@gmail.com); Noor Rachmawaty (Mulawarman University, itaw75123@yahoo.com)

Title: Mulawarman University Non-English Department Students’ Experiences and Perspectives on Extensive Reading for Academic Purposes Activities

This survey investigated the Extensive Reading activities done at Non-English Departments of Mulawarman University as well as students’ experiences and perspectives concerning ER activities. The participants of this study comprised of 200 students who enrolled in an obligatory General English course. The students were assigned to read self-selected texts relevant to their fields and interests for six weeks. They also had to write a reading report and discussed what they had read. Afterwards, they were asked to fill in an online survey which recorded their experiences and perspectives. The findings revealed that most students considered ER activities helpful for their study and they would like to continue doing it in the future (62.09 % and 55.19 %). Moreover, most of them also felt that the ER materials helped them learn new concepts and think critically about those concepts (72.04 and 63.68 %). These results implied that ER activities seemed to contribute positively, which will eventually add to the benefit of doing Extensive Reading for Academic Purposes.

Keywords: Extensive Reading, Experiences, Perspectives

Author: Mark Carver (University of St Andrews, mac32@st-andrews.ac.uk)

Title: Conceptualising ‘Distinctness’ when Measuring the Quality of TESOL Programmes

Measuring the quality of TESOL programmes is distinct from measuring the quality of Initial Teacher Education (ITE), requiring different conceptualisations of measures such as teacher effectiveness, career progression, and teacher preparedness. For instance, TESOL programmes function in a much more commercial environment, have a broader global focus than national ITE programmes, and have much more diffuse career paths which create challenges for data tracking. The aim of this study is to broaden the conceptual base of quality in TESOL and develop a new framework more suited to this environment. In particular, this study develops the author’s work on the longitudinal Measuring Quality in Initial Teacher Education project and its theoretical frameworks (Feuer et al., 2013; MQuITE Project Team, 2018). Data was generated through a conceptual literature review and focus groups of TESOL practitioners and students from several universities. This presentation offers insight into the development of the new TESOL Quality framework, comparison of how quality is conceptualised in ITE and TESOL environments, and an opportunity to discuss what distinctness means in different TESOL contexts.

Keywords: quality; TESOL; programme evaluation; programme design
Native language homogeneity of EFL students in a language learning classroom presents teachers with a vexing problem—students can always rely on their native tongue. In addition, how students view the world and how they see English being used outside of the classroom may be limited by their own localized experiences. In this study, using a mobile phone video conferencing application called Zoom, six Taiwanese university students chatted with six Japanese university students. The students, downloaded Zoom, set up a time to chat with their foreign peers, and, as a means to facilitate intercultural communication with their overseas partners in English, discussed three pictures which they believed to best represent their own culture. The results of a posttest questionnaire indicate that students benefited from this type of telecollaboration because they could use English in a practical way and were able to reflect upon the cultural information provided by their peers. In this presentation, we will discuss the value of such telecollaborative projects as well as pointing out some of the pitfalls.

Keywords: Telecollaboration, Video Conferencing, Intercultural Communication, Motivation

The shift from bilingual to multilingual language policy in basic Philippine education, apparently seen in the implementation of Mother-Tongue-Based-Multilingual Education, is a notable point in the history of the country. In so far as it promises a plethora of hopes towards a better learning opportunity for Filipino children, it also opens a new range of issues to address, one of which is the teaching of Mother Tongue as a subject. The present study hopes to present a picture of how MTB-MLE is carried out in one classroom, where five local languages are represented as mother tongues. A Grade 1 Mother Tongue classroom located in an island municipality in Antique, Philippines, was observed for the corpus. Using Myers-Scotton’s Matrix Language Frame (MLF) Model and other translingualism frameworks mostly embracing the social perspective, the researcher was able to analyze the linguistic hybridity of the Mother Tongue (MT) as a language practice in the classroom. Furthermore, he also discovered through community immersion, observation, and informal interviews, that code switching and borrowings are already an integral part of the “real” language that surrounds the children, both outside and inside the Mother Tongue classroom. More importantly, the researcher found out that the MT used or “prescribed” inside the classroom is not necessarily the same language used in the school children’s homes.

Keywords: Matrix Language Frame, MTB-MLE, translingualism
Author: Maryani (Maranatha Christian University, Indonesia, marumaryani@gmail.com)
Title: The Use of Online Media in Learning a Foreign Culture: Is it Beneficial?

Learning a foreign culture is usually embedded in learning a foreign language. It is common that textbooks are used in learning a foreign language. However, the textbooks used are not as up-to-date as the information provided online. As Ismaili (2013) claimed that target language teachers need to provide their students with up-to-date teaching materials to engage the students to improve their language skills (p. 121); therefore, it is necessary to investigate whether the use of online media in learning a foreign culture is beneficial or not. The data were taken from 32 university students in English Department in Indonesia by using online open-ended questionnaire. These students have learned American culture for one semester by comparing the cultural information in their textbook and online materials, namely online newspaper and Youtube clips. The findings show that online media has helped the participants in learning the target culture significantly and that they benefited from the up-to-date information provided by the online media.

Keywords: online media, learning culture, up-to-date teaching materials

Author: Masakazu Iino (Waseda University, iino@waseda.jp)
Title: Implementing ELF-informed Language Policy in Japanese Higher Education

With the Japanese government’s initiatives, an increasing number of universities have introduced EMI (English-medium instruction) programs. The study focuses on an EMI program in Tokyo, often associated with ‘English-Only’ as its medium of instruction policy. Although the community represents a typical ELF (English as a lingua franca) situation, the nature of the ‘E’ of EMI has never been critically examined. Critical language and social inquiries, including ELF, are reconceptualizing cross-border communication. However, there has not been enough dialogue between LPP (language policy and planning) and ELF fields. While traditional LPP frameworks presume ‘named’ distinct languages at issue, ELF researchers focus on the dynamic and fluid nature of language use in supranational contexts. Although EMI and study-abroad programs in non-Anglophone countries exemplify ELF-oriented approaches to foreground multilingual and multicultural aspects, the current ethnographic study found that the diversity was not fully valued because English-only is the dominant policy ideology and learners were largely constrained by native speakers’ norms. The ELF informed LPP is yet to be explored.

Keywords: ELF, LPP, EMI, Japan
Author: Mateus Yumarnamto (Widya Manda Catholic University, yumarnamto@gmail.com)
Title: “I could not Speak English, Even after Years of Study”: A Narrative Inquiry of a South Korean English Learner

This study explored the narrative of a South Korean graduate student about his experiences in learning English. As an EFL learner, he struggled to learn English when he was at school. He could barely speak English but he tried hard and went to the US for his doctorate degree. The narrative was co-constructed from an interview and follow-up conversations. Following Riessman (2007), the narrative was analyzed to see its structure and the intertwining stories. To identify different voices in the narratives, the guiding question for this study was “what underlying stories were voiced in the narratives of the South Korean English learner?” It was found out that there were three major stories: (1) the story about learning English as experienced by the South Korean graduate student, (2) the story about English language teaching, and (3) the story about English language education policy in South Korea. These intertwining stories could shed light on practices of teaching and learning English as a foreign language in the country. The findings also open up the untold cultural collision between Korean culture and the West.

Keywords: narrative inquiry, EFL learner, South Korea

Author: Matthew Miklas (Thammasat University, matthew.m@litu.tu.ac.th)
Title: A short, Easy History of the English Language: A Story of Change and Adaptation

English is largely unrecognizable from the language that it was just centuries ago. The degree of change it has experienced, past and present, is the result of geopolitical forces and cultural shifts. The goal of this paper is to survey the literature describing the history of the English language with a focus on the degree of change the language has experienced over the centuries. An overview of the major phases of the development of English as we know it is given followed by a focus on the degree of change in comparison with other languages. Noteworthy anecdotes and facts related to the history of English will also be presented. Finally, topics for discussion, namely speculating on the prospective future changes that English could experience as it evolves in the form of a language for international communication (EIC) with ever fewer native speakers and ever more non-native speakers, will be put forth for an interactive discussion.

Keywords: History, English, cultural shifts, EIC
Authors: Mayo Oyama (Ritsumeikan University, mor14165@fc.ritsumei.ac.jp); Daniel Roy Pearce (Kyoto Notre Dame University, bojangling@gmail.com); Kana Irisawa (Nara University of Education Elementary School, irisawa@nara-edu.ac.jp); Osamu Obata (Nara University of Education Elementary School, mayom@hotmail.com)

Title: Development of Plurilingual Education Materials for the Japanese Elementary School English Curriculum

This presentation details the development process of plurilingual teaching materials for English language classes at Japanese elementary schools. In 2020, English will become a compulsory subject for fifth- and sixth-graders. Despite one of the stated objectives of the new English curriculum being the fostering of aptitude as learners of foreign language, there is a shortage of suitable teaching materials for this. Awakening to Languages, practiced in Europe for three decades, is an approach that makes use of multiple languages, rather than just English. Through comparing different languages, younger learners can discover for themselves the metalinguistic knowledge that will help them to develop into competent language learners. The materials in this study were developed between October 2018 and February 2019, with support and feedback from practicing teachers at several elementary schools. We discuss the contextualization process of the materials for the Japanese classroom, from initial designs based on original French materials, and input from practicing teachers, to adjustments made after implementation in elementary English classes.

Keywords: materials development, awakening to languages, plurilingualism, elementary, Japan

Authors: Md Al Amin (BRAC University, Bangladesh, al.amin@bracu.ac.bd); Janinka Greenwood (University of Canterbury, New Zealand, janinka.greenwood@canterbury.ac.nz)

Title: Teacher Development for Effective English Teaching in Bangladesh: A Gap that Needs Bridging

A developing nation in a globalising world needs to run faster to catch-up with the standards and opportunities that exist in the developed world, and with limited economic and organisational resources. Such a predicament faces Bangladesh in striving to improve its education system. This presentation addresses teacher development for effective English teaching. Since adoption of a communicative approach, initiatives have been taken to train teachers accordingly, particularly to use multimedia in their teaching. However the effectiveness is questioned. The presentation traces the contextual and historical background in which English language teaching and teacher recruitment take place in Bangladesh and highlights strategic priorities for teacher training and professional development. It reports aspects of research (Al Amin, 2017) investigating the overall conditions of English language teaching. The methodology is qualitative case study, teachers, teacher trainers, students, parents and other professionals as stakeholders. It aligns with the conference theme by addressing selection, recruitment, training, professional development of secondary English teachers, the internal and external politics involved that shape English language teaching in Bangladesh.

Keywords: Professional development, qualitative research, English teachers in Bangladesh
Authors: Meerbek Kudaibergenov (Hankuk University of Foreign Studies, meerberekudaibergenov@gmail.com); Kilryoung Lee (Hankuk University of Foreign Studies, greenklee@hanmail.net)

Title: Professional Identity Tensions of EFL Pre-service Teachers

Although, in the last few years, there has been a vast scholarship into language teacher identity, the issue of EFL preservice teachers’ professional identity tensions is somewhat under-investigated. It is in response to this lack of investigation that this study was carried out. The study capitalizes on a corpus of 139 reflective journal entries written by 20 EFL preservice teachers and analyzes the corpus with a specialist analytics program, Leximancer 4.5. It reveals seven professional identity tensions that seem to revolve around maintaining a dual identity (person vs. teacher, student vs. professional, L2 learner vs. L2 teacher) thereby underscoring the complex and conflicting nature of EFL teacher candidates’ identities. The findings go some way towards providing a better frame of reference for preservice teachers regarding how to be and how to act as a teacher. The findings also help us better understand what support should be provided by teacher preparation programs.

Keywords: EFL preservice teachers, professional identity tensions, Leximancer

Author: Meherun Nesa (Southeast University, Dhaka Bangladesh, meherunnessa418@gmail.com)

Title: Social Networking to Promote Collaborative Learning Environments in Affecting Cognitive Behavior and Improving Writing Skills: An Empirical Study at Tertiary Level

In the 21st century, Information and Communication Technology has become an important and pivotal variable in English language learning and teaching. This paper holds that traditional collaborative writing in L2 classroom cannot ensure every learner’s equal participation in accomplishing writing tasks, giving peer feedback, correcting errors, and boosting learners motivation, confidence and encouragement to the extent that technology-based learning can do. This paper found that digital collaborative writing environments using web 2.0 tools such as Facebook Groups could be used in and out of the classroom to improve linguistic competence. This paper, adopting both qualitative and quantitative research methods, examines how Facebook Groups provided learners with convenient means to engage in discussion and share knowledge with teacher and other peers. During teaching Advanced Composition for the learners of 3rd semester in a private university in Bangladesh, this paper found that a huge access of writings develop learners’ conceptual information and bring positive changes in their cognitive behaviors. This paper also identified some problems in using Facebook Groups and suggested solutions to develop teachers’ pedagogical capacity.

Keywords: social networking, linguistic competence, positive cognitive behavior, writing skill
Author: Mei-lan Lo (Dept. of English, National Taiwan Normal University, t22001@ntnu.edu.tw); Chiou-lan Chern (Dept. of English, National Taiwan Normal University, clchern@ntnu.edu.tw)
Title: Professional Development for English Teachers: A Cross-Cultural Experience

This study reports on a professional development program that included a five-week immersion program in the US and 12-week co-teaching lessons in Taiwan via Zoom. Nineteen English teachers from remote-area primary or secondary schools in Taiwan participated in this study. After completing the enrichment program in the US, the participants, working with their US partners to design lessons, lead their students to meet the US teachers via Zoom. The participants’ feedback on these technology-enhanced cross-cultural encounters were collected and analyzed qualitatively to document the effects of this professional development experience. The preliminary results showed that the participants considered this blended approach a great channel for learning, not only for themselves but also for their students. Although some challenges, such as technical issues and time zone differences, did exist when collaborating with their US partners, teaching lessons collaboratively via Zoom had effectively increased their students’ motivation in learning English. Talking to a real English speaker over Zoom was a great way to enrich both teachers’ and students’ cross-cultural understanding and linguistic repertoire. Pedagogical implications for future implementation will be discussed at the end of the paper.

Keywords: professional development, cross-cultural experience, collaborative teaching

Author: Miao Wang (Shanghai International Studies University, miaowang@shisu.edu.cn)
Title: A Model of Critical Thinking Cultivation and Assessment in Second Language Acquisition

In modern society, critical thinking has become an important dimension to evaluate the learning outcomes of students. Especially in the 21st century, with the deepening and accelerating process of global economic integration and the arrival of the era of knowledge economy, the demand and cultivation of innovative talents has set new standards. The cultivation and improvement of critical thinking skills has become an important topic in the practice of classroom teaching and whole-person education for educators and teachers. Facing the challenge of the new century, the paper starts from a perspective of the combination of second language reading and second language writing, and builds a model of critical thinking skills cultivation and assessment in the process of second language reading and writing teaching process, based on critical reading skills. This paper provides language teachers with an actionable approach and path to address the challenges of education and classroom instruction in the new century and beyond.

Keywords: critical thinking, second language reading, second language writing
**Author:** Michael Alan Yeldham (The University of Hong Kong, mayeldham@hotmail.com)

**Title:** Does Instruction in Abdominal-diaphragmatic Enhancement Improve English Segmental Pronunciation? The Case of Adult Chinese EFL Learners

Anatomically, instruction in L2 English segmental pronunciation invariably focuses on improving the learners’ use of their articulatory organs. However, the pronunciation of many English sounds also relies on effort from the abdominal-diaphragmatic area, and under-utilization of this area often contributes to learners’ pronunciation problems. For Chinese learners of English, these relevant sounds include the long vowels/diphthongs, /iː/ /uː/ and /eɪ/, and the voiced consonant fricatives, /z/, /ð/ and /v/. This study, consequently, examined the impact of teaching adult Chinese EFL learners to enhance the use of their abdomen when saying these sounds. First, a quasi-experimental aspect of the research found that the experimental group taught such abdominal enhancement techniques, as part of a pronunciation course, outperformed a control group (taught the same way, minus the abdominal techniques) on all the six aforementioned sounds. Then, longitudinal multi-case studies of learners from the experimental group found that their improvement on many of the sounds had been maintained one year after the intervention – despite the learners reporting they did not consciously practice the sounds during that period.

**Keywords:** Pronunciation instruction, Segmental pronunciation, English learners

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**Author:** Michael William Brandon (Hanyang University, mikebrandon@hanyang.ac.kr)

**Title:** Teacher Intervention in Utilising Educational Technology for Vocabulary Acquisition

There is a need for a better understanding of the role of teacher intervention in implementing the transition from analogue to digital study methods in students in terms of vocabulary acquisition. This study measured vocabulary acquisition across four Korean High School classes over a semester. Each group had a different set of conditions, either being analogue study only, digital study optional with analogue compulsory and digital study compulsory, representing teacher intervention in student study. The digital study method took the form of the application Quizlet, accessible through student smartphones. There was a noticeable improvement in vocabulary scores for the class with compulsory digital study; however the measure of improvement was larger in the vocabulary scores for the analogue compulsory group, suggesting that although positive, educational technology is not more effective than analogue study for vocabulary acquisition. Some outlying students who had access to the digital application without teacher intervention did show significant improvements in vocabulary test scores, suggesting that educational technology is most useful for self-motivated students for vocabulary acquisition.

**Keywords:** intervention, technology, vocabulary acquisition
Authors: Michelle Jia Hui Bei (University of Macau, mb74019@connect.um.edu.mo); Matthew P Wallace (University of Macau, mpwallace@um.edu.mo)

Title: Opportunity to Learn for the College English Test: Perceptions from Test Takers

A vital aspect of language testing, yet one that is often overlooked, is the opportunity to learn (OTL). OTL involves giving test takers adequate opportunities to acquire the knowledge and skills assessed on a test prior to its administration. Drawing on Kunnan’s (2018) Fairness Framework, this study examined perceptions of OTL for the CET-4, a high-stakes English proficiency test that is closely related to curricular objectives. Data was collected from 166 Chinese EFL test takers using a questionnaire designed to measure five dimensions of OTL: content coverage, learning materials, instructor feedback, preparation time, and exposure to social practices. Results indicated that test takers felt they received sufficient content coverage and preparation time before the test. However, they also reported that access to learning materials, quality of instructor feedback, and exposure to social practices were inadequate. Additional correlational analysis confirmed that the five dimensions of OTL measured a similar underlying construct. Altogether, this study provides empirical evidence for OTL of an important language test and a means with which to measure it.

Keywords: opportunity to learn, language testing, fairness

Author: Michi Saki (Doshisha Women's College of Liberal Arts, michimako3@gmail.com)

Title: "Inter-culturally Speaking": Tips for Teaching Intercultural Communication Skills in the EFL Classroom and Beyond

Shaules (2018) states that “Good language learning is an intercultural experience”. It is our responsibility as EFL teachers to provide our students with not only the rules of “language”, but those of “culture” to help them make those vital connections between language and culture. Students need to acquire intercultural communication skills together with language in order for them to become globally competent in an ever-increasing globalized world. The aim of this presentation is to: 1) provide participants important information about what intercultural communication is and why this type of communication skill is so important for our students in today's world. 2) suggest some ways to encourage, promote and teach intercultural understanding and communication skills not only to our students in the classroom, but also to our fellow teachers and staff within our educational institutions and throughout our local communities.

Keywords: intercultural communication, intercultural understanding, intercultural competence, cultural diversity
**Authors:** Miho Sato (Toita Women’s College, Chair of the International Communication and Culture Department, miho-s@toita.ac.jp); Chiharu Kobayashi (Toita Women's College, President, chiharu@toita.ac.jp)

**Title:** Acquiring Identity and Learner Autonomy through Visualizing Career Pursuit --The Case of Japanese College Students Aiming for Airline Business.

In Japan, English is a compulsory subject for six years in total in junior high and high school. However, a great number of Japanese students feel their English communication skills are poor. As English teachers, we feel fostering students’ autonomy and helping them retain their identity are the key to build self-confidence and raise their motivation to improve their English communication skills. We offer “Business Conversation” classes that match with business scenes such as Airline, Hotel, etc. The students are to choose them in accordance to the fields they would like to work. Our aim is to let students hold clearer vision of the job they are to apply, and to obtain solid identity and enhance individual autonomy. The objective of the research was to ascertain whether “Business Conversation: Airline • Airport” class: 1) foster students’ autonomy, 2) help students to retain her identity, 3) raise students’ motivation to improve English ability. From their TOEIC scores and the questionnaire, we are convinced visualizing their career helped cultivating identity and promoted learner autonomy.

**Keywords:** Identity, autonomy, self-confidence

**Author:** Ming Cherk Lee (Centre for English Language Communication, National University of Singapore, elclmc@nus.edu.sg)

**Title:** Improving Student Engagement: A Case for Active Learning

The importance of engaging students to maximize their learning is undisputed, and the strategies for enabling engagement is a matter of continual discussion. Fredricks, Blumenfeld and Paris (2004) divides engagement into three broad categories: behavioural, emotional and cognitive. A research is carried out to compare the different levels of student engagement in various active learning activities found in an argumentative writing course. Specifically, it seeks to answer this question: How do the various activities compare in terms of enhancing student engagement behaviourally, emotionally and cognitively and why? The research has been carried out over two semesters, with adjustments made in-between. The results are measured mainly through a survey and statistical analysis. This paper suggests that activities which allow for student autonomy, collaborative work and student interaction brings about the highest levels of student engagement. This is because they can capture and hold students’ attention better, and require them to utilize higher order thinking skills such as analysis, synthesis and evaluation.

**Keywords:** student engagement, student autonomy, blended learning, teacher presence,
Cultural norms are reflected in the behavior of students in various educational contexts. More specifically, in the context of Thailand, Thai culture naturally impacts students’ behavior in the classroom. International English teachers who lack knowledge and sensitivity to Thai culture may encounter difficulties in a Thai classroom. This may lead to less-than-ideal teaching and learning outcomes. This study aims to explore how international English teachers struggle with cultural challenges occurring in Thai classrooms. In-depth data were collected from international English teachers and Thai students. Semi-structured interviews with eight international English teachers were employed, and a questionnaire distributed to two hundred and seventy-nine Thai students was utilized. The findings reveal that there are five Thai cultural values (collectivism, interpersonal relationship orientation, face-saving, *kreng jai* value, and power distance) that influence Thai students’ participation in class. These cultural values might cause international English teachers to mistakenly conclude that Thai students are passive learners. Thai students in the study expressed that their classroom behavior was most influenced by interpersonal relationship orientation, followed by *kreng jai*, collectivism, power distance, and face-saving.

**Keywords:** cultural challenges, international English teachers, collectivism, interpersonal relationship orientation, face-saving

My presentation is about my small-scaled study of comparing the similarities and differences between predictive and retrospective evaluations on an English-language textbook, which was used in a communication course at King Mongkut’s University of Technology Thonburi (KMUTT). The participants in this study were the researcher and six teachers at KMUTT. The predictive evaluation was conducted by the researcher of this study using a checklist adapted from Cunningsworth’s (1995) framework for textbook evaluation, and its results were compared with those gained from the retrospective evaluations, which were obtained from semi-structured interviews conducted with the above-mentioned course teachers. The findings revealed that there was considerable in-congruence between the two types of textbook evaluations. While the predictive evaluation depended heavily on the textbook in determining its effectiveness and suitability, the retrospective evaluations showed a greater consideration of the current learning and teaching context, and the learners themselves. The results suggest that teachers should be more flexible in terms of adapting the textbook in their teaching, in order to use the textbook effectively.

**Keywords:** predictive evaluation, retrospective evaluation, textbook evaluation
**Author:** Min-Jeong Moon (Ewha Womans University, South Korea, cooluna80@naver.com)  
**Title:** English Emails of Legal Assistants: A genre based approach

As the legal market opens, the need to write English emails of legal assistants working in Korean law firms is increasing. The research on writing emails in English, however, is not easy to find. To write effective English emails, one needs not only the knowledge of English language, but also the knowledge for the contents and the order of presenting ideas. In this study, an attempt was made to learn from the analysis of English emails that the legal assistants actually wrote. For the study, a small corpus was constructed first, collecting emails written for a week by 50 legal assistants working in a law firm in Korea. The corpus was then analyzed to find the topics, moves, and move orders using MS Excel (2010 version). Although the data cannot be generalized, the results of this study are expected to provide good information about teaching and learning of writing English emails for legal assistants.

**Keywords:** English Email, genre analysis

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**Author:** Mintra Puripunyavanich (Chulalongkorn University Language Institute, pumintra@gmail.com)  
**Title:** Evaluating an ESP Oral Communication Course Book for Economics Undergraduates: Insightful Perspectives of Students and Lecturers

This study concentrates on the evaluation of an in-house ESP course book, Target (2017), developed by the researcher and used on the Oral English Communication for Economics (OECE) course at a public university in Bangkok by economics juniors and English lecturers. This 45-hour course emphasizes listening, presentation, and meeting skills. At the end of the course, stakeholders – both the students and lecturers – were asked to evaluate the course book in focus group interviews. Also, online open-ended questionnaires were distributed to all 123 economics juniors. The results reveal that the course book is relevant to economics, authentic, up-to-date, and appropriate to the course. However, some contents in the course book and the length of some video and audio clips are too long; the amount of listening activities is too many; and the amount of speaking activities is too few. These kinds of feedback raise concerns for ESP materials developers and suggest they focus on creating activities that promote the development of language skills and integrate the content of the discipline.

**Keywords:** ESP materials evaluation, materials development, English for economics, economics undergraduates, oral communication
**Author:** Mohammad Manasreh (Qatar University, m.manasreh@qu.edu.qa)
**Title:** How to Promote a Culture of Reading in EFL Classes?

Engaging students in reading has always been a challenge especially in the TESOL context. Poor reading skills may impede language acquisition. One way to address this challenge is through the use of activities that promote social interaction. My research will clarify how social interaction is a powerful tool to achieve students’ sustained involvement, intense effort and concentration in the reading classroom. The proposed session will show how the use of certain collaborative techniques will not only engage the students in reading, but will also foster motivation, a student-centered environment, and better classroom management. The overall aim of this presentation is to interactively share with participants the outcomes of a research project to identify effective techniques to engage students in TESOL classes in reading. My session will not only share the findings of my research, gained through a teacher survey, but it will also present hands-on, real-life samples of these findings.

**Keywords:** reading, techniques, methods

**Author:** Monika Gultom (Cenderawasih University, monikagultom27@gmail.com)
**Title:** Investigating Young Language Learners' Critical Thinking Skills in Jayapura Papua Teaching Context

The study aims to investigate young language learners’ critical thinking skills related to the teaching and learning of EFL in Jayapura, Papua. 472 learners from 8 Junior High Schools in Jayapura, Papua, answered ten-question questionnaires and analyzed qualitatively on what they did not rely on when making judgments, drawing inferences, evaluating statements, identifying problems and the absence of sufficient evidence, determining truth or falsity, distinguishing opinions from facts (primary from secondary sources of information, valid and invalid inferences, and credible from non-credible sources of information). The result shows that more than half the learners claimed not rely on gossip in decision-making, and were not able to distinguish statements representing facts and assumptions; but they were able to identify the causes of a non-conducive situation. Almost half of the learners were able to distinguish exaggerated statements, and tended to use the internet to fact-check. Around one third of the learners were able to recognise very weak reasoning, and chose to check with people rather than believe TV coverage or conduct thorough research.

**Keywords:** Young language learners, critical thinking skills, Jayapura teaching context
**Authors:** Moonyoung Park (Chinese University of Hong Kong, moonyoungpark@cuhk.edu.hk); Younghyon Heo (University of Aizu, youngheo@u-aizu.ac.jp); Wenqi Xiao (Chinese University of Hong Kong, XIAOWenqi@link.cuhk.edu.hk), Ho Hei Cheng (Chinese University of Hong Kong, anguschh@gmail.com)

**Title:** Developing EFL Learners’ Intercultural Communicative Competence using Digital Storytelling in Hong Kong and Japan

In the age of internationalization and global communication, intercultural communicative competence (ICC) and digital literacy need to be mastered in order to live and work in plural societies as digitally-literate and intercultural knowledgeable citizens. Responding to the growing importance of ICC and digital literacy integration for language education, this study explores Hong Kong and Japanese college EFL learners’ collaborative experiences of digital storytelling (DST) and examines their attitudes and perceptions towards DST. Multiple data sources were procured from content analysis of the digital stories, pre-/post-surveys on ICC, participants’ self-reflection, and Facebook comment threads on the digital stories. The findings indicate that the participants perceived DST as an attractive way to develop their ICC as well as digital literacy. Implications regarding these findings are discussed. The study’s findings and interpretation will contribute to pre-/in-service English teachers’ professional development in digital literacy. Additionally, suggestions can be offered for innovative classroom practice in Asian EFL contexts to promote 21st-century skills, especially regarding the development of digital literacy and higher order thinking skills.

**Keywords:** Digital Storytelling, Computer-mediated communication, intercultural communicative competence

**Authors:** Moris Virgiawan (Universitas Sebelas Maret, morisv75@gmail.com); Nunuk Suryani (Universitas Sebelas Maret, nunuksuryani@fkip.uns.ac.id); Leo Agung Sutimin (Universitas Sebelas Maret, leo.agung56@yahoo.co.id)

**Title:** Optimizing Virtual Reality on Teaching Writing

When teaching writing, teachers usually have a problem engaging students in the writing process. One reason students may struggle with writing is lack of background knowledge. Research has shown that background knowledge is essential for understanding texts; if students do not have enough background knowledge on a topic, it will be very difficult for them to write about it. Virtual reality is a great option for teachers to help students build background knowledge and assist students in their writing. Teachers can take students anywhere around the world without leaving the classroom, thus widening their experiences and building background knowledge. The article begins addressing a conceptual framework of Virtual Reality on teaching writing as teaching media. In the next part, the writers flesh out the steps in implementing Virtual Reality in teaching writing. The writers argue that the immersive nature of virtual reality improves the quality of students’ language and the immediacy of the experience is particularly beneficial for students who struggle to think of what to write.

**Keywords:** teaching writing, writing skill, virtual reality
**Author:** Mriganka Choudhury (Tinsukia College, Tinsukia, Assam, India, choudhury_mriganka@yahoo.com)
**Title:** Acquisition of English and Literacy Development: The Indian Context

The English language has emerged as the international Lingua franca. It is the language of power and one can improve one’s economic well-being through the acquisition of this language. English is the associate official language of India and is taught in schools and colleges. However, only three to five percent of the population can fluently speak and write the language. According to the 2011 census, India’s literacy rate is 74%. Since only three to five percent of the 74% literates have literacy in English, therefore the majority of the learners are severely handicapped so far as employability prospects and economic well-being are concerned. This paper tries to examine the flaws in the current methods of teaching English in the schools and colleges of India and the changes that need to be made to increase the English literacy rate, thereby empowering the learners with a tool through which they can improve their employability prospects.

**Keywords:** literacy, English, acquisition, English language teaching

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**Author:** Murniati Murniati (Universitas Bunda Mulla, murniati.kitty@gmail.com)
**Title:** Unequal Translingual Englishes in Written Classroom Communication in Indonesia

Nowadays, it is very common for both the students and lecturers to conduct classroom communication via WhatsApp messaging system (WA). Even though the students are required to speak in English, they often apply translingual Englishes (Dovchin, Sultana & Pennycook, 2016) by using English and other linguistic resources at the same time. The aim of this research is to find out the role of English which is unequally used, together with the role of Indonesian and other local languages in the written communication between lecturers and students in classroom contexts in Jakarta, Indonesia. This research also attempts to find the reasons why this unequal translingual Englishes could occur. The data were gained from written Whatsapp conversation among 9 lecturers and 9 students of a private university in Jakarta, Indonesia by adapting the method of netnography and applying semi-structured interviews. The results in the pilot project show that English is unequally used, depending on the relationship with lecturers, the time, and the lecturers’ personality.

**Keywords:** unequal Englishes, translingual Englishes, Indonesia, classroom written communication
Author: Muthita Chinpakdee (Victoria University of Wellington, fai.chinpakdee@vuw.ac.nz)
Title: Developing Learner Autonomy through the Use of Weekly Learning Journals: A Case Study in the Thai EFL Secondary School Context

This research examines how Thai secondary school learners developed abilities and knowledge in regulating their out-of-class English practice through the use of weekly learning journals. Thirty Thai EFL M.5 (grade 11) learners were introduced to weekly learning journals with guided questions to help them reflect on their learning experiences and manage their learning throughout a semester. Data comprised 246 learning journal entries and 4 learner group interviews. Findings from qualitative data analyses indicate that, through regular documentation of their learning process, learners have developed abilities in organizing their out of class learning activities, tracking their own achievements and identifying their difficulties. They were also able to use strategies learned in class to independently solve their learning problems as well as evaluate their progress against their learning goals. In addition, the use of learning journals as a guide for reflection was found to have contributed to learners’ metacognitive knowledge about themselves, learning strategies and their overall learning process. The study concludes by considering how self-reflection and learning journals might be incorporated into classroom practice to promote learner autonomy.

Keywords: learner autonomy, reflection, learning journals, metacognitive knowledge

Author: Mutsumi Iijima (Gunma University, iijima@gunma-u.ac.jp)
Title: Report on TEFL to Learners with Learning Difficulties in Japan

Compared with learners in several other countries, it is said that the ratio of learners with dyslexia is much lower in Japan. This might be true in a prospective of the orthographic depth, but there exists learners with dyslexia in Japan, too. This fact is often unmarked at school. It has been shown that language is built up on the development of phonological awareness at an early stage. Learners with the insufficient development of it cannot acquire or achieve learning successfully. According to several studies, difficulties in the mother tongue should bring problems in learning a foreign language. Therefore, even if learning difficulties are not noticed in Japanese, literary skills should be assessed before pupils start learning English. This study examines possible factors which may hinder Japanese learners of English who have some difficulties, including learners with learning disabilities, developmental disorders, hearing impairments or lower achievements. Those learners have several problems or difficulties caused by various impairments, but this study focuses on phonological awareness as a crucial factor in learning a language.

Keywords: learning difficulties, Dyslexia, phonological awareness
Author: Myoungjin Kim (Seoul National University, lucy84@snu.ac.kr)
Title: Vocabulary Size Tests of Different Modality and Their Relationships with L2 Reading and Listening Comprehension by Korean EFL Learners in Middle School

The present research sets out to compare the orthographic and phonological vocabulary size of Korean EFL students in middle school and to address the relationship between the two different types of vocabulary size test and L2 reading and listening comprehension. The participants were found to have larger orthographic vocabulary knowledge than phonological knowledge. Specifically, their vocabulary knowledge, regardless of its modality, drastically decreased from 1,000 to 2,000 frequency level and from 3,000 to 4,000 level. Although both types of vocabulary knowledge exhibit a correlation with each other and with reading and listening comprehension, orthographic vocabulary size was shown to be the most predictive in terms of the variance found in both reading and listening. The findings of the study contribute to existing research on L2 vocabulary knowledge by providing further evidence of non-parallel development of phonological and orthographic vocabulary knowledge by EFL students and by suggesting the great predictive value of orthographic vocabulary knowledge on the performance in reading and listening comprehension tests employed in Korea.

Keywords: orthographic vocabulary, phonological vocabulary, reading and listening comprehension

Authors: Nadya Nurhidayah Nurdin (STKIP YPUP Makassar, nhadhyeannn@gmail.com)
Title: The Relationship between Makassarese EFL Teachers' Self-Efficacy and Students' Language Achievement

This research aims to know the teachers' self-efficacy which sometimes demonstrated a profound influence on the daily lives of teachers and students. This research is a qualitative case study and examined the relationship between 45 male and female EFL teachers' self-efficacy beliefs in a Makassarese EFL context and their students' language achievement. The collection of data was completed by using two instruments: Teacher Sense of Efficacy Scale (TSES) and an Evaluation List (EL) using Pearson correlation. The research finding revealed that there was a significant correlation between teachers' Self-Efficacy and the students' achievements. The results of this research highlight the importance of teacher self-efficacy and the role it plays in improving and fostering student achievement.

Keywords: Teacher, Self-efficacy, Language Achievement
**Author:** Naheen Madarbakus-Ring (Victoria University of Wellington, naheen.madarbakus@vuw.ac.nz)

**Title:** Lexical Ideas worth Spreading: Using Academic Vocabulary in TED Talks-based Listening Lessons

TED Talks have become a primary listening resource to use in academic contexts (Wingrove 2017). However, using academic vocabulary with TED Talks in L2 listening can prove difficult in facilitating effective lexical practice for learners. This study builds on prior evidence suggesting that TED Talks-based listening lessons need 4% academic word list (AWL) coverage to guide academic vocabulary decisions (Coxhead and Walls 2012). Thirty-two TED Talks-based listening lessons were developed in eight themes using Romanelli, Cain and McNamara’s (2014) aspects checklist and Compleat Lexical Tutor Classic to provide 45 learners with strategy exposure and vocabulary practice. This presentation outlines how five 60-minute metacognitive TED Talks-based listening lessons heightened learners’ academic vocabulary awareness. Preliminary pre/post Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh, Mereshal and Tafaghodatari 2006) results show learners increased their vocabulary awareness using translation, inferencing, and monitoring strategies by 18% in explicit instruction and by 11% in implicit instruction. Using academic vocabulary tasks in TED Talks-based listening lessons will interest educators who seek pedagogic listening and vocabulary guidance.

**Keywords:** TED Talks, Listening, Academic Vocabulary

**Author:** Namhee Kang (Chung-Ang University, anitem@cau.ac.kr)

**Title:** The Effectiveness and Perceptions on Wiki-based English Process Writing and Speaking Project

This study aims to investigate effects of a wiki-based collaborative process writing project conducted by 59 Korean university students taking an ESP nursing course. In order to offset a downfall of wiki itself, namely, lack of real communication, a treatment group had a discussion slot in the classroom. To figure out the effects of the project, the students’ writing and speaking samples, students’ logs, questionnaires and focal interviews were analyzed. The results illustrated that despite no statistically significant difference, both groups’ writing and speaking proficiency were enhanced, presumably, with the help of collaborative peer-feedback, building up a strong community, and letting the students do self-reflection, which in turn, lead to the high satisfaction rates for the project. The wiki provided an ideal educational environment for collaborative process writing and a shared zone, which increased grammatical accuracy and overall quality of writing. The offline discussion slot contributed to activating the students’ interaction and allowed them to be more engaged in the project, while also reducing their workload and helping them to keep track of each stage of writing.

**Keywords:** Wiki, Collaborative Writing, Process Writing, Peer-feedback
**Author:** Nasrin Pervin (Department of English and Modern Languages, North South University, Bangladesh, nasrin.pervin@northsouth.edu)  
**Title:** How Education System in Bangladesh Has Failed by the Mushroom Growth of Coaching Centers: An Empirical Investigation

It is widely known that a large number of class IX and X students in Bangladesh take private coaching in English, typically in batches at coaching centers, even though they are learning English at school. Frequently, the English teachers of the schools conduct these coaching sessions during out of school hours. Those who come from well off families take private English tutorials. The question that comes up is: is it necessary for these students to take extra lessons out of school to complete their required level of learning, and what impact does this extra schooling have on their learning? In this study I explored the reasons for private tutoring and identified the consequences of tutoring on students’ academic achievement and formal schooling. Furthermore, I will be examining its impact on educational equality and the negative effects it is having on our education system. Classroom observations in schools and private coaching institutions were implemented to find out if there is a gap in English teaching. A questionnaire was also distributed among experts to find out the effects of private tutoring on the Bangladesh education system.

**Keywords:** Private tuitions, academic achievement, extra schooling, education system

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**Author:** Natalia Proshyants (Pacific Naval Institute, nata_proshjants@mail.ru)  
**Title:** Can the Vocabulary Learnability be developed by Learners’ Synergy in the ESP Context?

The paper discusses how to effectively elicit from the learners’ joint work. The pedagogic assumptions, practical experience, findings and activities related to learning ESP vocabulary based on students’ synergy are presented. Three key points make the basis for developing vocabulary learnability: learners’ Multiple Intelligences (MI) preferences, specifics of ESP vocabulary in the professional culture environment, and the potential of learners’ synergy. The increased learning effectiveness results when two or more people work together eliciting from the best of their MI. The paper shows how the learners’ MI preferences are defined with the use of charts and questionnaires, in order to be optimally implemented while learning vocabulary by learners’ synergy. The demonstrated activities based on MI framework contribute to the benefit from joint work. The cognitive abilities of processing, storing and retrieving vocabulary are intensified by doing activities together. The activities drawn from the ESP vocabulary (ESP discourse) specifics that feature joint professional communication with a high physical context facilitate better understanding, remembering, and use of vocabulary.

**Keywords:** synergy, ESP, vocabulary learnability, multiple intelligences
**Authors:** Nathan Thomas (University of Oxford, nathan.thomas@education.ox.ac.uk); Christopher Osment (King Mongkut's University of Technology Thonburi, osmentchristopher@gmail.com)  
**Title:** Proposing the Language-Usage-Identity State Model to Promote Understanding of Multilingual Speakers

Attempts to transcend the native/non-native dichotomy date back to the 1990s when the constructs of expertise (Rampton, 1990), proficient user (Davies, 1991), and multi-competence (Cook, 1991) were introduced. Cook (2002) proposed the term L2 user to eliminate regressive and potentially racist ideologies associated with the terms native/non-native speaker. More recently, Dewaele (2018) suggested the terms L1 and LX, which have been well-received in the field of applied linguistics and multilingualism. This presentation will build on Dewaele’s L1/LX proposal by adding two additional elements, or lenses, through which to view language users. The Language-Usage-Identity State Model is a three-part hierarchical model, offering a more nuanced and comprehensive alternative to the native/non-native dichotomy. This conceptual innovation helps to better understand 21st-century language usage and identity construction for multilingual individuals. An argument as to why such a model is necessary in this and age, how the model can be utilized as a theoretical framework, and what implications this model has for advancing multilingual research and practice will be discussed.

**Keywords:** language usage, identity construction, global Englishes

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**Authors:** Nathan Thomas (University of Oxford, nathan.thomas@education.ox.ac.uk); Punjaporn Pojanapunya (King Mongkut's University of Technology Thonburi, punjaporn.poj@kmutt.ac.th)  
**Title:** Theorizing New Directions for Language Learning Strategies: A Data-driven Approach

This presentation will provide a comprehensive overview of the field of language learning strategies, focusing on definitional and conceptual issues as they relate to strategy usage in formal education settings. Evidence of the conflation of language learning strategies with concepts related to self-directedness via a corpus-based analysis of research over time will illustrate how the field has moved away from instructed settings and towards a view of learner agency and self-regulation. This may be ill-advised, as current definitions minimize the role of teachers in influencing strategic behavior in their students. A conceptualization and subsequent definition that does not stigmatize or exclude learners who are not self-directed, for whatever reason(s), is crucial to advance the field. As a solution, we propose that self-regulation be defined as a dynamic characteristic of learning strategies in order to allow for other-regulated strategies in research. We will discuss how viewing strategies on a continuum helps to emphasize the dynamic process of strategic development and the role teachers in instructed settings can play in this process.

**Keywords:** language learning strategies, self-/other-regulation, learner autonomy
Author: Nathanael Rudolph (Mukogawa Women's University, najoru13@mukogawa-u.ac.jp)

Title: Identity as/in Language Policy: Negotiating the Bounds of Equipping “Global Human Resources” in Japanese University-level (Language) Education

This presentation details an ethnographic exploration of faculty involvement in the construction, patrolling and challenging of “language policies” in one tertiary English department in Japan seeking to equip students as guroubarujinzai (global human resources). Within the department, language policies (overt and covert) perpetuate and reflect essentialized and idealized ideologies of “Japaneseness” and “Otherness” (equated with white, English-speaking Westernness). Language policies thus both shape and are shaped by, notions of who teachers (and students) “are,” and “can” and/or “should” be or become, as English and Japanese users and professionals, and as members of Japanese society. The study documents how teachers affirm, perpetuate, and problematize policies in fluid and (seemingly) conflicting ways. This serves to essentialize and fluidly privilege-marginalize the identities, knowledge, skills and lived experiences of teachers (and students), while eliminating space for individuals whose identities do not correspond with the departmental categories of “Japanese” and “native English speaker/non-Japanese.” The study contends for the apprehension of language policy as sociohistorically and contextually situated in local-global negotiations of identity and community membership.

Keywords: identity, language policy, privilege-marginalization, Japan

Authors: Nenden S Lengkanawati (Indonesia University of Education, nendensl@indo.net.id);
Finita Dewi (Indonesia University of Education, finita@upi.edu)

Title: What Indonesian EFL Teachers Need from a Technology-focused Professional Development Program

Over the last few years, teachers in Indonesia have been prompted by calls for integrating technology into their teaching and learning activities. Many teachers have strong motivations and interests in adopting technology. However, studies suggest that issues such as low technological skills, limited knowledge on potential technology tools, and feelings of inferiority due to being potentially less skillful than the students, have prevented teachers from utilizing technology beyond a ‘learn-from’ tool. This paper reports the findings from a larger qualitative study and explores how a Technology-Supported English Language Teaching Professional Development (TSELT-PD) program can facilitate three participants to integrate technology into their teaching and learning activities. Through semi-structured interviews and focus group discussions during and after the TSELT-PD program, this study suggests that technology integration can be supported by professional development that features: accessible and available technology tools, hands-on experience to relevant technology tools, connection with curriculum and teaching objectives, cyclical series of meeting, collegial discussion, and real experiences.

Keywords: Technology Integration, TPD, ELT
The complexities of writing have affected the dimension of writing assessment which result in the innumerable challenges for teachers in assessing the students' written production. Utilizing automated grammar checker becomes one of the solutions offered to solve this problem. However, studies carried out evaluation of automated grammar checker are profoundly insufficient and has received little attention. Due to the fact, this follow-up study is aimed to determine how effective automated grammar checker is in reducing the errors found in students' written production. To get the evidence, this study used three student writings that have been corrected using the automated grammar checker. Based on the data analysis, the findings indicate that the application can only identify errors in word levels and cannot detect more complex errors that are present in sentence level. Therefore, it can be concluded that this application is less effective in reducing the number of students' grammatical errors in their writing.

**Keywords:** automated grammar checker, grammatical errors

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**Authors:** Nicole Judith Tavares (The University of Hong Kong, tavaresn@hku.hk); Daniel Fung (The Chinese University of Hong Kong, dktfung@gmail.com)

**Title:** Enriching ELT through CLIL: How ‘Maths Talk’ Enhances L2 English Morphosyntax and Phonology

Situated within the context of Content and Language Integrated Learning (CLIL), this paper presents a study conducted in a Grade 7 Mathematics classroom using English, the students' second language, as the medium of instruction (EMI). Adopting an exemplary case study approach, data is collected through lesson videotaping and observations, and teacher and student interviews. Through analysis of teacher-student interactional discourse, the importance of learner talk – an area not given due emphasis in CLIL research so far – is noted. Findings shed light on Schleppegrell’s (2007) and Tavares’ (2015) studies on ‘Maths Talk’ by illustrating how meaningful EMI classroom interaction is conducive to morphological and phonological gains in English. The teacher's strategy use is likened to communicative language teaching and informs theories of second language acquisition. The paper discusses how Mathematics may be learnt as ‘a co-equal partner with language’ (Lemke, 2003). As the student participants in the study are neither academically nor linguistically strong, implications for English language teaching (ELT) and teacher professional development in CLIL are highlighted.

**Keywords:** CLIL, EMI, Maths Talk, interaction, learner talk
Authors: Nipathorn Sangtuptim (Language Institute, Thammasat University; nipathorn.s@gmail.com); Preechaya Mongkolhutthi (Language Institute, Thammasat University; preechaya.m@litu.tu.ac.th)

Title: Quizlet in Vocabulary Learning: Experiences from a Group of Thai High School Students

This study explored a group of sixty high school students’ opinions towards the use of Quizlet, a learning application providing study and game features (e.g., electronic flashcards). The frequency of usage, benefits and challenges that they experienced when using each feature of the application were also examined. Data from questionnaires and semi-structured interviews illustrated that the students (N=60) were satisfied (M=5, SD= 0.94) with the use of Quizlet for their vocabulary learning. There was no sign that this application was distracting or interrupting their learning. In particular, ‘Match’ was the most popular feature. Most of the participants revealed that this feature helped them to remember new vocabulary effectively in less time. However, the same participants mentioned the difficulties faced during the use of such an application. They shared that the ‘Write’ feature was not helpful since it required them to spell the vocabulary according to the definition generated by the application. This paper further encouraged more homogeneous study on implementing Quizlet into teaching and learning in wider contexts.

Keywords: computer-assisted language learning (CALL), mobile-assisted language learning (MALL), vocabulary learning

Author: Noriko Akiho-Toyoda (S&N Information Limited, nori@sn-info.co.uk)

Title: Computer Programming Education for Children - application of CLIL approach

Content and Language Integrated Learning, or CLIL, is a great approach to teach ESL and EFL children English so they can learn CALP and subjects while acquiring "L2 as a tool" of communication. Having got involved in computer programming education at primary school, I found the concept of CLIL well worked with IT education. Engineer background educators and curricula designers are often apt to set a goal for children to be good programmers. However, K-12 fundamental education wants children to have a deep-learning or critical thinking mindsets through programming education just as clearly stated in the latest Courses of Study published by the Japanese Ministry of Education. In the presentation, we’d like to show the current issues of computer programming education in Japan, the similarity of early programming education to English one in the world and how content-based education such as CLIL could be important for other subjects to encourage English teachers to help programming and other subjects education.

Keywords: computer programming, child education
Author: Noriko Nakanishi (Kobe Gakuin University, nakanisi@gc.kobegakuin.ac.jp)
Title: Sounds of Englishes: An interactive pronunciation website for varieties of English

Ideally, the English language belongs to all users, no matter where they come from. However, the dilemma behind the idea of World Englishes is that different varieties cannot function as a means of communication if the differences are too great. Thus, while accepting different varieties of English accents, it is necessary for these accents to be mutually intelligible. Toward this end, the author has released a website “Sounds of Englishes”, which presents many varieties of English pronunciation. As of spring 2019, the sound data of 1,500 words are accessible, sortable, and downloadable according to speaker region, gender, and age group. Users of the website are also encouraged to post their own pronunciation, so that they can recognize and become familiar with various pronunciation tendencies. The website is also useful for phoneticians who would like to analyze and compare the sound data of different accents. The Sounds of Englishes can be an educational tool for learners, teachers, and researchers of English around the world, including varieties from Inner, Outer, and Expanding Circle countries.

Keywords: World Englishes, pronunciation database, educational website

Author: Noriko Suzuki (National Institute of Technology, Yonago College, snorijenibi@live.jp)
Title: Planning a Content-based Unit for EFL Secondary School Students: Implications from Students’ Reflective Comments

The application of various content-based approaches (e.g., Content Based Instruction, Content and Language Integrated Learning, English Medium Instruction) have been increasing not only in Europe but also in Asian contexts. However, how they can be implemented in secondary schools in Asia and how students perceive the class are still lacking investigation (Yang, 2015). Following needs analysis, a CBI unit for Japanese secondary school students (n=37) was developed for the current study and their perception was explored through their learning logs and essays on the topic. The content objective of the unit was to learn about the characteristics of different electric power generation methods and the language objective was to compare/contrast each of them. The thematic coding analysis showed that their perception of the class varied individually but they payed attention to both content and language objectives and reflected on their language skills both in positive and negative ways. It may be suggested that dealing with content learning in a foreign language may guide students to focus on their language skills.

Keywords: content-based instruction, perception
Author: Novi Rahayu Restuningrum (YARSI University, novirahayu.restuningrum@gmail.com)
Title: Dual or Hybrid? Perspectives of Identity among Indonesian Children with Significant Exposure to English: A Case Study

Some Indonesian children who lived in Australia as temporary residents develop significant ways in which the perception of their identity forms. This paper examines how a small group of Indonesian children who have been significantly exposed to English abroad view their identity. It takes a critical look into the complexities of growing up bilingually in the intersection of two languages and two cultures, and how these impact the formation of their identities. This qualitative case study involves five children whose significant exposure of English is explored through interviews. An analysis of foreign language development and the formation of perspectives on culture and identity is presented. The study found how the children relate language learning, culture, and identity, as well as discover what they perceive to be their dominant culture. Also critically discussed are their affective reactions towards an identity crisis or identity vacuum after significant exposure of English. Their claim of membership to global citizenry shows that the exposure shaped their identity in significant ways.

Keywords: language exposure, culture, identity formation, language and culture, second language acquisition

Authors: Nuning Catur Sri Wilujeng (Universitas Negeri Yogyakarta, nuning@uny.ac.id); Erna Andriyanti (Universitas Negeri Yogyakarta, erna.andriyanti@uny.ac.id)
Title: Linguistic and Cultural Barriers to Intercultural Communication Experienced by International Students

For most international students, intercultural communication is an unavoidable human encounter taking place either on campus or in their social lives. Many of them have to struggle with differences of languages as well as cultures when having interactions with the locals or people of different nations. This study investigates international students in a state university in Indonesia, with a focus on their interactions with their lecturers and other fellow students. The purposes of this study are to describe linguistic and cultural barriers the international students face in their academic life, explain their strategies in coping with those problems, and explain to what extent English as a global language helps them to overcome the problems. This ongoing study involves a B2 to C1 or upper intermediate levelled class of 15 international students of 14 nationalities, none of whom speaks English as their mother tongue. Most of these students are learning Bahasa Indonesia as a foreign language and all have previously learnt the language for various lengths of time. Demographic and other preliminary data were collected through questionnaire while data relevant to intercultural communication was gathered through interviews and observations. The findings will be beneficial as references to improve a number of intercultural aspects of the teaching and learning of Bahasa Indonesia as a second or foreign language.

Keywords: international students; intercultural communication; linguistic and cultural barriers
Author: Nurshahirah Abd Aziz (University of Malaya, nurshahirah16@gmail.com)  
Title: The Effectiveness of Using 5W1H Questions in Helping Pupils of Low Proficiency Generate Ideas for Writing Narrative Composition

This action research aims to study the extent to which the use of 5W1H questions is effective in helping pupils of low proficiency generate ideas for writing narrative composition. The sample of the study comprised 30 Year 5 Pupils from a Chinese national-type primary school. The pupils were low proficiency L2 learners. The participants for this study were carefully selected based on their past performance on examinations as well as through probability random sampling. The study was carried out over a period of two weeks. Two lessons were conducted with one employing the traditional mode and the other using the intervention method. The instruments for the study consist of Test 1 and Test 2, a questionnaire, an interview schedule and journal entries. The result of the study showed positive indication that the use of 5W1H question was effective in helping low proficient pupils to write. In the study, pupils were able to generate ideas better in writing narrative composition when the intervention method was used.

Keywords: Effectiveness of using 5W1H questions

Author: Nutprapha Kongphet Dennis (Ubon Ratchathani Rajabhat University, nootprapa@gmail.com)  
Title: Using Google Slide to Facilitate Pecha Kucha Presentation in English Public Speaking Classroom

This study focuses on how EFL students use Google Slide to facilitate English public speaking using the Pecha Kucha (PK) presentation format and its effect on student anxiety. PK presentation is a format based on viewing 20 images individually and talking about each one for 20 seconds. The timing, coherence and fluency required are critical and demanding. The PK presentation keeps presentations short and concise. Google Slide is used as a tool to create automatically advancing slides to match the PK presentation concept. The results show that using Google Slide with PK presentation in English public speaking class helps students overcome anxiety because students start activities with small group and whole group practice. Teachers provide support and constructive feedback to help students develop more self-confidence. Moreover, using PK presentations are a time-effective method to assess a large number of students in a short time. It has the potential to teach students while assessing them. The conclusion was that PK presentation format can be incorporated into communicative English skills in EFL classrooms.

Keywords: Pecha Kucha, Public Speaking, Speaking Anxiety, Google Slide
Author: Oanh Thi Hoang Duong (RMIT, oanh.duongthihoang@rmit.edu.vn)
Title: Translation and Interpretation (T&I) to Connect: Taking Advantage of Bilingualism to Ensure Pragmatic Subtlety

According to many ELT teachers, using Translation and Interpretation (T&I) may have a negative impact on learners’ cognitive and performative process. T&I encourage learners to use L1, when the aim of modern teaching is to eliminate it from EFL class activities. However, many teachers and programme designers now see the merits and power of T&I as an activity in communication with a constructive impact, especially on pragmatic subtlety. This presentation will provide opportunities for EFL teachers to gain first-hand experience with classes using T&I as class activities and for professional T&I classes. Based on interactive and thought-provoking activities, this presentation will offer opportunities for a rich and diverse experience with professional translators, interpreters and teachers; touching on the pragmatic subtlety of language, culture and behaviour and the significance of correct, appropriate, and updated language pedagogy, using T&I as an effective means for language enhancement.

Keywords: translation, interpretation, ELT/EFL pedagogy, application

Author: Obaid Wali (Institute of Bangladesh Studies, University of Rajshahi, Bangladesh, obaid_wali2003@yahoo.com)
Title: Shaping Learner Identity at Tertiary Level English Education in Bangladesh

Bangladesh is determined to reshape the existing teaching-learning pattern in world-class mode by applying curriculum renovation formula which is quite clear from the National Education Policy 2010. Bangladesh Government has put much emphasis on producing world-class skilled graduates. English language being a crucial weapon for development can play a vital role in this regard. We have been following age-old literature oriented curriculum for ages for English education. English curriculum of Bangladesh is not learner-centered. Identity shaping matters to pedagogists and curriculum planners. How far English curriculum of Bangladesh takes into consideration learners’ identity shaping? Its age-old prosaic English curriculum needs to be studied minutely to see how far the issue of learner identity shaping has been addressed. This study is qualitative in nature and based on document analysis and in-depth interview. English curriculum of 10 universities have been analyzed and in-depth interview has been conducted with 2 leading ELT Professors of Bangladesh. The outcome of the study shows the need of redesigning curriculum keeping in mind learner-identity issue.

Keywords: Curriculum, learner, identity shaping
Author: Obaidul Hamid (The University of Queensland, Australia, m.hamid@uq.edu.au)
Title: Ethics and politics of truth and post-truth: Success stories of an ELT aid project in Bangladesh

This presentation will discuss ethics and politics of truth and post-truth in relation to a large-scale ELT development project in Bangladesh. Funded by UKAid, the project was implemented by a conglomerate of international institutions and local NGOs. This third-party management promoted voices of local English teachers and teacher trainers in the official website and social media which represented the project as a success story. The project’s investment in the virtual sphere can be seen as its discursive implementation running parallel to its physical implementation in schools and classrooms. Arguably, the beneficiary testimonials in virtual spaces were part of the evidence of the project’s impact. This presentation will raise a range of ethical and political questions in relation to teacher voices including: What is the empirical weight of beneficiary testimonials as evidence? What counts as evidence of impact in ELT development sites? What is the right scope and volume of evidence to certify “success”? Who should produce this evidence and how? It will highlight emerging tensions between truth and post-truth.

Keywords: ELT development aid; Beneficiary testimonials; language policy; Bangladesh

Authors: Ok Yeon Kim (Sogang University, okyeonk@sogang.ac.kr); Eun Sung Park (Sogang University, eunsungp@sogang.ac.kr)
Title: Learner Engagement with Indirect Written Corrective Feedback: Feedback Efficacy and Learner Strategies

Most studies on written corrective feedback have examined the efficacy of different kinds of feedback, but not much attention has been paid to how learners interact with the given feedback. The current study examines learner engagement with indirect written corrective feedback, focusing on the learners’ ability to make use of the feedback, and the kinds of strategies they use while self-correcting their errors. Twenty-four Korean learners with different levels of proficiency (elementary vs. intermediate) received unfocused indirect feedback on their essays and were asked to think aloud while self-correcting their errors. The results showed that regardless of proficiency level, the learners were able to accurately self-correct more than a third of their errors. The think-aloud results revealed that learners in both groups mostly adopted repeating and self-explaining strategies during the self-correction procedure. The current findings show that learners are capable of correcting their errors with the help of indirect feedback. The findings also shed useful insights on the metacognitive nature of learner strategies during self-correction.

Keywords: think-aloud protocol, self-correction, indirect written corrective feedback, Korean as a second language
Author: Olga Stognieva (National Research University Higher School of Economics, Moscow, Russia, ostognieva@gmail.com)
Title: How to teach Business English with TED Talks

TED.com is used in teaching EFL to enhance exposure to English, to promote authentic vocabulary and to develop multiple foreign language skills. For university students studying Business as their major and English for professional communication as a part of their university curriculum, TED talks provide a cutting-edge business context, which aims to increase the learners’ English language proficiency, developing the learners’ professional competencies and expanding their outlook by acquainting them with business practices from around the world. Through authentic models of effective communication, students build fluency to achieve academic and personal success. ‘Business English with TED talks’, an EFL resource book, is the result of the author’s approach to creating educational materials based on authentic and up to date video content. Using the example of ‘Business English with TED talks’, this report presents criteria for selecting TED talks for different groups of students, the structure of a TED talk lesson and other useful resources for supplementing TED talk lessons.

Keywords: TED talks, Business English, authentic video, teaching materials, integrated skills

Author: Olga Valerievna Khotskina (Novosibirsk State University (NSU), Novosibirsk, Russia, m04kho01@gmail.com)
Title: Speaking Proficiency: Fluency vs. Accuracy

When learners of a foreign language reach a high level of language proficiency they are often confronted with a problem on the one hand of being too accurate in using the knowledge they have obtained, giving up on fluency, or on the other hand they can be carried away by all the ideas they want to express and share, leading to careless accuracy in language usage. In my work experience every year, I work with 1st year students who achieved high English levels (usually upper-intermediate, rarely advanced) at secondary schools or on their own. Having such language preparation, they are very concerned with their skills demonstration which inevitably leads to some sort of restraint in their fluency. As my classes are aimed at discussion, debates, reports, etc., students quickly turn to fluency and are careless about accuracy when expressing themselves. In this paper I will focus on suggestions and attempts I have already undertaken to resolve this dilemma of ‘fluency vs. accuracy’ with IT students at NSU.

Keywords: speaking, fluency, accuracy, upper-intermediate level
Author: Onsutee Wattanapruck Sudwan (University of York and Suratthani Rajabhat University, ows503@york.ac.uk)
Title: Dialogic Teaching in Pre-service English Teacher Education in Thailand

This intervention study aims to investigate the teacher-student interactions during whole-class teaching in pre-service English teacher education in Thailand prior to, during and after the adoption of dialogic teaching and the participants’ perceptions of such an approach. The participants are three non-native university lecturers and 75 English major students who are involved in English teaching and learning in an undergraduate teacher education program. A twelve-week university-based professional development program is designed to introduce a new pedagogical approach to the university lecturers through a one-day workshop and to provide an opportunity for the lecturers to examine their current practice through five cycles of personalized video-based reflective coaching. It is hoped that the lecturer-student interactions during the whole-class teaching become more symmetric and that students’ contributions are more extended and elaborate.

Keywords: dialogic teaching, intervention, professional development

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Authors: Paul Goldberg (X-Reading VL, paul@xreading.com)
Title: The Benefits of Online Extensive Reading with Xreading

Extensive reading provides students with comprehensible input, an essential component for language acquisition. However, establishing a library of graded readers can be expensive. Fortunately, there are now digital alternatives such as Xreading available. However, online extensive reading means much more than students being able to read graded readers any time they want on their computers or smartphones. It can put powerful tools like an interactive dictionary, character lists, audio-on-demand, and book ratings, right at their fingertips. Additionally, online extensive reading also provides benefits to educators. It allows teachers to easily monitor their students’ reading progress. Teachers can know which books their students have selected, how many words they read, and even their reading speed which is useful since reading fluency is a key aspect of extensive reading. In this presentation, the speaker, who has developed several websites for doing extensive reading and extensive listening, will explain how teachers can get the most out of using online extensive reading resources with their classes and demonstrate several free and commercial websites.

Keywords: Extensive Reading, Extensive Listening, Technology
Author: Paul J Moore (University of Queensland, paul_moore@live.com); Philip Murphy (Kanda University of International Studies, Chiba, Japan, murphy@kanda.kuis.ac.jp); Luann Pascucci (Kanda University of International Studies, Chiba, Japan, pascucci-l@kanda.kuis.ac.jp); Scott Sustenance (Kanda University of International Studies, Chiba, Japan, sustenance-s@kanda.kuis.ac.jp)
Title: An Evaluation of Google Translate for Foreign Language Learning Task: The Student Perspective

This study investigates the interaction between language learner, technology and task in evaluating the affordances of Google Translate in second language task performance to ascertain how the technology mediates task performance in a Japanese university context, across tasks of varying complexity and modality. In line with the broader focus on how second language production and interaction are mediated by technology in the field of computer-assisted language learning, there have been recent calls to investigate how computer-based speaking performance is influenced by test-takers’ interaction through and with technology. Reflecting on how communication is increasingly technologically mediated in broader society (and second language learning), Chapelle and her colleagues (Chapelle & Douglas, 2006; Sauro & Chapelle, 2017) argue that the construct of L2 communicative competence should be broadened to include technological competence in cultural contexts where tests are administered. By investigating the complex interactions among test-taker, task and technology in a Japanese context, this study has the potential to provide further insights into technologically mediated communicative competence.

Keywords: online machine translation, EFL

Author: Pei Chun Shih (National Taiwan University of Science and Technology, vid62206@gmail.com)
Title: Skill-Based Language Anxiety: State or Trait?

Language anxiety has been a central issue in the field of second language learning. Over the past few decades, numerous studies have been undertaken to examine the relationships between language anxiety and language performance in different L2 settings. However, past research paid little attention to understanding the extent to which language anxiety could be conceptualized as state-like or trait-like anxiety. To this end, this study aimed to bridge this research gap by examining the effects of state anxiety and trait anxiety on the four types of skill-based language anxiety. In total, six types of scale instruments were used to collect the empirical data, and 312 Taiwanese college students partook in the study. A multivariate regression modeling was adopted to analyze the data. The results showed that the four types of skill-based language anxiety were unanimously, notwithstanding in different degrees, significantly influenced by state-like anxiety rather than trait-like anxiety. Pedagogical implications of the study were further discussed.

Keywords: language skills, state anxiety, trait anxiety
Author: Penafrianca Reyta (Bicol Association of Language and Literature Teachers, Bicol Region, Philippines, appleolayon@gmail.com)
Title: Tertiary Teachers’ Multimodal Assessment Practices: Valued Aspects and Challenges

The paradigm shift from purely alphabetic to learning and communicating in the digital world provided a new face in the 21st century educational terrain in which the term multimodality has gained more prominence and has been extended with the rise of new media. Meanwhile, despite the fact that researches on the choice of integrating multimodal forms of communication and multimodal practices have already been explored in other countries, this study is just starting to gain ground in the Philippines, specifically in the aspect of assessment. Hence, this research aims to contribute to the growing inquiry of multimodal assessment through identifying the tertiary teachers’ assessment practices in evaluating multimodal projects and the challenges they experienced in assessing multimodal projects. This will be done through in-depth interviews with tertiary teachers who are handling Purposive Communication subjects. With this study, there can be further academic conversations on the theoretical and practical applications of multimodality, particularly in language learning.

Keywords: multimodality, multimodal assessment, English language learning

Author: Peter Beech (University of Nottingham Ningbo China, peter@peterbeech.com)
Title: Supporting Reflective Practice

This presentation reports on the design, creation and delivery of a new course for teacher education at the University of Nottingham Ningbo China. The course, Reflective Practice in Volunteer Teaching, was designed to support student volunteer teachers who teach English to children throughout China during the summer vacation. As these volunteers are not qualified teachers, a training programme was designed based on face-to-face sessions working on rudimentary teaching skills such as lesson planning, working with course books and classroom management. These face-to-face workshops were supplemented by materials on Moodle consisting of a series of video lectures with PowerPoint presentations on various aspects of reflective teaching, which were discussed in weekly sessions in an online forum. During the period of their volunteer teaching, each participant working independently maintained a journal with regular reflections describing their teaching, which formed the basis of discussion in face-to-face workshops and of a portfolio which each participant presented for assessment.

Keywords: reflective practice, teacher development, Moodle
Authors: Pichinart Kumpawan (Surasakmontree School, pichinart.k@gmail.com); Chikako Nishigaki (Chiba University, gaki@faculty.chiba-u.jp)

Title: A New Way to Teach Grammar in a Thai EFL Context: Data-Driven Learning for 9th Graders

This study was a joint project between Thai and Japanese English educators aiming to develop and apply Data-Driven Learning (DDL) material to an EFL classroom in Thailand. DDL is an approach to teaching grammar and vocabulary in an inductive and learner-centered way using concordance lines extracted from corpus. In this project, a textbook corpus from English textbooks used in Thai schools was created, DDL material was developed from this beginner-level corpus, and then DDL material was used in an EFL class of 9th grade students. The targeted grammar focused on verb tenses. The DDL material was evaluated through a questionnaire to students and an interview with the instructor. The results show that DDL is perceived to enhance students’ ability to notice English grammatical rules. Since there are currently very few educators using DDL instruction in Thai school context, especially for beginner-level learners, this joint project could be significant for English teaching in Thailand.

Keywords: DDL grammar teaching, corpus, inductive learning

Author: Pin-Wei Huang (National Taiwan University of Science and Technology, hexaneholic@gmail.com)

Title: Validating a Test Battery of Four-skill Test Anxiety for EFL Learners

In Asia, language learners are normally required to take and pass high-stakes language tests as partial graduation requirement. Due to the challenging level of high-stakes language tests such as TOEFL, IELTS or TOEIC, widely adopted as standard language tests in Asia, English test takers may inevitably experience a certain level of test anxiety before and during the high-stakes language tests. However, few instruments were available for tapping into test takers’ language test anxiety in the literature. To bridge this research gap, the study was aimed at developing and validating an instrument battery targeting the language four-skill test anxiety. We essentially adapted from Cheng’s (2017) brief-version of four-skill language anxiety. A series of psychometric analyses – EFA, CFA and cross-cultural validation – were implemented. The participants came from 295 Taiwanese college students and 301 Indonesian college students. The results showed that the brief-version of four-skill test anxiety was reliable, valid and can be used in different cultural settings. The practical implications of the test battery were further provided and discussed.

Keywords: test anxiety, scale validation, psychometric analyses
Author: Pramod Sah (University of British Columbia, pramodtesol@gmail.com)
Title: Rethinking “Plurilingualism” in English-Medium Instruction Classrooms for Social Justice Agenda

English-medium instruction (EMI) has been increasingly adopted in Asian K-12 schools, which is hoped to develop English proficiency and content knowledge simultaneously through English-only instruction (Kirkpatrick, 2011; Sah & Li, 2018). However, research on the implementation of EMI has shown that teachers and students lack basic English skills to deliver and receive instruction in English-only and, therefore, both teachers and students tend to appropriate the EMI policy by using techniques like translation, code-switching, code-mixing, etc., in contrast to the main principle of EMI (Bhattacharya, 2013; British Council, 2013; Sah & Li, 2018). While such practices contradict the central objective of EMI policy, it creates a social space for teachers and students to mediate their understanding. Therefore, in this presentation, I will problematize the notion of “E” in EMI and try to establish a plurilingual model of EMI based on a critical analysis of research and practice of EMI in South Asian countries (Nepal, India, and Pakistan) from a plurilingual lens. The audience will have opportunities to reflect on their own practices in similar contexts.

Keywords: English medium instruction, plurilingualism, social justice

Authors: Pranee Seenak (Nakhon Pathom Rajabhat University, pranee_chan@hotmail.com); Dumrong Adunyarittigun (Thammasat University, dumrong29@hotmail.com)
Title: “Try Them, You Will Like Them.”: Integration of the Alternative Assessments in Learning Intonation

Self- and peer-assessments have received attention as tools for measuring learning and promoting higher-order thinking. To promote the use of these assessments, there is a need to investigate students’ attitudes towards these assessments. This presentation aims at presenting a study which investigated students’ attitude towards the integration of self- and peer-assessments into intonation learning in an English Phonetics class. One intact group of thirty-five second-year students in a public university in Thailand participated in the study. The data were collected from an attitude questionnaire and semi-structured interviews. The participants received intonation instruction wherein self- and peer-assessments were integrated as learning activities. The teacher then administered the questionnaires with the students and carried out focus group interviews. The findings revealed that the participants had positive attitudes towards self- and peer-assessments in six aspects: learning, social interaction, eligibility, speaking, motivation, and assessment. Pedagogical implications for self- and peer-assessments as “the assessment for learning” (Shepard, 2000) to promote intonation learning will be discussed.

Keywords: intonation, intonation learning, intonation assessment, self- and peer-assessments
Author: Prarthana Coffin (Mae Fah Luang University, prarthana.cof@mfu.ac.th)
Title: The Impact of Implementing Collaborative Writing on Learning Outcomes of EFL Learners

The study explores how collaborative writing (CW) is practiced in the study context and investigates its impact on learning outcomes and writing outputs. Research questions are: 1) How is collaborative writing practiced in the studied EFL writing classrooms? 2) What is the impact of collaborative writing on the students’ learning outcomes and writing outputs? 3) What are the essential elements to be considered when implementing collaborative writing with an EFL writing classroom? Data was collected from multiple sources: document analysis, observation and video-based fieldwork, questionnaire, and interview. The results from observation and content analysis revealed that the current practice of CW lacked real CW process during the first six weeks, but occurred later during the discussion sessions at a superficial level. Results of questionnaire, grades, and interviews indicted that CW practice positively impacts writing outputs and learning outcomes in terms of teamwork, communication, and problem solving skills. However, the issue of fairness of teamwork contribution and assessment continues to be unsolved. An insight into the study is that training teachers to be competent in handling lessons, students, and classroom management is crucial and should be prioritized when planning to implement CW.

Keywords: collaborative learning, collaborative writing, second language writing, EFL writing classroom

Authors: Puji Astuti (Universitas Negeri Semarang, Indonesia, puji.astuti.ssu@mail.unnes.ac.id); Novia Trisanti (Universitas Negeri Semarang, Indonesia, novia.santi76@gmail.com)
Title: Positive Interdependence in Cooperative Learning in EFL Classroom: Where and How it Takes Place

Cooperative learning (CL) is supportive of ESL/EFL learners, however, how CL enhances their learning is under-researched. Literature suggests that enacting CL principles in English classrooms helps learners to attain communicative competence. Using a qualitative case study, we explored a principle of CL namely positive interdependence. This principle underscores individual students’ accountability as a necessary condition for interdependence, which is beneficial for their learning. Guided by Cultural Historical Activity Theory and the Interaction Hypothesis, we interrogated where and how positive interdependence took place in the implementation of CL in EFL classroom. We identified two categories of positive interdependence activities: observable and indiscernible. The former category was closely related to CL’s individual accountability activities and the latter was attributed to SLA’s notions of acquisition and learning. Our findings also substantiated a number of factors contributing to the occurrences of positive interdependence activities in the studied classroom, such as teacher’s adherence to the procedures of the selected CL structures and the congruency of her classroom language with the procedures of the CL structures.

Keywords: positive interdependence, cooperative learning, EFL
**Author:** Qin Xie (the Education University of Hong Kong, qxie@eduhk.hk)

**Title:** Prisoner’s Dilemma: An Analysis of Parents’ Perceptions of the Hong Kong Territory-Wide Systematic Assessment

This research was originated from a recent public protest against the Territory-wide Systematic Assessment (TSA) in Hong Kong. TSA was introduced by the Hong Kong government as an accountability measure of school effectiveness; it assesses student achievement in Chinese, English and Mathematics at the end of Key stages 1-3. TSA, however, has long been perceived negatively by teachers as bringing about extra workload and pressure and promoting teaching to the test. This tension reached a climax in late 2015 when anti-TSA campaigns organized by parents attracted massive media exposure. Within language assessment, there is little research conducted focusing on parents, who are key stakeholders in school assessment. Parents’ views towards school assessment were seldom heard or documented. This research investigated parents’ perceptions towards school assessment and TSA. Prisoner’s dilemma was adopted as an analytical lens to understand how individuals’ rational choices made in self-interest may end up as a bad decision for the group and the conflicts between individual and group rationality.

**Keywords:** assessment literacy, high-stakes examinations, assessment policy, stakeholders

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**Authors:** Qin Xie (the Education University of Hong Kong, qxie@eduhk.hk); Jie Chen (School of Foreign Studies, Jiangnan University, 23diana@163.com)

**Title:** The English Communication and Learning Needs of Master of Business Administration Students and Curriculum Development at a Chinese University

This study investigates the communication and learning needs of MBA business English students and their perceptions of effective curriculum design. The research instruments are two-stage surveys of 99 MBA students from a public university in China. The results of the study show that English is not extensively used in the workplaces of MBA business English students, and that the majority of them use Chinese. Most English usage occurs in foreign businesses. The most difficult skills for MBA business English learners are found to be oral communication and listening comprehension. However, there are still very strong needs for further improvement in English communication. For the MBA business English courses, oral communication activities, especially with expatriate teachers are particularly needed. The MBA business English courses should connect with real world practice and be relevant to job and business needs. This study has significant implications for MBA business English curriculum reform in both Chinese and international contexts.

**Keywords:** MBA students, communication needs, learning needs, curriculum development, Chinese university
Author: Qingwei Wang (Northwestern Polytechnical University, xiaowa@mail.nwpu.edu.cn)
Title: A Comparative Study of English and German Derivation under the Classification of Wolfgang Fleischer and Ingo Plag

Based on Wolfgang Fleischer’s classification of German derivation and Ingo Plag’s classification of English derivation, combined with related research in China, this study aims to compare German and English derivation in aspects of form and affixes. The qualitative analysis formulated that many similarities exist in form of derivation and affixation between the derivation of two languages. Firstly, the same classification standard is applied. Secondly, types of derivation in two languages are also similar, such as prefixation and suffixation. Besides, both German and English affixes share many similarities in etymological roots, semantic and grammatical functions. However, there are also differences in writing, in the form of prefixes and the function of suffixes. By comparing English and German derivation, the present study attempts to explain the important role of comparative method in foreign language teaching and foreign language learning, which has certain enlightenment significance for multilingual learners and teachers.

Keywords: derivation, comparison of English and German, Wolfgang Fleischer, Ingo Plag

Author: Qunfan Mao (The Education University of Hong Kong, dqmao@eduhk.hk)
Title: Narrowing English Proficiency Gap through Multimodality Flipped Teaching in a Mixed Ability Class

Despite the fact that the flipped classroom approach has proved to be successful in developing students' interaction and higher-order skills in many theory-based disciplines, research on its design and implementation in English language teaching (ELT) is limited. Meanwhile, higher education ELT classrooms are more and more characterized by diversity in students' English proficiency levels and the aim of training students to become autonomous and computer literate learners, both of which the flipped classroom approach has a promise to deliver. Compared to a traditional communicative classroom where teachers do not have effective methods to alleviate problems of students’ proficiency gap, a multimodality flipped teaching approach which allows learners to narrow the proficiency gap through studying the online component of a course at their own pace prepares them for more effective interaction in class. This paper presents this structured multimodality model in the context of a pre-service Early Childhood Education English storytelling course in a Hong Kong university. Learners’ perceptions of the model’s impact on their study as well as quantitative learning outcomes are measured.

Keywords: multimodality flipped curriculum design, learner engagement, storytelling
Author: Rae Lan (National Taipei University, raelan@gm.ntpu.edu.tw)
Title: Incorporating Thought Questions as a Strategy for Collaborative, Experiential and Autonomous Learning

Questioning strategies as a teaching technique in EFL reading has been a research interest of many scholars (Brown & Palincsar, 1987; Mihara, 2011) We have also been informed of the significant role played by experiential learning in which “interaction and cooperation between individuals as a socially and culturally affected experience which leads to knowledge formation, or social cognition” (Kolb, Boyatzis, & Mainemelis, 2001) The current study investigates the effects of applying Thought Questions (TQs) to facilitate EFL college students with content and language learning. Participants include 30 students taking “Language Learning Strategies” and “Teaching English to EFL Young Learners” in a Taiwanese University. Questionnaires and interviews are conducted to identify students’ perceptions of the effects in the following areas: 1. How does asking TQs (ATQs) help them better understand the content knowledge? 2. How does ATQs allow them to apply their personal learning experience? 3. How does ATQs raise their metacognition for learner autonomy? Results based on the two research tools will be discussed followed by research implication and pedagogical application.

Keywords: metacognition, experiential learning, learner autonomy

Authors: Rafista Deviyanti (University of Lampung, rafista.deviyanti@fkip.unila.ac.id);
Dameria Magdalena Sidabalok (Bandar Lampung University, dameria.sidabalok@ubl.ac.id)
Title: Exploring Language Development Assessment of Indonesian Young EFL Learners

Research on assessment of young EFL learners is relatively infrequent compared to assessments of adult learners. This study explored models of language development assessment for Indonesian young EFL learners and used mixed methods in analysing the data. The subjects were seventy-two students of elementary school and twelve English teachers from twelve elementary schools in Bandar Lampung, Indonesia. The participants were randomly selected from thirty-five elementary schools in Bandar Lampung. The data were collected from observation, questionnaires and semi-structured interviews. The results showed that the most frequently used type of assessments were individually developed tests and tests taken from the textbooks. Meanwhile, the least frequently used type of assessment was self-assessment. However, those types of assessment did not cover and measure all indicators of young learners' English language development. This indicates that the models of language development assessment used were not fully suitable in an Indonesian young EFL context.

Keywords: assessment of young learner, EFL, Indonesian Context
Scholars in language learning research maintain that learning a new language involves learning and enacting a new identity, as the learner needs to reposition him- or herself in the new linguistic community to be recognized as a legitimate speaker. Obviously, the magnitude of this identity work is amplified when it occurs in a study abroad (SA) context, where the learner is likely to engage in linguistic communities comprising actors from diverse cultural backgrounds. Despite the large SA literature, much of the research has focused on language outcomes. The current study departed from this research by emphasizing the language learner as a whole person and SA as a holistic experience. Drawing upon Benson et al.’s (2013) model for understanding SA participants’ second language (L2) identities, this study investigated 20 Taiwanese exchange students’ identity development at European and American universities. The data collected from multisession interviews with the participants and their reflective reports indicated that they experienced similar outcomes in terms of one key aspect of Benson et al.’s model, that of ‘L2-related personal competence’; however, their development in two other key aspects of the model, those of ‘identity-related L2 proficiency’ and ‘linguistic self-concept’, varied considerably.

**Keywords:** second language identities, study abroad, exchange students

**Authors:** Randy Appel (Waseda University, r_appel@outlook.com); Angel Arias (University of Ottawa, aarias@uottawa.ca)

**Title:** Accounting for L2 English Proficiency Level Differences: Automated Measures of an Integrated Writing Task

Recent advances in the automated analysis of written discourse have made available a wide range of indices that can be used to better understand various linguistic features present in language users’ discourse and the potential relationship these metrics hold with human raters’ assessments of writing proficiency. The present study extends previous research of this kind by using the TAALES 2.2 software application (Kyle & Crossley, 2015) to automatically extract 484 single and multi-word metrics in order to examine their relationship with differences in assessed L2 English writing proficiency. Using a graded corpus of timed, integrated essays from a major academic English language test, correlations and multiple regressions were used to identify specific metrics that best predict differences in L2 English writing proficiency scores. The most parsimonious regression model yielded four-predictor variables, with total word count, orthographic neighborhood frequency, lexical decision time, and word naming response time accounting for 36% of total explained variance. Pedagogical and methodological implications of these findings are discussed.

**Keywords:** L2 English writing, automated analysis, corpus
Author: Ranta Butar butar (University of Musamus, rantabutarbutar@gmail.com)
Title: Analyzing of Puzzle Local Culture-Based in Teaching English for Younger Learners

Local culture-based learning is learning that integrates culture in the learning process and one of its forms is emphasizing learning with culture. Learning through culture could raise students’ appreciation of the local culture. This study aims to improve students’ interest, vocabulary, and basic reading skills based on local culture, in this case toward puzzle local culture-based which comes from Papua province. The subjects of this study were students of primary school level, under ten years, consisting of 20 boys and 14 girls, totaling 34 students. This study used descriptive qualitative techniques in describing the improvement experienced by students. The results showed that 20 students felt interested in learning English, 10 students showed progress in vocabulary; and the rest did not show any progress, and this is influenced by the internal factors of the students. It is also recommended that puzzle local culture-based can be used to motivate young learners in learning English. By doing this, teacher could assess not only their interest in learning English, but also their understanding of their local cultures.

Keywords: young learners, puzzle-local culture, teaching English

Authors: Rasami Chaikul (Tamagawa University, rasami.chaikul@lab.tamagawa.ac.jp); Kahoko Matsumoto (Tokai University, kahokom@yahoo.co.jp); Adam Murray (University of Ryukyus, murraysensei@gmail.com)
Title: Assessing English as a Lingua Franca in a Plurilingual and Transcultural Era

English as a Lingua Franca (ELF), which facilitates inter- and intra-national communication among people from different linguistic backgrounds, is inevitable due to the plurilingual character of many individuals and their transcultural everyday experiences having become indispensable. In response, English language education around the world is introducing this ideology into English teaching practices. However, despite the wide availability of ELF methodologies, no readily applicable tools exist for assessing ELF use in context. This presentation will stress that English teaching and assessment need to be better informed by ELF theory and practice in this plurilingual and transcultural era. Current ELF assessment research debates what ELF-informed assessment should look like and how it could be applied to authentic ELF communication. This study analyzes three assessments tools: CEFR, CEFR-J, and Sato and McNamara’s communication ability test (2018). The presentation will focus on the main features of those tests and discuss whether they conform to ELF-informed pedagogy. Additional criteria needed to assess ELF in consonance with plurilingual and transcultural practice will be also addressed.

Keywords: English as a Lingua Franca, assessment, plurilingualism, transculturalism, ELF-informed pedagogy
Author: Razvan Radan (razvanradan@hotmail.com)
Title: The Role of Videogames in the ESL Classroom

This paper proposes ways in which computer games can be used effectively to teach the four basic language skills by suggesting activities that enhance learners’ language and critical thinking skills based on the findings of a research project carried out in a bilingual educational setting in Thailand. Furthermore, the researcher will argue that just as with traditional (literary) texts where there is a perceived advantage in using “authentic” materials, the same applies to multimodal materials, and in this particular case, “authentic” computer games are preferable to those made specifically for classroom use. Video-games can reduce the stress normally associated with learning, increase learner motivation and have the potential to appeal to different learning styles. Computer games can also help develop students’ patience and self-control by teaching them to learn from mistakes and from trial and error. Add to this the fact that Thailand is preponderantly a visual culture and the benefits of using a multi-sensory learning experience become clear.

Keywords: ESL, SLA, multimodality, CLIL, materials development

Author: Refnaldi Refnaldi (Universitas Negeri Padang, refnaldi@yahoo.com)
Title: Undergraduate Students’ Difficulties in Writing Result and Discussion Section of Research Articles in English

Non-native speakers of English encounter significantly more difficulties than native speakers when trying to write research articles in English. This study aims to investigate the difficulties of undergraduate ELT students in writing the result and discussion sections of research articles. A questionnaire about difficulties in writing the result and discussion sections of research articles in English was distributed to 160 students, and sixty result and discussion sections of the articles written by Bachelor of Education students majoring in EFL were analyzed using Swales’ (1990) model. The results show that (1) all students have difficulty with step 3 (telling (un)expected outcome) and step 4 (reference to previous research); (2) most of the students experience difficulty in step 5 (explanation) and step 7 (deduction and hypothesis); and (3) some students experience problems in step 2 (statements of results) and step 6 (exemplification). The findings highlight that students’ knowledge and awareness of the appropriate rhetorical structure of the result and discussion section are low and there is a need for explicit teaching of the rhetorical structure of research articles.

Keywords: result and discussion section, research article, rhetorical structure
Author: Retno Hendryanti (Telkom University, rehendry@telkomuniversity.ac.id)
Title: Analyzing Indonesian EMI Students’ Writing Quality through Lexical Diversity Measured by Coh-Metrix

This study examines the writing quality of English-Medium Instruction (EMI) students through an analysis of students’ texts, particularly in terms of the texts’ lexical diversity. Twenty-five students of Telecommunication Engineering Department enrolling in an international class program at a large private university in West Java, Indonesia, took part in the study. Data were collected from the writing assignments aimed at improving the students’ ability to write explanatory, problem-solution, and comparison-contrast essays. The analysis was focused on investigating the lexical diversity of students’ essays by using Coh-Metrix, a computational tool that produces indices of a text’s linguistics and discourse representations. The essays’ lexical diversity was examined in terms of the type-taken ratio, content words lemmas, and all words used in each essay. The results of lexical diversity pertaining to each of the three types of essay were statistically compared to measure the difference between the essays’ quality. Finally, implications on teaching strategies aimed at increasing the EMI students’ writing were synthesized from the detailed results of the statistical analysis.

Keywords: English-medium instruction, lexical diversity, Coh-Metrix

Authors: Rezky Pratwi Balman (Graduate School of Integrated Sciences for Global Society, Kyushu University, Japan, rezkybalman@gmail.com); Sangmok Lee (Department of Linguistic Environment, Faculty of Languages and Cultures, Kyushu University, Japan, sangmok@flc.kyushu-u.ac.jp); Narahiko Inoue (Department of Linguistic Environment, Faculty of Languages and Cultures, Kyushu University, Japan, inouen@flc.kyushu-u.ac.jp)
Title: (In)Directness in Email Requests Using English as a Lingua Franca: An Examination of Indonesian Students’ Email Request Strategies to Japanese Professors

Despite its popularity as a means of communication, studies examining the speech act of requesting through the medium of email using English as a lingua franca have remained scarce. This study analyzed the request strategies employed by non-native speakers of English (i.e. Indonesian graduate students) when sending email requests to Japanese university professors (also non-native speakers) using English as their contact language. In order to understand the degree of directness, 56 authentic email requests were collected and analyzed by following Economidou-Kegetsidis’s (2011) email request strategies’ coding scheme. Unlike many request studies, we further scrutinized the level of request imposition which each email carries. The result showed that while far more requests were made through direct request strategies, Indonesian students also showed a great reliance on hinting strategy, particularly when making high imposition requests. Instead of using conventionally indirect strategies to show e-politeness, they tended to give hints and let the Japanese professors interpret what they wanted.

Keywords: email communication, English as a lingua franca, interlanguage pragmatics, request strategies.
Author: Rie Adachi (Aichi University, radachi@vega.aichi-u.ac.jp)
Title: How to Conduct CLIL in Primary Schools in Japan

For the past few years, CLIL has developed momentum in the field of Japanese foreign language education. Though English education will be formally installed in Japanese primary schools in 2020, it is said that there will be a lot of difficulties for primary school teachers to conduct lessons. One of the problems is how to motivate pupils toward learning English which they rarely use in their daily lives. The presenter thinks CLIL has more potential in keeping one’s interest in learning a foreign language, since CLIL lessons are conducted not only focusing on English skills. The presenter explains how CLIL is effective for pupils through learning other subject matters and describes what kinds of CLIL lessons could be introduced in the context of Japanese primary schools and would attract pupils. Teachers could make pupils who sometimes are not good at English notice the necessity of learning a foreign language, develop their intercultural awareness and encourage pupils’ social and community involvement through these CLIL lessons.

Keywords: CLIL, young learners, intercultural awareness, motivation

Authors: Riko Umeki (Graduate school of Education, Hiroshima University, d181897@hiroshima-u.ac.jp); Kazuaki Tsuido (Graduate school of Education, Hiroshima University, tsuido@hiroshima-u.ac.jp); Noboru KANESHIGE (Graduate school of Education, Hiroshima University, kanesige@hiroshima-u.ac.jp); Akiko TATSUMI (Hiroshima Shudo University, atatsumi0530@gmail.com)
Title: Analysis of Attitude Change in Japanese University EFL Learners through Reflection

The present case study aims to investigate how Japanese university students with lower-proficiency level changed their attitudes towards English learning reflecting on their English learning. With globalization, the Japanese government has made changes in English education to improve learning contents and attainment targets, but this has caused more challenges for slow learners, increasing the risk that they will be left behind with less motivation towards learning. In order to mitigate this kind of situation, Dörnyei (2001) suggests that one of keys to motivating language learners include developing good classroom relationships. Therefore, this study examined how learner attitudes changed in two university classes comprising in total 75 students changed over the course of one semester as a result of mutual feedback using reflection sheets. We analyzed the data from the reflection sheets using co-occurrence analysis every week and compare the weekly co-occurrence networks. One of the important findings is that the networks became more complex with high frequency of the specific word “dekiru” (be able to) as the time went by.

Keywords: learning, motivation, slow learners, reflection
**Authors:** Rining Wei (Xi'an Jiaotong-Liverpool University, Rining.Wei@xjtlu.edu.cn); Shijie Wang (Xi'an Jiaotong-Liverpool University, Shijie.wang16@student.xjtlu.edu.cn)

**Title:** Exploring ‘L2 Grit’ in the Chinese EFL Context

Grit, viz. tendency to devote long-lasting energy (perseverance) and constancy of enthusiasm for aim (consistency), is a psychological variable that has recently attracted scholarly attention. Research along the psychological line is significant because it complements the rich on-going body of research of the cognitive variables (cf. Wei & Hu, 2018). Plonsky & Teimouri’s (under review) pioneering research has developed an instrument to measure what they call ‘L2 grit’, and explore the factors impinging upon L2 grit in the Iranian EFL context. This presentation reports upon a partial replication of Plonsky & Teimouri’s study in the Chinese context (N = 462). Factor analysis confirms the two-fold structure of L2 grit found in the Iranian context. Hierarchical regression reveals that the selected socio-biographical variables (e.g. multilingualism, L2 joy, age, and gender) affect L2 grit to varying degrees.

**Keywords:** grit, L2 grit, L2 joy, multilingualism, psychological variables

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**Author:** Rita Darmayanti (State Polytechnic of Malang, Indonesia, rita.darmayanti@gmail.com)

**Title:** Promoting Character Education through the Use of Professional Oath as ESP Teaching Material

The need for Indonesia to make a meaningful contribution to the global market has brought a significant change to the national education system as reflected in the government decree and national curriculum of higher education which put the development of students’ personality, students’ mastery of knowledge and the required skills, students’ professional skills, and professional attitudes as the main objectives of higher education. Thus, this paper aims to describe the attempts to use the professional oath as ESP teaching material through bringing the values of honesty, integrity, and moral gravity as represented in the professional oath. Using the text of the oath for engineers as an ESP reading text material for engineering classes by unfolding the discourse of oath, exploring and understanding the syntactic structure and special expressions related to grammar for delivering the message of the oath are beneficial to increase learning interactions and students’ comprehension in which reading is treated as the focus of the teaching while enhancing students’ individual development as a part of character education.

**Keywords:** character education, professional oath, ESP teaching material
**Author:** Roger W Palmer (Konan University, Japan roger@konan-u.ac.jp)  
**Title:** Casual Classroom Talk

This paper presentation focuses on ways to teach and measure progress in informal class speaking situations (de Silva Joyce, 2000), frequently described as ‘unstructured’ speaking time. In this study carried out in Indonesia and Japan, a number of casual conversations were analyzed to see if, contrary to common wisdom, a particular structure or pattern did exist which could be of help to foreign language learners. Having identified the generic structure, students were taught its relevant discourse features. Recordings of student talk using mobile devices, both as voice recorders and video cameras, highlighted the instruction and fed back into a loop of informed peer assessment. Attendees will learn about the research methodology, view the models for explicit instruction of casual conversation, examine the assessment rubrics, and evaluate the students’ performance and measurement of their peers. It is hoped that language teachers will reassess ways to encourage participation by all learners and how to attain measurable improvement by students in their casual conversations.

**Keywords:** casual conversations, discourse features

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**Authors:** Roland William Smith (NET Section, Education Bureau, Hong Kong SAR, rwilliamsmith@edb.gov.hk); Marian Agnes Tighe (NET Section, Education Bureau, Hong Kong SAR, mariantighe@edb.gov.hk); Jeremy Gray (NET Section, CDI, EDB, HKSARG, jeremygray@edb.gov.hk)  
**Title:** Developing Lifelong Learners through Explicit and Systematic Teaching of Literacy Skills

Second language learners in their primary school years need explicit and systematic teaching to ensure effective development of their literacy skills. In this respect, the Native-speaking English Teacher (NET) Section of the Education Bureau of the Hong Kong Special Administrative Region supports the learning and teaching of English as a second language in primary schools with the provision of structured literacy programmes in Key Stages 1 and 2, viz. Space Town and Keys2, which have been piloted over a 3-year period across more than 50 schools. The programmes aim to provide a holistic curriculum through a balanced literacy approach focusing on the teaching of reading and writing skills. Opportunities for integrative use of language skills, e-learning, flipped learning, self-directed learning, metacognitive skills and formative assessment have been built in to enhance learning. The partnership between schools, teachers and the NET Section emphasises professional development, communities of practice and pedagogical coaching. This presentation will focus on the pedagogy, student learning and feedback from different stakeholders of both programmes.

**Keywords:** literacy, primary, pedagogy, holistic curriculum
Author: Ronald Allan Cantoria Casido (Philippine Normal University, Manila, Philippines, casido.rac@pnu.edu.ph)
Title: Strand-Specific Language Learning Instruction Model for Technical Vocational Senior High School

The implementation of the K–12 curriculum in the Philippine education system highlights the intensification of the technical vocational (TVL) programs in basic education more particularly in the senior high school, this is to prepare the TVL students for employment and the mainstream of social and economic activities. The ASEAN Economic Community (AEC) affirms the inclusion of the Technical Vocational Education and Training (TVET) as one of the seven priority areas for educational development in the Southeast Asian Region (seatvet.seameo.org). ASEAN integration requires the mobility of human resources in the region who are equipped with skills and English language competence necessary for communication, trade, and employment. Following the K–12 Basic Education Curriculum and TVET Framework, the study aims to design a language learning instruction model for TVL senior high school students that aims to make language learning situations more practical and relevant to the learners.

Keywords: English language proficiency, K-12 curriculum, language learning model, senior high school, technical vocational education

Authors: Rose Sugar Sabordo Callano (UP Open University, rosesugar.callano@upou.edu.ph); Raymart Bulagsac (EVSU, rbulagsac@yahoo.com); Lizandro Cabardo Bitang (EVSU, bitang17@gmail.com)
Title: Comprehension Skills in Analyzing and Solving Mathematical Word Problems: A Paradigm Shift in Teaching English to Second Language Learners

This paper aims to examine the interplay between reading comprehension skills and the learner’s ability in analyzing and solving mathematical word problems. The participants in this study are composed of 80 students aged 19-22 (Grade 16). The learners’ text comprehension and mathematical word problem-solving performance are assessed, tested, and analyzed. Technical reading skills are also examined in order to categorize participants using the Common European Framework of Reference for Languages (CEFR). The results showed that the participants’ performance on solving mathematical word problems was strongly related to the level of their reading comprehension skills. However, even after the level of technical reading involved was controlled, results consistently showed that performance in solving mathematical word problems was still related to reading comprehension. The results suggested that both skills require overall reasoning abilities, which may better inform and improve classroom practices in teaching English to second language learners.

Keywords: word problems, English for specific purposes, comprehension and solving
**Authors:** Rotubon Weerachairattana (Suranaree University of Technology, wee.rotubon@gmail.com); Jun Duan (Suranaree University of Technology, junduan7@gmail.com); Adcharawan Buripakdi (Suranaree University of Technology, adcharawan@sut.ac.th)

**Title:** World Englishes in the Expanding Circle: Views from University Students in Thailand and China

Due to the emergence of diverse forms of English in all domains of society, this presentation explored how university students in the expanding circle perceived and positioned themselves toward WE. 125 Thai and 130 Chinese university students participated in this study. Data were collected from a questionnaire to explore their perceptions and a semi-structured interview to elicit their positions. The questionnaire data were analyzed in terms of frequency while the interview data were analyzed based on Pennycook (2001) and Buripakdi (2008, 2012). The questionnaire revealed that there were similarities and differences in the perceptions of Thai and Chinese respondents. Besides, five positions toward WE emerged from the interview i.e. Standard English, Instrumental English, Glocal English, World Englishes, and Situational English. These findings reflected the hegemony of British and American English, the place of native and non-native varieties in the real context of use, the potential of Thai and Chinese English as varieties of WE, and the coexistence of standard Englishes and WE in ELT.

**Keywords:** world Englishes, Thai, Chinese, perceptions, positions

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**Authors:** Rudi Hartono (Universitas Negeri Semarang, rudi.hartono@mail.unnes.ac.id); Arif Suryo Priyatmojo (Universitas Negeri Semarang, arifsuryo@mail.unnes.ac.id)

**Title:** E-Litrans Tool for Better Quality Literary Translation

Translating literary works is difficult and complicated. It is not only translating forms of language but also styles. The styles of language in literary works can be a primary problem for translators to render because the literary texts contain connotative meanings that need the translators’ deep understanding. Those meanings exist implicitly in metaphors, similes, personifications, and other figurative languages. Therefore to produce better quality literary translation, E-Litrans tool comes as a solution. It is a literary translation tool that can help translators translate metaphors, similes, personifications, and proverbs. Recently we revealed that E-Litrans tool has potential properties as an online translation tool in translating figurative language and proverbs. In this study, to see the translation quality improvement, we applied E-Litrans tool in translation classes and used it in translating metaphors, similes, personifications, and proverbs from English into Indonesian and vice versa. We assessed the students’ translation quality before and after E-Litrans tool application. It showed that there was a very high difference score enhancement of translation before and after E-Litrans tool application. Furthermore, E-Litrans tool significantly improved the students’ translation quality of metaphors, similes, personifications, and proverbs. These results suggest that E-Litrans tool has the potential to improve the students’ translation quality.

**Keywords:** e-Litrans tool, translation quality, figurative language, proverbs
Author: Rugaiyah Rugaiyah (Islamic University of Riau (UIR) Indonesia, ruqaiyah@edu.uir.ac.id)
Title: The Effect of Morphological Strategies for English Language Learners

The aim of this study was to investigate the effectiveness of morphological analysis strategy in writing tasks employed by second semester English students, FKIP, UIR, Pekanbaru Riau, Indonesia. This research used post-test only toward an experimental and control group. There was no pre-test given to either group (experimental and control group) in order to control for simple testing effect. Gay (2000: 393) explains that post test scores of the experimental and control group are then compared to determine the effectiveness of morphological analysis strategy after giving treatment. This study involved students who were assigned to a control group (40) and an experimental group (40). To achieve the purpose of the study, Inflectional Morphemic Analysis Test, Derivational Analysis Test, Compound Morphemic Analysis Test adapted from Curinga (2014) and writing tests were given to both groups. Meanwhile, the experimental group received three treatments on morphological analysis strategy prior to post-test, whereas the control group did not receive any treatment. Finally, both groups took a post-test with the same tool and the results showed that the experimental group outperformed the control group in the process of guessing the meanings of complex words depending on the morphological analysis. Therefore, the results showed that there is a significant effect of Morphological Analysis Strategy in terms of students’ achievements.

Keywords: morphological awareness, morphology

Authors: Rujira Phuimart (Nakhon Ratchasima Rajabhat University, rujira.phuimart@gmail.com); Chalermsri Jogthong (Nakhon Ratchasima Rajabhat University, chaloemsri.j@nrru.ac.th)
Title: The Use of Project-Based Learning in Teaching English for Home Economics to Promote Reading Ability of Vocational Certificate Students

The Project-Based Learning (PBL) approach to English for Specific Purpose (ESP) was investigated by a numerical study. The objectives of this study were to investigate the effects of teaching English for Home Economics through Project-Based Learning on the reading ability of Vocational Certificate students with procedural texts and to explore the students’ opinions towards learning English for Home Economics through Project-Based Learning. The sample group consisted of 30 second year certificate students. They were selected by cluster random sampling. The research instruments were composed mainly of procedural texts of cooking recipes. The results of the study revealed that the students’ post-test mean score was significantly higher than that of the pre-test for reading ability and all students gained higher scores for their reading ability. Hence, it can be concluded that Project-Based Learning (PBL) is able to improve student’s reading ability.

Keywords: project-based learning (PBL), teaching English as a foreign language (TEFL), reading procedural texts, English for home economics, reading ability
Author: Rusman Roni (University of Tridinanti Palembang, rusmanroni@yahoo.com)
Title: Developing Writing Material for Genre with Schoology ICT Instruction Model for Private University Students in Palembang

This current study has focused on written language acquisition in developing writing materials for genre with a schoology ICT instruction for the students of economics of University of Tridinanti, Palembang (UTP). Utilizing development research, the study is conducted on the development writing materials for genre with schoology ICT instruction for the students of economics of University of Tridinanti Palembang. The try out was conducted for the shake of the validity and reliability of the writing materials. There are many steps of validating the writing materials namely one to one evaluation, small group and a large number of trial. The data were collected through pre-test, post-test and tryout. By the help of two raters, the data were analysed by using t-test. The main findings show that the students and lecturers of faculty of Economics believe that genre with schoology ICT was effective to develop their competency in writing. Materials. Thus, the results suggest that writing materials for genre with schoology ICT provide the students of economics with fun and more relaxed atmosphere. The results lead us to believe that the writing materials for genre with schoology ICT instruction was effective.

Keywords: genre, schoology ICT, developmental research

Authors: Rusman Roni (University of Tridinanti Palembang, rusmanroni@yahoo.com); Widya Caterine Perdhani (University of Brawijaya Malang, catherine_widya@ub.ac.id)
Title: Using Discourse Analysis of English Euphemism in News Media and its Indonesian Translation Problems

This study has focused on Indonesian translation problems with English euphemisms using discourse analysis and cross-cultural pragmatics. The product and process of English euphemisms as a potential error when translated to the target language, namely Indonesian, were analyzed. This study is focused on translation as a cognitive product of a translator. The data used were diachronically collected from the corpus of Newsweek and The Times as well as The Jakarta Post which contained English euphemisms. Data analysis typically used descriptive-qualitative method with discourse analysis model. The results revealed that discourse devices such as knowledge of the world, culture knowledge, topic framework, co-text, mental model, implicature, context, coherence, cohesion could be used to translate English euphemisms into Indonesian. Another finding showed that English euphemisms are the same as Indonesian ones in terms of categories but are different in meaning, more specifically culture specific connotations. The results presented here may facilitate improvements in the translation, reading, semantic, and discourse analysis.

Keywords: English euphemisms, translation problems, discourse analysis
Author: Ryan Thorpe (University of Michigan-Shanghai Jiao Tong University Joint Institute, ryan.thorpe@sjtu.edu.cn)
Title: Is There a Number for This?: Assessing ESL Creative Writing

Creative writing and heavily creative assignments have long been a part of ESL classrooms. Students often engage in low and high stakes creative assignments, but too often these assignments are graded the same as essays or other academic reports. Instead of allowing students the same freedom of expression that L1 writers are given in creative writing, L2 creative writing students are often seen as being more bound to the rules of their second language and deducted on grammar and structure like any other academic essay. My presentation will focus on alternative ways to assess, respond, and finally grade ESL creative writing assignments because ultimately many ESL students are required to have a grade at the end of the semester. By looking at writing center theory, the cultural assumptions that enter into grading an assignment, and some of the leading creative writing theorists ranging from Wendy Bishop to Dan Disney, alternative modes of evaluation can be developed that reward students for the courage and creativity that is asked of them.

Keywords: ESL, creative writing, writing assessment

Author: Ryosuke Takagishi (Accretive Talent for Japan, r.takagishi@gmail.com)
Title: English Proficiency Requirement for IT Engineers in Japan: Expectation and Reality

English proficiency has been a crucial element for foreign capital technology companies who seek to hire local professionals in Japan. This paper aims to research an IT company’s English proficiency expectation for IT engineers in Japan with two research questions: 1) In what occasion do engineers in a foreign capital IT company in Japan use English?, 2) To what degree do engineers need English to be able to pass the interviews and fulfill the expected role. Qualitative analysis was conducted from three dimensions: 1) analysis of written job descriptions from one IT company, 2) qualitative interviews with a hiring manager about the expectations for the role and feedback after the interviews with candidates, and 3) interviews with candidates who applied, including engineers who passed the interview. Data has shown engineers’ potential use of English in foreign capital IT companies. In addition, English proficiency expectations of an IT company is discussed. Engineers’ profiles, English using experiences, and competences are also researched.

Keywords: English proficiency, engineer, Japan, ESP, ELF
Author: Sahiruddin Sahiruddin (Brawijaya University, shrdn@ub.ac.id)
Title: Co-Lingual Approach in an EFL Classroom: The Role of First Language (L1) in the Second Language (L2) Classroom in Indonesia

The debate over the use of L1 in the L2 classroom has not been settled yet (Brown, 2000). The traditional view is that L2 is best learned when only the target language is used. Hall & Clark (2012) label this the “monolingual assumption” and state there has been a significant shift away from the target-only view (English-only policy) to an increasingly accepted “bilingual assumption” that recognizes the importance of learner and teacher L1 in the L2 classroom. This study aims to investigate teacher and student attitudes and beliefs about L1 use in the L2 classroom and also examines the degree to which students’ beliefs about the use of L1 is related to their L2 proficiency. 30 English teachers and 115 university students participated in this study. Data was collected through questionnaires. The result of this study revealed that both teachers and students show plausible support for the use of L1 in the L2 classroom in various degrees of context. The study confirms previous research done by Cook (2001), Swain & Lapkin (2000), Miles (2004), and Meyer (2008). The theoretical and practical implications of this study are discussed.

Keywords: L1, L2 classroom, co-lingual, monolingual

Authors: Samiullah Khattak (Air university, Islamabad, Pakistan, samiullah2222003@yahoo.com); Sham Haider (Air university, Islamabad, Pakistan, sham_haider@yahoo.com)
Title: English Academic Writing of Higher Secondary Students: The Effect of Socioeconomic Background

Writing skills are one of the most important skills in language learning. Traditionally, subject content knowledge and language performance are usually evaluated through writing (Garcia, 2018). The academic performance of students depends on their socioeconomic status since it effects students’ exposure to learning both in social life and academic environment (Bourdieu, 1991). The aim of the study is to explore whether, how, and to what extent the socioeconomic status of students affects their writing skills in English. Since, socioeconomic status is an important predictor of their academic performance, therefore academic writing of the students may be affected by their socioeconomic status. Employing qualitative research methodology, this study used written English samples of different genres (expository, narrative and descriptive writing) longitudinally from the higher secondary school level (Grade 11 and 12) students. To understand their background, the study also used students’ narratives and focus group discussion as a data source became part of the data collection instruments. The findings suggest various patterns in the writing of Pakistani higher secondary students. Some patterns are common across all genres like run-on sentences, beginning sentences with adverb and so on, while some patterns are more genre specific. Socioeconomic factors that surfaced are social capital like environment, cultural capital like mother and father education.

Keywords: writing skills, socioeconomic statuses, writing genres,
Author: Sandra Catherine Healy (Kyoto Institute of Technology, sandyhealy26@gmail.com)
Title: Social Realism and Telecollaboration

This presentation explores the sociocultural aspects of an English language course constructed around online telecollaborative sessions, which take place between undergraduate students at a university in Japan and teachers based at an English conversation school in the Philippines. Throughout the course, the students work in small groups, both in their ‘usual’ classes and in the online sessions in which they work with one Filipina teacher per group. Although, on the surface the activity appears to be simple, it is in fact a complex and multifaceted example of social action. Both qualitative and quantitative data including surveys, participant observations, analysis of video data and written reflections from participants will be used to analyse the interactions. The results of the analysis will be discussed with reference to social realist theory and English as a lingua franca. The sociocultural contexts of all participants will be examined with regard to the historical, social and institutional settings of language learning in Japan, as well as the Philippines and Britain.

Keywords: social realism, telecollaboration, English as a lingua franca

Author: Sang-Keun Shin (Ewha Womans University, sangshin@ewha.ac.kr); Won-Young Koh (Department of English Education, Ewha Womans University, wonyoung.j.koh@gmail.com)
Title: Doable and Beneficial: The Usefulness of Diagnostic Tests in English Language Classrooms

The topic of classroom diagnostic feedback is an under-researched area, and there has been little empirical research published which focuses on the benefits claimed for diagnostic testing (Alderson, 2000; Alderson & Huhta, 2011; Hughes, 2003; Huhta, 2008; Jang, 2012; Kunnan & Jang, 2009; Larson & Hendricks, 2009). This presentation reports a quasi-experimental study which utilized both grammar and vocabulary diagnostic tests in high school English instruction and examined whether the benefits of diagnostic testing often claimed in the literature are valid. The participants included 83 high school freshmen who were divided into two experimental groups and a control group. The two experimental groups received diagnostic testing in paper-and-pencil and computer-based formats, respectively, and then received instruction tailored to their needs. The results indicated that the students’ academic achievement was higher when the results of the diagnostic tests were used to offer remediation. Although no test mode effect was identified with respect to student achievement, the efficiency of diagnostic testing was greatly increased by the automatic scoring and analysis of the computer-based testing mode.

Keywords: diagnostic testing, classroom assessment, assessment for learning
The Discourse on “Early English Education for Revitalizing Local Economy”: Assumptions and Ideologies in Language Education Policies in Rural Japan

National education policies worldwide consider English the global language, leading non-English-speaking countries to introduce it at the primary-school level and as the medium of instruction in higher institutions. The assumptions and ideologies underlying such policy decisions have been studied, including the belief that English proficiency among citizens develops a nation’s global competitiveness. However, underrepresented in the literature is the ELT (English language teaching) in rural communities in economically advanced nations. This presentation focuses on English-language promotion in the bottom-up policy-making in Japan’s rural communities, where English has little local currency. Analyzing policy documents about elementary school ELT from randomly selected municipalities, there is an emerging discourse on "English for local development." Earlier ELT apparently attracts an influx of the child-rearing population, revitalizing the regional economy. Local governments now advertise their high-quality cost-effective English classes taught by teachers from Outer Circle countries. These findings indicate a complicated interplay between the center and periphery at different levels, providing new insights into the discursive and ideological construction of English as the global language.

Keywords: Language in education policy, English as a global language, English language teaching in Japan

Diary Insights of a Novice Postgraduate EFL Teacher

This study explores the diary insights of a novice postgraduate EFL teacher in a top-ranked university in Thailand. It seeks to answer one question: What do the diary insights reveal about the teaching practices of a novice postgraduate EFL teacher? Contextual coding was used to analyze the 15-week diaries recorded in a writing course for postgraduate students of normal and international programs. Four themes were identified, namely, teacher’s actions, students’ behaviors, teacher’s strategies, and outcomes. The results showed some patterns, such as action-outcome, action-behavior-outcome, action-outcome-strategy, action-strategy outcome, action-behavior-strategy-outcome, and action-behavior-outcome-strategy. Keen relationships were observed in certain circumstances, indicating that the teacher did not only deliver the lessons as planned but also respond to students’ behaviors and modify the lessons to achieve the learning outcomes, as well as the students’ and teacher’s goals. Writing diaries may help novice teachers reflect on their teaching practices for professional development.

Keywords: diary insights, professional development, novice EFL teacher
Author: Say Phonekeo (Victoria University of Wellington, New Zealand, say.phonekeo@vuw.ac.nz)
Title: Implementing a Culture of Thinking (CoT) in Lao EFL Pre-service Teacher Education: A Case Study of Reading

This quasi-experimental study aims to investigate the effects of a CoT implementation on Lao pre-service teachers’ reading comprehension, engagement, and cognition of learning reading. A CoT is defined as “a place where the group’s collective thinking as well as each individual’s thinking is valued, visible and actively promoted as the regular day-to-day experience of all group members” (Ritchhart, 2015, p. 3). A mixed-methods approach was employed to analyse the data. In terms of the quantitative analysis, t-tests were used to compare test scores. With regard to the qualitative approach, a thematic and content analysis was employed to seek insights into how the students engaged in and perceived reading learning through a CoT integration. The results revealed that the CoT implementation had positive impacts on students’ reading comprehension and fostered positive perceptions of reading learning. In terms of pedagogical implications, a CoT, if integrated effectively, benefits students and transforms a passive classroom culture to a more interactive and meaningful learning community.

Keywords: a culture of thinking, learner perceptions, learning engagement

Author: Sean Mahoney (Fukushima University, mahoney@ads.fukushima-u.ac.jp)
Title: Help from Experienced Non-Native English-Speakers at Primary Schools in Japan

The introduction of English education in Japanese primary schools has been later than in most other countries in Asia, with one class per week becoming mandatory for 10 to 12 year-old children in 2011. This will increase to twice weekly in 2020, yet only about 5% of full-time teachers currently hold an English teaching licence. In response to this, a system of team-teaching with “native English-speaking” assistants is being promoted and has already been well-researched. This presentation, however, will focus on interview data from both Japanese and foreign assistants who have acquired English as an additional language, and whose numbers are currently increasing. Qualitative findings from over 20 hours of semi-structured interviews will be supplemented with those from an ongoing (nationally-sponsored) quantitative survey. The presenter will summarise the unique contributions this group of assistants can make to primary school team-teaching issues, concentrating on 1) role negotiation 2) pupil and teacher motivation, 3) improving pedagogy, and finally 4) awareness about learning English as a Lingua Franca.

Keywords: primary education, Japan, non-native English speaker, assistants
Author: Secil Somer (Anadolu University, ssomer@anadolu.edu.tr)
Title: How is the Generation Net Different? What Should We Learn from These Differences as Educators?

As information is produced and shared fast, the definition of literacy in the 21st century has changed and continues to be changing fast. Parallel to these changes, our students are changing as well. The question is whether our education is also changing and whether it modifies itself to the demands of this era. Keeping this question in mind, the present paper aims at exploring the characteristics of the ‘Net generation’ and the differences they present. These differences need to be explained with reference to their intensive exposure to digital input. By revealing the skills they acquire, it will be possible to gain insights to adjust our education to prepare new generation for the demands of the digital information age. Additionally, by exploring the effects of digital environment that new generation interacts with, it will be possible to understand in what direction the concept of literacy changes. With this aim, the present paper provides some implications for teachers to develop their teaching to address the literacy needs of the Net Generation.

Keywords: teaching the net generation, digital literacy

Authors: Seul-Ki Jang (Chung-Ang University, seul_rejoice@naver.com); Kyung-Whan Cha (Chung-Ang University, kwcha@cau.ac.kr)
Title: An Investigation of Listening Activities in Korean Middle School English Textbooks

The purpose of this study is to investigate listening activities in Korean middle school English textbooks from the perspectives of Vandergrift and Goh's three types of listening instruction. The proposed listening instructions are composed of text-oriented instruction, communication-oriented instruction, and learner-oriented instruction, which emphasizes importance of metacognitive instruction in listening. Most of the previous researches rely on the following criteria: communication, topics, and national curriculum. Since only a few articles deal with metacognitive strategies, this study suggests analysis employing three types of listening instructions. Total eleven kinds of Korean English textbooks-five textbooks based on 2009 Revised Curriculum and six textbooks based on 2015 Revised Curriculum- were chosen for the study. Results showed that communication-oriented-based activities take a major portion of listening activities in the textbooks, followed by text-oriented-based activities or learner-oriented-based activities. Based upon the results, therefore, the researchers propose the importance of implementing more learner-oriented instruction in listening activities in the textbooks.

Keywords: textbook analysis, listening activities, listening instruction, learner-oriented
Author: Shahid Abrar-ul-Hassan (University of the Fraser Valley, Canada, shahidabrar@yahoo.com)
Title: Shifting Perspectives on Learner Motivation and the L2 Motivational Self System

The construct of L2 learner motivation have been captured from a variety of perspectives, and these perspectives have shifted since the 1980s under the influence of new developments in language education. A growing interest has been witnessed in understanding and analyzing L2 learner motivation, particularly in the field of English as an Additional Language (EAL) teaching and learning around the world. The current literature may not offer a comprehensive view or an agreed-upon theoretical understanding of learner motivation, but some consensus seems to exist regarding its key features (e.g., learner identity, agency, and ideal-self). By pulling together the threads of various conceptualizations of the motivational construct, this presentation offers an overview of the current approaches in language education. It also examines how the construct of L2 learner motivation in relation to Dörnyei’s (2005) L2 Motivational Self System can inform EAL pedagogies. The issues and implications related to this explication will also be discussed.

Keywords: learner motivation, English as an additional language, teaching and learning

Authors: Sheila Adelina Ramasamy (University Malaya, bjss_sheila@yahoo.com); Azlin Zaiti Zainal (Faculty of Languages and Linguistics, University of Malaya, azlinzainal@um.edu.my)
Title: L2 Classroom Discourse Analysis Through the Lens of Dialogic Discourse: ESL Teachers’ Perspectives

Classroom discourse is said to aid the social and cognitive aspects of language learning and language acquisition process and therefore students’ success in second language acquisition (SLA) is largely dependent on classroom discourse analysis. This study expands our current understanding of SLA through classroom discourse analysis by exploring the perceptions and practices of second language teachers on dialogic discourse. To understand the role of spoken dialogue in shaping students’ cognitive development and the discourse pattern used by teachers, data comprising semi-structured interviews with eight teachers were analyzed. One of the teacher’s lessons were also examined to provide a better understanding of the interview data. Discourse Analysis (DA) and Conversational Analysis (CA) method facilitated the identification and analysis of the dialogic as well as the conversational features of the discourse found in lessons. The preliminary findings show that to some extent all teachers changed their patterns of discourse and needed improvement in using dialogic discourse strategies.

Keywords: Classroom discourse, Classroom Discourse Analysis, Conversational analysis
Dialogic discourse
Author: Shigenori Jizo (Saikyo City High School, Kyoto, Japan, shigenorijizo@gmail.com)
Title: A Critical Analysis of the Accuracy-Oriented English Classes in a Japanese High School: How Do they Contribute to the Internalization of Oppression among the Students?

The presentation will be focusing on the perceived “correctness” of English learning often expected by both learners and teachers of English in Japan. Through questionnaires, classroom observations, and a critical analysis of the school- and the national educational curriculum, the presenter will show how the accuracy-focused English classes and their takers could internalize some hidden forms of discrimination, which might in turn connect to the formation of comparatively low confidence in their own English abilities. Examples of classroom activities will also be provided to demonstrate the development in the students' awareness towards their own unconscious preferences in the types of English (and its speakers), which could be developed into a discriminative attitude, either consciously or unconsciously, about the variations of English. Implications will be provided that those consciousness raising activities may not only contribute to establishing the sense of social equality, but also benefit for the Japanese students to overcome shyness and low confidence in their own English learning.

Keywords: social equality, consciousness raising

Author: Shigenori Wakabayashi (Chuo University, swkbys37@gmail.com)
Title: Online eChats and Presentation-and-Discussion through TV Conference: How to Organize and Manage

Since 2015, Chuo University (Chuo) has been running an eChat project to create a space for face-to-face spontaneous verbal communication among two to four students with Australian National University (ANU) in a course called “Advanced Communication.” In the same course, several class sessions have been used to conduct collaborative presentation-and-discussion classes through a TV conference system with the University of the Philippines, Diliman (UP). This course has been organized and taught by the presenter at Chuo University, with academic collaborators at ANU, UP, as well as technical and administrative support from all three universities. Each eChat class between Chuo and ANU is held half in Japanese (studied by the Australian students) and half in English (studied by the Japanese students); and each presentation-and-discussion class between Chuo and UP students, who are about to begin Japanese language study, is held in English. This experimental course will be presented from both an educational perspective and an administrative/technical support perspective as one possible model for online collaborative learning.

Keywords: eChats, technology, presentation
**Authors:** Shih-Chuan Wang (National Chengchi University, allenwang123@gmail.com); Ssu-Hsuan Li (National Chengchi University, 105551009@nccu.edu.tw)

**Title:** Learner Agency in English Private Tutoring in Taiwan: A Qualitative Study

In most EFL countries, English Private Tutoring (EPT) is thriving because English is considered an important subject. Prior studies focused either on the effectiveness of EPT (Chung, 2013; Kim, 2017) or on attitudes towards EPT (Yung, 2015). However, due to insufficient identity research in EPT, this study examines how Taiwanese English learners’ agency is embodied in their EPT experiences through Mercer’s (2011) dynamic system by adopting narrative inquiries. Data were collected from two Taiwanese young adults’ learning stories and follow-up interviews. Preliminary results by reconstructive analysis (Carspecken, 1996) showed that both learners exercised agency in EPT in terms of motivation, affect, and self-regulation, while the impetus varies by stages. Learners’ agentic behaviors were initially engendered by pragmatic experiences of English. During high school, credentialism crept in. In college, pragmatism re-emerged, playing again the critical role in agency establishment. Culture has also been identified as an important contextual factor of the agency system. Results may provide pedagogical implications for EPT institutes and theoretical grounds for application of the dynamic system.

**Keywords:** learner agency, complexity theory, motivation, affect, self-regulation

**Author:** Shinhye Kim (Keimyung University, shinhye665@gmail.com)

**Title:** Struggling to be a Teacher: Korean Non-Regular English Teachers’ Identity Construction

Due to the growing emphasis of communicative language teaching practices and students’ need to improve English communication skills, a large number of non-regular English teachers were employed to teach conversation skills in public schools. Despite the fact those teachers became a significant part of the Korean English education system, they have been marginalized as being less than a real teacher, and their legitimacy has been constantly challenged. Drawing on the concepts of communities of practice (Wenger, 1998) and imagined identity (Norton, 2000), the present study aims to explore how the unstable job status and limited agency in the school community shape non-regular English teachers’ identities. Data were collected through interviews and casual talks with two non-regular English teachers for over two years. The findings show that they legitimizing their professional identity in terms of their confidence in English and pedagogical knowledge. Their resistance to being considered a mere assistant to regular teachers was expressed in different forms depending on their relationship with regular teachers in the given context.

**Keywords:** non-regular English teachers, legitimacy, communities of practice, imagined identity, professional identity
Author: Shizhou Yang (Yunnan Minzu University, yangshizhou@hotmail.com)
Title: Re-Visioning Learners' Literacy Autobiographies in a Global Context

Despite growing recognition that attention to writing teacher identity is critical, there remains a paucity of empirical research in the area. Especially lacking are studies that embrace a “trans-” perspective on deviations in language learners’ texts in a global context. In response, this study reports an American applied linguistics graduate student Mary’s (pseudonym) identity work in the process of giving written feedback to a Chinese university student Snow’s literacy autobiography in a border-crossing exchange using an online platform across4seas. Identity is understood as both as individuals’ ways of engaging in professional activities and a narrative achievement. Data include writing samples, revisions, interviews and artifacts from exchange. Narrative analysis shows Mary’s multiple social identities and her emergent writing teacher identity that got enacted in her feedback and stories that were told in the research process. However, learners’ proficiency and technological constraints raise issues of identity, agency and best ways to respond to difference. Pedagogical implications for trans- writing education are discussed.

Keywords: writing teacher, identity, agency, difference

Authors: Shoichi Matsumura (Ryukoku University, Japan, shoichi@world.ryukoku.ac.jp); Toshinobu Nagamine (Kumamoto University, Japan, nagamine@educ.kumamoto-u.ac.jp)
Title: Teachers’ Self-Efficacy Beliefs as Determinants of Instructional Strategy Choice: A Study of Non-Specialist EFL Teachers in Japan

This study was designed to examine the effect of English language teachers’ self-efficacy beliefs on their preferred instructional strategies. The theoretical view that guided the design was that teachers’ beliefs about their own effectiveness, known as self-efficacy, are thought to underlie their classroom teaching practices (e.g., Bandura, 1997; Eslami & Fatahi, 2008). Data were collected from a total of 120 in-service Japanese elementary school teachers who were assigned to teach English, even though they were not specialized or certified to do so. Two measures used here were a modified version of Teacher Efficacy Instrument (Akbari & Tavassoli, 2014), and a questionnaire on preferences in instructional strategies developed based on classroom observations. Results of a linear regression analysis indicated that differences in teachers’ self-efficacy beliefs predict the instructional strategies they employ and that the more efficacious they are, the more they are inclined to use communication-oriented strategies. In the summary, implications for pre-service and in-service teacher training to enable teachers to use communication-oriented instructional strategies will be presented.

Keywords: teachers' self-efficacy, target language proficiency, instructional strategies, teacher training
Author: Shu-Yan Wang (Chung-Ang University, nancy_2017@foxmail.com)
Title: Task Complexity and Media of L2 Reading Affecting Chinese Intermediate EFL Learners

Task-based language teaching has received tremendous attention in the field of teaching a second language (L2), but task complexity in L2 reading has been under-researched. Furthermore, studies on paper- and screen-based reading were seldom discussed in L2 contexts. The participants in this study were 82 intermediate EFL learners enrolled in a Chinese university. A two-way ANOVA research design was used to examine the effects of task complexity and media of L2 reading. Paired-sample t-tests were employed to examine readers’ vocabulary retention within one month. The results found a significant interaction effect between task complexity and media in reading fluency. Increased task complexity had limited effects on reading comprehension in either media condition. Additionally, the complex reading task maintained or even elicited more vocabulary retention within two weeks, but the facilitating effect disappeared two weeks later. Based on these findings, reading tasks requiring more language-related output are recommended for further research. Pedagogically, paper-reading with risk-free tasks and screen-reading with cognitively demanding tasks can be employed to promote fluent L2 reading.

Keywords: task complexity, reading tasks, reading media, screen-based reading, EFL learners

Author: Shuang Hu (University of Malaya, hushuang0601@sina.com)
Title: English Vocabulary Size and Learning Strategies among Mainland Chinese and Malaysian Postgraduates

Vocabulary learning strategies and vocabulary size are the main factors that help determine how students learn second language vocabulary. This study investigated the vocabulary sizes and vocabulary learning strategies of mainland Chinese postgraduates who have studied in Malaysia for one semester and Malaysian postgraduates. It was a quantitative study and two instruments were employed to collect data: a vocabulary learning questionnaire (VLQ6.4) designed by Gu (2018), and a vocabulary size test designed by Nation (2012) was used to measure learners’ passive vocabulary size. The aim of the study was to find is there a significant difference in vocabulary sizes and learning strategies between mainland Chinese and Malaysian postgraduates. If the answer is yes, what are the differences? Are these differences in vocabulary learning strategies major factors to vocabulary size? Results will have practical implications in language teaching, as, with the identification of those most useful strategies, teachers will be able to foster their use, turning learners' efforts into a more successful experience. Also, useful strategies support learners to increase their vocabulary size.

Keywords: vocabulary learning strategies, vocabulary size, EFL, ESL
**Authors:** Shuhei Kadota (Kwansei Gakuin University, shuhei.kadota@nifty.com)
**Title:** Assessing Shadowing Practice for L2 Listening: An Input Effect

Shadowing is a technique for enhancing L2 acquisition, in which learners repeat speech aloud as they hear it, as precisely as possible, while continuing to listen attentively to the incoming speech. Of all the four effects of shadowing (i.e. input, practice, output, and monitoring effects) proposed by Kadota (2019), until now there has been a certain accumulation of empirical data concerning the input effect, i.e. the effect on the improvement of listening comprehension skill, particularly on the automatization of L2 speech perception. More specifically, the data suggest the following findings: 1) Shadowing promotes English-as-L2 listening ability among university (Tamai, 2005) as well as high school students (Mochizuki, 2006) learning English as a FL in Japan. 2) It promotes Korean learners’ listening span for Japanese as an L2 (Sakoda and Matsumi, 2004, 2005). In this presentation, both a motor theory of speech perception by Liberman as well as mirror (neuron) hypothesis are to be discussed as a promising theoretical background underlying this input effect of shadowing.

**Keywords:** shadowing, input effect, listening comprehension

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**Authors:** Shuhui Yin (University of Chinese Academy of Sciences, 784949165@qq.com); Yuan Gao (University of Chinese Academy of Sciences, gaoyuan@ucas.ac.cn)
**Title:** A Corpus-Based Comparison of Syntactic Complexity Between Applied Linguistics Research Articles in Chinese and International Journals

This study conducted a corpus-based comparison of syntactic complexity in research articles (RAs) between Chinese Journal of Applied Linguistics (CJAL) and Applied Linguistics (AL). Using 30 empirical RAs adopted from CJAL and 30 from AL, we examined whether and the extent to which CJAL and AL articles differed in 14 syntactic complexity measures in five dimensions targeting length of production, amount of subordination, amount of coordination, overall sentence complexity and phrasal sophistication. By separating these 60 articles into 420 texts according to part-genres, we also investigated genre variations based on the comparison across different part-genres in the two journals. Results showed significant differences in 10 of 14 complexity measures, with AL engaging in longer sentential production, more subordination and greater phrasal sophistication whereas CJAL engaging in more phrasal coordination. Between part-genre comparisons displayed both similarities and differences of genre patterns distributed in CJAL and AL. Together these results provide certain implications towards international publication and call for instructions concerning syntactic complexity as well as genre awareness in academic writing pedagogy.

**Keywords:** syntactic complexity, genre, research articles, applied linguistics
**Author:** Shu-Yan Wang (Chung-Ang University, nancy_2017@foxmail.com)
**Title:** Task Complexity and Media of L2 Reading Affecting Chinese Intermediate EFL Learners

Task-based language teaching has received tremendous attention in the field of teaching a second language (L2), but task complexity in L2 reading has been underresearched. Furthermore, studies on paper- and screen-based reading were seldom discussed in L2 contexts. The participants in this study were 82 intermediate EFL learners enrolled in a Chinese university. A two-way ANOVA research design was used to examine the effects of task complexity and media of L2 reading. Paired-sample t-tests were employed to examine readers’ vocabulary retention within one month. The results found a significant interaction effect between task complexity and media in reading fluency. Increased task complexity had limited effects on reading comprehension in either media condition. Additionally, the complex reading task maintained or even elicited more vocabulary retention within two weeks, but the facilitating effect disappeared two weeks later. Based on these findings, reading tasks requiring more language-related output are recommended for further research. Pedagogically, paper-reading with risk-free tasks and screen-reading with cognitively demanding tasks can be employed to promote fluent L2 reading.

**Keywords:** task complexity, reading tasks, reading media, screen-based reading, EFL learners

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**Authors:** Shuying Chen (Chongqing University, 529271538@qq.com); Xiaoling Zou (Chongqing University, xiaolingzou@cqu.edu.cn)
**Title:** A Study on the Development of Students' English Oral Competence under the Mobile-Cloud-Assisted Instruction

This study tries to examine the validity of mobile-cloud-assisted instruction in improving students’ oral competence and oral complexity of in-class English oral presentations which are submitted to an APP named Moso Teach through answering the following questions: 1) Can the mobile-cloud-assisted instruction model more effectively improve learners’ oral competence than the routine instruction one? If the answer to the question is yes, then 2) what kinds of growing trends and characteristics do the experimental group have in terms of lexical and syntactic complexity, and 3) what advantages does the mobile-cloud-assisted instruction model have over the routine one? The present research involved 50 students in the experimental group and 50 students in the control group. The oral competence is detected through questionnaire designed according to China's Standards of English Language Ability (CSELA) and the oral complexity is analyzed by L2 Syntactical Complexity Analyzer (L2SCA) and Lexical Complexity Analyzer (LCA). It is expected the research results can show higher oral competence and oral complexity in experimental group, which can provide constructive guidance for mobile-cloud-assisted oral English learning as well as oral English teaching.

**Keywords:** mobile-cloud-assisted instruction; oral competence; oral complexity
**Author:** Silvanni Comara (Maranatha Christian University, silvanni.comara@let.maranatha.edu)
**Title:** Investigating Gender Representation in English Language Textbooks from Different Cultural Contexts: A Critical Discourse Analysis of “New Let’s Talk in English 4” and “Cambridge Primary 4: Learner’s Book”

In light of recent national and global goals of gender equality, this study aims at investigating gender representations in two primary EL textbooks from differing cultural backgrounds, namely “New Let’s Talk in English 4”, produced by a local (Indonesian) publisher, and “Cambridge Primary 4: Learner’s Book”, produced by an international (British) publisher. The study employed a mixed-method approach, drawing on Fairclough’s (1989) model of Critical Discourse Analysis. Eight criteria for the analysis of gender representation adapted from Porreca (1984) were used, including socially-marked gender items (visibility, occupations, illustrations) and linguistically-marked gender items (gendered terms, associated verbs, adjectives, masculine generics). The analysis connected numerical data with the description of gender, revealing the unequal depictions of gender in both textbooks. Manifestations of gender biases exist in both textbooks despite the distinct cultures and the global endeavours to establish justice in matters of education. The findings suggest that authors, publishers, teachers, students and education stakeholders should be more cautious about gendered discourses, considering the role of textbooks in socialising learners into various ideologies.

**Keywords:** critical discourse analysis, textbook analysis, language and gender

**Author:** Simon Thomas (Osaka Prefecture University, Japan, simon@las.osakafu-u.ac.jp)
**Title:** A Process Method of Instructional Design to Increase Learner Motivation

In this presentation teachers, curriculum, and materials designers from across disciplines will develop their practical knowledge of how the motivational value and appeal of learning environments, teaching methods, materials and instructions can be assessed then increased through the application of Keller’s ARCS model. Specifically applied to EFL, these aspects of the classroom can positively impact on levels of motivation, effective learning, and learner identity as students negotiate their understanding, construction, and autonomous use of the target language. By utilizing ARCS, commonly used approaches of identifying and solving difficulties with learning motivation, including reflection, trial, and error can be supplemented with a tried and tested systematic process method of instructional design focusing on the factors of attention, relevance, confidence and satisfaction. Illustrating its grounding in Expectancy- Value Theory, drawing from both Attribution Theory and Self-Determination Theory participants will also discover how ARCS can be applied to the use of classroom technological tools to assess their suitability in supporting motivation, learning and autonomy.

**Keywords:** practical knowledge, instructional design, motivation
Authors: Singgih Widodo Limantoro (Politeknik Ubaya Surabaya Indonesia, ngagel2015@gmail.com); Yerly Arnold Datu (Politeknik Ubaya Surabaya Indonesia, yerly@staff.ubaya.ac.id)
Title: Designing Game-based Learning to Foster the Cross Cultural Cognition

Boredom would be the biggest challenge in realizing a successful learning - effective and joyful learning. Boredom could happen in any learning when the students learn what they do not need or and they do not enjoy the conventional way of learning. In this case study, the writer would design game-based learning to foster the cross cultural cognition in Business Cross Cultural materials. By designing and playing games for learning BCC materials, the writer tried to create the effective and joyful learning. In this research, the writer would use fives phases of the research in designing the game-based learning. Moreover, the writer would investigate their joy and effectiveness of learning by using two different groups of totally 30 participants of Business English students that learn BCC - the experiment group that would use the game-based learning and the controlling group that had learnt without it. And the research results are there was no significant difference in cognitive learning but the game-based learning could enhance the joy and motivation of learning.

Keywords: boredom, BCC, game-based learning, effectiveness, joy

Author: Siti Wachidah (State University of Jakarta, wachidahdjawad@yahoo.co.id)
Title: Lexical Cohesion of Research Article (RA) Abstracts Published in Internationally and Nationally Reputable Journals in English Teaching for Non-Native Speakers

Lexical cohesion (Halliday & Hasan, 1976) is essential in ensuring that the research article (RA) abstract contains vocabulary that flow in a unified and coherent manner. This paper reports on a study on the lexical cohesion of research article (RA) abstracts written in English for an Indonesian nationally accredited journal and those written for a Scopus-indexed journal of Q1, in the area of English teaching for non-native speakers. Using the systemic functional linguistics approach, RA abstracts from both journals were analysed to determine how they vary in the way they utilized reiteration (i.e., same-word repetition, synonym or near-synonym, superordinate, general word) and collocation to achieve lexical cohesion. The results show that the internationally reputable RA abstracts make use of more varied cohesive tools, resulting in not only a higher level of lexical cohesion, but also better consistency to the focus of the study and deeper exploration into the concept under study. This implies the need to include lexical cohesion as an essential part of academic writing courses for Indonesian writers.

Keywords: lexical cohesion, reiteration, colocation
**Authors:** Sonny Elfiyanto (Graduate School of Education Hiroshima University, elfiyanto@gmail.com); Seiji Fukazawa (Hiroshima University, sfukaza@hiroshima-u.ac.jp)

**Title:** The Effect of Three Different Sources of Written Corrective Feedback on Senior High School Students' Writing Achievement in English in Indonesia and Japan

The quality of written corrective feedback can strongly affect students’ writing achievement. To investigate the effectiveness of three different feedback sources – teacher, peer, and self – in increasing senior high school students’ achievement in English writing, in two EFL countries, Indonesia and Japan. In this study, 81 Indonesian and 81 Japanese senior high school students (grade XI, 16-17 years old) from three different English classes participated; in each class, a different source of feedback was applied. Based on a quantitative analysis of the data, we aimed to identify the relationship between students’ writing achievement and the written corrective feedback sources they experienced in the classroom. The results showed that the written corrective feedback provided by peers was effective in improving students’ writing achievement for Indonesian senior high school students, while for Japanese senior high school students, teacher-written corrective feedback was the most effective source. Therefore, comparing two EFL countries will enrich research on written corrective feedback.

**Keywords:** writing, written corrective feedback, EFL, secondary education

**Authors:** Sophia Fui-Ni Tsen (Universiti Malaysia Sabah, stsenfn@yahoo.com); Wardatul Akmam Din (Universiti Malaysia Sabah, wardadin@ums.edu.my); Vincent Pang (Universiti Malaysia Sabah, pvincent@ums.edu.my)

**Title:** English Language Four-Skill Anxiety: Awareness, Causes, Effects and Coping Strategies Among TESL Trainees in Malaysia

English language anxiety has been empirically proven as a situation-specific anxiety that occurs during English language learning among second language learners. Ongoing English language anxiety research has also encompassed the four language skills anxieties – listening, speaking, reading and writing. Not only is English language four-skill anxiety extensive among language learners, this debilitating phenomenon may be present among non-native TESL trainee teachers, thus affecting their language course input and practicum training. The purpose of this case study is to measure the levels and explore the awareness, causes, effects, and coping strategies of English language four-skill anxiety in a group of twenty-one final year Malaysian TESL trainee teachers. The findings revealed that they experienced moderate to high levels of anxiety in listening (90%), speaking (38%), reading (53%) and writing (95%) the English language. Using an autobiographical approach, the TESL trainees explored their awareness, causes, effects, and coping strategies in dealing with English language four-skill anxiety. Based on the findings, this study includes the implications and recommendations for future studies in this area.

**Keywords:** English language anxiety, English language skills anxiety, English language skills-based anxiety, second language anxiety, foreign language anxiety
Authors: Sru Setyarini (English Education Department, Universitas Pendidikan Indonesia, setyarini.engupi@yahoo.co.id); Rahmat Agung Azmi Putra (English Education Department, Universitas Pendidikan Indonesia, ragungazmi@gmail.com)

Title: Higher Order Thinking Skills (HOTS) in Storytelling: An Innovative Learning Strategy to Promote Glocalized Moral Lessons of EFL Young Adolescents in Indonesia

One goal to teach English through storytelling is to give moral lessons from the characters without relating them to global life situation. However, it is not that easy, so that Higher Order Thinking Skills as a current learning trend innovate teachers to teach glocalized moral lessons through analysing and evaluating the morals, and creating them through problem solving exercises. Therefore, this paper aims to explain how HOTS in storytelling is implemented to EFL young adolescents and challenges found by the teacher and the solutions. An ethnographic study was employed with three instruments to collect the data: classroom observation, interview with the teachers and students, and document analysis. One class of grade seventh and one English teacher were involved as the participants. The finding shows that this model facilitated the teacher to teach glocalized moral lessons through analysing, evaluating, and applying the morals in their daily practice through moral exposures. From the document analysis, it indicates the students understand glocalized moral lessons easily performed in their works (spoken and written stories).

Keywords: EFL young adolescents, glocalized moral lessons, higher order thinking skills, learning strategy, storytelling

Author: Stephen H Moore (Macquarie University, stephen.moore@mq.edu.au)

Title: Investigating the Research Leadership of Overseas-Trained TESOL Scholars in Cambodia and Vietnam

This presentation reports research investigating the impact that returned overseas-trained TESOL scholars make to teacher education programs in their home countries of Cambodia and Vietnam. As privileged members of their academic communities in terms of academic training to international standards, the study investigates the extent to which they are able to engage in TESOL research and research leadership after returning from overseas, including sharing the research knowledge and skills they acquired in undertaking Master or PhD programs in English medium institutions overseas. The study involved a total of 36 participant scholars, nine from each of four leading public universities, one in Cambodia and three in Vietnam (north, central and south). All four university sites are home to important English language teacher education programs. Data were collected using three instruments: questionnaire; narrative inquiry task; and unstructured interview. The results are surprisingly consistent between countries and university sites. A lack of time and access to current literature are key constraints on research activity. Implications of these findings will be discussed.

Keywords: ELT research, research leadership, Cambodia, Vietnam
A multitude of variables influence EFL learning and both teachers and students alike may be unaware of the important health-related factors that influence cognition. This relationship is one of numerous research areas in Mind, Brain, and Education Science, where psychology and neuroscience inform pedagogy. More specifically, the mind-body connection and biological factors of learning have indicated how our brains can be primed to learn best. As such, a greater awareness of nutrition, exercise, intermittent movement, sleep and hydration can potentially have beneficial lifelong learning and health consequences. In light of teacher efficacy and learner agency, teachers as educators and health awareness raisers can enable various communicative activities such as video links, worksheet activities, CLIL snippets, mind maps, opinion-based feedback questions, informal classroom surveys etc. The presenter aims to outline background research and classroom activities, while participants should be able to gain a better understanding of health-related content topics that influence learning, which can be effectively implemented in their teaching contexts.

Keywords: learning, cognition, health, classroom activities

English medium instruction (EMI) for teaching content or language courses is a growing global phenomenon, but the use of the learners’ L1—or translanguaging—as verbal resources remains controversial. Cognitive SLA and communicative language teaching approaches view the practice as culpable in English language teaching, whereas bilingual discourse and Vygotskian SLA studies suggest that judicious use of the L1 fosters classroom-based L2 development by leveraging the fluid languaging of learners. While teachers’ attitudes towards translanguaging has been explored in numerous studies, fewer attempts have been made to examine learners’ perspectives on their language teachers’ trans languaging practice in an EMI setting. To bridge the research gap, this study collected interview data from 67 Japanese EFL learners and categorized the transcribed recordings using thematic analysis. The results indicate that (1) approximately two-thirds of the interviewees hold a negative view on teachers’ use of translanguaging and (2) such preferences correlate strongly with past experience of international communication but not with target language proficiency. Pedagogical implications are discussed in light of the findings.

Keywords: translanguaging, translingual practice, language choice
The practice of video implemented in English language teaching brings positive contributions to students’ competence. The use of video which combines visual and auditory modes provides students ease in perceiving and processing information. The visualization of videos provides the students the ease to get better contexts, decrease the boredom, and stimulate the imagination to the more authentic situation. This research aims at investigating the students’ perceptions toward learning of listening by using video. The participants of this research are twenty-five students of the eleventh-grade students in a vocational school in Indonesia. By applying qualitative method which is implicated a case study, the researcher gains the data by conducting interviews and distributing questionnaires. The result of this study reveals that the students’ responses to learning of listening by using videos are positive. The visualization on the video makes the students able to interpret the situation and information of the video content. The videos also change their boredom to become attractive toward the listening materials.

Keywords: video, listening skills, students’ perceptions

Author: Sumie Akutsu (Toyo University, akutsu@toyo.jp)
Title: The Use of a Bilingual Essay Corpus to Develop Intercultural Communicative Competence

This paper discusses the use of a bilingual essay corpus in order to develop intercultural communicative competence. This presentation discusses an approach using the learner’s first language to cultivate a learning strategy for the purpose of improving their foreign language competence. The presentation outlines the work-in-progress project utilizing an online writing system and analytical tools specifically developed for compiling the bilingual data of Japanese university students’ writings. The paper discusses the objectives of this project, rationale of the approach and the associated advantages of using a bilingual approach to compile a learner corpus as well as examines the results of the preliminary analysis. The paper will conclude that students can become better language users with more sophisticated interpretive mediating skills through realizing linguistic and cultural differences utilizing the functions of a bilingual essay corpus and materials that highlight common errors and difficulties among learners’ English based on the results of the study.

Keywords: translation in language teaching (TILT), learner corpus research (LCR), EFL, SLA, L1 influence, mediation skills
Learning English in the non-English speaking countries is considered EFL (Crystal, 2003). L2 acquisition in EFL learners can be different from the learners in the English speaking environment. The present study investigated the factors affecting the vocabulary acquisition in EFL Thai learners. The language learning activities, attitudes, and learning methods of undergraduate students were examined. English Language Exposure Questionnaire (Luksaneeyanawin et al., 2016, 2018) and the Vocabulary Size Test (Nation, 2007) were used to categorize the participants into four groups having different degrees of language experience and vocabulary size. The focus group interviews and observation were conducted to explore the influential factors on vocabulary acquisition. The findings reveal that there are two main factors: external and individual. The external factors include teachers, media, and the environment. The individual factors are degrees of language exposure, attitudes (affection), and meta-learning. To enhance EFL leaners, teachers need to rethink about teaching. The focus of EFL program should be shifted from teaching to learning.

**Keywords:** vocabulary acquisition, EFL, English experience, vocabulary learning

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This article concentrates on the factors responsible for poor speaking exposure in English and the principal aim of this research is to minimize and categorize the factors of the glitches lying under weak speaking skill of Bangladeshi EFL students. Here data are collected through the Likert Scaled Questionnaire (which is attached in the Appendixes) from 124 ELT teachers and 171 MA in English students’ from 29 different public and private universities of Bangladesh from March 2014 to May 2017. This questionnaire is actually based on the information on some secondary resources and researcher’s own experience. This research is completely based on the primary data and the data is processed through the SPSS 20 to produce the results of this research. Here Factor Analysis has been used to condense the number of the total 22 variables and to recognize the significant variables for classifying them into newfangled segmenting in a more innovative way. Though Speaking is an important skill, it is somehow neglected in different levels of educations of Bangladesh. Because of not allotting marks on speaking skill, students also tend to provide less emphasis on this skill. So the ELT practitioners in Bangladesh should rethink about these matters to have better speakers in English.

**Keywords:** speaking skill, challenges, issues, EFL, ESL
Authors: Sushmita Rani (Daffodil International University, sushmita.kr@gmail.com); Afroza Akhter Tina (Daffodil International University, tinaju4@gmail.com)

Title: The Influence of Bangla Regional Dialect in English Speaking and Listening at Tertiary Level

The principal aim of the research paper is to find out the impact of regional dialect in English speaking and listening skill of the tertiary level students of Bangladesh which actually hinder their learning English. 329 students have been selected from the department of English and Computer Science & Engineering, Daffodil International University to collect the data for the research through a well-structured questionnaire using the Google form. 95.5% students are selected from the department of English as they possess the preexisting schemata on regional dialect and only 4.5% learners are selected from the department of CSE in order to have a comparative result for this research. Then 6 students from 6 major regions of Bangladesh have been selected to have more concrete result to find the specific quandaries of regional dialects of Bangladesh through a set of flash cards with basic sounds of English. The holistic results reveal that the tertiary level students of the Bangla medium of Bangladesh have drawbacks in their speaking standard English and listening comprehension. This study works much more with the troubles in English speaking of the tertiary level students rather than the listening area.

Keywords: standard and non-standard dialects, regional dialect, standardization, speaking skill, listening skill

Author: Suthathip Thirakunkovit (Mahidol University, suthathip.thi@mahidol.edu)

Title: Exploring Writing Assessment Literacy and Classroom Practices of Thai University Instructors

This study aims to explore Thai university writing instructors’ knowledge of writing assessment and their perceptions about different types of writing assessments practices. Fifty-two writing instructors from ten large universities in Thailand participated in an online survey, and 21 of them participated in in-depth interviews. Findings from the survey show that even though the majority of the participants reported having received some formal training in writing assessment, 30% reported no formal training. Many of them expressed frustration and challenges with assessing students’ writing in classrooms. Nonetheless, the findings from the survey revealed some incongruence with those from the interviews in the instructors’ background knowledge in assessments and actual practices in classrooms. The researcher hopes that the results of this study to be viewed as an exercise for Thai university instructors to reflect on their assessment practices, rather than a criticism towards their lack of knowledge because, ultimately, she wants to provide evidence for many TESOL programs in Thailand to better prepare their graduate students for their future teaching responsibilities.

Keywords: writing assessment, assessment literacy
**Authors:** Suwarsih Madya (Yogyakarta State University, suwarsihmadya@uny.ac.id); Heri Retnawati (Yogyakarta State University, heri_retnawati@uny.ac.id); Ari Purnawan (Yogyakarta State University, ari_purnawan@uny.ac.id); Nur Hidayanto Pancoro Setyo Putro (Yogyakarta State University, nur_hidayanto@uny.ac.id); Ezi Apino (Yogyakarta State University, ezi_apino@uny.ac.id)

**Title:** The Equivalence of TOEP Forms

This explorative-descriptive research study aimed to find out the equivalence among TOEP (Test of English Proficiency) forms, developed by the Indonesian Testing Service Centre, which has been co-founded by TEFLIN and The Association of Psychology in Indonesia. Using the quantitative approach, the researchers collected through documenting the responses of those taking TOEP in 2016 and 2017, involving 6 forms in 2016 and 4 in 2017. The forms were developed using the same test grid and construct to measure the listening skill and reading skills. The equality among the six forms was proved by using the equating technique, starting with the estimation of the item parameter using the Rasch model, creating the curve of the test characteristics for each form, and ending in interpretation. The results show that the six test forms used in 2016 and 2017 were equivalent with one another. It can be concluded then that the TOEP forms have the same level of difficulty and ensure justice for all test takers.

**Keywords:** equating, equivalent, test forms, TOEP, Rasch model

**Authors:** Svetlana Ilina (Far Eastern Federal University, svilyina@mail.ru); Julia Bekisheva (Far Eastern Federal University, julia.bekisheva@gmail.com)

**Title:** Forms of Address in International Academic Discourse

Do you always feel comfortable when you and the colleague from your country are having a talk with your international associates in terms of the forms of address you are to use on the basis of the speech etiquette rules of your country and the ones of the people you are talking to? The focus of the presentation is forms of address used in academic discourse in the context of intercultural communication. One of the authors of the presentation concerns is the variety of vocatives typical for a specific culture which in many cases cannot be generalized to the universal level. Therefore, misunderstanding and awkward situations leading to speech etiquette misbalance may occur even at the level of academic discourse. The authors will share the results of their research based on the analysis of the Far Eastern Federal University correspondence with its international partners as well as the answers to the questionnaire filled in by the international students of FEFU, and suggest possible ways out of the tricky situation with proper usage of the forms of address in international discourse.

**Keywords:** academic discourse, forms of address, intercultural communication, speech etiquette, intercultural linguistics
**Authors:** Syamdianita Syamdianita (Mulawarman University Language Center, syamdianita@fkip.unmul.ac.id); Chris Asanti (Mulawarman University Language Center, chrisasanti1616@gmail.com)

**Title:** Dialogic Reading Activities for Undergraduate EFL Students' Reading Attitudes

A number of studies have indicated that dialogic reading is a highly structured reading prompts and it is a common effective reading activity for children (Whitehurst, 1992; Zevenbergen & Whitehurst, 2003). Furthermore, the interactional aspect found in dialogic reading has been proven to bring about the potential learning context for children (Zevenbergen & Whitehurst, 2002; Trivette & Dunst, 2007, Ping, 2014). The researchers are interested to adopt dialogic reading for teaching adult learners. In this study, dialogic reading activities were conducted to adult learners from beginner to intermediate level in order to describe their reading attitudes. Using qualitative methodology as the main design, this study tried to describe how the students’ perceive their reading attitude during and after the implementation of dialogic reading. In order to get more immense insight and clear description about this study, a perceived reading attitude questionnaire was distributed to six students from two different classes who experienced dialogic reading activity. The results revealed that some students responded that the activities indirectly improved their confidence to verbalize their thoughts in the class.

**Keywords:** dialogic reading activities, reading attitudes

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**Authors:** Syariful Imam Hadi Cahyono (Sebelas Maret University, syarifalimam@gmail.com); Nur Arifah Drajati (Sebelas Maret University, nurarifah_drajati@staff.uns.ac.id); Ngadiso (Sebelas Maret University, ngadisodok@yahoo.com)

**Title:** Teachers' Voice of Digital Literacy in EFL Classroom

The purpose of this study is to explore teachers’ beliefs and practices about digital literacy in an EFL classroom. Borg's framework of teacher's belief was used as a theoretical framework to collect and analyze data. The exploration was regarding what the belief the teachers had and how they applied those beliefs to their teaching practices. Three EFL teachers in Indonesia participated in this study. The researcher conducted interviews with participants regarding their beliefs, observe classroom practices, and ask follow-up questions. To obtain a better understanding of the teaching practices of the participants, the researcher collected copies of course statements, assignments, textbooks, other materials, and syllabi. The findings suggested that the participants generally held positive attitudes about using digital technology in the EFL classroom. These beliefs were likely influenced by the participants’ classroom practice, experiences with digital literacy, digital literacy training, and contexts in which digital literacy was used. The study is supposed to enhance the understanding of teacher to successfully use digital literacy in the EFL classroom.

**Keywords:** digital literacy, in-service teacher, narrative inquiry, teacher's belief
Author: Taeko Kamimura (Senshu University, taekok@isc.senshu-u.ac.jp); Gaku Uehara (Senshu University, dl182001@senshu-u.jp)
Title: Genre-Based Instruction for Descriptive Writing: Structure, Content, and Accuracy

The presentation examines the effects of genre-based instruction on descriptive writing in an EFL classroom. A class of Japanese university EFL students wrote three essays in a pre-, post-, and delayed test, where they described someone for a reader who had never met the person. Between the pre- and post-test, they received genre-based instruction that integrated the function, discourse structure and language features expected in descriptive writing. The students’ writing was analyzed in terms of the structural sequence, content, and grammatical accuracy. All three analytical measures showed that, when compared with the essays in the pre-test, those in the post-test were significantly better written, which suggests that the instruction had significantly positive effects. However, for the essays in the delayed test, the positive effects were observed in the structure and content, but not in the accuracy of the essays. These results suggest the need to give EFL students constant exposure to target grammatical items to maintain their awareness.

Keywords: genre, description, writing

Author: Taiga Sato (Kumamoto University, tiger.tiger.1223@gmail.com)
Title: Exploring Japanese EFL Learners’ Situational Willingness to Communicate: A Qualitative Study

The prime objective of this presentation is to discuss major research findings of a qualitative study in which the transformation processes of Japanese EFL learners’ situational willingness to communicate (WTC) were investigated. The previous research into WTC, most of which employed a quantitative approach, provided us with partial pictures of relationships among relevant factors that might affect or trigger the transformation of situational WTC. What is missing, however, is a holistic and naturalistic approach that enables us to understand complex interrelationships of often unobservable psychological factors in context. Unobservable intention to engage in communication, for instance, can be a crucial component of WTC, which is closely linked with other psychological factors deeply rooted in context. To understand situational WTC that is possibly characterized by such context-bound internal factors, a qualitative research design was selected for the present study. The main data were collected through semi-structured in-depth interviews, observations, and journals, and were analyzed using a grounded theory approach. Questionnaires were also administered to collect supplemental data for data triangulation.

Keywords: situational willingness to communicate (WTC), grounded theory approach (GTA), psychological factors, English as a foreign language (EFL), Japanese learners

June 27th to 29th, 2019 at The Ambassador Hotel Bangkok, Thailand
Author: Takayuki Hara (Kagoshima University, yuenlunghang@yahoo.co.jp)
Title: Redesigning English Education in Japanese Universities in the Globalized Era

As part of the process of globalization in Japan, improving English as a lingua franca is crucial for university students in Japan. Learning intercultural understanding is also required. It is clear that Japanese people will increasingly be in a society in which they cooperate with and compete with multicultural, multilingual and multiethnic people. Subsequently there will be more opportunities to communicate with other people in English. Hence, several improvements to the new English education in Japan have been implemented. This paper discusses the issues related to the recent situation of university English education in Japan. First, the recent situation of university education, education policies and English education in Japan are introduced. Second, the purposes of English education for Japanese universities in a global context are considered. Third, some already implemented English programs including integrated English skills, EGAP, ESAP, and ESP with active learning are shown. Finally, the contents of English education in the globalized context are considered.

Keywords: redesigning, English education, Japanese universities, global context, implemented English programs

Author: Takuji Akiyama (Kumamoto University, takuji1492@gmail.com)
Title: The Ideal vs. the Reality: Learner Autonomy in a Japanese EFL Context

Major research findings of qualitative research conducted in a Japanese EFL context will be discussed in the presentation. The main goal of the research was to investigate Japanese EFL learners’ autonomy in a formal education context. The participants were thirty-nine second-year students in an international education course of a senior high school in Japan. Questionnaire surveys and class observations were conducted with all the participants, but two participants were chosen to obtain primary qualitative data through semi-structured interviews. The primary data were analyzed using the coding procedures of grounded theory approach (GTA), and other types of data were utilized for data triangulation. The research findings indicate that both participants’ learner autonomy was lowered after entering the senior high school due primarily to the ways English classes were taught and the participants’ negative cognitive/emotional reactions. A unique psychological tendency was also observed in both participants: comparing themselves with other classmates, perceiving their teacher as unsupportive and uncooperative, etc. Based on the research findings, some pedagogical implications will be proposed.

Keywords: senior high school students’ learner autonomy, grounded theory approach (GTA), transformation process, in-depth semi-structured interview, Japanese EFL context
**Author:** Takuro Fujita (National Institute of Technology, Fukui College, Japan, takuro619@gmail.com)

**Title:** An Exploratory Practice of Blended Learning in Engineering English Classes

This study investigates learners’ attitudes toward blended learning—described as a combination of face-to-face classes and web-based learning—in engineering English classes. 124 students (aged 15–17) from the National Institute of Technology (KOSEN) in Japan participated in the study, and two different types of blended learning approaches were employed. During the first semester, learners participated in face-to-face classes, and web-based learning modules were assigned at the end of each learning unit. During the second semester, learners were required to take web-based learning at home before attending face-to-face classes. A Likert-scale questionnaire and a reaction paper were administered to examine attitudes toward blended learning from different viewpoints. The questionnaire was analyzed quantitatively, and the reaction paper was analyzed qualitatively. Results indicate that most learners were in favor of blended learning. Advantages reported were the integration of different teaching approaches, increased flexibility, and the formation of good learning cycles. In-depth analysis of these findings, as well as details of teaching materials and procedures utilized, are shown in the presentation.

**Keywords:** blended learning, exploratory practice, web-based learning

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**Author:** Talitha Disti Amalia (Solve Education!, talitha@solveeducation.org)

**Title:** A Serious Game Model for English Language Learning: ‘Dawn of Civilization’

As smartphones have become more affordable and more advanced in function, increased attention has been paid towards digital game-based learning. Among the various digital games available in the market, serious games present a promising opportunity for learning. This article gives an authoring framework that aims to provide teaching and engineering methods for building a game architecture that is both fun and effective for learning. Using this framework, we have designed a game model—the Dawn of Civilization game—which relies on the theory of Learning Mechanics-Game Mechanics (LM-GM) to teach English as a foreign language by translating learning goals into the mechanical element of gameplay, serving to an instructional purpose besides that of play and fun. Through the LM-GM, it is possible to evaluate the effectiveness of a given game and better understand how to implement it in educational settings. The ultimate goal of doing this is to maximise the capability of the game to engage and retain students in learning.

**Keywords:** English learning, serious game, game-based learning, user experience, learning design
**Authors:** Tanzeel Chowdhury (University of Malaya, chowdhurytanzeel@gmail.com); Ng Lee Luan (University of Malaya, ngleeluan@um.edu.my)

**Title:** Identity Formation at Workplace: A Study of Bangladeshi Migrant Workers in Malaysia

Learning a new language means ‘building social capital’ in an additional language, which has often been underlined as troubling for immigrants transitioning to new employment in a new country. Hence, an investigation on how migrants acquire a new language in the target context is of importance. Based on the theoretical framework of Norton’s notion of identity and investment, this study investigated how five Bangladeshi migrant workers with limited command of English constructed their identities via acquiring languages in Malaysia. With an assumption that these workers will have to learn some English as they are located in a cosmopolitan area, semi-structured interview questions were used to determine how they constructed their identities when learning the target language such as English. The findings revealed that instead of enhancing their command of English, the participants learnt other languages such as Malay and Hindi. The implications of the findings illustrated the importance of enabling learners to use the target language in a conducive context in order to achieve higher success.

**Keywords:** migration, language and identity, investment

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**Author:** Testiana Deni Wijayatiningsih (University of Muhammadiyah Semarang (Unimus) Indonesia, testiana@unimus.ac.id)

**Title:** Probing EFL Learners’ Self Efficacy Belief in Mastering Writing

EFL learners of Unimus should be mastered six levels of writing skill. Ideally, the students who have passed every level can write based on the learning goal every level. In fact, in the seventh semester, they faced problems in writing essay because of their low motivation in writing. Besides, the learners’ vocabulary mastery and the prior knowledge of the material to be written are still minimal. In line with those problems, this research aims at evaluating and improving students’ belief that they are able to successfully complete a writing essay which is called self efficacy. This research was done in the level of 5th semester which got the academic writing subjects. This research used action research which had four steps (planning, acting, observing, and reflecting). The data was collected from writing test, observation checklist, and Self Efficacy for Writing Scale (SEWS). The SEWS consists of three factors such as; self-efficacy for writing ideation, writing conventions, and writing self-regulation and a scale constructed to reflect these factors. Results showed that writing ideation and self-regulation self-efficacy to be significantly more strongly related to liking writing than conventions self-efficacy but less related than conventions self-efficacy to SWA scores. Furthermore, the EFL learners’ writing performance got improvement when their self-efficacy self-efficacy is in good category and it influences their writing performance.

**Keywords:** EFL learners, self efficacy, writing
Author: Thamonwan Poramathikun (Chiangmai Technical College, Thailand, thamonwan@cmtc.ac.th)
Title: Designing a Career-Oriented English Course for Automotive Students at a Thai TVET College

Career-Oriented English courses are becoming increasingly popular among working adults. Economic growth— in particular, the Thai automotive industry— has meant that increasing numbers of company employees are seeking English courses that directly address their occupational needs rather than general English courses. In response to these changing needs, teachers will have to be capable of designing course syllabuses for specific groups; be able to develop instructional materials; and know how to evaluate such courses. The study aims to design a career-oriented English course for automotive students at a TVET college in northern Thailand. They all are employees at car service centers, and join this college for higher degrees. The major aim of the course is to enhance their speaking abilities so that they can deal with foreign customers’ needs. Hence, the presentation focuses on the process of course development for those students starting from professional language needs analysis, course contents, sources of instructional materials, learning outcomes and course evaluation.

Keywords: design, automotive, English, course

Author: Thapanee Khemanuwong (Faculty of Liberal Arts, King Mongkut’s Institute of Technology Ladkrabang, thapaneeekhe@gmail.com); Ekkapon Phairot (College of Innovation and Management, Songkhla Rajabhat University, ekp.phr@gmail.com)
Title: Thai EFL Students’ Grammar Knowledge and Reading Comprehension Abilities: Evidence from GrAMS and READS

Grammar knowledge has been found to facilitate development of reading comprehension skill among language learners. However, empirical evidence proved by standardised test is scant in literature. This study, therefore, has two research objectives to bridge this methodological gap. The first is to examine whether there is statistically significant correlation between GrAMS and READS of participants with different groups of GrAMS performers. In addition, the second is to determine a statistically significant difference in READS performance exists in the four groups of GrAMS performers. Data on grammar and reading comprehension abilities were collected by using standardised GrAMS and READS respectively. 853 freshmen in one public university took both tests through a computer-based system. The Pearson correlation and the one-way ANOVA were used to analyse the data. The findings reveal that participants’ performance on GrAMS statistically significant correlated with READS in three groups, except for the academic warning. Also, READS performance across the four groups of GrAMS performers were statistically significant different. Suggestions and implications for teaching grammar and reading comprehension in the Thai EFL university based on the findings are discussed.

Keywords: GrAMS, READS, EFL
Author: Tharmathasan Anton Pushparajah (Department of English Language Teaching, University of Kelaniya, Sri Lanka, tapushparajah@live.com)
Title: Is Language Assessment Literacy Overlooked or Ignored in In-Service Teacher Education in Sri Lanka?

Language testing has seen unprecedented expansion at present and there is an increasing need for the language teachers to consider more precisely what it means by language assessment literacy. Due to the present emphasis on accountability appraisal for both teachers and students, that teachers need to develop a level of understanding in assessment. When assessment is used appropriately, it is also a powerful tool for learning. Therefore, what needed is, to facilitate assessment literacy in teacher education programmes than a brief mention of it in a course. The present study aims at evaluating the current perception about language assessment literacy among teachers in in-service teacher training programmes. The study further highlights the assessment training needs of the teachers. The results will be used to inform the curriculum designers and policymakers about the teaching areas and further training needed regarding the assessment literacy. The study applies a mixed method approach where the identified in-service teachers are given a structured questionnaire to be filled in and random sampling technique was used to interview teachers from the original sample for more input. The questionnaire data were analyzed using SPSS while interviews were analyzed using Thematic Analysis Framework. The research provides new empirically driven data which will be informed to the policymakers and content developers to consider the need of including content areas on assessment literacy.

Keywords: assessment literacy, teacher training, accountability

Authors: Thi Hoàng Quốc Hà (Can Tho University, hhqthi@ctu.edu.vn); Khang Duy Nguyên (Vinh Long Community College, khangmekong2017@gmail.com); Vân Thị Hồng Đào (FPT University Can Tho, vandth10@fpt.edu.vn)
Title: Teachers' Innovative Teaching in the Language Classrooms with Online Educational Tools

Modern technology has greatly affected how languages should be learned in many contexts. This research aims at investigating EFL teachers' practices of renovating their language classroom with the application of online educational supportive tools at English language centers in the Mekong Delta of Vietnam. A descriptive study with a questionnaire and interviews was conducted to find the signals of effective teaching renovations in English language classroom. The collected data were carefully coded and analyzed for the research findings using SPSS for quantitative data and the unfolding matrix for qualitative data. The results revealed that teachers with more changes in their application of new online educational supportive tools for English language classrooms tend to be more active and care more about their learners’ learning. These teachers show to be lifelong learners with their effortless learning for new things and demands in education. The inspiration from using selective technologies for is quite important for the new trends of language teaching and learning in this contemporary era.

Keywords: online educational tools, technology in language classrooms, ICT
Authors: Thidaporn Jumpakate (Rajamangala University of Technology Phra Nakhon, thidaporn.j@rmutp.ac.th); Jeffrey Dawala Wilang (School of Liberal Arts, King Mongkut's University of Technology Thonburi, jeffrey.wil@mail.kmutt.ac.th)
Title: Investigating ‘I’: Novice EFL Teacher’s Reflections

A novice lecturer in a university campus situated in a peripheral area in Thailand volunteered to write reflections during the 16-week semester to explore holistic views in language teaching. Initially, the written transcriptions were analyzed by using Antconc, an online concordancing software, to identify top words to provide an overview of the data. Based on top words, three groups of wordlists were created such as ‘I-reflections’ (I and my), ‘they-reflections’ (students, them, and they), and ‘it-reflections’ (class). The categories above were used as frameworks for data analysis and contextual interpretations. Open coding highlighted the roles of the teacher in in-class (for examples, decision-maker, observer) and out-of-class settings (for instance, designer). Also, the roles of the students as participants, receivers, and influencers in the classroom were deduced. Novice teachers may consider ‘dynamic’ teaching views in peripheral EFL settings.

Keywords: novice teachers, reflections, dynamic views, peripheral EFL setting

Authors: Thidaporn Jumpakate (Rajamangala University of Technology Phra Nakhon, thidaporn.j@rmutp.ac.th); Montarat Rungruangthum (Rajamangala University of Technology Phra Nakhon, linguistmona@yahoo.com)
Title: The Evaluation of “Word Clouds” as a Pre-Reading Activity for Teaching Thai EFL Students

Word clouds or text clouds are graphical representations of word frequency, which are shown in different sizes or colors according to their importance and occurrences. Recent research in English language teaching has suggested using word clouds for studying vocabulary, getting overview of students’ written texts, as well as, engaging students to reading passages. In this paper, we intend to examine teacher’s and students’ attitudes on using word clouds as a pre-reading activity for teaching Thai university students. The participants in this study were twenty Thai university students and an English instructor at Rajamangala University of Technology Phra Nakhon, Bangkok Thailand. They were asked to complete Likert scale questionnaire and open-ended questions to report their attitudes towards word clouds as a pre-reading activity. The participants showed positive attitudes of using word clouds because it was very interesting, creating learning motivation, and setting up an interactive classroom activity. Pedagogical implications and suggestions are proposed in this paper.

Keywords: word clouds, pre-reading activity, EFL students
Author: Thilina Indrajie Wickramaarachchi (University of Kelaniya, Sri Lanka, slthilina123@yahoo.com)
Title: Online Reading to the Rescue: The Use of Online Teaching Platforms to Develop the Reading Skills of ESL Learners

The present research study focuses on the effectiveness of an online learning platform to develop the literal and semantic reading comprehension of a group of ESL students in the university level. The sample of the study involves approximately 30 ESL students in their third year studying in the University of Kelaniya, Sri Lanka. The students belong to lower-intermediate level of proficiency in English. In the study, the online learning platform, Edmodo was used to upload reading related material and a pre-test post-test research design was used with a reading proficiency test focusing on literal and semantic reading comprehension. The intervention period was four weeks and the results of the pre-test post-test were analyzed using the statistical software of SPSS. The analysis indicated significant development in reading competence of the students after the intervention. The findings emphasize the importance of developing innovative teaching methods and learning platforms to suit the preferences of the students as well as the new reading culture that has emerged with technology.

Keywords: online learning platforms, literal and semantic reading comprehension, ESL learners, university context

Author: Thomas William Kaufmann (University of Indianapolis, kaufmannt@uIndy.edu)
Title: Student Collaborative Wikis on Ethnographic Linguistic Landscape Analysis

With the largest population of English language learners in the world at just over 400 million and the fastest growing economy, China is a hotbed for English infusion. While several researchers have examined Beijing and Hong Kong (Wang, 2013; Graddol, 2012) few have studied the linguistic attributes of smaller cities. After cataloguing the usage of English at various sites around Shaoxing, China, a template can be made for future studies in the region. The instructor has utilized a flipped classroom methodology in empowering the students as ethnographic researchers in their own neighborhood! The group projects made use of collaborative writing websites: www.wikispaces.com and Canvas. Through this tool students are able to log in and modify their research papers at any time and view real-time feedback from their advisor, thus, enabling everyone to draft the paper collaboratively from anywhere in the world! The instructor can also view statistics on page views, revisions, and engagement in discussion questions to grade participation fairly. Furthermore, the nature of doing ethnographic research is a novel approach that empowers students as primary researchers in an ever-changing environment becoming increasingly westernized. Students chose a site, devised a research question, performed ethnographic research, interviewed people at the site, analyzed the results of their findings, and discussed the implications of their research.

Keywords: Wikis, linguistic landscapes, ethnography
Author: Thomas William Kaufmann (University of Indianapolis, KaufmannT@UIndy.edu)
Title: Three Benefits of Using ePortfolios for Performance Assessment

This research aims to examine some of potential benefits of utilizing ePortfolios as performance assessments in the EFL writing classroom. The students completed the ePortfolios as their final project in their first semester as part of a Sino-American partnership program. Completing traditional portfolios allows students an opportunity to reflect on their progress and achievements as well as demonstrate mastery of the subject matter. Publishing this content to the web allowed for an improvement in digital literacy skills in the students, fostered better ties between the two universities, and allowed for a live collection of students’ work that was ubiquitously shareable. The process of completing ePortfolios strengthens the students digital authorship abilities. Furthermore, developing and maintaining a partnership program is wrought with challenges and the distance between time and place could not be greater between these two universities. Sharing ePortfolios allowed administrators and students from America to view the Chinese students’ written work as well as help the Chinese students feel more connected to their western university. Furthermore, it allowed for the authors to have a sense of pride in their digitally published work that they could view at any time and share with whomever they choose. This talk will showcase examples of ePortfolios and demonstrate how easily you can create them in your own classroom!

Keywords: ePortfolios digital authorship performance assessment

Author: Thu Thi Minh Dao (English Department, Ho Chi Minh City University of Education, Vietnam, daothiminhthu.ed@gmail.com)
Title: Influential Factors in Promoting Teacher Trainees’ Resilience During Practicum

To pre-service teachers, the practicum period can be considered as a “culmination” of their professional training (Fives, Hamman, & Olivarez, 2007), in which they have an opportunity to apply and evaluate their own teaching abilities. According to Bandura (1997), these initial professional experiences can impose profound influences on the teacher trainees’ efficacy on teaching tasks and activities subsequently in their career. Unfortunately, they are likely to encounter various challenges, namely student motivation, the syllabus and curriculum, guidance from supervisors, etc. (Roehrig, Pressley, & Talotta, 2002). Therefore, it is essential to carefully examine factors that help student teachers remain resilient during this crucial period, and suggest effective solutions for teacher trainers and curriculum designers working in pedagogical institutions and universities. This paper adopted a narrative approach in which the researcher interviewed 5 student teachers to see if their responses are in line with previous literature review on the topic. Basing on a detailed analysis of emerging themes in students’ stories, the researcher aspired to propose plausible implications for teacher training.

Keywords: pre-service teachers, teacher trainees, practicum, resilience, pedagogy
**Author:** Tianqi Li (School of Foreign Studies, Northwestern Polytechnical University, 2192941516@qq.com)  
**Title:** A Corpus-based Comparative Study on the Use of Stance Markers between Chinese EFL learners and Native Speakers

Based on the classification of stance markers proposed by Biber (1999), this research studied the use of stance markers in Chinese and American students’ argumentative essays. In the analysis, Antconc 3.4.4 and manual annotation are adopted to find frequencies of each type of stance markers. The corpus includes 200 argumentative essays, 100 from WECCL corpus and 100 from LOCNESS corpus. In the analysis, frequencies of each type of stance markers are presented and it is found that epistemic stance accounts for the most in the corpus. After the analysis, two explanations are proposed from perspectives of language input and first language influence. It is found that Chinese EFL learners lack language input of English compared with native speakers. So, stance markers they can use are limited in number and type. Moreover, Chinese EFL learners tend to use simple stance markers or structures which are similar to that of Chinese instead of some unfamiliar words. Finally, limitations and improvements of the study are presented.

**Keywords:** stance markers, argumentative essays, Chinese EFL learners

**Authors:** Tianying Yun (Jilin University, cathy-321@163.com); Yaping Zhang (Jilin University, yunty@jlu.edu.cn)  
**Title:** The Impacts of Short-term Study Abroad on the Students' Development of Intercultural Communication Competence

This study is to observe the Chinese college students' development of their intercultural communication competence while they are on a short-term study abroad. Ever since 2011, more and more college students from many 211 or 985 universities have got the chance to study abroad for 20 days or for several months. Though having been learning English for at least 6 to 8 years, these students gained little knowledge about the target culture, which means they don’t have enough ability of intercultural communication competence. However, huge data show that these students’ intercultural communication competence do have greatly improved after their short term study abroad. This research will be done with the theory of the Integrated Model of Intercultural Communication Competence (Arasaratnam & Banerjee, 2011). Five variables associated with intercultural competence will be analyzed. They are intercultural training/experience, empathy, motivation, attitude towards cultures and listening. By analyzing these five variables, the author hopes to find out whether study abroad has a positive impact on students’ intercultural communication competence, in what degree and how.

**Keywords:** short-term study abroad, intercultural communication competence
Author: Tien Nguyen (Deakin University, Australia, tiennvt@hcmute.edu.vn)
Title: Mentees’ Agency in Practicum: A Case Study of Two English Language Teacher Education Programs in Vietnam

Mentors’ authority and power in the relationship with mentees have received a large and growing body of the literature in the field of teaching practicum. Mentors’ knowledge and experience have ensured their superior position over mentees. For this reason, mentees, as apprentices, consequently became dependent on mentors. This article revisits mentor-mentee relationship and shifts the focus to mentees’ agency in planning and delivering lessons, an area which has been under-researched. Drawing on Vygotsky’s Zone of Proximal Development and Harré’s Positioning Theory, this case study examined how mentees in English Language teacher education respond to mentors’ instructions in practicum. While Vygotsky’s theory suggested that mentees should comply with mentors, positioning theory perceived that the positions of mentors and mentees were not fixed, but change according to their storylines. Therefore, mentor mentee relationship was complicated. Through the interviews and classroom observations with 30 participants including both mentors and mentees across two English Language Teacher Education Programs in Vietnam, the results indicated mentees became more confident to raise their voice. In addition, mentees’ agency varied in accordance with their identity. This study hopes to contribute to English Teacher Education in terms of indicating the importance of nurturing student teachers’ agency during education programs.

Keywords: mentors, mentees, authority, agency, professional identity

Author: Tim Stewart (Kyoto University, kansaistew@gmail.com)
Title: Building Interdisciplinary Synergy: Team Teaching or Team Learning?

This presentation will examine interdisciplinary collaboration from actual experiences of practicing interdisciplinary (CLIL) team teachers. It introduces interdisciplinary language-content team teaching through a specific model known as Collaborative Interdisciplinary Team Teaching (CITT). Participants in this session will hear the voices of language and discipline-area teachers reflecting on issues inherent in interdisciplinary team teaching, including some challenges in achieving interdisciplinary collegiality. Video clips from interviews of teachers in CITT partnerships will be played along with narrative accounts by the presenter of his own experience to provide a window into the dynamic process of interdisciplinary team teaching. The session will open with a rationale for the need to build interdisciplinary synergy based on a broad social perspective before entering the CITT classroom. Participants will work through tasks related to enhancing the synergy of co-teachers. The session will end with a proposal for “team learning” between students and teachers across disciplines as a creative alternative to the current interdisciplinary models that continue to favour teacher autonomy.

Keywords: interdisciplinary team teaching, team learning
Authors: Timothy Aralar Bautista (Philippine Normal University, timothy.bautista@deped.gov.ph); Cecilia F. Genuino (Philippine Normal University, cfgenuino@gmail.com)
Title: Politeness Strategies of Teachers in ESL Classrooms

Politeness is culture specific. What might be acceptable in one setting might not be acceptable in another. To Brown and Levinson, speaker’s utterances may be face-threatening or face-saving. In the same manner, Huang (2010) claims that indirect speech acts are more polite compared with direct. Anchored on these constructs, the study examined how teachers in Philippine ESL classrooms maintain their face when expressing their refusal. Specifically, the study determined the strategies used by the teachers when they express their refusals against their colleagues, superiors and students and their reasons for doing the acts. Frameworks used in the study are Searle’s Speech Act Theory and Brown and Levinson’s Politeness Theory. Data were gathered by employing Discourse Completion Task (DCT) which involved 28 ESL teachers who were conveniently selected from one school in Manila. Results revealed that the indirect refusal strategies were preferred in declining requests and invitations to speakers regardless of social status. Hence, Filipino teachers are indirect in their choice of refusal strategies because they value self-esteem and face.

Keywords: politeness strategy, speech acts, indirect refusals

Author: Tina Priyantin (Pakuan University, tinaprie1212@gmail.com)
Title: Students’ Perception on Flipgrid: Encouraging or Frightening?

Technology in language class can help teachers support their teaching, engage students in the learning process, and give opportunities for students to enhance their language learning experiences. Flipgrid is one of the learning applications, in which teachers may create a social network and an assignment board and students can record online short video messages responding to the teacher’s tasks or instructions. This qualitative study analyzes the students’ perception on the use of Flipgrid to build their courage in speaking. The respondents are the 3rd year students of English Education, using the application as one of the tools for assignments. The results show that 76% of the respondents perceive Flipgrid as a useful application which encourages them to speak, but it does not really concern about improving their speaking skill, unless the teacher gives feedback. However, 24% of them give negative responses, dealing most with their characters and learning styles. Therefore, perceptions may be taken as the data for teachers to consider suitable applications for students’ learning exploration.

Keywords: technology, language learning, learning motivation, speaking skill
English is prominently used as a lingua franca in tourism contexts due to a great proportion of international travels. Much of the use of English as a lingua franca (ELF) takes place between local people and tourists. That is what I call, “touristic ELF”. The aim of this study was to investigate how touristic ELF works. Special emphasis was paid on the pragmatic strategies employed by speakers in their efforts towards successful exchanges of meanings, particularly when problems in understanding did arise. Spoken interactions in English between Thai local people and foreign tourists were collected on Koh Lanta, Thailand. The tools and techniques of Conversation Analysis were chosen and adapted to analyse these interactions under the theoretical perspective of pragmatic strategies in ELF communication. This paper offers some insights into the process of negotiating meaning and achieving shared understanding in touristic ELF. A variety of pragmatic strategies e.g. repetition, reformulation, clarification requests, and confirmation checks was used to serve different underlying functions. I will conclude my presentation with a few reflections on the implications the ELF academic community as well as the TESOL/ELT community to develop English-language learners’ the pragmatic competence and to equip them with a toolkit of pragmatic strategies, actually used in ELF interactions.

Keywords: English as a lingua franca (ELF), touristic ELF, pragmatic strategies, meaning negotiation


**Authors:** Todsapon Suranukkharin (Naresuan University, todsapons@hotmail.com); Budsaba Kanoksilapatham (Silpakorn University, kanoksib@hotmail.com)  
**Title:** Using Northern Thainess-Based English Lessons to Foster Young Learners’ Local Culture Awareness and Global English

Recently, integrating local culture into English language teaching (ELT) has proved to be successful in various contexts. This study, contextualized in northern Thailand, aimed to explore the effects of local culture-based instructional materials on young Thai learner’s local cultural knowledge and English speaking skills, as well as their attitudes towards the instruction. Initially, a set of instructional innovations for English elementary education was developed based on the context of northern Thainess as voiced by the community through the completion of a questionnaire. The innovations were subsequently implemented to a Grade 4 class (N=49). The impact of the instruction was assessed by a pre/post-test on northern Thainess, a simulated tour guide task, and a questionnaire examining the learners’ attitudes towards the instruction. The findings revealed that the learners had significantly higher gain scores of northern Thailand knowledge test, were able to successfully execute the tour guide task, and expressed positive attitudes towards the instruction. Taken together, the study offers insightful implications in integrating local culture in ELT contexts.

**Keywords:** local culture-based instructional materials, English speaking skills, attitudes

**Authors:** Tomek Ziemba (National Institution of Technology, Oita College, tomek.ziemba@gmail.com); Yoshiko Asami (National Institution of Technology, Oita College, ren100413@yahoo.co.jp)  
**Title:** Effectiveness of Writing in English for College Students in Rural Japan

Most Japanese schools focus their English classes on grammar and vocabulary, but students are still not able to communicate. This research is conducted on how well National Institute of Technology students are adept to writing, and with exposure become familiar and gain confidence in their writing abilities. Multiple variables of groups were observed. Some had weekly short writing assignments, and all had paragraph writing questions on their tests, in which they could choose their topic to write about in detail. Grammar and spelling mistakes were not corrected on purpose, as to encourage students to write freely. Surveys were also conducted with every regularly scheduled test (approximately every 2 months) where students were free to leave their comments about the class and writing tasks anonymously. Some students have shown more confidence in their writing ability, increased interest in writing (especially online, like blogs and Twitter), and others felt it helped their writing section on the standardized EIKEN tests. The results of these surveys, which are still ongoing, will be discussed.

**Keywords:** EFL, creative writing, intrinsic motivation
It has been noted that the Japanese are among the worst English-learners. Previous research pointed out that specific cultural characteristics of the Japanese and their strong tendency to study English for exams make it difficult for them to master English as a global communication tool. To find effective teaching approaches to help Japanese students treat English as a communication tool, we conducted a survey with 30 college students followed by a 90-minute English-speaking seminar, expecting to prompt changes in their English-speaking abilities and mindsets. The questionnaire consisted of a grammar and vocabulary test, a writing test, and questions regarding the psychological responses of students in various English-speaking situations which were rated on a five-point scale. The results showed that students with good knowledge of grammar also had good writing skills in English, but this did not necessarily imply good spoken fluency in English. It is suggested that incorporating psychological education into English-language education is necessary for students to recognize English as a lingua franca and overcome their cultural weaknesses.

Keywords: Speaking skills, English as a Lingua Franca, Grobish Teacher education

This study examined the usefulness of creative activity for young learners of English as a foreign language. Recently, the Japanese Ministry of Education revised its curriculum guidelines for elementary schools, with a major change being the introduction of English activities to third- and fourth-grade students. It is important for young learners to be familiar with English through various activities, and there is still room to develop effective ones. According to Horner and Ryf (2007), creative activity is purposeful, valuable activity that involves imaginatively thinking and generating something original. This study investigated the feasibility of creative activity in a classroom setting. The study was conducted in two fourth-grade classrooms. In the project "Let's make an original encyclopedia!," 63 children created encyclopedia pages about their interests (e.g., baseball) by writing relevant texts and drawing pictures. The outcome of the encyclopedia and the results of a questionnaire suggest that creative activity may have a positive effect on young EFL learners. Pedagogical implications and directions for future research will be discussed in the presentation.

Keywords: young leaners, creative activity, motivation
Author: Tri Wahyuni Floriasti (Yogyakarta State University, trifloriasti@yahoo.com)
Title: Blended learning: Analysis of Online Discussion Forums in Constructing English Knowledge Through Collaborative Learning in Indonesia Context

The world around us is changing in terms of information and communication technology (ICT) that affect the way people see, think and learn the present environment, and connect with others. To seek the change that affect them, an effort had been done. It is online discussion forums which provides the student teachers (ST) with a chance to manage the way the see, learn, share, and response to theme based discussion with their own way of interaction. Next, interaction and participation are the way to see how they construct the English language knowledge through online discussion forums (ODF). Blended learning (BL) in Yogyakarta State University (YSU)—combination between e-learning and face to face meeting in teaching and learning English, becomes a tremendous effort as it provides a change not only for YSU students but also for those from other university to study General English subject to experience to experience ODF. This study discovers ST analysis of ODF in order to investigate if there is evidence how ST construct their knowledge in English skills such as reading and writing through collaborative theme-based discussion. This study examines the data of ODF in undergraduate level. The findings show that they eager to learn the new theme-based discussion by clicking the given link, sharing their comments, and giving feedback to others’ posting. Therefore, it plays as an evidence how ST change while in ODF. The analysis reveals that there is various order of thinking.

Keywords: blended learning (BL), online discussion forum (ODF), content analysis, asynchronous mode of study

Author: Tsai-hsiu Liu (Shih Hsin University, trobiawan@gmail.com)
Title: Effects of Socioeconomic Status and Cram Schooling on Complexity and Accuracy of L2 Writing in Taiwanese EFL Learners

Within the theoretical account of SLA, socioeconomic status (SES) has a great impact on the L2 learning outcomes, where their relationship is suggested to be an indirect one. Most of previous studies focus on the influence of SES on general L2 achievements rather than particular L2 proficiencies. In the educational context of non-English speaking East Asian countries, cram schooling is generally believed to have played a mediating role on SES and English academic achievements. In view of this major gap in the existing literature, the present study was designed to evaluate the effects of SES and afterschool English program on L2 written task performance of Taiwanese EFL students by examining the correlations among grammatical/lexical complexity and accuracy and fluency. The results indicated that a trade-off effect between accuracy and grammatical complexity was detected in the low-SES group when compared with the high-SES group. Moreover, the factor of receiving cram school English education involved neutralizing the trade-off effect in the low-SES group.

Keywords: second language acquisition, L2 writing, trade-off effect, socioeconomic status, cram schooling
Author: Tsubasa Kawabata (Tamagawa University, kwbtt4il@lits.tamagawa.ac.jp)
Title: ‘English’ as Commercial: But What Do We Mean by ‘English’?

This study investigated how the ‘English’ contribute to promote Japanese private university to potential students. Foreign language programs, particularly English, is often used to attract applicants’ attention as suggested by Oda (2019). University use ‘English’ with a special attention to promote themselves. This tendency is a reflection of the prevailing discourse of ‘English’ which not only includes ‘English’ as a language, but also some key concepts and words related on English and English language teaching that are closely associate with it. (i.e., ‘globalization’) In this paper presentation, I will and discuss how the ‘English’ are used to promote Japanese private universities from their websites and discuss my preliminary analysis of some examples from the findings;(1) some key concepts of discourse of ‘English’ is available;(2) there were a number of institutions in which include conflicting views towards the teaching and learning of English, even if same university. I will continue discussing the potential of analyzing the discourse of ‘English’ and promote critical discourse analysis to potential university students.

Keywords: critical discourse analysis, commercialization.

Author: Tung Dinh Le (Ho Chi Minh City University of Education, tungld@hcmue.edu.vn)
Title: Translanguaging from a Tertiary Perspective: A Case Study of an ESP Classroom in Vietnamese Context

It is widely conceptualized that interdependence of linguistic skills across languages develops both communicative competence and literacy proficiency. As both the lecturers and the students translanguage in the classroom, ‘translanguaging space’ is established. Based on the ethnography of language learners, this study, therefore, explores functions and effectiveness of learners’ translanguaging practices with multiple literacies brought to a tertiary classroom as a valuable strategy in achieving communicative proficiency. Data collected via classroom observations and semi-structured interviews from forty undergraduates in an English-for-ESP course hailing from different cultural and linguistic backgrounds indicate that translanguaging accommodates English language learners in attaining desired communicative linguistic expertise and makes learning effective. In such a case, it could be possibly argued that the progress of language learning would be a success. While unpacking translanguaging practices in a Vietnamese university class, this study is of several educational implications for language use and teaching methodology in ESP courses.

Keywords: translanguaging, ESP, tertiary education.
Authors: Umi Rokhyati (Universitas Ahmad Dahlan, umi.rokhyati@pbi.uad.ac.id); Hadiyan Muhammad Hariz (Universitas Ahmad Dahlan, hadiyannhariz@gmail.com)
Title: Teaching English to Young Learners: Challenges for a Lecturer

Teaching young learners is different from teaching adults. This article is based on a report of a program of lecturers going to school. The aim of this article is to describe professional and pedagogical competences concerning the teaching and learning process of young learners at a Junior High School. The setting of the program is a class of the first grade in a Junior High School in Indonesia. There are 30 students in a class aged around 12-13 years old. The teachers teach them English four times. The data analyzed were collected through observation, field notes after the class, and documentation. The findings show that the lecturer has no problems with competence but does have problems with pedagogical competence when teaching young learners. The problems are primarily the ones related to classroom management such as voices, seating arrangement, and classroom activities. The conclusion is that classroom management is a crucial competence in teaching English to young learners.

Keywords: teaching young learners, lecturers, classroom management

Authors: Unaree Taladngoen (Rajamangala University of Technology Lanna Phitsanulok, unareet@gmail.com); Reuben Hilario Esteban (Rajamangala University of Technology Lanna Phitsanulok; reuben.esteban@gmail.com); Naruporn Palawatwichai (Rajamangala University of Technology Lanna Phitsanulok, naruporn.pala@gmail.com); Nalinrat Phuphawan (Rajamangala University of Technology Lanna Phitsanulok, ajarnreuben@gmail.com)
Title: Factors Affecting EFL Students' Reading Comprehension Ability

Reading is a way that people gain information from printed materials. However, how much information people gain while they are reading, especially from material printed in English, varies. Furthermore, people's reading comprehension ability depends on different factors. Consequently, this study aimed to find out factors that affect the reading ability of students whose major is English for International Communication (EIC) at Rajamangala University of Technology Lanna Phitsanulok (RMUTL Phitsanulok). A three-scale questionnaire was distributed to 19 EIC students as the respondents, and the gathered data were statistically analyzed. The results of the study revealed that, as an internal factor, the students’ vocabulary and grammar knowledge affected their reading comprehension the most with an average mean of 2.70. As an external factor, teaching techniques that lecturers used in reading lessons affected the students' reading comprehension the most with an average mean of 2.54. Therefore, it is recommended that in order to improve EFL students’ reading comprehension ability, the students need to increase their vocabulary and grammar knowledge. Simultaneously, it is also suggested that EFL lecturers apply teaching techniques that enhance the students’ reading comprehension ability.

Keywords: English reading, reading comprehension ability, EFL students
**Author:** Untari Gunta Pertiwi (Institut Teknologi Bandung, guntari2002@yahoo.com)
**Title:** Are the Students Digitally Literate Learners? A Survey in Critical Reading Class for Engineering Students

Integrating ICT in the teaching-learning process is not a new direction in the EFL setting and a lot of studies have been conducted in this field in terms of digital tools, teacher's competency in ICT, the impacts of ICT in the teaching and learning process including learners' perceptions of ICT integration in that process. However, whether or not this effort results in digitally literate learners has not been studied yet, particularly in the Indonesian context. To be specific, digital literate means meaning-making and sharing using various modes and formats including creating, collaborating, and communicating effectively using digital technologies (Sarah & Payton, 2010). Therefore, this study aims to portray learners' perspective and capability in digital literacy competence along this line. This study will be conducted based on a survey research framework in Critical Reading class for first-year engineering students. Findings from this study will be a valuable database to design a Critical Reading course that cultivates digital literacy to provide the learners with the concept and the competency in this literacy form since being digitally literate is an important capability in this digital culture.

**Keywords:** digital literacy, concept, competence, critical reading

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**Authors:** Utami Widiati (Universitas Negeri Malang, utami.widiati.fs@um.ac.id); Anik Nunuk Wulyani (Universitas Negeri Malang, anik.nunuk.fs@um.ac.id); Nur Hayati (Universitas Negeri Malang, nur.hayati.fs@um.ac.id); Niamika El Khoiri (Universitas Negeri Malang, niamika.el.fs@um.ac.id)
**Title:** Strengthening Extensive Reading Program Among Secondary English Teachers in Attempts for Students’ Literacy Development

One of the 21st century skills which need to be systematically developed deals with literacy. In the Indonesian context, the government has since 2015 launched the so-called School Literacy Movement (Gerakan Literasi Sekolah – GLS) to respond to the needs for literacy development among Indonesian students. When applied to English classes, GLS can be enforced with the implementation of extensive reading (ER). Much research has shown that ER has positive effects on various aspects of second/foreign language development, such as reading skills (Hayashi, 1999; Meng, 2009), writing skills (Mermelstein, 2015), reading fluency (Taguchi, Takayusu-Maass, & Gorsuch, 2004), vocabulary acquisition (Pigada & Schmitt, 2006; Kweon & Kim, 2008; Senoo & Yonemoto, 2014), grammar knowledge (Khansir & Dehghani, 2015), lexical meaning (Jafarpour, 2014), and students’ positive attitudes (Judge, 2011; Yamashita, 2013). A study by Firda, Widiati, Laksmi, and Hayati (2018) suggests that many secondary teachers in a city located in East Java Province, Indonesia, are still in need of some guidance on how to implement ER effectively. Inspired by this empirical piece of evidence, this study focuses on developing model activities to help secondary English teachers integrate ER in their classes better. Effective implementation of ER is expected to contribute to the success of GLS, a national program for literacy development.

**Keywords:** literacy, extensive reading, English teacher
**Authors:** Utami Widiati (Universitas Negeri Malang, utami.widiati.fs@um.ac.id); Nur Hayati (Universitas Negeri Malang, nur.hayati.fs@um.ac.id); Furaidah Furaidah (Universitas Negeri Malang, furaidah.fs@um.ac.id); Nunung Suryati (Universitas Negeri Malang, nunung.suryati.fs@um.ac.id)

**Title:** Exploring Classroom Management Issues Among Students of English Teacher Certification Program in Indonesia

A lot of research on classroom management has been concerned with education and learning in general, and very little is about managing foreign language classrooms (Macias, 2018, p. 154). Our years of experiences supervising the students of English teacher certification program carrying out their teaching practice suggest that there is an aspect that seems to be overlooked in the certification program that we have conducted, that is, the development of the students' classroom management skills. It appears that one of the biggest issues the student teachers have when it comes to real life teaching is to manage the class well. To obtain comprehensive empirical data on this, we conduct research by observing a number of English student teachers as they teach in real classrooms. We also distribute questionnaires and do some interviews with them. This presentation will report on the findings we have obtained concerning the student teachers’ practice of managing English classes, the challenges they face, and their ways of coping with the challenges. The results of the research shall serve as one of the bases in improving the curriculum and the contents of the English teacher certification program in Indonesia.

**Keywords:** classroom management, English teacher certification program, student teachers, Indonesia

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**Authors:** Van Kieu Le Thi (Nguyen Tat Thanh University, ltkvan@ntt.edu.vn); Linh Nhat Pham Le (Nguyen Tat Thanh University, phamlenhatlinhd@gmail.com); Tan Hoang Nguyen (HCMC University of Science, hoangtan96dl@gmail.com)

**Title:** A Born-To-Be Couple: M-Learning and Gamification

M-learning is usually thought of as videos, digital materials and high technology. Nonetheless, it is not a complete perspective on this new educational trend as M-learning involves everything relating to mobile phones and mobile phones also offer millions of other functions. Most of all, that which attracts most users is mobile games. Hence, if educators could integrate their lessons into students’ daily games, tremendous impact would occur on learners and learners’ autonomy. This paper initiates the idea of combining M-learning, gamification and competitiveness into learning to reinforce students’ autonomy. With a case study at Nguyen Tat Thanh University, we take a closer inspection of the effectiveness of the application on students’ acquisition and detailed description of how to best use the application along with lessons at schools. Using an experimental method with surveys and tests, this paper draws a bonding connection between students’ personal interest in the subject with their performance. The study sets a foundation for an innovative approach to m-learning to meet students’ needs at all levels of second language learning.

**Keywords:** m-learning, gamification, learners’ autonomy, experimental study, competitiveness
Authors: Vera Nursyarah (Sebelas Maret University, nursyarahvera@gmail.com); Nur Arifah Drajati (Sebelas Maret University, nurarifah_drajati@staff.uns.ac.id); Ngadiso (Sebelas Maret University, ngadisodok@yahoo.com)
Title: The Journey of Pre-service English Teachers in Experiencing Extensive Listening Using Self-motivating Strategies

The aim of the study is to conduct an in-depth exploration of how students use their self-motivating strategies to sustain their motivation during Extensive Listening activities. It requires students to practice listening autonomously by using myriads of online resources on the internet such as YouTube, BBC learning English, and TEDed in order to shape their habits in learning EFL. Narrative inquiry is used to seek and understand the process of how students use their self-motivation strategies during extensive listening activities by tracing their experiences. The participants are 6 pre-service English teachers in Indonesia. The data were obtained from several resources such as students' diaries and interviews. Participants were asked to write a diary regarding their experience in practicing extensive listening outside the classroom. This study is expected to find how students use their self-motivation strategies to maintain their motivation in increasing their listening ability by practicing extensive listening. The findings revealed that students' commitment control, metacognitive, satiation, emotional, and environmental control strategies lead students to foster their self-regulated learning in practicing extensive listening.

Keywords: autonomous learning, extensive listening, narrative inquiry, self-motivating strategy

Author: Vickie Wai Kei Li (The Hong Kong Polytechnic University, vickie.li@polyu.edu.hk)
Title: Voices from Non-English Speaking Postgraduate Student Sojourners: A Look into Their Experiences in Writing a Research Thesis in English

The number of students enrolled in university education outside their home country rose from 1.3 million in 1990 to 5 million in 2016 (OECD, 2018) and doctoral programmes have attracted a large share of these international students. This presentation draws data from a narrative inquiry into the thesis writing experiences of three non-English speaking postgraduate student sojourners in an English-medium university in Hong Kong. Theoretically informed by Norton's (2010, 2013) work on language learning and learner identity, seen from a sociocultural lens (Pavlenko & Lantolf, 2000), this study focuses on i) the challenges that the student sojourners faced when they had to write about their research in English; and ii) the participants' perceptions towards thesis writing and themselves as English writers before and during their sojourn. Data were gathered from questionnaires and interviews with student participants. This study highlights the importance of capitalising on students’ prior English learning and multiple identities in the development of academic writing courses.

Keywords: postgraduate student, sojourners, thesis writing, academic writing
Leadership is now recognized as an important trait for teachers to hold; however, it is unclear precisely what leadership entails in classroom practice or how teachers can develop leadership skills. Additional considerations in understanding leadership in language teaching includes the challenges of a continuously evolving teaching & learning context, classes of students with different needs and levels, and possible cultural differences in how leadership is perceived. This presentation discusses how leadership in ELT is defined and valued from both teachers’ and students’ perspectives. It incorporates two separate studies undertaken by the authors: the first a questionnaire study that asked teachers to indicate what leadership qualities they feel are most important, and the second an interview study with Korean adult EFL students regarding their conception of leadership in language teaching. Important distinctions were found between how students and teachers perceive leadership in ELT, with teachers focusing more on pedagogical skills and classroom management and students attending more to interpersonal qualities. Recognizing these differences could hold important implications for TESOL programmes worldwide.

Keywords: leadership, teaching skills, professional development

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This study aimed to reveal some successful activities conducted in EFL extensive reading class. This study employed qualitative grounded theory design. The subject of the study was an extensive reading class in a private college in Makassar. The class consisted of 19 students taught by the writer as the lecturer. The instruments of the research were: observation and interview. Technique of data analysis adopted three steps of codification of grounded theory approach: open coding, axial coding, and selective coding. The result of this study revealed seven successful activities applied in the class, some of them are common reading activities, some were modified reading activities, and some others were created by lecturer to support the success of reading activities in the class. They were: 1) Jigsaw reading, 2) Event by event reading, 3) Paraphrasing reading quiz, 4) Reconstructing reading story, 5) Vocabulary reading challenge. 6) Reading survey, and 7) Free reading with book response form. Regarding those activities the students’ responses were very positive.

Keywords: extensive reading activities, EFL class
Author: Wan Hurani Osman (Universiti Malaysia Sabah, wanosman@ums.edu.my)
Title: Writing at Workplace: Are Non-Native Speakers' of English Graduates' Ready?

According to CareerEDGE Development Profile, employability skills and graduate readiness refer to subject knowledge, generic skills, employment experience, and also emotional intelligence (Sewell & Pool, 2010). Many higher education institutions are aware of the importance of preparing students for employment. The employment rate will reflect the institutions' credibility because many researchers such as Teichler (2009) and Cai (2013) said that logically education increases productivity and job performance. Thus, many institutions provide courses for their undergraduates that will prepare them for employment. One of the courses commonly offered is English for Specific Purposes such as English for Nursing and English for Employment. This present research is conducted to identify undergraduates' knowledge and readiness in terms of generic skills and language skills. It focuses on writing skills related to workplace documents. A survey is conducted among second year students taking an English for Employment module at a public university in Malaysia. The result from this research will benefit academicians teaching finishing schools or courses related to preparing undergraduates for the workplace.

Keywords: employability, generic skills, language skills, workplace documents

Author: Wandong Xu (Chongqing University, 284605412@qq.com)
Title: Using Eye-Tracking in Language Testing and Assessment Research

With the development of eye-tracking technology, eye moment provides a window into our online cognitive processes which allows participants to complete a task without extra cognitive loads. In recent years, researchers in the language testing and assessment field have recognized the advantages of this methodology, and are beginning to apply it to explore the underlying test taking processes. It makes a great contribution to a better understanding of the construct precisely elicited in particular tests as well as to the validity concerns of a process-oriented approach. Reviewing relevant application of eye-tracking in language assessment research of the past decade (2008-2018), this paper also intends to address what eye-tracking is, and what eye-tracking measures can be used in a language testing context.

Keywords: eye-tracking, language assessment research, methodology innovation
Authors: Watchalawalee Nensiri (Chulalongkorn University, watchalnens@gmail.com); Pornpimol Sukavatee (Chulalongkorn University, pornpimol.s@chula.ac.th)
Title: Synthetic Phonics E-Materials Development for Thai Elementary Students

Reading aloud takes a crucial role as a word-sound awareness builder in learners. However, Thai students still have encountered difficulties in reading aloud and reaching the ability to pronounce. One of the major problems that hinders student ability is the lack of efficient materials to support phonics learning with appropriate activities as components. Instructional materials are critical constituents in assuring the success of instruction. In the 21st century, electronic materials appear to be remarkable alternatives for instructors to make student learning more interesting and effective. From this point of view, an instructional electronic resource, a website, using ASSURE Model has been developed and introduced. This paper aims to present 1) the components of the e-material for synthetic phonics instruction at elementary education level in Thailand; 2) the effectiveness of the synthetic phonics e-materials; and 3) the students’ opinions toward the e-material. In sum, this study was conducted to develop synthetic phonics instructional electronic materials using ASSURE Model to enhance students’ pronunciation.

Keywords: synthetic phonics, elementary students, website, electronic material, ASSURE model

Author: Watcharee Paisart (King Mongkut's University of Technology North Bangkok, watcharee.paisart@gmail.com)
Title: Background Knowledge as an Uncontrollable Factor in Vocabulary Researches

This study aims to investigate students’ reports about vocabulary background knowledge from their most remembered lists of learned vocabulary. Three questions were considered: (1) What percentages of vocabulary were reported to be background from all vocabulary students could remember; (2) How many items were considered to be background knowledge; and (3) What are they? Twenty participants were from an ESP class. Tools to collect data were “vocabulary list form” and “semi-interview.” The derived information from both of the tools was analyzed by coding, grouping for items and calculating into percentage. The conclusion was that 43.07% of words student could remember were from their background knowledge. These were grouped into seven items. Three items of the lists were found to be obvious. The significance of this study was to show factors researchers should be aware of when conducting research about vocabulary study. This information could help researchers plan to manage or avoid these items of background knowledge so as to get the most effective and reliable method for vocabulary research design.

Keywords: vocabulary, background knowledge, research factor
Author: Wei Xu (Northwestern Polytechnical University, 1797152101@qq.com)
Title: A Study on Coherent Function of Interrogative Mood Metaphor in Linguistic Research Articles from the Perspective of Thematic Progression Pattern

Based on Halliday (2014)’s theory of mod metaphor and Zhu (1999)’s theory of thematic progression (TP) pattern, this study randomly selected 30 research articles from The Modern Language Journal and Language Learning and investigated the distribution of interrogative mood metaphor in it, finding that only the mood metaphor projecting statement (20 times) are employed. It also explored the application of TP patterns in those metaphorical expressions. As for the mood metaphor (S) and the sentence before it (S-1), results show that concentrated progression (68.8%) is most frequently applied between them, followed by constant progression (31.2%). The reason is that interrogative mood metaphor is always used as the enforcement of its previous sentence, which makes the rheme of two sentences similar. With regard to the TP patterns in a mood metaphor (S) and the sentence after it (S+1), it is found that concentrated progression (50%) is most frequently employed between them, followed by constant progression (38.5%) and intersection progression (11.5%). The reason for this distribution is that the academic authors tend to appeal to authority to answer the interrogative mood metaphors, which makes the theme of two sentences different while their rheme remain similar. It is expected that this study can help second language learners correctly understand and effectively use different TP patterns to construct coherent function of mood metaphor in their process of academic writing.

Keywords: interrogative mood metaphor, thematic progression pattern, coherence

Author: Weixian Huang (New Oriental Education & Technology Group, betsyhwx@126.com)
Title: Analyzing Theme and Thematic Progression in TOEFL Writing Sample Responses: Insights and Impacts

The significance of theme and thematic progression (T/ TP) as a key component of discourse analysis theory within the framework of Systemic Functional Grammar proposed by Halliday has been stressed by many ELT scholars and educators. However, many existing studies concentrate on the usefulness of T/ TP as an instrument for college instructors to identify their students’ essay quality in terms of textual coherence, and few of them place emphasis on how teachers in a test-prep institutional environment can apply the theory of T/ TP in their classroom teaching of TOEFL iBT Independent Writing. Also, common Independent Writing teaching attaches more importance to linguistic features than to coherence. This paper intends to analyse five score-5 (full marks) sample writing responses provided by ETS, the TOEFL iBT test developer, and examine the T/ TP patterns in these essays. Pedagogical implications will be discussed, providing some insights for test-prep teachers into the application of T/ TP in their teaching of TOEFL Independent Writing in a language institute.

Keywords: theme/ thematic progression, discourse coherence, TOEFL independent writing
The importance of providing written feedback for learners using language-function-based framework (directive-instruction, directive-clarification, expressive-approval and expressive-disapproval) proposed by Searle (1969) and Holmes (2001) has been stressed by many ELT scholars and educators. Notwithstanding much concentration on learners from public schools and universities, the literature regarding Chinese EFL learners under a test-prep institutional environment is scarce. Therefore, this study providing insight for EFL teachers on written feedback in a test-oriented language institute is of value and may fill up gaps in literature. Twelve Chinese learners in two language levels (CEFR A2 and B1) from three branch New Oriental Schools participated in this research. Learners’ written drafts were collected and three in-depth interviews were conducted. The study suggests that learners from both level groups favour directive-instruction and expressive-approval feedback while the other two types are less favoured by B1 learners. Also, the implication of the study can be implemented on writing teacher training in the future.

**Keywords:** language functions, written feedback, Chinese EFL students' writing

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This paper discusses a comparative study of three groups of tertiary students who were taking study tours to South Korea in year 2017, 2018 and 2019 respectively. An action research approach was taken with data gathered through students’ feedback questionnaires, self-reflections, group oral presentations and videos. Further document analyses were carried out to provide an objective evidence of students' learning outcomes. Using Scollon, Scollon and Jones’ (2012) Discourse System as the conceptual framework of this research, the authors of this research examined these 3 rounds of students under the four interconnected themes: ideology, patterns of relationship, form of discourse and socialization. This paper reports on how the second round participants have developed better interpersonal relationships between the members of the trip; thus, they have shown a highest level of socialization through more appropriate briefing and interactions. Several strategies are identified and a key factor in developing better socialization is the role of facilitators in both formal and informal contexts. The research also suggests methods to enhance students’ intercultural communicative competence in a global context.

**Keywords:** cultivation, interpersonal relationships

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**Authors:** Weixian Huang (New Oriental Education & Technology Group, betsyhwx@126.com); Dan Wu (New Oriental Education & Technology Group, wudan21@xdf.cn); Zeyu Li (New Oriental Education & Technology Group, 436001424@qq.com)

**Title:** Effects of Language-function-based Written Feedback on Chinese EFL Students' Writing Under the Test-prep Context

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**Author:** Wenli Wu (PolyU Hong Kong Community College, ccwenli@hkcc-polyu.edu.hk)

**Title:** The Cultivation of Better Interpersonal Relationships Through Study Tours: an Asian perspective

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June 27th to 29th, 2019 at The Ambassador Hotel Bangkok, Thailand
**Authors:** Wenwen Tian (King Mongkut's University of Technology Thonburi, wenwen.tian@mail.kmutt.ac.th); Stephen Louw (King Mongkut's University of Technology Thonburi, stephen.lou@kmutt.ac.th); Stuart Kenneth Bailey (Chichester College, Bangkok, Thailand, txthailand@gmail.com)

**Title:** It’s a Win-Win Situation: A Teacher Trainer’s Reflection on His Implementation of Appreciative Advising in a Pre-Service Teacher Training Program in Bangkok, Thailand

In the pre-service teacher training program, in order to facilitate trainees’ development, trainers conventionally focus on trainees’ problems rather than strengths. This study investigates a teacher trainer’s reflection on the implementation of Appreciative Advising (AA) in an intensive four-week pre-service TESOL course. The data consists of the trainer’s reflective diary and transcripts of a semi-structured interview. The diary and interview transcripts were first analyzed quantitatively using the AA framework (Bloom, Hutson, & He, 2008), and then qualitatively to identify the specific foci of AA which informed the trainer’s implementation of AA. The findings indicate the trainer was largely positive about implementing AA in TESOL course as a means of promoting reflective practice, which is aligned with the TESOL program’s goals. However, the quantitative findings highlight imbalances in the trainer’s implementation of the six stages of AA in a short, intensive course. We argue that in spite of potential difficulties, incorporating AA into pre-service teacher training program helps both trainers and trainees develop their existing strengths and build a resilient program.

**Keywords:** EFL/ESL teacher education, pre-service teacher training, appreciative advising

**Author:** Widya Febrina (Time Language Center, widyafebrina92@gmail.com)

**Title:** Investigating English Pre-Service Teachers’ Beliefs on Learner Autonomy in Indonesia

This study investigated the beliefs of English pre-service teachers in Indonesia regarding learner autonomy (LA). Current teaching practice demands autonomous learning which enables students to gain more independence in learning. As the future teachers, the pre-service teachers are required to put their understanding that they have learned of learner autonomy into real teaching practices. Thus, it is essential to address their beliefs of LA and its implementation. A qualitative case study was used and three English teacher education program students at Universitas Negeri Padang participated in this study. The data were gathered using semi-structured interviews. The results show that these pre-service teachers have positive beliefs about the importance of learner autonomy to create an independent learning atmosphere. However, they have different attitudes on the implementation of LA in the classroom. Some factors which include learners’ attitude, contextual factors and current curricula are believed to affect their effort to promote LA. However, they are still found to be open towards LA and willing to promote LA in their future teaching.

**Keywords:** learner autonomy, English teaching, pre-service teachers
**Author:** Wijethunga Mudhiyanselage Prasanna Yapa Bandara Rathnayake (University of Moratuwa, prasannar@uom.lk)

**Title:** A Study of ESL Input in Promoting Metacognitive Strategies to Learn within Dynamic Small Groups

The study investigated the ESL input’s capacity to promote metacognitive learning, revealing the positive impact of input components in instilling metacognition for grammar acquisition. In investigation of the competent measure of the linguistic, metacognitive, and communicative components that encourage metacognition, the study executed a context analysis, error analysis and an input precision analysis. Context analysis unveils the issues relevant to learner cognition while the areas of linguistic difficulties of the learners are enquired in error analysis. The input precision analysis investigated the input components’ capacity to instill metacognition. Three analyses yielded; a portfolio of prevailing metacognitive strategies with directions to determine metacognitive content, a phrase structure taxonomy of learner errors directing the due linguistic content, and an index of ESL input variables capable of instilling metacognition. The experimental ESL input executed through role apprenticeship in small groups proved the precision to instill metacognition easing grammar acquisition providing directives for the paradigmatic composition of an optimized ESL input.

**Keywords:** metacognition, ESL Input, paradigmatic input, learner language, grammar acquisition

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**Author:** William E. Scobie (Language Institute Thammasat University, william.s@litu.tu.ac.th)

**Title:** Face the Music: Theories and Uses of Music in Language Learning

If it is a “universal language”, music should merit particular consideration in language acquisition. Students and teachers alike are often intuitively drawn toward music, especially song, as they look for ways to explore their target language or its cultural milieu. There exists a long history of scholarly examination of the use of music as a language learning resource. However, this has not translated into the development of any systematic or widespread teaching or learning approaches which accommodate music. This literature review briefly explores the theoretical foundations supporting music in language learning, drawing upon ideas from anthropology, psychology, cognitive science, music pedagogy and linguistics, before analysing some of the barriers which limit the use of music as a resource. Some applications for both teachers and students in the language classroom and beyond, with a focus on recent digital technologies and online cultures, are also examined. A consideration of pathways for further investigation, highlighting potential cross-disciplinary approaches, concludes this overview.

**Keywords:** music, language acquisition, digital culture
**Authors:** Widya Caterine Perdhani (University of Brawijaya, caterine_widya@ub.ac.id); Rusman Roni (University of Tridinanti Palembang, rusmanroni@yahoo.com)  
**Title:** Interlanguage Pragmatic Construct and the Students’ Pragmatic Production: Does Motivation Matter?  

This present study has focused on interlanguage pragmatic analysis to analyze the relationships among interlanguage pragmatic construct and motivation towards students’ pragmatic production. There were 47 items in the questionnaire that measured the EFL learners’ intrinsic motivation, extrinsic motivation, personal goals, anxiety, expectancy/control, attitudes, and motivational strength. The participants had to complete the motivation questionnaire and take a general English proficiency test. They were also required to complete a pragmatic awareness questionnaire following the questions they received. The results indicated that there was a strong correlation between motivation, particularly intrinsic motivation, and pragmatic construct. Although many researchers claim that motivation is not closely related to students’ production, it is necessarily more important than practice and as a matter of fact intrinsic motivation correlates well with the students’ pragmatic production. Whenever a student has a high level of motivation it could be predicted that he or she will be successful in learning.  

**Keywords:** interlanguage pragmatic, motivation, pragmatic construct

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**Author:** Xi Chen (Shanghai International Studies University, 0174101022@shisu.edu.cn)  
**Title:** Practices of E-Assessment for Learning Innovation in Elementary English as Foreign Language Education: A Case Study in Two Chinese Primary Schools  

The present study investigated the practices of English as foreign language by teachers and students of an e-assessment innovation in two primary schools in China, and factors that impact on their practices. Throughout the study, the researcher worked closely with the participating teachers to provide professional consultation. The participants in this study were one novice teacher and one veteran teacher along with their respective 4th grade students. Research data were collected from observations and teachers’ reflections. Rea-Dickins’ (2001) four-stage framework of classroom assessment was adopted to analyze the participants’ practices. The results showed that teachers encountered difficulty in planning the assessment task, particularly in designing assessment criteria, and the veteran teacher particularly emphasized the grading function of the assessment task. Both differences and similarities were found in students’ self- and peer assessment, and teachers’ feedback in the implementation and monitoring stages. In the recording stage, the alignment between assessment and learning intentions was different. The participants’ practices were influenced by individual-level, institution-level, and policy-level factors.  

**Keywords:** e-assessment for learning, primary school, English teachers, students
**Author:** Xi Chen (Harbin Institute of Technology (Shenzhen), 860217876@qq.com)
**Title:** Cognitive Demands on Language Production: A Study of Task Design and Task Implementation of Cognitive Demands on Language Production in Teaching Literature

This study constitutes an investigation of the cognitive demands of tasks and their influence on learners’ language production. For the theoretical underpinnings, contextual supports of cognitive demands on the language production are proposed by Robinson’s Cognitive hypothesis. Robinson (1995) claims that the absence of contextual support will probably produce more complex and accurate language. However, the trade-off effects of the cognitive demands in language production contradict with Robinson’s viewpoints. Levelt’s (1989) speech Model agrees with the view that learners can hardly handle the whole process of language production. And Skehan’s (2014) Limited Attention Capacity Hypothesis reinforces the ideas that there is the trade-offs effects of the cognitive demands in accuracy, fluency and complexity for the pressure of learners working memory. As Ellis (2013) demonstrates that the effective pre-task planning for instance, rehearsal will alleviate the cognitive demands of students’ working memory and helps with the language production. Then, this research study is to adopt the mixed methods research to analyze the influence of cognitive demands on students’ language production in accuracy, fluency and complexity.

**Keywords:** cognitive demands, language production

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**Author:** Xiang yun Zhang (Northwestern Polytechnical University, 1170738892@qq.com)
**Title:** A Study of Oral English Learning Strategies Used by Business English Majors

The importance of oral English learning strategies for language learners, especially for English majors, has become more and more important. However, oral English learning strategies used by business English majors have received little attention. With the reform of English teaching, learning strategies are used more and more widely in daily learning. In particular, spoken English, as an important way of language output, is also one of the basic language skills that learners need to master. Therefore, the study on oral English learning strategies used by business English majors is of great importance. In this study, 2013 Business English Majors in Huanghe Science and Technology College were selected as the subjects of the study. The purpose of this study is to understand the use of oral English learning strategies, and describe its general characteristics, which aims to improve business English majors’ oral English learning. It is found that the most frequently used strategy is metacognitive strategy, the following are communicative strategy, social strategy, cognitive strategy and affective strategy.

**Keywords:** business English major, oral English learning strategy, questionnaire
When learning a language, pronunciation is one of the foundations. Especially for a foreign language, pronunciation has always been an early obstacle to overcome. For years, a large amount of studies suggested that learners’ first language does have a negative transfer on their second language pronunciation acquisition. English, as a compulsory course in China, has attracted much attention for many years. However, the majority of students’ English pronunciation is not satisfying, especially for students in less developed areas of China. Scholars have extensively examined dialects used in the southern part of China. Unfortunately, there has barely been research on dialects from northern China. Therefore, taking Chenggu ShuiMo Central School, a rural school in northern China, as a research object, this thesis adopts the method of field tape-recording, using negative transfer theory and contrastive analysis theory to analyze the negative transfer of Chenggu dialect to English pronunciation learning and gives some teaching strategies for the local teachers.

Keywords: negative transfer, Chenggu dialect, English pronunciation

Author: Xing Fang (Institute for Tourism Studies, Macau, xfang@ift.edu.mo)
Title: An Exploration of Teachers’ Autonomy in Teaching English as a Global Language in Chinese Universities

Culture is considered an integral component of language education (Hilliard, 2014). With the worldwide spread of English and the massive growth of non-native speakers of English (Crystal, 2001), the essence and education of English culture needs to be redefined (Alptekin, 2002; Bayyurt, 2006; Nault, 2006). Considering that the content of many English language textbooks still heavily features cultures of mainstream English-speaking countries and peripheralises other cultures of the world carried by the global language (Hilliard, 2014; Mahmoud, 2015; Shin, Eslami, & Chen 2011; Yuen, 2011), this paper intended to explore whether English teachers would adopt a flexible and pluralistic approach to teaching culture to present English as a global language in the classroom despite working with a required textbook. Through a focus group interview that explored six Chinese College English teachers’ opinions and practices of teaching English culture in their classrooms, it was concluded that internal and external factors such as teachers’ knowledge and perceptions of culture as well as institutional administration can co-constrain their autonomy for teaching English as a global language in the classroom.

Keywords: global language, culture, ELT, teacher autonomy, China
Author: xiucai Lu (Xian JiaoTong Liverpool University, Suzhou, China, xiucai.lu@xjtlu.edu.cn)
Title: How Content-Language Integrated Learning Enhance Students’ Disciplinary Learning?

In recent years, Content and Language Integrated Learning (CLIL) has been identified as important in enhancing university students’ learning in academic disciplines. CLIL programme provides academic literacy including academic reading, presenting, evaluation, communication in subject community, understanding subject content and writing (Wingate, 2015). The aim of the CLIL practice at XJTLU is to meet discipline needs and assist students in developing their academic literacy and understanding in that discipline. It also aims to reinforce communication between EAP tutors and subject teachers (Jordan and Ford, 2016). This research project is to investigate both students and CLIL teachers’ understanding and perspectives of this programme to see how CLIL can better reinforce students’ academic learning and how this collaboration can be improved in practice. The research will adopt quantitative and qualitative methods. Findings and recommendations will be shared hopefully to add value to the current research and practice of CLIL.

Keywords: Content-Language integrated Learning (CLIL)

Author: Xu Chuangen (Shanghai International Studies University; cgxu2018@shisu.edu.cn)
Title: Teacher Autonomy in Exam-driven Curriculum: Case Studies of Novice EFL Teachers in a Vocational Institute

Teacher autonomy is crucial to novice teachers’ professional development. Through the lens of Complexity Theory, this study reports on a multiple case study of two novice EFL teachers’ trajectory of autonomy in a particular Chinese mainland vocational institute. It addresses two major research questions: 1) what types of autonomous trajectory do two novice EFL teachers demonstrate in exam-driven curriculum? 2) How do different types of factors affect the development of two novice EFL teachers’ autonomous development? The study employed three types of data collection instruments, including classroom observation, interviews and documents. The study revealed that these two novices showed a non-linear, co-adaptive path with three major influencing factors, i.e. teacher self-efficacy, teacher belief and learning environment. The study suggests that teacher self-efficacy be enhanced, teacher belief changed and learning environment transformed, with the aim to shed significant light to improve novice EFL teachers’ expertise to teach, research and improve English teaching quality in the future.

Keywords: complexity theory, novice college EFL teachers, teacher autonomy
Author: Yamato Sasaki (Graduate School, University of Tsukuba, b2st.shinee09@gmail.com)
Title: Comparison of Rating Scales in an Oral Reading Test for Japanese EFL Learners

Oral reading tests are used to evaluate learners’ oral or English reading ability in various tests, such as achievement tests in schools and proficiency tests like EIKEN English proficiency tests and the TOEIC® Speaking Test in Japan, as well as in experiments related to English education. Thus, the reliability of rating needs to be high to assess learners’ English ability accurately. However, teachers and researchers have used various kinds of rating scales, so the reliability of their ratings is questionable. Therefore, the aim of this study is to validate the reliability of the rating scales for oral reading tests. This study compared two rating scales: one was created by Shimizu (2009) and the other was created by Iimura and Takanami (2016). Sixty-six undergraduate and graduate students read two narratives aloud and took an English reading proficiency test. Then, two teachers rated their oral reading, adopting the two rating scales. The results showed the difference between the scales’ reliability. The pedagogical implications of the rating scales of oral reading tests were also discussed.

Keywords: oral reading, rating scale

Author: Yan Mujiyanto (Universitas Negeri Semarang Indonesia, yanmujiyanto@mail.unnes.ac.id)
Title: Implementation of Source Text Trimming to Improve the Quality of Indonesian-English Manuscript Translation

Manuscripts in Indonesian often contain circumlocutory patterns, non-compliance with standard formatting, and inappropriate linguistic elements. Such aspects cause their translation to English yielding target texts that do not qualify as academic products. In order to facilitate Indonesian-English rendering it is necessary to initially treat the source text through a trimming process, i.e. a process of making a text tidier so that it is ready and in good condition for inter-lingual rendering. This paper aims to explain the ways in which the process is performed prior to their translation to English for publication in reputable international journals. For this purpose, linguistic elements in the manuscripts are interpreted to understand the writer’s intended meaning. The trimming process is supposed to make the manuscript ready for rendering to English. The manuscripts resulted from the rendering are then exposed for assessment. The results indicate that translation of the trimmed source texts is much more readable, acceptable, and natural than the untrimmed ones. Therefore, source text trimming improves the quality of Indonesian-English translation.

Keywords: acceptability, naturalness, readability, trimming
**Authors:** Yang Liu (University of Malaya, 949057505@qq.com); Fatiha Senom (University of Malaya, fatihasenom@um.edu.my)

**Title:** Exploring Investments in English Language Learning among NNL Students of a Malaysian Public University

In the twenty-first century, people are getting more and more opportunities to interact with people with different backgrounds from all over the world. English plays an important role as the lingua franca for communication in education, business, international affairs, media and entertainment, and so on. Under such a situation, it is important to view the identity of English language learners as multiple, complex and changing across time and space. In Darvin and Norton’s (2015) model of investment, investment is located at the interaction among identity, capital and ideology, which reflects the complex relationship between language learners and English language learning. However, in regard of Malaysian learners’ English language learning investment, there is still limited research in the existing body of knowledge. In this study, through adopting a multiple case study approach, from the perspective of investment, I explored the English language learning experience of four participants enrolled in a Malaysian public university. Research findings showed that the model of investment is promising to be applied within the Malaysian context.

**Keywords:** English language learning, investments, non-native learners, university students, Malaysia

**Author:** Yang Shan Shan (Shanghai International Studies University, florayang@shisu.edu.cn)

**Title:** Multilingual Development of Young Learners in Shanghai: From an Ecological Perspective

Theoretical research of multilingual education is lagging behind teaching practice in China. Multilingual development is non-linear, complex and dynamic, which is an interacting result of both the learner’s internal resources (cognitive, psychological ecosystems) and external resources (home, school, sociocultural ecosystems). This has led to on-going research interests in how learning happens among multilingual young learners. Therefore, we conducted investigation and survey on an international middle school in Shanghai via questionnaires and interview to find out the ecosystem of multilingual development. This paper attempts to propose a model based on a use-oriented approach to multilingual development of young learners. To use English to communicate, to learn and to think serves as a means as well as an end in multilingual development. From the perspective of multilingual development as a complex dynamic system, we aim to construct an ecological framework for further research in elementary education.

**Keywords:** multilingualism, multilingual development, young learners, complex dynamic system, Shanghai
Author: Yangyu Xiao (The Chinese University of Hong Kong, Shenzhen, shirleyxiao@cuhk.edu.cn)
Title: Fostering Students’ Feedback Literacy: How Can University Teachers Help Students Develop Ability to Uptake Feedback

Whereas conducting formative assessment and providing feedback have become a common practice in the Academic English courses in the tertiary context in recent years, students do not necessarily make sufficient use of feedback as expected by their teachers. Thus, to develop students’ feedback literacy and their capacity to uptake feedback becomes a topic worth studying. Students’ capacity to uptake feedback is an important step to close the feedback loop and make improvement. The current paper explores students’ responses toward teachers’ feedback practice in an English for Academic Purposes course. The study was conducted in a top-tier university in China where English is used as a medium of instruction. Through in-depth interviews with students, the current study reports students’ perceptions of effective strategies used by teachers to help them develop feedback literacy and the barriers they have in making use of feedback. The current study contributes to the knowledge base of how students’ feedback literacy can be developed through scaffolding strategies in an English for Academic Purposes course.

Keywords: formative assessment, feedback, feedback literacy, student perceptions

Authors: Yasuko Okada (Saitama Women's Junior College, okada92025@gmail.com); Takafumi Sawaumi (Ryutsu Keizai University, t.sawaumi@gmail.com); Takehiko Ito (Wako University, shimoebi@gmail.com)
Title: Setting Achievable Goals to Keep Japanese EFL Learners Motivated

Setting an achievable goal for students is an important part of learning and makes it more effective. Our study aimed to examine how language learners are kept motivated by showing them the improvements of non-native speakers. We used two tools to achieve this: video clips of the performance of former students and a visual demonstration of the changes in the TOEIC scores of non-native speakers. The participants were 56 Japanese college students who were enrolled in either TOEIC preparation courses or speaking courses. After demonstrating the improvements of other learners, the students were instructed to provide their thoughts in an open-ended format, and their responses were analyzed using text mining techniques. The results endorsed the effectiveness of the two tools. In particular, the video clips enabled learners to realize their possible improvement in the future, and the visual demonstration enhanced their motivation while preparing for the TOEIC. These results reconfirm that it is essential to set achievable goals in a visible way and keep learners motivated toward performing their tasks.

Keywords: goal setting, Japanese EFL learners, speaking performance, video recording, TOEIC
**Author:** Yenni Rozimela (Universitas Negeri Padang, yennirozi@gmail.com)

**Title:** Exploring the Use of Task-Based Language Teaching to Teach Speaking and Reading to EFL Learners

Task-Based Language Teaching (TBLT) has been popular for more than 30 years and has attracted attention of Second Language Acquisition researchers. However, there is little evidence on the extent to which this approach can promote EFL learning of different language skills. This article reports the result of an exploratory study conducted at a senior high school in Padang city, Indonesia. The students were taught speaking and reading skills by using TBLT for 16 meetings (8 for each skill). The data concerning the progress of their speaking and reading skills were obtained through task performances. The teachers’ and the students’ perceptions and difficulties were gathered through interviews. The results show this teaching approach promotes both language skills; speaking was a little bit better than reading. The teachers and the students have positive perception of the approach. The teachers found that using this approach to teach speaking was easier than using it to teach reading. Directions for future research and implications for using this approach to teach EFL are discussed in light of the present findings.

**Keywords:** task-based- language teaching, speaking, reading, EFL

**Authors:** Yeon Hee Choi (Ewha Womans University, yhchoi@ewha.ac.kr); So Young Han (Penn State University, sysarahhan@gmail.com)

**Title:** Post-Reading Question-Generation Activities and Cooperative Learning in EFL Reading

The study aims to investigate the effect of post-reading question-generation activities on Korean middle school students’ English reading abilities with respect to cooperative learning. Based on the accumulated evidence indicating the pedagogical effectiveness of learner-generated questioning and the benefits of cooperative learning, the study attempts to examine the effect of a possible association between the two variables on L2 reading. Two groups of students read the same reading materials; however, one group as an experimental group generated questions of three types, literal, inferential, and evaluative questions, while the other group as a control group answered comprehension questions. Each group was further divided into two sub-groups by cooperative and individual learning. A statistical analysis of the recall test scores reveals a positive effect of post-reading question-generation activities and cooperative learning on English reading abilities. The reading test scores by the three question types further illustrated variations across the question types in relation to different groups. Interactional effects were observed between post-reading activities and cooperative learning in the literal and evaluative questions. The findings suggest question-generation activities as a beneficial post-reading task, though their effectiveness can vary by question types and learning context.

**Keywords:** post-reading activity, question-generation, cooperative learning, EFL reading, L2 reading
Authors: Ying Xiong (University of Central Florida, ying.xiong@ucf.edu); Shizhong Zhang (University of Central Florida, shizhong.zhang@ucf.edu)
Title: Digital Book Trailer Projects in an L2 Reading Classroom: An Exploratory Study

Digital video technology and storytelling have been increasingly adopted in various educational settings since the late 1990s. This paper discusses learning opportunities afforded by engaging English as a Second Language (L2) readers in creating digital book trailers (DBTs) - short digital videos introducing the content of a book by providing a digitally mediated and visual experience. The paper begins with an introduction to DBT, then discusses the rationale of using DBT in L2 classrooms, followed by delineating an exploratory case of systematic DBT implementation in an eight-week intensive L2 reading course. The results revealed that successful students in the DBT project were able to (a) finish reading an English novel appropriate to their English proficiency level, (b) engage in unfamiliar tasks such as recording an audio reading journal, script writing, story-boarding, and video editing, (c) improve digital literacy skills, (d) use higher-order thinking skills to internalize their reading, (e) independently produce a 2 to 3-minute DBT, and (f) share their work in a formal academic setting.

Keywords: digital book trailer, adult English learners, L2 literacy development

Authors: Yingle Li (Northwestern Polytechnical University, 1348155163@qq.com); Xueai Zhao (Northwestern Polytechnical University, xazhao@nwpu.edu.cn)
Title: The Influence of Chinese Word Stress on English Word Stress Teaching

In speech communication, phoneme is the smallest phonetic unit to distinguish meanings. Phonemes are divided into segmental phonemes and supra-segmental phonemes. As an important part of supra-segmental phonemes, stress plays an important role in English phonetic system. However, because the stress of Chinese is different from that of English, Chinese English learners often mispronounce the stress of words in spoken English, resulting in communication difficulties. There is evidence that the transfer of the phonetic system of the mother tongue is one of the major causes of errors in second language acquisition. This paper will discuss the differences between Chinese and English word stress. On the basis of contrastive analysis of Chinese and English word stress, through the analysis of English phonetic samples of ten Chinese college students, this paper studies the causes of Chinese English learners’ difficulties in pronouncing English word stress, and obtains the enlightenment of English phonetic teaching.

Keywords: Chinese word stress, English word stress, language transfer, teaching
Author: Yiting Duan (Chongqing University, 939120307@qq.com)
Title: Comparative Genre Analysis of Argumentative Writing in CET-6 and IELTS Writing

This study conducts a comparative genre analysis of the argumentative writing from 30 CET-6 and IELTS high-score writing samples. Theoretically underpinned by Hyland’s model and Toulmin’s argument structure, this research examines the macro move structures and micro linguistic features of argumentative essays to find out the similarities and differences. Results show that both tests’ argumentative writings are organized in three stages, thesis, argument, and conclusion stage. CET-6 argumentative writing is featured by ten moves, while IELTS writing has twelve moves in terms of move pattern. The linguistic features of High-frequency moves are investigated from the aspects of signal words or phrases, cohesive devices, and modal verbs. It is found that similarities and differences of the two tests’ argumentative writing lie in move pattern, move frequency, move order and linguistic representation. This study hopes to give some implication on the theoretical exploration of argumentation genre and on the pedagogical practice of genre-based teaching and learning.

Keywords: genre analysis, argumentative writing, CET-6, IELTS

Author: Yo-An Lee (Sogang University, South Korea, yoanlee@sogang.ac.kr)
Title: Repairs in Storytelling: L2 Spoken Discourse

Storytelling involves complex interactional tasks (Mandaaulbaum, 2013) and therefore, poses a great challenge to nonnative speakers. Repairs are common in L2 storytelling in their effort to extend and expand their turns to build a storyline (Barraja-Rohan, 2003; Hellermann, 2008; Wong, 2013). The present study is based on collections of data in which repairs are occasioned in storytelling sequences. The analysis focuses on tracing those repairs that are occasioned by language moments, whether it be grammatical problems or word search (Eskildsen, 2018; Theodorsdottir, 2018). This analysis tries to explicate how tellers come to terms with such language moments and resume their stories. The study is based on a data corpus collected over two years from five groups of three Korean college students who have participated in weekly story practice sessions. The findings show that the teller determines when to move on based on how the recipients make sense of what is being constructed in the telling, not necessarily on what the nature of the language moment is.

Keywords: conversation analysis, storytelling, spoken discourse
**Author:** Yogi Saputra Mahmud (Monash University, Australia, ymah0001@student.monash.edu)
**Title:** The Representation of Local Culture in Indonesian EFL Textbooks: Rationales and Implications

The place of culture in English as a Foreign Language (EFL) teaching is considered as a perplexing issue due to the contextual diversity in which English is used and taught. Building on a sociocultural perspective of language use, this paper explores the representation of local culture in the government-endorsed EFL Junior High School textbooks in Indonesia. By reviewing the findings of previous studies in the Indonesian contexts, this article argues that there are two predominant reasons for representing local culture in the EFL Junior High School textbooks in Indonesia: 1) promoting the sense of familiarity to Junior High School students in learning English, 2) and strengthening the aspects of national culture and identity portrayed in the textbooks. Furthermore, this article also discusses the future implications in responding to the representation of local culture in EFL Junior High School textbooks in Indonesia, including the needs to enhance the role of teachers, as well as the importance of incorporating more diverse multinational cultural representation in the textbooks.

**Keywords:** cultural representation, EFL, Indonesia, local culture, textbook

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**Author:** Yoko Asari (Tokyo University of Science, asari.y@rs.tus.ac.jp)
**Title:** The Effect of Indirect Written Corrective Feedback Provided with Metalinguistic Explanation: Japanese EFL learners’ acquisition of English articles

This study examined whether EFL students benefit more from written corrective feedback (WCF) if it is provided with oral metalinguistic explanation. 88 Japanese EFL university students completed three writing tasks in the space of nine weeks and were provided with WCF on English article errors. Specifically, students in the first group received indirect CF towards the English articles, the second group received indirect CF followed by oral metalinguistic explanation, and the third group, the control group, only received comment on content. The results indicated that only the students who received metalinguistic explanation were able to gain better control of the target structure forms. A closer examination of students’ revisions during the treatment sessions revealed that the students who received metalinguistic explanation were more successful at revising their errors successfully. It may be the case that, while mere provision of indirect CF may be sufficient in helping students notice the gap between their interlanguage and the target language, it may fall short of helping them understand the target grammatical rule.

**Keywords:** indirect feedback, metalinguistic explanation, written corrective feedback
**Author:** Yoko Ichiyama Kyoritsu (Women's University, ichiyama@hotmail.com)
**Title:** Investigating the Characteristics of Nursing Article Titles for Novice Writers

The development of academic writing skills is essential for nursing students for whom English is a foreign language. The importance of a title, in particular, is well acknowledged not only by nursing students but also nurse educators because the title carries the essence of the article’s content and is one of the most important factors to draw readers’ attention. While a great deal of research has been done in other scientific fields, such as, medicine, economics and linguistics, less attention has been paid to article title analysis in the field of nursing. This study aimed to identify the characteristics of titles in the field of nursing research by analyzing articles that were recently published in four high-impact nursing research journals. The analysis revealed that nursing research article titles show preferences in title structure, style and language profile. The results will benefit not only novice writers, but also nurse educators, who are responsible for improving the academic writing skills of nursing students.

**Keywords:** L2 writing, novice writers, nursing article titles

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**Authors:** YooLae Kim (Dongguk University, yoolaekim@gmail.com); Jeong-Ah Shin (Dongguk University, jashin@gmail.com)
**Title:** Interplay Between Reading Types and Contexts During L2 Sentence Comprehension

This study examined how Korean-English learners process the ambiguous sentences depending on the types of reading (e.g., silent reading and auditory perceptual simulation reading, where readers can imagine hearing a voice while they read a text silently) with two different contexts, which contained either one or two referents, using a self-paced reading task. The results revealed that APS reading strategy affected Korean learners' online processing, and that this can be one way to improve L2ers' reading skills with faster reading rates and accurate comprehensions. Therefore, these results can present some pedagogical implications for efficient reading processing in L2 reading instruction. Also, it can provide the basic direction for further research and possibilities that the APS method can be utilized as a reading strategy in second language education.

**Keywords:** second language acquisition, sentence processing
**Author:** Yoshihiro Nigo (Japan Coast Guard Academy, nigo@jcga.ac.jp)
**Title:** CLIL of Physical Education and English in Japan

Content and Language Integrated Learning (CLIL) has become increasingly popular as one of the most effective ways of acquiring foreign language in Japan. CLIL has four important factors with respect to content, communication, cognition and community. Based mainly on CLIL and partly on Multiple Intelligences (MI) theory, this presentation aims to verify how Physical Education (PE) CLIL is effective for raising learners’ motivation, English communication skills, thought and cooperative learning at a high school level. In particular, some CLIL activities related to six levels of thinking skills (Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating) as seen in Bloom’s taxonomy are fully examined. We adopted a form of team teaching of PE and English teachers and practiced three 90-minute Volleyball classes in a row, targeting 122 first-year students at National College of Technology. The results of a questionnaire will reveal PE CLIL with authentic teaching materials stimulates learners’ intellectual curiosity, enables them to naturally acquire English communication skills of listening and speaking, activate their thinking and promote cooperative learning.

**Keywords:** CLIL, PE, MI Theory, Bloom’s taxonomy, cognition

**Authors:** Yoshiko Asami (National Institution of Technology Oita College, ren100413@yahoo.co.jp); Tomek Ziemba (National Institution of Technology Oita College, tomek.ziemba@gmail.com)

**Title:** Current Conditions of English Debate Education in Rural Japan

This study reports action research aimed at finding learners perceptions of debating. Government authorized textbooks used in classrooms are categorized into groups. Government curriculum guidelines are emphasized to do debates and the authorized textbooks are willing to follow them. However, the research shows that students who actually did debate activities through primary to junior high school are half of what is expected. Before entering high school, half of students had not yet experienced a formal debate. Some of them do not even know the word ‘debate’. What needs to be done is to ensure the same goals shown in textbooks. In addition, some technical words such as ‘rebuttal’ and ‘objection’ differ by textbook. Further study into debate education should integrate these fundamental words and rules, as in grammar contexts. In addition, it is essential to make students have opportunities to give speeches, participate in debates and express themselves communicatively. The researchers are now implementing a debate-centered curriculum currently and continued long-term research and analysis of these efforts will be conducted.

**Keywords:** English debate, Japanese textbook, students' recognition of debate
Author: Yoshio Hoso (Waseda University Honjo Senior High School, yoshio.hoso@gmail.com)
Title: Using the Argument Model in High School Essay-Writing Instruction to Improve Students’ Thinking Abilities

This research aims to discover a method of teaching the writing of argumentative essays that will improve students’ thinking skills by using the argument model devised by Toulmin (1958), which involves three elements: the claim, the data, and the warrant. According to the section on foreign languages in the New Course of Study, established by Japan’s Ministry of Education, Culture, Sports, Science, and Technology (MEXT), students’ abilities in areas such as thinking, judgment, and expression should be further developed, and encouraging attention to logicality is an important objective when teaching the writing of essays. Attention to logicality is defined as clarifying one’s reasoning so as to avoid, as much as possible, discrepancies in logic (MEXT, 2018). This research examines how to incorporate the concept of Toulmin’s argument model in the teaching of essay writing in order to improve the ability to write logically in high school English instruction. The research analyzes students’ thinking skills through rubric evaluation and questionnaires.

Keywords: essay writing, Course of Study, argument model, thinking abilities

Author: Young Shik Lee (Dept of English Language Education, Hannam University, Korea, yshlee20@gmail.com)
Title: Dynamic and Multifaceted English Language Education in the New Era

Looking back at the past 50 years in the field of English language education (ELE), this presentation selects and discusses several important developments in order to describe the dynamic and multifaceted nature of ELE in the new era. By the 1980s language teachers had to be aware of three basic concerns: the language itself, uses of the language for communication, and the language learner as a person. Each of these concerns was the main focus of attention in the ongoing history of teaching languages. With the development of new technologies since the 1980s, there was an attendant interest in applying these technologies in language education. During the 1990s there were also many methodological resources available to teachers who wanted to conduct language classroom research. Thus by the end of last century, the perspectives of language teaching had expanded from three dimensions--language, message, and learner--to include two more dimensions--multimedia and research. Since the end of last century, however, ELE has tried to overcome the limitations of the concept of method and the macro-structural views--social, cultural, political and critical--have quickly pervaded all areas of ELE, so ELE becomes more dynamic and multifaceted.

Keywords: teaching method, approach, dimension, message, person, multimedia, research
Author: Young-in Moon (Department of English Language & Literature, The University of Seoul, yimoon@uos.ac.kr)
Title: Using Telephone Conversations Between a Korean EFL Learner and an English Native Speaker to Diagnose and Teach Speaking Skills

Recently, so-called “Phone English” is becoming one of the most popular methods in learning English in Korea. The concept of Phone English is that a mediating agency arranges English native speakers (preferably native English teachers) with learners and they converse at a designated time of the day, e.g., for 10 minutes three times a week. Their conversations are recorded and uploaded as audio file on the student’s individual account along with the feedback from the teacher (interlocutor). In the present study, a Korean EFL learner participated in Phone English for 5 months and a total of 500 minutes of conversations were collected and transcribed. The results of the previous study (Sun, 2019) showed that, after the 5-month-Phone English, there were an increase in complexity and fluency and a decrease in accuracy and lexical diversity in the learner’s utterances. As a subsequent study, this study explores ways to use the telephone conversation between the learner and the English-speaking interlocutor to diagnose/assess the learner’s speaking skills and to provide effective coaching.

Keywords: Phone English, telephone conversations, assessing speaking

Author: Youngwoo Kim (Seoul National University, telecosm@snu.ac.kr)
Title: A Review of Chatbot Development Tools for English Language Teaching

A chatbot is a robot that can communicate with people. It is an interactive program or software between a human being and a computer or a digital device. There are text chatbots on websites and messaging apps, as well as voice chatbots in voice interaction devices such as smart speakers. Recent advances in chatbots have been made possible by the development of natural language processing technology and artificial intelligence (AI) technology based on machine learning. Such technologies have been applied to chatbots, making for them to understand what people are saying and to talk with people more naturally than before. Besides, technologies have made a big difference in the development of chatbots, so it is now more possible to make and use chatbots even if we are not professional developers. If this possibility increases, we might have a similar situation in chatbot development as we could in the past when creating web pages with the WYSIWYG approach without knowing HTML codes. Therefore, it is more likely to use chatbots for English language teaching activities. In this presentation, I will review chatbot development tools such as Dialogflow, Chatfuel, Amazon Lex, Facebook Messenger Platform, and others and show how to use such tools for English language teaching.

Keywords: chatbots, AI technology, chatbot development tools

June 27th to 29th, 2019 at The Ambassador Hotel Bangkok, Thailand
**Authors:** Yue Huang (Washington State University, yue.huang@wsu.edu); Anne Marie Guerrettaz (Washington State University, a.m.guerrettaz@wsu.edu); Sarah Newcomer (Washington State University, sarah.newcomer@tricity.wsu.edu)

**Title:** Transnational Chinese Parents' Engagement in Family Literacy

Transnational migration redefines the living experience of millions of Chinese families in the United States (US) including the children’s literacy-building experience at home. This case study research employs home observations, interviews, and discourse analysis to reveal family literacy practices in one transnational Chinese family in the US Northwest. Building up the exploration on the Third Space theory, this study finds that the transnational Chinese parents negotiate Chinese and US cultural and educational conflicts in family literacy practices, during which process they play some new roles such as distant supervisors to facilitate both the child's English and Chinese language learning at home. This study develops the traditional Chinese parenting concept of guan (管理) into a novel form named transnational guan in light of the profound influence of the family’s transnational living experience on the parents’ engagement. The pedagogical implementation is that this study brings light to the establishment of connections between educators and transnational Chinese families through taking the families’ cross-border living experience into consideration.

**Keywords:** transnational Chinese family, parental engagement, family literacy, discourse analysis

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**Authors:** Yueh Yea Lo (University Of Malaya, pva170080@siswa.um.edu.my); Jia Wei Lim (University Of Malaya, jwlim@um.edu.my); Juliana Othman (University Of Malaya, juliana@um.edu.my)

**Title:** Doctoral Students’ Writer Identity Construction Through Their Supervision Process

People in all societies and cultures have embraced the importance of writer identity for decades because writing itself is an act of identity (Buell, 2008; Hyland, 2002; Ivanic, 1998, 2006). However, most relevant past research has been done solely through the lens of “output of writing” (Hunston & Thompson, 2000) which oversimplifies the complexity of writer identity and limits our consideration of spoken language negotiation prospects that most likely involve interaction between two or more individuals throughout the process of writing (Hyland, 2013). Thus, this presentation addresses the aforementioned limitation by exploring the construction of doctoral students’ writer identity in academic writing through their supervision process across four areas of study in the field of education. Drawing on Ivanic and Camp’s (2001) three types of subject positioning and Burke’s (2011) three types of metadiscourse who expanded Hyland’s (2004) model of metadiscourse, we will share how life history and literacy practices of these doctoral students selected for this study construct their identity as an academic writer and position their identities in text with the use of discourse features.

**Keywords:** doctoral students, writer identity, supervision process, academic writing
Author: Yuh-show Cheng (National Taiwan Normal University, t22035@ntnu.edu.tw)
Title: A Corpus-Based Analysis of High School English Language Textbooks and College English-Medium Textbooks

English-medium textbooks are widely used at tertiary education in many parts of the world, including EFL contexts. However, it remains unclear to what extent high school English language textbooks used in EFL contexts, which usually contain texts contrived especially for language learning, can prepare EFL high school graduates for reading authentic English-medium textbooks at college. This presentation reports on a corpus-based study that compared text features and text difficulty of the two kinds of textbooks used in Taiwan. Two corpora were compiled: a college English-medium textbook corpus and a high school English textbook corpus, totaling approximately 9 million words. The former consists of 30 volumes of core English-medium textbooks used in undergraduate introductory courses of six disciplines (biology, chemistry, computer science, economics, management, and psychology), and the latter, all 30 volumes of MOE-approved high school English textbooks. The texts from the two corpora were analyzed in three aspects: lexical coverage, readability, and text type following Biber’s multidimensional framework. The results reveal some noticeable differences between the two kinds of textbooks.

Keywords: college English-medium textbooks, high school English textbooks, corpus-based study

Authors: Yuhwa Lee (Keimyung University, u-hwa3720@hanmail.net); Yeounghae Lee (Keimyung University, 4450495@hanmail.net)
Title: The Effects on Flipped Learning in College ESP Classes: Its Vocabulary Learning

The purpose of this study is to identify the effectiveness of the students’ English vocabulary acquisition by using flipped learning in ESP (English for Special Purpose) classes at a college. In addition, this study attempted to examine the learners’ perceptions and their class satisfaction with the flipped learning-based lessons. For this research, 90 participants who major in police administration at a junior college took four tests on their English vocabulary proficiency while class progressed. Also, they took pre and post surveys on how they feel about the flipped learning class and how much they were satisfied with the flipped classes. The findings of the data analysis indicated that there was no statistically significant difference in the mean scores on vocabulary tests, but flipped learning class has a definitely positive influence on students’ learning participation and course satisfaction as well as the improvement of vocabulary proficiency related to their major, helping lead to self-directed learning for ESP class. Based on this result, this study highlights the importance of new teaching method flipped learning for ESP college classes.

Keywords: flipped learning, ESP classes, vocabulary learning
Authors: Yuji Ushiro (University of Tsukuba, ushiro.yuji.gn@u.tsukuba.ac.jp); Tomoko Ogiso (University of Tsukuba, 8moco.moco8@gmail.com); Kozo Kamimura (University of Tsukuba/Japan Society for the Promotion of Science, togetherlo02@yahoo.co.jp); Yamato Sasaki (University of Tsukuba, b2st.shinee09@gmail.com); Rui Inaoka (University of Tsukuba, inarui.kyudo@gmail.com); Takanori Sekine (University of Tsukuba, tunnels1123@gmail.com); Ryuya Komuro (University of Tsukuba, komuro.4121@gmail.com); Matěj Voslař (University of Tsukuba, msamyel@gmail.com)

Title: Monitoring Multiple Situational Dimensions in EFL Narrative Texts: Focusing on Readers’ Skill and Comprehension

Successful reading requires readers to understand the literal meaning of each sentence and the messages evoked from them (Kintsch, 1998). According to the event-indexing model (Zwaan & Radvansky, 1998), narratives have several aspects of information, called dimensions (e.g., protagonist, causality, and intentionality), and readers understand sentential links along the dimensions while monitoring their comprehension of these. This study investigated comprehension monitoring of Japanese EFL learners on three dimensions (protagonist, causality, and intentionality), employing the inconsistency-detection paradigm (Hakala & O’Brien, 1995), which uses experimentally manipulated texts where a target sentence is inconsistent with a preceding context sentence. Forty participants read 12 narratives, performed cued written recall, and were asked whether they noticed inconsistent information after reading. The results showed that the participants who noticed the inconsistent information understood the texts better than those who did not. The results also suggested that the readers could monitor the protagonist and intentionality better than the causality. Pedagogical implications are discussed regarding classroom instruction for enhancing students’ understanding and comprehension monitoring.

Keywords: reading, situation model, eye tracking

Author: Yukako Otsuki (The State University of New York at Buffalo, yukakoot@buffalo.edu)

Title: A Case Study of Japanese Elementary School Teachers’ Reflective Practice in Teaching English

Reflective practice has been widely advocated for based on a constructivist view of teacher learning (Kaufman & Brooks, 1996). However, some scholars caution that because reflective practice originated in the West, it cannot be directly applicable to teachers in other areas (e.g., Griffiths, 2000; Minnis, 1999). In exploring this claim, Otsuki (2018) found that there is an already existing form of reflective practice in Japan, known as Hansei (反省): to reflect on one’s behaviors, focusing on mistakes and blaming oneself. However, further research was required to capture teachers’ social dynamism in their teaching communities. Therefore, the current study investigated four teachers’ reflective practice through observations, interviews and a group interview. Results show that variations in teachers’ Hansei attitudes related to their experiences of communicating in English and that interactions with other colleagues in their communities alleviated negative aspects of Hansei, leading to effective reflective practice. This demonstrates the possibilities of adapting reflective practice to non-Western contexts and specifically effective reflective practice for Japanese teachers.

Keywords: reflective practice, teacher education, elementary schools
Author: Yukie Endo (Showa University, yendo@cas.showa-u.ac.jp)
Title: A reflective tool for Japanese student teachers’ professional development in foreign language teaching

The purposes of this paper are 1) to find out how Japanese student teachers in English acquire and develop attitudes and skills essential for self-direction and self-control through reflection in foreign language learning and teaching, and 2) to attempt to develop and suggest self-assessment check-lists as a reflective tool for Japanese student teachers' professional development in English classes. For this study, two kinds of questionnaires about micro-teaching were made: one on a 15-minute lesson by peer student teachers during micro-teaching, another for student teacher’s self-assessment after micro-teaching. The former is for peer observation and the latter is for critical reflection by the student teacher who conducted micro-teaching, and both play important roles for improving student teachers’ teaching skills. Results of the analysis suggest that the information obtained through the process of reflection can be useful to help achieve a better understanding of student teacher’s assumptions about foreign language teaching, and give a valuable insight into his/her growth in experience.

Keywords: reflection, Japanese student teachers, self-assessment, check-lists

Authors: Yuli Astutik (Universitas Muhammadiyah Sidoarjo, yuliastutik@umsida.ac.id); Fika Megawati (Universitas Muhammadiyah Sidoarjo, fikamegawati@umsida.ac.id)
Title: Indonesian Pre-Service Teacher’s Cognition in Teaching English to Young Learners

English language learning in elementary schools is optional; the schools can choose whether they put English in their curricula or not. Although it is not a compulsory subject, many students in one of the private universities in Indonesia selected English for Young Learners (EYL) as their elective course. Nevertheless, they understand that there is no career opportunity as an English teacher in elementary school. Therefore, the aim of this study is to identify the pre-service teachers’ cognition on teaching English to young learners. A qualitative method is used to get the data from 25 students at a private university by giving them questionnaires as the instrument. Broadly, the results show that the learning of English in early childhood is still a matter of prestige in Indonesia. No wonder there are many pre-service-English teachers who choose the English for Young Learners (EYL) course to equip them to become English teachers for early age learners.

Keywords: pre-service teachers, teaching English, young learners
Author: Yunjie Hou (Shanghai International Studies University, China, 2230990848@qq.com)
Title: From a Teacher to a Teacher Educator

Teacher change for professional development is not easy for teacher educators. National teacher training programs for rural schools in China have been carried out for eight years in China. Stories about teacher development under the influence of national teacher training programs are various. This present study attempts to reveal a school-based teacher development after the national training based on four years follow-up study. The study will just focus on one participant who was once a common teacher, and then successfully transformed into a teacher educator after four years of reforming and self-refection. The narrative data collected during the four years disclose how the teacher struggles and develops in a relatively stable and closed culture of a rural school. The principal and other administrators in the school are trying to change the school climate; many activities are held to make teachers learn and research on teaching. However, only this teacher makes a great difference, and becomes a leading expert teacher in the area. The study results show the internal and external reasons for the successful transforming of this participant teacher: positive teacher identity, teacher efficacy and teacher leadership; the external reasons are school leaders’ support and university expert guidance. A practical teaching development model for rural teachers is finally proposed.

Keywords: national teacher training, teacher educator, teacher efficacy

Authors: Yunjie Huang (Northwestern Polytechnical University, 448239815@qq.com); Yi Zhang (Northwestern Polytechnical, University 448239815@qq.com)
Title: A Comparative Study of Intonational Characteristics of Different Gender Speakers in Speech Discourse: A Case Study of Native Speakers in TED Talk

Based on the autosegmental-metrical theory and Tones and Break Indices labeling system, intonational characteristics of TED speakers of different genders is explored with the help of acoustic tool praat. Results show that there exists significant difference between male and female speakers’ pitch accents (p=0.003<0.05). Females are more likely to use H% boundary tone (46%) than males (8%) in declaratives. Compared with IVIE statistics (40%), female speakers use more L% boundary tone (60%) in declaratives of beginnings and endings. Male speakers use merely one intonation contour in declaratives more frequently (79%), however, female speakers' intonation is more changeable and varied for the reason that they prefer using more than one intonation contour (74%). Statistics have close connections with gender identity and some social factors including the features of TED talks. An analysis of intonational features of TED talks suggests that it is of great significance for English as foreign language (EFL) leaners to understand the importance of grasping different boundary tones and varied intonation when speaking English and delivering a speech.

Keywords: intonation; speech; gender identity
Author: Yunjung Nam (Georgia State University, eunicenamyj@gmail.com)
Title: Implementation of Assessment Policy in EFL Classrooms in South Korea

Korean EFL classroom teachers play critical roles as assessors due to increased use of classroom assessment for accountability purposes. With this emphasis on the teachers’ roles as assessors, the Ministry of Education and the City Offices of Education started to mandate regulations on English language assessment at schools or classrooms. However, not much is known about how the language assessment policy is being implemented in classrooms. This study attempts to fill the gap, by investigating how language assessment policy is implemented in EFL classrooms in Korea. This study aims to answer: 1) What do school assessment planning documents include? and 2) To what extent do the classroom assessment plans reflect policies mandated by national or municipal authorities? To this end, school assessment planning documents are collected and evaluated through document analysis (Bowen, 2009). The document analysis will be triangulated with interview data from classroom teachers. This study will conclude with implications for language assessment policy makers and EFL classroom teachers in South Korea.

Keywords: language assessment, language policy, secondary schools, EFL

Author: Yuri Imamura (Kanda University of International Studies, imamura-y@kanda.kuis.ac.jp)
Title: Does Translanguaging Support Learners’ Target Language Use? A Case Study of a Learning Community in a Self-Access Centre in Japan

Language Learning Spaces (LLSs), such as self-access centres (SACs), have played a huge role in promoting language learning beyond the classroom in higher education around the world as they encourage active, social, and experiential learning (Oblinger, 2006). In many cases, the objective of a LLS includes promoting target language use through social interaction. However, differences in the way learners behave and use their target language have made it difficult for the SAC to remain a socially constructed learning environment. This presentation explores instances of translanguaging, and also students’ motivations and perceptions of their target language use in a student-led language learning community in a SAC at a university in Japan. The two researchers are the author (a learning advisor in the SAC) and the student community organiser. The analysis draws on participant observation of the learning community events, drawing on Spradley’s (1980) participant observation sheet, a follow-up group interview, and statistical data about the SAC usage.

Keywords: self-access centre, learning community, translanguaging
Author: Yuri Jody Yujobo (Tamagawa University, yujobo@lit.tamagawa.ac.jp)
Title: Designing Inquiry-Based Materials to Raise ELF-Informed Glocal Awareness Beyond 21st Century Skills

This presentation will give takeaway skills for teachers interested in designing inquiry-based PBL (Project-based learning) materials with a goal to raise ELF-informed (English as a lingua franca) glocal awareness. University teachers across Asia share a common issue in their need to follow an assigned commercial textbook and their dilemma in developing real-world 21st-century skills competencies and deeper learning. The presenters' university in Japan focuses on delivering ELF-informed English pedagogy in four skills of English language learning by incorporating ELF-awareness, by identifying the English used by Japanese, and by developing communication through deeper learning-the learning for transfer (Pellegrino & Hilton, 2012), 4Cs of 21st century skills: Critical thinking and problem solving, communication, collaboration, and creativity (P21, 2010), and metacognitive skills of reflecting. Also, as EMI (English as a medium of instruction) is readily on the rise, teachers can also utilize inquiry-based lessons to develop deeper content-based learning and give international students a chance to grapple with real-world issues and cultivate the dispositions and habits of mind for a lifetime of learning, problems solving, and decision making.

Keywords: inquiry-based learning, deeper learning, ELF

Authors: Yurong Zheng (Harbin Engineering University, yurong@hrbeu.edu.cn); Liangrong Wei (Foreign Languages Department, Harbin Engineering University, P. R. China, weiliangrong@hrbeu.edu.cn)
Title: Accessibility vs. Animacy: A Corpus-based Analysis of the Acquisition of English Relative Clauses by Chinese EFL learners

A large body of literature concerning this topic has covered a wide range of research topics, from the causes insulting in defect mastery of English relativity, the topological differences between the two languages in relativity, to the verification of different hypotheses in relativity. However, most previous hypothesis-testing studies usually focus on one single hypothesis by means of elicitation. Based on a Chinese English learner corpus, supplemented by elicitation methods (grammaticality judgment and sentence completion), this study investigates the interactive effect of accessibility and animacy on the acquisition of different types of English relative clauses. The research findings show that the commonly-agreed higher frequency and accuracy in using subject relative clauses to object clauses is challenged when the relative structures are introduced by inanimate antecedents. Object relative clauses take predominant place because the direct-object relative clauses are easier to acquire when animacy is involved. The result is interpreted from language topology and working memory load. This comparison is light-shedding both theoretically and pedagogically.

Keywords: relativity, Chinese English learners, animacy, accessibility
Author: Yutaka Yamauchi (Soka University, yutaka@soka.ac.jp)  
Title: Development and Validation of an Online Test to Measure Automaticity in L2 Vocabulary Recognition Process

This study attempted to develop and validate an online test measuring automaticity in L2 vocabulary recognition. In prior research, coefficient of variation (CV), calculated by variance of reaction time (RT) divided by mean RT, has been reported to indicate how learners' language processing is automatized. CV decreases as learners' proficiency levels become higher, because their language processing changes from controlled to automatized and the variance decreases. A total of 42 test target words were randomly selected, six each from seven frequency levels based on the British National Corpus. A total of 120 EFL learners with different proficiency levels were required to read a word and select the most suitable meaning of the word as accurately and quickly as possible. The option they selected, the RT needed to choose it, and the CV were automatically recorded and calculated. The experimental results revealed that the vocabulary size increased, while the RT and the CV significantly decreased, as the levels of the participants increased. Thus the validity of the test was confirmed.

Keywords: L2 vocabulary, recognition, automaticity, CV, online test

Author: Yuyao Hu (Tokyo Gakugei University, huyuyao@chiba-u.jp)  
Title: Investigation of EFL Learning and Self-identity Changes in a Chinese Context

Due to English learning’s spread across China, English is no longer merely a learning subject or communication tool, but rather a carrier for its diverse cultural values and life views (Bian, 2009). Considering the effects EFL learning may offer learners, it is important that the relationship between EFL learning and self-identity construction be understood. The present study deals with Chinese EFL learners regarding how and what kinds of English learning experiences influence their ideologies and self-identity changes. To this end, this study was conducted and analyzed qualitatively to more thoroughly understand learners’ experiences. A sampling questionnaire, based on Gao et al.’s (2015) work on self-identity changes, was administered to 75 Chinese undergraduate and graduate students. Four interviewees who may have experienced EFL learning-influenced ideology and self-identity changes were selected and invited to participate in interviews for further in-depth investigations. Consequently, conflicting feelings and thoughts occurred only when learners’ proficiencies developed to a certain degree. Furthermore, some factors were identified as potentially leading EFL learners’ self-identity changes, such as internet utilization.

Keywords: EFL learning, self-identity changes, Chinese learners
Language teacher identity has gradually gained importance and emerged as a separate research area in the field of teacher education. Yet little attention has been paid to the identity negotiation of Native English Teachers (NETs) in cultures other than their own. An in-depth investigation on NETs’ identity negotiation would provide meaningful insights for NET program organizers and local teachers to better collaborate with NETs for the improvement of TEFL/TESOL education. My study aims to illuminate the nature of NETs’ identities and to gain a richer understanding of the processes and contexts of their identity negotiation through incorporating multiple theoretical perspectives. An ethnographic case study approach was employed, and five NETs were selected by purposeful sampling strategy. Data has been gathered from a variety of sources, including narrative interviews, photo-elicitation interviews, observations and documents. The findings will reveal NETs’ personal experiences of identity negotiation, as well as shed light on the nature of the interactions between various contextual factors in the identity negotiation process, and will contribute to identity negotiation theories.

Keywords: native English teachers, identity negotiation

Author: Zakia Ahmad (IDP Education Bangladesh Pvt. Ltd., zakahmad17@gmail.com)
Title: A Study of Teachers’ Beliefs as Reflected in English Language Classroom Practices at the Higher Secondary Level

This paper examines English teachers’ beliefs about English language teaching at the higher secondary school level in Bangladesh. It is based on a study undertaken to identify teachers’ beliefs and examine how these beliefs are reflected in their classroom practices. Teachers' beliefs are associated with their prior learning experiences, knowledge, teaching experiences, classroom situations and the roles of the teachers as themselves. Qualitative methods such as, classroom observations, interviews and narratives have been used in data collection and analysis. The findings reveal regular consistency between teachers’ beliefs and practices. Their beliefs have been found to be based on their educational and personal experiences with a strong orientation towards examinations, the syllabus, the school environment, and their sense of self-efficacy. The paper then draws a relevant connection to on-going teacher education and argues that effective programmes need to incorporate features of engaging with teachers’ in-built belief systems through adopting and encouraging reflective practices.

Keywords: beliefs, reflective-practices, teacher education
**Authors:** Zhaoxi Zhu (Northwestern Polytechnical University, bethzzx@163.com); Hui Zhi (Northwestern Polytechnical University, 1045650976@qq.com)

**Title:** Application of Schema Theory in the Translation of Business English

According to Schema Theory put forward by Piaget, a Swiss psychologist, the paper focuses on the translation method of Business English in language, content and structural aspects. As English for Specific Purpose, Business English has its unique characteristics exemplified by words and structures which are more concise and more meaningful. Examples from Business Letter Writing are chosen to illustrate the specific skills used in the translation procedure. Comparison is also used to approve the guidance of the theory. Here, differences and characteristics of Business English will be presented. Through the comparison and illustration, the paper wants to find out the significance of the Schema Theory in the study of translation not only in Business English, but for all English for Specific Purpose. Moreover, it aims to provide direction for further study. Besides, the requirements regarding the translator are also concluded from the study, which is helpful in translation practice.

**Keywords:** English for specific purpose; business English; translation

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**Author:** Zubaedah Wiji Lestari (Universitas Islam Nusantara, zubaedah.wijilestari@gmail.com)

**Title:** Students' Self Efficacy in Learning English: A Case Study in Senior High School

Students certainly have different ways of learning English, especially in the context of learning English as a foreign language. One that motivates students is their self-efficacy in learning the target language. To optimize the English learning process this study aimed to find out the level of students' self-efficacy in one class of second-grade senior high school in Bandung Jawa Barat. Furthermore, the study also investigated the factors affecting their self-efficacy in learning English as a foreign language. A Case study design with multiple instruments was implemented in this study. The instruments are observations check list, questionnaire, and question interview. Data analysis showed that the students' self-efficacy level varied among low, middle and high. The data also revealed that there were several factors influencing students’ self-efficacy. Relevant pedagogical implications to increase students’ self-efficacy in learning English as foreign language are discussed in this paper.

**Keywords:** self-efficacy, learning English
POSTER PRESENTATION SCHEDULE

Day 1: June 27, 2019
Time: 14.30-16.00
Venue: Poster Corridor on Floor 2

1. Kelly Quinn
   Student Reactions and Performance in the NITech Extensive Reading Program

2. Ebru Ergün
   How does the tool Quizlet help English language learners in vocabulary learning?

3. Ozlem Kaya
   What makes a Lab Class efficient for English language learners?

4. Jun Arimoto et. al.
   Teaching Pronunciation Guidelines for EIL Teachers

5. Maribel Ygot Café
   Improving and Enhancing EFL Learners’ Language Skills Using Explicit Instruction

6. Yoko Ichiyama
   Vocabulary Profile for Pair Taping: Improving Speaking Practices in an English as a Foreign Language Class

7. Sean H. Toland
   Using YouTube videos to ignite the fires of critical thinking and active learning

8. Robert Joseph Meszaros
   Augmented and Virtual Reality in ELT: The Merge Cube

   Is the National Core Curriculum for Teaching English in Pre-service Training effective? : A Validation of Elementary School Teacher Courses

10. Miharu Fuyuno and Yuko Yamashita

11. James Heather
    A Template for Teaching Academic English to EFL Learners (University or High School)
12. Pimpaporn Dechvijankit and Sutharat Puangsing
Factors undergraduate students in a Thai university perceive as difficulties in performing English presentation

13. Ha Thanh Le
Investigating the role of form-focused approach to task-based learning in L2 vocabulary acquisition

14. Marian Agnes Tighe, Roland William Smith, and Jeremy Gray
Curriculum and Materials Design Catering for Both Teachers’ Professional Growth and Students’ Literacy Development
POSTER PRESENTATION

Day 2: June 28, 2019
Time: 14.30-16.00
Venue: Poster Corridor on Floor 2

1. Rahmi Munfangati
Inserting Local Wisdom into a Stop Motion Video in Teaching English to Young Learners

2. Norifumi Ueda and Eiichiro Tsutsui
A Study on Affix Acquisition by Japanese L2 Learners at Different Proficiency Levels

3. Dan Wu
Cross-linguistic Influence in Third or additional Language Acquisition: bi/multilingual Chinese learners learning Japanese

4. Akihiro Omote
Teacher Self-efficacy and Teacher Gratification of Instruction

5. Jaehwang Shim and Jooyun Kim
Cultural Difference in the Use of Request Strategies in English and Korean Languages for International Students

6. Hiroyuki Matsumoto
Can Self-Determination Enhance Intrinsic Motivation in EFL Reading?

7. Nia Kurniawati
Initiating Flipped Classroom in Forming the Four Cs of 21st Century Learning among English Student-Teachers

8. Sachiko Takahashi
Different objectives and different learning styles for learning English at Japanese university

9. Sae Saem Yoon
Negotiating the Syllabus in a Korean Adult EFL Class

10. Hiroaki Sone
Why singular -ese person/people nouns should not be taught

11. Sachiyu Nomura and Atsuko Ueda
Effects of Collaborative Learning on English Education: Focusing on Incidental Vocabulary Learning

12. Zhoujie Chen and Chin-Wen Chien
Corpus-based Approach in Verb-preposition Collocation Instruction among Chinese EFL Learners
13. Carol Pang and Adys Wong
Promoting Reading across the Curriculum with the Use of Text Sets at the Primary Level

14. Fikri Asih Wigati
The Needs Analysis of English for Specific Purpose for Employees of a Pulp and Paper Factory in an Industrial City in Indonesia

15. Chih-Lin Chung and Mei-Lan Lo
Moodle log-based learning assessment under English-medium instruction
A

**Author**: Akihiro Omote (International University of Health and Welfare, longmanox55@gmail.com)
**Title**: Teacher Self-efficacy and Teacher Gratification of Instruction

Teacher self-efficacy (TSE) is a belief about how much a teacher efficaciously affects learning. The belief has an effect on language instruction, which is caused by socio-cognitive sources such as student feedback (Omote, 2017; 2018). At the same time, little is known about TSE and its relevance to a language teacher's gratification of instruction (TGI). This study explored the connection between TSE and TGI with mixed methods: (1) interviews with four teachers about TSE and the TGI, and (2) comparison of it with a survey that elicited more general trends about the two from teachers in English language teaching in Japan. Results reveal that TSE is related to TGI, especially in terms of the instructional speech (IS) and students’ feedback and that teachers feel efficacious at a certain moment of classwork activity, followed by the overreliance of the first language. More discussion is needed to enhance the effective reduction of the first language use on top of English use to optimize TSE in the language classroom.

**Keywords**: teacher self-efficacy (TSE), teacher's gratification of instruction (TGI), instructional speech (IS), first language use

C

**Authors**: Carol Pang (NET Section, Education Bureau, Hong Kong SAR, carolpang@edb.gov.hk); Adys Wong (NET Section, CDI, EDB, HKSARG, adyskywong@edb.gov.hk)
**Title**: Promoting Reading Across the Curriculum with the Use of Text Sets at the Primary Level

Effective text sets support not only learning to read but also reading to learn and help promote reading across the curriculum. Since 2015 the Native-speaking English Teacher (NET) Section of the Education Bureau of the Hong Kong Special Administrative Region has been implementing the Development of Text Sets (DTS) literacy programme to enrich the school-based English language curriculum in primary schools. In DTS, teachers work with consultants from the NET Section to develop text sets – collections of carefully chosen multimodal and multi-genre texts on themes of interest to students that promote reading across the curriculum and foster a range of literacy skills. Apart from catering for learner diversity through the provision of texts with different cognitive and language demands, an effective text set encourages teachers to exercise their creativity in task design and use of teaching strategies. This presentation will examine how the use of text sets supports the promotion of reading across the curriculum and development of students' literacy skills with reference to a programme module as an example.

**Keywords**: text set, multimodal, multi-genre, RAC, literacy
**Authors:** Chih-Lin Chung (Tamkang University, cchung@mail.tku.edu.tw); Mei-Lan Lo (Department of English, National Taiwan Normal University, t22001@ntnu.edu.tw)

**Title:** Moodle Log-Based Learning Assessment Under English-Medium Instruction

Most English-medium instruction (EMI) studies were based on interviews and/or questionnaires. This study adopts the Moodle log that stores online activity records to explore e-learning behavior. The selected case was a college engineering EMI course with 38 students throughout the 18-week semester in Taiwan. The course was administered face-to-face using Moodle as the platform for the lecture notes, quizzes, written discussions, and assignment submissions. The course log contains 17,130 online activity records. Findings were derived via statistical analysis and visualization techniques. First, the high-ranking students had more activity records and participated in the activities earlier than the low-ranking students. Second, the high-ranking and low-ranking students tended not to stay up late for the course, while quite a few middle-ranking students accessed the course during midnight. Third, the activity peaks indicate the students’ last-minute learning patterns. Finally, most of the students did not pay attention to the course until Week 3. Weeks 14 and 15 involved the largest amount of learning activities due to the upcoming final exam.

**Keywords:** English-medium instruction, Moodle, e-learning behavior

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**Author:** Dan Wu (University of Exeter/ New Oriental Language Institute, emmawu1209@gmail.com)

**Title:** Cross-Linguistic Influence in Third or Additional Language Acquisition: Bi/Multilingual Chinese Learners Learning Japanese

This study critically explores Chinese learners’ experiences regarding third language acquisition (TLA) of Japanese. Although current literature presents evidence of the positive influence of a second language in terms of TLA both from cognitive metalinguistic awareness (MA) and cross-linguistic influence (CLI) aspects, this existing body of research is primarily based on a European framework. Literature with regard to distant languages is scarce. Therefore, this study which is focused on distant languages (English and Japanese) is of great value and may fill gaps in literature. For the study, post-positivist and interpretivist methodologies were employed. Quantitative data were collected internationally using online questionnaires distributed to 65 learners and qualitative data were collected by conducting in-depth interviews with 7 learners through a two-phased consecutive mixed-methods approach. The findings suggest that the majority of participants reported a positive but limited influence in TLA if their L1 was Chinese while little helpfulness in their Japanese acquisition when their L2 was English. However, one participant pointed-out the possible positive influence from a cognitive aspect, which is of interest and value for future study.

**Keywords:** Third language acquisition (TLA), cross-linguistic influence (CLI), metalinguistic awareness (MA), multilingual education
E

Author: Ebru Ergün (Anadolu University, Turkey, eergun@anadolu.edu.tr)
Title: How Does the Tool Quizlet Help English Language Learners in Vocabulary Learning?

The use of technology in language learning helps learners create their own way of studying language and allows them to incorporate their vocabulary knowledge into their studies. This learning experience gives students many benefits that can be used in many fields that are related to language learning during their classroom hours. To take the advantage of these benefits, language learners spend two hours at Computer Laboratories at Anadolu University School of Foreign Languages weekly. During lab hours, students are assigned tasks by the lab teacher every week. These assigned tasks are designed to help the learner to use the language in a creative and meaningful way and allow them to contribute their knowledge and learning experience by using different technology tools, such as Quizlet. To find out how Quizlet helps students learn vocabulary at lab classes and how they perceive and use the newly learned vocabulary, a questionnaire was conducted with two intermediate classes that consist of 48 students. The outcomes of this study will be described in detail in a poster presentation.

Keywords: digital learning, technology, Quizlet

F

Author: Fikri Asih Wigati (Universitas Singaperbangsa Karawang (UNSIKA), fikri.asihwigati@staff.unsika.ac.id)
Title: The Needs Analysis of English for Specific Purpose for Employees of a Pulp and Paper Factory in an Industrial City in Indonesia

Employees with good English language skills tend to have greater opportunities to get a better position in their career. Practitioners should consider the trend of the labor force by conducting a need analysis to explore how language is used in the workplace. This is important because English language learning as Basic Common Subjects should be in line with the needs of stakeholders. Considering the fact that Karawang, Indonesia, has the biggest pulp and paper factory in the country, the need for employee with good English will definitely continue to rise. The main task of a vocational school was preparing it’s pupil in order to be ready to work and have a skill required by stakeholders. This research aims to identify the needs of the industry related to English Language competence for their employees. This research used a qualitative approach by means of documentation, interview methods. The results show that the employees need English communication skills especially in speaking and writing. They need the skills to handle clients, presenting the reports, and handling complaints. These results could be a foundation to prepare English materials to help the students when they are learning English at some vocational schools in Karawang.

Keywords: ESP, factory, workers
Author: Ha Thanh Le (Hanoi National University of Education, halt@hnue.edu.vn)
Title: Investigating the Role of Form-Focused Approach to Task-Based Learning in L2 Vocabulary Acquisition

This study investigated the effects of two task-based vocabulary lessons on the acquisition of meaning, spoken and written form of English words. The analysis indicates that a task-based lesson with form-focused instruction was more effective than the other task-based lesson that did not include form-focused instruction. The study results are discussed in terms of qualitative differences in how form-focused instruction was provided in the two lessons, the amounts of focus-on-form instruction and focus-on-meaning instruction, the learners’ opportunities to be engaged in online retrieval of targeted forms. The findings suggest that form-focused instruction may be more effective when it is introduced at the last part of the lesson. Once meaning has been acquired, this ‘proactive’ form-focused instruction (Doughty and Williams, 1998) or planned interventions rather than incidental ones may assist L2 vocabulary retrieval. The findings also provide further support for the form-focused approach to task-based L2 vocabulary learning specifically structure-based production tasks (Ellis, 2003).

Keywords: task-based learning, focus-on-form, vocabulary acquisition

Author: Hiroaki Sone (Miyagi University, sonehiro@myu.ac.jp)
Title: Why Singular -ese Person/People Nouns Should Not Be Taught

Singular ‘-ese’ person/people nouns (EPNs) should not be taught at the introductory level because they rarely sound idiomatic, and sometimes sound derogatory. On a scale of 1, 2, 3, and 4 with 4 being the most idiomatically sounding, the ‘Japanese’ in ‘I’m a Japanese’ was evaluated 1.83 in the U.S. This phenomenon was more pronounced when the word is used as the complements rather than as the objects of verbs. Chi-squared tests showed this low naturalness was dependent on the incompleteness of ‘a Japanese.’ Many people use ‘Japanese’ as an adjective in the sense of person/people. Moreover, it was speculated that the derogatoriness of ‘a Japanese’ is also dependent on the incompleteness. Additionally, it was also found that person/people nouns expressing person/people from English speaking countries were regarded as more favorable in their own countries, presumably because the form releases a distinct connotation of individual differences unlike their counterpart adjectives.

Keywords: Japanese naturalness incompleteness noun adjective
Author: Hiroyuki Matsumoto (Hokkai Gakuen University, matsumoto@econ.hokkai-s-u.ac.jp)
Title: Can Self-Determination Enhance Intrinsic Motivation in EFL Reading?

In self-determination (SD) theory (Deci & Ryan, 2002), three concepts are considered important to enhance intrinsic motivation: competence (ability to learn successfully), autonomy (self-control of learning), and relatedness (connection to supportive groups). The purpose of this study was to acquire educational implications, rather than rigorous research insights, by applying the concepts to an EFL reading context: Strategy instruction which focuses on main idea comprehension to help promote competence; Selection of material articles by students to make them feel autonomous; and Group reading activities to facilitate cooperation and peer feedback. The present study examined whether or not a university EFL reading course based on SD theory could improve intrinsic motivation of economics-majoring students, using a modified version of the Motivation for Reading Questionnaire (Wigfield & Guthrie, 1997). The responses were analyzed with Wilcoxon signed-rank tests and effect sizes to evaluate changes in reading motivation. The results support the enhancement of intrinsic motivation and reading efficacy, providing the possibility of using SD theory as a framework to motivate EFL readers intrinsically.

Keywords: self-determination theory, intrinsic motivation, competence, autonomy, relatedness

Authors: Jaehwang Shim (World Cyber College, julyshim@hanmail.net); Jooyun Kim (World Cyber College, jooyunk217@naver.com)
Title: Cultural Difference in the Use of Request Strategies in English and Korean Languages for International Students

This study examines different request strategies in English and Korean. The participants were Korean language learners at international language centers and undergraduate students studying in Korea. The discourse completion task (DCT) items on request were provided for the students and they wrote down the answers in each situation. A coding scheme based on cross-cultural speech act realization patterns (CCSARP) was used for written responses of request sequences. This study analyzed the strategies of head acts and perspectives based on social status and social familiarity and compared the data of English and Korean. Though the aspects of two languages are quite different, the patterns on request are somewhat similar. In nine types of head acts, most frequent strategies were 'mood derivable', 'suggestory formula', and 'query preparatory'. The least used strategies were 'performative', 'hedged performative', and 'want statement'. In perspectives, most responses are skewed to 'speaker-oriented' and 'hearer-oriented' though some are difference depending on the languages and gender. This study suggests that international students should learn the strategies on request which are appropriate to cultural factors.

Keywords: request, head acts, perspectives, interlanguage, multicultural
Author: James Heather (Nanzan University, jamheat@gmail.com)
Title: A Template for Teaching Academic English to EFL Learners (University or High School)

Language education can incorporate strands from historical and current second language acquisition approaches. In short, input (nature), output (behavioral) and interaction (negotiation) are all important. Learning the language as well as learning through the language is needed for higher level thinking. Moreover, a student's prior knowledge needs to be linked to and built upon. Student to student interaction needs to be used. Finally, critical thinking levels need to be raised. This poster presentation incorporates the above philosophy and introduces concepts for teaching reading, listening, speaking, writing, vocabulary and critical thinking with an emphasis on the edict: If we expect students to learn, then we have to teach them how to learn. The approach teaches students how to think, not what to think. The poster offers methods to acquire, understand and evaluate information, rather than memorizing an overload of facts. The poster's content is mostly useful for teachers of academic English or critical thinking, but will also be of interest to EFL/ESL students who aspire to raise their language and knowledge to a higher level.

Keywords: academic English, critical thinking

Authors: Jun Arimoto (Kansai University of International Studies, arimoto@kuins.ac.jp); Mari Kochiyama (Kansai University of International Studies, katayama@kuins.ac.jp); Noriko Nakanishi (Kobe Gakuin University, nakanisi@gc.kobegakuin.ac.jp)
Title: Teaching Pronunciation Guidelines for EIL Teachers

English spoken with foreign accents causes difficulties, especially in cross-cultural communication among non-native speakers. Our main goal is to teach learners of English as an International Language (EIL) to speak with an intelligible English accent, which does not necessarily mean the pronunciation of English native speakers. In order to draw a line between intelligible and non-intelligible pronunciation, teachers need to know the basic rules of English phonetics. However, our previous research found that many Japanese high school teachers of English have little experience in learning phonetics, and they do not have confidence in teaching pronunciation. The situation is even worse with primary school teachers, who will be required to start teaching English as a subject from 2020, in compliance with the English Education Reform Plan promoted by the Government of Japan. Our research group has developed guidelines for teaching pronunciation, which includes: 1) how to introduce target sounds, 2) points to note for teachers; 3) materials for practice; and 4) practical information. The guidelines will not only benefit the teachers in Japan, but also the EIL teachers across Asia.

Keywords: teaching pronunciation, guideline, English as an International Language (EIL)
The benefits of extensive reading are well documented and extend beyond the skill of reading. Nunan (2003) describes reading as comprehension where readers combine their own background knowledge with information from a text to construct meaning. The skills learners develop from reading will improve their total language competence. This paper will detail the progress that Nagoya Institute of Technology has achieved in developing its extensive reading program. Research concludes that participation in an extensive reading program was the most effective predictor of oral communicative ability (Huang & Van Naerssen, 1987). On tests that incorporate writing, the benefits of extensive reading are also clear. According to Hafiz & Tudor (1990), extensive reading “led to significant improvement in writing ability.” According to Gradman & Hanania (1991), extensive reading “was the most important direct contributor to TOEFL test score performance.” In fact, several studies including Green & Oxford (1997) concluded that extensive reading “was the most highly correlated with proficiency.” Because of the clear benefits, NITech in 2005 began its extensive reading program. This poster describes the progress of the program since that time, including decisions regarding evaluation, student performance and student reactions to the extensive reading program.

Keywords: extensive reading, autonomous learning

Authors: Kyoko Kasuya (Tokyo Gakugei University, ksy0811@u-gakugei.ac.jp); Tetsuo Baba (Tokyo Gakugei University, babatets@u-gakugei.ac.jp); Osamu Takeuchi (Kansai University, takeuchi@kansai-u.ac.jp); Noriko Kawakami (Kagoshima Immaculate Heart University, noriko@lundai.k-juinsin.ac.jp); Wataru Suzuki (Miyagi University of Education, suzukiw@staff.miyakyo-u.ac.jp); Shunsuke Uchino (Hokkaido University of Education, Sapporo, uchino.shunsuke@s.hokkyodai.ac.jp); Yoshiki Takayama (Tokyo Gakugei University, yoshiki@u-gakugei.ac.jp); Motoko Abe (Tokyo Gakugei University, mabe2015@u-gakugei.ac.jp); Misato Usukura (Tokyo Gakugei University, minomisa@u-gakugei.ac.jp); Ryuichi Yorozuya (Hokkaido University of Education, Sapporo, yorozuya.yuichi@sh.hokkyodai.ac.jp); Kouichi Ano (Bunkyo University, kano@shonan.bunkyo.ac.jp); Hiroshi Ota (Tokyo Kasei University, oota-h@tokyo-kasei.ac.jp); Tatsuya Nakano (Komazawa Women's University, t-nakano@komajo.ac.jp); Hideki Sakai (Shinshu University, sakaih@shinshu-u.ac.jp)

Title: Is the National Core Curriculum for Teaching English in Pre-service Training effective?: A Validation of Elementary School Teacher Courses

This research investigates the effectiveness of the National Core Curriculum for teaching English in pre-service training for elementary school teachers. The Core Curriculum enumerates the knowledge and teaching techniques which trainees should acquire. Elementary school English education will be implemented as a required subject in Japan from 2020 for 5th and 6th grade students. “Foreign Language Activities” will be required for 3rd and 4th graders. One of the challenges of implementing major changes in curriculum concerns teacher training. A total of 253 students at four universities across Japan participated in this study. In Week 1, they took a pretest consisting of 35 items based on the Core Curriculum. In Weeks 2 to 14, they received pre-service training (e.g., lectures, micro-teaching) at their respective universities. In Week 15, a post-test consisting of the same items with different orders was administered. Preliminary analyses reveal that the students significantly improved their knowledge stated in the Core Curriculum (t(252) = 13.30, p < 0.01, d = 0.92).

Keywords: pre-service teacher training, elementary school, English education

June 27th to 29th, 2019 at The Ambassador Hotel, Bangkok, Thailand
Authors: Marian Agnes Tighe (NET Section, Education Bureau, Hong Kong SAR, mariantighe@edb.gov.hk); Roland William Smith (NET Section, Education Bureau, Hong Kong SAR, rwilliamsmith@edb.gov.hk); Jeremy Gray (NET Section, CDI, EDB, HKSARG, jeremygray@edb.gov.hk)

Title: Curriculum and Materials Design Catering for Both Teachers’ Professional Growth and Students’ Literacy Development

Since 2001, school-based curriculum development has been a focus of the curriculum reform in Hong Kong. Against the backdrop of the reform, schools are encouraged to implement a literacy programme which can empower students to learn different literacy skills systematically and to apply them effectively. Such a programme should form an integral part of the school-based English language curriculum and the professional development of teachers. The programme would best be supported by a resource package that is designed to serve multiple goals, which include enhancing students’ motivation to read, creating a language-rich environment, catering for learner diversity, developing new literacy skills, facilitating learner independence and teachers’ professional growth. This poster presentation will focus on the conceptual framework for the design of resource packages and examples of how they are used to support Space Town and Keys2, which are two primary literacy programmes developed by the Native-speaking English Teacher Section of the Education Bureau in Hong Kong for schools’ adoption in Key Stage (KS) 1 and KS2.

Keywords: motivation, metacognition, professional development, resource

Author: Maribel Ygot Cafe (Pibulsongkram Uppatham School, Thailand, cafemaribel@yahoo.com)

Title: Improving and Enhancing EFL Learners’ Language Skills Using Explicit Instruction

Educators around the world use a variety of teaching strategies and techniques to help improve their students’ language levels. They even apply some modifications of these techniques to adjust to the language levels of their students. This presentation showcases classroom practices when using explicit instruction (Archer and Hughes, 2011) with grade 1 and kindergarten students in English as a Foreign Language (EFL) classes. The presentation aims to show whether the modifications applied in using explicit instruction helped achieve the objectives of making EFL students improve their language levels. Session attendees and participants will be able to view some modified and localized lessons. They will also be able to identify some techniques similar to their classroom practices, and obtain some ideas which they will also be able to modify and localize. They will also gain a head start in planning their lessons based on the steps, difficulties met and recommendations specified in the presentation.

Keywords: explicit instruction, EFL teaching

June 27th to 29th, 2019 at The Ambassador Hotel, Bangkok, Thailand
Authors: Miharu Fuyuno (Kyushu University, m-fuyuno@design.kyushu-u.ac.jp); Yuko Yamashita (Shibaura Institute of Technology, yama-y@shibaura-it.ac.jp)

Title: Virtual Reality Training System for English Public Speaking: Development and User Evaluation

This paper discusses a process of developing a virtual reality (VR) practice system of English public speaking for Asian learners English as a Foreign Language (EFL) and reports its evaluations from users. English public speaking is performed in various occasions (i.e. business meetings, job interviews, and in-class presentations) by people across the world. Skills for delivering effective English public speaking are one of the important skills of Asian EFL learners. However, public speaking is known as a major cause of social fears, and there has not been scientific evidence-based material for teaching and learning English public speaking, especially regarding delivery skills. Therefore, our project aims at developing an immersive VR training system for English public speaking. The system consists of HMD (head mounted display) and 360-degree immersive virtual reality application that offers virtual venue and virtual audience for practicing speeches or presentations in an authentic public speaking environment. The application is programmed to evaluates individual learner's performance, such as speech rate and eye contact, automatically. We report its design process and evaluations by users.

Keywords: public speaking, delivery skills, virtual reality, material development

Author: Nia Kurniawati (Suryakancana University, nia@unsur.ac.id)

Title: Initiating Flipped Classroom in Forming the Four Cs of 21st Century Learning Among English Student-Teachers

A flipped classroom enables students to learn new content online and offline independently. This learning is associated with the 4Cs (critical thinking, communication, collaboration, and creativity) which are required by the current education goal in digital era. This qualitative study describes an effort of initiating a flipped classroom to form the 4Cs among students of English as a Foreign Language (EFL), the obstacles found by the lecturers, and the students’ 4Cs reflection in the flipped classroom. The study involved a lecturer of English in an EFL setting. The instruments used in the study included observations, interviews, and document analyses. Schoology was utilized as the learning management system (LMS). The results reveal the importance of creativity in handling flipped classes. In addition, the findings suggest that a flipped classroom may provide an instructor with more opportunities to focus on the students individually. At the same time, since it is a new method, a flipped classroom is considered difficult, since the lecturer should be able to manage online and offline class at the same time. As for the last issue, the findings reveal that the students showed their 4Cs during on line and offline classes.

Keywords: flipped classroom, schoology, the 4Cs
Authors: Norifumi Ueda (Komazawa University, ueda@komazawa-u.ac.jp); Eiichiro Tsutsui (The University of Kitakyushu, e-tsutsui@kitakyu-u.ac.jp)
Title: A Study on Affix Acquisition by Japanese L2 Learners at Different Proficiency Levels

This study examines (1) the difficulty of different English affixes for Japanese L2 learners of English at different proficiency levels and relationship among L2 learners’ vocabulary size, knowledge of English affixes, and L2 learners’ proficiency levels of English; (2) what differences there are between receptive and productive vocabulary knowledge on English affixes in L2 learners; and (3) whether the acquisition order in Mochizuki and Aizawa (2000) can be found in productive and receptive vocabulary knowledge. For this purpose, we developed two vocabulary tests (i.e., a receptive type and a productive type) utilizing JACET 8000 in order to control vocabulary frequencies. The test results were analyzed by Latent Rank Theory, which can indicate graded evaluation of vocabulary knowledge. The results show that L2 learners’ vocabulary size and proficiency level can predict the L2 learners’ affix knowledge in the receptive test, and suggest a kind of the acquisition order and difficulty levels of English affixes; however, in the results of productive test, we could not obtain the same tendency.

Keywords: L2 vocabulary acquisition, English affix knowledge, Latent Rank Theory

Author: Ozlem Kaya (Anadolu University, Turkey, okaya2@anadolu.edu.tr)
Title: What Makes a Lab Class Efficient for English Language Learners?

The use of technology in language learning strengthens learner engagement, facilitates the instructor’s role, and provides a structured, comprehensive learning experience for everyone involved. To exploit all these benefits, language learners spend two hours at Computer Laboratories at Anadolu University School of Foreign Languages. These lab hours are spent by doing the tasks assigned by the lab teacher. These tasks are thought to contribute to the learning experience by engaging learners in the use of different technology tools. However, what teachers think or find effective may not always match their students’ perceptions. To find out what students think about these tasks and the use of different technology tools at lab classes, this study was conducted with two pre-intermediate classes. Forty-five students completed questionnaires to explore their perceptions and six students took part in semi-structured interviews to discuss what makes a lab class efficient for them. The findings of this study will be presented in detail during the poster presentation.

Keywords: technology, perception, digital learning
Authors: Pimpaporn Dechvijankit (School of Architecture and Design, King Mongkut's University of Technology Thonburi, paewkmutt@gmail.com); Sutharat Puangsing (School of Architecture and Design, King Mongkut's University of Technology Thonburi, sutharat04@yahoo.com)

**Title:** Factors Undergraduate Students in a Thai University Perceive as Difficulties in Performing English Presentation

Presentation skill or the ability to present in English is one of the skills undergraduate students in Thailand, especially those in international programs, are expected to effectively perform to meet the expectations of graduate users. However, it is undeniable the process of developing the spoken skill in English is often considered difficult for Thai students to cope with as of many factors, both intrinsic and extrinsic (The state Islamic Institute of Tulungagung, 2014). This poster presentation intends to examine the factors which students perceive as difficulties when they perform presentation in English. It also investigates whether their perceived difficulties have changed after they have finished performing each presentation. The research employs a quantitative method to obtain data for the study. Sixty-eight (68) respondents consisting of first year students from an international school of a state university in Bangkok answered a questionnaire on attitude and perception regarding their presentation in English. Data were then collected and analyzed through descriptive statistics. Findings and implications of the study are further discussed.

**Keywords:** presentation skill, speaking skill, difficulties in English speaking, perceptions towards English speaking

Author: Rahmi Munfangati (Universitas Ahmad Dahlan, Jogyakarta, Indonesia, rahmi@pbi.uad.ac.id)

**Title:** Inserting Local Wisdom into a Stop Motion Video in Teaching English to Young Learners

Young learners have special characteristics. In teaching English to young learners, it is highly recommended to create an interesting and enjoyable atmosphere. This study, therefore, aims to promote an alternative solution by developing a stop-motion video. A stop-motion video can be used to create fun learning. It can help young learners visualize difficult concepts or topics. In line with the national education goals, teachers are requested to integrate local wisdom into the content of their teaching. The local wisdom which is inserted in a stop-motion video can also be used as meaningful input texts to promote character education. This was a Research and Development (R&D) study. The steps were: (1) identification of needs, (2) planning, (3) production of video, (4) evaluation, and (5) revision. The data were collected by using questionnaires and interviews. The results of the questionnaires were analyzed with simple descriptive statistics while the results of interviews were analyzed in the narrative form. The findings of this research showed that the stop motion video as the product of this research is feasible to be used for teaching English to young learners as well as promoting local wisdom.

**Keywords:** local wisdom, Teaching English to Young Learners (TEYL), stop-motion video
Author: Robert Joseph Meszaros (Nam Wah Catholic Secondary School, rjmeszaros@yahoo.com)
Title: The Merge Cube: Augmented and Virtual Reality in English Language Teaching

Using augmented reality (AR) and virtual reality (VR) in English language teaching (ELT) can enhance student learning and motivation, prolong retention of information, provide students with authentic learning experiences, transport students to venues outside the classroom, and create innovative spaces for students to collaborate and share information (Donally, 2018; Seely, 2019). One popular AR and VR device is The Merge Cube. This six-sided, lightweight foam, or paper, cube can be used with a number of free apps to introduce students to immersive technology and engage them in creative, communicative and authentic language tasks. This poster will highlight how the Merge Cube was utilized with students studying English as a foreign language (EFL) at one low-resource public secondary school in Hong Kong. Viewers of this poster will also have the opportunity to experience the Merge Cube for themselves and download templates to make their own paper Merge Cubes for use in their own classrooms. A mobile device connected to Wi-Fi is strongly recommend for this poster session.

Keywords: augmented reality, virtual reality

Author: Sachiko Takahashi (Himeji University, yumchance@yahoo.co.jp)
Title: Different Objectives and Different Learning Styles for Learning English at Japanese University

This study aimed to show that students of different departments had different beliefs, even at the beginning of their university life. We conducted a questionnaire survey regarding learners’ beliefs (attitudes toward English learning, anxiety, expectations, etc.) among 360 first-year students in Western Japan. In this presentation, we will focus on three students from different departments, all of whom were successful learners. They had different learning styles, but significantly increased their TOEIC scores after university study. Observation for one year showed that the three of them might have something in common: all had a definite objective related to their future professions in learning English, even though they had different learning styles and different objectives for learning English. We concluded that there are no one-size-fits-all teaching methods. There should be a variety of ways to provide for students at the higher education level. In order to improve the curriculum and make it adequate to shifting demands from students, needs analysis should be conducted with students at the beginning of their college career.

Keywords: ESP, motivation, learning style, learning objective
Collaborative learning is accepted by English teachers in Japan as one of effective ways to learn foreign language, but it is not clear why and how it works for learners. This study tested the hypothesis that the effects of incidental vocabulary learning promoted by using collaborative learning. 43 university students were divided into two groups and read the same text with incidental vocabulary learning by different way. One read by collaborative learning and the other by him/herself. One week later, vocabulary test was implemented. Result of discourse analysis and vocabulary test indicated that 1) collaborative learning provided learners opportunities to express meta-language and helped them to promote meta-cognition, 2) learners’ meta-cognitive control was promoted by other members’ meta-language, 3) “context effects” in incidental vocabulary learning was activated by “rehearsal” and “re-coded” in collaborative learning, and 4) vocabulary memory was strengthen through collaborative learning. These findings show that collaborative learning can promote vocabulary memory and the combination of incidental vocabulary learning and collaborative learning is effective way for English learners.

**Keywords:** collaborative learning, incidental vocabulary learning, meta-language

The negotiated syllabus is a learner-centered approach where the teacher and learner discuss and make decisions about the class contents and methods (Nation and Macalister, 2010). This method has many advantages such as increased learner motivation, greater freedom and control over learning process (Breen & Littlejohn, 2000), and fuller membership in the class community (Knowles et al., 1998). However, if the teacher lacks knowledge or experience with such a syllabus, it can be burdensome for the teacher to incorporate all students’ needs. Furthermore the teacher can lose authority. This qualitative study examines the feasibility of a negotiated syllabus in an adult EFL classroom in a lifelong learning school in Korea. By using the framework for process syllabuses (Breen & Littlejohn, 2000), the class will create a syllabus for an 8-week course. Through the researcher’s direct observation and learners reflective learning journals, the research will explore the opportunities and challenges that arise from introducing such approach in the Korean context.

**Keywords:** negotiated syllabus, learner-centered methodology, adult EFL class, autonomy
Author: Sean H. Toland (Nanzan University, seanhtoland@gmail.com)
Title: Using YouTube videos to ignite the fires of critical thinking and active learning

The ubiquitous and persuasive nature of smartphones means that English language learners (ELLs) are inundated by a constant stream of digital stimuli, false information, and misleading advertisements. ELLs must be able to differentiate truth from fiction and properly process digital data. In our technologically-infused, globalized world it is essential that educators help students cultivate twenty-first century skills such as critical thinking, communication, creativity, and collaboration. This poster presentation will report on the findings from an action research project that was conducted in a Japanese university communicative English course. The researcher used YouTube content to stimulate his students’ critical thinking abilities and foster an active learning environment. He will discuss how viral marketing and music videos were used in conjunction with interactive activities such as role-playing, speed debates, and collaborative analysis charts to foster Japanese university ELL’s twenty-first century skills. The lesson ideas and teaching strategies that will be highlighted in this poster presentation can be utilized in a wide range of instructional environments.

Keywords: YouTube, critical thinking, digital literacy, active learning

Author: Yoko Ichiyama (Faculty of International Studies, Kyoritsu Women's University, Japan, ichiyama@hotmail.co.jp)
Title: Vocabulary Profile for Pair Taping: Improving Speaking Practices in an English as a Foreign Language Class

Although improving speaking proficiency is considered essential in English as a foreign language classes in Japan, the amount of exposure to improve fluency is limited. The aims of the study were to examine whether vocabulary profiles improved after students participated in pair taping for a month and the impact of pair taping on leaners’ motivations regarding lexical gain. Pair taping, sometimes referred to as partner taping, is a speaking-focused activity which aims to practice speaking and raise motivation to speak. No significant differences were found between the vocabulary profile before and after the exposure to pair taping, except for the number of words and the utterances. Many students, however, reported improved motivation to speaking English as well as increased interests in improving their vocabulary profiles for speaking English. These results indicate the need to provide more opportunities to practice speaking as well as raising students’ awareness about vocabulary sophistication using pair taping.

Keywords: speaking practices, pair taping, vocabulary profile
**Authors:** Zhoujie Chen (National Tsing Hua University, chenzhoujie@hotmail.com); Chin-Wen Chien (National Tsing Hua University, chinwenc@mail.nd.nthu.edu.tw)

**Title:** Corpus-based Approach in Verb-preposition Collocation Instruction Among Chinese EFL Learners

Mastery of collocations has been challenging to Chinese English as a foreign language (EFL) senior high school students due to first language influence and limited exposure. A corpus-based approach provides learners with multiple exposure to words in a meaningful context and raises their awareness of the lexical nature of language. This study investigated the effect of implementing a corpus-based approach in teaching verb-preposition collocations among twelve Chinese EFL senior high school students in a language center. Data analyses of pretest, post-test, interview, and worksheets produced the following findings. First, compared to the pretest, participants improved moderately in the post-test, particularly with the use of “take” and “make” co. Second, as the digital natives, participants had the positive attitude toward using COCA to learn verb-preposition collocations and the tool fostered self-regulated learning. Pedagogical implications on the effective integration of a corpus-based approach in teaching verb-preposition collocation were provided.

**Keywords:** corpus, collocation, EFL classroom
Aim and Scope

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